



# ENGLISH FOR ETHIOPIA

## TEACHER GUIDE

GRADE 6

ENGLISH FOR ETHIOPIA

TEACHER GUIDE

GRADE 6

FDRRE, MOE



Price: Eth. Birr 13.60

ISBN: 978-99944-2-240-1



Federal Democratic Republic of Ethiopia  
Ministry of Education



Federal Democratic Republic of Ethiopia  
Ministry of Education



## Take Good Care of This Textbook

**This textbook is the property of your school.  
Take good care not to damage or lose it.**

### **Here are 10 ways to help you take care of the book:**

1. Cover the book with protective material, such as plastic, old newspapers or magazines.
2. Always keep the book in a clean dry place.
3. Be sure your hands are clean when you use the book.
4. Do not write on the cover or inside pages.
5. Use a piece of paper or cardboard as a bookmark.
6. Never tear or cut out any pictures or pages.
7. Repair any torn pages with paste or tape.
8. Pack the book carefully when you place it in your school bag.
9. Handle the book with care when passing it to another person.
10. When using a new book for the first time, lay it on its back. Open only a few pages at a time. Press lightly along the bound edge as you turn the pages. This will keep the cover in good condition.



# ***English for Ethiopia***

## ***Teacher Guide***

### ***Grade 6***

#### **Authors**

Wagaba William (Phd)

Tarekegn Mekonnen

Fekadu Mulugeta

Tamale Charles

#### **Reviewed by**

Getahun Gebremedhin

Ejeta Negeri

Demir Zewdu



Federal Democratic Republic of Ethiopia  
Ministry of Education



Setting a New Trend in School Book Publishing

## Acknowledgement

The development, printing and distribution of this Student Textbook has been funded through the General Education Quality Improvement Project (GEQIP), which aims at improving the quality of education for Grades 1 - 12 students in government schools throughout Ethiopia.

The Federal Democratic Republic of Ethiopia received funding for GEQIP through credit/financing from the International Development Association (IDA), the Fast Track Initiative Catalytic Fund (FTICF) and other development partners - Finland, Italian Development Cooperation, the Netherlands and UK aid from the Department for International Development (DFID).

The Ministry of Education wishes to thank the many individuals, groups and other bodies involved - directly and indirectly - in publishing the textbook and accompanying teacher's Guide.

© **Federal Democratic Republic of Ethiopia, Ministry of Education.**

### First published 2003

The copyright in all drawings, documents and other materials in the textbooks and teacher guides, containing data and information furnished to the Purchaser by the Supplier herein shall remain vested in the Purchaser for a period of five (5) years from receipt of textbooks and teacher guides. Extension of this period can be negotiated through agreement by both parties as per contract number MoE/GEQIP/IDA/ICB/07/09-G.

### Publisher

MK Publishers Ltd.

MK Book House

P. O. Box 12385 Kampala

Tel : +256 414-269150

Fax : +256 414-269150

website: [www.mkpublishers.com](http://www.mkpublishers.com)

Kampala - Uganda

**ISBN: 978-99944-2-240-1**

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form by any means (including electronic, mechanical, photocopying, recording or otherwise) either prior written permission of the copyright owner or a licence permitting restricted copying in Ethiopia by the Federal Democratic Republic of Ethiopia. Federal Negarit Gazeta Proclamation No. 410/2004 Copyright and Neighbouring Rights Protection Proclamation, 10th year, No. 55, Addis Ababa, 19th July, 2004.

Book Layout and design	- Frank Ssenyonga
Cover design	- Nathan Baryongo
Editorial	- MK Publishers Editorial Board

### Disclaimer

Every effort has been made to trace the copyright owners of material used in this book. We apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any future edition.

## FOREWORD

Education and development are closely related endeavours. This is the main reason why education is the key instrument in Ethiopia's development. The globalised world we now live in requires each individual to acquire new knowledge, skills, attributes and values. It is against this background that the curriculum, which is a reflection of a country's education system, must be responsive to the 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 with regard to the provision of services. 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 Student's Textbook which are based on active - learning methods and a competency - based teaching approach.

The publication of a new Framework and revised Textbooks and teacher guides are not the sole solution to improving the quality of education in the country. Continued improvement in education 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 in these roles, teachers have been given, and will continue to receive, training on the strategies in the Framework.

Teachers are urged to use this guide carefully for curriculum development in order to support their students by putting into action the strategies and activities suggested in it. The guide includes possible answers for the questions and exercises in the student textbook, but these answers should not prevent the students from providing for alternative answers. What is required is that the students are encouraged to explain their possible answers to the questions in the textbook.

# Table of Contents

<b>Unit</b>	<b>Pages</b>
<b>General Introduction</b> .....	v
<b>Unit 1</b> - What are you wearing today? .....	1
<b>Unit 2</b> - Ras Dashen .....	13
<b>Unit 3</b> - Who am I? .....	25
<b>Unit 4</b> - My favourite dish .....	35
<b>Unit 5</b> - Animal Fables .....	47
<b>Unit 6</b> - How we used to live .....	59
<b>Unit 7</b> - Having a large family or .....	69
<b>Unit 8</b> - Where is your home town/village? .....	81
<b>Unit 9</b> - I think I will .....	91
<b>Unit 10</b> - Save our world .....	101
<b>Unit 11</b> - Healthy living .....	111
<b>Unit 12</b> - I can do it .....	121
<b>Unit 13</b> - Child labour .....	131
<b>Syllabus</b> .....	137
<b>Vocabulary</b> .....	150
<b>Bibliography</b> .....	150

## General Introduction

This English for Ethiopia for Grade 6 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 Book 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, and 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.
- ◆ covers wide range of activities.
- ◆ encourages cooperation among students.
- ◆ is basically learner-oriented.

- ◆ encourages competition since every member of the group would like to be recognised.
- ◆ encourages the participation of each and every student in class.
- ◆ is good for remedial and revision purposes.
- ◆ on the other hand, the teacher also learns from the students.

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

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

### **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 go 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.

On the other hand, discouraging comments like very poor work, very dull student, very lazy student







# Syllabus Matching Chart



UNIT	Picture study and listening	Vocabulary	Grammar: Language Practice	Comprehension	Composition	Revision exercise
 Unit 1 What are you wearing?	<ul style="list-style-type: none"> <li>observing pictures and answering questions</li> <li>naming traditional clothes</li> <li>greeting and introducing each other</li> <li>listening for specific information and discussing questions</li> </ul> pages 1 - 4	<ul style="list-style-type: none"> <li>matching words with their opposites</li> <li>writing words and sentences</li> <li>describing different clothes</li> <li>describing words using more than one adjective</li> <li>completing sentences</li> </ul> pages 4 - 6	<ul style="list-style-type: none"> <li>What is .... wearing?</li> <li>What colour is/are your.....?</li> <li>What is/are .....used for?</li> <li>forming questions and answers</li> </ul> pages 6 - 7	<ul style="list-style-type: none"> <li>answering questions from the dialogue</li> <li>completing the conversation</li> <li>reading the poem and answering questions</li> <li>pre-reading activity</li> <li>finding words with similar meaning</li> </ul> pages 7 - 10	<ul style="list-style-type: none"> <li>free writing activity</li> <li>writing a short paragraph</li> <li>combining sentences using “and”</li> </ul> pages 10 - 12	<ul style="list-style-type: none"> <li>listing traditional clothes</li> <li>discussing materials clothes are made of</li> <li>crossword puzzle</li> </ul> pages 12 - 14
 Unit 2 Ras Dashen	<ul style="list-style-type: none"> <li>observing the map and answering questions</li> <li>listening for specific information</li> <li>discussing questions</li> </ul> pages 15 - 16	<ul style="list-style-type: none"> <li>using words in sentences</li> <li>completing sentences using given words</li> <li>discussing weather conditions</li> </ul> pages 17 - 18	<ul style="list-style-type: none"> <li>How high..? </li> <li>asking and answering questions</li> <li>regular adjectives</li> <li>irregular adjectives</li> <li>practice with comparatives and superlatives</li> <li>describing places</li> <li>using: as..as; not as ...as...</li> </ul> (comparing people and objects) pages 18 - 22	<ul style="list-style-type: none"> <li>pre-reading activity</li> <li>reading the text and answering questions</li> <li>matching words with meaning</li> <li>reading the dialogue and working with a partner</li> </ul> pages 22 - 24	<ul style="list-style-type: none"> <li>arranging sentences in the correct order</li> <li>filling gaps</li> <li>writing a short paragraph about home</li> </ul> pages 24 - 25	<ul style="list-style-type: none"> <li>social expressions</li> <li>writing sentences</li> <li>cross word puzzle</li> </ul> pages 25 - 26

UNIT	Picture study and listening	Vocabulary	Grammar: Language Practice	Comprehension	Composition	Revision exercise
 3 Who am I?	<ul style="list-style-type: none"> <li>observing pictures and answering questions</li> <li>discussing important people</li> <li>writing about important people</li> <li>listening for specific information</li> <li>discussing questions pages 27- 29</li> </ul>	<ul style="list-style-type: none"> <li>to complete reading words and using them in sentences</li> <li>writing words from jumbled letters</li> <li>writing sentences pages 29 - 30</li> </ul>	<ul style="list-style-type: none"> <li>the past simple tense</li> <li>the present simple tense</li> <li>asking and answering questions</li> <li>using 'last' 'ago'</li> <li>using :We/ they</li> <li>the present continuous tense</li> <li>'Yes/', 'No' questions</li> <li>matching phrases pages 30 - 35</li> </ul>	<ul style="list-style-type: none"> <li>answering questions from the dialogue</li> <li>reading the text and answering questions</li> <li>pre-reading activity</li> <li>matching words with meaning pages 35 - 37</li> </ul>	<ul style="list-style-type: none"> <li>writing about famous people pages 37</li> </ul>	<ul style="list-style-type: none"> <li>writing correct sentences (gap fill)</li> <li>answering questions</li> <li>crossword puzzle pages 37 - 38</li> </ul>
 4 My favourite dish	<ul style="list-style-type: none"> <li>naming and describing types of food</li> <li>observing and discussing picture</li> <li>listening for specific information pages 39 - 40</li> </ul>	<ul style="list-style-type: none"> <li>discussing food preparation activities (using verbs)</li> <li>describing food (using adjectives)</li> <li>matching adjectives</li> <li>countable and uncountable food items</li> <li>using quantity words pages 40 - 41</li> </ul>	<ul style="list-style-type: none"> <li>using: How many ....?/How much..?</li> <li>Using: a few, a little', 'few', little'</li> <li>What is ....? It is .....</li> <li>matching descriptions to nouns</li> <li>expressing opinions pages 41 - 44</li> </ul>	<ul style="list-style-type: none"> <li>answering questions about the dialogue</li> <li>pre-reading activity</li> <li>reading the text and answering questions</li> <li>matching words with meaning</li> <li>answering questions about the passage pages 44 - 46</li> </ul>	<ul style="list-style-type: none"> <li>describing ingredients and steps to prepare dishes</li> <li>writing about likes and dislikes pages 46 - 47</li> </ul>	<ul style="list-style-type: none"> <li>matching nouns with explanation</li> <li>identifying countable and uncountable nouns pages 47 - 49</li> </ul>



UNIT	Picture study and listening	Vocabulary	Grammar: Language Practice	Comprehension	Composition	Revision exercise
 5 Animal fables	<ul style="list-style-type: none"> <li>observing picture and identifying animals</li> <li>answering questions</li> <li>listening for specific information</li> <li>telling stories</li> <li>drawing and writing messages pages 50 - 52</li> </ul>	<ul style="list-style-type: none"> <li>grouping animals</li> <li>mentioning homes, sounds, femine and young ones of animals</li> <li>discussing animal characteristics pages 52 - 53</li> </ul>	<ul style="list-style-type: none"> <li>using quite' very 'at all'</li> <li>asking and answering questions</li> <li>discussing animal activities</li> <li>the past simple questions pages 54 - 55</li> <li>social expressions</li> </ul>	<ul style="list-style-type: none"> <li>pre-reading activity</li> <li>reading the story and answering questions</li> <li>matching words with meaning</li> <li>answering questions about a dialogue</li> <li>answering questions about the poem pages 55 - 58</li> </ul>	<ul style="list-style-type: none"> <li>writing a story from pictures (page .....</li> <li>writing about animals</li> <li>filling gaps pages 58 - 59</li> </ul>	<ul style="list-style-type: none"> <li>writing words</li> <li>re - arranging words</li> <li>cross word puzzle</li> <li>completing sentences pages 59 - 61</li> </ul>
 6 How we used to live	<ul style="list-style-type: none"> <li>observing pictures</li> <li>comparing the past with the present</li> <li>discussing and answering questions</li> <li>listening for specific information pages 62 - 64</li> </ul>	<ul style="list-style-type: none"> <li>using words in sentences</li> <li>discussing past activities</li> <li>writing sentences pages 64</li> </ul>	<ul style="list-style-type: none"> <li>using 'used to'</li> <li>using 'what did..'</li> <li>using 'what...when ....?'</li> <li>(asking and answering questions)</li> <li>prepositions of place</li> <li>adjectives (giving opposites)</li> <li>using: There is are.....</li> <li>'There was/ are...'</li> <li>Using 'some' and 'any'</li> <li>questions and negatives</li> <li>comparatives pages 64 - 70</li> </ul>	<ul style="list-style-type: none"> <li>answering questions from poem</li> <li>pre-reading activity</li> <li>reading the text and answering questions</li> <li>discussing meanings of words</li> <li>answering questions from a dialogue pages 70 - 72</li> </ul>	<ul style="list-style-type: none"> <li>completing story with given words</li> <li>writing two paragraphs about the past; page 72</li> </ul>	<ul style="list-style-type: none"> <li>spelling</li> <li>completing sentences</li> <li>re arranging sentences</li> <li>listing words pages 72 - 74</li> </ul>

UNIT	Picture study and listening	Vocabulary	Grammar: Language Practice	Comprehension	Composition	Revision exercise
 7 Having a large family or .....	<ul style="list-style-type: none"> <li>• discussing family members</li> <li>• discussing the family tree</li> <li>• answering questions</li> <li>• discussing relations</li> <li>• listening for specific information pages 75 - 76</li> </ul>	<ul style="list-style-type: none"> <li>• using vocabulary to name family trees</li> <li>• discussing exercise in Student's Book pages 76 - 77</li> </ul>	<ul style="list-style-type: none"> <li>• the present participle tense</li> <li>• the past participle tense</li> <li>• using 'has' and 'have'</li> <li>• possessive pronouns</li> <li>• small and large families</li> <li>• compound sentences</li> <li>• using 'and', 'but'</li> <li>• advantages and disadvantages of nuclear and extended families pages 77 - 82</li> </ul>	<ul style="list-style-type: none"> <li>• answering questions from a dialogue</li> <li>• pre reading activity</li> <li>• reading the text and answering questions</li> <li>• matching words with meaning</li> <li>• answering questions from a poem page 82</li> </ul>	<ul style="list-style-type: none"> <li>• answering questions</li> <li>• writing a paragraph about family members page 83</li> </ul>	<ul style="list-style-type: none"> <li>• rewriting sentences</li> <li>• completing sentences</li> <li>• answering questions</li> <li>• crossword puzzle pages 84 - 86</li> </ul>
 8 Where is your home town/ village?	<ul style="list-style-type: none"> <li>• observing map</li> <li>• locating places</li> <li>• answering questions</li> <li>• drawing map of the school</li> <li>• listening for specific information</li> <li>• drawing map of the region pages 87 - 89</li> </ul>	<ul style="list-style-type: none"> <li>• words for locating places</li> <li>• prepositions of place</li> <li>• directions to different places page 89</li> </ul>	<ul style="list-style-type: none"> <li>• positions on the map</li> <li>• different regions (of Ethiopia)</li> <li>• the present simple tense (daily activities)</li> <li>• the past simple tense pages 89 - 93</li> </ul>	<ul style="list-style-type: none"> <li>• answering questions from a dialogue</li> <li>• pre - reading activity</li> <li>• reading the text and answering questions</li> <li>• matching words with meaning</li> <li>• finding meaning from the story pages 93 - 95</li> </ul>	<ul style="list-style-type: none"> <li>• writing a paragraph about a tourist attraction</li> <li>• writing an advertisement about a tourist attraction pages 96 - 97</li> </ul>	<ul style="list-style-type: none"> <li>• completing sentences</li> <li>• re - arranging sentences page 97</li> </ul>

UNIT	Picture study and listening	Vocabulary	Grammar: Language Practice	Comprehension	Composition	Revision exercise
 I think I will	<ul style="list-style-type: none"> <li>• Observing pictures and answering questions.</li> <li>• Discussing what students would like to do in future.</li> <li>• Listening for specific information</li> <li>• Writing different professions. pages 99 - 101</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what students like in Ethiopia.</li> <li>• Describing cities/towns/villages pages 101 -102</li> </ul>	<ul style="list-style-type: none"> <li>• Using I would like to....</li> <li>• Comparatives</li> <li>• Certainty and doubt</li> <li>• Compound sentences</li> <li>• Using two describing words pages 102 - 106</li> </ul>	<ul style="list-style-type: none"> <li>• Answering questions from a poem.</li> <li>• Pre-reading activity.</li> <li>• Reading the text and answering questions</li> <li>• Matching words with their meaning pages 106 - 107</li> </ul>	<ul style="list-style-type: none"> <li>• Describing posters.</li> <li>• Writing predictions pages 108 - 109</li> </ul>	<ul style="list-style-type: none"> <li>• The comparative form of given words</li> <li>• Completing sentences pages 108 - 109</li> </ul>
 Save our world	<ul style="list-style-type: none"> <li>• Observing picture and answering questions.</li> <li>• Discussing environment</li> <li>• Describing in different areas.</li> <li>• Listening for specific information pages 110 - 111</li> </ul>	<ul style="list-style-type: none"> <li>• Making sentences using given words.</li> <li>• Completing sentences.</li> <li>• Re-arranging words to form sentences page 112</li> </ul>	<ul style="list-style-type: none"> <li>• Present continuous tense.</li> <li>• Present simple tense.</li> <li>• Using 'some', 'any', 'many', 'much', 'too many', 'too much'</li> <li>• Good/bad environment.</li> <li>• Using 'should', 'must'. page 113 - 117</li> </ul>	<ul style="list-style-type: none"> <li>• Answering questions from a dialogue.</li> <li>• Answering questions about a picture.</li> <li>• Preceding activity.</li> <li>• Reading the text and answering questions.</li> <li>• Identifying page 118</li> </ul>	<ul style="list-style-type: none"> <li>• Re-arranging sentences.</li> <li>• Writing about pictures and activities.</li> <li>• Writing about saving the environment. pages 120</li> </ul>	<ul style="list-style-type: none"> <li>• Writing sentences.</li> <li>• Crossword puzzle.</li> <li>• revising words studied before pages 120 - 121</li> </ul>

UNIT	Picture study and listening	Vocabulary	Grammar: Language Practice	Comprehension	Composition	Revision exercise
Unit 11 Healthy living	<ul style="list-style-type: none"> <li>observing the picture and answering questions</li> <li>discussing food and its importance</li> <li>listening for specific information</li> <li>asking and answering questions pages 123 - 124</li> </ul>	<ul style="list-style-type: none"> <li>using words for healthy living</li> <li>reading and discussing sentences</li> <li>completing sentences page 125</li> </ul>	<ul style="list-style-type: none"> <li>'...used for..'</li> <li>probable conditional sentences (if you ...,you....)</li> <li>adjectives</li> <li>using, "if you ..., you ..."</li> <li>using, "you will ... if you ..."</li> <li>using: 'should' 'must'</li> <li>antonyms pages 126 - 128</li> </ul>	<ul style="list-style-type: none"> <li>answering questions from a dialogue</li> <li>pre - reading activity</li> <li>reading the passage and answering questions</li> <li>matching words with their meaning page 129</li> </ul>	<ul style="list-style-type: none"> <li>arranging sentences in the correct order</li> <li>writing complete sentences pages 130</li> </ul>	<ul style="list-style-type: none"> <li>writing sentences about common diseases and treatment.</li> <li>grouping words</li> <li>writing probable conditional sentences page 131</li> </ul>
Unit 12 I can do it	<ul style="list-style-type: none"> <li>observing the picture and answering questions</li> <li>discussing people with disabilities</li> <li>listening for specific information pages 134 - 135</li> </ul>	<ul style="list-style-type: none"> <li>words for different impairments</li> <li>completing sentences pages 135 - 136</li> </ul>	<ul style="list-style-type: none"> <li>using 'can, should' to express opinions</li> <li>adverbs of degree</li> <li>imperatives</li> <li>reflexive pronouns</li> <li>using 'could' 'couldn't' to express opinions pages 136 - 139</li> </ul>	<ul style="list-style-type: none"> <li>answering questions from a conversation</li> <li>completing sentences</li> <li>answering questions from a poem</li> <li>pre-reading activity</li> <li>reading the passage and answering questions</li> <li>matching words with their meaning page 139</li> </ul>	<ul style="list-style-type: none"> <li>completing the story</li> <li>writing a paragraph about a disabled person page 141</li> </ul>	<ul style="list-style-type: none"> <li>crossword puzzle page 141</li> </ul>
Unit 13 Say No to child labour	<ul style="list-style-type: none"> <li>observing the picture and answering questions</li> <li>discussing the hard labour children do at home and outside</li> <li>listening for specific information pages 143 - 144</li> </ul>	<ul style="list-style-type: none"> <li>using words in sentences</li> <li>discussing types of jobs page 145</li> </ul>	<ul style="list-style-type: none"> <li>comparisons</li> <li>conditional sentences</li> <li>the past tense pages 145 - 146</li> </ul>	<ul style="list-style-type: none"> <li>answering questions from a conversation</li> <li>pre-reading activity</li> <li>reading and answering questions page 147</li> </ul>	<ul style="list-style-type: none"> <li>writing problems children face</li> <li>answering questions from the pictures pages 147 - 148</li> </ul>	<ul style="list-style-type: none"> <li>writing correct and wrong statements</li> <li>completing sentences</li> <li>identifying words to describe nouns pages 148 - 150</li> </ul>



## Background information

Ethiopians are extremely talented in creativity and design. There is a range of varying costumes in the country. The art work on the cloth and leather depict both ancient and modern innovations and decorations. On several occasions, one will see beautiful colourful, and unique costumes, worn by the people from the countryside and others in the city/town centres.

One will see people dressed in long jodhpur - like trousers, finely woven cotton dresses, loose wraps fine cloth of different colours. Some people wear bead - decorated leather garments, light and heavy cloth, jewellery, hair - styles and other ornaments that depict their rich culture.

Modern wear is also seen largely in urban areas. People are dressed in shirts, skirts, jackets and suits.

The teacher, should be prepared to discuss as many types of clothes as possible e.g; traditional, modern, ceremonial and casual. You will also teach about fashion shows.

## General objective

Students will be able to talk, in detail, about clothes and what people wear.

## Specific objectives

By the end of the unit; students will be able to;

- ☞ use social expressions (introductions and greeting).
- ☞ describe clothes using more than one adjective.
- ☞ listen to information and match the pictures.
- ☞ listen and respond to **wh** questions.
- ☞ take part in guided oral activities in pairs and groups.
- ☞ predict the theme of the passage by doing pre - reading activities.
- ☞ read a passage of 4 - 5 paragraphs to find the main message and information.
- ☞ interpret the meaning of unfamiliar words from a given context.
- ☞ write sentences from jumbled words.
- ☞ take dictation of a short paragraph with correct spelling and punctuation.
- ☞ write compound sentences using **and**
- ☞ use vocabulary in relation to clothes.

## Visual Aids / Resources:

Pictures of different clothes, clothes.

### A. Listening and speaking

## Lesson 1

### Student's Book, page 1.

**Specific objective:** Students will be able to use social expressions.

**Lesson content:** Introductions and Greetings

**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 loudly. Let them mention any other information about themselves.

My name is \_\_\_\_\_ I am in Grade \_\_\_\_\_ I live at \_\_\_\_\_

**Step 2: Activity 1:** Tell students to find out how they greet and introduce themselves in their local language. Ask students to greet one another in their local languages. Select pairs to greet one another in front of the





Explain to students what we wear.

This includes watches, hats, belts etc. Let students use the phrase; “a pair of \_\_\_\_\_”

**Step 4: Exercise:** Refer to Student’s Book, **page 3**. Let students describe the clothes from the picture. They should also answer the questions that follow.

## **Lesson 3**

### **Student’s Book, pages 3 - 4**

**Specific objective:** Students will be able to answer questions about the passage and talk about clothes in their groups.

**Lesson content:** Listening exercise

**Step 1: Activity:** Ask students to form groups of four, let them discuss the traditional and modern types of clothes that are worn in Ethiopia. Students should also talk about the different uniforms worn by other people. They should also write down clothes people wear in the different seasons. For example, what clothes are worn during different seasons, e.g in winter, summer, autumn and spring.

**Step 2:** Read the passage slowly to the students.

The people of Ethiopia wear many different types of clothing. The traditional dress of the Christian highland peasantry has traditionally been of white **cotton cloth**. Since mid - 1800s, men have worn long, jodhpur - like trousers, a tight - fitting shirt and a *shamma* (loose wrap).

The Muslims of Harar, by contrast, wear very **colourful dress**, the men in short trousers and a coloured wrap and the women in fine dresses of red, purple and black. The lowland Somali and Afar wear long, **brightly coloured cotton wraps**, and brightly coloured cotton wraps, and the Oromo people wear bead - decorated leather garments that reflect the **climates** where the different groups live - highlanders, for instance, use heavy cloth capes and **wrap - around blankets** to protect themselves against the night chill. In the heat of the lowland plains, light cotton cloths are all that is required by men and women alike.

Traditional dress, though often now supplanted by Western attire, may still be seen throughout much of the countryside. National dress is usually worn for **festivals**, when streets and meeting places are transformed into a sea of white as finely woven **cotton dresses**, wraps decorated with coloured woven borders, and suits are donned. A distinctive style of dress is found among the Oromo horsemen of the central highlands, who, on ceremonial days such as *Maskal*, wear **lions’ manes or baboon - skin** headdresses and, carrying hippo - hide whips - spears and shields, ride down to the main city squares to participate in parades.

Ethiopians are justifiably proud of the range of their **traditional costumes**. The most obvious identification of the different groups is in the **jewellery**, the hair styles and embroidery of the dresses. The women of Amhara and Tigray wear dozen of plaits (*sheruba*), tightly braided to the head and billowing out the shoulders. The women of Harar part their hair in the middle and make a bun behind each ear. Hamar, Geleb, Bume and Karo men form a ridge of plaited hair and clay to hold their feathered head wear in place. Arsi women have fringes and short, bobbed hair. Bale girls have the same hair style, but cover the hair with a black headcloth, while young children often have their heads shaved.

Jewellery in silver and gold is worn by both Muslims and Christians, often with amber or glass beads incorporated. Heavy brass, copper and ivory bracelets and anklets are also worn.

**Step 3:** Discuss the following questions orally.

1. What materials are used to make clothes? (cotton, leather)
2. What is the use of wrap - around blankets? (to combat the night chill)
3. What do you expect people to wear at festivals? (ceremonial attire)
4. What is the jewellery made of? (silver, gold)



5. Why are some clothes known as **wraps** (they are wrapped around the body)
6. What are the differences between the modern clothes you buy from the shops and the traditional ones?  
(Discuss: design, prices, cloth)

Let students rewrite what they listened and share among themselves.

## Lesson 4

### Student's Book, page 4

**Specific objective:** Students will be able to use vocabulary related to clothing.

**Lesson content:** Vocabulary

**Step 1:** Revise the names of different clothes in lesson one. Ask students to mention materials used to make clothes and teach the verbs related to clothes.

**Verbs:** wear, wash, sew, design, dry, dress, rinse, iron, squeeze, press, measure

**Materials:** silk, cotton, wool, leather, nylon

Ask students to demonstrate how to carry out functions like measuring, dressing, squeezing etc.

**Step 2: Activity:** Ask students to discuss with their partners the different words used to describe clothes. For example, long, loose, old, light and wet. Inform students that adjectives are words that are used to describe nouns. Guide the students to use the following adjectives to describe clothes.

long \_\_\_\_\_ short

loose \_\_\_\_\_ tight

old \_\_\_\_\_ new

light \_\_\_\_\_ dark

wet \_\_\_\_\_ dry

warm \_\_\_\_\_ cool

dull \_\_\_\_\_ bright

nice \_\_\_\_\_ bad

neat \_\_\_\_\_ shabby

**Step 3:** Use the formula below to teach the order of adjectives to the students.

**Example:**

Opinion	Shape	Age	Colour	Origin	Material	Noun
Nice	Square	New	Blue	Ethiopia	Cotton	Handkerchief

Ask students to describe clothes using two adjectives.

- (i) It is a **blue silk** dress.      (ii) It is a **black cotton** shirt.

Refer to the Student's Book, **page 4**. Let students write the descriptions in their exercise books.

**Exercise 1(a):** Ask students to match the words in column A with their opposites in column B.

**Exercise 1(b):** Tell students to write down other words that we can use to describe clothes and give their opposites. Encourage students to participate actively in this exercise by using the words in sentences.

Example: long - short: My sister is wearing a short dress.

Mother bought a long dress for my sister.

**Exercise 2:** Students use the words from the list in exercise 1 and describe their own clothes.

Example: Hepo has a white shirt.

**Exercise 3:** Ask students to use two words (adjectives) to describe different clothes as in the example in the Student's Book.

## Lesson 5

### Student's Book, page 5

**Specific objective:** Students will be able to describe clothes using adjectives.





**Lesson content:** Describing clothes and what people wear.

**Step 1:** Dictate the following words for the students to write in their books.

shirt                  skirt                  trousers                  shorts                  blouse                  sleeves  
shoes                  brown                  dresses

Assist students who find it hard to write correct spellings.

**Step 2: Activity:** Ask students, in pairs to describe the clothes shown in the pictures in Student’s Book, **Page 5**. Encourage students to use adjectives, for example, a long - sleeved shirt, short - sleeved blouse, a pair of earrings, a hat, a necklace, and a pair of shorts. Guide students by going around the class to assist those who may find it hard to write correct spellings.

**Step 3:** Refer to Student’s Book, **page 6** Exercise 1. Students match the descriptions with the clothes shown in the pictures. Students should complete the sentences using the given phrases.

**Expected answers**

- 1. dress                                  2. T - shirt                                  3. shirt                                  4. blouse                                  e. socks

**Exercise 2:** Student’s book, Page 6. Ask students to match the phrases with the pictures.

**Expected answers**

- a. a cotton blouse                          b. a yellow leather jacket c. a white leather hat

**Exercise 3:** Let students use two adjectives to complete the phrases.

Possible answers

- a blue long dress a nice yellow blouse                          a brown leather strap                          a small blue sweater  
an old torn T - shirt                          a brown pair of shorts

## Lesson 6

### Student’s Book, page 7

**Specific objective:** Students will be able to use **what** questions to identify names and adjectives that describe clothes.

**Lesson content:** Using, *What is... wearing?*

**Step 1:** Revise the colours and names of the different clothes and items in the classroom.

Ask students to describe their partners’ clothes and property.

**Activity 1:** Students form groups of three people to name and describe the different clothes they are wearing. They should also name and describe items in the classroom.

**Activity 2:** Students look at the pictures in Student’s Book, Page 7. Students should ask their partners about the clothes in the pictures as in the example below.

*What is \_\_\_\_\_ wearing?*

**Example:** *What is Tiru wearing? - She is wearing a yellow dress.*

Introduce and teach the structures;

*What is \_\_\_\_\_ wearing?*

*What colour \_\_\_\_\_ ?*

*What \_\_\_\_\_ made of?*

Ask a student to respond to the questions.

**Teacher :** What are you wearing?

**Student :** I am wearing a sweater.

**Teacher :** What colour is your sweater? **Student :** It is grey.

**Teacher :** What is it made of?

**Student :** It is made of cotton.

Students ask questions and describe other clothes and property.



**Step 3:** Refer to Student's Book, page 7. Students describe the clothes people are wearing.

**Step 4:** Ask students to describe materials that are used to produce different objects people wear.

**Example:**

Leather is used to make shoes.

The shoes are made out of leather.

**Exercise 1:** Ask students to form sentences from the table.

**Example:** (i) It is made of cotton. (ii) It is a yellow cotton dress.

**Exercise 2:** Students write three sentences about the clothes they are wearing. They consider colour and material used to make the dressing.

## Lesson 7

**Student's Book, pages 8 - 9**

**Specific objectives:** Students will be able to describe uses of different objects.

**Lesson content:** *What is/are ..... used for .....*?

Use nouns for clothes as in Lesson six.

**Step 1: Activity 1:** Students ask their partners the use of the items they have in their bags.

**Step 2: Activity 2:** Ask students to discuss the following questions with a partner and present their discussion to another group. Examples of questions to be discussed include;

1. Why do people dress differently during occasions?
2. What are the traditional Ethiopian clothes?
3. Do you know any traditional clothes from other countries?

**Step 3:** Consider different items at school. Ask students to mention the uses of each one of them. You could begin with those in the classroom e.g. A clock is used for telling time, A broom is used for sweeping. Ask each student to contribute to the lesson by mentioning the use of an item either from school or home. Guide the students to answer the following questions:

What item have you chosen?

What colour is your item?, What is it made of?

**Step 4:** Refer to Student's Book, **page 9. Exercise 1:** Ask students to describe the items in the table and what they are used for.

Expected answers

1. An umbrella is used for protecting one from rain and sunshine.
2. A jacket is used for keeping one warm.
3. Sunglasses are used for protecting the eyes from bright sunshine.
4. A watch is used for telling time.
5. Shoes are used for protecting your feet from getting injury.
6. A belt is used for tightening clothes.
7. A hat is used for protecting the head from sunshine.
8. A handkerchief is used for cleaning the face.
9. A necklace is used for making one look smart.

**Exercise 2:** Write 3 sentences about the clothes you are wearing. Describe what they are, their colour and what they are made of.

**Example:** I have a sweater. It is blue. It is made of cotton.

## Lesson 8

**Student's Book, page 9**

**Specific objective:** Students should be able to read and act the dialogue and to write guided compositions.

**Lesson content:** Reading and guided composition



**Step 1:** Ask students to compare the clothes they wore while in Grade 1 with the ones they wear presently. Consider size, design, colour etc.

**Step 2: Activity:** Ask students to stand up. Let them introduce themselves to the students in the class and tell them about the clothes they are wearing. They should follow the example.

*Hello! my name is ... , I am from ... , I am wearing ...*

**Step 3: Exercise 1:** Refer to Student's Book, Page 10. Students form pairs to read and act the dialogue.

Let students ask questions that will lead to the following answers:

1. Halima is wearing a long blue dress.(what..?)
2. Roba is wearing a nice green short - sleeved shirt.  
(what...?)
3. The party is this weekend.(when ... ?)
4. Halima will wear Ethiopian Tibe. (what ... ?)
5. The parents will attend the party.(who ... ?)
6. Roba will wear a traditional attire. (what ... ?)

**Examples:**

1. What dress is Halima wearing?
2. What is Roba wearing?

**Step 4: Exercise 2:** Let the students imagine that they are talking to Zeritu. Let them complete the conversation in their exercise books.

**Expected Answers**

A. Hello, my name is Lensa. What is your name?

B. Zeritu.

A. Where are you from, Zeritu?

B. I am from Ethiopia. Where are you from?

A. I am from Ethiopia, too!

## Lesson 9

Student's Book, pages 10 -11

**Specific objective:** Students will be able to read the poem and answer the questions about it.

**Lesson content:** Reading comprehension

**Step 1: Activity:** Students form groups of five partners. Ask the different groups to revise by listing down clothes different people in the class have worn. Let students use as many adjectives as they can to describe clothes. You could also consider talking about clothes worn by different people, example;

*babies ---, teenagers ---, soldiers ---, surgeons --- etc.*

**Step 2: Exercise:** Students read and recite the poem.

**Step 3:** In pairs, students discuss the questions about the poem.

**Expected answers**

1. T-shirts, shorts, sweaters, cardigans, coats and jackets
2. Family ceremonies
3. To keep warm
4. brown, black, red, pink, purple
5. Casual clothes
6. Student's choice

## **B** Reading

### Lesson 10

Reading. Student's Book, page 12

**Specific objectives:** Students will be able to read the passage and to answer questions about it.

**Lesson content:** Comprehension on clothes in Ethiopia

**Step 1:** Pre - reading activity

Guide students to answer the questions in the pre - reading activity.



Pre-reading activity: Students discuss the questions with their partners before reading the story.

1. What traditional clothes can you name?
2. What materials are used to make traditional clothes?
3. Why do people wear heavy clothes?
4. Suggest what you would wear if you were going to attend a traditional occasion.
5. What are the colours that you would be interested in?

### Expected answers:

1. (Student's choice).
2. Cotton, leather/hide.
3. To keep warm during the cold.
4. (Student's choice)
5. (Student's choice)

**Step 2: Exercise 1:** Let the students read the passage and answer questions about the passage.

### Expected Answers

1. A "Shamma" is a tight fitting shirt and a loose wrap.
2. Women in Oromia wear leather clothes.
3. People also wear silver and gold jewellery, neat hair styles.
4. The advantage of wearing heavy clothes is to keep warm.
5. (Student's choice).
6. The type of dressing show the region where one comes from.
7. The reason as to why there are so many different types of clothing is because, there are many groups of people.
8. (Good) Because of the colours and designs.

**Step 3: Exercise 2:** Ask students to find the meaning of the words used in the passage. They should use them in their own sentences. Students should refer to Student's Book, **page 13**. They discuss the meaning of the words from the passage. Guide them during the discussion.

### Expected Answers

- |  |                                 |
|--|---------------------------------|
| leather _____ hide                     | traditional _____ cultural      |
| celebrations _____ functions/occasions | bead - decorated _____ designed |
| wrap _____ tie around                  | enjoy _____ like                |
| loose _____ not tight                  | instance _____ example          |
| wear _____ dress                       |                                 |

**Step 4: Exercise 3:** Students write three sentences describing the traditional wear they have ever seen before. Guide them according to the questions below.

### Example

1. Where did you see the clothes?
2. Who was wearing it (them)?
3. What function was it?
4. What colours were the clothes?
5. What was the design like?
6. What materials were used to make the clothes?

Ask students to find photos or pictures that show clothes.

## Lesson 11

### Student's Book, page 14

**Specific objective:** Students will be able to discuss different types of clothes using adjectives. They will also be able to report their findings to the class.





**Lesson content:** (Presentations) Group discussion

**Step 1: Activity:** Divide the students in groups of four or five. They should select a person among themselves to play the role of a secretary to write what they will present to the class.

**Step 2:** Avail the groups with large pieces of paper where they can draw and write using big letters. Ask students to discuss the different types of clothes and they should remember to use the adjectives they learnt about. Students should describe the materials the clothes are made of. Descriptions should be supported with photos or pictures from magazines and newspapers.

Students also include the types of clothes people wear during particular ceremonies.

**Step 3:** Let them design, draw and colour two clothes of their choice. Different group secretaries present their findings to the class.

**Step 4:** Display students' work on the wall.



## Writing

### Lesson 12

**Student's Book, pages 14 - 15**

**Specific objective:** Students will be able to write sentences about clothes in their exercise books.

**Lesson content:** Adjectives

**Step 1:** Introduce this lesson with a game. Based on the vocabulary and sentences in this unit, invite some few students to write a single word on the blackboard, for instance, six students will compose a 6-word sentence.

**Example:** We are wearing pairs of socks.

**Step 2:** Use the words to create a puzzle by jumbling the words.

**Example:** pairs are socks We of wearing.

Ask students to write this exercise in their books. They could do it in pairs.

**Step 3: Activity:** Refer to the Students' Book, page 14.

**Activity:** Ask students to work with a partner to list different items where we use, **a pair of**.

**Step 4: Exercise 1:** Students write correct sentences from jumbled words in the exercise.

#### Expected Answers

1. They are long red skirts.
2. They are new brown pairs of shoes.
3. She is selling a long green dress.
4. It is a woollen black sweater.
5. We have light purple cotton cardigans.
6. It is a pink leather cap.
7. It is a short - sleeved white T-shirt.
8. They are clean white polyster sheets.
9. They are new black head dresses.
10. We have twelve red blouses.



**Step 5: Exercise 2:** Students refer to page 15. Students select words used to describe clothes and write them in their exercise book.

## Expected Answers

### Words used to describe clothes

blue	green	short	dirty
black	neat	soft	old
expensive	cotton	tight	light
coloured	decorated	small	dark
long	new	cheap	shabby
hard			

## Lesson 13

### Student's Book, page 15

**Specific objectives:** Students will be able to use compound sentences.

**Lesson content:** Compound sentences using **and**.

### Grammar Highlight

A compound sentence contains two or more clauses. The clauses in a compound sentence are usually joined by a comma, and a coordinating conjunction (*and, but, or, nor, yet, for, so*).

### Example 1

I help my parents to wash the clothes.

I spread the coffee seeds to dry on the verandah.

I help my parents to wash the clothes, and I spread the coffee seeds to dry on the verandah.

### Example 2

Footballers enjoy their game on the field. Footballers need to swim to exercise their muscles.

Footballers enjoy their game on the field, and they also need to swim to exercise their muscles.

**Step 1: Activity:** Ask students to form sentences about clothes. Write the sentences on the chalkboard.

**Step 2: Exercise 2:** Students study the examples on **page 15**, Student's Book. Ask them how many things Mohammed can do.

### Expected Answer

Mohammed is a novelist, and he also writes essays.

**Step 3:** Ask students to suggest sentences which they will later combine into single sentence.

**Example:** I wear a blue blouse (simple sentence).

I carry a grey jacket in case of rain (simple sentence).

I wear a blue blouse, and I carry a grey jacket in case of rain (compound sentence).

**Step 4: Exercise:** Refer to Student's Book, page 15. Guide students to write compound sentences using the given clauses.





**Example:** I wear a blue blouse, and I carry a grey jacket.

**Expected Answers**

1. Jemila wears a black skirt, and she carries a red silk dress in the bag.
2. Tulu goes to school, and he takes fruits to the market.
3. John plays soccer, and he leads the hockey team.
4. The theatre group rehearsed in the morning, and it performed the play in the afternoon.

Let students form compound sentences.

**Step 5:** Refer to Student’s Book, page 16. Students do the revision exercise in their books.

**Expected Answers**

A - student’s choice.      B - student’s choice.

**C - Nouns**

**Adjectives**

Jeans	woollen	favourite
dress	green	short
black	stripped	cheap
jacket	soft	dirty
coat	expensive	white
skirt	fashionable	warm
pull-over	silk	long-sleeved
trousers		

D - correct words

c - cotton, w - wool, s - suit, s - skirt, e - easiest, j - jacket, t - tie, n - neck, s - silk.

**Assessment**

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

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

**Exercise 1: Write the words in the correct order to form sentences.**

1. favourite what colour your is most?
2. wearing dress I light a like.
3. well clothes who your designed sewed?.
4. of all cotton are they made.
5. and silk materials wool expensive are.
6. cloth textiles make are that industries.

**Exercise 2: Write the adjectives in their correct order.**

1. I have a (white, new) shirt.
2. The tailor sewed a (woollen, nice) dress.
3. You have to wash the (long, new, sleeved) blouse.
4. I sold the (leather, expensive) jacket.



5. She is looking for a (colourful, sewn, hand) sweater.

### Exercise 3: Complete the conversation with the words given in brackets.

Herpo, what colour is my shirt?

\_\_\_\_\_ (black)

What is our teacher weaving today?

\_\_\_\_\_ (sweater)

What is it made of?

\_\_\_\_\_ (Cotton)

One more question, What are those dresses made of?

I think they \_\_\_\_\_ (silk)

### Expected Answers. Exercise 1

1. What is your most favourite colour?
2. I like wearing a light dress.
3. Who sewed your well designed clothes?
4. They are all made of cotton.
6. Silk and wool are expensive materials.
7. Textiles are industries that make cloth.

### Exercise 2

1. I have a new white shirt.
2. The tailor sewed a nice woollen dress.
3. You have to wash the new long sleeved blouse.
4. I sold the expensive leather jacket.
5. She is looking for a hand sewn colourful sweater.

### Exercise 3

1. Your shirt is black.
2. She is wearing a sweater.
3. It is made of cotton.
4. I think they are made of silk.

### Extra work

1. What items does a tailor use to do his/her work?
2. List the different clothes you know.
3. What traditional clothes have you learnt about?
4. What materials are used to make clothes?
5. Give reasons why some clothes are more expensive than others.
6. Compare the materials used to make clothes; which ones are long-lasting?
7. Why are fashion shows good?
8. Write different adjectives we can use to describe clothes.
9. Describe your most favourite dress?
10. Name the types of clothes that people can make from home.







## BACKGROUND INFORMATION

Ethiopia is a country of different geographical features, there are mountains, plateaus, gorges, rivers, lakes, valleys and lowland. The altitude ranges from Ras Dashen the highest point to Denakil depression, one of the lowest and driest areas on earth. A big area of Ethiopia is part of the East African Rift Plateau which is divided into two by the Great Rift Valley.

Ras Dashen is the highest point among the Simien Highlands in Ethiopia. It was formed through volcanic activity.

It stands 4620 metres high. It is the highest peak in Ethiopia. Ras Dashen is surrounded by a national park with rich botanical and animal environment.

### General Objective:

Students will be able to give simple descriptions of regions.

### Specific objectives:

Students will be able to :

- ☞ listen and respond to **wh** questions
- ☞ listen to and understand various forms of comparisons.
- ☞ compare places using comparatives and superlatives.
- ☞ use social expressions.
- ☞ sequence a number of sentences into a logical order in a paragraph.
- ☞ read a passage of 4 - 5 short paragraphs to find the main information.
- ☞ write sentences from jumbled words.
- ☞ write simple sentences.
- ☞ write a short paragraph.
- ☞ write a vocabulary network for the environment.

### Teaching/learning Aids

Pictures, atlases, wall maps

## **A** Listening and Speaking

### Lesson 1

#### Student's Book, pages 17 - 18

**Specific objective:** Students will be able to identify physical features on the map.

**Lesson content:** Map study

**Step 1:** Ask students to mention the use of a map and what they expect to be shown on the map. Draw a rough sketch of the school and let them identify key points such as the school buildings and other natural features.

**Step 2: Activity 1:** Refer to Student's Book, page 17. Ask students to identify different physical features and their locations on the map.

Encourage them to ask **Where is** \_\_\_\_\_?

**Step 3:** Ask students to answer the questions about the map on page 18.



## Expected Answers

1. Some of the Mountains that are shown above are; Mt. Guge, Mt. Ras Dashen, Mt. Guna, Mt. Chuke, Mt. Gugu, Mt. Tuluwele and Mt. Abune Yosef.
2. Ras Dashen is in Gondar Region.
3. Other physical features are lakes, rivers, plateau, highlands, oceans, and sea.

**Step 4:** Students describe the interesting landscapes they have visited before. Let them copy the map of Ethiopia and show the different features.

**Step 5: Activity 2: Listening Exercise.** Read the passage to the students.

## THE ETHIOPIAN HIGHLANDS

The Ethiopian highlands are found in Ethiopia. They form a large mass in the North Eastern part of Africa.

The highlands are divided into north-western and south-eastern portions by the Great Rift Valley, which contains a number of salt lakes. The north-western portion, which covers the Tigray and Amhara Regions, includes the Simien Mountains, part of which has been designated into a national park. Ras Dashen (4620 m) is the highest in Ethiopia. Lake Tana also lies in the north-western portion.

The Ethiopian Highlands began to form about 75 million years ago. They were eventually cut into two by the great rift valley due to tension in the earth's crust.

Because of the highlands and nearness to the equator, Ethiopia has a temperate climate. Some mountains are very cold at the peak. Ras Dashen is one of the peaks.

It is the highest mountain in Ethiopia, and the highest of the Simien Ranges. It is found in Gondar Region.

Simien Ranges is the only place in the country that is snow-covered during winter.

**Step 6: Exercise:** Students answer the questions in their exercise books.

## Expected Answers

- |                      |                     |
|----------------------|---------------------|
| 1. Great Rift Valley | 2. Simien Highlands |
| 3. Gondar Region     | 4. Lakes, rivers    |
| 5. snow              |                     |

## Lesson 2

### Student's Book, pages 18 - 19

**Specific objective:** Use vocabulary related to geographical areas.

**Lesson content:** Vocabulary practice

**Step 1:** Revise the physical features students learnt about in lesson one.

**Step 2: Activity:** With a partner, let students find out the correct words to complete the sentences. Write the following words on the blackboard.

<i>located</i>	<i>season</i>	<i>climb</i>	<i>desert</i>	<i>temperature</i>	<i>equatorial</i>
<i>Ethiopia</i>	<i>highest</i>	<i>jungle</i>	<i>weather</i>	<i>climate</i>	<i>rivers</i>

Ask students to use the words they know in sentences. Explain those that they may not know.





**Step 3:** Students do the activity to complete the sentences using the words you have taught.

**Expected Answers**

- |           |             |                |             |               |            |
|-----------|-------------|----------------|-------------|---------------|------------|
| 1. season | 2. desert   | 3. weather     | 4. located  | 5. equatorial | 6. jungle  |
| 7. climb  | 8. Ethiopia | 9. temperature | 10. highest | 11. season    | 12. rivers |

**Step 4:** Write the following words on the blackboard and explain them.

- |                 |                    |                    |                |                    |                |
|-----------------|--------------------|--------------------|----------------|--------------------|----------------|
| <i>savannah</i> | <i>rift valley</i> | <i>salty</i>       | <i>lowland</i> | <i>shore</i>       | <i>fertile</i> |
| <i>highland</i> | <i>plateau</i>     | <i>mountainous</i> | <i>nomadic</i> | <i>pastoralism</i> |                |

**Step 5: Exercise:** Ask students to use the words in sentences by writing the exercise from the Student’s Book, Page 19.

**Expected Answers**

- |          |             |                |             |              |            |
|----------|-------------|----------------|-------------|--------------|------------|
| 1. rift  | 2. shore    | 3. fertile     | 4. plateau  | 5. highlands | 6. nomadic |
| 7. salty | 8. savannah | 9. mountainous | 10. lowland |              |            |

## Lesson 3

### Student’s Book, page 20

**Specific objective:** Students will be able to compare different places and weather conditions.

**Lesson content:** Weather conditions.

**Step 1:** Revise the vocabulary used in Lesson Two. Dictate the words to the students as they write in their exercise books or let them use them in the sentences orally.

- |                 |                 |                |                     |
|-----------------|-----------------|----------------|---------------------|
| <i>savannah</i> | <i>rift</i>     | <i>salty</i>   | <i>mountainous</i>  |
| <i>fertile</i>  | <i>highland</i> | <i>plateau</i> | <i>pastoralists</i> |
| <i>shore</i>    | <i>nomadic</i>  | <i>lowland</i> |                     |

**Step 2: Activity:** Ask students to discuss the weather conditions of their area. Let them write down how people dress and the reasons why people dress that way.

Use the following questions to help students realise different weather conditions.

- |   |   |
|---|---|
| (i) What are the different seasons in Ethiopia? | (ii) When is the weather hottest/coldest? |
| (iii) When is it windy/sunny/rainy?             | (iv) When do farmers plant/harvest/prune? |

**Step 3:** Ask students to compare weather conditions from other places. Let them mention what they have experienced in other places where they travelled.

**Step 4: Exercise 1:** Tell students to learn the adjectives we use to describe weather and other features. Ask students to change the words to make them adjective. Refer to Student’s Book, Page 20. Students write the exercise.

**Exercise 1: Expected Answers**

- |          |          |                |           |
|----------|----------|----------------|-----------|
| 1. sunny | 2. rainy | 3. cloudy      | 4. stormy |
| 5. windy | 6. hilly | 7. mountainous | 8. slopy  |

**Exercise 2**

Students, in pairs, answer the questions orally from the Student’s Book, Page 20.



### Expected Answers

- |                |                        |  |
|----------------|------------------------|--|
| 1) highlands   | 2) heavy warm clothing | 3) agriculture                             |
| 4) Afar Region | 5) pastoralism         | 6) teff, coffee, Inset, barley, wheat etc. |

### Lesson 4

Student's Book, pages 21 - 22

**Specific objective:** Students will be able to describe mountains using heights.

**Lesson content:** Using; **How high** \_\_\_\_\_?

**Step 1:** Ask students to revise adjectives used to describe weather conditions learnt in lesson three.

**Step 2: Activity 1(a):** In groups, students find out the heights of different objects in class. Use a metre ruler or a tape measure to find out the lengths and heights of certain objects in the class. Ask students to estimate heights of other objects.

Introduce the question **How high** .....

**Activity 1(b):** Let students discuss the landscapes in their home areas and the activities carried out there.

**Step 3:** Refer to atlases which show altitudes of places in Africa (physical). Ask students to identify heights of mountains shown.

**Step 4: Exercise:** Refer to the Student's Book, Page 21. Students study heights of selected mountains. They also answer the given questions. Let students use the atlas to find out more about other areas.

### Expected Answers

- |   |  |
|---|--|
| 1. Mountain Belaya is 3131 <i>m</i> high.                                       | 2. Mountains Abuye Meda is 4000 <i>m</i> high.                                   |
| 3. Mountain Bichena is 4154 <i>m</i> high.                                      | 4. Mountain Ayelu is 2010 <i>m</i> high.   |
| 5. Mountain Guna is 4231 <i>m</i> high.   | 6. Mountain Ayelu is the lowest mountain on the table. It is 2010 <i>m</i> high. |
| 7. The second mountain to Ras Dashen in height is mountain Guba 4231 <i>m</i> . |  |
| 8. Mountain Batu is 4307 <i>m</i> high.   |  |

**Step 5:** Ask students to find other high mountains from the map or atlases. For instance they could find the highest mountain in Africa.

### Lesson 5

Student's Book, pages 22 - 23

**Adjectives:** Regular Adjectives

**Specific objective:** Students will be able to use adjectives in different forms.

**Lesson content:** Comparative/superlative forms or regular adjectives.





Grammar Highlight

Adjectives

1. An adjective is a word that modifies a noun or a pronoun. An adjective tells *what kind, which one, how many* or *how much*.
2. Adjectives can be used to compare one or more things. You can then use comparatives and superlatives.
3. Comparatives are formed by adding **er** or **more** to regular adjectives while superlatives are formed by adding **est** or **most** to regular adjectives.
4. Comparatives are used to compare two things while superlatives are used to compare more than two things. **as.....as** is also used to compare similar things.
5. Irregular comparatives and superlatives change the word spellings.

Adjectives

There are irregular ones whose spellings change;

Some of the examples are;

***much** more most bad worse worst good better best*

**Step 1: Activity 1:** Students talk about the objects in the classroom and compare them using the words in the table on page 22 of the Student’s Book.

**Step 2:** Ask students to list several adjectives. Write them on the chalkboard. Teach the comparative and superlative forms of the adjectives. Consider the regular adjectives first.

Example: high, higher, highest

**Step 3:** Refer to adjectives you have taught about places, distances and weather conditions. Let students compare places using; *high - higher - highest, cold - colder - coldest, warm - warmer - warmest*

Refer to the Student’s Book, **page 22**. Let students, in pairs, discuss the adjectives in the table shown.

A. Regular adjectives

Adjectives	Comparative	Superlative
cold	colder	coldest
tall	taller	tallest
short	shorter	shortest
slow	slower	slowest
quick	quicker	quickest
thin	thinner	thinnest
ugly	uglier	ugliest

**Step 4:** Teach students adjectives using **more** and **most**. Explain to students about words whose pronunciation would sound “funny” if **er** and **est** were used. Because of that, **more** and **most** are used.

**Example:** dangerous, more dangerous, most dangerous.

**Step 5:** Let students suggest other adjectives to which **more** / **most** are applied.

Refer to Student’s Book, page 23. Let students write sentences using the adjectives they have learnt.



**B**

Word	Comparative	Superlative
careful	more careful	most careful
handsome	more handsome	most handsome
attentive	more attentive	most attentive
disciplined	more disciplined	most disciplined
attractive	more attractive	most attractive
helpful	more helpful	most helpful

**Step 6:** Students write ten sentences using adjectives from tables A and B about things in the school. They should compare their sentences in pairs.

**Lesson 6**

Student’s Book, pages 23 - 24

**Specific objective:** Students will be able to use adjectives.

**Lesson content:** Irregular adjectives.

**Step 1:** Display some items for students to compare and using adjectives. Ask students to suggest nouns that they would want to describe. Let them revise the regular adjectives you taught in lesson five.

**Step 2:** Teach the words (adjectives) which are irregular.

**Step 3: Activity 1:** Ask students to form groups of three, provide them with a piece of paper. Let one student suggest an adjective, the second a comparative and the third one suggests the superlative form. They should list down the adjectives to read to the class.

**Step 4: Activity 2:** Students, in pairs, read a text and identify comparatives and superlatives, most, best, better and more.

*Tomorrow, the school will have one of the most interesting competitions. All the best players will be around. Our group will be better than it was last time. We have had more practice time than before.*

**Step 5:** Students do the exercise on page 24 in their exercise books.

**Expected Answers**

good	better	best
many	more	most
much	more	most
little	less	least
bad	worse	worst





### Lesson 7

#### Student's Book, pages 24 - 25

**Specific objective:** Students will be able to use the comparative and superlative forms to compare physical features.

**Lesson content:** Using comparative and superlative adjectives to describe places.

**Step 1:** Revise the comparatives and superlatives you have taught. Ask students to mention any other that they have researched from books.

**Step 2: Activity:** Students in pairs, talk about different heights and sizes of their classmates. Example, A is the tallest girl in class. Let compare their classmates' handwriting, dressing and people's behaviour.

**Example:** Hussein has the best work in class.

**Step 3: Exercise 1:** Refer to Student's Book, page 24. Students give answers to the two exercises in their exercise books by using the comparative form of words.

#### Expected Answers

##### Exercise 1

- |            |            |            |
|------------|------------|------------|
| 1. nearer  | 2. smaller | 3. warmer  |
| 4. shorter | 5. slower  | 6. shorter |
| 7. larger  | 8. colder  |            |

**Step 4: Exercise 2:** Ask students to complete these sentences using the superlative form of the words in brackets.

#### Expected Answers

- |            |                   |            |
|------------|-------------------|------------|
| 1. longest | 2. most expensive | 3. highest |
| 4. biggest | 5. largest        | 6. highest |

### Lesson 8

#### Student's Book, pages 25 - 26

**Specific objective:** Students will be able to compare physical features using the sentences.

**Lesson content:** Using as ... as ..., not as ... as ...

**Step 1: Activity 1:** With three partners, name objects we can compare. Find out what we usually consider when we compare two or more objects.

**Step 2:** Ask students to pick and describe any two objects in the class. Allow some few students to describe three objects using both the comparatives and superlatives.

**Step 3: Activity 2:** Introduce the structure **as ... as** and **not as ... as**. Refer to Student's Book, Page 25. Ask students to identify their classmates' similarities and differences.



**Example:** Motuma run as fast as Berena.

**Step 4: Exercise 1 and 2:** Students are now ready to compare places, objects and physical features and weather using the above structures. Refer to the Student’s Book, **pages 25 - 26**. Let students practise the structures in exercise 1 and 2.

They write sentences as instructed:

Using; as ... as.

*narrow, small, wet, friendly, nice, kind, neat, shabby, deep*

Using; “not as \_\_\_\_\_ as”

*good dry big wet fertile smart*  
*short dangerous clever careful*

**Step 5: Exercise 3:** Students refer to the Student’s Book, **page 26**. They study the table about Aynalem and Mekoya. They then read and complete the short paragraph.

	Age	Height (m)	Weight	Handwriting
<b>Aynalem</b>	8	1.35	35	better
<b>Mekoya</b>	8	1.35	40	good

### Expected Answers

old, tall, heavy, good

### **B** Reading

## **Lesson 9**

**Student’s Book, pages 27 - 29**

**Specific objective:** Students will be able to read the passage and to answer questions about it.

**Lesson content:** Comprehension

**Step 1:** Students discuss the pre - reading activity by describing what they see in the two pictures i.e Lake Tana and Addis Ababa City. Students should also describe other places that they have visited before.

**Step 2:** Students read about 6 different places. They can do this by reading in 6 groups each one reading one short text. Each group can then present the main points of what they have read.

Addis Ababa, Awash National Park, Bahar Dar and the Blue Nile, Langano, Ambo and Guder and Sodere.

**Step 3: Exercise 1:** Refer to the Student’s Book, **page 27**. Ask students to read and write answers to the texts about beautiful places in Ethiopia.

### Expected Answers

1. Africa Hall is known for being the seat of the United Nations Economic Commission for Africa.
2. Awash National Park is a habitat for species and wild animals like oryx, hartebeast, water kudu, lion and gazelle.







3. Lake Tana is the source of the Blue Nile. It provides access to about 30 islands which house many island monasteries.
4. The sand beach, rift valley lakes like lake Zeway.
5. The hot springs are small streams of hot water.
6. Resort areas with new hotel complexes and olympia size pool are the attractions found in Sodere.
7. Student's choice.

**Step 4: Exercise 2:** Students match words with their meaning.

**Expected Answers**

situated _____	located	finest _____	best	observe _____	see
species _____	types	shelter _____	accommodation	landscapes _____	sceneries
popular _____	famous	meanders _____	flows	visitors _____	guests

## Lesson 10

**Student's Book, page 30**

**Specific objective:** Students will be able to read the dialogue and compare other places.

**Lesson content:** Reading practice

**Step 1: Activity:** Students talk about places they know in Ethiopia. Talk about places which students read about in lesson nine. Ask students to describe what they saw and found interesting. It is important that students mention the activities and landscapes in these areas.

**Step 2: Exercise 1:** Refer to the Student's Book, page 30. Students read the dialogue about places in Ethiopia.

**Step 3:** Students talk about other places that they have visited before.

**Exercise 2: Guided composition Student's Book, Pages 30 - 31.**

**Step 3:** The students discuss the correct order of the words to form meaningful sentences.

**Example:** Addis Ababa is not as hot as Jimma.

## C Writing

### Lesson 11

**Student's Book, pages 31 - 32**

**Specific objective:** Students will be able to write a passage using given vocabulary.

**Lesson content:** Writing guided composition.

**Step 1: Activities A,B, C:** Refer to the Student's Book, page 31. Students discuss different features in their locality. They describe good sceneries and discuss good places where they would build their houses.

**Step 2:** Write the following words on the blackboard.

tunnels                      situated                      design                      beautiful                      biggest                      plateau





*attractive*      *mountainous*

Ask students to construct sentences using the words.

**Step 3: Exercise 1:** Students read the guided composition about Lalibela. They discuss the words that complete the story.

### Expected Answers

A. situated      B. beautiful      C. Tana      D. biggest      E. Lalibela      F. tunnels  
G. design      H. mountainous      I. attractive

**Step 4: Exercise 2:** Students write a paragraph about their neighbourhood. They should include attractive landscape and activities that attract visitors to that area.

## Lesson 12

Student's Book, pages 32 - 33

**Specific objective:** Students will be able to use social expressions.

**Content:** Social expressions: “*What ... mean?*”

**Step 1: Activity 1:** Refer to Student's Book, page 33. Let students form groups of five. They identify five new words that they have learnt in this unit. Let them ask their partners the meaning of the words.

**Step 2: Exercise 1:** Introduce and teach the structure; what \_\_\_\_\_ mean?

**Example:** What does the word “weather” mean?

Ask students to look for difficult words so that they can be able to practise the structure.

**Exercise 1:** Students should find out what these words mean. Students form sentences using the words given and write the sentences in their exercise books.

**Step 3: Activity 2:** Tell students to request their partners do certain activities such as cleaning the blackboard. Teach them the polite way of doing it by introducing the structure, Can I \_\_\_\_\_ please? or **Please, can I \_\_\_\_\_?**

**Step 4: Activity 3:** Lead a discussion on the polite language using: **May I ..., Please?** or **please, May I ...?**

Note that the two structures **Can I ...and May I ...?** serve the same purpose but *May I* is politer than *Can I*.

**Example:**

**Teacher:** Can you bring your books here?

**Pupil:** May I complete the work first?

**Activity 3:** Students request each other to do some activities using: **May I ... ?**

**Step 5:** Let students practise the use of the two structures using real objects in the class.





### Lesson 13

Student’s Book, page 34

**Specific objective:** Students will be able to use the given vocabulary.

**Lesson content:** Vocabulary.

**Step 1:** Dictate the following words for students to write in their exercise books. Write the words on the blackboard after they have written them in their books.

mountain	steep	lightning
temperature	mountainous	shore
climate	plateau	meandering
continent	hilly	important
comfortable	valley	delicious

**Step 2: Exercise 1:** Refer to Student’s Book, page 34. Ask students to form sentences using the words.

**Step 3: Exercise 2:** Students find out what these words mean. They form sentences about them. Students discuss the correct words to complete the puzzle on page 34, Student’s Book.

**Clues Down**

1. HIGHLAND
2. VOLCANIC
3. NO
4. MOUNTAIN
5. YES

**Clues Across**

6. SAVANNA
7. TIN
8. NILE
9. PLATEAU
10. LION
11. DRY
12. RAS DASHEN

**Assessment**

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

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

**Find the correct word to complete the question**

1. \_\_\_\_\_ high is mountain Kilimanjaro? 2. \_\_\_\_\_ has ever climbed to the top of a hill?
3. \_\_\_\_\_ do you find lake Tana? 4. \_\_\_\_\_ lakes are located in the rift valley?
5. \_\_\_\_\_ do we experience the coldest season in our country?
6. \_\_\_\_\_ is the longest river in Africa? 7. \_\_\_\_\_ do we carry on umbrella when it rains?
8. \_\_\_\_\_ does that word mean?



**Re-write the sentences using the opposite of the underlined adjective**

9. The higher you go , the cooler it becomes
10. The larger the exercise, the longer we take to complete the work.
11. The strongest boy lifted the heaviest luggage.





12. When the condition got worst, she took the patient to the nearest hospital.

### Extra work

1. What information can you read from a good map?
2. Write a short paragraph about your home area ( include good sceneries to look at).
3. Use adjectives to describe geographical features (lakes, rivers, mountains etc).

**Example:** A mountainous part of the country.                      A narrow river .

4. What instrument do you use to measure temperature?
5. What time is normally very hot during the day?
6. What season is the most dangerous to the farmers?
7. Write the word correctly.

unyns = sunny

ocnilvac = v \_\_\_\_\_

ariny = r \_\_\_\_\_

ydcluo = c \_\_\_\_\_

eterhaw = \_\_\_\_\_

olcd = c \_\_\_\_\_

tho = \_\_\_\_\_

iydnw = w

8. What makes your area attractive to people who may want to visit you?





## Background information

Ethiopia is proud of different achievements by many talented and hardworking people. Endowed with various physical features and wildlife, Ethiopia has memorable ancient history which is visibly seen in writing, physical infrastructures and practised by politicians, artists, athletes and many other people. These people have made Ethiopia famous.

This unit, therefore, is intended to empower youngsters and add to the great works that other people have struggled for before. The achievements and medals which Ethiopians enjoy year after year must be hailed by students in order to keep up the high spirit of hard work.

**Who am I?** as a topic should **tickle** all students to reflect on their own will, focus and determination to build up their talents to measurable heights.

### General Objective :

☞ Students will be able to discuss some famous Ethiopians (artists, sportsmen/women and politicians)

### Specific Objectives :

Students will be able to :

- ☞ listen to what, why and when people did and did not do things and write notes.
- ☞ listen and respond to **wh** questions in various ways.
- ☞ ask and tell someone what they did in the past.
- ☞ give reasons using infinitive of purpose.
- ☞ infer the meaning of unfamiliar words from context.
- ☞ read a short passage about what people did and didn't do in the past and answer questions.
- ☞ complete sentences using appropriate words.
- ☞ write short sentences using simple past tense.
- ☞ write questions for information gathering and note down the answers in writing.
- ☞ write simple sentences in a paragraph, news papers, magazines.

### Teaching/Learning Aids

pictures, photographs, news papers, magazines

## **A** Listening and Speaking

### Lesson 1

Student's Book, page 35

**Specific objective:** Students will be able to discuss some famous people in the country.

**Lesson content:** Famous people in Ethiopia

**Picture study/Student's Book, page 35**

**Step 1: Activity:** Students name some famous people in Ethiopia, politicians, artists, sportsmen / women or any other people whom they know.

**Step 2:** Refer to Student's Book, **page 35**. Students discuss who the people in the pictures are, what they do and what makes them famous?

Tilahun Gessesse \_\_\_\_\_ the famous musician.



Aster Awoke \_\_\_\_\_ famous singer.

Tirunesh Dibaba \_\_\_\_\_ famous athlete.

**Step 3:** Ask students to identify one famous person whom they should talk about in the class.

**Step 4: Exercise:** Students make four to five sentences about one of the famous people in the pictures in Student’s Book, page 35.

## Lesson 2

### Student’s Book, Page 36

**Specific objective:** Students will be able to listen to the story and fill a form.

**Lesson content:** Listening

**Step 1: Activity:** Ask students to answer the following questions about themselves and share their answers with a friend.

1. What is your talent?
2. How would you like to develop your talent?
3. Why are some people more famous than others?

### Listening exercise

**Step 2: Exercise 1:** Ask the students to write information in form of a table. This information can be written on pieces of paper to be displayed on walls.

First Name	Second Name	Birthday	Age	Best dish	Best game	Hobby

**Step 3: Exercise 2:** Read the story about Tilahun Gessesse to the students and ask students to discuss the questions orally.

### THE FAMOUS MUSICIAN I ADMIRE

Tilahun Gessesse was born on September 29<sup>th</sup>, 1940 in Addis Ababa to Woizero Gete Gurmu and Ato Gessesse Negusse. At Fourteen years of age, his grandfather took him to Waliso to attend Ras Gobena Elementary School.

He enjoyed studying Music more than any other subject. The Ras Gobena school principal, Mr. Sheded encouraged him to do better Music. This led to a better career later in his life.

When Woizro Negatwa Kelkai, Ato Eyoel Yohanes and other artists from the Hager Fikir Theatre came to his school to perform, Tilahun Gessesse took the opportunity to discuss his interest in music with Ato Eyoel. He was told to go to Addis Ababa if he wanted to pursue a career in the field.

Tilahun Gessesse left school to go to Addis Ababa, a journey he began on foot without his grandfather’s consent. In Addis Ababa, Tilahun Gessesse was first hired by the Hager Fikir Theatre, he joined the Imperial Bodyguard Band where he became a leading star singer. Tilahun Gessesse moved to the National Theatre where his success continued. He was so famous that he appeared before many important people who advised him not to waste his talent.

The majority of Tilahun Gessesse’s recordings are in Amharic, though he has recorded a number of songs in Oromigna. He received an Honourary Doctorate from Addis Ababa University, in appreciation of his contribution to Ethiopian music. He also received an award for his lifetime achievements from the Ethiopian Fine Art and Mass Media Prize Trust.

The legendary Ethiopian singer was in poor health due to diabetes. He passed away on Sunday, April 19<sup>th</sup>



2009 at 68 years due to a sudden heart attack. Tilahun Gessesse was a role model for new generation of Ethiopian singers.

**Expected Answers**

1. Tilahun Gessesse.
2. 29<sup>th</sup> September 1940.
3. 14 years.
4. Hager Fikir Theatre.
5. Because of his music talent.
6. 19<sup>th</sup> April 2009.
7. His interest was music.

**Step 4:** Students complete another form about Tilahun Gessesse:

- |                            |                          |
|----------------------------|--------------------------|
| 1. Name: _____             | 2. Parents' names: _____ |
| 3. Country of birth: _____ | 4. Career: _____         |
| 5. Achievements: _____     | 6. Died: _____           |

**Lesson 3**

Student's Book, page 37

**Specific objective:** Students will be able to use the vocabulary in sentences.

**Lesson content:** Vocabulary

**Step 1:** Read the following words to the students.

- |               |                 |                  |                  |
|---------------|-----------------|------------------|------------------|
| <i>well</i>   | <i>slowly</i>   | <i>important</i> | <i>women</i>     |
| <i>weave</i>  | <i>handsome</i> | <i>leave</i>     | <i>furniture</i> |
| <i>famous</i> | <i>rehearse</i> | <i>pay</i>       | <i>arrange</i>   |
| <i>career</i> | <i>practise</i> | <i>sportsmen</i> | <i>knowledge</i> |

**Step 2:** Refer to Student's Book, page 37. Ask students, in pairs, to discuss the vocabulary in the activity. (answers to the exercise are in step 1).

**Step 3: Activity:** Students re-write the correct words from the jumbled sentences.

**Expected Answers**

- |                     |                       |                     |
|---------------------|-----------------------|---------------------|
| elwl = well         | aewve = weave         | amfosu = famous     |
| serreahe = rehearse | tinmpator = important | ecarer = career     |
| lylows = slowly     | dnosemah = handsome   | rptciaes = practise |

**Step 4:** Ask students to form sentences using the words they have written down.

**Step 5: Exercise:** Refer to Student's Book, Page 37. Students find words to complete the sentences;

**Expected Answers**

- |             |              |               |           |         |         |
|-------------|--------------|---------------|-----------|---------|---------|
| 1. famous   | 2. important | 3. exercise   | 4. slowly | 5. fast | 6. well |
| 7. practice | 8. rehearse  | 9. rehearsals | 10. make  |         |         |

**Lesson 4**

Student's Book, pages 38 - 39

**Specific objective:** Students will be able to use the simple past tense in the sentences.

**Lesson content:** Simple tenses

**Grammar**

Language Practice





## Past simple tense Student's Book, page 38

**Step 1: Activity:** In pairs, ask students to tell the class how they spent the weekend. You may allow them to use the local language so that they realise how tense changes. Introduce the topic by asking what students did yesterday. You may then write the sentences on the chalk board.

**Exercise 1:** Ask students to check out the meaning of the verbs and their past forms.

**Step 2: Exercise 2:** Refer to the Student's Book, **page 38**. Let students study the pictures and tell the story of what happened to one person in the past simple tense and answer the questions that follow.

### Exercise 3: Expected Answers.

- (a) X woke up early yesterday.
- (b) He had breakfast with his family.
- (c) He played football with his friends.
- (d) He had lunch with his friends.

**Step 3: Exercise 3:** Teach the regular spellings of some selected verbs using - **ed**. Let students study and write the past forms of the verbs in their exercise books. Refer to Student's Book, page 39.

### Expected Answers

climbed, walked, washed, opened, closed, helped. Let students find other regular verbs. Ask students to form sentences using the verbs above. Encourage them to use yesterday.

## Lesson 5

### Student's Book, pages 39 - 42

**Specific objective:** Students will be able to use the simple past tense.

**lesson content:** Using **last/ago**

A. Using last/ago

“last” and “ago” are words that are used in the past simple tense.

**Step 1: Activity 1:** Revise the simple past tense using the verbs you discussed in lesson four. Ask students to describe the activities they did yesterday. Tell them to work in groups of three.

**Step 2:** Introduce the use of **last** and **ago**.

last week / month / year

two days ago / a week ago / a year ago

Ask students to form sentences using last and ago.

**Step 3: Exercise 1:** Refer to the Student's Book, **pages 39 - 40**. Let students write complete sentences using “last” and “ago”.

### Expected Answers

1. last 2. ago 3. last 4. ago 5. last 6. ago 7. last 8. ago

**Step 4: Activity 2:** Guide students to study the following words and change them to the past simple tense.

### Expected Answers

worried, married, hurried, cried, buried, studied

**Step 5:** Identify verbs whose spellings do not change: cut, shut, cost, burst, beat, hit.

B. Teach verbs whose words change spellings.

go \_\_\_\_\_ went

break \_\_\_\_\_ broke

come \_\_\_\_\_ came





do \_\_\_\_\_ did

steal \_\_\_\_\_ stole

drink \_\_\_\_\_ drank

say \_\_\_\_\_ said

but \_\_\_\_\_ bought

bring \_\_\_\_\_ brought

sing \_\_\_\_\_ sang

leave \_\_\_\_\_ left

eat \_\_\_\_\_ ate

**Step 6: Exercise 2 (a):** Ask students to complete sentences in their own way.

**Step 7: Exercise 2 (b):** Students discuss possible answers for Exercise 2A. They also write Exercise 2 (B).

## Expected Answers

1. was, 2. did, 3. were, 4. was/were, 5. were, 6. did.

## Lesson 6

**Student's Book, pages 42 - 43**

**Specific objective:** Students will be able to use the simple past.

**Lesson content:** Questions using; wh ... and did ...

**Step 1: Activity 1:** Ask students to work with their partners and find out correct answers in (B) to the questions in (A).

**Step 2: Activity 2:** Ask students to compose questions using the following words: *what, where, which, when*.

**Step 3: Exercise 1:** Discuss *what, when, which* and *where* questions with the students. You could ask students questions of what happened yesterday. Note the tense they are using to give answers.

☞ What did you do at school?

☞ When did you go there?

☞ Which bus did you take?

☞ Why did you go to the hospital?

☞ What did she do then?

**Step 4: Using; Did ...?**

**Activity 3:** Tell students to ask their parents about the activities they did yesterday. Tell students to use "Did" to form the questions.

### Examples:

Did you visit Omer?

Yes, I did / No, I didn't.

Did the teacher give a test yesterday?

Yes, she did / No, she didn't.

**Step 4: Exercise 2:** Refer to Student's Book, **page 43**. Guide students to match the phrases on the right with those on the left to form correct sentences. Tell them to do the work in their exercise books.

### Expected Answers:

1. He went to Addis Ababa to attend the African Union meeting.

2. He switched on the radio to listen to the latest news.

3. She paid the butcher to get some meat.

4. Mariam went to the hospital to be treated.

5. Aduigna bought colour to make a better painting.

6. Tigabe worked hard to get more money.

7. Gari did a lot of practise to win the gold medal.



8. Bulcha bought spectacles to be able to read better.
9. She went to Nairobi University to study African History.
10. He bought the newspaper to get correct information.

## Lesson 7

Student's Book, page 44

**Specific objective:** Students will be able to use the present simple tense.

**Lesson content:** Present simple tense.

### Grammar Highlight

1. The present tense expresses a constant repeated or habitual action or condition. The present tense form of adverb is the same as the base form, except for the third person singular which adds -s or -es "be" and "have" are exceptional.
2. The past tense expresses activities that took place in the past. The verbs used may be grouped regular using -ed or irregular i.e. changing spellings (ate, broke, was, etc).

**Step 1: Activity:** Introduce the present simple tense by asking students to discuss information about themselves as shown on **page 44**. Let students complete the form and write a paragraph about themselves.

**Step 2:** Ask students to list verbs of actions they do everyday e.g. wash, walk, run, pray etc.

Note that I, we, and they have their verbs not affected, but he, she, it, have changes in their verbs as shown below:

Verb	add - s	add - es	add - ies
cook	cooks	goes	tries
buy	buys	flies...	fries
catch ...	catches	cries	

**Step 3: Exercise 1(A):** Guide students to complete exercise 1 on **page 44**. They should also practise sentences using the present simple tense.

**Step 4: 1(B):** Ask students to copy and complete sentences using the verbs given. Refer to Student's Book, **pages 44-45**

### Expected Answers

1. I wash my face everyday.
2. I brush my teeth everyday.
3. I greet my parents everyday.
4. I read my books everyday.
5. I have breakfast everyday.
6. I dress myself everyday.
7. I walk to school everyday.

## Lesson 8

Student's Book, page 46

**Specific objective:** Students will be able to use the present simple tense and the present continuous tense.

**Lesson content:** Using **es** and **ies** and **ing**.

More practice with "- es"

**Step 1: Activity:** Ask students to list down verbs to which we add - **es**, and - **ies** in the present simple tense. In pairs, students read out their lists to the class. They identify common activities that people do everyday. Use He, She, It. Students should take note of what happens to verbs like go, talk, wash e.t.c



**Step 2: Exercise 1:** Students complete sentences using the verbs in brackets. Refer to Student’s Book, Page 46.

**Expected Answers**

- 1. does            2. flies            3. studies            4. pushes            5. fries            6. sings
- 7. borrows        8. says            9. comes            10. plays

**Step 3: A. Exercise 2:** Students complete the sentences from the textbook on page 47.

**Expected Answers**

- 1. say            2. forgive            3. borrow            4. lend            5. dress 6. take
- 7. sing            8. mark            9. come            10. take

## Lesson 9

Student’s Book, page 47

**Specific objective:** Students will be able to use the present continuous tense.

**Lesson content:** Using; **is, are, - ing**

**Step 1: Activity:** Ask students to write five sentences describing what is currently going on in their classroom. Let them compare their sentences with those of their partners.

**Step 2: Exercise 1:** Refer to Student’s Book, page 47. Let students complete the sentences in their exercise books using the correct form of the words given in brackets.

**Expected Answers**

- 1. running        2. getting            3. waiting            4. assembling            5. serving            6. collecting
- 7. preparing        8. writing

**Step 3:** Teach students verbs that double letters on adding -ing.

**Examples;**

tap \_\_\_\_\_ tapping            get \_\_\_\_\_ getting            trap \_\_\_\_\_ trapping  
 shut \_\_\_\_\_ shutting            cut \_\_\_\_\_ cutting

**Step 4: Exercise 2:** Refer to Student’s Book, page 48. Students should select the correct verbs that have double letters on adding-ing. They do the work in their exercise books.

**Expected Answers**

- tapping            flapping trapping beginning            dropping            trotting            cutting
- chopping            slapping getting

## Lesson 10

Student’s Book, pages 48 - 49

**Specific objective:** Students will be able to complete dialogues about themselves and to ask questions in the simple past.

**Lesson content:** Dialogue practice and questions in the simple past.

**Step 1: Activity 1:** Ask students to discuss with their partners what they would talk to one another if they met for the first time.

**Step 2:** Ask students to dramatise greetings and self introduction.

**Step 3: Exercise 1:** Refer to Student’s Book, page 48. Students copy and complete the dialogue. You could ask some of the students to read out their work.

**Step 4: Activity 2:** Teach students how questions are formulated in the simple past. Encourage students to compose questions using; **who ...., when ...., what ...., which....., why ...., how....., where....., did ....** Write examples on the blackboard.



**Step 5: Exercise 2:** Refer to the Student's Book, **Page 49**. Students arrange the words to form correct sentences.

### Expected Answers

1. Did you get the books yesterday?
2. Who broke my chair?
3. Which book did you take?
4. They all came here in the morning.
5. She paid me last year.
6. He died ten years ago.
7. Did they enter the class late?
8. I wrote all my work last week.

## Lesson 11

Student's Book, pages 49 - 50

**Specific objectives:** Students will be able to practise the dialogue.

**Lesson content:** Reading comprehension.

**Step 1:** Ask Students to revise the simple past tense using questions such as;

- ☞ Did you write your home work?
- ☞ Why did you come to school late?

**Step 2: Activity 1:** Refer to Student's Book, **page 49**. Let students, in pairs, discuss the possible answers to the following questions.

1. What they want to be when they grow up?
2. What do they think people do to become famous?
3. Who are the most famous people in Ethiopia?

**Step 3: Exercise:** Students read the dialogue. Ask the following questions for the students to discuss.

### Questions

1. Where was Tune before she met Duguma?
2. Who are the people Tune read about?
3. Where else do we get information about famous people?
4. Why do you think it is important to learn about famous people?

### Expected Answers

1. Library
2. Abba Seru Gwangu and Agegnehu Engida
3. Museum
4. To emulate good practices

**Step 4: Activity 2:** Let students talk about a famous person they have heard of or read about. Ask students to consider the successful things he / she did.

## C Reading

## Lesson 12

Student's Book, pages 50 - 52

**Specific objectives:** Students will be able to read about a famous person in Ethiopia.

**Lesson content:** Comprehension.

**Step 1: Pre-reading Activity:** Refer to Student's Book, **page 50**. Let students discuss questions in the pre-reading activity.

1. Which famous sportsmen/women do you know?
2. What medals did they win?
3. Which famous artists have you heard of?
4. What did they do?



5. What job would you like to do when you grow up?
6. What would you like to do for Ethiopia?

**Step 2: Exercise 1:** Students read a story about Meseret Defar. Guide the students to re-write the information in a guided composition about Meseret Defar.

**Expected Answers**

- |               |                              |              |                 |           |            |
|---------------|------------------------------|--------------|-----------------|-----------|------------|
| a) 1983       | b) 19 <sup>th</sup> November | c) travelled | d) running      | e) career |            |
| f) very young | g) first international       | h) 1999      | i) a good medal | j) 2000   |            |
| k) Athens     | l) 2002                      | m) twelve    | n) 3000         | o) 5000   | p) 10, 000 |

**Step 3: Exercise 2:** Based on the passage you read, complete the guided composition in your exercise.

**Step 4: Exercise 3:** Match the words below with their meaning.

**Expected Answers**

- |                              |                        |                            |
|------------------------------|------------------------|----------------------------|
| famous _____ well - known    | competed _____ raced   | champion _____ winner/best |
| participated _____ took part | athletes _____ runners | laboured _____ worked      |
| began _____ started          | indoor _____ inside    | further _____ more         |
| different _____ several      |                        |                            |

## Lesson 13

### Student’s Book, pages 52 - 54

**Specific objectives:** Students will be able to write sentences using the correct vocabulary. They will also be able to describe some vocabulary using other words.

**Lesson content:** Vocabulary.

**Step 1: Activity 1:** Students work with partners to find some information about famous people in Ethiopia. They can use photographs from newspapers, magazines etc. They should write their work in exercise books.

**Step 2: Exercise 1:** Ask students to read the short biography of Abebe Bikila.

**Step 3: Exercise 2:** Students should compare Abebe Bikila’s achievements with those of Meseret Defar and discuss the questions that follow. Refer to Student’s Book, **page 53**.

**Step 4: Activity 2:** Tell students to compare their biography to those of their friends. Students should give the biography to a friend to read to his / her parent or guardian at home. Let students form questions using the words in Students Book, **pages 53 - 54**.

Refer to Student’s Book, **page 52**.

**Step 5: Exercise 3:** Ask students to complete the sentences in Student’s Book, **page 54**.

**Expected Answers**

- |          |          |          |        |          |
|----------|----------|----------|--------|----------|
| 1. in    | 2. since | 3. every | 4. for | 5. over  |
| 6. along | 7. ago   | 8. On    | 9. By  | 10. Last |

**Step 6: Exercise 4:** Ask students to complete the sentences with the correct tense of the given words in the brackets.

**Expected Answers**

1. Adebayo is running ten times around the field now (run)
2. Kibiru and Wole are competing against each other now. (compete)
3. He is trotting from this pole to the end of the track. (trot)
4. Gudeto was born in Addis Ababa. (to be)



- 5. Ayana and Bulcha were trained in Axum. (to be)
- 6. Mulu usually plays football in the valley. (play)
- 7. The boys painted the picture using water paint. (paint)
- 8. The girls wove the basket last year. (weave)
- 9. Somebody broke the chair last night. (break)
- 10. The animals escaped from the fire two days ago. (escape)

**Step 4: Exercise 3:** Ask students to read the short notes about Abebe Bikila’s achievements with those of Mescret Defar and discuss the questions that follow. Refer to Student’s Book, page 54.

**Assessment**

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

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

**Answer the questions correctly using guide words in brackets.**

- 1. Why did they go to the hospital? (treatment)
- 2. Why did she break the stick? (snake)
- 3. When were you born? (was)
- 4. How do you go to school? ( by bicycle)
- 5. What do you do before you cut the apple? (wash)
- 6. When did you live in the town? (ago)
- 7. What did teacher do to the girl? (forgive)
- 8. When were you in grade 5 ? ( last year)
- 9. What is the teacher doing now? ( write)
- 10. Why are you in a hurry (late)

**Extra work**

- 1. Who are the most famous people in your village?
- 2. What do they do that make them famous?
- 3. Which other famous people have you heard about in the country?
- 4. What do your parents say, used to take place in your village before you were born?
- 5. Last year you were in grade 5, what activities did you do during that year?
- 6. How were you able to join grade 6?
- 7. Recall one famous person of your choice . Draw a chat and show the information shown.

Famous person	_____
Year of Birth	_____
Important/ things he/she did	_____ _____ _____

8. Remember events that took place in your school last year. List them down and show what was done.

**Example:** Sports day in march – we had sports competitions among students.





## Background information

There are many types of food in the different regions of the country. The different types of food can be prepared traditionally or in the modern way. Ethiopian dishes are known for being spicy. The delicious dishes normally consist of vegetable or meat or chicken with thick soup.

Grain food, beef, lamb, goat, chicken, butter, vegetables and fruits are some of the ingredients used. Among the common food is the famous **Injera**. **Injera** is a flat spongy bread. It is made from a plant grain known as **Tef**. Along with the dishes one will get accompaniments like fruit wine and coffee.

### Objective :

Students will be able to name and describe the different types of food and how they are made.

### Specific Objectives :

Students will be able to :

- ☞ listen and respond to **wh ...** questions.
- ☞ distinguish between countable and uncountable nouns.
- ☞ use expressions of quantity appropriately.
- ☞ listen to information and match to pictures.
- ☞ describe something using more than one adjective.
- ☞ use social expressions (agreeing / disagreeing).
- ☞ take part in guided oral activities in groups.
- ☞ sequence a number of sentences into a logical order in a paragraph.
- ☞ predict the theme of the passage by doing pre - reading activities.
- ☞ complete sentences using appropriate words.
- ☞ write simple sentences about their likes and dislikes.
- ☞ write a short paragraph connected to the topic.
- ☞ write vocabulary network for food.

### Visual Aids

Pictures of Ethiopian dishes, real food ingredients and kitchen utensils.



## A Listening and speaking

### Lesson 1

#### Student's Book, page 55

**Specific Objective:** Students will be able to name and describe different types of food both in their locality and outside.

**Lesson content:** Naming and describing different types of food.

#### Picture study. Student's Book, page 55

**Step 1: Activity 1:** Ask students in pairs to name types of food that they know. Refer to Student's Book, **page 55**. Students name and describe the food shown in the pictures. (a - 1) and answer questions on **page 56**.

**Step 2:** Students mention their favourite dishes. Let one student describe the process of preparing a dish.

**Step 3:** Students identify countable and uncountable food stuffs on **pages 56 - 57**. Guide students to describe the foodstuffs shown in the pictures. They can consider colour, fresh and already cooked food.

**Step 4: Activity 2:** Ask students to match the items shown in pictures (a - q) with the names in the tables.



Refer to Student's Book, **page 56**.

**Exercise 2:** Students, in pairs, read and practise the conversation between AbdulKadir and Halima.

**Step 5: Activity 3:** Ask students to write a conversation like that one above and include other types of food and drinks. **Example:** A: Would you like a banana? B: No thanks. I don't like bananas very much

**Step 6:** Listening

Read the instructions to the students to enable them do the work in their exercise books

- ☞ Name the traditional dishes you know of.
- ☞ List down the vegetables you know of.
- ☞ What grown food do you buy from the market?
- ☞ Write the types of sauce common in your area.
- ☞ Draw the utensils you use in the kitchen.

## Lesson 2

**Student's Book, page 58**

**Specific Objective:** Students will be able to use the given vocabulary in sentences.

**Lesson content:** Vocabulary

**Step 1: Activity 1:** Ask students to describe what they had for breakfast. Let students talk about what "a heavy meal" is. Lunch and supper are considered heavy meals. They should talk about the colour and taste of what they ate. Ask them what they enjoy the most?

**Step 2: Activity 2:** Refer to the Student's Book, **page 59**. Ask students to form pairs to talk about the possible answers to the following questions, thereafter they should write answers in their exercise books.

1. What food do you buy from the market ?
2. What food do you grow at home?
3. What food do you eat when it is fresh?
4. What food do you eat after it has been cooked?

**Step 3:** Teach the vocabulary below.

**flour, fresh, bunch, traditional, ingredients, delicious, fresh, tasty, spiced, favourite, fry, roasted.**

Introduce the nouns and then the adjectives later

Nouns : **flour, pans, bunch, ingredients**

Adjectives : **fresh, traditional, delicious, tasty, spiced, roasted.**

Verbs : **fry, roast, taste**

**Step 4:** Students discuss some of the activities that are carried out during food preparation. This will enable them learn the verbs used: example; wash, dry, grill, roast, fry, cut, slice, break etc.

**Exercise 1:** Refer to the Student's Book, page 59. Let students write meaningful sentences using the given words.

**Expected Answers**

- |                |          |                |           |               |               |
|----------------|----------|----------------|-----------|---------------|---------------|
| 1. flour       | 2. tasty | 3. traditional | 4. fry    | 5. spiced     | 6. roasted    |
| 7. ingredients | 8. bunch | 9. pans        | 10. fresh | 11. delicious | 12. favourite |





**Exercise 2:** Ask students to match the types of foodstuff with the adjectives on page 60.

### Expected Answers

- |                  |                  |
|------------------|------------------|
| lemon — bitter   | porridge — tasty |
| orange — juicy   | meat — cooked    |
| pepper — hot     | chicken — oily   |
| cabbage — fresh  | cheese — sweet   |
| pineapple — nice | butter — soft    |
| tomato — raw     | potato — hard    |

## Lesson 3

**Student’s Book, page 60.**

**Specific Objectives:** Students will be able to identify countable and uncountable food items and use the words showing quantity.

**Lesson content:** countable/uncountable nouns

A bunch of, a heap of, a tin of, a litre of, a packet of, a bottle of, a kilogramme of etc.

**Step 1: Activity:** Ask students to prepare a shopping list for a family of two people for a week. Let them indicate the amount of items their partners buy. Write the actual price for the items and let them tell their partners how much money they need. They should make lists of countable and uncountable items they find in the market.

**Step 2:** Ask students to mention countable items beginning with classroom objects. Refer to foodstuffs which are got at home and those sold in the market.

**Step 3: Exercise 1:** Let the students identify the foodstuffs and equipment that are countable/and uncountable.

**Example:**

a knife - knives

a tomato - tomatoes

**Step 4:** Introduce words of quantity, a kilogramme of, a bag of, a packet of, a tray of. Suggest several items on the blackboard and let students discuss the words of quantity to apply.

**Step 5: Exercise 2:** Refer to Student’s Book, page 61. Let students use the following units of measurements to describe the uncountable food items and write the appropriate phrases in their exercise books.

**Example:** rice - a bag of rice.

a kilogramme of, a litre of, a heap of, a tin of, a packet of, a saucepan of, a bottle of, a tray of

- |             |             |          |          |        |          |
|-------------|-------------|----------|----------|--------|----------|
| pepper      | wheat flour | potatoes | bananas  | garlic | sugar    |
| cooking oil | oranges     | fruits   | cabbages | juice  | milk tea |
| water       | chicken     | cheese   | butter   | meat   | coffee   |
| salt        |             |          |          |        |          |



## Lesson 4

Student's Book, pages 61 - 62

**Specific Objective:** Students will be able to use the expressions of quantity.

**Lesson content:** How many .....?/How much .....?

**Step 1:** Students revise naming countable and uncountable nouns. Guide them to use “**some**” and “**any**” as they ask for some items from the shop.

**Example:**

1. There are some bags of rice.
2. Are there any tins there?

**Step 2: Activity 1:** Ask students to talk about the items and prices in the school canteen or local shop. Introduce many/much to the students. Inform them that **many** and **much** are usually used with negatives and questions.

### Examples

1. How many tins of cooking oil do you have?
2. How much sugar do you need?

**Step 3:** Encourage students to use the words **many** and **much** on different items. Let students dramatise **shopkeeper** and **buyer**.

**Step 4: Activity 2:** Refer to the Students' Book, pages 61 - 62. Let students read about Aman and Alemnesh. They should form questions about items Aman and Alemnesh bought.

**Activity 3:** Ask students to imagine that they want to find out the amount of items in a shop or canteen, what questions would you use to ask the shopkeeper.

### Examples

1. How many exercise books do you have?
2. How much sugar do you need in your tea?

## Lesson 5

Student's Book, page 62

**Specific Objectives:** Students will be able to use the expressions of quantity, **a few and a little**.

**Lesson content:** a few, few, a little, little.

### Grammar Highlight

A little and a few are words that are used to express quantity. A little, little refer to uncountable and a few, few refer to countable nouns.

**Step 1:** Revise with the students countable and uncountable things. Let students use “some” and “any” in the sentences.

**Step 2:** Introduce the use of “**a little**”, “**little**” on uncountable items and “**a few**”, “**few**” on countable items.

a few books \_\_\_\_\_ nearly enough \_\_\_\_\_ countable items  
few books \_\_\_\_\_ less



a little milk    nearly enough    uncountable items  
 little milk    less

**Activity:** Ask students to form pairs to identify the items where **a little**, **little**, **a few**, and **few** are used.

**Step 3: Exercise 1:** Let students work with a partner to read the dialogue and identify countable and uncountable things. Refer to Student’s Book, **pages 62 - 63**

**Step 4:** Use the table below to guide the students when the words are used.

Uncountable	Countable	Affirmative	Negative	Interrogative
much	many	.....	many	Many
little	.....	.....	much	Much
a little	a few	a few	.....	.....
.....	few	few	.....	.....
.....	.....	little	.....	.....
.....	.....	a little	.....	.....
Some	some	some	any	any

**Step 5: Exercise 2:** Let students complete sentences using **a little**, **a few**, **little** and **few**.

**Expected answers**

1. I have a few friends. One or two.
2. He has little money. He cannot buy anything with it.
3. How much sugar do you put in your coffee? Just a few spoons.
4. I will be ready in a few minutes.
5. He has very few friends.

**Lesson 6**

**Student’s Book, page 63**

**Specific Objective:** Students will be able to describe food.

**Lesson content:** Using “What is .....?”, “It is .....”

**Step 1: Activity:** Let students listen to descriptions of traditional Ethiopian dishes. This would be from a resourceful person from the community. The teacher should highlight important vocabulary. As a variation, there could be traditional songs or stories which you could teach the students. Tell students to compare these with the dishes served in restaurants and hotels in town.

Involve students in a guided discussion on types of food.

In groups of five, students discuss traditional dishes in their area. Let students compare them with dishes prepared in a restaurant and hotels.

**Step 2:** Students should list some of the food items they have learnt about. Let them describe the items using the adjectives they know. Introduce the structures:

What is ...?, It is ...?

**Example:** What is **tibs**? **Tibs** is grilled beef.





1. What is it made from? **Tibs** is made from lamb beef.
2. What is **Kurt**? **Kurt** is raw beef.
3. What is it made from? It is made from raw beef.

It is necessary for you to introduce a structure **How is it made?**

This will enable you teach the following words; grill, fry, chop, weigh, measure, clean, wash, drop, etc.

**Step 3: Exercise 1:** Refer to Students' Book, **page 64**. Using the table of traditional dishes, the students identify items in column A and match them with their descriptions in column B.

### Expected Answers

A	B
<i>Berbera</i>	powdered chilli pepper and other spices
<i>Niter Kibbe</i>	butter with ginger garlic and spices
<i>Tibs</i>	grilled meat
<i>Kitfo</i>	ground beef
<i>Mitmita</i>	a very spicy chilli powder
<i>Gored gored</i>	cubed beef
<i>Fatira</i>	a large fried pancake
<i>"Tej"</i>	wine from honey
<i>Quocho</i>	a bread - like type of food
<i>Buna be Kibbe</i>	coffee with butter
<i>Gomen Kitfo</i>	boiled and finely chopped cabbage with oily ground beef
<i>Firfir</i>	breakfast meal injera with spices
<i>Dulet</i>	spicy mixture of tripe liver, beef, pepper with injera

**Step 4: Exercise 2:** Ask students to write down the types of food found in their areas and where they are made from.

## **Lesson 7**

**Student's Book, page 65**

**Specific Objective:** Students will be able to give opinions about the different dishes.

**Lesson content:** Expression of opinions and polite language

**Step 1: Activity 1:** In groups of five, students explain how they behave politely towards their parents, teachers and other people especially at meals.

**Step 2: Activity 2:** Refer to the Students' Book, **page 65**. Students in groups of three, discuss whether they agree or disagree with the statements below. Ask students what the reasons for their opinions are?

1. Hot spices are good for our health.
2. Ethiopia should not export coffee.
3. People should grow the same crops.
4. Ethiopia should not import food.



5. People should not eat the same type of food throughout the country.
6. Salaries should be paid after every two weeks.
7. School children should join grade 1 at the age of ten years.
8. We should say no to early marriage.

**Step 3:** Let the students group themselves in three. They discuss the food they want to talk about.

Guide them by writing the items to discuss:

**Example:** Food Price Preparation Taste

Such statements are expected:

- ☞ I do not like pepper added to the dish.
- ☞ I like spices added to dishes.

**Step 4:** “Students from abroad should eat from restaurants”. Encourage students to give appropriate reasons to the statements they make. This will teach them the structures:

- ☞ I think .....
- ☞ I agree with you because .....
- ☞ I don't agree with you because .....

**Step 5: Exercise :** Students study and complete the dialogue on **page 65**. Students will practise polite language using the words below.

I'm sorry                  excuse me                  of course                  pardon                  that's right  
Oh, what a pity!          Congratulations                  never mind          I hear

### **Lesson 8**

**Student's Book, page 66**

**Specific Objectives:** Students will be able to read the dialogue, answer the questions and to create their own dialogue about dishes.

**Lesson content:** Reading comprehension

**Step 1: Activity:** Allow students in pairs to talk about their favourite meals with their partners. They could suggest what type of food they want on special occasions. What ingredients are used to prepare their favourite dish and explain the process of preparing that dish.

**Step 2:** Make a review of the different dishes the students have learnt about. Let them give reasons why they like/don't like the dishes.

**Exercise 1:** Refer to Students' Book, **page 66**. Let the students read the dialogue with a partner. Ask students to discuss the favourite meals with their partners.

**Step 3:** Students answer oral questions about the dialogue.

1. What snack are the two people talking about?
2. From where did Shito learn about cookery?
3. What ingredients are needed to prepare the snack?
4. Why is it important to know the measurements before cooking?
5. Why do they cut dough into small pieces?



6. List the names of the snacks you know?

### Expected Answers

1. *Dabo kolo*
2. At the party
3. Flour, salt, honey, pepper, cooking oil
4. to produce good tastes
5. (free choice)

**Step 4: Exercise 2:** Ask Students to write a short passage about the food they enjoy and how it is prepared and served.

## **B** Reading

### Lesson 9

Student's Book, page 67

**Specific Objective:** Students will be able to read the passage and answer the questions about it.

**Lesson content:** Comprehension

**Step 1:** Pre - reading activity.

1. Students will name the types of food they have seen in the market.
2. (As students may explain)
3. Spices, salt, sugar, onions, tomatoes, etc.

**Step 2:** Students read the passage about an Ethiopian dish.

**Step 3: Exercise 1:** Discuss oral questions from the Student's Book.

### Expected Answers

1. *Injera*.
2. *Injera* is from a grain plant.
3. *Berberes* are spices.
4. South western Ethiopia.
5. (a) *Injera* is from grain plant. *Quocho* is from banana plantain.
6. *Injera* and *quocho* are baked to make food.

**Step 4: Exercise 2:** Students match the related (synonymus) words:

### Expected Answers

cabbage \_\_\_\_\_ vegetable

baked \_\_\_\_\_ cooked

cereal \_\_\_\_\_ grain

served \_\_\_\_\_ provided

delicious \_\_\_\_\_ good

stew \_\_\_\_\_ sauce

drought \_\_\_\_\_ dry season

spices \_\_\_\_\_ flavour



### Lesson 10

Student's Book, page 68

**Specific Objective:** Students will be able to read and recite some lines from the poem. They will be able to answer questions about it.

**Lesson content:** Reading comprehension

**Step 1: Activity:** Students work in small groups and discuss the possible answers to the questions about meals in their areas.

1. What is a typical breakfast?
2. Is lunch or dinner the main meal of the day?
3. What dishes are prepared during special occasions? Let students present their findings to the class.

**Step 2:** Students revise the adjectives that have been used to describe the dishes. Colour, taste etc.

**Step 3: Exercise 1:** Students read the poem and identify the adjectives and the food mentioned in the poem.

Ask the students questions about the poem. Let them answer the questions orally.

1. What words are used to describe food? (tasty, flat)
2. What meal is made from teff flour? (*Injera*)
3. What is your favourite dish? (free choice)
4. Name the dishes you have tasted. (free choice)
5. What adds flavour to Ethiopian dishes? (spices)
6. Why do you think Ethiopia is called the land of plenty? (different dishes)

**Step 4: Exercise 2:** Students write ten sentences describing the dishes they like most and why.

### Lesson 11

Student's Book, page 70

**Specific Objective:** Students will be able to discuss and write down ingredients required for an Ethiopian dish.

**Lesson content:** Recipe for an Ethiopian Dish.

**Step 1:** Students form groups of three. Provide students with large pieces of paper for them to write down the following.

1. Different dishes they know of.
2. Ingredients for one selected dish.
3. Steps to take when preparing the dish.

**Step 2:** Refer to Student's Book, page 70. Ask students why we need particular quantities (weights) when preparing a meal.

Let them give consequences of adding too many ingredients. (bad taste)

**Step 3: Activity:** Students write the recipe for an Ethiopian butter and describe the process of how to make good spiced butter using the ingredients in Student's Book, page 70.



**Step 4: Exercise:** Ask students to list the ingredients that are needed to make two Ethiopian dish that they know. Students should write down the process of preparing those dishes and the recipe.

**Step 5:** Ask students to draw pictures of these dishes and share their work with the class.

## Lesson 12

**Student’s Book, page 70**

**Specific Objective:** Students will be able to give opinions on the food they like/don’t like.

**Lesson content:** Opinion on dishes.

**Step 1:** Group students according to the type of food they wish to eat. For instance on one table you could write, “rice and meat”. Let students sit on tables of their choice.

**Step 2:** In those groupings, let students express their opinions about food; Later on guide the students to write the sentences in the order shown below.

**Example:**

I like *quocho*.

Reasons: I like it because it is tasty. It is so easy to prepare. It is not very expensive etc.

Or,

I don’t like ....., It is .....

**Step 3: Exercise 1 (A):** Ask students to write five sentences about types of food they like and dislike. Let them compare their answers with those of their partners.

**Exercise 1 (B):** Students write a paragraph comparing their likes and dislikes with their friends.

**Exercise 2:** Tell students to write a paragraph about typical meals in our area. Ask students their ideas. Which meals would you recommend that a visitor to your home should eat? Let them read their paragraph to the class.

## C Writing

## Lesson 13

**Student’s Book, page 71**

**Specific Objective:** Students will be able to write the correct vocabulary.

**Lesson content:** Vocabulary

**Step 1: Exercise 1:** Refer to Student’s Book, **page 71**. Ask students to list down types of food in their area in their own language. Let them name the food in Ethiopia.

**Step 2: Exercise 2:** Students write countable and uncountable nouns. Tell them to do the work in their exercise books.

**countable**

vegetables      dish  
basket            pancake  
utensils

**uncountable**

cheese            milk  
yoghurt           beef  
flour







**Step 3:** Students use the table to classify words into different categories shown below.

meat	vegetables	diary	fruit	verbs(cooking)	utensils

**Step 4: Exercise 3:** Students add more information to the table by selecting a type of food and describing it as shown in the example.

Type of food	Colour	How it is prepared	Other ingredients	Taste
carrot	orange	peeled, washed, chopped into slices may be eaten fresh / cooked		nice

**Step 5: Exercise 4:** Students should find the missing words and the number of letters as a guide in Student’s Book, **page 71**.

**Expected answers**

- Down**      1. spices      2. salty      3. yeast      4. easy      5. sweet
- Across**      6. tomato      7. injera 8. honey      9. yolk

**Step 5: Exercise 5:** Ask students to use the following words to complete the sentences.

*Light, delicious, spicy, heavy, sour, fatty, hot, sweet, tasty, healthy.*

**Expected Answers**

1. light      2. fatty      3. sour      4. hot      5. tasty      6. heavy  
7. spicy      8. sweet      9. delicious      10. healthy

**Assessment**

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

**Writing:** Students to write the answers in their books

1. Write the plural words of the following nouns

- (a) carrot      (b) sheep      (c) bunch      (d) rice      (e) vegetable      (f) salt  
(g) onion      (h) fish

2. Use “many/much” to find out what is in the store

- (a) cooking oil      (b) sugar      (c) milk      (d) potatoes      (e) tins

3. Which of the following words do you use to describe nouns

- (a) sharp      (b) fresh      (c) orange      (d) sour (e) flesh      (f) spicy      (g) cold  
(h) raw      (i) hot      (j) kitchen      (k) traditional      (l) tasty

4. Which words belong to each of the four groups of words in the table below.

*Spicy, hot, grill, cabbages, tasty, pot, bananas, yellow, out, cool, sharp, orange, bag, packet, big, heavy,*



*carry, wash, prepare, brow, sweet.*

A few many	A little much	Adjective	verb

### Extra Work

1. Complete the table by providing nouns as shown

vegetables	cabbage _____
fruit	passion _____
meat	beef _____
dairy Products	butter _____
cooking	fry _____
adjectives	sour _____
kitchen tools	folk _____

2. Write a paragraph about your most favourite meal.
3. What food don't you like eating? Give reasons.
4. What are the traditional dishes in the different regions of Ethiopia?
5. List down the food you must always wash before you cook it.
6. Why does your body need different types of food?





## Background information

Fables are traditional short stories that are used to teach moral lessons. There are different stories about living and non - living things. Fables are as old as mankind. Different creatures are used as characters to criticise social, political, economic aspects of life. Fables have played a major role in not only passing on culture to the young generation, but also to educate them on issues such as hunger, drought, diseases, hygiene, sanitation, environment, etc.

In this unit the teacher will need to show pictures of different creatures. Since it is believed that students are already familiar with some folk tales. It will therefore be easy for them to relate to them in the moral lessons.

The teacher will also be able to teach about the creatures themselves i.e gender, habitat, young age, etc.

At the end of the unit, the teacher should give chance to the students to express their feelings about the creatures and the moral lessons they've learnt.

## General Objective

Students will be able to describe and tell simple stories about animals.

## Specific objectives

Students will be able to;

- ☞ listen and respond to **wh...** questions.
- ☞ ask and answer **wh...** questions about abilities.
- ☞ tell simple stories.
- ☞ listen to a short story and answer questions about it.
- ☞ use social expressions (giving opinions).
- ☞ predict the theme of the story by doing pre-reading passages.
- ☞ read a story to find the main message and answer.
- ☞ write simple sentences and paragraphs.

## Visual Aids

Pictures, story books

## **A** Listening and Speaking

### **Lesson 1**

Student's Book, page 73

**Specific Objective:** Students will be able to identify and name animals. They will be able to describe a few characteristics about animals.

**Lesson content:** Identifying animals.

**Step 1: Activity:** Students look at different animals. Tell them to work with a partner. Allow them to say two or three sentences about each of the animals. Refer to Student's Book.

**Step 2:** Refer to the Students' Book, **page 73**. Let Students look at pictures and identify the animals shown. Guide them to discuss other information related to the feeding and behaviour of the animals.



**Step 3:** Students list the different animals under the categories below:

- |              |              |
|--------------|--------------|
| wild animals | farm animals |
| pets, birds  | flesh eaters |
| grass eaters |              |

The students record their information on a chart to be used in their presentation to the class.

Animals shown in the picture:

(a) camel, (b) leopard, (c) hyena, (d) lion, (e) wolf, (f) mule, (g) elephant, (h) hippo, (i) donkey, (j) giraffe, (l) flamingoes.

**Step 4: Exercise:** Students do the exercise on **page 74** by answering the following questions;

1. Which animals are found in your area?
2. Are these animals important to our country? why?
3. What stories do you know about these animals?

## Lesson 2

### Student's Book, page 74

#### Listening Exercise

**Specific Objective:** Students will be able to listen to the story and answer questions about it.

**Lesson content:** Listening to the story, *Belling a cat*

**Step 1: Activity:** Ask two students to tell stories they have heard or read about. Ask students what lessons they learn from the stories and how do the stories teach them good behaviour?

**Step 2:** Read the story to the students:

### Belling a cat

Once upon a time, there was an old house in a small village. There were mice and a cat in the house. The mice were being killed and eaten by the cat everyday. When the mice grew up, the cat jumped on to his feet thinking that he got himself something delicious to eat. The poor mice could not do anything they were the victims.

One day, the mice decided to have an urgent meeting to do something about their enemy - cat. The purpose of the meeting was not to kill Mr. Cat or escape from their favourite home either. The purpose was to find a way of defending themselves against their enemy. On the day of the meeting, all mice were busy re - thinking of a solution. In the middle of a heated discussion, one of the mice thought of a solution. The small mouse said, "I have a solution that has never come to our minds. You might wonder what! It is easy. We'll buy a bell from a market and put it around Mr. Cat's neck. Whenever he comes we will be able to hear the sound of the bell and run to our underground homes. From now on he would never eat any of us again. After listening to such a good idea, all the mice were inspired and said "Hurrah! that is the best solution we have ever heard. They danced, jumped and rejoiced for a long time. One old mouse interrupted the jubilation by showing a sign to all of them to keep quiet. He said, "What you're saying is quite motivating. But I doubt whether it would work. Who is going to fasten the bell onto the cat's neck? I want one of you, who is brave enough to fasten the bell onto the cat's neck". Sadly, there was not a single mouse brave enough to tie the bell around the cat's neck. So, the game continues even up to today. Will the mice ever fasten bells around the cat's neck?



**Step 3: Exercise 1:** Students find the answers to the questions

1. What animals does the story talk about? (**mice and a cat**)
2. Where were the animals living? (**in an old house in a village**)
3. Which animal later became stubborn? (**the cat**)
4. What did the other animals do? (**were busy re-thinking of a solution**)
5. Why did the animals call for a meeting? (**to do something about their enemy - cat**)
6. What idea did one animal come up with? (**tying the bell around the cat's neck**)
7. Did other animals support the idea? Why? (**No, one mouse doubted the idea would work**)

**Step 4: Exercise 2:** Students write down a list of animals and show where they live and what they eat. Let them imagine they were those animals, what message would they write.

**Example;** I wish I could eat flesh.

## Lesson 3

**Student's Book, page 75**

**Specific Objective:** Students will be able to name different animals. They will also be able to mention the homes, sound, and the young ones of the animals mentioned.

**Lesson content:** Vocabulary - homes, female, young, sound.

**Step 1: Activity:** Students name the different animals they know. They select animals from the table and arrange them according to the groups as shown below.

Wild animals	Farm animals	Pets
hippo	camel	dog
gorilla	donkey	cat
goose	mule	
giraffe	goat	
crocodile	sheep	
jackal	duck	
ostrich		
lion		
monkey		
hyena		

**Step 2: Exercise 1:** Refer to Students' Book, **page 76**. Let the students select other animals and describe them as shown above.

**Step 3: Exercise 2:** Let the students write the animal homes and the sounds they make. Ask them to use the table on **page 76** to show the information needed.



Animal	Young	Animal Home	Animal Sound
lions	cubs	den	roar
leopard	cubs	jungle	purr
elephant	calves	forest	trumpet
horses	foals	stable	neigh
goats	kid	pen	bleats
dogs	puppy	kennel	bark

**Step 4: Exercise 3:** Students write about other animals and birds they know of basing on the table below.

Male	Female	Young	Home	Sound
lion	lioness	cub	den	roar

## Lesson 4

**Student’s Book, pages 76 - 78.**

**Specific Objective:** Students will be able to discuss the characteristics of animals.

**Lesson content:** What animals can do. (Animal activities).

**Step 1:** Revise the vocabulary in lesson three. Students remind themselves of the females, males, sound and young ones of animals.

**Step 2: Activity 1:** Students form groups of four. They discuss the animals of their choice. Using the structure; **What can .....do?** They should write down the information in a table form like the one below. Let students write the information in the chart. This should help them present their findings to the class and later display the chart on the wall after you have marked the work.

Animal	Verb what they can do	Food	What is special on their body?
Lions	hunt	flesh	a lot of fur

**Step 3:** Other students ask questions about the animals.

**Example:**

What can elephants do? Can elephants swim?

**Step 4: Exercise 1:** Refer to Students’ Book, **page 77.** Students identify activities that animals can do. Write exercise 1 in their books.

**Step 5: Activity 2:** Students to discuss with their partners what activities animals cannot do at all.

**Step 6: Activity 3:** Guide students through the discussion on how different animals are useful to us. Students should consider the products we get from them and other uses at home.

**Step 7: Exercise 2:** Ask students to complete the sentences with the words given. Refer to Student’s Book, **Page 78.**

## Lesson 5

**Student’s Book, pages 78-80**

**Specific Objective:** Students will be able to use adverbs of degree: quite, very, at all



**Lesson content:** Adverbs of degree: **quite, rather, very, at all**

### Grammar Highlight

An adverb is a word that modifies a verb, an adjective or another adverb. quite well, very well and not at all are adverb phrases that are used to express the extent to which an action is done so they are called “Adverbs of degree”.

**Step 1: Activity 1:** In groups of four, students talk about the activities they can do quite well at school and at home. Are there activities you cannot do at all?

**Step 2: Exercise 1:** Teach the use of the adverbs of degree which are used to describe situations:

Students refer to Students’ Book, **page 79**. They complete sentences using “quite” and any of the phrases.

### Expected Answers

- |                            |                                   |
|----------------------------|-----------------------------------|
| 2. quite a good voice      | 3. quite a long way               |
| 4. quite a busy day        | 5. quite a nice time              |
| 6. quite a strong wind     | 7. quite a frightening experience |
| 8. quite a lot of mistakes |                                   |

**Step 4: Exercise 2:** Ask students to complete the sentences using the words in brackets. Use **quite** or **rather**.

### Expected Answers

- |   |  |
|---|--|
| 1. quite well, quite noisy.                 | 2. quite interesting, rather long.     |
| 3. quite a hard worker, rather slow.        | 4. quite pleased, rather disappointed. |
| 5. quite a well paid job, rather hard work. | 6. quite near, rather difficult.       |

**Step 5: Activity 2:** Students discuss the activities they can perform well and those they cannot perform at all. They should use; quite, very, not at all.

## Lesson 6

**Student’s Book, pages 80 - 81**

**Specific Objective:** Students will be able to ask questions using the past simple tense.

**Lesson content:** Using **Did .....**? , ..... **didn’t**

**Step 1:** Ask students to role play the *mother/father* in a family. Let them ask their partners questions about what they did at home. Example: Did you clean the house?

**Step 2:** Refer to Students’ Book, **page 80**. Let the students discuss the pre - reading questions before they answer questions about the story, **The Aging Lion**. Let them read the story. Ask them to note the verbs in the past simple tense.

**Step 3: Exercise 1:** Let students discuss the questions orally and then write the answers in their exercise books.



### Expected answers

1. No, he didn't.
2. Yes, he did.
3. Yes, he did.
4. Yes, they did.
5. Yes, he did.
6. No, he didn't.
7. No, he didn't.
8. Yes, he did.
9. No, he didn't.

**Step 4: Exercise 2:** Let students go in front of the class and ask other students questions using, "Did?". Using the following verbs (eat, swim, fly, kill, hunt, bark, run)

### Lesson 7

#### Student's Book, pages 81 - 83

**Specific Objective:** Students will be able to give their own opinions about animals.

**Lesson content:** Social expressions (giving opinions)

**Step 1: Activity 1:** Refer to the story you read about the "The aging sick lion" on page 80. Students should form groups of five and discuss the following questions.

#### What do you think.....

1. What do you think made Lion weak?
2. What do you think made other animals visit Lion?
3. What do you think made fox refuse to enter the den?
4. What do you think saved fox from death?
5. What do you think made other animals enter the den?
6. What do you think happened to other animals that entered Lion's den?

#### Step 2: Read the story to the students.

#### The Lion and the Mouse

A hungry lion was awakened from his sleep by a mouse running over his face. Rising up angrily, the lion caught the mouse and was about to kill him. The mouse begged the lion to spare his life, saying:

"I am very tiny, if you would only spare me, I would never do such a thing again".

The lion laughed and let the mouse go. Shortly afterwards the lion was caught in a hunter's net, and he could not free himself. The mouse, recognising his roar, went and gnawed the rope, and set him free. He said;

"You ridiculed the idea of me being able to help you, Never expect to receive any re-payment because of your favour; Now you realise that it is possible for even a mouse to help a lion".

**Step 3:** Discuss the following questions with the students:

1. What was the lion doing?
2. Where was the lion?
3. Did the lion catch the mouse?
4. Did the lion kill the mouse?
5. Did the lion spare the mouse?

**Step 4:** Use the same story to teach students to give their opinions.

Let the students participate by asking such questions:







- Was the lion correct to let the mouse go yet he was hungry?
- What do you think the mouse felt when he was let to go?
- Was the mouse fair to ask for mercy yet he is the one who disturbed the lion?
- What do you think lion felt like after letting the mouse go?
- Was the mouse right to help the lion?

Ask students to re-tell the story.

The teacher has given enough background information which should enable students discuss some facts. It is now the right time to provoke the students to participate in the discussion.

The following questions can guide the discussion.

- Should the country maintain national parks?
- Should we study about animals?
- Should the country invest in tourism?
- Should students visit zoos and parks?
- Can government provide more space for wildlife?

The teacher should expect arguments which give rise to ideas out of / personal views

- ☞ I think ...
- ☞ In my opinion ...
- ☞ I agree ...
- ☞ I disagree ...

**Step 5:** Tell students to read the social expressions used in Student’s Book, page 82. Ask students what they can say about them.

**Step 6: Activity 2:** Ask students to form small groups and write two short conversations about animals. The conversation should include some of the social expressions in the box/pictures. Refer to Student’s Book, Page 82. Tell students to act their conversations.

**Step 7: Activity 3:** Students form a good story about the pictures shown in the Students’ Book, **pages 82 - 83** about “Lion and the Hyena”. In pairs, they should discuss the lessons learnt from the story.

**Step 5: Exercise:** There are topics to discuss in the **Student’s Book, page 83**. Students write the answers in their exercise books after agreeing with their partners.

### **Lesson 8**

#### **Student’s Book, page 84**

**Specific Objective:** Students will be able to recite the dialogue and to answer questions about it.

#### **Lesson content: Dialogue**

**Step 1: Activity 1:** Students form pairs and share their views about the questions below.

- What animals do people keep at home?
- What are animals used for?
- When did people start to keep domestic animals?
- Discuss the advantages and disadvantages of domestic animals.

**Step 2:** Ask students to read the dialogue with a partner about Bedilu and Hailu on page 84 Student’s Book.



Ask the following questions to test the pupil’s comprehension after reading.

1. Where was the snake found?
2. What was the farmer doing when he found a snake?
3. Why didn't the farmer kill the snake?
4. Do you think the snake wanted to die?
5. What would you do if you came across a snake?
6. Did the farmer save the snake?
7. What have you learnt from the story?
8. What happens to some of the people we help?
9. What colour was the snake?
10. What lesson did Badilu learn?

**Step 3: Activity 2:** Students look at pictures on **pages 82-83**. Let the students imagine what the animals were talking about. With partners let students write a good conversation among the three animals.

## **B** Reading

### **Lesson 9**

#### **Student’s Book, page 85**

**Specific Objective:** Students will be able to read the passage and answer the questions. They will also be able to learn a moral lesson from the passage.

#### **Lesson content: Comprehension**

**Step 1:** Students do the pre - reading activity by identifying animals that are commonly talked about in different stories. They should mention the roles they play in the stories, cunning, lazy, cheats etc.

**Step 2: Exercise 1:** Let students read the story, “Ato Alema’s animal friends”

They should answer the questions about the story.

#### **Expected Answers**

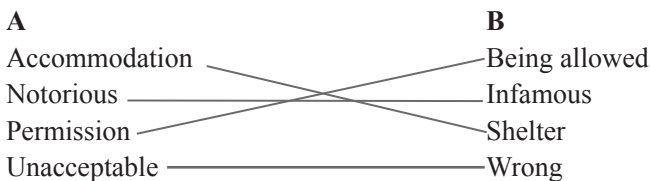
- |  |                          |                             |
|--|--------------------------|-----------------------------|
| 1. They lived on the island.                               | 2. It was a rainy season | 3. Misbehaviour             |
| 4. Cleaning the house                                      | 5. Snake                 | 6. There was no food to eat |
| 7. None  | 8. It behaved badly      |                             |
| 9. Some of them are very dirty. Others cause diseases etc. |                          |                             |

#### Word bank.

- 10 (a). accommodation - shelter  
 (b). notorious - well known for bad behaviour  
 (c). permission - being allowed

**Step 3: Exercise 2:** Ask students to match the words in “A” as taken from the passage with their meaning in B.

#### **Answers to matching in exercise 2**





**Lesson 10**

**Student’s Book, page 87**

**Specific Objective:** Students will be able to read the poem and complete the guided story.

**Lesson content:** Reading a poem and completing a guided composition.

**Step 1: Exercise 1:** Refer to Student’s Book, page 87. Let the students read the poem: Ask the following questions for the students to answer orally.

- |   |   |
|---|---|
| 1. Where are wild animals found? ...                          | 1. jungle/water                           |
| 2. What type of animals are mentioned in the poem?            | 2. wild animals are mentioned in the poem |
| 3. What do the herbivorous animals eat?                       | 3. grass                                  |
| 4. What are carnivorous animals?                              | 4. animals that feed on flesh             |
| 5. Give examples of tamed animals?                            | 5. goats, sheep, dogs .....               |
| 6. Do you know of any animals that are not found in Ethiopia? | 6. expect various answers                 |
| 7. Which animals attract tourists to Ethiopia?                | 7. students’ choice                       |
| 8. Why is it good to protect wild animals?                    | 8. they act as tourist attractions        |

**Step 2: Exercise 2:** Ask students study and complete the guided composition on **page 88** with the correct words form the list. Let them do the work in their exercise books.

**Expected Answers**

- |           |           |                |         |             |
|-----------|-----------|----------------|---------|-------------|
| rats      | behaviour | chaining nails | hungry  |             |
| suggested | fasten    | message        | unhappy | disappeared |

**Step 3: Activity 1:** Ask students to act out the fable in small groups. Students should use paper mask to role play.

**Step 4: Activity 2:** Guide students to think of stories they have heard in their languages and translate them into English. Allow the students to act out similar animal fables in front of the class.

**Lesson 11**

**Student’s Book, page 89**

**Specific Objective:** Students will be able to tell and listen to different animal stories.

**Lesson content:** Story telling.

**Group Activity**

**Step 1: Activity:** Let the students form groups of five. Let one partner tell a story about animals to the group. Tell one of them to select and write down the story. Ask them to present the story to the class.



**Step 2:** Let the students re-tell the story to the rest of the class.

**Step 3:** Ask students to appreciate good stories by enabling them to talk about what they learn from the stories.

**Step 4:** Let students respond to the questions from other classmates.

## Lesson 12

**Student’s Book, page 89**

**Specific Objective:** Students will be able to check on the vocabulary they have learnt.

**Lesson content:** Vocabulary

**Step 1: Activity:** Guide the students in a discussion to find out which animals can do the following.

fly	swim	run	climb	talk	play	eat
laugh	sing	read	crawl	creep	draw	hunt

**Step 2: Exercise 1:** Students write the words in exercise 1 on page 89 correctly in their exercise books.

### Expected Answers

**A:**

claem	=	camel	ulnegj	=	jungle
hsub	=	bushes	ttneiks	=	kittens
elmu	=	mule	oiln	=	lion
ukdc	=	duck	yenkdo	=	donkey
elaodrp	=	leopard	upppy	=	puppy
nagmlfia	=	flamingo	ooges	=	goose
ietk	=	kite	misw	=	swim

**Step 3: Exercise 2:** Students will be able to match the animals with their young ones.

**B:**

hen _____ chicks	duck _____ ducklings	goat _____ kid	lion _____ cubs	cat _____ kittens
sheep _____ Lamb	cow _____ calf	dog _____ puppy		

## Lesson 13

**Student’s Book, page 90**

**Specific Objectives:** Students will be able to form correct sentences from the jumbled words.

They will also be able to complete the puzzle.

**Lesson content: Sentences and Puzzle.**

**Step 1: Activity:** Students discuss and re-write correct sentences from those listed in the Students’ Book, page 91.

### Expected Answers

1. Lions can run quite well.
2. Crocodiles swim faster in water.
3. There are very many birds in Ethiopia.
4. Puppies are rather playful animals.





- 5. Leopards can run quite fast.
- 6. Monkeys are very good climbers.
- 7. Some birds live on trees.
- 8. Weaver birds can make nests very well.
- 9. Elephants are very huge animals.
- 10. Hippos cannot fly at all.

**Step 2: Exercise:** Let students form pairs and complete the puzzle in their exercise books.

### Puzzle Student’s Book, page 90

#### Down

- 1. climb
- 2. hen
- 3. sheep
- 4. hippo
- 5. tame
- 6. fly
- 7. do

#### Across

- 4. habitat
- 8. chick
- 9. lioness
- 10. pen
- 11. eagle
- 12. old

#### Assessment

**Reading and discussing:** Tell students to read and discuss the questions and use different verbs to complete the sentences as shown.

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

- 1. Use different verbs to complete the sentences as shown.

#### Example:

The lions can roar very loudly

- (a) The leopards can ... very easily .
  - (b) The monkeys can ... very easily .
  - (c) The elephants can ... fiercely.
  - (d) The camels can ... quite slowly.
  - (e) The cats can ... high.
  - (f) The snake can ... fast.
- 2. List down five animals that eat plants only and five that eat flesh only.
  - 3. Why do we find animals in different parts of the country
  - 4. What birds do you know about?
  - 5. Why do we need to preserve animals and birds?
  - 6. Write one lesson you learnt from a story about animals.
  - 7. Describe one of your favourite animals.
  - 8. Draw a poster showing how that animal should be protected.

#### Extra work

- 1. Write the places where these animals live?
  - a) lions
  - b) dogs
  - c) rabbits
  - d) cattle
  - e) sheep

Match the phrases correctly.

A. Giraffe can ... run quite well



- B. An elephant can ... swim quite well
  - C. A lion can ... jump very high
  - D. A monkey can ... climb very fast
  - E. A zebra can ... dance very well
2. Write correct sentences using the word below.

Monkeys		hunt	
Snakes		swim	
Cheetahs	can	jump	quite well
Leopards	can't	roar	at all
Baboons		graze	very well
Lion		fly	

Tell us something about your family/your country.

Fill with sentences as you wish.

1. My mother used to .....
2. My father use to .....
3. My brother used to .....
4. My grandmother used to .....
5. My sister used to .....
6. The people in my village used to .....
7. The people in Addis Ababa used to .....
8. The farmer in the village used to .....
9. The wild animals used to .....
10. The monkey used to .....





## Background information

The people of Ethiopia are mainly farmers, However, there are some pastoralists and traders. There are several cultures throughout the country and each one of them has a unique life style. Like any other part of the world, Ethiopia is quite different from what it was 50 years or more in the past. Ethiopia is one of the few countries that honour ancient history by preserving items like monuments works of art. Ethiopian people are lucky to have a rich history of tradition and culture.

In this unit, the teacher will teach the past simple tense in reference to the physical infrastructure and personalities. Students will then have a chance to discuss what was or was not done. You could take few examples related to the state of affairs in Ethiopia as listed below:

### The situation before

1. A bigger area was covered with dense trees.
2. Addis Ababa was not large.
3. Ethiopia was warm and pleasant.
4. The enrolment in education used to be very small.
5. It was the headquarters of Organisation of African Unity
6. It had poor infrastructure

### The situation Today

- There are very few places with trees.
- Addis Ababa is large
- In some areas it is hot and unpleasant climate.
- today it is more than 91.3%
- Today, it is known as African Unity
- There is significant change in the infrastructure

## General Objective

Students will be able to talk about how life was in the past.

## Specific Objectives

Students will be able to:

- ☞ listen to what, why, and when people did and did not do things and answer questions.
- ☞ ask and tell someone what they/other people did in the past.
- ☞ compare places using comparisons and “used to”.
- ☞ read a passage about what people did and did not do in the past.
- ☞ infer the meaning of unfamiliar words from the context.
- ☞ write sentences about location of places using visual clues.
- ☞ write a short paragraph connected to the topic.



## Listening and Speaking

### Lesson 1

Student's Book, page 91

**Specific objectives:** Students will be able to look at different pictures and compare the past with the present. They will also be able to listen to one person talking about the past.

**Lesson content:** Listening and speaking



**Step 1:** Students discuss what they think the country was like long time ago. For example, there were no tarmac roads, there was no piped water, etc.

**Step 2: Activity 1:** Guide students to study the picture in the Students', Book on **page 91**. Let them discuss what they see about a modern city. They should be able to consider the following; buildings, roads etc.

Let students imagine what the city looked like 50 years ago.

**Step 3: Activity 2:** Ask students to form groups of four people to discuss the importance of roads in the city and country side. Ask students to draw pictures in their exercise books to show what is currently in their home area. They could also show what hasn't been done. Guide students to plan for facilities such as piped water, electricity and better roads.

### **Lesson 2**

#### **Student's Book, page 92**

**Specific objective:** Students will be able to listen to a story about what a particular place was like.

**Lesson content:** Listening

**Step 1:** Invite a resourceful person from your area to give a brief talk about what your area was like 50 years ago. Encourage students to write down important points. Let students ask questions.

**Step 2: Activity:** Tell students to form groups of three or four and talk about what has changed over the years in their area. .

**Step 3: Exercise:** Read the story to the students and let them answer the questions about it.

#### **Listening Practice**

My name is Tura Hagose. I am fifteen years old. Adama, a town which is located in the eastern side of Ethiopia is my birth place. I grew up here and have studied in schools here in Adama. My grandfather told me what Adama was like long ago. He said the roads were not tarmacked and people did not have many vehicles like today. The number of colleges and hospitals were very few something that could be counted on one's fingers. There was also inadequate recreational areas however, nowadays, all the important things that make the town up to the standard are available.

Tarmacked roads and good buildings are being constructed. We have private and government hospitals and higher institutions have been established. My friends and I can enjoy ourselves in one of our recreational areas when we want to relax.

In addition to the above success of our own town, Adama is also known for its hospitality for people who travel to Djibouti Port and South Nations and Nationalities and People's Region SNNPR - Hawasa. If one wants to enjoy oneself at Sodere and Langanu resorts, they should pass by.

**Step 3:** Let Students discuss the following questions.

1. Who is telling the story? (**Tura, Hagose**)
2. How did he get information about Adama? (**His grandfather told him**)
3. What was not there before? (**Tarmacked roads/skyscrapers, hospitals, resorts**)
4. What has been put in place today? (**Hospitals etc...**)





**Lesson 3****Student's Book, page 92****Specific objective:** Students will be able to use the vocabulary in sentences.**Lesson content:** Vocabulary Practice.

road	ancient	forest	market	swamp
tarmac	bus station	skyscrapers	police station	modern
traditional				

Refer to the Students' Book, **page 92**. Students read the verbs in the table.

**Step 1: Activity:** Ask students to work in pairs. Let them mention activities they used to do when they were young. Encourage students to write sentences using the words in the table.

**Step 2:** Guide students to suggest certain things that happened long ago.

Let them consider animals that are extinct.

**Step 3:** Introduce and teach the following words.

road	swamp	ancient	market	forest	modern
traditional	bus station	skyscrapers	tarmac	police station	

**Step 4: Exercise:** Ask students to write sentences using the above words. The sentences should be written in past simple tense. Examples: refer to Students' Book, **page 92**.

**Lesson 4****Student's Book, page 93****Specific objectives:** Students will be able to use the structure; ..... **used to** ..... in sentences.

They will also be able to form sentences using the past simple tense.

**Lesson content:** Structure ... **used to** ... and Past simple tense.**Using ... used to ...**

**Step 1: Activity 1:** Ask students to form groups of four and talk about activities that used to take place when they were in grade 5.

Tell students to discuss what things they used to do when they were young. Show them pictures of activities during ancient times. Students can discuss what used to take place when there were no facilities like electricity, vehicles, etc.

**Step 2:** Introduce and teach ... **used to** ... Students imagine that they were born many years ago, Let them talk about what they imagined happened then.

**Exercise 1:** Refer to the Students' Book, **page 93**.

Students practise forming sentences using ... used to ... from the table

**Expected Answers**

1. The baby *used to* cry as she was being bathed.
2. The shopkeeper *used to* sell wheat and corn flour.
3. The teacher *used to* punish us when we did wrong.



4. The carpenter *used to* buy timber from the market.
5. The driver *used to* drive for long hours.
6. The hunter *used to* kill small animals for meat.
7. The farmer *used to* harvest Teff with friends.
8. The parents *used to* advise us not to play in the bush.
9. The police guard *used to* call us by name from the register.
10. The doctor *used to* treat patients free of charge.

### Past simple tense

Using **What** ..... **did** .....?

**Step 3:** Revise some past simple tense verbs using; What did you do last night, ..... ?

There are other guiding questions that could lead to revising the past simple tense:

How tall were you ...?                      What food did you like most ...?

How heavy were you ...? Who took you to school ...?

Who washed your clothes ...?

**Step 4:** Encourage students to ask themselves similar questions so that they can practice with the past simple tense.

**Activity 2:** Ask students if they remember what they did when they were in Grade 2. Encourage students to use the questions in the Student's Book as they discuss.

**Exercise 2:** Students write down what they used to do in the holidays when they were in Grade three, four and five.

## Lesson 5

### Student's Book, page 94

**Specific objective:** Students will be able to ask questions and use forms of verb 'to be'.

**Lesson content:** Forms of the verb "to be" and questions using What ....., When .....

Using **What** ....., **When** .....

**Step 1:** Have the students ask questions using the present tense

**Example:**            What are you doing now?

                            When is she coming back?

**Step 2:** Change the tense and introduce the use of **when.....?**, **what.....?** by asking students about            how their past was like.

**Activity:** Tell students to form pairs to discuss what they did yesterday. Encourage students to participate actively in this activity by talking about what they did and when they did it. Use the table in the Students'



Book, page 94 to practise what those people did yesterday. **Examples:**

- What did Gari do yesterday?
- Gari had supper yesterday.
- When did Gari have supper?
- Gari had supper at 10 o'clock.

**Step 3:** Involve students to form sentences in the past simple tense using student's names. You can then ask them to write questions as shown below:

- He went out yesterday.
- When did he go out?

**Step 4:** Refer to the Students' Book, page 94. Let students compose questions basing on the activities and time shown in the diagram.

## Lesson 6

**Student's Book, page 95**

**Specific objective:** Students will be able to use prepositions of place.

**Lesson content:** (a) Prepositions of place.

in	into	on	over	under	behind
inside	outside	along	against	in front of	beside

(b) Using **Where** .....

### Grammar Highlight

A preposition is a word that shows the relationship of a noun or a pronoun to another word in a sentence. Some examples of prepositions of place are; on, over, at, in, along ...

**Step 1: Activity 1:** In pairs, Students talk about the positions of different objects in the classroom. They should find out why each object is placed in that position.

- Example:**       Where are the sweets?  
                       The sweets are in the tin.

**Step 2:** The students can now move to different positions in the class so that their partner can locate them using prepositions.

**Step 3:** Refer to the Students' Book, page 95. Let students identify which preposition to use in each picture.

- (a) in
- (b) on
- (c) over
- (d) in front of
- (e) under
- (f) beside
- (g) along
- (h) behind
- (i) into

## Lesson 7

**Student's Book, page 96**

**Specific objective:** Students will be able to use adjectives to describe objects.

**Lesson content:** Descriptive Adjectives





**Step 1:** Revise the known adjectives with the students. Ask them to describe common objects in the classroom.

Introduce different nouns so that students can revise what they learnt before. Example describing clothes, weather, food stuffs, behaviour etc.

**Step 2: Activity:** Ask students to form pairs and discuss words that they use to describe the location of objects. Let them practise their opposites as well. Students will find that easier:

**Examples:**

ancient	—	modern	soft	—	hard	short	—	tall
wide	—	narrow	smooth	—	rough	easy	—	difficult

**Step 3: Exercise 1:** Ask students to write the opposites of the given adjectives.

dirty	—	clean	young	—	old	clever	—	foolish
long	—	short	careful	—	careless	dull	—	bright
interesting	—	boring	neat	—	shabby	new	—	old
disciplined	—	indisciplined						

**Step 4: Exercise 2:** Students complete the sentences using the adjectives from the table. Let them do the work in their exercise books.

**Expected Answers**

1. modern	2. wider	3. interesting	4. ancient	5. indisciplined	6. modern
7. hard/difficult	8. neat	9. disciplined	10. new		

## Lesson 8

**Student's Book, page 97**

**Specific objective:** Students will be able to use the present and past form of the helping verb “to be”.

**Lesson content:** is/are, was/were, some

**There is / are; was / were**

**Step 1: Activity:** Students should discuss the difference between their classroom and the classroom they were in last year. Ask them such questions: Where was your seat? Where is/was the door? Where were/ are the windows? Where was the teacher's table?

**Step 2:** Revise countables and uncountables noun, plurals and singulars.

Ask students to list nouns which we can use with articles **a** and **an** e.g.

**Step 3:** You can now introduce the different forms of the helping verbs **to be** which may appear in sentences as; is, are, was and were and later on “been”.

**Examples:**

She is here.	She was here.	They are there.	They were there.
--------------	---------------	-----------------	------------------

**Step 4: Exercise 1:** Refer to the Students' Book, **page 97**. Students should study the sentences and identify the difference between there is/are and there was/were.

**Exercise 2:** Let students write sentences of their own in their exercise books using, **is/are** and **was/were**.

**Step 5:** Revise the use of the word **some**

**Examples:** I would like some bananas. (countable)  
I would like some mineral water. (uncountable)





**Step 6: Exercise 3:** Refer to the Students Book, **page 98**. Let students write correct sentences using **some**.

## Lesson 9

**Student’s Book, pages 99 -100**

**Specific objective:** Students will be able to use *some* and *any*

**Lesson content:** Affirmatives, negatives, questions.

**Some, any**

**Step 1:** Ask students to form the affirmatives, negatives and questions.

**Examples:** He is my brother. She is not my sister. Are we going together?

**Write examples on the chalkboard.**

**Step 2:** Ask students to form sentences using **some**.

These sentences are all in the affirmative form. Vary the sentences by using; **is, are, was, were**.

**Example:**

There is some milk here.

**Step 3:** Let the teacher teach the negative and question form of the sentences.

**Example:** There isn’t any milk here.

Is there any milk here?

**Step 4: Activity:** Ask students to form pairs and read the sentences replacing the word “some” with “any” refer to Student’s Book, **page 99**.

**Expected Answers:**

- |  |  |
|--|--|
| 1. There isn’t any sugar in the bowl.<br>Is there any sugar in the bowl?               | 2. Henok isn’t washing any apples.<br>Is Henok washing any apples?                                 |
| 3. Emebet doesn’t want any books to read.<br>Does Emebet want any books to read?       | 4. There aren’t any bottles of wine in the basket.<br>Are there any bottles of wine in the basket? |
| 5. There wasn’t any one waiting at the door.<br>Was there any one waiting at the door? | 6. There isn’t any salt in the cupboard.<br>Is there any salt in the cupboard?                     |
| 7. We haven’t any clothes to iron.<br>Do we have any clothes to iron?                  | 8. We didn’t have any animals at home.<br>Did we have any animals at home?                         |
| 9. They didn’t eat any food at night.<br>Did they eat any food at night?               |  |

**Exercise:** Student’s Book, **page 100**. Students choose the correct word to write correct sentences. Let them do the work in their exercise books.

**Expected Answers**      1. some                      2. any                      3. some                      4. some                      5. some

## Lesson 10

**Student’s Book, pages 100 - 102**

**Specific objective:** Students will be able to use the comparative form of adjectives.

They will also be able to read a poem.

**Lesson content:** Comparative/reading a poem

Use classroom objects to teach comparatives.

**Example:**

small — smaller, short — shorter.





**Step 1:** Ask students to list adjectives and their comparatives. This may be done competitively in groups.

**Step 2:** Refer to Student's Book, **page 100**. Students compare two objects and describe their size, weight and colour.

**Example:** This book is heavier than that one.

**Step 3:** Ask students what words are used to complete the table on page 100.

**Step 4: Exercise 1:** Students use the correct form of the words in brackets to complete the sentences in their exercise books.

### Expected Answers

- |           |            |           |          |            |            |
|-----------|------------|-----------|----------|------------|------------|
| 1. larger | 2. lighter | 3. darker | 4. later | 5. happier | 6. smaller |
| 7. worse  | 9. more    | 8. better |          |            |            |

Ask students to work in pairs to compare items in their class.

**Step 3: Exercise 2:** Students read the poem and answer questions about it.

### Expected Answers

- The poet is addressing the youth.
- Environment destruction, early marriages.
- They increase soil erosion; vegetation is removed before their construction.
- Environment/plants.
- What went wrong; marriage, education, deforestation, reduced buildings.
- The present generation.

## **B** Reading

### **Lesson 11**

**Student's Book, pages 102 - 104**

**Specific objective:** Students will be able to read the passage about the last King of Walayta. They will answer questions about the passage.

**Lesson content:** Reading

**Step 1: Pre - reading activity:** Students discuss the Emperors they have heard or read about. They could also mention other famous people in the country and what makes them famous.

**Step 2: Activity.** Students read the passage about the last King of Walayta. They find out the meanings of the following words in the dictionary. Guide them throughout the discussion.

- |          |            |            |            |
|----------|------------|------------|------------|
| medieval | title      | political  | expansion  |
| fertile  | commercial | resistance | prosperous |

**Step 3: Exercise:** Students discuss the questions about the passage **Kawo Tona** in groups of three and write down the answers in their exercise books.

### Expected Answers

- Kawo
- King Tona
- Wider commercial and political relation with neighbouring states
- Jimma and Kaffa
- Objecting the Emperor's expansion .
- Self administration.

### **Lesson 12**

**Student's Book, page 104**

**Specific objectives:** Students will be able to read the dialogue and answer questions about it.





Students will also be able to form their own dialogues.

**Lesson content:** Comprehension

**Step 1: Activity:** In groups of four, students discuss what they think used to happen in their villages many years ago. They should find out whether there are any positive and negative changes.

**Step 2: Exercise 1:** Students form pairs and read the dialogue from Students' Book, **page 104.**

**Step 3: Exercise 2:** The students should discuss and answer questions about the dialogue.

1. What traditional practices do you consider to be bad?
2. Why should children not marry at an early age?
3. How old is Negatua?
4. What does Negatua suggest if she were forced to marry at that age?
5. Apart from missing school, what is the danger of early marriage?
6. In your opinion, can women do the same activities as men?

**Expected Answers**

- |  |                         |
|--|-------------------------|
| 1. Forcing children into marriage, hard labour. deforestation, pollution |                         |
| 2. One would miss education.   | 3. 12 years.            |
| 4. escape.   | 5. contracting HIV/AIDS |
| 6. Yes, they can.  |                         |



## Writing

### Lesson 13

**Student's Book, pages 105 - 106**

**Specific objectives:** Students will be able to complete a guided composition.

**Lesson content:** Guided composition.

**Step 1: Activity:** Students discuss with a partner recent events in their area. They should consider how these events have improved people's lives in the area.

**Step 2: Exercise 1 (A):** Students complete the story with the given words in their exercise books about Mahdi's Adventure.

**Expected Answers**

a journey	nothing camel	thirsty	drank	water	desert
was	endure	poured			

**Exercise 1 (B):** Students to write a paragraph about what they think life was like 50 years ago in their area.

### Revision Exercises

**Exercise 1: Student's Book, page 107**

Ethiopia	height/highest	married	favourite	greetings	mountain
famous	traditional	wearing	hottest	school	tasty / test
dresses	dangerous	switch	species	lion	ancient
swimming	modern	fly	in front	kennel	bigger

**Exercise 2: Student's Book, pages 106 - 107.**

- |                  |              |            |         |          |
|------------------|--------------|------------|---------|----------|
| 1. Participating | 2. Training  | 3. Work    | 4. Wins | 5. Wears |
| 4. Participated  | 5. Beginning | 6. Highest | 7. Died | 8. Runs  |

**Exercise 3: Jumbled story Student's Book, page 107.**

1. Turjum Hyena was 50 years old.



- Her children made a big party to celebrate.
- All other animals in the jungle were invited to attend.
- In the mid of the party, Chatu stood up to give her speech.
- As she was getting up, she slipped and fell down.
- Her children and other animals started crying.
- The children went to look for the doctor.
- The doctor gave her some medicine to take.
- After taking the medicine, she became better and her children were happy.
- She promised to organise another party the following week.

### Drill 4: Student's Book, pages 107 - 108

Vegetables	pumpkin, salads, carrot, cucumber, beans, cabbage, onion, cauliflower
Fruits	mango, orange, lemon, pineapple
Meat	beef, chicken, turkey, lamb, mutton
Dairy	milk, cheese, yoghurt, margarine, butter
Verbs	cut, roast, wash, scoop, fry, grill, warm
Adjective	salty, cheap, clean, fresh, dry, hot, warm, spiced, expensive, sour

### Exercise 5: Student's Book, page 108

- Leopard was a cunning animal.
- He used to trap many animals and eat them.
- One day, he saw Hare walking along the path.
- He said, "Hare is a greedy animal, so I can trick him".
- He used some magic power to put some pieces of meat on a stick.
- As hare was passing by, he saw some meat on the stick.
- Leopard saw Hare salivating.
- Hare came to eat the meat.
- When Hare tried to eat the meat, his mouth got glued onto the stick.
- Hare cried and pleaded with leopard to help him go off the trap but leopard just laughed at him.

#### Extra work

- Answer the following questions
  - What means of transport did people use before the invention of vehicles?
  - Why did people eat raw food that time.
  - How do people communicate to one another?
  - How did they communicate to one another?
  - What inventions have made life a little bit easier today?
- Write five things you used to do when you were young.
- Using comparatives complete the table with verbs

When I was younger, I was

smaller

- Write a short paragraph describing what you think our country used to look like many years ago.







## Background information

Family life in Ethiopia is typical of African culture. There is strong belief in the extended family system. Great grand parents, parents, in - laws, uncles, aunts and cousins are all family members. Ethiopia is a land of varying culture. Some families live together when resources are available while others disperse to different parts of the country but still maintain the family bond.

By Grade six students are already aware of who is who in the family. The teacher should take advantage of this to teach vocabulary and any related information. During the lessons, the teacher could also discuss with the students :

- (i) the need for small/big family.
- (ii) relating with other family members.
- (iii) roles of different family members.
- (iv) social and economic implications of large families.

### General Objective :

Students will be able to describe and express their opinions about the extended families.

### Specific Objectives :

Students will be able to ;

- ☞ take part in guided oral activities in pairs and groups.
- ☞ listen to information and answer questions.
- ☞ express their feelings giving reasons.
- ☞ read a passage to find the main information.
- ☞ complete sentences using appropriate words.
- ☞ write simple sentences connected to the topic.
- ☞ write compound sentences using **and** and **but**.

### Teaching/learning aids.

- ☞ A diagram of a family tree, chalk, blackboard, newspaper, photographers, etc.

## Lesson 1

### Student's Book, page 109

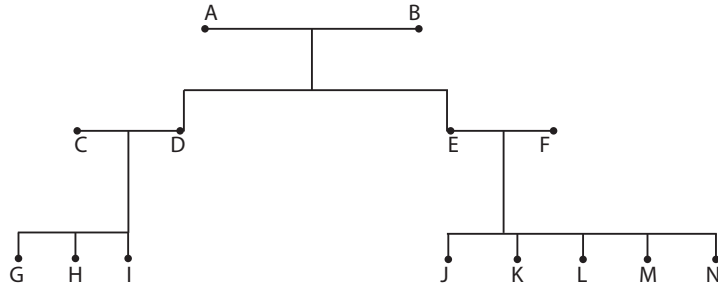
**Specific objective:** Students will be able to identify members of their families.

**Lesson content:** family relatives

**Step 1: Activity:** Ask students to identify members of their families by naming them and mentioning the work they do.



**Step 2: Exercise:** Students should answer questions about the diagram.



**Answers to the questions**

1. There are fourteen people in the family.
2. A and B are the grandparents
3. G, H, I, J, K, L, M and N are grand children.
4. It becomes an extended family.

**Step 3:** Ask students to draw a family tree representing people in their families using the example above.

**Lesson 2**

**Student’s Book, page 110**

**Specific objectives:** Students will be able to listen to the family members of their class mates.

**Lesson content:** Listening practice

**Step 1: Activity 1:** Different students go to the front of the class and tell their classmates about members of their families. They should mention what those members of the family do, where they go to study and their responsibilities at home.

**Step 2: Activity 2:** Students in pairs discuss the importance of a family tree and ask them who the people listed down are in their families.

- |                 |             |                   |        |
|-----------------|-------------|-------------------|--------|
| mother-in - law | grandfather | father            | mother |
| uncle           | aunt        | sister - in - law | cousin |
| nephew          | niece       |                   |        |

**Step 3: Exercise:** Let students write the exercise from the **Student’s Book, Page 110** in their exercise books.

**Answers**

- |           |                       |                        |                |
|-----------|-----------------------|------------------------|----------------|
| 1. aunt   | 2. uncle              | 3. mother - in - law   | 4. cousin      |
| 5. cousin | 6. nephew             | 7. niece               | 8. grandfather |
| 9. nephew | 10. sister - in - law | 11. brother - in - law |                |





### Lesson 3

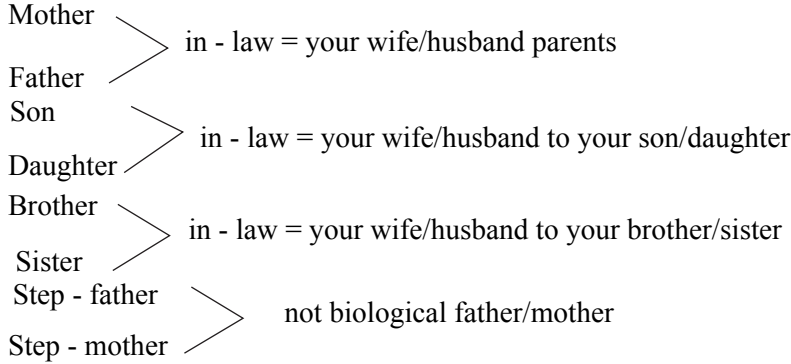
Student's Book, page 111

**Specific objective:** Students will be able to use more vocabulary to name family members.

**Lesson content:** Vocabulary

**Step 1: Activity:** In pairs, ask students the names of the members of the family listed in the table according to their families. Refer to Student's Book, **page 111**.

**Step 2:** Demonstrate with students to emphasise the relationships in step 1.



**Step 3: Exercise 1:** Students refer to the students book to discuss and write exercises 1 in their exercise books. Ask students to find a word to replace the words in blue.

#### Answers

A.

- |          |                  |           |                |                      |
|----------|------------------|-----------|----------------|----------------------|
| 1. niece | 2. step - sister | 3. cousin | 4. grandfather | 5. marry/get married |
| 6. uncle |                  | 7. nephew | 8. niece       |                      |

**Step 4: Exercise 2:** Teach the vocabulary related to family and ask students to use the words and phrases for example siblings, old, older, oldest, adults, young, first born etc. to complete the sentences in their exercise books. Refer to student's Book **pages 111 -112**.

siblings, old, older, oldest, adults, young, first born etc.

#### Expected Answers

- |             |                           |              |                 |          |
|-------------|---------------------------|--------------|-----------------|----------|
| 1. families | 2. extended               | 3. important | 4. first - born | 5. older |
| 6. young    | 7. adults                 | 8. roles     | 9. siblings     | 10. old  |
| 11. young   | 12. step sisters/brothers |              |                 |          |

### Lesson 4

Student's Book, page 112.

**Specific objective:** Students will be able to use the present participle tense

**Lesson content:** present participle

**Step 1: Activity 1:** Ask students to imagine that they have homes and ask them what items they would like



to acquire for their members or the family.

**Step 2: Exercise 1:** Students practise forming proper sentences using words in the table. Refer to Student’s Book, page 112. Ask students to do the work in their exercise books.

**Expected Answers**

1. Their grandson has gone missing.
2. The kittens have died.
3. Our daughter has forgotten my address.
4. His niece has married my friend.
5. Her uncles have punished me.

**Step 3: Exercise 2 (a):** Students write sentences about what they have. Let them choose four of the following things. Refer to Student’s Book, page 113.

**Step 4: Exercise 2 (b):** Ask Students to write two sentences each time using **I’ve got/I haven’t got** and **I had/I didn’t have** for example, I have got a car.

**Step 5: Activity 2:** The teacher should ask students to form sentences using has/have with the given words to Student’s Book, page 113.

Do some revision of the simple past tense by asking students what they did yesterday.

Check regular verbs using - **ed** and irregular verbs such as **break - broke, do - did**.

Introduce the past participle tense using has/have.

Teach regular verbs that use - **ed**

**Examples:**

walk - walked

talk - talked

call - called

Teach irregular verbs such as:

break - broken, die - dead

**Step 6:** Students discuss the correct answers to exercises A, B, C, D. Let them write down the answers in their exercise books.

A. bitten	seen	B. thrown	C. hit	read	D. shone
		worn	hurt	run	begun
broken	shaken	known	let	set	drunk
chosen	spoken		put	shut	sung
					swum
driven					

**Lesson 5**

**Student’s Book, page 115**

**Specific objective:** Students will be able to use the past participle tense using **has** and **have**

**Lesson content:** using: **has and have**

**Step 1: Activity:** Ask students in pairs to complete the conversation. Let them discuss the tenses in the three questions.





### Expected Answers:

A: Where **do you** live?

B: In a flat on Haile Gebresellasia street.

A: How long **have you** lived there?

B: Only for the last three months. Yes, since June.

A: And why **did you** move?

B: Well, we wanted to live near the park.

**Step 2:** Ask students to practise using present tense/simple past tense by forming proper sentences. Student should match the sentences in A and B with ones in C. Refer to Student's Book, **page 115**.

**Step 3: Exercise 1:** Students should form correct questions from Table A in their exercise books refer to Student's Book, **page 116**.

### Expected Answers

1. Has he won the game?
2. Has she beaten the dog?
3. Has it laid an egg?
4. Have you hit the animal?
5. Have we sung a nice song?
6. Have they gone to the market?
7. Have I cleared the compound?

**Step 4: Exercise 2:** Guide students to form correct sentences from table B, refer to Student's Book, **Page 116** to answer the questions in Table A.

**Step 5: Exercise 3:** Let students make sentences in the present perfect. They write the sentences in their exercise book.

**Example:** You (do) homework.                      You have done your home work.

### Expected Answers

- |  |  |
|--|--|
| 1. You (see) Zereba.<br>You <b>have seen</b> Zereba.                 | 2. You (make) a decision yet?<br><b>Have you made</b> a decision yet?      |
| 3. How (long know) Jemal?<br>How long <b>have you known</b> Jemal?   | 4. She ( <b>be</b> ) Sweden twice.<br>She <b>has been</b> to Sweden twice. |
| 5. Their plane just ( <b>land</b> ).<br>Their plane has just landed. | 6. Where you? ( <b>be</b> )<br>Where <b>have you</b> been?                 |



## Lesson 6

Student’s Book, pages 117-118

**Specific objective;** Students will be able to practise more with the past - participle tense using “has” and “have” and to use possessive pronouns in sentences.

**Lesson content;** Past participle and possessive pronoun

### Grammar Highlight

#### Possessive pronoun

A pronoun is a word that takes the place of a noun, a group of words acting as a noun or another pronoun.

**Examples of possessive pronouns are:**

#### Singular

my	mine
your	yours
his her	hers its

#### Plural

ours	ours
your	yours
their	theirs

**Step 1:** Ask students to form sentences using has/have. Write the sentences on the chalk board.

**Step 2: Activity:** Refer to the Student’s Book, **Page 117**. Students talk about the activities they have done since morning using has/have.

**Step 3: Exercise 1:** Let students complete sentences using has/have.

#### Answers

- |                 |                |
|-----------------|----------------|
| 1. has seen     | 8. have spoken |
| 2. has visited  | 9. has fallen  |
| 3. have enjoyed | 10. have shut  |
| 4. have eaten   | 11. has risen  |
| 5. have thrown  | 12. have built |
| 6. have taken   |                |
| 7. have clapped |                |

**Step 4:** Write the subjects on the chalkboard.

I, we, the, he, she, it, Taye, one

Teach the adjective pronouns: **my, our, their, his, her, its, Taye’s one’s**

Introduce the **possessive pronouns:** mine, ours, theirs, his, hers, its, Taye’s, one’s

**Step 5:** Ask students to write the information in a table form like the one in the **Student’s Book, page 118**.

**Step 6: Exercise 2:** Let the students write and answer the exercise in their exercise books.





## Expected Answers:

1. ours
2. our
3. their
4. his
5. her
6. its
7. his
8. one's
9. mine
10. theirs

2. **Exercise 3:** Let the students write their own sentences using **possessive pronouns** in their exercise books.

## Lesson 7

**Student's Book, pages 119-120**

**Specific objectives;** Students will be able to discuss small and large families.

They will also be able to form sentences using conjunction, **and, but**.

**Lesson content:** Expressing opinions

Compound sentences

Using **and, but**

### A compound sentence

A compound sentence contains two or more main clauses. The main clauses in a compound sentence are usually joined by a comma and a coordinating conjunction (and, but, or, nor, yet, for, so).

#### Example:

Many footballers prefer to play in the afternoon, but others enjoy playing football at night.

**Step 1: Activity:** Let students form groups of five to discuss the topics below: Students should present their findings to the class.

What is your opinion?

1. Having a small family is better than having a bigger family when you don't have much money.
2. Is a large family better than a small one?
3. Large families find it difficult to educate their children.
4. Street children commonly come from large families.
5. Having many children is a challenge today. Yes or No?

**Step 2:** Leaders present their findings to the class.

**Step 3:** Students form compound sentences using **and, but**

Ask students to compose sentences that you can join using **and, but**

**Examples:** The students are hard working.

The teacher is helpful.

Answer - The students are hard working, and the teacher is helpful.

He is a rich man.

He is not happy.



Answer - He is a rich man, but he is not happy.

A large family is good.

It is difficult to educate.

Answer - A large family is good, but it is difficult to educate.

**Step 4: Exercise:** Students select any pairs of statements from the table to form compound sentences.

**Step 5:** Students form small groups and write about the advantages and disadvantages of large families using : **and** and **but**.

**Step 6:** Guide students to write about the advantages and disadvantages of small families using **and** and **but**. They should use the sentences to guide them while writing. Refer to students Book **Page 120**.

## **Lesson 8**

Student's Book, page 120

**Specific objective;** Students will be able to discuss the advantages and disadvantages of small/large families.

**Lesson content:** Expressing opinions

**Step 1: Activity: Expressing Opinions**

**Agreeing and disagreeing**

In groups, students, discuss advantages and disadvantages of nuclear (small) and extended (large) families. These are some of the points to agree on : Let students suggest the rest.

Small Families	Large families
Easy to manage financially	Not easy to manage financially.
Too much work to do by few people	Work is simplified by many people.
Few people to depend on for help	Many people to depend on one person for help.

**Step 2:** Different group leaders read out some of their findings.

## **Lesson 9**

Student's Book, pages 120 - 121

**Specific objective:** Students will be able to read the dialogue and answer questions about it.

**Lesson content:** Comprehension

**Step 1: Activity:** Ask students to discuss the questions with a partner, Refer to Student's Book, **Page 120**.

**Step 2:** Students give their opinions about Bekeke and Wole.

**Step 3:** Students answer the questions about the dialogue.

1. Who lost his grandmother?







2. What do you call the mother to your mother
3. Of the two who has no mother?
4. Who is a step son?
5. Who has both parents still alive?

### Expected Answers

1. Bekele lost his grandmother.
2. Grandmother.
3. Wole.  
Bekele.
4. A step son is a son to your husband or wife.
- 5.

## **B** Reading

### Lesson 10

#### Student's Book, page 121

**Specific objective:** Students will be able to read the short passage and to answer questions about it.

**Lesson content:** Comprehension

**Step 1:** Students refer to the Student's Book, **page 121**

Let them discuss the pre-reading activity.

Advantages and disadvantages of small/large families.

**Step 2: Exercise 1:** Students read the passage about Soressa's family.

**Step 3:** Students will be able to write answers to the questions.

1. How old is the writer?
2. In which part of the country does he live?
3. List any three roles which girls do in Soressa's family.
4. According to the writer, what problems do family members face at home.
5. How do children behave in Soressa's family?

### Answers

1. He is thirteen years.
2. He stays in eastern Ethiopia.
3. Cook.  
Wash dishes.  
Clean compound.
4. At times, food is not enough.



Quarrels and fighting.

5. They obey all adults.

**Step 4: Exercise 2:** Let students match words taken from the passage with the appropriate meaning in their books. Let them do the work in their exercise books.

**Expected Answers**

relative - family member

tirelessly - hard

domestic - home

survive - live long

challenges - difficulties

culture - tradition

graze - feed

sufficient - enough

obedient - loyal

shelter - a place to live

**Step 5: Exercise 3:** Ask students to write ten sentences using any word of choice from the table.

**Lesson 11**

**Student's Book, pages 123 - 124**

**Specific objective:** Students will be able to read the poem and choose true/false answers about it.

**Lesson content:** Comprehension

**Step 1: Activity:** Let students work in groups of three and tell their partners the good practices in their families and suggest what they would like to improve upon.

**Step 2:** Let students give their opinions on true and false facts about small/large families.

**Example:** All large families are poor. (false)

All small families are rich. (false)

**Step 2: Exercise:** Let students read the poem "My family" and discuss the statements that follow. Refer to Student's Book, **pages 123 - 124.**

**Step 3:** Let students read statements to answer; true/false in their exercise books.

1. Large families don't share their happiness and sorrow. (false)
2. The birth of a new child is welcomed by the family. (true)
3. When grandparents become great grandparents, Parents become grandparents. (true)
4. The writer is not happy about a large family. (true)
5. The family members don't meet any time. (false)

**Step 4:** Students will be able to write short poem about their families.





**C** Writing

**Lesson 12**

**Student's Book, page 124**

**Specific objective:** Students will be able to write a short paragraph about a family.

**Lesson content:** Composition

**Step 1: Activity:** Ask students to form groups of four and show how members of their families help them to do better.

**Step 2: Exercise:** With partners, students answer the following questions from the Student's Book.

1. Who is the youngest person in your family?
2. Who is the oldest person in your family?
3. How many people are in your family?
4. What do boys and girls do in your family?
5. How do you assist your parents?
6. How do your parents assist you?

**Step 3:** Let students write paragraphs about their families in their exercise books.

**Lesson 13**

**Student's Book, pages 125 - 126**

**Specific objective:** Students will be able to write correct sentences in their exercise books.

**Lesson content:** Vocabulary

**Step 1: Revision exercise:** A. Let the students re-write the sentences using appropriate possessive pronouns. Refer to Student's Book, Page 125.

**Expected Answers**

1. his
2. our
3. their
4. her

**Step 2: Revision Exercise:** B. Students write complete sentences using the correct form of verbs in the brackets.

1. Their sons have **sung** a nice song. (sing)
2. Our step brother **married** an Ethiopian woman. (marry)
3. His sister has **won** a good medal. (win)
4. My cousin has **broken** the chair. (break)
5. Her dress has **dried**. (dry)
6. His donkeys have **disappeared**. (disappear)
7. My brother has **paid** for us. (pay)



8. Their camel has **drunk** a lot of water. (drink)

**Step 3:** C. Students answer questions in their exercise books. Refer to Student's Book, Page 125 - 126.

- |                       |                               |
|-----------------------|-------------------------------|
| 1. nephew             | 2. uncles                     |
| 3. brother - in - law | 4. half sister or step sister |

**Step 4:** D. Students select true/false about statements.

**Expected Answers**

- |          |         |         |         |
|----------|---------|---------|---------|
| 1. False | 2. True | 3. True | 4. True |
|----------|---------|---------|---------|

**Step 5: Revision Exercise E:** Students find one word to replace the coloured words.

**Expected Answers**

- |                     |                |           |                |
|---------------------|----------------|-----------|----------------|
| 1. niece            | 2. step sister | 3. cousin | 4. grandfather |
| 5. brother in - law | 6. nephew      | 7. niece  | 8. uncle       |

**Assessment**

Ask students to write six sentences describing their families.

Tell students to describe their families from a historical perspective.

I was born ... I came from a large / small family, my mother ...

**Extra Work**

**Having large family or ...**

1. Write about your family  
A is my father.
2. Use the apostrophe in the sentences about your family  
My aunt's bags are here.
3. What work does each one or your members of family do?
4. Do you help your parents?
5. Describe who a step sister/brother is.
6. What do you like about small families?
7. Why are large families sometimes difficult to support?
8. Why can extended families sometimes be good?





## Background information

Ethiopia is situated north of the equator in Eastern Africa in the Horn of Africa. It is bordered by Sudan, Kenya, Somalia, Eritrea and Djibouti. Ethiopia is the tenth largest country in Africa. A big part of this country is highland with the great rift valley dividing it.

Ethiopia is a land with a variety of physical features like mountains, lakes and rivers. They are spread out in Tigray, Afar, Amhara, Benishangul Gumuz, Oromiya, Gambella, Hararhi, Somali Southern Nation's Nationalities and Peoples (SNNPR) and the administrative regions Addis Ababa and Dire Dawa.

The students need to learn different locations particularly of major land marks and historical sites, for instance, one man - made reservoir (Koka) in the rift valley, Ethiopia's largest lake, Tana etc. It is important that they begin with simple directions around them using; left and right before they proceed to north, south, east and west.

## Objective

Students will be able to describe where places are located and give facts about countries.

## Specific Objectives

Students will be able to:

- ☞ listen and respond to "wh" questions.
- ☞ give location of places.
- ☞ listen to what and when people did and did not do things and write notes.
- ☞ take part in guided oral activities.
- ☞ predict the theme of the passage by doing pre - reading activities.
- ☞ read a passage to find the main information.
- ☞ read a short simple passage and transfer the main idea to a table.
- ☞ complete the sentences using appropriate words.
- ☞ write sentences about locations of places using visual clues.
- ☞ take dictation of a short paragraph with correct spellings and pronunciation.
- ☞ write a short paragraph related to the topic.



## A Listening and Speaking

### Lesson 1

Student's Book, pages 127-128

**Specific Objective:** Students will be able to locate particular places at school, village on the map.

**Lesson content:** Finding locations.

**Step 1:** Ask students to locate objects in the classroom and outside the classroom.

**Example:**

**Question:** Where is the drawer?

**Answer:** It is at the back of the classroom.

**Question:** Where is the staff room?

**Answer:** It is behind the main office.

**Step 2: Activity:** Ask students in pairs to describe the location of their school from the main town.

(i) Point out countries that share borders with Ethiopia.

(ii) Point out main towns.

**Step 3: Exercise 1:** Allow students to explore and study the map, let them discuss the questions

1. Addis Ababa is in the centre of Ethiopia.



2. North-East.
3. North-West.
4. South of the country.
5. Eastern part.
6. South/Border with Kenya.

**Step 4: Exercise 2:** Ask students to draw a map of Ethiopia in their exercise books. Let them indicate the nearest town to their village.

### **Lesson 2**

#### **Student's Book, page 128**

**Specific objectives:** Students will be able to respond to questions in the listening exercise.

**Lesson content:** Listening exercise

**Step 1: Activity:** Students will draw a map of their school and identify different features on the school compound. Let them find out what neighbours their school.

#### **Step 2: Exercise 2:**

Read the passage for the students to listen.

Ethiopia is the **tenth** largest country in Africa. It is located above the equator in the **north eastern** part of the continent, It is a land - locked country bordered with several other countries. Kenya to the south, Sudan to the West, Somalia to the South - East, Eritrea to the North and Djibouti to the North - East. The capital Addis Ababa is in the centre of the country.

Ethiopia is made up of the following regions; *Oromiya, Amhara, Afar, Gambella, Hararhi, Tigray, Somali, Benishangul - Gumuz, Southern Nations Nationalities and People's Region, and the two administrative regions Addis Ababa and Dire Dawa.*

Ethiopia has a variety of **physical features**, vegetation and many tourist attractions all over the country. The major ones include the highlands, the great rift valley and the dry areas of the North - East. Among the tourist attractions are the different animal species, birds, historical sites and the artistic “works” of the people of Ethiopia. When you tour the entire country you will learn how lucky our people must be.

**Step 3:** Students answer the following questions.

1. How large is Ethiopia?  
Tenth largest in Africa
2. Where is Ethiopia located?  
In the North - Eastern part of Africa
3. In what continent is Ethiopia?  
Africa.
4. What are the regions of Ethiopia?

Amhara, Oromiya, Afar, Gambella, Hararhi, Tigray, Somali, Benishangul - Gumuz, SNNPR and the two administrative regions; Addis Ababa and Dire Dawa.

5. In which region is your home located?  
(Students' choice)
6. What country borders with Ethiopia in the west?  
Sudan.
7. What country is found south of Ethiopia?  
Kenya.

**Step 4: Exercise:** Students will use information from the passage to complete the table below.



Physical features of Ethiopia	Bordering/neighbouring countries	Regions of Ethiopia
-------------------------------	----------------------------------	---------------------

## Lesson 3

**Student's Book, pages 128 - 131**

**Specific objective:** Students will be able to use the prepositions of place.

**Lesson content:** Using left, right positions and directions.

**Step 1:** Ask students to describe positions of different objects in the classroom. Using corner; between, beside, left, right, in front, at the back, etc.

**Step 2: Activity 1:** Ask students what buildings they do find on their way to school? What do they find on their left and right hand side of the road?

**Step 3: Exercise 1:** Students refer to the Student's Book, **pages 129** and match the pictures with the sentences.

**Step 4: Activity 2:** Ask students to describe the direction which Lemlem follows to different places shown in Student's Book **page 130**.

**Step 5: Exercise 2:** Let them study the pictures and identify the directions and positions shown.

### Expected Answers

1. The garage is on the left hand side.
2. The mosque is on the right hand side.
4. The theatre is on the right hand side.
6. The market is on the left hand side.
3. The church is on the left hand side.
5. The dispensary is on the right hand side of the road

Take students out of the classroom and let them identify places and other features on the left, right, centre, North, West, East and South of the compound.

## Lesson 4

**Student's Book, pages 131-133**

**Specific objectives:** Students will use more words related to directions.

They will also tell positions on the map.

**Lesson content:** Prepositions/directions

**Step 1: Activity 1:** Ask students to identify different positions in which their classmates are seated.

Let them discuss different positions of buildings in the picture. Consider a person walking from one position to another.

**Step 2: Exercise:** Students will complete the direction from picture 3 to picture 2 with the prepositions given. Refer to Student's Book, **page 132**.

### Expected Answers

Out, to, on, opposite, to, next

**Step 3: Activity 2:** Let students study the table and form questions and answers shown below.

**Example:** Where is Axum?

Axum is north of Ras Dashen.



**Step 4:** Let students find positions of different objects in the class and the compound responding to questions; Where is ...

## Lesson 5

**Student's Book, pages 133-135**

**Specific objective:** Students will be able to tell the different regions of Ethiopia and describe their flags.

**Lesson content: Regional flags and directions**

**Step 1: Activity:** Revise directions learnt in Lesson four. Ask students to mention the different regions of Ethiopia.

Refer to Student's Book, **page 133**. Let students identify the flags with the regions i.e

Oromiya	Amhara Afar	Gambella	Benishangul-Gumuz	SNNPR
Hararhi	Tigray	Somali		

**Step 2:** Students describe features that make a flag unique, example: Camel.

**Step 3: Exercise:** Students use the atlas and the Student's Book to locate other places and countries on the map.

### Expected Answers

- |              |              |                 |            |              |            |
|--------------|--------------|-----------------|------------|--------------|------------|
| 1. Eritrea   | 2. Kenya     | 3. Sudan        | 4. Somalia | 5. Djibouti  | 6. South   |
| 7. East      | 8. West      | 9. North - East | 10. North  | 11. Ethiopia | 12. Uganda |
| 13. Ethiopia | 14. Ethiopia | 15. Ethiopia    |            |              |            |

## Lesson 6

**Student's Book, pages 135-136**

**Specific objective:** Students will be able to use the present simple tense.

**Lesson content:** Present Simple tense

**Step 1:** Teach the present simple tense:

Ask students to list daily activities both at school and home. Categorise the verbs into groups as shown below. This is the behaviour of verbs when using them in sentences.

	-s	-es	-ies
I	cook	go	try
We	cook	go	try
They	cook	go	try
He	cooks	goes	tries
She	cooks	goes	tries
It	cooks	goes	tries
Taye	cooks	goes	tries

**Step 2: Activity 1:** Ask students to form groups of four, let them find out activities that they do at school; once, twice, thrice a week.





## Expected Answers

1. What do you do? \_\_\_\_\_ I am a teacher.
2. How often do you have English classes? \_\_\_\_\_ Three times a week.
3. Why do you learn English? \_\_\_\_\_ Because I need it for my job.

**Step 3: Activity 2:** Students refer to the Student’s Book, page 136. Let them form small groups, ask and answers the questions.

## Expected Answers Student’s choice

**Step 4:** Students complete the sentences correctly.

## Exercise 1: Expected Answers

1. The farmer **pays** her workers every month.
2. He **tells** us good stories every day.
3. She **waits** for us at the gate every evening.
4. Tiru **runs** around the field five times everyday.
5. Yada **draws and paints** pictures every weekend.
6. I **say** prayers everyday.
7. She **pushes** the door every time she **comes** in.
8. The teacher **matches** the words with figures.

**Exercise 2:** Ask students to write their own sentences showing what activities they do everyday or every week.

## Lesson 7

**Student’s Book, pages 137-139**

**Specific objective:** Students will be able to use the past simple tense in sentences.

**Lesson content:** The past simple tense.

**Step 1: Activity:** Let students work with a partner to form questions and answers using: *What ...?, Who ...?, Why ...?, Where ...? and How many?*

ed	ied	change spelling	do not change
looked	tried	broke	cut
walked	tried	ate	cost

**Step 2:** Teach the different categories of spelling changes using the verbs familiar to the students.

**Step 3: Exercise 1:** Refer to Student’s Book, **page 137**. Students discuss the answers to the exercise.

## Expected Answers

- |        |        |          |          |         |       |
|--------|--------|----------|----------|---------|-------|
| 2. are | 3. go  | 4. see   | 5. think | 6. put  | 7. do |
| 8. get | 9. has | 10. make | 11. come | 12. say |       |

**Step 3: Exercise 2:** Refer to Students’ Book, **page 137**.

Students match the phrases from the table as they write sentences about themselves.

## Expected Answers

- |  |   |
|--|---|
| 1. The phone <b>rang</b> , and I <b>answered</b> it. | 2. I <b>felt</b> ill, so I went to bed.                     |
| 3. I <b>made</b> a sandwich, but I wasn’t hungry.    | 4. I <b>had</b> a shower, and I washed my hair.             |
| 5. I <b>lost</b> my passport, but I found it later.  | 6. I <b>called</b> the police, and I heard a strange noise. |
| 7. The printer <b>broke</b> , but I repaired it.     | 8. I <b>forgot</b> her birthday, and I went to bed.         |



9. I **took** my driving test, and I passed it.

10. I **told** a joke, but nobody laughed.

**Step 4: Exercise 3:** Students discuss the past simple forms of the the verbs in tables.

### Expected Answers

#### Exercise 3

ed	ied
cheated	carried
climbed	worried
washed	married
opened	hurried
closed	cried
helped	studied
played	buried
cleaned	
stayed	
mended	

Spellings change	double letters
Went	stopped
broke	wrapped
came	mopped
done	spotted
stole	slotted
drank	planned
said	knitted
bought	trotted
brought	hopped
sang	skipped





### Lesson 8

**Student's Book, pages 139-140**

**Specific objectives:** Students will be able to read the dialogue and answer questions about it. They will be able to discuss about different features in Ethiopia.

**Lesson content:** Reading comprehension

**Step 1: Activity 1:** Ask students to talk about the possible answers to the following questions with your partners.

1. Where do we find the biggest number of wild animals and birds in Ethiopia?
2. Where are historical sites in Ethiopia located?
3. Why do we need to locate different places on a map?

**Step 2: Activity 2:** In groups of five, let students tell the location of their school from your home town?.

**Step 3:** Students will read the dialogue and discuss the questions about it.

1. Where is the desert located?
2. In which direction from Addis Ababa are the rift valley lakes located?
3. Where is Lalibela situated?
4. Where do we find Dire Dawa?
5. What is the direction of Kenya from Ethiopia?

#### Expected Answers

1. It is located in the north-east of the country.
2. They are in the south.
3. It is situated in the east of the lake.
4. Dire Dawa is in the eastern part of the country.
5. It is located in the south.

**Step 3:** Students discuss:

1. where we find wild animals/birds in big numbers.
2. where we find historical sites.
3. why we need to locate different places on the map.

**Step 4: Exercise:** Ask students to think of a place they have travelled to and write their experience in their exercise books directing someone else to that place.

**Step 5:** Let students tell the location of their schools from the nearest town. Let them also write a paragraph about a place they have ever been to.

#### **B** Reading

### Lesson 9

**Student's Book, pages 140-142**

**Specific objective:** Students will be able to read a passage and answer questions about it.

**Lesson content:** Comprehension

**Step 1:** Pre - reading Activity.

Ask students to talk about the different tourist attractions in Kenya and Ethiopia then list the different tourist attractions in Ethiopia and where they are located.

**Step 2: Exercise:** Ask students to read the passage on their own and then write answers to the following questions in their books.



1. Where are the animals found?
2. Why do tourist visit Kenya?
3. Why do some tourists form forest 'safari' groups?
4. How useful is tourism in Kenya?
5. How do local people benefit from tourism?
6. What are the special features of Mt. Kenya?
7. What have you learnt about Kenya's culture in the story?
8. What do you think tourists would find attractive in your home area?
9. Apart from landscapes, what else do tourists enjoy touring?

### Expected Answers

1. Game parks.
2. They come to see natural physical features of Kenya.
3. To enable them see several animals in their natural environment - forest.
4. Tourism employs a lot of people/Tourism brings in foreign exchange.
5. They earn a living by selling their handicrafts.
6. Mt. Kenya is snow - capped.
7. They have a rich culture.
8. Free choice.
9. Watching wildlife/Abundant sunshine

**Step 3: Activity 2:** Students match the words with their meaning.

landscape \_\_\_\_\_ topography      conserve \_\_\_\_\_ look after      environment \_\_\_\_\_ habitat  
purpose \_\_\_\_\_ objective      traditional \_\_\_\_\_ local      carvings \_\_\_\_\_ handicraft  
employ \_\_\_\_\_ hire

## Lesson 10

### Student's Book, pages 142-145

**Specific objective:** Students will be able to identify words related to direction and to find their meanings in a dictionary.

**Lesson content:** Vocabulary related to direction.

**Step 1: Activity 1:** Let students describe a journey they have made before. Let them tell their partners the transport they used and what they saw there.

**Step 2: Exercise 1:** Tell students to read the story on page 143 They find the meaning of the words listed below as used in the story.

right    direction    several    instead    journey    junction forward  
adjacent    signpost

Check the student's correct spellings

**Step 2:** Ask students to read the story of Bikiltu's Journey. Let them identify words related to direction

**Step 3: Exercise 2:** Discuss and answer the questions about the story.

1. What direction is Bikiltu's home from Addis Ababa?
2. Why did Bikiltu get confused?
3. How did Bikiltu get the right information?
4. What should people do when they lose their way?
5. What is the use of sign posts?



## Expected Answers

1. North.
2. The signpost reads. "No way through".
3. Bikiltu inquired from a stranger.
4. Inquire from people who know the way.
5. To show directions.

**Step 4:** Students do Activities 2 on page 145. Ask students how Zeberga moves from point A to point H?.

**Step 5: Activity 3:** Ask students to direct a partner to the following places: the nearest market, clinic and shop from their homes.

## **C** Writing

### **Lesson 11**

**Student's Book, page 145**

**Specific objective:** Students will write a short composition about the Bale mountains or any other place of their choice and design an advertisement about a tourist attraction in their area.

**Lesson content:** Composition, designing an advertisement.

**Step 1: Activity:** In groups, students write either a posters or left focusing on the found tourist attractions in their areas. What would they want the tourists to see and why?

**Step 2: Exercise:** Students read a short paragraph about the Bale mountains.

**Step 3:** Students write a short paragraph about any other tourist attraction in Ethiopia.

### **Lesson 12**

**Student's Book, pages 146-147**

**Specific objectives:** Students will extract information from a short story and use a table to record the information.

**Lesson content:** Recording information in a table.

**Step 1: Activity:** Students mention and describe the location of the neighbouring villages and towns in their area.

**Step 2: Exercise 1:** Students read the passage about Nature and Wildlife of Ethiopia.

**Step 3:** Students discuss the main features and ideas in the passage.

**Step 4: Exercise 2:** Students complete the sentences using the correct tense in their exercise books.

Students draw and complete the table in their exercise books. They may also use the atlas to help then do the work.

Country	Town	Lakes	Mountain	Minerals	Crops	Wild animals	Farm animals
---------	------	-------	----------	----------	-------	--------------	--------------

### **Lesson 13**

**Student's Book, pages 147-148.**

**Specific objectives:** Students will be able to write sentences using the correct tense and form a good story from the jumbled sentences.

**Lesson content:** Tense and jumbled story



**Step 1:** Completing sentences using the correct tense.

**Expected Answers**

- |                |          |            |            |            |
|----------------|----------|------------|------------|------------|
| 1. travel, fly | 2. won   | 3. located | 4. studied | 5. taught  |
| 6. placed      | 7. broke | 8. goes    | 9. flew    | 10. travel |

**Step 2: Exercise 2:** Students re - arrange the sentences to make a good story.

**Expected Answers**

1. Kene enjoys travelling to far away places during the holidays.
2. That is why he is always excited about holiday time.
3. Last holidays she decided to pay a visit to his uncle.
4. Her uncle lived in the suburbs of Desse.
5. Kene had never been to Desse although it was her mother's ancestral home.
6. She asked her friend, Alemu to direct her.
7. Alemu advised him to use a map instead.
8. When Kene read the map she saw the place which she wanted.
9. It was in the North of Addis Ababa.
10. The following day Kene travelled to Desse.

**Step 3:** Ask students to fill the gaps with appropriate words/information about themselves.

**Step 4:** Ask students to write the sentences in exercise 4 in the past simple tense.

**Expected Answers**

- |         |                 |             |         |           |
|---------|-----------------|-------------|---------|-----------|
| 1. was  | 2. were waiting | 3. worked   | 4. sat  | 5. kept   |
| 6. told | 7. flew         | 8. directed | 9. knew | 10. wrote |

**Assessment**

**Writing:** Ask students to discuss questions 1, 2, 3 and later they write answers in their exercise books.

1. Describe the locations of these countries in Africa.  
(a) Libya      (b) Somalia      (c) South Africa      (d) Sudan
2. What is the past tense form of the verbs below?  
(a) work    (b) break    (c) see    (d) bring    (e) sell    (i) keep    (f) call    (g) locate    (h) draw
3. Punctuate the sentences correctly  
(a) my fathers brother is my uncle      (b) his elder sister's bag is lost  
(c) i would like to see the girls dresses      (e) our family's property is in the village

**Extra work**

1. Direct somebody to be able to come to your home
2. Where is your town?
3. Draw a map of Ethiopia and indicate the different regions and their major towns.
4. Describe the colours in the different regional flag and select one special thing on each flag.
5. Name the neighboring villages to yours and write about activities in that village.
6. Write a paragraph about good things you enjoy in your area.



## Background information:

Over 200 years ago, our country was different from what it is today. So many changes have taken place in schools, homes, towns and cities. For instance, the population of Ethiopia was much smaller then. Because of the several changes, there are many challenges which students must prepare for. The competition for jobs, marketing and production of modern equipment requires great innovation and interest all of which start with a student's career, courage and determination to produce marketable products or services.

The famous people of this country including the artistes and athletes, have become more determined to work, for not only themselves and their families, but also for the whole nation.

Students should therefore think of the various ways on which they would draw their livelihoods. Some students would like to become doctors, lawyers, engineers but whatever the career, one should be ready to work very hard and to be patient.

This unit is intended to involve students in the proper planning of our homes, villages, towns, cities and the entire country Ethiopia.

## General Objective

In this unit, students will be able to talk about their future predictions.

## Specific Objectives

In this unit, students will be able to:

- ☞ take part in guided oral activities.
- ☞ use social expressions to express certainty and doubt.
- ☞ listen to a passage and fill in a chart.
- ☞ listen to a passage and express their opinion.
- ☞ read a passage containing 4 - 5 short paragraphs to find the main ideas.
- ☞ describe something using more than one adjective.
- ☞ write compound sentences using **and** and **but**.

## Teaching/learning aids

Atlases, pictures, tools, newspapers

## Lesson 1

### Student's Book, page 149

**Specific objectives:** Students will be able to describe activities in the pictures. They will also discuss different professions and what they would like to do in the future.

**Lesson content:** Professions

**Step 1:** Ask students what their parents do. Ask students to mention the different types of **professions** that they know. Examples: teaching, driving, architecture ... List them down on the chalkboard.

**Step 2: Activity:** Students study the pictures and talk about what the people in the pictures are doing. Let them answer the questions below.

What are the people in the pictures doing?



What are their professions?

What job do you want to do in the future?

### Expected Answers

1. a) The boy is drawing pictures on the computer. b) The pilots are flying a plane.  
c) The builders are constructing a house. d) The nurse is checking medicine.
2. a) Secretary/computer programmer. b) Pilots  
c) builders d) nurse
3. Student's choice.

These are related to their career.

**Step 3:** Explain to the students the purpose of targeting a job for the future. Students mention what professions they would like to do in future.

**Example: I would like to be a doctor.** Let students give reasons why they would like to do those particular jobs.

**Step 4:** Students imagine and mention what better situations they would like to see in future;

Example:

**I would like my school to be bigger.**

Let them write down the statements in their exercise books.

## Lesson 2

### Student's Book, page 150

**Specific objectives:** Students will be able to listen to a short passage and answer questions about it.

They will also be able to write down different titles of professions.

**Lesson content:** Listening exercise

**Step 1:Activity:** Students talk about the jobs they would like to do in future and why would they like to do that job?.

Find out if there are students desiring to do voluntary work.

**Exercise 1: Read the story to the students and ask them to answer the questions that follow.**

When people grow, they must find work. It is from work that we get paid. Work can be at home, in town or city and even outside the country.

When the area has many employed people, then there is likely to be development. Many changes take place; better housing, education, transport, health, agriculture, farming and even security. All this comes when someone is pursuing a **career**.

A **career** is the job you want to do when you grow up. You must think about what you want to do in future so that you aim for it.





**Questions**

1. What must you do when you grow up?
2. What is a career?
3. Why are there changes in the towns and cities?
4. Why should you think about the future now?

**Step 2:** Guide students to discuss the questions about the listening exercise.

**Expected Answers**

1. You must find work when you grow.
2. Career is the job you want to do.
3. Because there are many people who are employed.
4. To be able to aim at it.

**Step 3: Exercise 2:** Read the different titles for professionals so that students can name the tools that people in those fields use: Tell students to do the work in their exercise books.

**Example:** Teacher-computer/blackboard instruments

- |            |              |
|------------|--------------|
| 1. teacher | 6. driver    |
| 2. nurse   | 7. butcher   |
| 3. potter  | 8. herdsman  |
| 4. cleaner | 9. farmer    |
| 5. dentist | 10. engineer |

**Step 4:** Let the students read out the lists of tools they have suggested.

**Exercise 3:** Students study the table and find out what the following people do. For example: A plumber repairs water pipes.

**Expected Answers**

- |                          |  |
|--------------------------|--|
| (a) plumber              | 1. sells home groceries                |
| (b) fish monger          | 2. draws building plans                |
| (c) pilot                | 3. teaches university students         |
| (d) shoeshiner           | 4. sells fish                          |
| (e) nurse                | 5. repairs water pipes                 |
| (f) lawyer               | 6. repairs engines                     |
| (g) member of parliament | 7. sells small items from door to door |
| (h) lecturer             | 8. shines shoes                        |
| (i) grocer               | 9. discusses issues in parliament      |
| (j) architect            | 10. treats patients                    |
| (k) engineer             | 11. pleads for people in court         |
| (l) hawker               | 12. flies planes                       |
- 
- |       |        |        |       |
|-------|--------|--------|-------|
| a → 5 | c → 12 | e → 10 | g → 9 |
| b → 4 | d → 8  | f → 11 | h → 3 |
| i → 1 | j → 2  | k → 6  | l → 7 |

**Lesson 3****Student's Book, page 151**

**Specific objectives:** Students will be able to use the vocabulary and to discuss what they like about living in



Ethiopia. They will be able to mention what things they would like to change/improve.

**Lesson content:** Vocabulary and opinions

**Step 1:** Students discuss future developments by criticising what is in their environment. Encourage them to talk about how better they can improve what is criticised.

**Activity:** Students get in groups of five and find words used to describe their schools, homes, towns, cities. Ask them to write the sentences in their books.

**Example:**

Our school is **good**, but we can add more classrooms.

Our village is **small**. People should plant trees.

Our town is **heavily populated**. We should build flats and make the roads better.

**Step 2:** Teach the following adjectives.

Adjectives to describe Ethiopia and cities/towns/villages

beautiful	comfortable	cool	wide
modern	mountainous	hot	narrow
ancient	hilly	small	slum
peaceful	clean	large	busy

**Step 3:** Let the students use the adjectives in sentences.

Ask students to find comparatives of adjectives.

Our town is **small**, I would like it to be **bigger**.

**Step 4:** Students will now be able to discuss what they like about living in Ethiopia. They are free to criticise what they don't like. However, they should mention how they would like to improve on the situations.

**Step 5: Exercise:** Ask students to do the work in their exercise books sentences.

**Expected Answers**

1. strange

2. happy

3. happily

4. terrible

5. correctly

### Lesson 4

**Student's Book, page 152**

**Specific objective:** Students will be able to use the structure, **I would like to ....**

They will also be able to read out the opinions about developments.

**Lesson content:** Using; I would like to ...

Opinions about places.

**Grammar Highlight**





“would” used in the future.

“Would” is a “modal verb”. Would has practical meanings concerned with people’s will or power, their intentions and also theoretical meanings concerned with “predicting”. “Would” has present and future meaning.

**Step 1: Activity :** Students mention different titles and professions in addition to those that are given in the exercise. Let students suggest what work they would like to do in future and what they like about the job they have chosen.

**Step 2: Exercise 1:** Guide students write sentences describing what they would like to be in future.

**Step 3:** Students listen to the opinions they suggested in lesson three. They read the improvement they suggested.

**Example:**

I would like the school to start a farm.

I would like the town to install purified water.

**Step 4: Exercise 2:** Students form correct sentences from the table. Let them work in pairs.

**Example:**

I would like our school to plant more trees.

**Step 5:** Guide students to write their work similar to that in the table on **page 152**. They should mention what they want to do and the reasons why they want to do those jobs.

**Lesson 5**

**Student’s Book, page 153**

**Specific objectives:** Students will be able to use comparatives in the sentences.

They will also be able to suggest what they will do in the future.

**Lesson content:** Structure ... **would like ... to be ...**

**Step 1: Activity:** In groups of four, let students mention what people do and how they help society.

**Examples:** a) Doctors treat patients. They help them live a healthy life.

b) We would like the village to be cleaner and safer.

**Exercise 1:** Students write sentences they formed describing how they would like to improve their homes, villages, towns or city in their exercise books.

**Example: (a)** Habtome would like to have a large modern house, **(b)** Teietu would like the village to be cleaner.

**Step 3: Exercise 2:** Students form sensible sentences from the table and write them in their exercise books.

**Expected Answers**

richer  
more spacious  
more expanded

healthier  
stronger  
more hardworking

better  
more populated  
wider

cleaner  
busier  
smaller

**Lesson 6**

**Student’s Book, page 154**

**Specific objective:** Students will be able to give their opinions using words of **certainty** and **doubt**.

**Lesson content:** Certainty and doubt

I do not think so. Do you think so?

Are you sure?



I think I/he/she/it/will ...

**Step 1: Activity 1:** Students find out from their partners what activities are possible/impossible. Pose certain questions that make students participate by providing the answers using the above expressions. You could ask the students to contribute to the discussion by asking similar questions.

**Examples:** Do you think you will join university?

Are you sure you will be alive in 2100?

**Step 2:** Group students to enable them form similar questions and present them on a chart. Let them suggest questions about themselves, their villages towns and city.

**Step 3:** Focus on the future of the school and developments in the year 2050.

Ask students to propose what they think the situation will be like.

**Step 4: Exercise:** Let students read the questions in column A and identify the possible answers in their exercise books from column B.

	A	B
1.	Are you sure you will study up to the university?	Surely, I can
2.	Do you think you will be an engineer?	I think, I can make it.
3.	Will you be able to win that court case?	May be, I will.
4.	Do you believe our city will be a modern city by 2030?	I think, I will.
5.	Will there be enough job for all Ethiopians by 2020?	I believe, it will be.
6.	Do you think we shall be alive in the next century?	I hope, they will.
		I hope, we shall.

**Step 5: Activity 2:** In groups of three, ask students to talk about what they think their village/town will be like in the year 2050.

## Lesson 7

Student's Book, page 155

**Specific objective:** Students will be able to use compound sentences using **and**.

**Lesson content:** Compound sentences using **and**.

**Step 1:** Let students write down ten sentences of the things they would like to do in future.

**Example:** I will go to secondary school.

I will join the university later.

Explain what compound sentences are. A **compound sentence** is a compilation of two simple sentences usually joined by, and, but or and so.

**Examples:**

I will go to secondary school, and I will join the university later.

**Step 2:** Ask students to suggest other sentences which they will join later as compound sentences.

**Examples:** Shamim will mop the house.

She will sweep the compound.



Shamim will mop the house, and she will sweep the compound.

I will work hard.

I will become a doctor.

I will work hard, and I will become a doctor.

**Step 3: Activity 1:** Students talk about activities which they intend to do when they grow up. In pairs let them compose the compound sentences in their work books about what they will do in future.

**Exercise 1:** Let students write and answer exercise 1 in their exercise books.

1. I will study very hard, **and** I will join the university.
2. We shall work very hard, **and** we shall get good jobs.
3. Gadissa will go to the village, **and** he will teach people about the environment.
4. She will go to th college, **and** she will qualify as a nurse.
5. I shall work in the bank when I grow up, **and** I shall visit my relatives.
6. They will struggle very much, **and** they will get a lot of profit.

**Exercise 2:** Let students write ten sentences about their future plans, encourage them to use **and** as they write about those future plans.

### Lesson 8

#### Student's Book, page 156

**Specific objective:** Students will be able to use **but** in compound sentences.

**Lesson content:** Compound Sentences using **but**.

**Step 1:** Revise compound sentences using **and**. Ask students to read some of the sentences they composed.

**Step 2:** Introduce the use of **but**.

**Example:**

1.	He worked hard.	2.	He did not pass the interview.
A.	He worked hard, but he didn't pass the interview.		

Let students suggest the paired sentences which form the compound sentences.

**Step 3: Activity:** Ask students with their partners to talk about why they fear doing certain jobs.

**Step 4: Exercise 1:** Students talk to a partner about certain things they would like to do, but they cannot for some reason.

**Step 5:** Ask students to join the sentences as shown in the example above. Let them write the answers in their exercise books.

#### Expected Answers

1. I advised Hegose to study law, **but** Hegose didn't take my advice.
2. I will pass and go to the training college, **but** I will study selected subjects.
3. I shall be a rich person, **but** I shall not stop working hard.
4. We shall be studying together, **but** we shall not be doing the same course.
5. She will join the school soon, **but** she will not be with her friends first.
6. They will win the match, **but** they will not take the trophy.

**Step 4:** Ask students to form sentences using **but** in their exercise books.



### Lesson 9

Student's Book, page 157

**Specific objective:** Students will be able to use two describing words on each noun.

**Lesson content:** Adjectives

**Step 1: Activity:** Ask the students to list down the adjectives they have learnt about describing objects, villages, towns, cities, homes, schools. Let them take a look around their classroom and tell you what words they would use to describe the objects and people in their classroom.

**Step 2: Exercise 1:** Students list down some words they have used to describe objects, for example: tiny, small, good, large etc.

**Step 3: Exercise 2:** Ask students to find some adjectives that they can use to describe one noun. Tell them to write complete sentences in their exercise book.

**Example:** A big blue box

A large metallic container

Each group may add adjectives to the lists. Read out more nouns and let students describe the nouns using any two adjectives. Ask students to complete sentences in their exercise books.

**For example:** We shall have a well - planned large city. There will be a happy healthy population.

**Step 3:** Refer to the environment, villages, towns and city. Ask students to describe them using two adjectives.

**Example:** We shall take the photograph in a clean spacious place.

### Lesson 10

Student's Book, page 158

**Specific objective:** Students will be able to recite the poem and to compose their own.

**Lesson content:** Reading and writing

**Step 1: Activity:** Ask students to form groups of four or five and tell the group members what they want to do in future.

Let them explain why they like the career by giving them its advantages to the society.

Reading and composing a poem.

**Step 2:** Students discuss and answer these questions.

1. Who would like to be employed in future?
2. Who would like to be a farmer?
3. Who would like to be a civil servant?
4. Who would like to be a trader?

**Step 3: Exercise:** Students read the poem **I will be a carpenter**.

Let them discuss the questions about the poem:

**Expected Answers**

1. Two hands will make the carpenter famous.
2. The carpenter will use wood to make counters and frames.
3. Sofa sets, side boards, cupboards, wardrobes, counters and frames
4. Each time he/she will be called to work.

**Step 4:** Let students compose a few lines of the poem depicting what they will be doing in future. They should also describe other jobs in one paragraph.



**B** Reading

**Lesson 11**

**Student’s Book, pages 159**

**Specific objective:** Students will be able to read and answer questions about the passage.

**Lesson content:** Comprehension

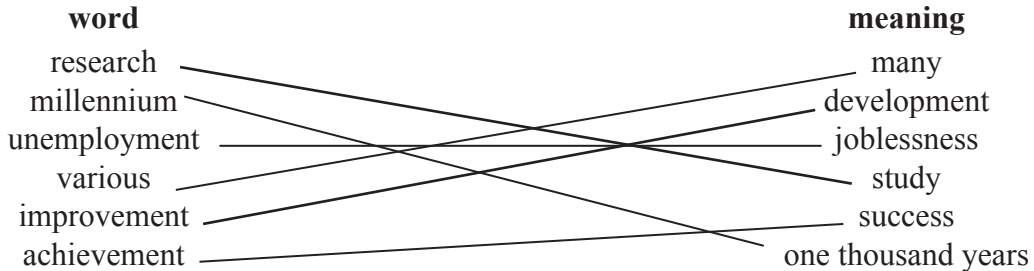
**Step 1:Activity:** Students will work in groups of three to discuss what their school, will be like in future. The suggestions should be written on a big chart for presentation to the class.

**Step 2: Exercise 1:** Let the students read the passage; **What I hope the world will be like.**

**Step 3:** Students answer the following questions.

1. What is the author’s main ideas (development).
2. According to the author what things are likely to change? (Fashion, employment vaccine discovery).
3. What is likely to be the most important development? (vaccine discovery).
4. Which development has interested you most? (free choice)
5. Suggest other changes that you think the author has not mentioned (free choice)
6. Do you think the changes are likely to happen? (free choice).

**Step 4: Exercise 2:** Students match words in A with similar meaning in B. Let them do it in groups of three.



**Lesson 12**

**Student’s Book, pages 160 - 161**

**Specific objective:** Students will be able to design posters.

**Lesson content:** Poster designing

**Step 1:** Ask students to suggest the challenges they face in their areas.

**Example:** HIV/AIDS Disease.

List a number of them on the chalkboard.

**Step 2:** In groups of three, let the students suggest ways to manage the challenges they have mentioned.

**Step 3:** Teach students the use of posters in campaigning. We use posters to advertise.

**Activity :** Tell students to form groups of three people to design three posters showing how they think the world will be in future.

**Step 4:** Students, design posters and charts to show their concerns. There are examples in the Student’s Book, **page 161**. Display the charts for the class to use in the future discussions.

**Step 5:** Students draw pictures showing the property their family will have when they grow up.

**Lesson 13****Student's Book, pages 161 - 162****Specific objective:** Students will be able to write predictions about themselves and their school.**Lesson content:** Revision Exercise**Step 1: Activity:** Students write their predictions about what they think their school will be like five years from now. Ask them to write what they think the school should do better.**Step 2: Exercise:** Ask students to write a prediction about what the weather will be like in the coming week.**Step 3: Revision Exercise:** Revise the comparative form of adjectives.  
high - higher, good - better

- |              |            |                    |             |            |                  |           |
|--------------|------------|--------------------|-------------|------------|------------------|-----------|
| 1. better    | 2. poorer  | 3. harder          | 4. kinder   | 5. nearer  | 6. more obedient | 7. uglier |
| 8. further   | 9. worse   | 10. sader          | 11. happier | 12. longer | 13. narrower     | 14 .      |
| more careful | 15. deeper | 16. more beautiful | 17. sweeter |            |                  |           |

**Step 4:** Students fill comparative forms of the words in the brackets to complete the sentences.Expected Answers; 1. **larger**, 2. **more**, 3. **faster**, 4. **more delicious**, 5. **higher****Step 5** Students write information about themselves.**Assessment****Reading and writing:** Ask students to read and write the comparative forms of the words to complete the sentences. Refer to Student's Book, **page 161**.

1. What do the following do?

- |               |              |
|---------------|--------------|
| a. grocer     | e. judge     |
| b. engineer   | f. lawyer    |
| c. physicians | g. carpenter |
| d. lecturer   | i. plumber   |

2. Use comparative adjectives to complete the sentences

I would like to be; richer

(health) (strong) (smart) (wealthy) (wise)

3. What would you like your country to be fifty years in the future

(productive) (large) (rich)

**Extra work**

1. What types of jobs do you admire doing in future?
2. What other jobs do you know of?
3. Which jobs do you like doing in future?
4. If you became head of this school, how would you make it improve?
5. What are your talents?
6. What are your hobbies?
7. How are your talents and hobbies related to the jobs you want to do in future?
8. What makes some people successful and happy about their jobs?
9. Imagine what this country will be in the next 50 years. What would you like to see done?
10. What would you advise your classmates to do in order to live a better life





## Background Information

The topic “Environment”, refers to the three components of nature i.e air, water and land. It is on these three components that animals, plants and people survive. The topic enables students to develop an awareness towards the value of nature.

The world’s population has rapidly increased. This increase has resulted in over-exploitation of the countries. There is an increase in activities like agriculture, construction of building, fishing and production of vehicles and machinery. These are inevitable as regards the economy of each nation. However, because of lack of proper planning, there is a marked degradation of the environment. As a result of degradation, different areas experience such problems like soil erosion, lack of pasture, pollution, fish poisoning, extinction of plants and animal species, silting, diseases and death.

The curriculum has addressed the issue of environmental awareness. The purpose of this is to sensitise students on how to preserve and conserve the environment. You should guide students to identify particular problems in other local areas first. They should then be taught about the problems in their areas. During this period, the teacher may ask students to study and draw pictures, recite poems, sing songs or act plays on related environmental issues.

It is assumed that the students `will become the leaders of “tomorrow”. You should guide students as they discuss the practical solutions that have been identified. A guided tour to different sites will be of an added advantage because this enables students describe what they see. Exercises like planting trees, mulching, terracing and controlled grazing should help students to enrich and improve on their vocabulary.

### General Objective:

Students will be able to discuss ways of improving their environment by reducing pollution and deforestation.

### Specific objectives

In this unit, students will be able to :

1. express their feelings by giving reasons.
2. use expressions of quantity appropriately.
3. listen to short stories and answer questions.
4. predict the theme of a passage by doing pre-reading activities.
5. sequence a number of sentences into logical order in a paragraph.
6. write sentences connected to the topic.
7. expand vocabulary network for the environment.

### Teaching/learning aids.

Pictures, atlas

## **A** Listening and Speaking

### **Lesson 1**

**Student’s Book, page 163**

**Specific objective:** Students will be able to discuss environment - related issues from pictures and their locality.



**Lesson content:** Environment

**Step 1:** Students describe the features that are in their environment i.e, living and non - living things. Let them also identify possible environmental challenges such as deforestation, erosion etc.

**Step 2: Activity:** Ask students to refer to the Student’s Book, **Page 163**. In pairs, let them study the picture and discuss the questions.

**Expected answers.**

- |   |   |
|---|---|
| 1. Students’ choice/ expect different answers | 2. Activities - farming                 |
| 3. Deforestation - is the danger              | 4. Soil erosion                         |
| 5. Animals                                    | 6. Forests are home to other creatures. |

**Step 3:** Students discuss environment - related issues in their areas.

- (a) What do you think is destroying the environment? (b) How can it be protected?

**Step 4: Exercise:** Students write a paragraph describing the environment in their areas. Ask students to discuss ways of improving the environment. Students should include ways in which pollution and deforestation can be controlled.

## Lesson 2

**Student’s Book, page 164**

**Specific objective:** Students will be able to listen to a short passage and draw illustrations showing challenges on the environment in their exercise books.

**Lesson content:** Listening and drawing

**Step 1:** Students list down different plants and animals they know. Let them identify some endangered species and give reasons to the environmental challenges such as bush burning.

**Step 2: Activity:** Read the **listening exercise** to the students and let them answer the following questions.

We are part of the environment. Living things and non-living things around us make the environment. We need to protect it by doing all we can. If the environment gets destroyed, we are the first victims to suffer. Things like deforestation, swamp draining, overgrazing etc destroy the environment. We therefore need to teach the world about the need to protect the environment.

### Questions.

1. Name two things that can destroy the environment? (**Deforestation/overgrazing/swamp drainage**)
2. Give two reasons why people cut down trees. (**Farming, building**)
3. How can we protect plants and animals. (**Teaching people about conservation**)
4. Discuss the different types of plants from your area. (**any**)
5. How can we protect the environment? (**planting more trees etc...**)

**Step 3:** Students identify and draw in their books environmental challenges in their area for example, deforestation.

**Step 4:** Teach the new vocabulary

environment	plastic bags	conserve	wildlife	polythene
preserve	litter	sewage	care	rubbish
afforestation	dumping	pit	deforestation	pollution

**Exercise 1:** Students complete the sentences with the given words. Refer to Student’s Book, page 164. Ask students to write answers in their exercise books.





## Expected Answers

- |                 |                      |                    |                 |
|-----------------|----------------------|--------------------|-----------------|
| 1. sewage       | 2. environment       | 3. planned         | 4. soil erosion |
| 5. conservation | 6. protec            | 7. season          | 8. garbage      |
| 9. overgrazed   | 10. over - populated | 11. well - drained | 12. protected   |

**Step 5: Exercise 2:** Guide students to arrange the given words to form good sentences in their exercise books.

## Expected Answers

- |  |  |
|--|--|
| 1. Animals and birds enjoy living in the jungle. | 2. Deforestation can lead to desertification.        |
| 3. Animals feed on grass and twigs.              | 4. Overgrazing is one of the causes of soil erosion. |
| 5. We should not drain swampy areas.             | 6. Forests are useful in the formation of rain.      |
| 7. Terraces in highlands reduce soil erosion.    | 8. Global warming is a result of pollution.          |
| 9. It is good to maintain a clean environment.   | 10. Cholera is caused by a dirty environment.        |

## Lesson 3

### Student's Book, page 165

**Specific objective:** Students will be able to use the present continuous tense in sentences.

**Lesson content:** Present continuous tense

**Step 1: Activity 1:** Ask students to write down different verbs to which they can add **- ing** Example: **get - getting**.

**Example:**

**Step 2: Exercise 1:** Students form sentences using the verbs they have suggested.

**Step 3:** Consider the special verbs that have double letters in present continuous  
trot, stop, clap, slap, flap, drop

Let the teacher ask students to use the verbs in sentences.

**Step 4: Activity 2:** Ask students in small groups to discuss and answer questions based on the picture. Refer to the Student's Book, **page 166**.

## Expected Answers

1. The students are planting trees.
2. The students are holding flowers.

**Step 5:** Let students mime the activities in class.

Let them construct sentences using common verbs.

**Example:** I am drawing a map.

Let the students ask their partners what they are doing.

**Step 6: Exercise 2:** Ask students to complete the sentences using the present continuous form of the verbs in brackets. They should do the work in their exercise books.

## Expected answers

1. Hailemariam is **planting** some more trees on the hill.
2. The city workers are **clearing** the sewage.
3. The school children are **slashing** the compound.
4. Villagers are **burning** all polythene paper.
5. Hagose is **picking** litter from the compound.
6. The bush is **burning**. The poor animals are **running** away.



7. Abeje is **collecting** all plastic bags from the rubbish.
8. The street children are **sleeping** under the tree.
9. They are **cutting** down old trees.
10. The soldiers are **replanting** seedlings in the open space.

## Lesson 4

Student's Book, page 167

**Specific objective:** Students will be able to use the present simple tense in sentences.

**Lesson content:** Present simple tense

**Step 1: Activity:** Each student should ask a partner to list down activities he/she does at school and at home everyday.

- For example
1. The teacher teaches us about the environment.
  2. The environmentalists advise us about soil erosion.
  3. I water the plants during the dry season everyday.

**Step 2:** Teach the present simple tense. Ask students to suggest verbs to which **-s, -es, -ies** are added when using the third person singular.

**Example:** cuts, touches, tries.

**Step 3: Exercise 1:** Ask students to complete sentences with the present simple tense form of the verbs in brackets in their exercise book. Refer to Student's Book, **page 167**.

### Expected Answers

1. Vehicles **release** a lot of fumes in the space.
2. Unnecessary burning of tyres **is not** good for your health.
3. Ignorant people **cut** down all trees in the bush for firewood.
4. The farmers **plant** tree seedlings in the wet season.
5. Degeffa **collects** grass for her animals everyday.
6. We **throw** rubbish in the pit everyday.
7. People **buy** a lot of items from the market.
8. She **uses** a great deal of firewood.
9. They **teach** them about the environment everyday.
10. The officers from the city **talk** about sewage and garbage everyday.

**Step 4: Exercise 2:** Students complete sentences with the present simple or continuous form of the verb in brackets in their exercise books. Refer to the Student's Book, **page 168**.

### Expected Answers

1. Ayana goes to the gym three times a week.
2. I think he is really fit.
3. We meet Hanna at 9 O'clock tonight.
4. What are you doing now?
5. Wakjira always looks beautiful.
6. When are you coming? The film is starting.

## Lesson 5

Student's Book, page 168

**Specific objective:** Students will be able to use "some" and "any" in sentences.

**Lesson content:** Affirmative, Negative, Interrogative sentences.



**Grammar Highlight**

Affirmatives are positive statements

Negatives are sentences using not or never

Interrogatives are questions

“**Some**” can refer to things and people. It is used with uncountable nouns and with plural nouns to mean “a certain amount of”. Some is commonly used with affirmatives.

“**Any**”: can refer to things and people. Any is used with uncountable nouns and plural nouns to mean “a certain amount of” or: “a number of”. Any is commonly used with **negative** and **questions**.

“**Much**” is mainly used in a general sense. It refers to a quantity or amount, and contrasts with “**many**”, which is used with plural words.

**Step 1: Activity:** Ask students to mention with a partner items they are likely to find in a nearest shop to their school. Let them mention items they are not likely to find there.

**Step 2:** Let the teacher teach students the three forms of sentences.

**Example:**

1. **Affirmative:** There are some forests on the highland.

2. a) She has some seedlings at the farm.                      b) She doesn't have any seedlings at the farm.

c) Does she have any seedlings at the farm?

**Negative:** There aren't any forests on the highlands.

**Interrogative:** Are there any forests on the highland.

**Step 3:** Students suggest sentences using *some* and *any*.

**Step 4: Exercise:** Students use ‘some’ or ‘any’ to complete the sentences.

**Expected Answers**

- |         |        |         |         |          |          |
|---------|--------|---------|---------|----------|----------|
| 1. some | 2. any | 3. some | 4. any  | 5. some  | 6. any   |
| 7. any  | 8. any | 9. some | 10. any | 11. some | 12. some |

Guide students to form other correct sentences using **some** and **any**. Let them write sentences in their exercise books.

**Lesson 6****Student's Book, page 169**

**Specific objective:** Students will be able to use expression of quantity appropriately.

**Lesson content:** Using; **many** and **much**

**Step 1: Activity:** Students identify items to which many or much may be used.

**Examples**

How many people were at the party?

How much money have you got?

There aren't many birds in the dry areas.

There isn't much milk left.

I didn't take many photos on holiday.

Was there much rain during the wet season

**Step 2:** Teach many (countable) and much (uncountables). Many and much are usually used with negative and interrogative sentences. Guide students to relate using **some** and **any** to **many** and **much**.

**Step 3: Exercise 1:** Ask students to re-write the sentences using: (refer to Student's Book, Page 169) **much** / **many**. They should write the answers in their exercise books.

**Expected Answers**



- |   |   |
|---|---|
| 1. They didn't see <u>many</u> rivers on their way.   | 2. We didn't catch <u>many</u> fish from the lake.              |
| 3. There aren't <u>many</u> trees in the forest.      | 4. She is not doing <u>much</u> work at home.                   |
| 5. He couldn't bring <u>much</u> milk from the farm.  | 6. We don't eat <u>much</u> meat at the festival.               |
| 7. The teacher didn't give us <u>much</u> work to do. | 8. They didn't get <u>much</u> information about deforestation. |

**Step 4: Exercise 2:** Students complete sentences using **some, any, many** and **much** they should do the work in their exercise books. Refer to Student's Book, **page 170**.

**Expected Answers**

- |         |         |         |         |          |
|---------|---------|---------|---------|----------|
| 1. some | 2. any  | 3. some | 4. any  | 5. some  |
| 6. any  | 7. some | 8. many | 9. some | 10. many |

## Lesson 7

**Student's Book, page 170**

**Specific objective:** Students will be able to practise more with expressions of quantity.

**Lesson content:** Using: too many ... / too much ...

**Step 1: Activity:** In groups of five, students discuss environmental problems in their areas. They would comment on roads, lakes, crops, smoke, forests, etc.

Teach the use of **too much**

**too many**

- Examples:**
- There is **too much** rubbish on the road.
  - There is **too much** sand in the desert.
  - There are **too many** birds at the lakeside.

Students write their suggested sentences on charts for presentation to the class.

**Step 2:** Students suggest serious problems in the environment in their areas.

**Step 3: Exercise:** Ask students to complete sentences with "much" or "many" in their exercise books. Refer to Student's Book, **page 171**.

**Expected Answers**

- |          |          |          |          |         |
|----------|----------|----------|----------|---------|
| 1. much, | 2. many, | 3. much, | 4. many, | 5. many |
|----------|----------|----------|----------|---------|

## Lesson 8

**Student's Book, page 171**

**Specific objective:** Students will be able to discuss how to keep and protect the environment.

**Lesson content:** Good/bad environment

**Step 1: Activity:** Ask students to discuss with a partner what they like about their school or home compound. Students should talk about some bad practices that could destroy their school or home compound.

**Example**      Bush burning is bad for animals.      Planting trees is good for the environment.  
                   Cleaning the compound is good for our health.

**Step 2: Exercise 1:** In groups, students write down their findings in activity on a chart for presentation to the rest of the class.

**Step 3:** Students present their work to the class for others to criticise and to find solutions.

**Step 4: Exercise 2:** Refer to Student's Book, **page 172**. Let students form correct sentences from the table and write them in their exercise book.

- |  |                                   |
|--|-----------------------------------|
| 1. Pollution is bad for the ozone layer. | 2. Mulching is good for the soil. |
|--|-----------------------------------|



3. Poaching is bad for animals.
4. Littering is bad for their health.
5. Deforestation is bad for the climate.
6. Weeding is good for the plants.
7. Watering is good for the plants.
8. Overgrazing is bad for the soil.
9. Watering is good for the seedlings.
10. Digging terraces is good for hilly areas.
11. Fumes from vehicles are bad for the environment.
12. Polythene papers are bad for the soil.

## Lesson 9

**Student's Book, page 172 - 173**

**Specific objective:** Students will be able to suggest how to make the environment better by using **should / must**.

**Lesson content:** Using **should/must**

**Step 1: Activity:** Guide students to discuss with a partner environmental protection. They should ask each other questions a, b and c. Refer to Student's Book, **pages 172 - 173**.

**Step 2:** Let students suggest what should be done to preserve the environment. Encourage the discussion by using, **What should we .....? What must we .....?**

**Step 3: Exercise 1:** Refer to Student's Book, **page 173**. Let students discuss the questions, write down the answers and read them before the class.

1. What should we do to people who litter the city?
2. What must we do to people who cut down trees?
3. What should we do to avoid drought?
4. What must we do to avoid soil erosion?
5. What should we do to avoid air pollution?
6. What must we do to add fertility to the soil?
7. What should we do to have gardens?
8. What must we do to grow crops in dry areas?

Encourage students to use the following when expressing opinions:

I think ....., I believe ....., I think it is important to, I feel ....., If we don't ..... will happen.

**Step 4: Exercise 2:** Let students complete sentences with **must**, or **should** in their exercise book.

**Example:** When you're driving ...

1. you must stop when the traffic light turns red.
2. you should wear a seat belt.
3. you should be kind to other drivers.
4. on the highway, you must drive on the left.
5. in Britain, you must drive on the left.

**Step 5: Exercise 3:** Ask students to form sentences from the table. Refer to Student's Book, **page 173**.

## Lesson 10

**Student's Book, page 174**

**Specific objectives:** Students will be able to discuss their responsibilities at home and school.

**Lesson content:** Reading comprehension

**Step 1: Exercise:** Students form pairs to read the dialogue between Rukia and Toga.

**Step 2: Activity:** Ask students to talk about their responsibilities at home and school. Let them discuss what they are supposed to do to save the environment.



## Lesson 11

### Student's Book, page 175

**Specific objective:** Students will be able to study the picture and identify some environmental problems in their school/and area around their school.

**Lesson content:** Describing environment

**Step 1: Activity:** In pairs, students identify an environmental problem in the school/home area/town or city. They write a paragraph on how the problem can be solved.

**Step 2:** Students look at different pictures about the environment. They criticise the challenges and provide solutions to the problems.

**Step 3: Exercise:** Students study the picture and answer the questions that follow.

### Expected answers

1. The area is hilly.
2. They are planting trees.
3. It is a difficult landscape. It requires community effort.
4. Stones are used to make or put terraces and to ease the work of making or putting terraces.
5. The children are carrying or lifting stones.
6. Grass controls soil erosion.
7. Trees control soil erosion and reduce the speed of wind.

## **B** Reading

## Lesson 12

### Student's Book, pages 176 - 177

**Specific objective:** Students will be able to read and answer questions about the passage.

**Lesson content:** Comprehension

**Step 1: pre-reading activity:** Ask students to form groups of four people and discuss the pre-reading questions. Encourage students to participate in this activity by discussing the dangers of pollution and how it can be minimised.

Pollution is destroying the environment. Let the students discuss with their partners what people are doing to destroy the environment.

**Step 2: Exercise 1:** Students read the story and answer questions about it.

### Expected Answers

1. As the number of people increased, they cut down the trees to get land for cultivation and to build houses.
2. It leads to soil erosion.
3. Trees are important in influencing the weather and climate in a place.
4. When the soil loses fertility, crop yields become poor.
5. Digging terraces can help reduce on soil erosion.
6. When wind blows, it carries some soil away.
7. Mulching helps the soil to be covered and regain fertility.
8. Terracing, afforestation, mulching.





9. Pine, cypress.
10. Charcoal burning, firewood collection etc.

**Step 3: Exercise 2 :** Students should guess the meaning of the coloured words in the passage and use them make their own sentences in their exercise books.

## **C** Writing

### **Lesson 13**

**Student's Book, page 177 - 178**

**Specific objective:** Students will be able to write correct sentences and correct compositions..

**Lesson content:** Composition

**Step 1: Exercise 1:** Ask students to work with a partner to re-arrange the sentences to make a good story and write it in their exercise books.

#### **Expected Order**

1. It is important for a farmer to conserve soil.
2. Soil conservation keeps the soil fertile.
3. To keep the soil fertile, the farmer has to ensure that the soil does not lose its fertility.
4. Soil may lose its fertility in three main ways.
5. One is through deforestation.
6. Another reason is over-grazing.
7. And also due to poor methods of farming.
8. However, soil erosion can be prevented.
9. One of the best ways is to practise crop rotation.
10. This is because roots of different crops hold the soil in place when it rains.

**Step 2:Activity:** Students form groups discuss what is taking place in the picture in Student's Book, and suggest what they can do to protect the environment.

**Exercise 2:** Ask the students to re-write sentences using the words which are similar in meaning to the underlined words or phrases. Let students pick from the words in the box.

#### **Expected Answers**

1. Do you know the **altitude** of Mt. Ras Dashen?
2. A lot of soil was **eroded** by running water?
3. Do plants grow on the **surface** of water?
4. We watched birds flying above the **canopy** of the tree.
5. Most people don't want **floods**.
6. The land around highlands is **fertile**.
7. A lot of soil was **deposited** below the hill.
8. Rain water **erodes** steep slopes.
9. The **environment** needs protection.
10. Water, soil and air can be **polluted**.

**Step 4: Exercise 3:** Ask students to write correct sentences from the table. Refer to Student's Book **Page 179**. Let them do the work in their exercise books.



## Expected Answers

1. Why do people dig terraces **along** the hills?
2. All rubbish should be thrown **in** the rubbish pit.
3. People build terraces to stop soil **from** being washed away.
5. Some plants grow **at** a high altitude.
6. We should keep our homes clean **from** all rubbish.
7. Which river flows **into** the sea?

**Step 5:** Guide students to select what is good **from** the environment to complete the sentences in their exercise books. Students should choose words from the table in the Student’s Book, **Page 181**.

**Step 6:** Guide students to revise the words they have studied before.

**Exercise 4:** Students complete the sentences with the most suitable words.

**Exercise 5:** Ask students to find one word for the given phrases

## Expected Answers

PLANTING, MULCHING, NATURE, CONSERVED

## Expected Answers

DUMPING, POLLUTE, GREEN, GARBAGE, ERODE

## Assessment

**Writing:** Ask students to write correct answers for questions 1, 2 and 3 in their exercise books. Ask questions which will guide students to give suggestions of what they can do for this country.

### 1. Form correct sentences from the table

I	would would not	like	some any many much	house flies. fruits. clean water. green plants. dirty water. pets. birds. fresh air. pollution.
---	--------------------	------	-----------------------------	---

### 2. Choose what you think is good for the environment.

- a. Seedlings            b. Burning            c. Cutting down trees            d. litter the compound  
e. clear the drainage    f. mulching            g. Replanting trees

### 3. give suggestions of what you can do for this country

- (a) I think ...    (b) I believe ...    (c) It is important ...    (e) I feel ...

#### Extra work

1. What things do we find in the environment?
2. How do people in your are spoil the environment?
3. Why do people spoil the environment?
4. What can you do to save the environment?
5. What happens when you do not care for the environment?
6. What other living things can be affected when the environment is not looked after well?
7. How can you protect the environment?
8. Write about the wrong practice that affect the environment in your area.





## Background information:

This topic aims at promoting good health habits. A number of factors such as diet, physical exercise and sanitation contribute to healthy living.

Three factors are attributed to the deteriorating standards as far as healthy living is concerned; carelessness, poverty and ignorance. For example, when a family depends on carbohydrates only, this could be ignorance or poverty. When someone develops obesity due to fats for failure to exercise the body, that could be ignorance. On the other hand, an unkempt compound becoming a breeding ground for flies and mosquitoes is due to carelessness.

At this level in grade 6, students have already practised healthy habits such as the use of soap disinfectants and physical exercises, they are therefore in better position to discuss the importance of more healthy living habits.

The teacher should endeavour to discuss more about:

- (a) dangers of unclean environment.
- (b) failure to exercise and getting a good diet.
- (c) hygiene, requirements both at home and school.
- (d) diseases that develop as a result of failure to observe good health habits.

### General Objective :

Students will be able to talk about how to maintain a healthy life style.

### Specific Objectives :

Students will be able to :

- ☞ use the probable conditional.
- ☞ express their feelings giving reasons.
- ☞ take part in guided oral activities in pairs.
- ☞ listen to information and identify the main points.
- ☞ sequence sentences in a logical order.
- ☞ complete sentences using appropriate words.
- ☞ write sentences in a paragraph.
- ☞ write a vocabulary network for healthy living.

### Teaching Learning Aids

Real food, pictures, Physical Education equipment.

## **A** Listening and Speaking

### Lesson 1

Student's Book, pages 181 - 182

**Specific Objectives:** Students will be able to discuss the importance of diet food and physical exercises to our health.

#### Lesson content: Listening Exercise

**Step 1: Activity:** Students discuss the questions below in groups of three.

1. What game do you see in the picture? 2. How are physical exercises useful to your body?
3. Talk about the different games you know. 4. Which games do you enjoy most?
5. What time do you play games? 6. What do you think you will miss if you do not play games

Students name the different types of food they know and the food they grow or buy from the market. Let them discuss the importance of food to our bodies.

e.g. Food gives us energy.



Food makes our bodies healthy etc.

**Step 2: Exercise:** Let the students refer to **Student's Book, page 182**. They identify the food according to the categories they belong to, as follows, Proteins/Vitamins/Carbohydrates.

### Expected Answers

*vitamins proteins carbohydrates water mellon eggs rice pineapple fish honey*

**Step 3:** Guide students to identify the different games students are playing in the picture. Let them name other games that are not shown in the picture.

Teach the importance of exercising the body:

- helps the blood circulation system to function.
- reduces too much fat in the body.
- relaxes the body muscles etc.

**Step 4:** In groups, students discuss why and how we must care for our bodies well.

## Lesson 2

**Student's Book, pages 182 - 183**

**Specific Objectives:** Students will be able to listen to a short passage and answer questions about it. They will also be able to discuss the bad practices that lead to poor health.

**Lesson content:** Listening exercise

**Step 1: Activity:** Ask students in groups of five to talk about what they think people should eat to keep healthy. What other good habits should one practise?

**Step 2: Exercise 1:** Read the short passage to the students.

Our hair, teeth, eyes, nails need to be well looked after so as to have a hygienic body. One who doesn't keep clean teeth will develop dental problems. The hair needs to be trimmed short or plaited smartly. Our teeth need brushing everyday and not forgetting cutting our finger nails short. Even the body needs to feed on a well balanced, nutritious diet that has vitamins, proteins as well as carbohydrates. Remember a healthy body makes a healthy mind.

### Questions

1. Why is it important for people to brush their teeth daily?

#### To avoid dental problems

2. Name the types of food mentioned.

#### Vitamins, proteins and carbohydrates

3. What will happen to someone who does not keep the body clean?

#### He/she will not have a healthy mind.

**Step 2:** Students tell their partners the things they do in order to keep their bodies healthy.

**Step 3:** In their exercise books, they write the things they must avoid in order to be healthy.

**Step 4:** In groups of five, students ask one another about what healthy living means.

**Step 5: Activity 2:** Ask students if they maintain a healthy life? Tell them to study the practices.

Guide them throughout the discussion about which one's are good or bad practices for their health.

**Step 6: Exercise 2:** Ask students to find out eight more practices as shown in Activity 2. Four of them should be good and the other four should be bad practices for your health. Students read them to the class.

**Exercise 3:** Tell students to complete the exercise. They should use **if you .....** Refer to Student's Book, Page 183.

**For example:** Eating a lot of sweets.

If you eat a lot of sweets you develop dental cavities.

**Lesson 3**

Student's Book, page 184

**Specific Objective:** Students will be able to use the vocabulary in sentences.**Lesson content:** Vocabulary practice**Step 1:** Guide students to revise the different types of food and their use to the body. Let students mention the importance of a balanced diet.**Step 2: Activity:** Teach the vocabulary below, then ask students to discuss the coloured words and phrases in sentences on page 184 and find out which phrases refer/describe healthy living habits.*Physical exercises, rubbish, garbage, litter, dustbin, unhealthy, over-weight, disinfectants, healthy, contaminate, habit, drainage, balanced diet.***Step 3:** Referring to the Student's Book, **Page 184**. Students read and discuss the sentences in the activity on page 184.**Step 4: Exercise 1:** Tell students to practise making sentences using the words below in their exercise books.*balanced diet                      fats                      hygiene                      toilet                      sick***Step 5: Exercise 2 :** Ask students to complete the sentences using the words below.*soap    pit    bush    well    pond    bathroom                      broom    handkerchief    mosquito net  
sweep***Expected Answers**

- Grade six girls have dug a **pit**. They want to dump rubbish there.
- You should always boil water collected from the **well**.
- Always keep the **bathroom** clean and cover pit latrines.
- You should use a **handkerchief** to wipe your nose.
- It is advisable to sleep under a **mosquito net** to avoid mosquitoes.
- We sweep the compound using a **broom**.
- Water from the **pond** is not safe for drinking.
- Always clear the **bush** around your home to avoid mosquitoes.
- Always wash dirty clothes with **soap**.

**Lesson 4**

Student's Book, page 185

**Specific Objectives:** Students will be able to use the structure **used for** in sentences.**Lesson content:** Structure ..... **used for** .....**Step 1: Activity:** Let the students mention tools we use at home and at school. Teach the structure ..... **used for** ...**Example:** Soap is used for washing our body.

Students suggest other items and sentences in reference to healthy living.

**Step 2: Exercise 1:** Referring to the Student's Book, **Page 185**, let students discuss correct sentences from the table using; *used to ...***Expected Answers**

1 = j    2 = i    3 = d    4 = g    5 = h    6 = c    7 = f    8 = b    9 = e    10 = a

**Step 3: Exercise 2:** Students identify items they use at home, school, hospital or any other place. They form and write down sentences like the ones in the table using "used for".



### Lesson 5

Student’s Book, page 186

**Specific Objective:** Students will be able to use the probable conditional sentences.

**Lesson content:** Probable conditional sentences.

#### Conditional sentences

“If” can introduce open conditions and imaginary ones.

if you cool water to below °C, it will become ice. (**open**)

If I knew the answer, I would tell it to you. (**imaginary**)

**Step 1: Activity:** Students discuss five things that will happen if they do not take care of their bodies. Ask them what the importance of living a healthy life is.

**Step 2:** Refer to bad health habits to teach probable conditional sentences.

**Example:**

If you eat too many sweet things, you will develop dental problems.

If you do not do physical exercise, you will fall sick.

Let students suggest other sentences using **If** ..... **you** .....

**Step 3: Exercise 1:** Refer to the Student’s Book, **Page 186**, Exercise 1. Students discuss and write correct sentences in their exercise books.

**Example:** If you do not do physical exercises, you will fall sick.

1. If you do not wash the clothes, you will attract germs.
2. If you eat one type of food, you will suffer from marasmus.
3. If you bathe everyday, the body will feel fresh.
4. If you use soap all the time, you will get rid of germs.
5. If you rest the body, you will relax the mind.
6. If you eat a balanced diet, you will not fall sick easily.
7. If you play games, you will exercise the body.
8. If you practise hygiene, you will avoid diseases.

**Step 4: Exercise 2:** Ask students to form sentences from the table and write the answers in their exercise books. Refer to Student’s Book, Page 187.

### Lesson 6

Student’s Book, pages 187 - 188

**Specific Objective:** Students will be able to practise more with the probable conditional sentences.

**Lesson content:** Probable conditional sentences.

**Step 1: Activity:** Referring to the Student’s Book, page 187. Guide students in small groups to discuss what they would do if:

- |                               |                           |                        |     |
|-------------------------------|---------------------------|------------------------|-----|
| 1. A classmate is sick        | 2. One loses his appetite | 3. One was over weight | 4 . |
| The school compound is dirty. |                           |                        |     |

**Step 2:** Teach the use of **if** in the middle of sentences.

**Example:**

You will catch malaria if you don’t sleep under a mosquito net.

**Step 3: Exercise 1:** Ask students to discuss and write correct sentences from the Student’s Book, **page 187**.



Note the absence of a comma when **If** is in the middle of the sentences.

### Expected Answers

1. You will wash your handkerchief if you don't want to catch the flu.
2. You will suffer from dysentery if you drink unboiled water.
3. You will attract germs if you do not mop the house.
4. You will develop dental problems if you eat many sweets.
5. You will suffer from cancer if you smoke cigarettes.

**Step 4: Exercise 2:** Students answer questions on **Page 188** beginning with **If**.

### Example:

1. If you eat fruits without washing them, you will suffer from diarrhoea.
2. If you don't cover your food, you will suffer from diarrhoea.
3. If you don't cover the dustbin, flies will contaminate food.
4. If you don't brush your teeth, they will decay.
5. If you play in the rain, you will catch a cold.
6. If you do not bathe well, you will smell.

## Lesson 7

**Student's Book, pages 188 - 189**

**Specific Objective:** Students will be able to use **should/must** in sentences.

**Lesson content:** Using; **should** and **must**

**Step 1:** Ask students to mention what their responsibility is at home and school. Students should also mention things they **must/must not** do.

**Step 2:** Refer to the Student's Book, **page 188**. Students study the situations and pieces of advice given.

**Step 3: Activity :** Let students ask their partners if they have ever had a problem with their health. Ask students what kind of advice they would give to them using; **should** and **must**.

**Step 4: Exercise 1:** Students refer to the Student's Book, **page 189** to make meaningful sentences from the tables in exercise 1.

### Example:

- ☞ We should keep toilets clean all the time.
- ☞ Toilets should be kept clean all the time.

Let students use both the **active** and the **passive** form to make correct sentences from the table.

### Expected Answers

1. We **should** cover the hole of the pit latrine.  
The hole of the pit latrine **should** be covered.
2. We **must** use water and toilet paper in the toilets.  
Water and toilet paper **must** be used in the toilets.
3. We **should** mop the floor to keep it clean.  
The floor **should** be mopped to keep it clean.
4. We **must** burn rubbish to avoid flies.  
Rubbish **must** be burnt to avoid flies.
5. We **should** throw away used tins.  
Used tins **should** be thrown away.



- 6. We **must** cut the tall grass short to avoid mosquitoes.  
Tall grass **must** be cut short to avoid mosquitoes.
- 7. We **should** wash plates after the meals.  
Plates **should** be washed after the meals.
- 8. We **must** wash and keep dry to live a healthy life.  
Washing and keeping dry **must** be done to live a healthy life.
- 9. Exercising our bodies **must** be done to keep fit.
- 10. We **must** have enough rest to have a healthy mind.

**Step 5: Exercise 2:** Guide students to discuss the correct sentences from the table about things they should/ should not, must/must not do. Refer to Student’s Book, **page 189**.

**Expected Answers**

- 1. We should not let young children to bathe themselves.
- 2. We must not smoke cigarettes.
- 3. We should not leave rotten materials for flies to feed on.

**Lesson 8**

**Student’s Book, page 190**

**Specific Objective:** Students will be able to use antonyms in sentences.

**Lesson content:** Antonyms

**Step 1: Activity:** In groups of four, guide the students to identify the adjectives that we use to describe good and bad health habits. How people can be helpful to turn bad health habits into good ones.

**Step 2:** Teach adjectives for which you can make opposite by using prefix; Un - .

**Example:**

healthy - unhealthy

**Step 3: Exercise 1:** Refer to Student’s Book, **page 190**. Students practise using the antonyms. Let them fill in the opposites to the adjectives in the table.

**Expected Answers**

unhealthy	unkind	unruly	unwashable	unfit
unhappy	unfortunate	unfair	unwell	unlike
unworth	untrue	untrustworthy	unwilling	

**Step 4: Exercise 2:** Students use the opposite of adjectives above to make their own sentences. Tell them to do the work in their exercise books.

**Lesson 9**

**Student’s Book, page 191**

**Specific Objectives:** Students will be able to use adjectives in sentences.

**Lesson content:** Using: look + adjectives

**Step 1:** Revise adjectives and their antonyms using “un”. Read the adjectives in lesson eight to check spelling.

**Step 2: Activity 1:** Refer to the Student’s Book, **page 191**. Students revise the adjectives they have studied before and list them down on a piece of paper.

**Step 3: Exercise 1:** Ask students to find the missing letters to complete the words.







## Expected Answers

tired  
thirsty

hungry  
exhausted

busy  
young

unwell  
old

sick  
smart

unhealthy  
shabby

bored

unhappy

helpless

**Step 3: Exercise 2:** Ask students to form sentences using the adjectives they have completed above. Let students do the work in their exercise books.

**Step 4:** Teach students the use of; “look”.

**Example:** *You look tired. You look happy.*

**Step 5: Exercise 3** Ask students to read the dialogue on **page 191** in the Students’ Book and they write another one similar to it.

## Lesson 10

Student’s Book, page 192

**Specific Objective:** Students will be able to read the dialogue and answer questions about it.

**Lesson content:** Reading comprehension

**Step 1: Activity:** Ask students to discuss a disease which they have ever or someone in their families or School has ever suffered from. Let them describe what exactly happened.

**Step 2: Exercise:** Refer to Student’s Book, Page 192. Students read, practise and act out the dialogue with a partner.

**Step 3:** Read the questions so that students answer them orally.

Ask the questions below:

- |  |   |
|--|---|
| 1. Where did the activities take place?                    | 1. They took place at the hospital.                                       |
| 2. How was Nur - din able to notice that her son was sick? | 2. She was able because she saw him shivering.                            |
| 3. How old is Nur - din’s son?                             | 3. He is six years old.   |
| 4. Why did Nur - din go to the hospital.                   | 4. He wanted to know what the son was suffering from                      |
| 5. What advice did the doctor give Nur - din?              | 5. To always boil and cover the water.<br>To keep all the utensils clean. |
| 6. What should Nur - din use to prevent malaria?           | 6. To use a mosquito net.   |

## **B** Reading

### Lesson 11

Student’s Book, page 193

**Specific Objectives:** Students will be able to read the passage and to answer questions about it. They will be able to match words of similar meaning.

**Lesson content:** Comprehension

**Step 1: Pre-reading activity:** Ask students to discuss these questions and report to the class:

1. In order to live a healthy life, what should be done by each individual?
2. What are some of the things one can find in the surrounding?

**Step 2: Exercise 1:** Students read the passage on page 193, They discuss the correct answers.

## Expected Answers



1. Accept any correct answer by the students.
2. Plants, animals, stones and air make up the environment.
3. Houseflies, mosquitoes, fleas, tsetse flies transmit diseases.
4. By poor disposal of sewage and other waste matter.
5. Cholera, dysentery.
6. We usually find them in dirty places.
7. Keeping the toilets clean, correct disposal of rubbish, disinfect toilets. (Accept any correct answer by the students)
8. Washing and keeping the environment clean.

**Step 3: Exercise 2:** Refer to the Student's Book, **page 194**. Students match the diseases with the causes.

### Expected Answers

1 = e   2 = f   3 = g   4 = c   5 = d   6 = a   7 = e   8 = a

**Step 4: Exercise 3:** Students match the words with related meanings. Let them work in pairs.

stagnant \_\_\_\_\_ not moving

sanitation \_\_\_\_\_ hygiene

sewage \_\_\_\_\_ waste

filter \_\_\_\_\_ clean

regularly \_\_\_\_\_ from time to time

transmit \_\_\_\_\_ spread

dispose of \_\_\_\_\_ get rid of

disinfectant \_\_\_\_\_ chemicals that kill germs

## C Writing

### Lesson 12

**Student's Book, page 195 - 196**

**Specific Objective:** Students will be able to write complete sentences and to write a guided composition.

**Lesson content:** Guided composition

**Step 1:** Students mime **not being well**. They compose sentences as shown.

A. You look hungry.

B. No, I am not.

A. Are you ill?

B. Yes, I am.

**Step 2: Activity 1:** Ask students to imagine that they are doctors / patient. Let them talk about a health problem of their choice. Let them work in pairs.

**Step 3:** Refer to Student's Book, **page 195**. Students use the correct words to complete the dialogue.

### Expected Answers

Aziza: You look unwell! are you alright?

Gebre: No am not. I don't feel alright.

Aziza: Sorry, what is the matter?

Gebre: The doctor checked my temperature yesterday.

Aziza: What did he find out?

Gebre: My body temperature was high.

Aziza: Are you suffering from malaria?

Gebre: Yes, the doctor treated me and advised me to sleep under a mosquito net.

**Step 3: Exercise 2:** Refer to Student's Book, **page 196**. Students write complete sentences from the table:

### Expected Answers

1. If you eat well, you will be healthy.
2. Brush your teeth to avoid bad teeth.



3. Wash your hands before you eat food.
4. When you wash your body you feel fresh.
5. Exercise the body so that you keep fit.
6. Sportsmen and women practice running everyday.
7. If you exercise well you feel strong and fine in class.
8. Your body needs well balanced food.
9. A good environment means healthy lives.
10. You can avoid diseases by keeping a clean environment.

**Step 4: Activity 2:** Refer to Student’s Book, **page 196**. Ask students to study the statements which talk about hope for the future. Ask them to work with a partner to make, sentences using; **if ....., I’ll.....** for example :

- If I study hard, I will pass my exams.
- If I do more work I will.....

### Lesson 13

**Student’s Book, page 198**

**Specific Objectives:** Students will be able to discuss common diseases in their area. They will also be able to write sentences about the diseases.

**Lesson content:** Writing vocabulary and sentences

**Step 1: Activity:** In groups of four let students ask talk about the common diseases in their area, what causes the diseases and what people should do to avoid those diseases. Let them present their answers to the class.

**Step 2: Exercise 1:** Students form groups of five, they refer to Student’s Book, **Page 198**. They revise making sentences using the probable conditional sentences.

1. If you don’t get treatment from a doctor, you will get into a worse condition.
2. If you do not drink boiled water, you will fall sick again.
3. If you do not close the window early enough, you will let in mosquitoes.
4. If you do not boil drinking water, you will catch cholera.
5. If you do not wash dirty clothes, you will attract germs.
6. If you do not sleep under a mosquito net, you will suffer from malaria fever.
7. If you don’t drink boiled water, you will suffer from typhoid fever.
8. If you do not clean all gutters, you will suffer from malaria.
9. If you do not play in dirty water, you will not catch skin diseases.
10. If you do not use a handkerchief, you will spread the germs.

**Step 3: Exercise 2:** Students refer to the Student’s Book, **page 198**, They revise the vocabulary by writing the words that belong to the groups shown ie parts of the body, exercise, diet, hygien.

#### Expected Answers

Parts of the body	Exercise	Diet	Hygiene
chest	fast	fruits	clean
body	fit	balanced	boiled
neck	walking	proteins	small





limbs	backache	vitamins	soap
	physical education	water	washing
	sit straight up	fruits	health
	fatigue		rotting
	running		brush teeth
	active		

## Assessment

**Reading and Writing:** Ask students to complete the sentences about what will happen to you. Tell them to write the exercises in their books.

1. Complete the sentences about what will happen to you.

- a) If I don't bathe everyday, ...
- b) If I don't brush my teeth, ...
- c) If I don't sleep under a mosquito net ...
- d) If I don't sleep under a mosquito net ...
- e) I don't live a healthy life ...

2. Find the opposites to these adjectives

- a) Healthy      b) Poor      c) Fit      d) Bad      e) Well      f) kind
- g) safe      h) happy      i) attractive      j) ugly.

3. Give five pieces of advice to your siblings using you should- / you must \_\_\_\_\_

## Extra work

- 1. What is a balanced diet?
- 2. What are the types of food that your body needs?
- 3. Apart from a balanced diet, what else does your body need for you to live a healthy life?
- 4. What are good healthy habits?
- 5. What bad healthy habits may lead to diseases?
- 6. How can the compound be a health problem?
- 7. What should you do when your body is not healthy.
- 8. Name some of the diseases you have learnt about.
- 9. Comment on how people live unhealthy life in your areas.
- 10. Write a poster to advise your classmates about one unhealthy style.





## Background information

The term “special needs” is the current terminology which is used to refer to people with disabilities. In this unit, the teacher should be prepared to discuss different aspects of special needs; Visually impaired, (blind), hearing impaired, (deaf), speech impairment, (dumb) elderly and the physically disabled.

“People with special needs” is now a global issue which aims at first of all recognising the individuals with special needs and later on empowering them to be **productive** and **hopeful**. It is very important for the teacher to sensitise those students without special needs to learn to accept those people with special needs. The world has witnessed specially talented people with special needs performing to the best of their ability, hence the need to give them more support and to encourage the rest to realise their potential by demanding for their rights.

## General Objectives

In this unit, students will be able to emphasise and talk about people with special needs.

## Special Objectives

By the end of this unit, students will be able to;

- a) compare people using the three forms of comparisons.
- b) give instructions and ask people politely for something.
- c) ask and answer **wh** questions about abilities.
- d) listen to **what**, **when** and **why** people did or didn't do things.
- e) predict the theme of the passage by doing pre - reading activities.
- f) read a passage and find the main messages.
- g) internalise the meaning of unfamiliar adjectives from the context.
- h) complete sentences/paragraphs using appropriate words.
- f) write simple sentences about other peoples likes and dislikes.

**Teaching/learning aids: pictures, classroom objects**



**A Listening and speaking .**

## Lesson 1

**Student's Book, page 199**

**Specific objectives:** Students will study the picture and answer questions about it. They will also be able to identify different disabilities for people with special needs.

**Lesson content:** Disabilities.



**Step 1: Activity :** Ask students to form small groups and talk about people with special needs, i.e. deaf, blind, dumb, lame, etc. Let students discuss how these people contribute something to the nation and society.

**Step 2: Exercise:** Students will study the pictures and discuss the activities. They will then answer questions about the pictures.

**Answers:**

1. Wheelchair race, typing and playing a guitar by people with disabilities.
2. Volleyball, handball, tug of war etc.
3. Love them, work with them, empower them.
4. Accident, wars, diseases

**Step 3:** Students hold group discussions about hardworking disabled people they know.

## Lesson 2

### Student's Book, page 200

**Specific objectives:** Students will listen to a short passage and answer questions about it.

They will be able to discuss how to help people with disabilities.

**Content:** Listening and discussion.

**Step 1: Activity 1:** Ask students to form groups of five and discuss how they will help people with different special needs. Students write the main points and present them to the class. Let one of them read and explain to the class how they will do it.

**Step 2: Activity2:** Let students discuss the causes of different impairments. They should write down to the class good points.

**Step 3: Exercise:** Let them discuss how people with impairments can be loved and cared for in society. Read the passage for the students to listen and answer questions. Ask them what they feel about people with disabilities.

### Disability is not Inability

Fadumo Bihi lives in Mandeeq Village. She is a double **amputee** but she has done a lot for the people in her community.

At the age of six, Fadumo lost both her legs in a land mine explosion that occurred in her village on the outskirts of Hargeisa. Fadumo Bihi's parents took her to Somaliland Rehabilitation Centre. Sadly, her condition couldn't be treated in the country. She was taken abroad where she got artificial limbs which enable her to walk like a normal person. Fadumo Bihi participated in an international conference on mine elimination in Switzerland in 1996. She is a living example of a mine victim. In that meeting she requested for a school to be built at the place where the mine exploded on her. The school was built. Today, many students study at Fadumo Bihi School.

Fadumo is one of the very few people to have attended university and earned a scholarship in her first year from the Lucy University College. She is an active member of the Community Education Committee at her school.





Even though Fadumo Bihi has a physical disability, she leads a normal life and contributes to her society. She has many friends too. She says in order to succeed in life it is important to work for others as well

**Step 4:** Students answer the questions below:

1. What is the story about?  
**Fadumo Bihi’s disability**
2. What is Fadumo Bihi’s disability?  
**a double amputee**
3. Why did Fadumo Bihi fly to Switzerland?  
**to participate in a world conference**
4. What achievement has Fadumo Bihi made?  
**a school was built in her name**
5. What was special to Fadumo Bihi at university?  
**contributed to her community by having a school built for the disabled**
6. What is special about Fadumo Bihi?  
**wanting to help others despite her disability**

**Step 5:** Ask students to write sentences expressing activities that they can or cannot do.

### Lesson 3

**Student’s Book, page 200**

Students will be able to identify words related to the different impairments.

**Lesson content:** Vocabulary

**Step 1: Activity:** Let students discuss which of the sentences are grammatically correct. Refer to Student’s Book, Page 200. Tell students to tick (✓) for the correct sentences.

Elderly	Impaired	Sign language	Speechless
Sight	Hearing impaired	Speak	Aurally impaired
Disabled	Blind	Visually impaired	See
Crippled	Braille	Physically	Communicate

Students should write sentences expressing activities that they can or can’t do.

**Step 2:** Students refer to Student’s Book, page 201 and identify words related with the ones in the table. Explain the words that may be difficult to the students.

**Expected answers:**

- Eyes:** sight, blind, braille, visually impaired, see
- Ears:** deaf, sign language
- Legs:** crippled, physically impaired
- Mouth:** speak, speechless, dumb, communicate
- Age:** elderly





**Step 3: Exercise:** Students complete the sentences using some of the given words above in their exercise books.

**Expected answers:**

- |  |                 |
|--|-----------------|
| 1. deaf/hearing impaired                 | 6. elderly      |
| 2. blind/sight impaired                  | 7. visually     |
| 3. crippled/physically impaired          | 8. lame         |
| 4. dumb/speech impaired/aurally impaired | 9. braille      |
| 5. deaf and blind                        | 10. communicate |

## Lesson 4

### Student's Book, page 202

**Specific objective:** Students will be able to give their opinions about people with disabilities using **can** and **can't**.

**Lesson content:** Can, can't

**Step 1: Activity 1:** In pairs, students write down the activities that they can do alone and those that they can do with the help of other people. Compare them with their partners .

**Step 2:** Students discuss what people with disabilities can/can't do.

List the points on the chalkboard.

In pairs, students discuss different groups of people with special needs. They discuss problems they might face and how they overcome them.

**Step 2:** Different groups make their presentations to the rest of the class.

**Step 3: Exercise:** Using can, can't. Ask students to study the example below and complete sentences using can/can't in their exercise books.

**Example:**

- (a) I have one hand, but I can write very well.
- (b) She lost her leg in the war, she can't go for high jump.

**Exercise:**

Students discuss and write the sentences in their exercise books.

**Expected answers:**

- |          |        |        |          |          |
|----------|--------|--------|----------|----------|
| 1. can   | 2. can | 3. can | 4. can   | 5. can't |
| 6. can't | 7. can | 8. can | 9. can't |          |

**Step 4:** Students write down the activities that they can do and those that they cannot do. They compare them with their partners.







**Step 5: Activity 2:** Refer to student’s Book page 202. In pairs students discuss what computers can/or cant do.

**Lesson 5**

**Student’s Book, page 203**

**Specific objective:** Students will be able to use adverbs of degree in sentences.

**Lesson content:** Adverbs of degree (very, quite well, not at all)

**Grammar Highlight**

**very** and **quite** are used to emphasise adjectives and adverbs.

Examples

very good	quite good
very well	quite well

**Step 1:** Students discuss what activities they can perform well, quite well or not at all.

Encourage students to form sentences referring to what they want to do as their career.

**Example:**

I can drive a bus very well.            I cannot swim at all.

**Step 2: Activity:** Students refer to people with special needs i.e. what they can do or not do.

Students list activities that they can do **very well** or **quite well** and those they can’t do at all

**Step 3: Example:** Refer to Students Book **page 203**, Students will do the exercise in their books.

**Expected Answers:**

- |         |          |          |           |          |          |
|---------|----------|----------|-----------|----------|----------|
| 1. very | 2. quite | 3. very  | 4. quite  | 5. quite | 6. quite |
| 7. very | 8. quite | 9. quite | 10. quite | 11. very |          |

**Lesson 6**

**Student’s Book, pages 205 - 206**

**Specific objectives:** Students will be able to use imperatives in sentences.

**Lesson content:** Can you...?,    ... should...

**Step 1: Activity 1:** Ask students to discuss with their partners the orders their parents or guardians usually give them.

**Step 2:** Teach the use of **can you ...?** and **... should ...**

Emphasize that **can you.....?** is not very polite language especially when addressing the elders, Instead we should use **may**

**Example:**



Can I help you move to the next step?

You should bring the wheel chair closer.

**Step 3: Activity 2:** Students suggest means and ways through which they can help their classmates and friends wherever they have a problem.

**Step 4: Exercise:** Refer to Students Book page 205. Students will complete the sentences and write correct answers in their exercise books.

### Expected Answers

- |          |         |         |            |          |            |
|----------|---------|---------|------------|----------|------------|
| 1. carry | 2. wash | 3. buy  | 4. collect | 5. teach | 6. collect |
| 7. teach | 8. push | 9. show | 10. mop    |          |            |

## Lesson 7

### Student’s Book, page 206

**Specific objectives:** Students will be able to use the reflexive pronouns in sentences.

**Lesson content:** Reflexive pronouns

### Grammar Highlight

A reflexive pronoun always ends with **self** or **selves** and refers, or reflects back to the subject of the sentence or clause indicating that the same person or thing is involved

**Step 1:** Ask the students to take on roles of people with special needs. Let other students ask them questions, for example:

- |                                 |                               |
|---------------------------------|-------------------------------|
| A: What can you do by yourself? | B: I can walk home by myself! |
| C: I can make tea by myself.    | D: I can play football.       |

**Step 2: Activity:** Students form groups of three and study the following pronouns and find out the differences in the use of these pronouns.

Example: Refer to Student’s Book, **Page 206**.

I	me	my	mine	myself
we	us	our	ours	ourselves
they	them	their	theirs	themselves
he	him	his	his	himself
she	her	hers	hers	herself
it	it	its	its	itself

**Step 3: Exercise 1:** Students find the words they can use to replace nouns.

**Examples:** Cow - it, Shewit - she

**Step 4: Exercise 2:** Refer to the Students Book page 206 - 207. Students will write down correct sentences using reflexive pronouns.

### Expected Answers





- |               |            |             |              |               |
|---------------|------------|-------------|--------------|---------------|
| 1. themselves | 2. myself  | 3. himself  | 4. yourself  | 5. by himself |
| 6. himself    | 7. herself | 8. yourself | 9. ourselves | 10. myself    |

## Lesson 8

**Student's Book, pages 207 - 208**

**Specific objectives:** Students will be able to express their opinions using could and couldn't. They will also discuss related questions about people with special needs.

**Lesson content:** Using; Could/couldn't

**Step 1:** Revise reflexive pronouns with the students by asking them to mention what they can/can't do by themselves.

**Step 2: Activity 1:** Students form pairs and discuss the things they could / couldn't do when they were young.

**Step 3: Exercise 1:** Students discuss the following questions with their partners. Refer to Student's Book, **Page 207**. Let students study the following examples (Student's Book, **Page 207 - 208**) Expect answers to vary according to student's choice.

**Step 4: Exercise 2:** Students remember what they could / couldn't do when they were in Grade one and form sentences from the table using could and couldn't in their exercise books.

**Step 5: Activity 2:** Students form pairs and discuss the activities that they could and couldn't do when they were young. Let them compare them with the activities they can do today.

## Lesson 9

**Student's Book, pages 208 - 209**

**Specific objectives:** Students will be able to read the conversation and answer questions about it.

**Lesson content:** Conversation

**Step 1: Activity:** Ask students to discuss with a partner how people with impairments can be assisted.

**Step 2:** Teachers should ask students to read the conversation and guide them to practise the conversation.

**Step 3: Exercise:** Ask students to complete the sentences using **could, couldn't** or **was/were able to**. Refer to Student's Book, **page 209**.

**Expected Answers**

- |          |             |                 |              |                 |
|----------|-------------|-----------------|--------------|-----------------|
| 1. could | 2. couldn't | 3. were able to | 4. couldn't. | 5. was able to. |
|----------|-------------|-----------------|--------------|-----------------|

## Lesson 10

**Student's Book, pages 210 - 211**

**Specific objectives:** Students will be able to recite the poem.

They will also be able to compose a poem about people with special needs.

**Lesson content:** Reading and writing



**Step 1: Activity 1:** In groups of five, students should discuss how they can encourage people with impairments to participate actively in what goes on in the community.

**Step 2:** Students discuss how best they can assist people with special needs. They write their own ideas on a big chart which will be pinned on the wall.

**Step 3: Exercise:** Refer to Student’s Book, **pages 210-211**. Let the students read and discuss the poem in pairs

They answer questions about the poem.

### Expected Answers

1. Disabled
2. Talent
3. A person who cannot hear.
4. A person who cannot speak.
5. Lame, deaf, blind, dumb.
6. God.
7. He loves his country Ethiopia most.
8. Music.

**Step 4: Activity 2:** In groups of four or five, let students compose a poem about disability. Ask them to give you their work to you and then present it to the class.



## Reading

### Lesson 11

#### Student’s Book, page 211

**Specific objective:** Students will be able to read a passage and answer questions about it. They will also be able to identify adjectives used in the passage.

**Lesson content:** Comprehension and adjectives

**Step 1: Pre - reading activity:** Students form pairs and discuss the questions below.

1. When do people acquire impairments? (through accidents, war and diseases)
2. What impairments do you know? (deaf, blind, dumb and lame)
3. How can parents help children who are impaired? (by encouraging them not to lose hope)
4. Can people with impairments be successful in future? (yes they can)

**Step 2: Exercise :** Students read the comprehension passage and answer the questions.

1. The writer is deaf.
2. Polio.
3. The parents were caring.
4. It can’t be changed to what it was before.
5. Her father encouraged her.
6. By taking the family’s responsibilities.
7. The writer went for further studies.
8. She went up to university level.
9. She got allowances.
10. It teaches us to be responsible and not to give up when doing something.

It also teaches us that people with disabilities can carry out activities to help others.

**Step 3:** Students find out the adjectives used in the story.

#### Example:

caring parents                      great joy                      small children                      high fever

**Step 4: Activity:** Students form pairs and match the words in column “A” with similar meaning. in column “B”. Refer to Student’s Book, **page 213**.



**Expected Answers****A**

befall \_\_\_\_\_  
 caring \_\_\_\_\_  
 great \_\_\_\_\_  
 small \_\_\_\_\_  
 search \_\_\_\_\_  
 effect \_\_\_\_\_  
 irreversible \_\_\_\_\_  
 selected \_\_\_\_\_  
 courageous \_\_\_\_\_  
 gave up \_\_\_\_\_  
 allowance \_\_\_\_\_  
 responsibilities \_\_\_\_\_

**B**

happen to  
 help  
 maximum  
 little  
 look for  
 impact  
 unchangeable  
 chose  
 determined  
 stop  
 per diem  
 supporting

**Lesson 12****Student's Book, pages 213 - 214**

**Specific objective:** Students will be able to read the passage and answer questions about it. They will also be able to match words with similar meaning.

**Lesson content:** Comprehension and vocabulary

**Step 1:** Refer to students Book, **page 213**. Students will discuss the pre-reading activity.

1. What are your likes and dislikes? How would you feel if you lost your ability speech and sight?
2. What will you do to help people with disabilities?
3. Do you know of some disabled people who are working hard despite the impairment?

**Step 2: Exercise 1** Students read the passage and answer the questions that follow in their exercise books.

**Expected answers**

1. Helen Keller was an American.
2. She had the disability after suffering from stomach and brain injury.
3. She went to study sign language.
4. She advocated for people with disabilities.
5. She travelled to different countries to advocate and acquire funds for the people with disabilities. **Step 3: Activity:** Ask students what they have learnt about Hellen Keller. Let them share their answers with the rest of the class.

**Step 4: Exercise 2:** Students match the words with their meanings

acute \_\_\_\_\_ serious graduated \_\_\_\_\_ qualified purpose \_\_\_\_\_ aim  
 advocate \_\_\_\_\_ plead popularity \_\_\_\_\_ fame

**Lesson 13****Student's Book, pages 215 - 216**

**Specific objective:** Students will be able to fill words in the guided composition and discuss about people with disabilities.



### Lesson content: Guided composition

**Step 1: Activity:** Ask students in small groups of four or five to discuss the questions below.

1. In a group, discuss five problems faced by children with disabilities.
2. How is your community helping to make the lives of disabled children more simplified and enjoyable?
3. When you grow up, what will you do to improve your life?
4. Do you know of a disabled person in your community? Describe that person.

**Step 1: Exercise 1:** Students refer to Student’s Book, pages 215-216. They use the words to complete the story in their exercise books.

#### Answers

deaf	normal	discriminated	neighbours	sad
worse	reaching	anything	survive	

**Step 3: Exercise 2:** Students fill the puzzle

#### Answers to the puzzle

##### Across

2. DISABLED
11. DID
12. BRAILLE
9. ABLE
10. IMPAIR

##### Down

- |            |         |          |         |
|------------|---------|----------|---------|
| 1. VISIBLE | 2. DUMB | 3. BLIND | 4. DEAF |
| 5. READY   | 6. ASK  | 7. LET   | 8. END  |

#### Assessment

**Discussion:** Guide students to discuss the challenges which people with impairments encounter. Tell them to answer questions 1, 2, 3 in their exercise books.

1. write challenges the following people may encounter

- (a) Deaf people
- (b) Blind people
- (c) physically impaired.

2. How will you assist the people in number 1?

3. Write the plurals to the pronouns.

- |      |        |         |       |           |            |            |           |     |
|------|--------|---------|-------|-----------|------------|------------|-----------|-----|
| a. I | b. He  | c. she  | d. It | e. Myself | f. Himself | g. Herself | h. Itself | i . |
| Mine | j. His | k. Hers |       |           |            |            |           |     |

#### Extra work

1. Write about different people with special needs
2. How would you be of help to someone with a special need ?
3. What work did you do at home?
4. How do you help other students at school?
5. Have you met a person with a special need? Explain how you have helped that person.
6. Do you know of a successful person with a special need?
7. What special tools do people with special needs use to simplify work?
8. What is being done to help people with special needs to lead a better life?





## Background information

Young children are often seen working to earn a living these days. This, however, is against the laws of our country. Anyone below the age of 18 is expected to be in school studying and preparing for the future but not doing hard work. Child labour is on the increase especially in urban areas. The major cause is the increasing economic hardships as well as HIV/AIDS which has left so many children, orphans. It is imperative for our government, parents and teachers to reduce this problem.

The children are entitled to their rights, for example they are entitled to having basic requirements such as food, basic education, clothing, housing, medical attention and being loved. Some children get raped, others are employed to do heavy work. Others are punished severely instead by their parents. Children fear to speak out against their torture because the responsible adults are usually the bread winners and providers of the basic needs in the family.

The teacher should encourage students to report their complaints to relevant authorities. The teacher as “an eye opener”, a counsellor and a parent should guide students as they discuss how they are mistreated both at school and at home. Students feel shy about acts like rape. In this case, the teacher should encourage students to write short stories or narratives. In order to prevent students from being traumatised, a professional counsellor may be invited to address the students on such sensitive issues. There should be extra care not to let pupils discuss topics which will distress some members of the class. While a lot has been mentioned about rights, students need to be informed about their own responsibilities.

### General Objectives

Students will be able to discuss the issue of child labour.

### Specific Objectives

Students will be able to;

- ☞ express their feelings by giving their reasons.
- ☞ take part in oral activities in groups.
- ☞ read a passage about what people did and did not do in the past and answer questions.
- ☞ write simple sentences about their own and others' likes and dislikes.
- ☞ write sentences connected to the topic.

Teaching Aids

Visual - charts, pictures in newspapers, glue, chalk board, chalk

## A Listening and Speaking

### Lesson 1

**Student's Book, pages 217 - 218**

**Specific Objective:** Students will be able to discuss possible jobs that children can do. Ask them to identify those that are harmful to their health.

**Lesson content:** Jobs children can do.

**Step 1:** Students discuss their roles at home. Let them also discuss the hard labour that children are involved in both at home and outside their homes.

**Step 2: Activity 1:** Students describe the activities shown in the pictures. They comment on the kind of work or on what people are doing.

**Step 3: Exercise:** Students answer the questions on **page 218** basing their answer on the picture on page 218 in the Student's Book.

**Step 3: Activity 2:** In groups of three, students discuss the different forms of child labour and what child labour means.

Let students write down possible measures to curb child labour. Ask why they think children become beggars and if they feel sorry for street children.



**Step 4:** Guide children to discuss how street children can be helped. Thereafter they should present their views to the rest of the class.

### Lesson 2

**Student's Book, page 218**

**Specific objective:** Students will be able to listen to the story and debate about child labour.

**Lesson content:** Listening

**Step 1: Activity 1:** Students should talk about the possible answers to the questions below.

1. Why do some children work?
2. Where do they go to work?
3. What can we do to save these children?

**Step 2:** Read the passage to the students:

#### Almayo, 22 Ethiopia

When Almayo was 10, he and his older brother Wandamu thought they were embarking on an exciting adventure when they ran away from home. From their village in rural Ethiopia, the boys travelled 12 hours by bus to the capital, Addis Ababa. Their plan was to work in the weaving industry and return home with lots of money to surprise their parents.

Little did they know that they would be trapped in child labour, weaving clothes for the next seven years, slaving away for no money and no hope. The boys were forced to work from six in the morning until six in the evening. They were allowed a two - hour break, then they had to work again, until midnight. This continued for 16 hours a day, seven days a week, week after week, year after year.

The brothers had to endure terrible working conditions. They were beaten for any mistake they made, the place was cold and crowded, and they slept on the floor with other workers.

When Almayo and Wandamu got news from their village that their father was seriously ill, they gathered courage and devised a way to escape.

Years of living in fear and abuse were behind them. The brothers have now been back home for five years. Almayo, at age 22, is back in school doing grade three. "I'm happy and excited," he said. "I started my education." World vision contributes to Almayo's school fees while he works at a part - time job to earn some income for his family.

*Source © World Vision 2007*

**Step 3:** Students respond to the questions below:

1. How old was Almayo when he escaped? (10 years)
2. How did they reach Addis Ababa? (by bus)
3. What attracted them to go to the city? (work to earn money)
4. What can you say about the working hours? (too long)
5. Why did Almayo escape back to his home area? (He was being tortured)

**Step 4:** Students tell their classmates about children who are doing child labour or others.

**Step 5: Activity 2:** Ask students if they have ever seen or met children working in their area?. Then let them to tell the class what they saw.

**Step 4: Activity 2:** Students discuss questions in activity one. Ask students if they have seen or met any children doing hard work. Let them discuss how they felt.

1. Why do some children work?
2. Where do they go to work?

### Lesson 3





## Student’s Book, page 219

**Specific objectives:** Students will be able to use the vocabulary in sentences.

They will be able to compare adjectives.

**Lesson content:** Vocabulary

### Adjectives

**Step 1: Activity 1:** Lead a discussion about what kind of work each one of these people does.

<i>vendor</i>	<i>herdsboy</i>	<i>hawker</i>	<i>house cleaner</i>	<i>housekeeper</i>	<i>herdsgirl</i>
<i>courier</i>	<i>babysitter</i>	<i>street children</i>	<i>shepherd</i>	<i>beggar</i>	<i>porter</i>
<i>conductor</i>	<i>garbage collector</i>	<i>shop attendant</i>			

**Step 2: Activity 2:** Students write down some of the work that they enjoy doing. They comment on the kind of work children are forced to do at home, on streets or elsewhere.

**Step 3: Exercise 1:** In their exercise books, they write down the work that children can do without complaining. They also write down work which they think is too hard for children.

**Step 4 : Grammar practice:** Using comparisons. Teach students comparisons.

**Examples:** 1. Street children eat less food than children at home.

2. Children at home are healthier than street children.

**Step 5: Exercise 2:** Students write sentences from the Student’s Book, Page 219 - 220. Based on the examples above.

### Expected Answers.

- |           |             |                 |                     |                    |
|-----------|-------------|-----------------|---------------------|--------------------|
| 1. harder | 2. stronger | 3. more careful | 4. more             | 5. heavier         |
| 6. weaker | 7. cleverer | 8. harder       | 9. more hardworking | 10. more tiresome. |

**Step 6:** Students use the words in the vocabulary in sentences.

## Lesson 4

### Student’s Book, page 220

**Specific objectives:** Students will be able to use the conditional sentences and the past tense.

**Lesson content:** Conditional sentences / past simple sentences.

**Step 1:** Students think about what they won’t like to do in future.

Teach the students how conditional sentences are formed, i.e future tense + present simple tense.

e.g I shall buy new clothes if I get money.

I shall visit them if I get time.

**Step 2: Activity :** Ask students to work in pairs and share with their neighbours what they will do if the following happened.

**Let them form sentences from the table, Refer to Student’s Book page 220.**

**Step 3: Exercise 1:** Teach the conditional sentences using the past simple tense.

If he came, he would go with him.

If she told me, I would not refuse to go.

**Step 4: Exercise 2:** Teach the use of past simple in conditional sentences.

### Past simple + would

Revise the verbs with the students. Tell them to complete the table by filling in the past simple tense of the words.



**Step 5: Exercise 3:** Ask students to use the past simple tense of the words given in brackets to complete the sentences on pages 221 - 222

**Expected Answers.**

1. went
2. dug
3. sent
4. worked
5. cooked , weeded

**Step 6: Exercise 4:** Let students complete sentences using **some, any , many, much, a lot of**

### **Lesson 5**

**Student's Book, page 223 -224**

**Specific Objectives:** Students will be able to read the conversation and answer questions about it.

**Lesson content:** Conversation.

**Step 1: Activity:** Ask students whether they know a child who is suffering because of child labour? Guide them in a discussion about what that child is going through.

**Step 2:** Teach students how to talk about themselves

**Step 3: Exercise 1:** Students complete the sentences in giving their own views and comparing their ideas. Students share their ideas with the class.

**Expected Answers:** Student's choice.

**Step 2:** Students write sentences to advocate for children who are under hard labour.

**Example:** Children should not work for long hours.  
Children should not be injured while doing punishments.

**Step 3: Exercise 2:** Ask students to read and practise the conversation with a partner. The teacher should guide students to practice the conversation.

### **B Reading**

### **Lesson 6**

**Student's Book, pages 224 - 225**

**Specific objectives:** Students will be able to read the passage and to answer questions that follow.

**Lesson content:** Comprehension

**Step 1:** Pre - reading activity:

Students, in groups, give some reasons why children do paid - labour.

They design posters against child labour. Pin them on the wall outside the class.

**Examples:**

“SAY NO TO CHILD LABOUR”

“DON'T EMPLOY CHILDREN”

**Step 2: Exercise:** Students refer to Student's Book, **pages 225 - 226.**

They read the passages and answer the questions.

**Answers to Tesfaye's story**

1. Tesfaye works because he has to look for money to buy food since his grandmother doesn't have a job.
  2. He feels pain because of the heavy load he carries.
  3. He doesn't get paid. He is abused.
  4. Tesfaye has to work for long hours and get some school fees as well as other needs/he is suffering.
  5. To send all children to school.
- ☞ To educate society.

**Answers to Hussein's story, student's book page 226.**

1. He comes from Dese.
2. Hussein's father is an engineer yet his mother is a house wife
3. She advises them to keep away from boys as well as warning about increased defilement.
4. They wanted to get money.
5. Tell them to go back to school. (any other)

**C Reading**

**Step 3: Activity:** Ask students to describe what they see in the different pictures, the problems that the children may face as a result of the kind of work they have to do.

**Step 4: Exercise:** Ask students to answer the questions on **pages 227 - 228.**

**Expected Answers**

1. Student's choice
2. Student's choice
3. They are not paid
4. They work for long hours
5. Student's choice

**Revision Practices****A. Exercise One**

Say true or false, Student's Book, **page 228**

1. False
2. true
3. false
4. false
5. false
6. false
7. true
8. false
9. true
10. true

**B. Using some / any**

1. some
2. any
3. some
4. any
5. some
6. some
7. .
8. any
9. any
10. some

**A. Exercise Two. Student's Book, page 229**

- |       |           |         |     |              |      |
|-------|-----------|---------|-----|--------------|------|
| black | expensive | correct | wet | dry          | fast |
| sunny | good      | slow    | old | indiscipline | blue |

B.

1. an expensive new dress
2. a big old machine
3. a fast moving vehicle
4. a tall leafy tree
5. an easy short examination
6. a tiresome long journey
7. a big plastic bottle
8. a nice new shirt
9. a dining sofa chair
10. a light spherical ball

**Exercise Three. Student's Book, page 229 - 230**

- |                 |                   |                 |             |              |            |
|-----------------|-------------------|-----------------|-------------|--------------|------------|
| A. 1. Taller    | 2. shortest       | 3. fattest      | 4. highest  |              |            |
| 5. faster       | 6. most beautiful |                 |             |              |            |
| B. 1. old       | 2. younger        | 3. worse        | 4. careless | 5. beautiful |            |
| 6. cheap.       | 7. shabbiest      | 8. most foolish | 9. narrow   | 10. shallow  | 11. softer |
| 12. smooth/calm | 13 difficult      | 14 dull         |             |              |            |

**My sad story**

1. Mindaye
2. The writer's leg was blown off by the land mine.
3. kind people
4. it may not be safe
5. a bomb
6. He was disabled
7. learning weaving skills
8. not to lose hope.
9. disabled

Student's Book, **page 230**



### Assessment

**Comprehension:** Read the poem to the student. Ask them to listen carefully to it and answer the questions that follow.

### Poem

I awake long before dawn  
And retire after dusk is gone  
Nobody offers me any payment  
So I work with no excitement  
I till hectares of this plantation  
If I should say, it's my only reaction  
So I know of nothing similar to fun  
For I spend all my days under the hot sun  
Of what I shall meet, I am not predictive  
Still I am clothed in nothing protective  
My rights someone has hidden far way  
And of this child labour  
Every thing I know of it exploitation  
And when I speak out, it's a humiliation  
For everybody will say I am ungrateful  
Never seeing that to me its harmful  
(by Oirere Hussein)

### Questions

1. Who do you think is Oirere representing?
2. When does Oirere get recreation?
3. Why would one say Oirere is doing harmful work?
4. About how old is the writer of the poem?
5. How are the right of Oirere violated?
6. How would you assist Oirere to overcome his challenges?
7. How do other children in your society find life difficult?
8. What can the school do to help children out of similar problems?





## Introduction

In grade 6 the students have 5 periods of English a week. The syllabus contains 13 units. **Units 1-12 are 13 periods and unit 13 is only 6 periods.** There should also be two revision units (each of four 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.

As with grade 5, Grade 6 focuses on all the skills equally and aims to develop the students' confidence and competency through building up sub skills and giving them plenty of opportunity to practise. Listening and reading texts have now become longer and more complex and if possible teachers should encourage students to practise these skills outside class time. Speaking and writing texts are also more difficult: by the end of grade 6 students are expected to tell simple stories and write whole paragraphs in the past tense.

In Grade 6 a greater range of topics is introduced to include the environment and social issues and less time is spent on familiar topics such as school and likes and dislikes. Students' vocabulary is also extended in these areas and by the end of the grade, students can talk about the future as well as the present and past. Activities continue to be engaging and personalized and are focused 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 students 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 6 Minimum Learning Competencies for all of the four skills which also act as objectives.

### Unit 1: What are you wearing today? (13 periods)

**Unit Outcomes:** Students will be able to talk in detail about clothes and what people are wearing.

**Vocabulary:** Clothing vocabulary, traditional Ethiopian clothes, clothes for special occasions, e.g. a pair of (+plural verbs), long-sleeved, materials e.g. silk, made of, worn for/by, used for.

Competency	Content/Language item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>use social expressions (introductions and greetings)</li> <li>describe clothes using more than one adjective</li> <li>listen to information and match to pictures</li> <li>listen and respond to 'wh' questions</li> <li>take part in guided oral activities in pairs and groups</li> <li>predict the theme of the passage by doing pre-reading activities</li> <li>read a passage of 4-5 paragraphs to find the main message and information</li> </ul>	<p><b>A. Listening and Speaking</b> Hello/good morning/good afternoon My name is ... How do you do? How are you? This is.... . He/she is .... • What is this/that/these/those? It is a blue silk dress. It is a black leather jacket. It is a red cotton sweater. They are blue socks • What are/is you/he/she wearing? • I am wearing a dress/trousers • He is wearing a jacket • She is wearing a skirt • What colour is your T-shirt? • Made of/used for</p> <p><b>B. Reading</b> A passage about traditional Ethiopian clothes</p>	<ul style="list-style-type: none"> <li>In pairs students greet and introduce themselves. They use 'wh' questions to find out information about their partner. -Students introduce their partner to the teacher and the rest of the class</li> <li>Teacher teaches materials and other adjectives to use with clothes. He/she asks questions about clothes in pictures. Students answer using adjectives.</li> <li>Students listen to a 'fashion show' and match the clothes described to pictures. Students describe the pictures.</li> <li>Students ask and answer questions about what they and their classmates are wearing</li> <li>Students look at pictures of traditional clothes from Ethiopia (and surrounding countries). They talk about whether they like these clothes and what they are made of/used for.</li> <li>In pairs one student chooses one item of clothing from the pictures and describes it. The other student points to it.</li> <li>In groups students prepare 'fashion shows' for the rest of the class using pictures</li> <li>Students look at the title of the reading passage and accompanying pictures and predict the theme. Students read the passage to identify the theme and see if they were right.</li> <li>Students read comprehension questions and find the answers. Encourage them to read the passage individually and then discuss their answers in groups.</li> </ul>



Competency	Content/Language item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>infer the meaning of unfamiliar words from the context</li> <li>write sentences from jumbled words</li> <li>take dictation of a short paragraph with correct spelling and punctuation</li> <li>write compound sentences using 'and'</li> <li>write a vocabulary network for clothes</li> </ul>	<p><b>C. Writing</b>            Jumbled words in sentences            Short paragraph on clothes            Correct and meaningful sentences            A vocabulary network for clothes</p>	<ul style="list-style-type: none"> <li>Students guess the meaning of 5 unfamiliar words. If they have access to dictionaries, the teacher demonstrates how to use dictionaries to look up words. If they don't have dictionaries students match the words to definitions on the blackboard.</li> <li>Students to rearrange sentences from jumbled words (give emphasis to position of adjectives and nouns) e.g. silk a blue is dress it = It is a blue silk dress</li> <li>Students take down dictation. At the end encourage them to share what they have done in pairs and learn from each other.</li> <li>In groups of 8 each student is given a picture. They write what the person in the picture is wearing on a slip of paper. E.g. She is wearing a long red skirt and a white cotton shirt These 8 slips of paper and the pictures are given to another group who have to match the descriptions to the picture.</li> <li>Students make vocabulary networks for clothes</li> <li>Men (e.g. tie)</li> <li>Women (e.g. dress)</li> <li>Traditional (e.g. Gabi)</li> <li>Materials (e.g. silk)</li> <li>Adjectives (e.g. long)</li> <li>Verbs (e.g. wear)</li> </ul>

**Assessment**

**Speaking and listening**

In threes one student introduces two others, giving appropriate information.

**Writing**

Students use pictures to write sentences about what people are wearing.

**Unit 2: Ras Dashen - The highest mountain in Ethiopia (13 periods)**

**Unit Outcomes:** Students will be able to give simple descriptions of regions.

**Vocabulary:** Basic geographical features and related words, weather (e.g. degrees, Celsius) and places.





Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen and respond to ‘wh’ questions</li> <li>listen to and understand various forms of comparisons</li> <li>compare places using comparatives and superlatives</li> <li>use social expressions</li> <li>sequence a number of sentences into a logical order in a paragraph</li> <li>read a passage of 4-5 short paragraphs to find the main information</li> <li>write sentences from jumbled words</li> <li>write simple sentences</li> <li>write a short paragraph</li> <li>write a vocabulary network for the environment</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Recycle numbers to describe length of river, height of mountain etc</li> </ul> <p>How high is _____? How long is _____?</p> <ul style="list-style-type: none"> <li>Comparisons of geographical features, places, weather</li> <li>Language patterns:</li> </ul> <p>Using regular and irregular comparative and superlative adjectives</p> <p>E.g. Regular: high-higher-highest hot-hotter-hottest cold-colder-coldest dangerous – more dangerous – most dangerous</p> <p>Irregular: bad-worse-(the) worst, good-better-(the) best as.....as / not as.....as</p> <p>E.g. Addis is not as hot as Jimma</p> <ul style="list-style-type: none"> <li>descriptions of different places</li> </ul> <p>Classroom English E.g. What does ____ mean? Can I .....? Sorry, I don’t understand What page? How do I say _____ in English?</p> <p><b>B. Reading</b></p> <p>Description of one place in Ethiopia 6 different descriptions of regions/places in Ethiopia</p> <p><b>C. Writing</b></p> <p>Sentences Comparative sentences Description of their region A vocabulary network for the environment</p>	<ul style="list-style-type: none"> <li>Teacher plays a numbers game to recycle numbers.</li> <li>Using a table students ask questions about the heights of mountains and lengths of rivers</li> <li>Students listen to 6 descriptions of famous (geographical) places in Ethiopia and match to pictures.</li> <li>Teacher goes through each picture in turn to elicit language used to describe the place</li> <li>Students practise the language by describing the pictures.</li> <li>Students compare the pictures using comparative and superlative adjectives</li> <li>Students compare other places or features of their choice.</li> <li>Students look at a temperature chart for Ethiopia and compare temperatures in different regions</li> <li>In pairs or groups they discuss weather conditions in Ethiopia e.g.A: Which is the hottest place?</li> </ul> <p>B: Afar region is the hottest place.</p> <ul style="list-style-type: none"> <li>Teacher recycles/teaches classroom English and encourages its use throughout the grade.</li> <li>Students in pairs put sentences in a logical order using clues.</li> <li>In groups student read different descriptions and transfer specific information onto tables. Using this information and other research (if possible), they prepare oral presentations on their regions/places. They can also make maps and posters to accompany their presentations</li> <li>Students rearrange words and write correct comparative sentences e.g. as hot not Jimma Addis as is = Addis is not as hot as Jimma.</li> <li>Students use pictures to make comparisons and write sentences</li> <li>Students write a short paragraph to describe their region</li> <li>Students make a vocabulary network for the environment:</li> <li>geographical expressions (e.g. volcano) weather (e.g. sunny)</li> </ul>

### Assessment

#### Speaking

Students describe the region they live in.

#### Writing

Students write descriptions of the regions/places from their presentations. Students use a chart to write short descriptions about Ethiopia.

#### Unit 3: Who am I? (13 periods)

**Unit Outcomes:** Students will be able to discuss some famous Ethiopians (artists/sportsmen/politicians).

**Vocabulary:** Biographies: live, die, get married etc.



Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to what, why and when people did and did not do things and write notes</li> <li>listen and respond to 'wh' questions in various ways</li> <li>ask and tell someone what they did in the past</li> <li>give reasons using infinitive of purpose</li> <li>infer the meaning of unfamiliar words from context</li> <li>read a short passage about what people did and did not do in the past and answer questions</li> <li>complete sentences using appropriate words</li> <li>write short sentences using the simple past</li> <li>write questions for information gathering and note down the answers in writing.</li> <li>write simple sentences in a paragraph</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>simple past E.g. He was born/went/lived/died etc</li> <li>simple present E.g. He lives/is married/has etc</li> <li>present continuous E.g. He is running a marathon</li> </ul> <p>Sequencing words Time expressions: last/ago 'wh' and yes/no questions in the past E.g. how old is he? /what did he do last year? When did you start school? 6 years ago When were you in grade 5? Last year</p> <p>Infinitive of purpose e.g. he went to the shop to buy some tea</p> <p><b>B. Reading (GRADE 6)</b></p> <ul style="list-style-type: none"> <li>Descriptive passages about famous people (biographies)</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>Sentences</li> <li>Biographical notes</li> <li>Questions in the past tense</li> <li>Short biographies</li> </ul>	<ul style="list-style-type: none"> <li>Students look at pictures/photos of a famous Ethiopian and say what he/she is doing</li> <li>Students listen to a description of (or interview with) a famous Ethiopian and complete an identity card or passport information page E.g. Name: Age: Job: Home: Married/single etc Last year: 5 years ago:</li> <li>Students use the information in the identity card to ask and answer questions about the person in pairs.</li> <li>Student practise using 'last' and 'ago' by asking questions beginning with 'when'</li> <li>Role-play/interview: in pairs, one student assumes the identity of a famous Ethiopian and the other student asks questions (based on jigsaw reading and writing questions task)</li> <li>"Who am I?" game: student chooses the identity of a famous Ethiopian and other students ask yes/no questions to guess the identity</li> <li>Students practise using infinitive of purpose. They match sentence halves to make full sentences. E.g. He went to America – to study at university He switched on the TV – to watch his favourite programme etc.</li> <li>Students guess the meaning of 10 words in the passage by matching each word to another word</li> <li>Students read the biography of a famous Ethiopian and put events in the correct order -Students answer questions (open/closed) about the passage</li> <li>Students read descriptions of 2 famous Ethiopians (one dead and one alive?). Sentences about the individuals are jumbled up. Students must separate the sentences (using verb tense/vocab/context clues), match with the correct individual and then put them in the correct order to make a short biography</li> <li>Jigsaw reading - half the class read one biography and the other half another one. (continues in writing and speaking)</li> <li>Students fill in gaps in sentences with time expressions e.g. every, last, ago, on, in etc.</li> <li>Students look at biographical notes and write complete sentences about the person. E.g. Born/1972 – He was born in 1972</li> <li>Jigsaw reading - students write questions to ask their partner about a famous person. As they ask (see speaking and listening) they take notes on the answers.</li> <li>Using the information they found out from their partners in the jigsaw activity, students write a short biography. When they have finished they compare it to the original reading passage.</li> </ul>





## Assessment

### Speaking and listening

One student takes on the role of a famous person but is not allowed to say 'yes' or 'no'. The other students ask questions to try to make him/her say yes or no.

### Reading

Students read a text about a famous person and answer multiple choice questions.

### Unit 4: My favourite dish (13 periods)

**Unit Outcomes:** Students will be able to describe food and how it is made.

**Vocabulary:** Food (for traditional Ethiopian cuisine), verbs e.g. fry, grill, roast etc., counters e.g. bag of rice, a bunch of bananas, made from, adjectives to describe food e.g. spicy, hot, tasty, etc., kitchen implements e.g. pot, pan etc.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen and respond to 'wh' questions</li> <li>distinguish between countable and uncountable nouns</li> <li>use expressions of quantity appropriately</li> <li>listen to information and match to pictures</li> <li>describe something using more than one adjective</li> <li>use social expressions (agreeing/disagreeing)</li> <li>take part in guided oral activities in groups</li> <li>sequence a number of sentences into a logical order in a paragraph</li> <li>predict the theme of the passage by doing pre-reading activities</li> <li>complete sentences using appropriate words</li> <li>write simple sentences about their likes and dislikes</li> <li>write a short paragraph connected to the topic</li> <li>write vocabulary network for food</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Talking about food/ ingredients (traditional Ethiopian foods)</li> </ul> <p>What is ... What colour ... Revision of countable/ uncountable nouns How much rice is there? There are two bags of rice How many bananas are there? There are five bananas A few/a little "What is tibs?" "It is made from ..... It is hot and spicy". You grill/fry the lamb... I think ... I agree with you because I don't agree with you because</p> <p><b>B. Reading</b> A recipe for an Ethiopian dish A passage on food in Ethiopia</p> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>Food words</li> <li>Sentences</li> <li>Recipe for students' local dish</li> <li>Vocabulary network for food</li> </ul>	<ul style="list-style-type: none"> <li>In groups or individually, students brainstorm names of foods and compare their lists.</li> <li>Teacher shows students plants such as carrots, onions, etc. - Ask questions such as: T: What is this called in English? S: It is a tomato. T: What colour is it? S: It is red.</li> <li>Students divide nouns into countable/uncountable. Teacher identifies a noun and students decide whether it is countable [C]/uncountable [U] (if appropriate, students hold up a card with C or U written on it)</li> <li>Students look at pictures of quantities of food and ask questions using 'how much?' and 'how many?' and appropriate counters (kilo, bag, sack etc.)</li> <li>Students listen to descriptions of traditional Ethiopian dishes and match to pictures.</li> <li>Teacher highlights the language used to describe dishes</li> <li>Students describe Ethiopian dishes using the language modelled</li> <li>Teacher introduces language of agreeing and disagreeing.</li> <li>Teacher reads out some controversial statements e.g. There must be no cars in our town. Students agree or disagree with reasons. Students do the same in groups</li> <li>In groups students discuss and plan an appropriate menu for foreign guests. Students are encouraged to agree and disagree</li> <li>Students put the sentences in order for cooking a traditional Ethiopian dish</li> <li>One student reads out the recipe and another mimes the actions</li> <li>Teacher introduces pre-reading questions and asks the students to answer in pairs or groups.</li> <li>Students read the passage silently and independently and check/correct their answers to the questions.</li> <li>The class makes posters of lists of foods in groups of vegetables, fruit, meat, dairy etc. with pictures</li> <li>Students write out menus for their foreign guests (giving a short description of each dish)</li> <li>Students fill in gaps from a list of suitable words e.g. much/many/ few/little</li> <li>Students write sentences about the food they like and dislike and why</li> <li>Students use the reading passage as a model to write a recipe for a local dish</li> <li>Students make vocabulary network for food</li> <li>vegetables (e.g. carrot)</li> <li>fruit (e.g. (banana)</li> <li>meat (e.g. beef)</li> <li>dairy (e.g. milk)</li> <li>cooking verbs (e.g. grill, roast)</li> <li>adjectives (e.g. sweet, spicy)</li> <li>kitchen implements (e.g. pot, pan)</li> <li>quantity words/containers e.g. bag, sack )</li> </ul>



## Assessment

### Speaking and writing

Students describe what they ate for meals in the last few days (using the past tense) E.g. Yesterday I ate injira with vegetables.

#### Unit 5: Animal Fables (13 periods)

**Unit Outcomes:** Students will be able to describe and tell simple stories about animals.

**Vocabulary:** Animals – habitat, diet, verbs e.g. run, kill, climb, fly, swim, etc, adjectives describing animals.

Competency	Content/Language item	Learning activities and Resources
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>listen and respond to ‘wh’ questions</li> <li>ask and answer ‘wh’ questions about abilities</li> <li>tell simple stories</li> <li>listen to a short story and answer questions about details</li> <li>use social expressions (giving opinions)</li> <li>predict the theme of the story by doing pre-reading passages</li> <li>read a story to find the main message and answer comprehension questions</li> <li>write simple sentences as part of a dialogue</li> <li>write a paragraph in the past tense</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>What do lions look like? (plural nouns for generalisation)</li> <li>Where/live</li> <li>What/eat</li> <li>What can lions do?</li> <li>Can lions swim?</li> </ul> <p>Adverbs of degree -</p> <ul style="list-style-type: none"> <li>quite well, very well, not at all</li> </ul> <p>e.g. Lions can run very well</p> <ul style="list-style-type: none"> <li>Past simple</li> </ul> <p>Did ...?</p> <p>Yes/No-----</p> <ul style="list-style-type: none"> <li>What do you think---?</li> </ul> <p>I think that----</p> <p>I think/in my opinion....</p> <p>I agree with you</p> <p>I disagree with you</p> <p><b>B. Reading</b></p> <p>A passage/dialogue in the form of an animal fable that can teach a moral lesson</p> <p><b>C. Writing</b></p> <p>Dialogue</p> <p>A simple story</p>	<ul style="list-style-type: none"> <li>Using a list of animals or pictures, students divide animals into 3 groups – wild animals, farm animals and pets</li> <li>Using prompts students ask and answer questions about animals in pairs.</li> <li>Students are given names of animals and different activities. They say whether the animal can do that activity quite well, very well or not at all. E.g. Giraffes – climb trees (not at all) Hippos – swim (very well)</li> <li>Students ask and answer questions about what animals can do quite well, very well or not at all. E.g. Can giraffes climb trees? No they can’t climb trees at all.</li> <li>Elicit simple stories about some animals from the students</li> <li>Teacher/student mimes fable – other students guess what’s happening</li> <li>Students listen to a short story about animals and answer questions.</li> <li>Teacher asks students yes/no questions about the story using the past simple. Students do the same in pairs.</li> <li>Students retell the story in groups and practise acting it. They perform to the class or other groups.</li> <li>Students form opinions connected to animals using prompts e.g. I think lions are beautiful - In my opinion wildlife parks are good. Other students agree or disagree</li> <li>Students look at pictures from the story and try to put them in order to predict the story. After reading, students rearrange (if necessary) pictures in the correct order in pairs</li> <li>Students discuss the main lesson the story conveys and answer comprehension questions</li> <li>Students discuss whether they liked the story or not and why (using expressions for opinions and agreeing/disagreeing).</li> <li>Students act out the fable.</li> <li>Students add speech bubbles to the pictures and write dialogue for the animals in the story.</li> <li>Students write one paragraph stories in the past about animals (using prompts) and read them to their classmates.</li> </ul>

## Assessment

### Speaking and listening

Students retell the stories (from listening and reading)

### Reading and writing

Students read a story and write sentences beginning I like ....., I don’t like .... In my opinion .....

#### Unit 6: How we used to live? (13 periods)

**Unit Outcomes:** Students will be able to talk about how things were different in the past.

**Vocabulary:** Town/city buildings/places e.g. road, market, bus station, police station.



Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to what, why and when people did and did not do things and answer questions</li> <li>ask and tell someone what they/other people did in the past</li> <li>compare places using comparisons and 'used to'</li> <li>read a passage about what people did and did not do in the past</li> <li>infer the meaning of unfamiliar words from the context</li> <li>write sentences about location of places using visual clues</li> <li>write a short paragraph connected to the topic</li> </ul>	<p><b>A. Listening and Speaking</b></p> <p>Past simple 'Used to' e.g. I used to live in a small house</p> <p>Simple past How tall were you? How heavy were you? What did you do in the evening? What time did you go to bed? Ago e.g. 6 years ago I .... There is/are/was/were Prepositions of place Descriptive adjectives Some/any E.g. There weren't any people Comparisons E.g. It used to be bigger The houses were smaller</p> <p><b>B. Reading</b> Passage about somebody's life 100 years ago (150-200 words)</p> <p><b>C. Writing</b> Sentences Paragraph</p>	<ul style="list-style-type: none"> <li>Students listen to an interview with an old man talking about his life in Addis Ababa when he was young. They fill in information on a table e.g. what he ate, when he did things, why he did things etc.</li> <li>The teacher uses the context of the listening to introduce 'used to' and students practise 'used to' using the example of the old man</li> <li>Students remember grade 1 and ask and answer questions about each other in their first year of school to fill in table e.g. What time did you go to bed?</li> <li>Students use the information in the table to make sentences about themselves and their partner using 'used to'</li> <li>Students interview their parents/grandparents about the past/how they used to live and report back information to class.</li> <li>Students look at a picture of an imaginary Ethiopian town and describe it.</li> <li>Students look at a picture of the same town 100 years ago and discuss how it has changed.</li> <li>Students read the passage and answer questions.</li> <li>Students guess the meaning of 6-8 words and compare with a partner their guesses before checking in a dictionary or matching the words to a definition.</li> <li>Students "time travel" to 50 years in the past. They draw a map of what their home town looked like and write sentences describing the location of buildings in the town.</li> <li>Students write sentences about themselves using "used to" (based on listening activity).</li> <li>Students write a short paragraph about what life was like 50 years ago.</li> </ul>

**Assessment**

**Listening, speaking and writing**

Students listen to someone talking about their past and tick activities he/she used to do. They make sentences describing what he/she used to do.

**Unit 7: Having a large family or... (13 periods)**

**Unit Outcomes:** Students will be able to describe and express their opinions about extended families.

**Vocabulary:** grandmother/grand-father/ son/ daughter, stepdaughter /son/ father/ mother, cousin, nephew, niece, elder, younger, the first/ second son/daughter, etc. verbs: related to, married to, etc.



Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>take part in guided oral activities in pairs and groups</li> <li>listen to information and answer questions</li> <li>express their feelings giving reasons</li> <li>read a passage to find the main message</li> <li>read a passage to find the main information</li> <li>complete sentences using appropriate words</li> <li>write simple sentences connected to the topic</li> <li>write compound sentences using 'and' and 'but'</li> </ul>	<p><b>A. Listening and Speaking</b> I/we/they have He/she has Possessive 's (recycled) Expressing opinions, agreeing and disagreeing (recycle)</p> <p><b>B. Reading</b> A passage describing a family with a problem to solve at the end e.g. 'Who is Frehiwot's grandmother?' A passage/ dialogue on the subject of large families</p> <p><b>C. Writing</b> Sentences Compound sentences</p>	<ul style="list-style-type: none"> <li>Introduce the topic through discussion, using pictures or photographs.</li> <li>Give students the opportunity to discuss their close relatives before introducing the new vocabulary concerning more extended family relationships.</li> <li>In groups students talk to each other about their extended relatives.</li> <li>Students solve the following problem: <i>Hamid is looking at a photo and says 'brothers and sisters have I none but this man's father is my father's son'. Who is the man in the picture? (answer = his son)</i></li> <li>Students listen to a passage about an extended family (and how it grows bigger) and answer true or false questions</li> <li>In groups students discuss the advantages and disadvantages of having a large extended family</li> <li>Students have a class debate on large families</li> <li>Students identify the new words they have learnt in the passage</li> <li>Students read the passage, draw a family tree and solve the problem. They compare answers in groups.</li> <li>Students read the passage and identify the advantages and disadvantages of large families.</li> <li>Students complete sentences using words/phrase from a list of family words (based on first reading passage)</li> <li>Students write sentences about their own extended families</li> <li>Students write a short personal response to the reading passage/debate e.g. I think large families are good</li> <li>Students write compound sentences about the advantages and disadvantages of large families using 'and' and 'but'</li> </ul>

**Assessment**

**Speaking and listening**

Students look at a family tree and ask and answer questions.

**Reading**

Students read a text about a family and answer true/false questions.

**Writing**

Families write sentences about their families to form a paragraph.

**Unit 8: Where is your home town/village? (13 periods)**

**Unit Outcomes:** Students will be able to describe where places are located and give basic facts about countries.

**Vocabulary:** Directions (north, south, east, west), is found, is situated, is located, prepositions of place, flag, capital, export, population.





Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen and respond to 'wh' questions</li> <li>give location of places</li> <li>listen to what, why and when people did and did not do things and write notes</li> <li>take part in guided oral activities</li> <li>predict the theme of the passage by doing pre-reading activities</li> <li>read a passage to find the main information</li> <li>read a short simple passage and transfer the main idea into a table</li> <li>complete sentences using appropriate words</li> <li>write sentences about locations of places using visual clues</li> <li>take dictation of a short paragraph with correct spelling and pronunciation</li> <li>write a short paragraph connected to the topic</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Places, positions, directions</li> <li>Language patterns: is found, is situated, is located</li> <li>Prepositions to the right/ left of, north/ south/ east/ west of, in the middle/centre, below, above, under</li> <li>Simple past</li> <li>Simple present</li> </ul> <p><b>B. Reading</b> A passage about a neighbouring African country e.g. Kenya</p> <p><b>C. Writing</b> Sentences Short paragraph giving basic facts about a country</p>	<ul style="list-style-type: none"> <li>Teacher teaches north/south/east/west (of) using a map</li> <li>Students prepare simple dialogues. e.g. A: Where do you live? B: I live in Bishoftu A: Where is it? B: It is south of Addis Ababa</li> <li>Teacher introduces other words to describe location using the map and making the meaning clear through pictures and context</li> <li>Students describe the location of other places within Ethiopia using the map and correct prepositional phrases</li> <li>In pairs one student secretly chooses a city/town and describes its location on the map. The other student has to guess which city/town it is.</li> <li>Students identify flags of regions and describe them. They say where the region is located in Ethiopia.</li> </ul> <p>E.g. The flag of Oromiya has a tree in the centre. Above the tree there is a red line. Below the tree there is a black line.</p> <ul style="list-style-type: none"> <li>Students look at pictures and make sentences using to the right of/left of/in the centre/above/below etc. correctly.</li> <li>Students listen to the story of a migrant/pastoralist and follow his/her journey on a map</li> <li>Students take notes on the life of the migrant/pastoralist</li> <li>Students use their maps and notes to tell the migrants/pastoralist's story and ask and answer questions</li> <li>Students look at a map (showing Ethiopia and Kenya) and compare the two countries.</li> <li>Students write questions on what they want to find out about Kenya e.g. how many people live in Kenya etc. Students read the passage and find the answers to their questions (if they exist)</li> <li>Students read the passage again and transfer the main ideas on to a table (e.g. population, capital city, exports, etc.)</li> <li>Students complete sentences with correct prepositions</li> <li>Students write locations of secret places on slips of paper (using prepositions, east, west, etc). They give them to other students who have to find the places on the map.</li> <li>Students take dictation of a short paragraph on a neighbouring African country</li> <li>Students use the model description to write a short paragraph about Ethiopia.</li> </ul>

**Assessment**

**Speaking and listening**

Using the table from the reading and/or the dictated paragraph, students ask and answer questions on neighbouring countries.

**Unit 9: I think I'll (13 periods)**

**Unit Outcomes:** Students will be able to talk about their future predictions.

**Vocabulary:** Adjectives to describe Ethiopia and cities/towns/villages.



Competency	Content/ Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>take part in guided oral activities in groups</li> <li>use social expressions to express certainty and doubt</li> <li>listen to a passage and fill in a chart</li> <li>listen to a passage and express their opinion</li> <li>read a passage containing 4-5 short paragraphs to find the main ideas</li> <li>describe something using more than one adjective</li> <li>write compound sentences using ‘and’ and ‘but’</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>I like.....</li> <li>In the future I would like to (be).....</li> <li>I would like + noun + infinitive</li> <li>comparatives e.g. I would like the country to be richer</li> </ul> <p>Certainty and doubt</p> <ul style="list-style-type: none"> <li>I don’t think so</li> <li>Do you think so?</li> <li>Are you sure</li> <li>I think it will</li> </ul> <p>I agree with him/her I don’t agree</p> <p><b>B. Reading</b></p> <p>Four contrasting texts which describe the different possibilities of what may happen in the world in the next 50 to 100 years.</p> <p><b>C. Writing</b></p> <p>Sentences Posters Sentences A prediction</p>	<ul style="list-style-type: none"> <li>Teacher models the language patterns with sentences about the future e.g. I would like our town to have electricity. Students change the nouns and verbs to make similar sentences e.g. I would like Ethiopia to be richer.</li> <li>Students work in small groups. On a large sheet of paper they brainstorm what they like about living in Ethiopia, and what things they would like to change/improve.</li> <li>One member from each group reports back to the class. Students listen to the reports and are encouraged to ask questions after the presentations.</li> <li>Teacher collates on the blackboard all the things they would like to change/improve. Classroom discussion and students encouraged to think about the realistic possibility of the changes happening in the future, expressing certainty and doubt</li> <li>Students listen to someone talking about what he/she thinks will happen to Ethiopia in the future. Students have a map and fill in what will happen in different regions.</li> <li>Students express their reactions and opinions to the listening text by agreeing or disagreeing.</li> <li>In pairs students draw what they think their village/town will look like in 2050. They describe it to another pair</li> <li>Students are asked to imagine they can see into the future. Working in pairs, they take it in turns to tell their partner what will happen during their lifetime. E.g. You will see big buildings (Warning: students instructed not to be personal)</li> <li>Working in 3s, students are given text A, B, C or D.</li> </ul> <p>In groups they answer the following questions:</p> <ol style="list-style-type: none"> <li>What are the author’s main ideas</li> <li>Is this world a happier or sadder place?</li> <li>Do you think the predictions could come true?</li> <li>Would you like to live in a world like this?</li> </ol> <p>If appropriate the groups mix up so there is a member of A, B, C and D in each new group. Together they share their answers.</p> <p>Or the teacher takes responses from the groups, dealing with each text in turn, and asking each group to give their response to one of the questions.</p> <ul style="list-style-type: none"> <li>Students make sentences about their village in their future using more than one adjective. E.g. This will be a large modern school.</li> <li>Students work with partner on an aspect of the world in the future – they can choose their own topic, but teacher can support with suggestions e.g. housing, transport, fashion, sport, schools. They produce posters and sentences illustrating their chosen aspect</li> <li>Students are asked to think about their own futures: What are their ambitions? They write compound sentences under the title of ‘My Future’ E.g. I will go to secondary school and then I will go to university</li> <li>Students write down a prediction for the next day or next week e.g. “It will rain tomorrow” and hand them in to be checked the following week.</li> </ul>

**Assessment**

**Speaking and Listening**

In pairs students make predictions about members of their families e.g. I think my sister will get married.

**Writing**

Students make predictions about their school e.g. in 2010 it will have 2000 students.

**Unit 10: Save our world (13 periods)**

**Unit Outcomes:** Students will be able to discuss ways of improving their environment (pollution and deforestation).

**Vocabulary:** Pollution e.g. litter, rubbish, plastic bags, environment, sewage etc. and deforestation process.





Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>express their feelings giving reasons</li> <li>use expressions of quantity appropriately</li> <li>listen to short story and answer questions</li> <li>predict the theme of a passage by doing pre-reading activities</li> </ul> <ul style="list-style-type: none"> <li>sequence a number of sentences into logical order in a paragraph</li> <li>write sentences connected to the topic</li> <li>xpand vocabulary network for the nvironment from Unit 2 (if possible)</li> </ul>	<p><b>A. Listening and Speaking</b></p> <p>Present simple/continuous</p> <p>Expressions of quantity: Some, any, much, many, too (much/many)</p> <p>Many people..... Much rubbish..... Some streets are..... 'Pollution is.....'</p> <ul style="list-style-type: none"> <li>bad for the environment</li> <li>all around us</li> <li>throwing rubbish on the streets</li> <li>fumes from cars</li> </ul> <p>Expressing opinions – Should/must</p> <ul style="list-style-type: none"> <li>I think</li> <li>I believe</li> <li>I think it's important to</li> <li>I feel</li> <li>If we don't... will happen</li> </ul> <p><b>B. Reading</b></p> <p>Text on deforestation</p> <p><b>C. Writing</b></p> <p>Sentences (promises and commitments: I will )</p> <p>Vocabulary network for the environment</p>	<ul style="list-style-type: none"> <li>Students look at pictures and say words connected to pollution. These are listed on the blackboard and understanding checked. The teacher teaches more words.</li> <li>First in groups and then with the whole class, students each think of something that can cause pollution or damage the environment. They give their reasons. Encourage use of expressions of quantity when appropriate. E.g. There is too much rubbish on the road</li> <li>Using 'Pollution is.....' construction, ideas are collected and discussed in groups. Groups present their ideas to the class</li> <li>Students listen to story about an animal and the effects of pollution on its habitat and life. They answer true/false questions.</li> <li>Students discuss the story and express their reactions and feelings</li> <li>Students, in groups, decide what actions young people could take to avoid pollution and improve the environment. Their ideas are collected on posters and displayed in the classroom</li> <li>Students look at the title, accompanying picture and predict the content of the passage. They read the first (explanatory) paragraph and check if their predictions were right.</li> </ul> <ul style="list-style-type: none"> <li>For the remainder of the text, they read jumbled sentences and sequence them into the stages by which deforestation impacts on the environment.</li> </ul> <p>At the end students work in pairs to explain logically the effects of deforestation</p> <ul style="list-style-type: none"> <li>Students produce a range of environmental campaign materials allocating different tasks to group members.</li> </ul> <p>e.g. badges, information leaflets, promises/pledges, posters. They write sentences to go with these materials. E.g. I will throw rubbish away</p> <ul style="list-style-type: none"> <li>Students add to vocabulary network for the environment</li> <li>add pollution words (if possible)</li> </ul>

**Assessment**

**Speaking and listening**

In pairs, students look at pictures showing the effects of pollution. They describe the pictures, what happened to cause the damage illustrated and what they can do to prevent this happening in their village/town.

**Reading**

Students read a text about the environment and answer multiple choice questions.

**Unit 11: Healthy living (13 periods)**

**Unit Outcomes:** Students will be able to talk about how to maintain a healthy lifestyle.

**Vocabulary:** Diet, exercise and hygiene, adverbs of manner e.g. sensibly, antonyms e.g. unhealthy, unfit, unwell, unkind, unhappy, etc.



Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>use the probable conditional</li> <li>express their feelings giving reasons</li> <li>take part in guided oral activities in pairs</li> <li>listen to information and identify the main points</li> </ul> <ul style="list-style-type: none"> <li>sequences sentences into a logical order</li> <li>complete sentences using appropriate words</li> <li>write sentences in a paragraph</li> <li>write a vocabulary network for healthy living</li> </ul>	<p><b>A. Listening and Speaking</b></p> <p>Probable conditional ( 'if' ...+ 'will')</p> <p>Statement and response - examples</p> <p>If I eat too many sweet things, my teeth will...</p> <p>If I exercise every day, my body will.....</p> <p>If I don't wash my hands after going to the toilet, I will....</p> <p>Should/must</p> <p>Making antonyms using 'un' - unhealthy, unfit</p> <p>Look + adjective e.g. you look tired, you look hungry, you look unwell</p> <p>Acrostics based on related words.</p> <p>e.g.  <b>He</b>  <b>E</b>ats fruits and vegetables, and  <b>A</b>lways washes his hands before eating and  <b>L</b>istens to the doctor, and  <b>T</b>ries to eat sensibly.  <b>H</b>e has fun exercising  <b>N</b>ews report describing problems faced by children who have poor diets and little exercise.</p> <p><b>B. Reading</b></p> <p>A written transcript of an interview with a sports teacher. The questions and answers are jumbled up.</p> <p><b>C. Writing</b></p> <p>Sentences</p> <p>Paragraph in a leaflet</p> <p>Vocabulary network for healthy living</p>	<ul style="list-style-type: none"> <li>Teacher models the statement (If I eat too many sweet things, my teeth will...) and response (go bad). Teacher says other statements and asks for responses.</li> <li>In pairs one student makes a full sentence using the probable conditional. The other responds with advice.</li> </ul> <p>E.g. A: If I eat too many sweet things, my teeth will go go bad          B: You shouldn't eat sweet things.</p> <ul style="list-style-type: none"> <li>Teacher shows how antonyms are formed. Students match the antonym to its meaning e.g. unwell = sick etc.</li> <li>In pairs students make sentences using the antonyms.</li> <li>Students make up short dialogues using the target language e.g.</li> </ul> <p>A: You look tired?          B: Yes I am          A: Are you unwell?          B: No, but I didn't sleep very well          A: You should go to bed</p> <ul style="list-style-type: none"> <li>Students choose simple words related to healthy living, and in pairs attempt to write acrostics which they will then present to the class.</li> <li>Students listen to the report and in small groups reach agreement on the 3 most important points made in the passage. Groups report to the class.</li> </ul> <ul style="list-style-type: none"> <li>Students to match the questions with the answers to make logical sense.</li> <li>Students fill in the sentences with the correct adjective/antonym/adverb of manner</li> <li>Students produce sentences for illustrated leaflets – 'Be Healthy'. They use should/must and if + will</li> </ul> <p>e.g. You should exercise every week          If you eat well, you will be healthy</p> <ul style="list-style-type: none"> <li>Students make vocabulary network for healthy living             <ul style="list-style-type: none"> <li>parts of the body (e.g. leg)</li> <li>exercise (e.g. yoga)</li> <li>diet (e.g. fresh)</li> <li>hygiene (e.g. clean)</li> </ul> </li> </ul>

**Assessment**

**Speaking and listening**

'Advise your little sister'. In pairs students conduct a role play. One student plays him/herself and the other his/her younger sister. He/she gives advice. E.g. You should go to bed at 8.00 pm.

**Writing**

Students complete the beginnings of sentences. E.g. \_\_\_\_\_, you will get sick.

**Unit 12: I can do it! (13 periods)**

**Unit Outcomes:** Students will be able to empathise with and talk about people with special needs.

**Vocabulary:** Visually impaired, blind, hearing impaired, deaf, elderly, old, physically disabled, sign language, Braille, see, hear, speak, communicate etc.





Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>compare people using the three forms of the comparison</li> <li>give instructions and ask people politely for something</li> <li>ask and answer 'wh' questions about abilities</li> <li>listen to what, when and why people did or did not do things</li> <li>predict the theme of the passage by doing pre-reading activities</li> <li>read a passage and find the main messages</li> <li>infer the meaning of unfamiliar adjectives from the context</li> <li>complete sentences/ paragraphs using appropriate words</li> <li>write simple sentences about other people's likes and dislikes</li> </ul>	<p><b>A. Listening and Speaking</b> Can/can't Comparisons Adverbs of degree (very well, quite well, not at all) Imperatives Can you .... Should Reflexive pronouns (my/your/him/herself) What can you do by yourself? He can walk home by himself Could/couldn't</p> <p><b>B. Reading</b> A story about a hearing-impaired child and his/her daily routine (leads as normal a life as possible, the problems he/she overcomes reads lips, uses sign language, his/her likes and dislikes)</p> <p><b>C. Writing</b> Sentences about the passage with gaps  Paragraph about famous person e.g. Helen Keller, blind Ethiopian musician  Sentences</p>	<ul style="list-style-type: none"> <li>Teacher teaches vocabulary. Students match synonyms (e.g. blind – visually impaired) but should be encouraged to use the terms: visually impaired, hearing impaired, elderly.</li> <li>In pairs students discuss three different groups of people with special needs (the visually impaired, hearing impaired and the physically disabled). They discuss the problems they might face; how they overcome them and discuss what disabled people can do.</li> <li>Teacher creates awareness of issues by putting students into the positions of people with special needs.</li> </ul> <p>E.g. 'Hearing impaired' students try to lip read Students learn some simple sign language Students give instructions to 'visually impaired' students Students help 'visually impaired' students 'Visually impaired' students ask 'sighted' students to assist them to copy notes from the blackboard</p> <ul style="list-style-type: none"> <li>Students take on roles of people with special needs. Other students ask them questions about their abilities and they answer. E.g. What can you do by yourself? I can walk home by myself. I can make tea. I can play football. After each person, other students say what they can do e.g. he can walk home by himself</li> <li>Students listen to an interview with a visually/hearing impaired adult talking about their school days. They make notes on what they could and couldn't do and in groups compare them. E.g. I couldn't read printed letters but I could read carved letters on plates</li> <li>In groups students redesign different parts of the school so that it is friendly to visually/hearing impaired and physically disabled students. They draw pictures and present their ideas to the class.</li> <li>Introduce pre-reading questions and help students guess what the passage will be about.</li> <li>Students read the passage individually</li> <li>Students report the main messages of the passage</li> <li>Students are provided with enough clues to deduce the meanings of new adjectives (including antonyms) They check their guess with the teacher</li> <li>Students fill in gaps</li> <li>Students fill in gaps in paragraph from a list of possible words.</li> <li>Students use the information in the reading to make sentences about the child's likes and dislikes.</li> </ul>

**Assessment**

**Speaking and listening:** Students ask and answer questions about the hearing-impaired child and his/her daily routine.

**Unit 13: Say no to child labour (13 periods) (Why 13? The introduction recommends only 6)**

**Unit Outcomes:** Students will be able to discuss the issue of child labour.

**Vocabulary:** Jobs (especially that children might do e.g. shoe shine boy), beg, sell tissues.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>express their feelings giving reasons</li> <li>ke part in guided oral activities in groups</li> <li>read a passage about what people did and did not do in the past and answer questions</li> <li>write simple sentences about their own and others likes and dislikes</li> <li>write sentences connected to the topic</li> </ul>	<p><b>A. Listening and Speaking</b> Recycle language from grade 6 e.g. comparisons, used to, probable conditional, past simple, would like, much/ many, adverbs of degree, time expressions for past 'ago'/'last' etc.</p> <p><b>B. Reading</b> Two stories – one about a child who is a victim of child labour, the other about a child who is not.</p> <p><b>C. Writing</b> Sentences Leaflet saying no to child labour</p>	<ul style="list-style-type: none"> <li>Introduce the topic through discussion using pictures/photos –Students brainstorm possible jobs that children do</li> <li>Teacher elicits as much as possible from the students about what they feel about child labour</li> <li>In groups students debate different forms of child labour</li> <li>Teacher writes the language patterns on the board and students make sentences about child labour using the same language. E.g. There used to be more child labour. Last week I saw a shoe shine boy</li> <li>Students read the passage independently and answer questions. Students compare answers in pairs</li> <li>Students discuss, in groups, the main ideas of the passage comparing the two children</li> <li>Students match sentences to pictures/photos/illustrations that show the severity of child labour</li> <li>Students write sentences about what they like about school.</li> <li>Students write sentences about what the child from the reading passage dislikes about working.</li> <li>Students design a leaflet and write sentences to warn against child labour. E.g. This child should be in school.</li> </ul>



## Assessment

### Speaking and listening

In pairs students take on the roles of the two children from the reading passage. They ask and answer questions about their lives.

### Writing

Students write sentences using the language the teacher has put on the board in the speaking activity (from all of grade 6).

### Grade 6 Vocabulary

<p><b>Clothes</b> sleeve earring bracelet tie</p> <p><b>Food</b> flour rice cheese honey tasty spicy sour sweet juicy fry grill roast wash chop</p> <p><b>Kitchen</b> equipment tools pot pan ladle stove bowl bucket</p>	<p><b>Jobs</b> artist sportsman sportswoman athlete shoeshine boy shoeshine girl priest waiter waitress</p> <p><b>Animals</b> camel hyena mouse ostrich lion scorpion zebra hippo giraffe</p> <p><b>Directions</b> East West South North</p> <p><b>Health</b> hygiene health fit exercise</p>	<p><b>Places and geography</b> air climate coast continent desert dust equator jungle land lightening ocean soil temperature wave city country mountain valley degree Celsius</p> <p><b>Environment</b> pollution rubbish garbage smoke sewage litter plastic bag</p>	<p><b>Adjectives/Adverbs</b> alive alone awake blind bright cheap comfortable deaf delicious dangerous famous handsome polite important hot curly healthy sick ill fit visually impaired hearing impaired elderly physically disabled sensibly fast slowly quickly well quite very not at all</p>	<p><b>Family words</b> grandson granddaughter stepson step daughter cousin niece nephew elder</p> <p><b>Materials</b> leather cotton silk wool</p> <p><b>Places</b> capital factory grocery kiosk province road market bus station police station gas/petrol station</p>	<p><b>Prepositions</b> above over below under against</p> <p><b>Quantifiers/counters</b> a bag of a bunch of a bar of a sack of a kilo of a pair of a piece of</p> <p><b>Other nouns</b> sign language labour victim Braille</p> <p><b>Other verbs</b> climb fly swim kill related to communicate beg polish sell buy</p>
---	---	---	---	--	---

## Bibliography

1. Akilu, Amsalu. *A Glimpse of Ethiopia*, 1997.
2. Briggs, Philip. *Guide to Ethiopia*, 1998.
3. Budge, Sir. E.A. Wallis. *The Queen of Sheba and Her Only Son Menyelek*, 1932.
4. Connah, Graham. *African Civilisations: Precolonial Cities and States in Tropical Africa: An Archaeological Perspective*, 1987
5. Haile, Getatchew. "Ethiopic Literature." *In African Zion: The Sacred Art of Ethiopia*, Roderick Grierson, ed., 1993
6. Isaac, Ephraim. "An Obscure Component in Ethiopian Church History." *Le Museon*, 85: 225 - 258, 1971.
7. Jalata, Asafa. "The Struggle For Knowledge: The Case of Emergent Oromo Studies." *African Studies Review*, 39(2): 95 - 123.
8. Kessler, David. *The Falashas: A short History of the Ethiopian Jews*, 1982.
9. Mequanent, Gatachew. "Community Development and the Role of Community Organisations: A study in Northern Ethiopia." *Canadian Journal of African Studies*, 32 (3): 494 - 520, 1998.
10. Pankhurst, Richard. *A Social History of Ethiopia*, 1990.
11. [Http://www.everywhere.com/cr-Ga/Ethiopia.html](http://www.everywhere.com/cr-Ga/Ethiopia.html)
12. English For Ethiopia, Student's Book, Grade 8, Alabama A.T.M University (AAMU) School of Education.
13. Discovering Ethiopia, Huntsville Camerapix Publishers Ltd. 1983, 1997 Al. USA.
14. English Ethiopia, Student's Book, Grade 5.
15. English For Ethiopia, Student's Book, Grade 7.
16. English For Ethiopia, Student's Book, Grade 8.