



ENGLISH FOR ETHIOPIA

TEACHER GUIDE

GRADE 7

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FDRE, MOE



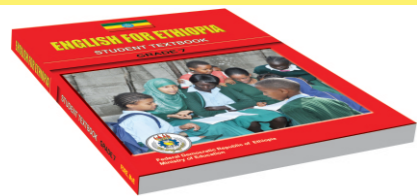
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Ministry of Education

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English for Ethiopia

Teacher Guide

Grade 7

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Federal Democratic Republic of Ethiopia
Ministry of Education



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Foreword

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

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

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

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

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



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General Introduction

This English for Ethiopia for Grade 7 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's 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's 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's 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's Book and the Teacher Guide.

Each unit in the Student's 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 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. The Primary English Course 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's Book and the Teacher Guide to help this 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 also help lead to the development of other skills such as **critical thinking skills, analytical skills,**



group and individual skills, organisation and leadership skills.

The Primary English Course 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.
2. Express themselves well in spoken English Language.
3. Articulate their arguments for or against given topics.
4. Read fluently for information and pleasure.
5. Write clearly and neatly and 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 side by side. 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's Book and the Teacher Guide contain 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 have also been suggested to the teacher. Emphasis should be laid on the following:

- ◆ pronunciation
- ◆ stress and articulation of words
- ◆ intonation
- ◆ varying moods as expressed in speech

NB: The teacher should be mindful of the influence of mother tongue and other languages in the environment on the development of the listening and speaking skills of the pupil. The teacher should be patient with children 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
- ◆ group discussions
- ◆ question and answer sessions
- ◆ debates
- ◆ 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 learning 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 makes them have a slow reading pace, so teachers should discourage students from using the finger to read. Students should be helped to bring out the **stress** and **intonation** as they read. 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 hand 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
- ◆ brainstorming
- ◆ discussion method / presentation method
- ◆ recitation method
- ◆ demonstration method
- ◆ dramatisation
- ◆ question and answer method

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 learn by imitation especially in the early stages of language learning where the children have no prior language information. The teacher should demonstrate what she/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 positive skills e.g., orderliness, speed and writing in children.

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 open ended questions which lead 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 invite the students to recite as a class, in small groups and even individuals. This activity helps the learners learn to:

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

Group work/ discussion

Group work is a method of teaching whereby learners are put into groups and given a task to attend to.

Factors to consider:

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

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 the exchange of ideas is made possible (e.g. through the sitting arrangement).
3. Leadership should be taken into account i.e. start with the brightest learner to roll the ball while the slow ones participate as 'leaders' towards the end of each topic for discussion.

Benefits/merits of group work

- ◆ encourages even weak students to participate / speak
- ◆ enhances leadership skills.
- ◆ wide range of activities can be covered.
- ◆ enhances free expression.
- ◆ encourages cooperation among students.
- ◆ encourages the sharing of ideas.
- ◆ encourages competition since every member of the group would like to be recognised.
- ◆ group work is basically learner-oriented.
- ◆ the teacher also learns from the students.
- ◆ encourages the participation of each and every student in class.
- ◆ it is good for remedial and revision purposes.

How to overcome problems of group work

- ◆ group the students according to ability and interest.
- ◆ appoint leaders to control the group.
- ◆ the teacher should carefully monitor the pupils' activities.
- ◆ presentation should be quite good.
- ◆ the teacher should correct pupils' mistakes.
- ◆ give clear instructions and maximum supervision.
- ◆ motivation and appropriate tasks should be given.
- ◆ organise the class before time so that the pupils can be ready.

Picture stories help the learners visualise situations. Students can write or tell stories based on those pictures.

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 some bit of money. Others can simply be developed by the students and the teacher.

Learning / Teaching aids

Physical objects

These help the learners use 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 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 like in this case of teaching English as a second language. In extreme cases, the learners are dumb and may need sign language classes. These children 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 the 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. Return to give instructions for the next tasks 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 usual 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.

- ◆ have/let the student sit in front row of the class. ◆ use big letters where the impairment is minor.
- ◆ advise the student to get spectacles where the impairment requires them.
- ◆ 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. ◆ Seat the student 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 in front to ease mobility especially if they have wheel chairs or other devices. 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 tutor 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.

Games and activities for female students usually involve more talking hence better language practice and acquisition while games for males usually involve more action and less talking. It is important, therefore, to be mindful about gender equality 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.

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 etc de-motivate the student. Weak students should be encouraged to improve. A 5 mark improvement by a weak student should be praised even if that learner still lags behind the rest.

The teacher also needs to keep motivated. The following are some of the suggestions for teacher motivation:

- The teacher should have a clear purpose and vision for his/her class as well as his/her career and personal life.
- The teacher should also co-operate with other teachers so as to have good staff relations. The sharing of different experiences also helps keep teachers motivated.
- The teacher should also learn how to manage stress and a healthy life style.
- The teacher needs to know that the service they offer through teaching changes many lives beyond the ones that are in a specific classroom.
- The teacher should always celebrate achievements, small and big.
- The teacher should try to identify non-monetary benefits of teaching so as to keep the interest in teaching high irrespective of monetary benefits.

Teaching and Learning Evaluation

There is need to have continued evaluation for both the teacher and the learner so as to keep track of progress and improve quality of the teaching and learning experience. This is discussed below:

Students Evaluation

The teacher needs to evaluate the students after every lesson by giving adequate exercises. The teacher also needs to give evaluation at the end of the school term and at the end of the year. Where possible the teacher can give some mid-term evaluations. The following are some of the evaluation tools that a teacher can use to evaluate students.

Diagnostic exercises

It is important for the teacher to observe students and assess their progress. The teacher can conduct informal assessment by observing pupils' participation in oral activities. There are several diagnostic exercises in the Student's Book. The teacher should use these exercises after the lesson to check whether or not the learners have understood the lesson.

Diagnostic exercises should be marked towards the end of the lesson. The teacher should spare at least 10 minutes at the end of the lesson for marking and going round the classroom helping learners by answering questions and giving correction.

Answers to each of the exercises in the Student's Book are given in the Teacher Guide.

Teacher's evaluation

The teacher should also carry out objective self evaluation after every lesson or teaching experience. It is important for the teachers to evaluate their performance so as to track changes and make adjustments where necessary. The teacher can also ask a fellow teacher to come and give him/her feedback once in a while i.e. peer evaluation and support. This leads to quality delivery and better results from the teaching and learning experience.

Time allocation: (a) 13 lessons per unit (b) 40 minutes per lesson

**Syllabus Matching Chart**

UNIT	PICTURE STUDY AND LISTENING	VOCABULARY	GRAMMAR: LANGUAGE PRACTICE
Unit 1 My Village/Town	<ul style="list-style-type: none"> Picture observation/ discussion and answering questions Listening for specific information and answering questions Discussion of languages Pages 1 - 2 	<ul style="list-style-type: none"> Using specific vocabulary on villages and towns in sentences Discussion of names and their meaning Pages 2 - 3 	<ul style="list-style-type: none"> Greetings and interactions using social expression The present simple in formation of questions using Does/Do/Who/What/Where/Which... Pages 3 - 8
Unit 2 Ethiopian Languages	<ul style="list-style-type: none"> Picture observation, discussion and answering questions Listening to specific information, answering questions Pages 19 	<ul style="list-style-type: none"> Formation and use of adverbs in sentences Pages 20 	<ul style="list-style-type: none"> The present simple: adding -s, es, -ies, to verbs can't/can, both/and, more/fewer, than/most, should/shouldn't, do/ don't Expressing opinions Pages 20 - 28
Unit 3 Holidays and Festivals	<ul style="list-style-type: none"> Group work, discussion and answering questions Listening for specific information, answering questions Pages 34 	<ul style="list-style-type: none"> Using specific vocabulary on holidays and festivals in sentences Page 35 	<ul style="list-style-type: none"> Using: what/which/who... Using: usually, always, often, never, sometimes Expressing opinions The past tense Pages 36 - 44
Unit 4 I am going to Lalibela	<ul style="list-style-type: none"> Picture observation and discussion, answering questions Listening for specific information, answering questions Pages 50 - 51 	<ul style="list-style-type: none"> Vocabulary on tourism and holidays Sentence formation using the words Pages 51 - 52 	<ul style="list-style-type: none"> Using: <ul style="list-style-type: none"> - can - famous for - going to - Yes/no questions - Why?... because - neither... nor... - so do/neither do/... - expressing opinions Pages 52 - 60
Unit 5 Adwa	<ul style="list-style-type: none"> Picture observation and discussion, answering questions Listening for specific information and discussing how wars can be avoided Pages 66 - 67 	<ul style="list-style-type: none"> Use of vocabulary based on the war of Adwa sentences Pages 67 - 68 	<ul style="list-style-type: none"> Using: <ul style="list-style-type: none"> - while, when, as - What did... - What were/was ...doing...? - Word/sentence rearrangement - Word game -Acting a dialogue Pages 68 - 74
Unit 6 How is gabi made?	<ul style="list-style-type: none"> Picture study and discussion, answering questions Listening to a story and answering questions Discussion of different clothes Page 79 	<ul style="list-style-type: none"> Use of vocabulary based on making a <i>gabi</i> to form sentences Page 80 	<ul style="list-style-type: none"> The perfect simple tense The passive/active voices Pages 80 - 83





COMPREHENSION	COMPOSITION	REVISION EXERCISE
<ul style="list-style-type: none">• Reading the text and answering comprehension questions• Word game• Word inference Pages 9 - 11	<ul style="list-style-type: none">• Letter writing<ul style="list-style-type: none">- informal letters- formal letters• Arranging jumbled letters• Filling spaces with correct words• Dictation• Writing short paragraphs Pages 11 - 17	<ul style="list-style-type: none">• Filling spaces with correct words• Pie-chart - filling it with correct information Page 18
<ul style="list-style-type: none">• Pre-reading activity• Reading the texts and answering comprehension questions• Studying the map of Ethiopia and naming regions where languages are spoken Pages 28 - 32		<ul style="list-style-type: none">• Filling spaces with correct words• Matching phrases with their meanings Pages 32 - 33
<ul style="list-style-type: none">• Reading the text and answering comprehension questions• Matching words with their meanings Pages 44 - 47	<ul style="list-style-type: none">• Writing a story• Designing a postcard• Punctuating a short passage• Filling blank spaces with correct words Pages 47 - 48	<ul style="list-style-type: none">• Correct word usage• Crossword puzzle Pages 48 - 49
<ul style="list-style-type: none">• Reading the texts and answering comprehension questions• Word inference• Brochure Pages 60 - 63	<ul style="list-style-type: none">• Guided composition• Completing a paragraph with correct words Pages 63 - 64	<ul style="list-style-type: none">• Completion of exercise with correct words• Rewriting sentences using words in brackets Page 64 - 65
<ul style="list-style-type: none">• Pre-reading activity• Reading the text• Discussing and answering questions• Word inference Pages 74 - 76	<ul style="list-style-type: none">• Guided composition: filling in the blank spaces with correct words• Writing a short paragraph Page 76 - 77	<ul style="list-style-type: none">• Cross word puzzle• Completion of sentences using correct forms of words Pages 77 - 78
<ul style="list-style-type: none">• Pre-reading activity• Reading the text• Answering comprehension questions• Processes of making <i>gabi</i>, <i>injera</i> and a cake• Acting a dialogue and answering questions about it• Word inference Pages 83 - 88	<ul style="list-style-type: none">• Arranging jumbled story on “How Dagmauli got his clothes” Pages 88 - 94	<ul style="list-style-type: none">• Using correct words• Rewriting sentences• Using correct forms of the words• Crossword puzzle• Sentence construction• Revision unit (Tests 1 - 6) Pages 94 - 102

**Syllabus Matching Chart**

UNIT	PICTURE STUDY AND LISTENING	VOCABULARY	GRAMMAR: LANGUAGE PRACTICE
Unit 7 Have you ever?	<ul style="list-style-type: none"> Picture study and discussion Answering questions Listening to a story, answering questions Discussion of what they have ever done Pages 103 - 104	<ul style="list-style-type: none"> Use of vocabulary based on the structure Have you ever...? Page 104	<ul style="list-style-type: none"> The present tense - have/has + perfect form or ever/never - who/what/whose/where/which... Pages 105 - 111
Unit 8 How does it?	<ul style="list-style-type: none"> Picture observation and discussion, answering questions Listening for specific information and discussion of various machines Pages 117 - 118	<ul style="list-style-type: none"> Use of vocabulary based on how machines work to construct sentences Page 118	<ul style="list-style-type: none"> Using: - It might/may/could be... - it is either ...or... - which and that - active/passive voice - imperatives - probable conditions - compound sentences - ... but... - ... because... • punctuation Pages 119 - 123
Unit 9 Traditional games	<ul style="list-style-type: none"> Picture observation, discussion and answering questions Listening for specific information Discussion of favourite games Pages 130 - 131	<ul style="list-style-type: none"> Use of vocabulary based on traditional games Pages 131 - 132	<ul style="list-style-type: none"> Using: - How many - Too ...to ... - Enough ...to ... - Social expressions - I think ... - I believe ... - In my opinion ... Pages 132 - 138
Unit 10 Taking care of animals	<ul style="list-style-type: none"> Picture observation, discussion and answering questions Listening to a passage and answering questions. Posters about animal protection Pages 144 - 145	<ul style="list-style-type: none"> Use of vocabulary based on taking care of animals Pages 145	<ul style="list-style-type: none"> Imperatives The present simple tense Descriptive adjectives/adverbs using: - has - which... /that... - making suggestions - You should/must/must not - Don't ... Pages 146 - 151
Unit 11 Say no to early Marriages	<ul style="list-style-type: none"> Picture observation, discussion and answering questions Listening for specific information, answering questions Forcing girls to get married; the dangers Page 160	<ul style="list-style-type: none"> Use of vocabulary based on early marriages Pages 161	<ul style="list-style-type: none"> Using "going to" Expressing opinions - I think... - In my opinion - If ...he/she... - If/when ... - Should/shouldn't Pages 162 - 165
Unit 12 I've already done that	<ul style="list-style-type: none"> Picture observation, discussion and answering questions Listening for specific information, discussing different professions Pages 173 - 174	<ul style="list-style-type: none"> Using common action words about what is done Page 174	<ul style="list-style-type: none"> The present perfect tense - has/have/hasn't/haven't - just/already - ... because... - How do you do...? - Pleased to • Matching expression Pages 175 - 180



COMPREHENSION	COMPOSITION	REVISION EXERCISE
<ul style="list-style-type: none">• Pre-reading activity• Reading text, answering comprehension questions <p>Pages 111 - 112</p>	<ul style="list-style-type: none">• Dialogue completion• Post card designing• Picture composition <p>Pages 112 - 114</p>	<ul style="list-style-type: none">• Crossword puzzle• Sentence construction <p>Pages 114 - 116</p>
<ul style="list-style-type: none">• Reading the text, brochure, answering questions <p>Pages 123 - 125</p>	<ul style="list-style-type: none">• Letter writing<ul style="list-style-type: none">- a reply- an application• Guided composition<ul style="list-style-type: none">- using correct words to complete the composition <p>Page 125 - 129</p>	<ul style="list-style-type: none">• Correct use of words• Arranging jumbled words to form sentences <p>Page 129</p>
<ul style="list-style-type: none">• Pre-reading• Reading the text, discussion and answering of comprehension questions• Word inference <p>Pages 139 - 140</p>	<ul style="list-style-type: none">• Guided composition• Short paragraphs <p>Pages 140 - 141</p>	<ul style="list-style-type: none">• Correct use of words• Using correct words to complete sentences <p>Pages 141 - 143</p>
<ul style="list-style-type: none">• Reading the text• Discussion and answering comprehension questions• Word inference <p>Pages 151 - 156</p>	<ul style="list-style-type: none">• Jumbled story• Drawing• Leaflet/Guide• Posters <p>Pages 156 - 158</p>	<ul style="list-style-type: none">• Correct word usage• Crossword puzzle• Sentence construction <p>Pages 158 - 159</p>
<ul style="list-style-type: none">• Reading the text• Answering comprehension questions• Choosing answers from multiple choice answers <p>Pages 166 - 167</p>	<ul style="list-style-type: none">• Designing leaflets and posters about early marriages <p>Pages 168 - 169</p>	<ul style="list-style-type: none">• Using words to complete sentences• Filling the blank spaces with correct words• Crossword puzzle• Sentence construction <p>Pages 170 - 172</p>
<ul style="list-style-type: none">• Pre-reading• Reading the text• Answering comprehension questions• Personality quiz <p>Pages 181 - 183</p>	<ul style="list-style-type: none">• Completion of letters <p>Page 183</p>	<ul style="list-style-type: none">• Using correct word forms• Using because to join sentences• Crossword puzzle• Revision unit two <p>Pages 184 - 188</p>



Background Information:

In this unit, students should be guided to brainstorm and appreciate the meaning of names and those of different places. They should, through discussion and consultation with each other, try to discover the origin of some names of places. Some names have historical significance, other names came into existence out of the need to distinguish one name from another, other names had distinct character from which they were derived.

Students should be made to appreciate and understand that the world is now a global village and that people need to know their diverse neighbours locally, and regionally on the African continent.

General objective:

In this unit, students will discuss the meanings of place names and develop the understanding of African countries.

Specific Objectives:

Students will be able to:-

- (a) use appropriate social expressions i.e. greetings and introductions
- (b) dramatise meeting each other for the first time.
- (c) listen to explanations and complete a chart.
- (d) take turns in asking for and giving names of their villages/towns and their meaning.
- (e) ask and answer questions related to their daily lives.
- (f) contribute in group brainstorming.
- (g) read and identify the main details from a passage; answer the questions and complete a chart.
- (h) read the poem and answer the questions.
- (i) infer meanings of words from their context.
- (j) logically order the jumbled sentences/letters.
- (l) complete sentences by filling in appropriate words and phrases.
- (m) fill in the gaps (from a list) in formal and informal letters.
- (n) copy and complete the crossword puzzle.

A Listening and Speaking

Learning resources:

Maps, photographs, brochures, texts, resource persons etc.

Lesson 1

Student's Book, page 1 - 2

Specific Objectives: Students will be able to:

- (a) use social expressions.
- (b) read and act the conversation.
- (c) talk about themselves.

Lesson Content: Social expressions; dramatisation.



Using: **What is your name?** How are you? Nice/pleased to meet you.

How do you do?

Explain: Social expressions are greetings and introductions we exchange with one another. Some of the greetings are formal and official.

- Introduce the use of social expressions basing on a conversation.

Step 1. Activity 1: Guide the students to introduce themselves to each other by mentioning their names as they use the following expressions:

What is your name? How are you?; How do you do?; Nice to meet you

- Teach the dialogue.

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

Ask the students to identify the social expressions used in the dialogue.

Ask the students to repeat each line after you.

In pairs, let the students practise the dialogue.

Let students who are ready go in front of the class and act out the dialogue.

Activity 2: Guide the students to work in pairs. Ask them to take turns to ask their partners the given questions. Varied answers are accepted.

Exercise: Let the students fill the gaps with appropriate words to complete the sentences.

Expected Answers

1. do
2. Does
3. did
4. does
5. don't

Lesson 2

Student's Book page 2 - 3

Specific Objectives: Students will be able to:

- (a) describe the types of houses they know and give reasons why they would choose to live in a home of their choice.
- (b) listen to the text read by the teacher and answer the questions about it.

Lesson Content: Listening exercise.

Step 1. Introduce the unit topic - My village/town. Ask students what they expect to learn in this unit and accept all possible answers.

Step 2. Ask the students to tell the types of houses in which people live in towns and villages.

Step 3. Lead the students to work on **activity 1** by looking at the pictures and discussing the types of houses that are shown. This activity will help them to share ideas about the different types of homes they know.

Step 4. Exercise 1: Let the students discuss the questions by comparing the village and town homes in the pictures. Remind them that they have to use English in their discussion while answering the questions in Exercise 1.

Give a chance to some students or groups to read their answers to the class and let other students compare their answers.

Expected Answers

1. Materials used to construct houses in my village include: wooden poles, long sticks, mud, papyrus leaves, reeds, grass etc.



2. Difference between houses **A** and **B**.

House A:- • is temporary; it is made of weak materials;

- appears unhygienic, i.e. no ventilators, no windows, dusty floor/verandah;
- is insecure, may even harbour dangerous animals/vermins like snakes/rats/fleas.

House B:- • is strong and made of permanent materials;

- clean and hygienic, has windows;
- it is secure with burglar proofing.

3. House A is easier to construct; building materials are cheaper to get.

4. Materials used to make house **B** are: bricks, concrete, blocks, angle bars, irons sheets, stones.

5. Accept any correct answers. Focus on the social, environmental and economic aspects of accommodation.

Step 5: Exercise 2: Guide the students to do exercise 2 to draw houses they would like to live in. Let them display their pictures in the classroom for comparison. Allow them time to discuss their pictures.

Listening practice:

Let the students be attentive. Tell them to listen to the passage you are going to read.

Step 6. Activity 2: Read the names of the countries and the capital cities only once while the students list them in their exercise books.

Algeria, Kampala, Libya, Khartoum, Morocco, Nairobi, Cameroon, Mogadishu, Egypt, Yaounde, Somalia, Cairo, Kenya, Rabat, Sudan, Tripoli, Uganda, Algiers.

Step 7. Let the students work with in pairs to draw a table that clearly corresponds with the African country and its capital city. Allow them time to discuss their answers.

Expected answers:

Table showing African countries and their capital cities

African Country	Algeria	Libya	Morocco	Cameroon	Egypt	Somalia	Kenya	Sudan	Uganda
Capital City	Algiers	Tripoli	Rabat	Yaounde	Cairo	Mogadishu	Nairobi	Khartoum	Kampala

Lesson 3

Student's Book page 3 - 4

Specific Objectives: Students will be able to:

- read the words and use them in sentences.
- discuss the meaning of names of people and places.

Lesson Content: Vocabulary practice, Names of people/places

Learning resources:

- Maps, brochures, photographs, pictures.

Step 1. Introduce the lesson by reviewing the previous lesson. Ask questions like: What did we learn yesterday? Which African countries and their capital cities do you know?



Step 2. Exercise 1: Ask students to read the words in the table and identify the names of countries.

Town	Area	Djibouti	Uganda	Zimbabwe	Mogadishu
village	Africa	Kenya	Sudan	Nairobi	City
countries	Tanzania	Somalia	South Africa	surname	Mr.
Mrs.	pleased	Miss	Ato		

Step 3. Encourage students to work in pairs to discuss the meaning of the words and then form sentences using the words.

Guide the students to talk about names of people and places.

Step 4. Ask students to mention their names and their meanings if they know. Guide them to read the background of certain names and what they mean. (Page 3, Student's Book)

Step 5. Activity: Group the students and let them discuss what their names and those of other places mean. Go round the class assisting them in groups. They should compare their findings. Display their work in the classroom.

Step 6. Exercise 2: Ask students to fill in the gaps with the words from the table above.

Expected answers

- | | | | |
|-----------------|--------------|------------|-------------|
| 1. Surname | 2. countries | 3. Ato | 4. village |
| 5. South Africa | 6. Nairobi | 7. pleased | 8. Djibouti |

Lesson 4

Student's Book, page 4 - 6

Specific Objectives: Students will be able to:

- ask and answer questions in the Present Simple Tense.
- read the sentences in the Present Simple Tense.
- match questions and answers from the tables.

Lesson Content: • Present Simple Tense:

Note: The Present Simple Tense shows a constant repeated or habitual action e.g. :

I always hurry to school.

They play everyday.

It can also express a general truth, e.g.: Two like poles of a magnet repel each other.

Using **Does/Do ...? Yes/No**

Step 1: Let the students work in pairs and ask them to take turns to ask and answer the questions about themselves.

Step 2: Activity 1: Teach the structures, **Does/Do ... ? Yes/No ...** by asking the students to respond to given questions following the examples.

(a) **Student 1:** Do you know the meaning of your village's name in English?

Student 2: Yes,/do, or No, I don't.

(b) **Student 2:** Does she know all the names of African countries?

Student 1: No, she doesn't, or Yes, she does.



Let the students respond to the questions 1 - 6. Different responses are expected.

Refer to tables **A** and **B** and

Step 3: Activity 2: Guide students to work in pairs to match questions from table **A** and responses from table **B**, e.g.:

(a) **Student 1:** Do you know the meaning of your city's name in English?

Student 2: Yes, /do, or No, I don't.

Step 4: Exercise 1: Let the students form questions beginning with the words in brackets

Expected answers

1. What does Ali do?
2. Where do they go?
3. Whom do girls visit?
4. What does my brother repair?
5. Who owns that shop?
6. How does our teacher come?

Step 5: Exercise 2: Let the students form questions and negative sentences from the tables and write them in their exercise books, e.g.:

1. Do you work? I don't work.
2. Does he study? He doesn't study.

Lesson 5

Student's Book, page 6 - 7

Specific Objectives: Students will be able to:

- (a) discuss and answer questions using, **who, what, when, where, which.**
- (b) ask and answer questions about where they live.

Lesson Content: Using **Who .../What ... /When ... /Where ... /Which ...?**

Step 1: Guide the students through social expressions, for example ask them to greet one another.

Write **Wh-** questions on flash cards or let them read from the text.

Step 2: Activity 1: Pair up the students. Let one ask questions and the other responds.

Step 3: Exercise 1: Let the students match column **A (Wh-** questions) with their corresponding phrases in column **B**.

Step 4: Exercise 2: Expected matching

1. How are you? - I am fine, thank you.
2. Hello, Lake. - Hello, Habiba.
3. How do you do? - How do you do?
4. Good night. - Good night
5. Good morning. - Good morning.
6. Hello, I'm Desalegn -I am pleased to meet you Desalegn.
7. Thank you very much - Not at all
8. Feel at home - Thanks

Step 5: Activity 2: Organise students in groups of four and ask them to discuss the places they know of around their area. Let them talk about the location and beauty of these places. They should discuss the questions in the Student's Book, Page 8.



Lesson 6

Student's Book, page 7 - 8

Specific Objectives Students will be able to:

- (a) discuss the beauty of Ethiopia.
- (b) read the poem and answer the questions about it.
- (c) write short poems about their village/town.

Lesson Content : Reading about my village.

Step 1: Ask the students the villages and towns they come from and their meanings.

Step 2: (With Text books closed). Tell them, we are going to read a poem about, **My Village, My Town**. Ask the students what they expect to learn from the poem. Accept all possible answers.

Step 3: Recite the poem while they listen. Involve your emotions, as you read the poem. While you recite the poem, regulate your speed.

Step 4: Tell the students to open their text books on page 8. While you recite the poem the second time, let them follow in the textbooks as you read.

Step 5: Allow them time to read the poem on their own and later call upon a volunteer to recite the poem without looking at the text.

Step 6: Discuss the subject matter or meaning of the poem with the students. Simply facilitate the discussion. Let the students do the contribution. Meanwhile, this activity should be all participatory. Cater for the slow learners by asking them critical questions such as:

- (a) What do you think ...?
- (b) How would you ... ?
- (c) Supposing it were your village ...?
- (d) What clothes do people in your village wear ...?

Step 8 Lead them to answer the questions about the poem and the activity that follows.

While they are carrying out the activity, go round the class to assist slow learners to write their poems. You could get them visual aids such as pictures of rural and urban homes and photographs to enhance their creativity. Give a credit especially to slow learners whenever they make an effort to try to answer your questions even if the answer is not correct. Use comments such as : Good attempt, Good effort.

Expected Answers

1. The meaning is Little Cabbages.
2. There are a lot of cabbages in that village.
3. The speaker is happy and proud of his small village.
4. The people wear white and brown.
5. White and brown are the colours befitting the town's meaning.
6. People would prefer the small village because they would have enough food to feed their families. (Accept other logical answers from the students.)

Step 9. Activity: Tell students to write a poem describing their home village or town.



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

Student's Book, pages 8 - 10

Specific Objectives: Students will be able to:

- name African countries, their people and capital cities.
- read the passage about Africa and answer the questions about it.
- match the words from the passage and their meanings.

Lesson content: Comprehension: African countries • Questions about the passage.

Step 1. Activity 1: Display a large map of Africa in the class. Ask the students to name African countries they know about e.g. Ethiopia, its capital city is Addis Ababa, her people are Ethiopians.

Let students tell their partners the capital cities of ten African countries.

Activity 2: Group the students in fours or threes. Let them discuss the questions and share their answers with other groups.

Expected Answers

- Africa
- Somalia and Kenya
- North America, South America, Asia, Europe, Australia
- Asia is the largest continent

Step 2. Activity 3: Let the students read the passage silently.

Ask oral questions and encourage students to participate by answering in full sentences:

- What is a continent (a large mass of land).
- Name the world continents (Africa, North/South America, Asia, Europe, Australia, Antarctica)
- Countries neighbouring Ethiopia (Kenya, Djibouti, Sudan, Eritrea, Somalia).

Step 3. Let the students answer the comprehension questions after the passage.

Expected answers:

- Seven continents form the world.
- Countries that border Ethiopia are Somalia, Kenya, Sudan, Eritrea and Djibouti.
- Africa has a population of about eight hundred million people.
- The country considered most populated is Nigeria. It has over 130 million people.
- Cairo is the most populated city in Africa.
- Some countries in West Africa are Mauritania, Mali, Senegal, etc.

Exercise 1 : Ask the students to match the words in table A with their meaning in B.

Expected answers:

Continent	-	a large mass of land.
Surrounded	-	in the middle of others.
Landlocked	-	blocked, has no outlet to the sea.
Comprised	-	made up of different parts.
Kenya	-	country south of Ethiopia



Exercise 2: Pair the students and let them find facts about places and complete the chart based on the passage.

Place	Africa	Egypt	Asia	Sudan	Ethiopia	Libya	Kenya	Namibia	Nigeria
Facts	It is the second largest continent	It's capital city is Cairo	The largest continent	The largest African country	It's a land locked country	It's capital city is Tripoli	Found south of Ethiopia	Namibians live in this country	The most populated African country

C Writing

Lesson 8

Student's Book: pages 11-12

Specific objectives: Students will be able to:

- (a) discuss the main parts and format of letters. (b) write friendly letters

Lesson Content: Main parts of a letter; address, date body, conclusion, writer's name

Step 1: Ask the students the different means of correspondence they know. Some will mention, letters, faxes, e-mail, phones, Internet etc. Facilitate a discussion of all the means of communication the students will have mentioned by letting the students who mention it briefly elaborate on how the means is used.

Step 2: Tell them that today we are going to learn about a friendly letter.

Step 3: Ask them about friendly letters and let them share its features. The expected answers range from: No grammar conventions, these letters are written to friends, they may use slang language, they do not follow official patterns like official or business letters etc.

Step 4: Activity 1: Ask students to form groups of four and write two letters. One to a friend or a relative informing him/her about life at school and the other to a headteacher, applying for a vacancy.

Step 5: Tell them to discuss and list down the differences between the two letters.

Let students read the notes about friendly letters and compare them with official letters.

Step 6: Activity 2: Ask students to group letters in activity 1 to discuss with members of other groups the beginnings and endings of the two types of letters. Tell students to use the information to complete the table. Refer to the Student's Book, Page 11.

Step 7: Exercise 1: Student's Book, page 12.

Ask the students to read the formal letter and complete it with the words from the box.

Expected Answers

1. advertisement
2. interesting
3. frequently
4. however
5. to improve
6. application form
7. some information
8. to hearing
9. sincerely

Step 8: Exercise 2: Let the students look at the different parts of the letter and compare it with formal letters in the local language. Encourage the students to participate actively in this exercise by asking and answering the given questions in the exercise.



Lesson 9

Student's Book, pages 13

Specific objectives: Students will be able:

- (a) read an informal letter and answer questions about it. (b) write friendly letters

Lesson content: An informal letter

Step 1: Activity : Ask the students to form pairs and share experience about the letters they have ever written to friends. Revise notes about writing a friendly letter.

Step 2: Ask the students to read the letter silently.

Step 3: Discuss the letter. Ask oral questions and encourage the students to give answers in full sentences.

Exercise 1: Tell the students to read the letter and answer the questions that follow,

Step 4: In their exercise books, let the students write answers to the questions about the letter.

Step 5: Meanwhile go round the class to respond to students' questions. Also, allow them enough time to discuss any letter writing issues either with a partner or in groups.

Expected answers

1. Hailom.
2. Amil.
3. National parks, the rift valley, the coastal town and the scenic countryside.
4. Hills.

Step 6: Exercise 2: Students assume they are Amil. Ask them to write a reply letter accepting Hailom's invitation.

Lesson 10

Student's Book, page 14.

Specific objectives: Students will be able to:

- (a) use the given words to complete the formal letter (b) write a reply to the official letter

Lesson content: composition: A formal letter: Trip to Nairobi

Activity 1: Ask students to form pairs to revise the main parts of a formal letter.

Exercise : Let the students write and complete the formal letter in their exercise books using the words in the box.

Expected answers:

- (a) 22nd Jan 2010 (b) Manager of (c) Sir, (d) organise
(e) grateful (f) Director (g) considered (h) faithfully,

Activity 2: Ask students to imagine they are newly qualified teachers. They write to the Director of the school in town asking for a vacancy to teach in his/her school.

Lesson 11

Student's Book, page 15 - 16

Specific objectives: Students will be able to

- (a) complete a guided composition. (b) arrange a jumbled letter.
(c) write a short paragraph about a place they know.



Lesson content: gaps fill in, letters:

Step 1: Ask the students to describe to their partners where they live.

Step 2: Encourage them to do the exercises and activities in this lesson.

Exercise 1: Expected answers

My village is about five kilometres from Desse Road. Our people are cultivators and specialise in vegetable productions. They also **rear** a few goats and **chicken**. The people are very friendly. My parents are always very **happy** when I come home for holidays. I help them in the garden. In my **free** time, I visit my **relatives**.

Step 3: Exercise 2: Ask the students to write a short paragraph about a place they know in their village or town. Give them the necessary support where they are experiencing difficulty.

Step 4: Exercise 3: Ask students with their partners to discuss and arrange the jumbled formal letter.

The Data Base institute,
P.O. Box 563, Addis Ababa,
24th January, 2011

The Marketing Manager,
Gulf Africa Ltd,
P.O. Box 563,
Addis Ababa,

Dear Sir,

RE: SUPPLY OF PRINTING MATERIALS

Would you urgently let us know whether you have the following products: 96Atoner, cartridge, printer ribbons, duster, chalk, duplicating paper, xerox photocopying paper, quire 3 imported books (blue cover) and compac printers.

We should be pleased if you send us details regarding prices, mode of delivery, terms of payments and any other relevant information we ought to know.

We look forward to doing business with you should your services be within our means.

Yours faithfully,

Hussein Ali
Principal





Lesson 12

Student's Book, page 16.

Specific objectives: Students will be able to:

- (a) compare life in the village with life in the town. (b) carry out a debate.

Lesson Content: Debate

Activity: Ask students to compare life in the town with life in the village.

Step 1: Write the motion of the debate on the blackboard, 'Town life is better than village life.'

Step 2: Act as a moderator as the whole class takes part in the debate. The following procedure should be observed.

Procedure for the debate of one group

1. The teacher will guide the students to choose ten students as the main speaker to take part in the debate. Five students will agree to the motion and the other five will be against it.
2. Elect a chairperson, timekeeper and secretary to moderate the debate.
3. Both groups should prepare their speeches. each group member should carefully prepare their arguments well.
4. Rehearse your speech carefully.
5. The other students in the class should discuss their own views and questions to ask the speakers.
6. The secretary will read a summary of the points and declare the winning group.
7. The chairperson will adjourn the debate.

Lesson 13

Student's Book, page 17 - 18.

Specific objectives: Students will be able to revise what they have learned.

Lesson Content: Revision exercise

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

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

Step 3: Mark the students' work.

Expected answers:

- A. 1. located 2. surprised 3. Cairo 4. do you do? 5. pleased

Step 4: Exercise 2: Ask the students to copy the pie chart and fill in the information required.
Refer to Student's Book, page 18.



Unit 1: Assessment

Writing: Tell the students to answer questions A, B and C in their exercise books.

- A.** Use the words in the brackets correctly
1. I was to meet Ato Geday (please)
 2. Do you who that girl is? (know)
 3. I have ever to Nairobi (fly).
 4. We shall learn about many this year (country).
- B.** Suggest suitable responses.
5. **Anile:**
Hagose: I am fine thank you.
 6. **Wedde:**
Jani: How do you do?
 7. **Teble:**
Tejetu: I live in Adwa.
 8. **Obang:**
Gadissa: Hamdia is the owner of that shop.
- C.** Arrange the jumbled words to make correct sentences.
9. letter received formal I a.
 10. country beautiful is my.

Expected answers

- A.** 1. Please 2. know 3. flow 4. countries
- B.** 5. How are you? 6. How do you do? 7. Where do you live?
8. Who is the owner of that shop?
- C.** 9. I received a formal letter. 10. My country is beautiful.

Additional work

1. I identify a name of a town from each one of the regions in Ethiopia. Find the meaning of the identified names.
2. List down the names of African countries and their capital cities.
3. Apart from your mother tongue and English, what other language would you prefer to learn?
4. Give the direction of Ethiopia's neighbouring countries.
5. Refer to the map of Africa. Identify ten countries and show their locations in comparison with Ethiopia.
6. Write an invitation letter to a pen friend in another country; inform him/her about places of interest you will visit when he/she comes.





Unit 2: Ethiopian Languages

Background Information:

Amharic is the official language in Ethiopia, though English, French, Italian and Arabic are also widely spoken. Outside the larger cities and towns, indigenous languages are likely to be spoken of which they cover eight percent along with some two hundred dialects. The common ones include Oromo, Tigrinya and Somali. In this Unit, the teacher should encourage dialogues and debates amongst students so that they enrich their knowledge and also appreciate the diversity of languages not only in Ethiopia, but also in other countries.

General Objective:

In this unit, students will give information about Ethiopian languages and language learning.

Specific Objectives:

Students will be able to:-

- (a) tell different types of adverbs.
- (b) write out adverbs in their degrees correctly.
- (c) use adverbs in sentences correctly.
- (d) tell different languages spoken in Ethiopia.
- (e) tell languages spoken and by whom.
- (f) read short passages and answer comprehension questions.
- (g) write out given sentences correctly using the given structures.
- (h) write out short passages/paragraphs.
- (i) identify tips for language learning.

Learning resources:

maps, photographs, brochures, charts, flags, texts, resource persons etc.

A Listening and Speaking

Lesson 1

Student's Book, page 19.

Specific objectives: Students will be able to:

- discuss different languages.
- listen to a text from the teacher and answer the questions.

Lesson content: Listening exercise.

Step 1: Introduce this topic by asking the students to mention the different languages that are spoken in Ethiopia.

Step 2: Arrange the class in groups of five. **Activity:** In groups of five, let students discuss the advantages of speaking different languages

Exercise 1: Let students, in pairs, discuss the questions in the Student's Book, page 19.

Exercise 2: Listening Exercise:

Read the text as the students listen. Ask the students to give correct answers to the questions in the Student's Book.

Ethiopia has 83 different languages. The Ethnic and linguistic groups are the Oromos, Amharas and Tigrayens. Ge'ez is the ancient language which was introduced during the first Aksumi'ta Kingdom. The Aksumi'tes developed Ge'ez which is a unique script derived from Sabeian alphabet. Tigrigna and Amharigna are some of the languages from Ge'ez.

Ethiopian languages are divided into four major language groups:



(a) Semitic (b) Cushitic (c) Omotic (d) Nile - Saharan

- The Semitic languages are spoken in the northern, central and eastern Ethiopia. Some of the examples are:
Adarign and Amharigna.
- The Cushitic languages are mostly spoken in the central, southern and eastern Ethiopia. Some examples are Bussa and Konso
- The Omotic languages are spoken near lakes or Southern rift valley and the Omo River.
- The Nilo-Sahara languages are spoken in the western part of the country along the boarder with Sudan. They include: Gobato and Muusi.

Questions

1. What are the four major langue divisions in Ethiopia?
2. From what language are the many languages believed to have developed?
3. List down the different regions that make up Ethiopia?
4. Why do you think it is important to learn more than one language?
5. Write other languages that you have heard of.
6. How else can a person communicate to other people?

Expected answers:

1. Semitic languages
Cushitic languages
Omotic languages
Nile-Sahara languages
2. Ge'ez.
3. Tigray, Afar, Amhara, Benohangul Gumuz, Oron'ya, Somali co ambella, Southern Nations People's region.
4. To be able to communicate to other people.
5. (any the student mentions).
6. Using sign language, drawings, writings, singing, dramatising.

Lesson 2

Student's Book, page 20.

Specific objectives: Students will be able to:

- form adverbs from verbs by adding a suffix - **ly** to the verb.
- read the words and use them in sentences.
- complete the sentences correctly.

Lesson content: Adverbs of manner

Step 1: Activity: Arrange the class in groups of three. Guide students as they mention adverbs, give and carry out instructions. Refer to the Student's Book, page 20

Step 2: Explain and demonstrate to the students what adverbs of manner are. They are words which show how an action is done, for example;

- How does a chameleon move?
- It moves slowly.

Call upon the students to demonstrate these adverbs: walk quickly, sleep soundly, talk loudly. Ask them to mention other adverbs of manner.

Step 3: Ask the students to study the examples of adverb formation. Let them form the adverbs following the example e.g.: quick - quickly, happy - happily

Exercise 1: Ask the students to answer questions about themselves using the words given in the box.

Exercise 2: Let students do the exercise on page 20. They may share the answers.



**Expected answers**

1. My sister **neatly** laid the table for lunch.
2. My mother can **fluently** speak Amharic.
3. My brother **usually** helps to milk the cows.
4. Our cousin can **easily** fix the wheel.
5. My father **happily** read my report.
6. My sister **quietly** talked to the matron.
7. We **excitedly** prepared for the family trip.
8. Grandmother **easily** climbed the stairs.
9. The family members **warmly** welcomed the visitors.
10. My aunt **gently** carried the baby from the bed.

Lesson 3

Student's Book, page 21

Specific objectives: Students will be able to:

- (a) make correct sentences in the present simple tense.
- (b) ask and answer questions about their daily activities.

Lesson content: The Present Simple Tense

Step 1: Ask students what they do regularly/everyday and list the verbs used.

Step 2: Let the students read the examples on page 21 and construct their own sentences.

Activity: Ask students in pairs to read the dialogue with a partner while paying attention to the underlined words.

(a) Hirut: What do you do every morning?

Ali: I greet my parents.

Exercise 1: Let the students read the words in the box and use them correctly to complete the paragraph.

Expected answers

lives ... is ... sells ... works ... knows ... speaks ...

loves ... has ... wakes ... starts ... finishes

Exercise 2: Let the students use the words in brackets to make correct sentences.

Expected answers

1. My friend **speaks** Amharic when he goes to Addis Ababa.
2. I **talk** to my classmates in English everyday.
3. Tewodros **always** tries to learn new languages.
4. Wude **carries** language books everyday.
5. Our teacher **teaches** us new words everyday.
6. My sister **writes** to me in French every month.
7. Mother usually **talks** to father in Zay language.
8. I sometimes **read** a book in Somali.
9. The man often **watches** French movies.
10. My sisiter usually **learns** foreign language easily.



Lesson 4

Student's Book, page 22 - 23

Specific objectives: Students will be able to:

- form correct sentences using: ... **can** ... , ... **but** ..., ... **can't** ...
- form correct sentences using ... **both** ...

Lesson content: Using: ... **can** ... **but** ... , **can't both** ... **and** ...

These words are known as conjunctions and are used in compound/complex sentences. Compound sentences contain two or more clauses and these conjunctions are used to join them.

Activity 1: Organise the students in groups. They should ask and answer questions about the languages they can speak and those they can't as on page 22.

You : Asyha, what language can you speak and which one can't you speak?

Asyha : I can speak English but I can't speak French.

Others : Asyha can speak English but she can't speak French.

Exercise 1: Let students in pairs read correct sentences from the table. This activity will enable them discuss the use of **can't, with, but**

e.g. He can speak Sidama but he can't speak English.

Activity 2: Guide students to make correct sentences from the table using: ... **can** ... **can't** ... They can use different names to make sentences.

e.g. Abera can speak Somali but she can't speak English.

Exercise 2: Guide the students to form sentences using: ... **both** ... **and** ... from the table. Let students write the sentences in their exercise books.

Expected answers

1. He speaks both Amharic and Shinasha.
2. She speaks both French and Tigrigna.
3. Yenew speaks both Wolayta and Afan Oromo.

Lesson 5

Student's Book, page 23 - 24

Specific objectives: Students will be able to:

- form correct sentences using: '**more/fewer than/most ...**'.
- answer questions about the chart.

Lesson content: Using: **more/fewer + noun + than ... most + noun...**

Step 1: Use the classroom situation to compare different things that two students have:

(a) has more than

(b) have less/fewer than

Example:

(a) This boy has more hair than my brother. (b) You have fewer books than Gemechu.

Step 2: Exercise: Ask students to form groups of four and study the table, discuss the information and complete the exercise which follows.

Expected answers

1. Sidama
2. Arabic
3. Aberu
4. Olli

Step 3: Divide the students into groups of five. Let them collect different items with similar features around their classroom and compare them.





Activity 1: Ask students to discuss the various languages that are spoken in Ethiopia. Encourage students to participate actively in this activity by asking and answering questions about the languages they themselves can speak.

Lesson 6

Student's Book, page 24

Specific objectives: Students will be able to:

- use: **should, shouldn't** to make sentences.
- use: **has/have to/doesn't/don't have to** in sentences.

Lesson content: Using **should/shouldn't /has/have to do/doesn't have, don't, have to**

Introduce the lesson by asking students what they should do and shouldn't do when talking to people. Let them discuss this activity in groups of three, for example

'Should do'	Shouldn't do'
We should talk politely. We should not talk too fast. We should greet each other. We should talk in a language that our correspondent understands. We should use gestures	We should not talk rudely. We shouldn't talk so fast. We should boast of our accents. We shouldn't talk in languages people do not understand.

Activity 1: Let the students say out sentences from the table in **Activity 1.** using **should / shouldn't /has/have to /doesn't have to/don't have to.**

Exercise 1: Let students do the exercise on page 24 by completing sentences using should/shouldn't

Expected answers

1. should 2. should have 3. should visit 4. should do 5. should have done

Activity 2: Lead the students to do Activity 2 by identifying the things they have to do and those they don't have to do. Let them do this exercise in groups of four.

Expected answers

have to do	don't have to do
learn the English language eat food everyday wash your clothes say prayers everyday talk to your friends	fly an aeroplane sleep in class go home late drink beer apply for a passport

Step 5: Let students form sentences using the phrases in the box above.

Examples

- (a) We have to learn the English language.
(b) We don't have to sleep in class.

Exercise 2: Let students list the things they have to do while at school and those that they don't have to do. Let them write full sentences about these activities.



Lesson 7

Student's Book, page 25 - 26

Specific objectives: Students will be able to:

- express their opinions about what is a good/bad idea.
- write sentences using **both ... and ...**

Lesson content: Expressing opinions (I) about bad/good ideas; using **both**

Activity 1: Ask the students to form pairs and discuss the good or bad ideas suggested in the Activity. Let them give reasons for their answer choices. Accept all possible answers based on the following expected answers which are not prescriptive but suggestive.

Expected answers

1. bad idea (People should not go to school.)
2. bad idea (Schools should open twice a week.)
3. good idea (Hospitals should open for 24 hours.)
4. bad idea (there should not be any boarding schools.)
5. bad idea (We should play the whole day,)
6. bad idea (Children should not be immunised.)
7. good idea (All schools should have computers)
8. good idea (We should go to school.)

Exercise: Let the students do the exercise on page 26 using the example

Expected answers

- (a) My best friend speaks both Amharic and French.
- (b) My sister speaks both English and Shinasha.
- (c) My brother speaks both German and Somali.
- (d) My uncle speaks both Sidama and Chinese.

Divide the students into groups of five. Let them discuss the languages that are commonly spoken in their area and the reason. They will choose a secretary who will report their findings to the class.

Lesson 8

Student's Book, page 26

Specific objectives: Students will be able to recite and act out the dialogue.

Lesson content: Expressing opinions (2)

Activity 1: Let the students read and act the dialogue.

Step 1: Read the dialogue and ask the students to repeat after you.

Step 2: Let the students take on Asnaku's part, and you, Adil.

Step 3: Divide the class into two groups, Let students act the parts for the two characters and practise.

Step 4: Ask the students to practise in pairs.

Step 5: Ask the pairs which are ready to go in front of the class and act out the dialogue.

Exercise: Ask students to write a similar dialogue.





Lesson 9

Students' Book, page 27.

Specific objectives: Students will be able to :

- (a) read the poem and answer the questions.
- (b) talk about good things about Ethiopia.

Lesson Content: Reading (Poem)

Step 1: Ask the students to tell you the things they love about Ethiopia.

Step 2: Let the students read the poem silently.

Step 3: Ask oral questions and explain any difficult vocabulary.

Step 4: Let the students read the poem again.

Exercise: Let students answer the questions about the poem.

Expected answers:

1. Ethiopia
2. *Injera*
3. Amharic, Arabic, Somali, Afan Omoro.
4. It's a language from a foreign country.
5. delicious, tasty, nice, yummy
6. A variety of languages spoken, beautiful hills, valleys and mountains, variety of music and dance.

Activity: Ask the students to write a poem of three stanzas about languages in Ethiopia.

B Reading

Lesson 10

Student's Book, page 28

Specific objectives: Students will be able to:

- (a) study the map of Ethiopia and take note of the languages spoken in each area on the map.
- (b) identify the different ethnic groups in Ethiopia.
- (c) tell Ethiopia's neighbouring countries.

Lesson content: Comprehension

Activity: Tell students to form groups of four people to study and discuss the map of Ethiopia.

Step 1: Display a large map of Ethiopia in class. Let the students identify the different regions of the map.

Step 2: In groups let the students study the map and take note of the ethnic groups shown in each area.

Step 3: Let the students name the area where each language is spoken.

Step 4: Guide the students to identify the languages spoken in each area on the map.

Step 5: Guide the students to name Ethiopia's neighbouring countries, people in those countries and their capital cities.

Step 6: in their exercise books, let the students write the languages under each ethnic group in reference to the map and answer the questions about the map.



Lesson 11

Student's Book, page 29 - 30

Specific objectives: Students will be able to:

- tell different languages that are spoken in Ethiopia.
- read the story and answer the questions about it correctly.
- discuss the questions and write answers about the languages.

Lesson content: Comprehension

Step 1: Activity 1: In groups let the students discuss the questions in the Student's Book, page 29.

Step 2: Let the students read the passage silently.

Step 3: Ask oral questions and encourage the students to give answers in full sentences.

Step 4: Let the students read the passage again.

Exercise: In pairs, students will discuss the given questions and write the answers in their exercise books.

Expected answers

- Fatuma learns more languages by listening to and imitating other people.
- Debora's opinion is one should practise the language one wants to learn.
- According to Debora, mistakes are a learning tool because practise makes perfect.
- (a) Read many books. b) Use the dictionary. c) Do spelling games, etc.
- (a) A dictionary gives the meaning of words and their spellings.
(b) A dictionary shows pronunciation and usage of words.
- Learn a language from the people in the community by listening to what they say and imitating them.

Activity 2: Let the students write a paragraph of five sentences on how best to learn a foreign language.

C Writing

Lesson 12

Student's Book, page 30 - 31

Specific objectives: Students will be able to:

- use the words **and**, **but** and **because** in sentences.
- join sentences using **and**, **but** and **because** correctly.
- use the conjunctions in their daily experiences.

Lesson content: Using: **and**, **but** and **because**

Introduce the lesson by asking the students to ask and answer questions involving the use of **and**, **but**, **because**.

- Teacher: Why are you late?
Student: I am late because I am ill.
- Where is Dana and Aberu?
Dana and Aberu are outside.
- What are the girls and the boys doing?



The girls are bathing but the boys are playing.

Step 1: Activity: Student's Book, page 30. Let students form groups of three to read sentences (a) and (b) and discuss how they are joined in sentence C.

Step 2: Ask the students to construct their own sentences using the conjunctions given.

Step 3: Exercise 1: In their exercise books, let the students join the sentences using **and**, **but** and **because**.

Expected answers:

1. Gibre knows many words because she reads a lot of books.
2. We can speak Amharic and Somali.
3. I asked for an interpreter because I couldn't understand the language.
4. She tried very hard but couldn't learn the language.
5. Aberu is learning Sidama but my sister is learning Amharic.
6. Dana can speak English but can't speak Afanoromo.
7. Hoilom is already learning French because he wants to go to France.
8. Madina asked in Amharic but Ahaz replied in English.

Step 4: Exercise 2: Ask the students to write their own sentences using **and**, **but**, **because**.

Lesson 13

Student's Book, pages 31 - 32.

Specific objectives: Students will be able to:

- (a) write out answers to the given exercises correctly. (b) work out the given activities easily.

Lesson content: Revision Exercises

Exercise 1: Expected answers:

1. He speaks English but he cannot write it.
2. She can walk quickly but she cannot run.
3. You can use a dictionary and this book.
4. She speaks both English and Amharic.
5. Aberu and Tiki are both girls.
6. Ali speaks more languages than Musa.
7. Of the two students, Zebene speaks fewer languages.
8. She studied Somali but cannot spell the words correctly.
9. I know I can't speak and write Somali very well.
10. I tried hard but I couldn't learn the language.

Exercise 2: Expected answers:

1. You should walk **carefully** when crossing the road.
2. If you behave **well**, your parents will be proud of you.
3. Before you can answer the comprehension questions, you need to read the passage **silently**.
4. You may cause an accident if you drive **carelessly**.
5. Unless you speak **loudly** people may not hear what you say.
6. You need to learn a language before you can speak it **fluently**.



7. You will not arrive in time if you walk **slowly**.
8. She boarded the bus **hurriedly** and sat behind the driver.

Activity: Ask students to discuss with their partners and answer the questions in full sentences.

Unit 2: Assessment

Writing: Ask the students to choose the suitable words to complete the sentences in Exercise 1 and 2 in their exercise books.

A. Use the words in brackets correctly.

1. Toleshe is French. (learn)
2. Do you know the of learning many languages? (important)
3. Tesfaye always to Addis Ababa. (go)
4. Hagose has to me two letters. (write)
5. He did the work and got it right. (care)

B. Use the words in brackets to join the sentences.

6. Amil can't speak Spanish. Tiki can't speak Spanish. (... and ...)
7. I can read- Arabic. I can't spell it well. (... but ...)
8. Tona knows few languages. Gedey knows many languages. (... more ...)
9. I didn't understand the language. I couldn't reply. (... because ...)
10. The boy can speak well. He can't write at all. (... but ...)

Expected answers

- A.** 1. learning 2. importance 3. goes 4. written 5. carefully
- B.** 6. Amil and Tiki can't speak Spanish.
7. I can read Arabic but I can't speak it well.
8. Gedey knows more languages than Tona.
9. I couldn't reply because I didn't understand the language.
10. The boy can speak well but he can't write at all.

Additional work:

1. In groups of five, let each one mention the languages they can speak.
2. How many Ethiopian languages can you name?
3. Write a paragraph about a language you like most and why.
4. Discuss with a partner tips on how one can easily learn a language. Write the tips on a poster and display your work.





Unit 3 Holidays and Festivals

Background Information

Holiday is a time to relax, have fun, celebrate, give thanks and make merry. In Ethiopia, there are different holidays and religious festivals that take place at different times of the year. These include Christmas, Fasika (Easter), New year eve, Idi. etc. During these festivals, certain rituals and ceremonies are performed. Prayers, music and dance too form part of the celebrations. In this unit, the teacher will impact onto students the need to respect and appreciate these festivals through focussed group discussions, debates, games, questions and answer techniques. It is hoped that by the end of the unit, students will have developed love and appreciation for holidays and festivals.

General Objective:

Students will be able to discuss different holiday celebrations.

Specific Objectives :

- Contribute to group discussion;
- Complete the given table accordingly;
- Ask and answer questions about related holidays in Ethiopia;
- Study pictures about festivals in their daily lives in groups;
- Read and comprehend a given passage;
- Write out punctuation exercises correctly;
- Write postcards/letters about a holiday/festival.

A Listening and Speaking

Lesson 1

Student's Book, page 33

Specific objectives: Students will be able to:

- discuss the importance of holidays.
- name different holidays that are celebrated in Ethiopia.
- tell different kinds of clothes worn for different festivals.
- Complete the table about holidays and festivals.

Lesson content: Questions about festivals and listening practice

Step 1: Introduce this unit by asking students to mention which holidays and festivals they know. Let them list as many as they can name.

Step 2: Activity 1: Divide the students into groups of four. Let them choose a secretary. Guide them to discuss Activity One about the importance of having holidays. The secretary should record the main points and report to the class.

Step 3: Exercise 1: Let the students discuss the questions in Exercise 1 with their partners.

Step 4: Activity 2: Read this jumbled list of holidays and festivals that are celebrated in Ethiopia.

- | | |
|--|--|
| 9. March 2 nd Battle of <i>Adwa</i> | 5. January 7 th <i>Genna</i> |
| 8. February 19 th Martyrs Day | 6. May 5 th Liberation Day |
| 3. May 1 st Labour Day | 1. September 12 th Popular Revolution |
| 2. September 11 th Ethiopian Year | 7. August 19 th <i>Buhe</i> |

Exercise 2: Lead the students to complete the table with correct information about holidays and festivals.

Step 5: Exercise 3: Let the students discuss how people dress, eat, behave and how they spend time during festivals. Accept the different answers. Let them draw pictures showing the activities that are carried out during festivals.



Lesson 2

Student's Book, page 34

Specific objectives: Students will be able to:

- pronounce the given words correctly.
- use the given vocabulary in sentences.
- complete the given exercise using the words in the box.

Lesson content: Vocabulary Practice

<i>Mawlid</i>	<i>Ramadan</i>	celebrate	holidays	Christmas	travel	hockey
Easter	tour	<i>Fasica</i>	present	New year	dance	congratulate
<i>Genna</i>	card	decorate	festival			

Step 1: Activity: Pronounce the words while students are listening.

Step 2: Let the students read the words after you. Explain the meaning of any difficult words and use them in sentences.

Step 3: Ask the students to form correct sentences using the words provided.

Step 4: Let the students use the words to complete the given exercise correctly. They should write the answers in their exercise books.

Step 5: Let the students do **Exercise 1**. They should choose ten words from the box and use them in sentences. They should write the sentences in their exercise books. Allow them to share their work.

Exercise 1: Expected Answers

- Ramadan** is the Holy month for Muslims.
- Mawlid** is birthday in Arabic. It is a celebration of a holy person's birthday.
- Easter** is usually celebrated in April.
- A lot of people dance during holidays.
- The Ethiopian Easter is called **Fasica**.
- They usually **decorate** their homes during Christmas.
- Kinda had to **congratulate** Sule on New Year's eve.
- They received an invitation **card** on **Christmas**.
- Do you know how to play **Genna**?
- I received a **present** from Abenet on **Easter**.

Exercise 2: Ask students to use some of the words in the box to write a short story about the holiday they have ever enjoyed most.

Lesson 3

Student's Book, page 35

Specific objectives: Students will be able to:

- point out that these words are used to ask questions.
- form correct questions from the tables.
- form correct answers to the questions from table B.
- use the question words from their daily experiences.

Lesson content: Using **What ...? / Which ...? / Where ...? / Who ...? / When ...? / Why ...?**

These **wh-questions** ask for precise responses.

Step 1: Ask the students to engage their partners by asking them questions like.

- What is your name?
- Where do you live?
- Who was the first to arrive today?
- When do you celebrate your birthday? etc.

Step 2: Activity: Divide the students into groups of three and let them answer the questions in Activity One in turns.

Step 3: Exercise 1: is about arranging words to form correct sentences. Let the students work in pairs to do this exercise.

Move round the class guiding the students.



Expected Answers

1. Which holidays do we have in Ethiopia?
2. What activities do you participate in?
3. Who invites people to festivals?
4. Where will you spend your next holiday?
5. When do we celebrate New year?
6. When do you hope to celebrate your next festival?
7. Why do festivals sometimes end late?
8. Which festivals do you often celebrate?

Step 4: Exercise 2: Pair the students and let them form questions and corresponding answers from the table in Exercise 2, for example:

Student A: Who did you go with?

Student B: A workmate

Lesson 4

Student's Book, page 36

Specific objectives: Students will be able to:

- (a) Read the dialogue and act it in class.
- (b) Write a dialogue about holidays.

Lesson content: Dialogue

Step 1: Review the previous lesson by asking the students to talk about the holidays and festivals they enjoy most and why.

Step 2: Read the dialogue to the students, paying attention to pronunciation, rhythm and tempo at which you speak.

Step 3: Students take Samuel's part as you read Kinde's. Change roles.

Step 4: As pair practice, let the students take turns to practise the dialogue.

Step 5: Ask the pairs that are ready to come to the front of the class and act the dialogue. Encourage them to speak and act freely. You may correct any pronunciation errors after they have acted.

Step 6: Ask the students to do the exercise. They should write dialogues about activities they do in holidays in their exercise books. Let them exchange the work and read what their partners have written.

Lesson 5

Student's Book, page 37

Specific objectives: Students will be able to:

- (a) form correct sentences using adverbs.
- (b) study the tables and form correct questions and answers using the words given.

Lesson content: Using: ... **usually** ... / ... **always** ... / ... **often** ... **sometimes** ... / ... **never** ...

Adverbs of frequency

An adverb is a word that modifies a verb, an adjective, or another adverb. **Often, always, frequently, never, sometimes, generally** are some of the adverbs. They are usually used in the Present Simple Tense.

These words are known as adverbs. They show the frequency or periodical occurrence of an action. Note that single adverbs appear before a verb in a sentence while adverb phrases like every month, every Saturday, twice a month come after the verb, example:

Ali **sometimes** goes to the cinema.

We go to the garden **every Saturday**.

Step 1: Introduce the lesson by asking students to say the activities they do everyday, once a week, during the holidays, etc. Let them mention what their siblings, friends, neighbours, teachers do.



Step 2: Activity 1: Refer the students to the substitution table on page 37 and ask them to form correct sentences in pairs, example:

Student 1: We always play **Genna** during Christmas.

Student 2: He often travels up country during the holidays.

Step 3: Exercise 1: Divide the students into groups of four. Let them look at Exercise One, the table showing activities done by different people. They should use adverbs to form correct sentences in turns, for example:

Wed: Who listens to music? (Ayele)

Ali: Ayele **usually** listens to music.

Tigist: Who reads novels? (Wed)

Kadir: Wed **sometimes** reads novels.

Step 4: Let them do **Exercise 2** in their exercise books.

Expected Answers

1. Fate usually collects firewood.
2. Anile usually writes letters to pen-pals.
3. Bekele seldom milks the cows.
4. Jani sometimes tours the countryside.
5. Nobody often weaves baskets.
6. Redwan watches films once a while.
7. Kedi grinds millet once a day.

Activity 2: Divide the students into groups to discuss the festivals that are commonly celebrated in their areas e.g.

- (a) which festivals are held every year? (b) which of those festivals have you attended?
- (c) Describe the last festival you attended.

Lesson 6

Student's Book, page 38

Specific objectives: Students will be able to:

- (a) make sentences using the word **every**.
- (b) read the given sentences as provided in the student's book.
- (c) discuss things students do, **every day / everytime / every year** etc.

Lesson content: Using: ... **every** ...

Step 1: Activity 1: Introduce the lesson by asking the students what they do every Monday / Tuesday / Friday / Sunday and generally what they do in daily life.

Step 2: Activity 2: Ask the students to read sentences from their textbooks aloud. Let them compare the activities and tell which ones are done for the community or for the nation.

Step 3: Guide the students to do **Exercise 1**. Ask the students to form correct sentences from the table in pairs, example:

Tomas: We read novels every fortnight.

Fatuma: Abeba watches films everyday.

Step 4: Ask the students to do **Exercise 2**. They should draw tables to include activities they do in the given periods, for example:

Period	Activities
everyday	work, read, write, talk, eat, greet, run, play
every month	





every week	
every year	
every weekend	
every holiday	

Step 5: Let the students compare their tables.

Lesson 7

Student's Book, page 39 - 40.

Specific objectives: Students will be able to:

- (a) discuss activities that were done in the past or things that happened in the past.
- (b) form correct sentences in the past.
- (c) tell stories in the past.

Lesson content: The Past Simple Tense and Using: **Last ...**

Step 1: Activity 1: Introduce the lesson by asking students what they did last night / Sunday / year/ week etc.

Step 2: Activity 2: Tell the students your experience at any wedding you attended. Let them talk about any party they have ever attended or watched on T.V.

Step 3: Exercise 1: Ask students to form correct sentences from the table.

Step 4: Exercise 2: Guide the students to discuss the picture story about Kuma's holiday at his grand parent's home. Let the students begin the story and tell it correctly in the past.

Step 5: Ask them to write the story in their exercise books.

Exercise 3: Ask students to write a story about themselves. Let them begin: Last year, I ...
Remind them to pay attention to correct punctuation, spellings, paragraphing, neatness and orderliness.

Lesson 8

Student's Book, page 41

Specific objectives: Students will be able to:

- (a) read and recite the poem.
- (b) answer the questions about the poem in full sentences.

Lesson content: Reading comprehension (Poem)

Step 1: Read the poem to the students as they listen.

Step 2: Ask the students to read the poem aloud.

Step 3: Ask oral questions and encourage students to give answers in full sentences.

Step 4: Ask the students to read the poem silently.

Step 5: Exercise: Let the students in pairs discuss and answer questions about the poem.

Expected Answers

1. One should plan before going on a holiday.
2. A holiday makes one relax from stress and hard work.
3. One learns about people and places.
4. One should spend a holiday at leisure parks, camping sites or families and relatives.



5. Varied answers are expected. Any sensible answer is correct.

Step 6: Activity: Guide students to write short passages explaining how they plan to spend their next holidays, when and where they plan to go, how they are to go there, with whom they are going, what their expectations are, etc.

Lesson 9

Student's Book, page 42

Specific objectives: Students will be able to:

- (a) tell different punctuation marks.
- (b) tell uses of different punctuation marks.
- (c) punctuate given passages correctly.

Lesson content: Punctuation

Step 1: Introduce the lesson by telling the students the importance of punctuation; It is to make speech and writing meaningful. Write sample sentences

- (i) the cow said bob needs to be fed.
- (ii) "The cow," said Bob, "needs to be fed."

Ask the students to mention the punctuation marks they know and teach the following.

-Hyphen (-)

A hyphen is a dash which appears between two or more words for example: mother-in-law.

There are words which always carry hyphens between them.

Exclamation mark (!)

An exclamation mark is used to show surprise and wonder.

Colons (:)

There are two types of colons namely the full colon (:) and the semi - colon (;).

Full colon (:): A full colon is used before a list, for example, The following students should see the bursar immediately: Tiru, Sofia, Abebe, Tura and Ayele.

Semi colon (;): A semi colon is used between different parts of a list.

Inverted Commas (" ")

These are used before and after quotation in direct speech. For example: "I know I will see him tomorrow," said Lemessa.

Step 2: Activity: Guide the students to read the notes about punctuation marks. As they read ask them to give examples of sentences where each punctuation mark is used.

Step 3: Exercise: Let the students do the exercise on page 43. They should read and discuss the passage with their partners and point out what punctuation is missing. Let each student rewrite the passage correctly.

Expected Answer

It was last December when Ayele invited me to their country home. I was surprised because although we are friends, little did I know he would give me such a surprise. We were to travel to Dolo to celebrate the new year. I was overjoyed of course.

The bus took us through spectacular scenery. We saw beautiful hills, low lying plateau and herds of goats that grazed peacefully. The people seemed calm and relaxed. It was after several hours that we finally reached his home. His parents were so overjoyed to see us. We soon settled and noticed that everyone was in jubilating mood. A lot of preparations had been made including: slaughtering of sheep, goats and chicken.

The following day, I was tasked to roast goat - meat. "What a surprise!" I said, "I have never done it before."



Lesson 10

Student's Book, page 43 - 45

Specific objectives: Students will be able to:

- (a) describe a postcard. (b) ask and answer questions about the postcard. (c) design postcards.

Lesson content: A post card

Step 1: Review the previous lesson by asking the students to mention the punctuation marks they learnt about.

Step 2: Activity: Ask the students to give their views about what a postcard means. If they write postcards, when and why do people exchange postcards. Students should point out that a postcard is a small card on which written messages are sent through the post office, without an envelope. Usually postcards have pictures on one side and the message on the other.

Step 3: Display various types of postcards. Let the students observe the pictures and tell the messages they portray. Let the students describe the postcard. Ask questions like;

- (a) Who wrote the postcard?
(b) Where can one buy a postcard?
(c) What can you see on the postcard?

Step 4: Exercise: Ask the students to design postcards to their friends in the given exercise. Help them to display their cards in the classroom for comparison.

B Reading

Lesson 11

Student's Book, pages 44 - 45

Specific objectives: Students will be able to:

- (a) discuss traditions or rituals they know. (b) read the passage and answer the questions.
(c) match words with their meaning.

Lesson content: Comprehension and vocabulary

Step 1: Introduce the lesson by displaying pictures or photographs showing various festivals. Let the students observe and talk about what they see in the picture. Let them discuss which traditional festivals or rituals take place in their community. Task them to explain what role they play in such festivals.

Step 2: Activity: Guide the students to Activity. In groups of three let them discuss the questions. Varied answers are expected.

Step 3: Let the students turn to the reading text "Bull jumping" and ask them to read it silently. Explain any difficult words in the passage.

Step 4: Ask a few oral questions

- (a) What is the story about? (Bull jumping)
(b) Which people share traditional rituals? (The Hamer, Tsemay, Banna and Besdae)
(c) Briefly explain what the young man does. (Jumps over bulls)
(d) Who helps the young man? (The 'Maz')

Step 5: Refer the students to Exercise 1. Let them answer the questions in their exercise books.

Expected Answers

1. Bull jumping is a tradition for the Hamer, Tsemay, Banna and Besada people.



2. The boy has to jump over bulls picked by the girl's family in 'Bull - jumping'.
3. The **maz** help to hold the cattle to prevent the young candidate from falling.
4. Young men jump bulls when they want to marry.
5. If the young man fails to jump over the bulls, he is given another chance a year later.

Step 6: Lead the students to **Exercise 2**. Task them to find and match words of similar meanings from the list and write the answers in their exercise books.

Expected Answers

(choice) (required) (blame) (aspiring) (exchange)
 (preference) (expected) (condemn) (dreaming) (substitute)

C Writing

Lesson 12

Student's Book, pages 46

Specific objectives: Students will be able to:

- (a) read the words and pronounce them correctly. (b) use the words in sentences.
- (c) complete the given guided composition correctly using the words given.

Let the students write a paragraph about a festival celebrated in their own communities.

Lesson content: Guided Composition

Step 1: Revise the vocabulary about holidays and festivals by tasking the students to list words connected with the topic.

Step 2: Activity 1: Ask the students to turn to the activity and read the vocabulary given. You may explain any words they don't understand.

Words:

crucified	forgiveness	compound	daisies	celebrated	
together	fast	maskel	years	commemorates	
eve	Ramadan	Eid el Fitr	Jesus	occasion	five

Step 3: Exercise: Let them do the exercise by using the words correctly to complete the paragraph in their exercise books.

Activity 2: Expected answers

1. Maskel
2. celebrated
3. years
4. commemorates
5. Jesus
6. crucified
7. eve
8. together
9. daisies
10. gathered
11. compound
12. feasting
13. occasion
14. Ramadan
15. fast
16. five
17. Eid el Fitr

Step 4: Ask the students to do **Activity 2**. They write a paragraph about what takes place at a festival in their community.





Lesson 13

Student's Book, pages 47 - 48

Specific Objectives: Students will be able to:-

- (i) talk with their partners about the holidays during which they did something memorable.
- (ii) do the exercise correctly.
- (iii) complete the crossword puzzle.

Lesson content: Revision Exercises

Step 1: Let the students in pairs discuss the holidays in which they did memorable things.

Step 2: Some students should be asked to tell the class how memorable the holiday was.

Step 3: Students do the exercises following the instructions.

Expected Answers

Exercise 1

1. I visit my grandparents **daily**.
2. We get our wages **monthly**.
3. Christmas is celebrated **yearly**.
4. Kidist plays hockey very **well**.
5. Zeleke ate all the food **hungrily**.

Exercise 2

1. Ayele always **goes** to Kenya for Easter holidays.
2. Ali usually **plays** genna during Christmas holidays.
3. Tesema **writes** many postcards to her friends every year.
4. She often **drinks** coffee.
5. He **wears** his new clothes during the Mawlid celebrations.
6. The teacher **taught** us about different holiday celebrations last term.
7. What did you **do** during the Eid-el - Fitr celebrations last year?
8. Hogose usually **eats** chicken.
9. When **does** Tura visit his grandparents?
10. Tejetu **cooks** nice food daily.

Exercise 3: Ask the students in pairs to discuss and complete the puzzle.

Solution to the crossword puzzle

Student's Book, page 49

ACROSS

1. CARD 3. DAY 4. ENDO 7. HOLIDAY 8. TREATS
10. NOR 12. GENNA 13. OLD 14. COOKS

DOWN

1. CHRISTMAS 2. DECORATE 3. DO 5. EASTER 6. EATEN
9. SENDS 11. OIL

**Unit 3: Assessment**

Reading and writing: Ask students to answer questions **A** and **B** in their exercise books.

- A.** Arrange the words to form correct sentences.
1. card invitation received an Barena.
 2. holidays my I enjoyed.
 3. festival was held Where the?
 4. abroad holidays travels sister my during.
 5. parents your help do always you?
- B.** Punctuate the sentences.
6. he asked how were the celebrations
 7. timane said cairo is in egypt
 8. what a great time exclaimed teble
 9. it is true stated the boy
 10. which traditional game do they play asked the girl.

Expected answers

1. Barena received an invitation card.
2. I enjoyed my birthday.
3. Where was the festival held?
4. My sister travels abroad during holidays.
5. Do you always help your parents?
6. He asked, "How were the celebrations?"
7. Timane said, "Cairo is in Egypt."
8. "What a great time!" exclaimed Teble.
9. "It is true," stated the boy.
10. "Which traditional game?" asked the girl.

Additional work:

1. List the holidays which are celebrated in Ethiopia.
2. Write a letter to a friend in another country, describing to him/her a festival you have recently attended.
3. Design a postcard to a friend; it should depict some interesting places of activities in our country.
4. With a partner, choose a holiday or festival and describe it. Let other pairs guess which holiday or festival it is.
5. In which places would you like to spend your holidays?





Background Information:

Ethiopia is endowed with historical and cultural places as well as tourist attractions that are worth visiting on holiday. One of the tourist attractions are the Ethiopian highlands which are marked by mountain ranges. Equally important is the Ethiopian Rift Valley which comprises numerous hot-springs, beautiful lakes and a variety of wildlife. One would not miss visiting the national parks which are homes of wildlife including the endemic animals only found in Ethiopia e.g. the Red fox. Among the historic places is Harar Ancient and Holy City famous for its ancient buildings, superb handicrafts that include woven textiles and basket ware. This city has been a place of pilgrimage from all over the world.

The teacher should encourage brainstorming, debates and focused group discussions among students to develop the love for holidays, preservation of nature and promotion of tourism. Students should draw plans on how to spend their free time and what to carry on such holidays.

General Objective

In this unit, students will discuss holiday plans and free time arrangements and give some information about tourist places in Ethiopia.

Specific Objectives

Students will be able to:

- (a) use verbs in the future time.
- (b) ask and answer questions about a person's plan.
- (c) write out given sentences correctly using a given structure.
- (d) read a dialogue about holiday plans and complete a chart.
- (e) read and answer questions on given texts.
- (f) write a simple paragraph describing a place in Ethiopia.
- (g) tell the sites of historical/tourist interest in Ethiopia.
- (h) identify tips for language learning.

A Listening and Speaking

Lesson 1

Student's Book, page 49 - 50

Specific objectives: Students will be able to:

- (a) study the picture and answer the questions about it correctly.
- (b) listen to the story read by the teacher and answer the questions correctly.

Lesson content: Listening practice

Step 1: Introduce the unit topic by asking the students to mention any tourist attractions in their region/country. Accept all possible correct answers.

Step 2: Exercise 1: Lead the students to discuss the pictures on page 49. This activity will help them to share ideas about different places of interest.

Step 3: Divide the students in groups of four and let them discuss the importance of these attractions. Give a chance for the group secretary to present the main points from their discussion.

Step 4: Exercise 2: Let the students discuss the questions about the pictures and write the answers in their exercise books.

Expected answers:

1. These places are Lalibela and Najeshi.
2. Lalibela and Nejeshe Mosque are a tourist attraction because it has one of the oldest churches in the country.



- Answers will vary from one student to the other as far as other interesting places each one has ever visited.
- Ethiopia gets foreign exchange from tourists who come to visit Lalibela.

Step 5: Listening Exercise : Student's Book, page 49 - 50 Let the students be ready for the listening practice. Read the text aloud, paying attention to your speed and pronunciation.

Ethiopia's historic sites and sceneries are some of the most exciting areas of tourist attraction. They are possibly the most extensive in the sub-saharan Africa. That is why seven of Ethiopia's cultural heritage sites are included in the world cultural heritage list. You are going to listen to four of them.

The Simien Mountain National Park (North Gondar Zone)

The Simien mountain is one of the major highlands of Africa, Ras Dashen, its peak, rises to a height of 4,620 metres making it the fourth highest on the continent. Ras Dashen is not far from the equator but snow and ice appear on the highest points. This is the most attractive scenery on this mountain.

The Simien mountain is nearly surrounded by a national park which adds to the beauty of the area. The park has grassland areas where among all plants, the giant Lobelia grows. The park was created to protect the Walia Ibex which live in nearly 1000 in number. There are other animals such as the chilad baboons and the rare Simien fox. There are 50 species of birds which add to the beauty.

Source: Adapted from Ethiopian Tourism Commission Newsletter, 2006.

Ask the students to answer the questions.

- Mention the most attractive places for tourism in Ethiopia.
- What part of the country would you like to visit in the holidays?
- What interesting features are you likely to find around Simien mountains?
- Write a paragraph about why visiting Simien mountain National park can be exciting.

Expected answers

- Most attractive places for tourism in Ethiopia are Simien mountains, Ras Dashen with its snow.
- Varied answers are expected.
- Interesting features around Simien mountain are a national park, grasslands, the giant Lobelia, Walia Ibex, Chilad baboons, Simien foxes and over 50 bird species.
- The paragraph should include features like the Ras Dashen snow capped peak, Chilad baboons, Simien foxes, birds, etc. Attention must be paid to good sentences and punctuation.

Lesson 2

Students' Book, page 50

Specific objectives: The students will be able to:

- read the words in the table and use them in sentences.
- do the fill in exercise correctly

Lesson content: Vocabulary practice

Step 1: Activity: Let the students read the words aloud after you for proper articulation. Be keen on proper pronunciation.

Step 2: Exercise 1: Teach the meaning of each word by use of relevant situations.

Step 3: Ask the students to spell the words in the table in turns.

Step 4: Guide the students to make sentences using each word in the table.

Step 5: In groups let the students discuss the exercise on vocabulary practice.

Step 6: Let the students write the answers to the given exercise in their exercise books.

Expected answers:

- tourism
- brochure
- itinerary
- watching
- tourist
- relaxed
- famous
- beauty
- scenery
- hiking
- beach
- Lalibela

Exercise 2: Task students to widen their vocabulary by forming the given words into nouns,



Example: admire - admiration

Expected answers

- arrange - arrangement
- enjoy - enjoyment
- tour - tourist/tourism
- visit - visitation
- relax - relaxation

Lesson 3

Students' Book, page 51 - 52

Specific objectives: Students will be able to:

- (a) use 'can' in correct sentences
- (b) express what they can be in future.
- (c) make sentences using ...**famous for**...

Lesson content: Using: ...**can**.../ ...**famous for**...

Step 1: Activity 1: Ask the students to mention the things they can do at home in class and outside class.

Step 2: Teach the use of ...**can**... by use of relevant situations.

Step 3: Group the students and let them tell activities they can do at home. Let them identify the activities that are common. Go round guiding accordingly.

Exercise 1: Ask students to discuss with their partners, what they can be in future.

Step 4: Activity 2: In groups let the students talk about what they can be in future and activities they can carry out during holidays.

Step 5: Guide the students to write what they want to be in future and why. Encourage them to write short paragraphs. Award marks and display the best work.

Step 6: Teach the use of 'famous for' through common situations of different personalities. Ask the students why different places are famous. Guide the students to tell why by giving simple explanations, e.g. Ethiopia is famous for its scenic beauty.

Step 7: Exercise 2: Refer the students to the table on page 51. Ask them to make correct sentences from the table orally.

Step 8: Activity 3: In groups of five students, let them discuss tourist attraction places in Ethiopia. Guide them to say why those places are famous and what can be done there. Let them suggest how these places can be developed to attract more tourists. Encourage them to write a paragraph about the places they have chosen. Let group secretaries or chairmen report what they have discussed.

Lesson 4

Students' Book, page 52 - 53

Specific objectives: Students will be able to:

- (a) make sentences using 'going to' and 'what are you going to...'
- (b) construct correct sentences from the tables.
- (c) read the questions and form answers from the given table.
- (d) systematically, mention the activities or things each one is going to do tomorrow.

Lesson content: Using: **going to**, and: **What are you going to...?**

Step 1: Activity: Introduce the lesson by asking the students in pairs to talk about their plans after class for the next day. Guide them by telling them what is going to take place in school/class the next day.



Another way of expressing the future is by using “going to”. This is used when one has a definite intention or has a prior arrangement over something.

Step 2: Through question and answer, ask the students to say what they are going to do on special days.

Step 3: Exercise 1: Refer students to the table and guide the students to construct sentences from it accordingly.

Step 4: In groups let the students categorise the activities into two groups, those that they can do in the near future and those in the distant future.

Step 5: In groups students categorise the activities into two groups, those that they can do in the near future and those for the distant future.

Step 6: Exercise 2: With a partner ask students to take turns to ask and answer questions as shown in the example.

A: Have you cleaned the car yet?

B: Not yet, I am going to clean it tomorrow.

Grammar Highlight

Future tense

The future tense expresses the period of time after the present. It uses ‘will’ and ‘shall’.

Another form of a future simple tense is the use of ‘going to’

Examples: I shall go to town tomorrow.

She will wash the clothes on tuesday.

We are going to build the house soon.

Lesson 5

Student’s Book, page 53 - 54.

Specific objectives: Students will be able to:

- identify relevant helping verbs used in interrogative sentences
- ask and answer questions correctly
- write questions and short answers.

Lesson content: Using interrogatives that begin with: Do, Did, Does, Was, Were, Is, Have, Has, Had, Will, Shall, Are ...

Grammar highlight

What are interrogatives? In interrogative sentences, the subject and the helping verb change positions and the rest of the sentence remains as it is. They are questions that begin with a helping verb, such as Do, Did, Does, Was, Are, Were, etc.

Step 1: Activity 1: Task students in pairs to form questions beginning with the helping verbs for example:

He has got my book. / **Has he** got my book?

Step 2: In pairs let the learners make interrogative sentences using the given guiding words, e.g.:

Student 1: Are you going to visit your relatives this weekend?

Student 2: Yes, I am/No, I’m not.

Step 3: Guide the students to form questions that begin with the given helping words.

Was ...? Were ...? Has ...? Have ...? Is ...?

Does ...? Do ...? Did ...?

Let the students work in groups. Refer to student’s book page 53. Encourage the students to practice by asking and answering as guided in the student’s book.



Step 4: Exercise: Let the students do the exercise given in their exercise books. Student's Book page 54. Emphasise the correct usage of punctuation marks.

Expected answers:

1. Is this the way to Lalibela?
2. Has he got my book?
3. Do you eat injera?
4. Can they sell the house?
5. Does he play football?
6. Was she taken to hospital?
7. Were we given the right picture?
8. Has she seen the bottle?

Step 5. Activity 2: Tell students to ask their partners questions about what they are going to do in the near future. Use: **Yes/No.**

Lesson 6

Student's Book, page 54 - 55

Specific objectives: The students will be able to:

- (a) using: **Why ...? because ...** in correct sentences.
- (b) form questions and give answers to the questions.
- (c) study the table and write sentences using **... because ...**
- (c) form questions from statements.
- (b) make statements from a table.
- (c) write sentences using **... because**

Lesson content: Using: **Why...? ...because...**

Step 1: Activity 1: Introduce the lesson by asking the students to discuss why they would like to visit the tourist attraction sites of their choice. Let this be done in groups of threes. Guide the students to tell why they would like to go to those tourist attraction sites. Refer to student's book page 54 - 55.

Step 2: Exercise: Ask students to read the table showing destinations different people would like to go to. In pairs, let the students study it carefully. Guide them to form questions and answers using **what, why** and **because** from the table orally.

Step 3: Activity 2: Guide the students to study the second table **on page 55, Activity 2** and write sentences using because in their exercise books. Guide them to follow the given examples.

Step 4: Let the students in turns read aloud to the class some of the sentences they have formed.

Lesson 7

Student's Book, page 56 - 57

Specific objectives: By the end of this lesson students will be able to:

- (a) use so am I/neither am I/so do I/neither do I in correct sentences.
- (b) differentiate when to use so am I and neither am I.
- (c) do the given exercise correctly.

Lesson content: Using: **so am I / neither am I / so do I / neither do I**

Step 1: Review work done in this unit and on going to visit Lalibela. Ask students individually to mention the things they are planning tomorrow. Pick on one student's response and write it on the chalkboard, e.g. Ali is going to Lalibela tomorrow.

Step 2: Show the students how the structures are used in sentences on the chalkboard.

Ali is going to Lalibela and so am I.

Step 3: Turn to another student (Toleshe) and ask him whether he is going to Addis Ababa tomorrow.

Student: I am not going to Addis Ababa tomorrow.

Tell the students that you too are not going to Addis Ababa tomorrow.

Put the two sentences together like this:

Toleshe is not going to Addis Ababa tomorrow and neither am I.



task them to find out that 'and so' is used with affirmative sentences while 'and neither' is used with negative sentences.

Step 4: Introduce the use of **so do I / neither do I** through these sentences.

Aberu goes to Addis Ababa every month and so do I.

Ali does not go to Lalibela every week and neither do I.

Ask the students to form oral sentences following the given examples.

Step 5: Activity 1: Let the students write out the given exercise in their exercise books.

Expected answers:

1. Sololiya is not going to fly to Addis Ababa. / Neither am I.
2. Aboneshi is going to meet the Mursi. / So am I.
3. Trillo is going to tour the rift valley. / So am I.
4. Atalay is not going to attend Timket festival. / Neither am I.
5. Anshebo is going to Gondar. / So am I.
6. Merga is not going to Axum. / Neither am I.
7. Amil is going to Dessie. / So am I.
8. Mamitu is not going to swim in Lake Tana. / Neither am I.

Exercise 1: Ask students to form sentences using: '**so am I**' and '**neither am I**'.

Exercise 2: Guide the students to discuss the given example to use "**so do I**" and "**Neither do I**"

Step 6: Ask the students to do exercise 2

Expected answers:

1. Zenbe doesn't usually visit the airport. / Neither do I
2. You sometimes fly to Addis Ababa. / So do I
3. Timbo doesn't eat mutton. / Neither do I
4. That student likes adventure stories. / So do I
5. Gedisa often plays 'genna'. / So do I
6. She sometimes climbs the escarpment. / So do I
7. Maregu never travels by water. / Neither do I
8. My sister doesn't like hiking. / Neither do I

Activity 2: Challenge students to form more sentences using "**so do I**" and "**Neither do I**"

Lesson 8

Students' Book, page 57 - 58

Specific objectives: The students will be able to:

- (a) make sentences using: neither did I / so did I.
- (b) express opinions about a dream holiday.
- (c) do the exercise correctly.

Lesson content: Using: **neither did I / so did I, expressing opinions.**

Step 1: Activity 1: Guide the students to mention the things they did yesterday. Pick on one activity that one of them did, and tell the students about it.

Say: Yesterday Dino went to the market.

Tell them that you also went to the market, like this:

Yesterday Dino went to the market. So did I.





Step 2: Task the students to give a similar example like

Koreni didn't visit the Blue Nile falls.

Tell them that you too didn't visit the Blue Nile falls, like this

Koreni didn't visit the Blue Nile falls. Neither did I

Step 3: Let the students practice in turns to respond to the given statements.

Move around giving guidance where needed.

Step 4: Exercise: Ask the students to read the phrases given in activity 1 and in pairs, let them form complete sentences using the rephrases, e.g.

(a) She visited the rift valley yesterday. / So do I.

(b) He did not go near the animals in the zoo. / Neither did I.

Refer to Student's Book, page 57. Ask the students to do the exercise in their exercise books.

Expected answers:

1. So did I

2. Neither did I

3. Neither did I

4. So did I

5. So did I

6. So did I

7. Neither did I

8. Neither did I

Activity 2: Let students, in pairs, practise the structure by forming their own sentences from the given phrases on page 58

Lesson 9

Students' Book, page 58 - 59

Specific objectives: The students will be able to practice the dialogue and act it out.

Lesson content: Holiday plans

Step 1: Revise with the students what was covered in their previous lesson.

Step 2: **Activity:** Read the dialogue aloud as the students listen.

Step 3: Take Kuma's part and the class Abebe's. Take turns to practice their parts.

Step 4: Divide the class into two groups. Let them practice the two parts.

Step 5: Let the students practice in pairs.

Step 6: The pairs that are ready should come to the front and act the dialogue.

Step 7: **Exercise:** Ask students to make a simple table about their future plan showing day, date, places to visit, people to travel with, means of transport, items to carry, expected activities. They should share their work.

B Reading

Lesson 10

Students' Book, page 59 - 60.

Specific objectives: The students will be able to:

(a) read the passage. (A tourist's itinerary)

(b) Find meanings of words and use them in sentences.

(c) Complete the table about the tourist plan.



Lesson content: Reading and writing a plan.

Step 1: Activity 1: In groups, ask the students to discuss the questions as provided in the students' text book.

- (a) Have you ever visited any tourist attraction?
- (b) Where do you plan to go for vacation?
- (c) Write down your plan including what means of transport you use and what items you need to travel with. Accept the varied correct numbers

Step 2: Let the students discuss the itinerary in their groups. Encourage them to ask questions where they need clarity. Task them to find meanings of any difficult words

Step 3: Exercise: Let the students copy and complete the chart in the pupil's text book correctly using the information from the tourist itinerary.

Step 4: Activity 2: Ask the students in pairs to form sentences using words given in Activity 2, Student's Book, page 60.

Lesson 11

Students' Book, page 61- 62

Specific objectives: The students will be able to:

- (a) study the information on the brochure
- (b) comment about the pictures in the brochure
- (c) write the answers to the questions about the brochure

Lesson content: Reading and writing.

Step 1: Ask the students to mention the things that make their country beautiful. Talk about these things in reference to what the students have covered in previous lessons .

Step 2: If you collected some brochure, give them to groups and ask the students to discuss them.

Step 3: Activity 1: Let the students mention the features of each picture on the brochure. Refer to Student's Book, page 61.

Step 4: Activity 2: Let the students read the information on the brochures in groups or pairs. Let them discuss questions about the brochure.

Step 5: Exercise: Ask the students to write answers to the questions about the brochure in their exercise books. Correct the student's work and give a feedback.

Expected answers:

1. Ethiopia is famous for warm hospitable people.
2. Ethiopians are hospitable people
3. One would visit the Blue Nile to see fabulous Tissisat falls.
4. One interested in birds is encouraged to go to the rift valley lakes region.
5. The Mursi tribe is famous for lip plates.
6. Lalibela is located in the mountainous highlands above 8,000 feet.

Step 6. Activity 3: Ask students to design brochures about a place of their interest and display their work.



**C Writing****Lesson 12**

Student's Book, page 62 - 63

Specific objectives: The students will be able to:

- (a) complete the composition by filling in the words with suitable words from the box

Lesson content: Composition

Step 1: Activity: In groups of four let the students do the activity by taking turns to talk about interesting places they know of.

Step 2: Give a brief background about **Sof Omar cave**.

Step 3: Read the words in the box aloud as the students listen.

Step 4: Ask the students to check up on the meanings of these words. They can use dictionaries.

Step 5: In pairs let the students identify the words to fill in each gap.

Step 6: Exercise 1: Ask the students to write the composition in their exercise books. Display a filled in composition Students compare with theirs.

Expected answers:

1. famous 2. Wabi 3. mountains 4. site 5. sheikh 6. torches 7. find
8. underground 9. echoing 10. ceilings 11. scary 12. beautiful.

Step 7: Ask the students to do **Exercise 2**, by writing sentences about different regions of Ethiopia they are intending to visit. Let them state why they want to visit those places.

Lesson 13

Student's Book, page 63 - 64

Specific objectives: The students will be able to write correct answers to the given exercises.

Lesson content: Revision Exercise

Step 1: Review work on the unit covered orally by brain storming. Ask the students to form sentences using some of the words learnt in this unit to talk about interesting places they would like to visit.

Step 2: Let the students write answers to the revision exercises. Encourage the students to share and write correct answers to the given exercises. Refer to student's book page 63 - 64.

Exercise 1: Expected answers

1. What 2. neither 3. for. 4. so. 5. nor. 6. about.
7. because 8. With. 9. for 10. about.

Exercise 2: Expected answers:

1. I will go to the National Park because I want to see the animals.
2. Neither Abdul nor will go bird watching.
3. Both Ali and I are planning for a visit.
4. Dereje will carry a map and a torch on his journey.
5. Aberu is not going to tour the rift valley and neither am I.
6. Asegid is going to camp at the shores of lake Tana and so am I.



7. Musa went to Sodere and so did I.
8. With whom are you going to travel to Addis Ababa?
9. I will not go to school because I will be away on a tour.
10. When will she go to the rift valley?

Unit 4: Assessment

Writing: Ask students to write answers to questions A, B and C in their exercise books.

- A.** Use the words in the brackets correctly.
1. I have been birds for two hours. (watch)
 2. Lalibela is for its beauty. (fame)
 3. Which have you made for this year? (prepare)
 4. I took a to Adwa last week. (fly)
- B.** Use correct words in the blank spaces.
5. Dejen missed the bus he was too late.
 6. Aberu nor Kedir went for a tour.
 7. Old is to new as ancient is to
- C.** Rewrite the sentences using the words in the brackets.
8. The girls went hiking. The boys went hiking. (Begin: Both ...)
 9. I was tired. I couldn't go swimming. (Use ... too ... to ...)
 10. Hebest didn't use a map. He lost the direction to Lake Tana. (... because ...)

Expected answers

- A.** 1. watching 2. famous 3. preparations 4. flight
- B.** 5. because 6. Neither 7. modern
- C.** 8. Both the girls and the boys went hiking.
9. I was too tired to go swimming.
10. Hebest lost the direction to Lake Tana because he didn't use a map.

Additional work

1. In groups of five, discuss holiday plans and free time arrangements. Identify the places you would like to visit and why?
2. With a partner, take turns to talk about your immediate future plans. Write a dialogue about these plans.
3. Write six sentences about your friend's future plans.
4. Design a brochure about an interesting place in Ethiopia.
5. If you were a teacher of your class, how would you arrange a tour for your class to places of interest?





Background Information:

Ethiopians are proud of their historical events. Notable among them is the battle of Adwa. This war took place during the reign of Emperor Menelik II whose army defeated an Italian army sent to conquer the empire. It was a stunning victory for Ethiopia but a disaster for Italy on 1st March, 1896. This victory assured the Ethiopians that they would resist European colonisation. Some people interpreted the victory as an opportunity to discredit Italy militarily while others advanced the views that the Ethiopians were not black.

The teacher should guide the students to discuss the battle of Maqdala under Emperor Tenodros II who reigned from 1855 - 1868 and the Ethiopian Millennium in 2000 B.C. Students should feel free to discuss any other historical event and draw lessons from them.

General Objective

Students will be able to describe a historical event in the past.

Specific Objectives:

- (a) interpret pictures using the past,
- (b) construct sentences using different verbs in the past simple and past continuous tense,
- (c) ask and answer questions related to their daily lives,
- (d) read jumbled sentences and put them in a logical order,
- (e) ask and answer questions,
- (f) read the passage and answer comprehensive questions,
- (g) construct sentences using when/while describing what was happening,
- (h) take a dictation of a short paragraph,
- (i) spell check words using dictionaries.

Learning Resources

charts, spear, arrows, pictures, resource persons, maps, flash cards

A Listening and Speaking

Lesson 1

Student's Book, page 65

Specific objectives: The students will be able to:

- (a) study the picture and discuss what they see.
- (b) listen to the story read by the teacher and fill in the chart with appropriate information.

Lesson content: Listening practice.

Step 1: Introduce this unit by asking the students to talk about feuds, conflicts, disagreements, quarrels in homes, schools, neighbourhoods, regions or countries. Let them mention what causes such problems. Direct them to talk about any conflict they may have been involved in and how it was resolved.

Step 2: Activity 1: Ask students to turn to page 65, Activity 1. In pairs, they should discuss what they see in the picture and suggest what they think caused such a scenario.

Step 3: Activity 2: Arrange the students in groups of three to discuss the questions in Activity 2. Let them record their findings and report to the class.

**Expected answers**

1. Wars can be caused by (a) quarrels (b) greed (c) superiority (d) money (e) tribal/regional/national differences (accept any correct answers)
2. Negative effects of war (a) destruction of infrastructure (b) loss of human life (c) famine (d) loss of animals (e) poverty (accept any correct answers).
3. Wars can be avoided by (a) respect (b) understanding (c) peaceful talk (d) mediation by other parties (e) apologies when in wrong (f) tolerance (accept other correct answers).

Step 4: Let the students be attentive and ready for the listening practice in Exercise 2. Read the exercise and ask oral questions thereafter.

Listening Exercise 1

Wars are very destructive. Lives and property are lost whenever there is a war. Wars begin as small quarrels at home, place of work and between nations. However whenever people disagree, instead of settling their disagreement, they resort to fighting. Man should learn to say sorry when in the wrong to avoid wars.

Answer the questions orally

1. How do wars begin?
2. What happens when there is a war?
3. In groups discuss how wars can be avoided.

Expected answers:

1. Wars begin as small quarrels at home, place of work and between nations.
2. Lives and property are destroyed whenever there is a war.
3. Wars can be avoided when man learns to say sorry when in the wrong.

Lesson 2

Student's Book, page 66

Specific objectives: The students will be able to:

- (a) read the words correctly.
- (b) use the words to complete the sentences.
- (c) use the words to form correct sentences.

Lesson content: Vocabulary practice

Step 1: Review the work in the previous lesson by tasking the students to talk about causes of wars, their effects and how they can be avoided.

Step 2: Refer the students to **Activity**. Read the words and let them repeat them after you. Pay attention to phonology. Explain the meaning of any word that maybe new to them. Use the words in sentences and ask the students to use them correctly.

Step 3: Ask the students to do **Exercise 1**.

Expected answers

- | | | | | |
|-------------|-----------------|----------------|------------|------------|
| 1. visiting | 2. Soldiers | 3. watching | 4. win | 5. staying |
| 6. lose | 7. shoot, enemy | 8. destruction | 9. history | 10. guns |

Step 4: Exercise 2: Ask students to form sentences using each of the words in the Activity to show that they understand their meanings. Let them share their work.





Lesson 3

Student's Book, page 66 - 67

Specific objectives: The students will be able to:

- construct sentences using **while/when and as**.
- make correct sentences from the substitution table.

Lesson content: Using: **while/when and as**

Step 1: Review the vocabulary in lesson 2 by asking the students to use some of the words in the sentences.

Step 2: Ask the students to turn to activity 1, page 68. Let them read the sample sentences.

Step 3: Exercise: Let the students form correct sentences from the table to use conjunctions **while, when** and **as**. Explain to them that these conjunctions are used to show one longer activity interrupted by a shorter one, eg While i was walking home, my sister shouted.

Step 4: Activity: Ask the students to construct five sentences using **while, when** and **as**.

Step 5: Exercise 2: Let them do exercise 2 by using the words in the brackets correctly.

Expected Answers:

- While they were watching a war film, the electricity went off.
- As they were fighting, it started raining.
- They were planting cotton when the chief came.
- While they were walking along the road, they were stopped by a policeman.
- As I was climbing the hill, my shoe got off.
- While the soldiers were running downhill, they fell into an ambush.
- The gardener was trimming the hedge when the visitors came.
- When he was fixing the radio, he found a golden ring.
- I was reading the story about Adwa when the teacher entered.
- While Ali was reading the war story, his mother called him.

Lesson 4

Student's Book, page 68

Specific objectives: The students will be able to:

- ask questions using the structure: What did...?
- answer the questions using the information given.

Lesson content: Using: **What did...?**

Step 1: Activity: Introduce the lesson by asking the students activities, tasks, duties they carried out recently. Use prompting questions like:

- What did you do last night? (2) What did your parent do last night?
- What did your brother do when you fell down?

In pairs the students should take turns to ask each other what they did some time.

Step 2: Ask the students to tell their partners what they were doing when they visited different places. Let them turn to the activity. Guide them to study the different activities people did when they were visiting various places. In exercise 1 let the students take turns form sentences from the table following the examples, e.g

Student A: What did Aberu do when he was visiting Adwa?

Student B: Aberu talked to the veterans when he was visiting Adwa.



Step 3: Exercise: Ask the students to write sentences using the suggested phrases. Let them share their answers.

Step 4: Let the students give correct answers to the given questions.

Step 5: In pairs and later in groups, let the students ask and answer the questions using the new structure. **What did?**

Lesson 5

Student's Book, page 69.

Specific objectives: The students will be able to:

- form questions using: what, were, was ... doing when ... ?
- study the pictures and form questions and answers about each of them.

Lesson content: Using: **What were/was ... doing when ?**

Step 1: Introduce the lesson by reviewing the previous lesson. Let the students give sentences stating what they were doing when some other activity occurred.

Step 2: Activity: Divide the students in groups of three. Teach the structure by involving the students to discuss the set of pictures in the activity. Members of the group should take turns to ask a question and the other two will answer it by studying the pictures, for example

Student A: What were the students doing when the boy entered the classroom?

Student B: The students were reading their books when the boy entered the class.

Student C: When the boy entered the classroom, the students were reading their books.

Step 3: Exercise: Let the students write ten sentences in the exercise books.

Lesson 6

Student's Book, page 69 - 70

Specific objectives: The students will be able to:

- construct correct sentences using **when** and **while**
- re-write the sentences using **When** and **While**

Lesson content: Using: **when** and **while**

Step 1: Introduce the lesson by revising the structure **What did ... when ...** Let the students make sentences and use the structure tell what they were doing something happened.

Step 2: Activity 1: Divide the students in groups of four. Ask them to take turns in asking what each one was doing using **when** and **while**.

Examples:

- When Deme was swimming an insect bit her.
An insect bit Deme when she was swimming.
- While Deme was swimming, an insect bit her.
An insect bit Deme when she was swimming.

Step 3: Exercise 1: Let the students re-write the sentences using **when** and **while** in their exercise books.

Expected answers:

- While I was having my dinner, I heard a loud bang.
I heard a loud bang when I was having my dinner.
- When the teacher entered, Dereje was checking his desk.
Dereje was checking the teacher's desk when the teacher entered.





3. Tariku was walking along the road when she met her father.
Tariku met her father when she was walking along the road.
4. Soldiers discovered skeletons while they were fighting.
While they were fighting, the soldiers discovered skeletons.
5. Boys were reading their notes when girls started to shout.
The girls started to shout when the boys were reading their notes.
6. While students were listening to the news they heard a loud scream.
The students heard a loud scream while they were listening to the news.

Step 4: Lead the students to **activity 2**. In their groups let the students ask group members what their friend/brother/sister/uncle were doing when something happened

Example

Student One: What was your brother doing when the fire broke out?

Student Two: My brother was bathing when the fire broke out.

Student Three: What was your father doing when Mother came back?

Student Four: My father was pumping his bicycle tyre when mother came back.

Step 5: Ask the students to do exercise 2. They write ten sentences using “**when**” and “**while**”

Lesson 7

Student’s Book, page 70 - 71

Specific objectives: The students will be able to:

- (a) re-arrange words and form correct sentences
- (b) play a word game of re-arranging jumbled words to form correct ones.

Lesson content: Jumbled words

Step 1: Begin the lesson with a spelling exercise. Get the students ready with a book and a pen. Say these words and let the students write them down.

- | | | | | |
|------------|-----------------|--------------|-------------|--------------|
| (1) battle | (2) destruction | (3) soldiers | (4) enemies | (5) weapons |
| (6) losers | (7) pursued | (8) watching | (9) brave | (10) cowards |

Step 2: Activity: Ask the students to do **activity (word game)** in pairs. Avail the students with letter cut-outs. They should take turns to jumble the letters about war and rearrange them correctly, eg: WADA = ADWA, SGNU = GUNS

Step 3: Exercise: Let the students do the exercise after going through the example given. Guide the students to re-arrange the words to form correct sentences in their exercise books.

Expected answers:

1. Betru heard the bang when he was reading.
2. I was staying with grandfather when the war began.
3. My father was living in Adwa when I met him.
4. When we met the young men, they were singing.
5. While I was reading the Bible, the lights got off.
6. The boat almost capsized when we were sailing on river Tana.
7. When I visited them, they were celebrating Enkutatash.
8. It started raining while they were attending a wedding.



Lesson 8

Student's Book, page 71

Specific objectives: The students will be able to:

- (a) use the new structures in sentences.
- (b) re-write the sentences correctly.

Lesson content: Using: when/while/as

Step 1: Use flash cards to display jumbled up sentences, for example

- (a) him/war/saw/I/during/the. (b) I saw him during the war.

Let the students give the correctly arranged sentences.

Step 2: Guide students to note that three activities can happen at the same time, e.g As I was having tea, my brother was watching TV and mother making injera. Ask the students to make sentences using “while”, “as” and “when” following the example.

Step 3: Let the students do **Exercise 1** by forming sentences using **when**, **while** and **as** correctly.

Expected answers:

Exercise 1:

1. While my brother was carrying the baby, I was sweeping the compound.
2. While the men were clearing the bush, the women were digging in the cassava garden.
3. When I was coming to school, I met a man riding a horse.
4. As I was watching television, mother was preparing dinner and my sister was washing utensils.
5. While we were having tea last night, mother was preparing dinner and my sister was washing utensils.
6. As Dereje was walking to the post office, our teacher was coming back and the postman was locking the office.
7. When I was reading, Ali was sleeping and Tola was doing his work.
8. While mother was trimming my hair, my brother was cleaning windows and Fikre was washing the carpet.
9. As they were writing exams, Abera was looking out of the window and the teacher was walking towards him.
10. As Gela was having breakfast, her sister was bathing and her brother was packing his books.

Step 4: Ask students to do **exercise 2**. Let students use the words in the brackets to complete the sentences using the past continuous in the exercise books.

1. While he was **visiting** Adwa, he met a lot of friendly people.
2. We were **crossing** the road when Ali was knocked down.
3. As Adoshi was **riding** downhill, he fell off the bicycle.
4. I met a friend when I was **coming** to school.
5. While we were **watching** television, our father came in.
6. He fell down as he was **trying** to lift the heavy weapon.
7. While the soldiers were **climbing** the hill, they were fired at.





8. Students were **staying** at school when the war started.
9. While Dino was **milking** the goat, Ali was washing the can and Fatuma was making fire.
10. I was **talking** to my teacher while Robe was **finishing** the work and Debabe was **handing** in her book.

Lesson 9

Student's Book, page 72

Specific objectives: The students will be able to:

- (a) read and act out the dialogue.
- (b) write a dialogue about any historical event.

Lesson content: Listening Exercise

Step 1: Introduce the lesson by asking students to mention consequences of wars in a country and briefly advise how a war-torn country can be rehabilitated.

Step 2: Activity: Teach the dialogue **Beferdu learns about the Battle of Adwa**.

Step 3: Say the dialogue loudly and clearly and let the students repeat after you.

Step 4: Take Erjabo's part and let the students take Beferdu's. Take turns to recite the words for the two characters.

Step 5: Divide the class into two groups to practise the roles of each character.

Step 6: Let the students practise in pairs.

Step 7: Let pairs that are ready demonstrate to the rest of the class. Comment positively on each pair.

Exercise: Task the students to write a dialogue about any historical event. Encourage them to share the work.

B Reading

Lesson 10

Student's Book, page 72 - 73.

Specific objectives: The students will be able to:

- (a) study the picture and answer the questions about it.
- (b) read the passage and answer the questions about it correctly.

Lesson content: Reading comprehension

Step 1: Treat **activity 1** as a pre-reading activity. Ask the students to study the picture in groups and answer the questions.

Expected answers

1. They should point out people on horses, fighting going on, dead bodies, spears, armour
2. Pictures are black and white, old fashioned clothes, fighting using horses and spears.
3. Soldiers, horsemen can be seen in the picture.

Step 2: Ask the students to read the passage silently.



Step 3: Explain difficult words to the students.

Step 4: Ask oral questions and encourage the students to answer in full sentences.

Step 5: Let the students do **Exercise 1**.

Expected answers:

1. Emperor Menelik surprised the world when he defeated the Italian army. / The defeat of the Italian army by Ethiopia surprised the world.
2. The Italian army had invaded Ethiopia.
3. King Menelik encouraged and mobilised the Ethiopian army.
4. The Italians had established themselves at the Red Sea port of Massawa in 1885.
5. Ras Mengesha resisted for one year.
6. General Baratieri was the commander of the Italian army.
7. Menelik campaigned and outmanoeuvred the Italians.
8. Wars can be avoided by mutual respect, apologies, keeping law and order.

Step 6: Exercise 2: Ask the students to match words in A with their meaning in B.

Expected answer

A	B
desperate	very worried and angry about something
demoralised	lost confidence and hope
retreat	withdraw from the enemy
conquer	to take control of something
colony	country controlled by another
pursuing	chasing after something
advance	move forward

Step 7: Lead the students to **Activity 2**. Let them discuss the advantages and disadvantages of war and write their findings in their exercise books.

C Writing

Lesson 11

Student's Book, page 74 - 75

Specific objectives: The students will be able to:

- (a) fill in the gaps to complete the composition about **An Ethiopian Historical Event**.
- (b) write answers to the revision exercises correctly.

Lesson content: Composition

Step 1: Activity 1: Guide the students to read the words in the given table. Explain the meaning of any difficult words.

Step 2: In pairs, let the students identify the words to fill in each group.





Step 3: Let the students do the exercise on Page 74 - 75 in their exercise books.

Expected answers:

1. sons
2. Ethiopia
3. legends
4. born
5. Queen
6. brought
7. covenant
8. state
9. interruption
10. importance
11. location
12. country
13. dominated
14. Italians
15. occupied
16. Ethiopians

Step 4: Activity 2: In groups let the students produce short paragraphs about any historical events in Ethiopia.

Step 5: Revision exercise (Homework). Let the students write answers to the revision exercises in their books.

Expected answers

1. fought
2. lost
3. watches
4. shooting
5. climbed
6. riding
7. listening
8. sailing
9. touring
10. listening

Lesson 12

Students' Book, page 75

Specific objectives: The students will be able to perform a play about *The Battle of Adwa*.

Lesson content: Role play

Step 1: As a preamble, guide the students as a class to discuss any historical events in any region in Ethiopia.

Step 2: Refer to the passage *The Battle of Adwa* on page 73 and task the students to identify the characters in that war. Let volunteer students take on the different roles and practice the play and role play *The Battle of Adwa*.

Step 3: Activity: Let the cast now perform before the class.

Lesson 13

Student's Book, page 76

Specific objectives: The students will be able to:

- (a) write correct answers to the clues for the puzzle given.
- (b) complete the puzzle correctly.
- (c) make good sentences using the words they have formed in the puzzle.

Lesson content: Puzzle and word formation

Step 1: In groups let the students study and discuss the clues to the puzzle.

Step 2: Let the students copy the puzzle in their books and fill it correctly,

Exercise: In pairs ask the students to take turns forming good sentences using the words they have formed.

**Expected answers****Solution****Across**

- | | | | | | |
|-----------|-----------|---------|----------|----------|-----------|
| 1. CO | 2. FOUGHT | 5. I 'M | 6. GO | 7. RUN | 8. WAR |
| 9. BATTLE | 11. YA | 13. PUT | 14. KING | 16. NEWS | 17. SHOOT |

DOWN

- | | | | | |
|----------|-------------|----------|---------|------------|
| 1. CLIMB | 2. FIGHTING | 3. HURRY | 4. ONE | 8. WEAPONS |
| 10. AS | 12. VISIT | 14. KIN | 15. NOW | |

Unit 5: Assessment

Writing: Ask students to write answers to exercise A and B in their exercise books.

A. Use the words in brackets correctly.

1. Our army so well that it won the war. (fight)
2. The enemy was so badly. (beat)
3. The battle caused a lot of (suffer)
4. While I to school, I fell down. (ride)
5. We have compositions about *Adwa*. (write)
6. As they the television, the visitor came. (watch)
7. The national army didn't meet any (resist)

B. Choose the correct words from the brackets.

8. Location is where something can be: (grown, fought, found)
9. To pursue is to: (welcome, agree, chase)
10. Fighting goes on in a: (cease fire, colony, war)

Expected answers

- | | | | | |
|---------------------|---------------|--------------|---------------|------------|
| A. 1. fought | 2. beaten | 3. suffering | 4. was coming | 5. written |
| 6. were watching | 7. resistance | | | |
| B. 8. found | 9. chase | 10. war | | |

Additional Work

1. In groups, discuss types of conflict in homes, schools, countries and what causes them. Suggest ways how such conflicts can be resolved.
2. In pairs, describe any Ethiopian historical event you know.
3. Refer to the map of Ethiopia and locate Adwa and its neighbouring regions. Read about the war of Adwa and report to the class.
4. Ask your parents about any historical event well known in the village and report back the findings.





Unit 6: How is a gabi made?

Background information

Have you ever asked yourself the process through which certain things are made? For instance the milk you drink, the bread you eat and the cloths you wear. Some of these products are made through a long process. You would not eat that bread if one did not plant wheat, harvested it and ground it into flour for making bread.

You should guide students through dialogue, debate or focused group discussion to describe different processes of making things e.g. making a *gabi*, buying rice, making coffee.

General Objective

Students will be able to describe a simple process.

Specific objectives:

The students will be able to:

- (a) observe pictures of a process and put them in order.
- (b) write sentences in the passive form.
- (c) describe a simple process.
- (d) read a passage and answer comprehensive questions.
- (e) complete sentences by adding appropriate words or phrases.
- (f) expand given phrases and sentences by adding words.
- (g) write guided paragraphs.

A Listening and Speaking

Learning resources:

Pictures from magazines/newspapers, photographs, real objects and charts. English Textbook Teacher Guide, Book Seven

Lesson 1

Student's Book, page 77.

Specific objectives: The students will be able to:

- (a) study the pictures A – E and say what is happening.
- (b) describe the process of making a *gabi*.
- (c) tell the material from which a *gabi* is made.
- (d) listen to a text and discuss the different kinds of cloths and how they are made.

Lesson content: Listening exercise

Step 1: Activity 1: In groups, let the students study the pictures and tell what they can see.

Step 2: Students discuss the process of making a *gabi*.

Step 3: Guide the students through simple processes, e.g. making *injera*, then describe the process of making a *gabi*.

Step 4: Ask the students to explain how the product in picture E is finally got.

Listening exercise:

Step 1: Activity 2: Read the short passage to the students.



Most of the cloth is made in the factory. Cotton is one of the materials from which cloth is made. Cotton is delivered to factories in lorries and train wagons. Hundreds of bales are delivered to factories for processing. In the factory, there are different sections for different purposes. First, the seeds are removed from cotton. Next the cotton is sent on a conveyor belt to a section where thread is spun. Then, the thread is woven into cloth. Colouring or dyeing and designing are done before the final product comes out.

Questions

1. Which material is used to make cloth?
2. How is cotton delivered to factories?
3. How is cotton sent to different sections?
4. What other materials are used to make cloth?

Expected answers:

1. Cotton is used to make cloth.
2. Cotton is delivered to factories in lorries and train wagons.
3. Cotton is sent to different sections on a conveyor belt.

Step 2: Exercise: Organize students in pairs to discuss the different types of clothes and how they are made.

Lesson 2

Student's Book, page 78.

Specific objectives: The students will be able to:

- (a) use given words to describe different processes.
- (b) use words to complete sentences.
- (c) form their own sentences.

Lesson content: Vocabulary practice

Student's Book, page 78.

Step 1: Activity: Ask the students to read the words in the box carefully and find out their meanings.

cook	bake	bread	flour	salt	wheat	serve	bowl
stir	dissolve	mix	fold	cover	'injera'	'teff'	

Step 2: Exercise 1: Ask the students to use some of the words in the box to complete the sentences in their exercise books.

Expected answers:

1. stir, dissolves
2. flour
3. 'injera'
4. serve
5. mix
6. cover
7. 'teff'
8. bread

Step 3: Exercise 2: Ask the students to write a list of ten words which are related to processing home requirements.

Lesson 3

Student's Book, pages 78 - 80.

Using the Present Simple active and passive voice.

Specific objectives: The students will be able to:

- (a) make sentences in the present simple tense.
- (b) discuss daily activities.
- (c) write sentences in the active and passive voice.

Lesson content: Present Simple active and passive voice.

Step 1: Activity 1: Organize the students in groups of threes to discuss the questions and give answers in complete sentences.



**Expected answers**

Accept any correct answers given by the students.

Step 2: Activity 2: Ask the students to refer to the substitution table. Give a model sentence as students listen.

Example: Coffee is grown in Ethiopia.

Step 3: Ask the students to form correct sentences from the table on page 79.

Step 4: Exercise 1: Ask the students to choose the correct word in bold to make correct sentences.

Expected answers:

1. are 2. is 3. are 4. is 5. is 6. is

Step 5: Write different sentences on the chalkboard. Some of them should be in active voice and others in passive voice.

Step 6: Ask individual students to read the sentences.

Step 7: Exercise 2: Let the students work in pairs to identify the sentences in active voice and those in passive voice.

Expected answers:

1. Shewit bakes bread at the bakery. (active voice)
2. Delicious food is prepared by the cook. (passive voice)
3. We use **teff** flour to make **injera**. (active voice)
4. Tona buys cooking oil from the shop. (active voice)
5. Hailu eats **injera** for his lunch. (active voice)
6. Rice is packed in sacks. (passive voice)
7. Alexander Graham Bell invented the telephone in 1876. (active voice)
8. The Eiffel Tower is visited by over 5 million people every year. (passive)

Step 8: Exercise 3: Let the students re-write the sentences beginning with the words in the brackets.

Expected answers:

1. Ingredients are mixed to make injera by my mother every morning.
2. Bread is served with tea by Rebika.
3. Bread is sliced with a knife by the baker.
4. Injera is baked by Embet every weekend.
5. Teff is ground by Beyene from home.
6. Coffee beans are ground by Ali every weekend.
7. Food is cooked by mother everyday.
8. Sofia is given bread.
9. The ingredients are mixed by Aberu.
10. The bottle contents are shaken by Tigist.

Lesson 4

Student's Book, pages 80 - 81.

Using the active and passive voice.

Specific objectives: The students will be able to:

- (a) read sentences in the active and passive voices.
- (b) rewrite sentences beginning with the words in bold.
- (c) complete sentences using the correct form of the words in the brackets.
- (d) use the words in the box to complete the paragraph on 'How injera is prepared.'

Lesson content: Active and passive voice.



Step 1: Activity: Organise the students in pairs. Let them take turns to read the sentences.

Step 2: Ask the students to explain how sentences in (b) are different from those in (a)

Examples:

(a) **Teff** is brought from the market by Tiberu every Friday.

(b) Tiberu brings 'teff' from the market every Friday.

(a) **Injera** and spinach are eaten by Roro.

(b) Roro eats **injera** and spinach.

Step 3: Exercise 1: Organise the students in pairs. Let them take turns to read the sentences and change them from passive to active voice.

Step 4: Let the students rewrite the sentences beginning with the words in bold type.

Expected answers:

1. **Robera** bakes bread in a hot oven.
2. **The farmers** grow wheat in the garden.
3. **Lemessa** harvests coconut weekly.
4. **Farmers** plant pumpkin seeds during the rainy season.
5. **A knife** cut me while I was slicing bread.

Step 5: Exercise 2: Let the students discuss and complete the sentences using the correct form of the word given in brackets.

Expected answers:

- | | | | | |
|----------|-----------|-----------|-----------|-----------|
| 1. drunk | 2. fed | 3. laid | 4. thrown | 5. kept |
| 6. eaten | 7. boiled | 8. ground | 9. heated | 10. woven |

Step 6: Exercise 3: Ask the students to read the words in the box.

Step 7: Let the students work in groups to find the correct words and complete the paragraph on 'How injera is prepared.'

Expected answers:

- | | | | | |
|----------|-----------|-----------|-----------|------------|
| 1. mixed | 2. turn | 3. days | 4. batter | 5. flat |
| 6. fire | 7. poured | 8. bottom | 9. cooked | 10. injera |

B Reading

Lesson 5

Student's Book, page 81 - 82.

Comprehension

Specific objectives: The students will be able to:

- (a) read the passage about The Ethiopian Coffee Ceremony.
- (b) answer oral questions about the passage.

Lesson content: Reading comprehension

Step 1: Activity 1: Let the students discuss the process of making tea.

Step 2: Read one or two paragraphs as the students listen.

Step 3: Ask some oral questions about what you have read.

Step 4: Let the students read the passage silently on their own.





Step 5: Exercise: Ask the students to answer the questions about the passage.

1. Ethiopian coffee is enjoyed by many visitors to Ethiopia because it is very delicious.
2. The coffee ceremony is held at home and after meals.
3. The mother of the home prepares the coffee.
4. Coffee is served to guests in little cups.
5. After roasting the coffee beans in the pan, and they are ready, the lady takes them away to the backyard from where she can be heard pounding them in a mortar with a pestle. After the coffee has been finely ground, she returns to the house with the traditional clay coffee pot and the ground coffee. She heats water in the pot until it boils, then she puts in the coffee and leaves it to boil until it is well-brewed. It sends such an aroma that the guests can't wait to taste it.

Step 6: Activity 2: Organise students in groups of five to discuss and write the process of making coffee. Let the secretary to the group read their work to the class.

Lesson 6

Student's Book, pages 82 - 84.

How 'gabi' is made.

Specific objectives: The students will be able to:

- (a) tell the traditional wear of Ethiopia.
- (b) discuss the process of making a **gabi**
- (c) discuss questions about the **gabi**.

Lesson content: How a **gabi** is made.

Step 1: Activity 1: Let the students describe the different clothing worn in Ethiopia by different people.

Step 2: Ask the students to name and describe the traditional wear in Ethiopia.

Step 3: In groups of four, let the students discuss what they know about the process of making a **gabi**.

Step 4: Activity 2: In groups of four, let the students discuss the process of making a **gabi** using the suggested phrases on page 83.
Student's Book, page 83.

Step 5: Activity 3: Let the students study the picture and describe the process of making a **gabi**.

Step 6: Ask the students to re arrange the jumbled pictures in order to show the process of making a **gabi**.

Step 7: Pick on individual students to read out **the correct order** of the pictures to others for comparison.

- Picture A: sorting
Picture B: harvesting
Picture C: sewing
Picture D: weaving
Picture E: cutting out
Picture F: drying
Picture G: garments
Picture H: sowing seeds
Picture I: spinning

Step 8: Exercise : Working in groups of threes, let the students discuss the given questions on page 84.

**Expected answers:**

Please fix the answers

1. Cotton is grown on farms.
2. The farmers pick the cotton.
3. The thread is made from cotton fibre.
4. The tailor designs the gabi.
5. Men wear trousers and a free shirt. Women wear a long skirt a blouse and a sash or shawl.
6. Accept all sensible student's opinions/choices.

Lesson 7

Student's Book, pages 84 - 85.

Specific objectives: The students will be able to:

- (a) tell the steps taken from planting **teff** to making **injera**.
- (b) discuss the process of making **injera**.
- (c) arranging pictures in the correct order to show the process of making **injera**.
- (d) write a paragraph about making **injera**.

Lesson content: Process description

Step 1: Activity 1: Review the process of making a **gabi**.

Step 2: Students name the different dishes prepared in Ethiopia.

Step 3: Students mention the dishes they like most. Let them give the steps taken to prepare the preferred dishes.

Step 4: Students discuss the steps taken from planting **teff** to making **injera**.

Step 5: Activity 2: In groups of six, let the students discuss the method of preparing **injera**.

Step 6: Students read the process of making **injera**.

Step 7: Encourage your students to write the method of preparing different dishes and share their work with one another.

Step 8: Activity 3: Ask the students to observe the pictures carefully and discuss what is happening.

Step 9: Task the students to re-arrange the pictures in their right order to show the process of making **injera**.

Picture C	Picture B	Picture A	Picture D
Grinding <i>teff</i>	mixing ingredients	preparing	eating

Step 10: Exercise 1: Ask the students to write a paragraph about the process of making **injera**.

C Writing**Lesson 8**

Student's Book, pages 86 - 87.

Using: How does?

Specific objectives: The students will be able to:

- (a) tell the procedure for baking cakes.
- (b) mention the equipment and ingredients needed to bake cakes.
- (c) re-arranging sentences in the correct order to show the process of baking cakes.



- (d) make a good story about picture composition on baking cakes.
- (e) describe the process of preparing your favourite meal.

Lesson content:

- The process of baking cakes.
- Picture composition
- The process of preparing your favourite meal.

How does Sofia bake a cake?

Step 1: Activity 1: Review the process of making **injera**.

Step 2: Students name the different dishes prepared in Ethiopia.

Step 3: In groups, let the students explain the process of preparing the different dishes.

Step 4: Explain to the students what 'ingredients' 'recipe' and 'procedure' mean in baking.

Step 5: Students read and discuss the ingredients/recipe that Sofia needs in baking a cake.

Step 6: In pairs, let the students tell the procedure followed in preparing cakes.

Step 7: Activity 2: Procedure for baking a cake. Let the students mention the ingredients needed for baking a cake.

Step 8: Ask the students to turn to page 88 and read the jumbled sentences about baking a cake.

Step 9: In pairs, let the students identify the first correct sentence from the jumbled sentences.

Step 10: Guide the students to come up with a complete story about the procedure of baking a cake.

1. First sieve the flour, baking powder and salt together into the mixing bowl.
2. Put in the flour and stir the mixture until it is thick and creamy.
3. Next mix sugar and margarine together and whisk until it is light and fluffy.
4. Then add well-whisked egg and continue beating until the mixture is light and creamy.
5. Pour the cake mixture into the baking pan and place inside the hot oven and bake for 30 - 40 minutes.
6. After, add milk in little amounts while continuing to whisk the mixture.
7. Add grated lemon rind or any other flavouring agent. You may add food colouring of your choice if you have any.
8. Remove the cake and put it on a rack. Leave it to cool before serving.

Student's Book page 89.

Step 11: Picture composition about Miss Amil. Ask the students to study the pictures carefully.

Step 12: In groups of fours, let the students discuss what is happening in each picture and then write the process describing what Miss Amil is baking.

Step 13: Exercise: Ask the students to think about their most favourite meal. They may mention the ingredients required if they know how it is made.

Step 14: Let the students describe the process of preparing that meal by using these words; first, next, then and finally.

Lesson 9

Student's Book, page 89.

Specific objectives: The students will be able to:

- (a) read the dialogue and answer oral questions about it.
- (b) act the dialogue with correct stress and intonation.

Lesson content: Reading and pronunciation



- Step 1: Activity 1:** Give an overview of the dialogue. Read the dialogue as students listen to the correct pronunciation. Let the students read after you.
- Step 2:** Divide the students into two groups and later in pairs to practise the dialogue.
- Step 3:** Let the students answer oral questions about the dialogue.
- Step 4:** Ask pairs that are ready to act out the dialogue in front of the class.
- Step 5: Exercise 1:** Let each student compose a short dialogue about any process of baking they have learnt.
- Step 6: Activity 2:** Working in pairs, let the students read the given sentences and identify the tenses used.
- (a) She comes to the party every month. (present simple tense)
 - (b) Somebody gave me the key. (past simple tense)
- Step 7: Exercise 2:** Ask the students to form five sentences in the present tense and four sentences in the past tense.

Lesson 10

Student's Book, page 90.

Specific objectives: The students will be able to:

- (a) read the poem and answer the questions about it.
- (b) discuss the steps of growing crops right from sowing to harvesting.

Lesson content: Reading

- Step 1:** Give an overview of the poem.
- Step 2:** Let the students read the poem on their own silently.
- Step 3:** Let the students answer oral questions about the poem.
- Step 4: Exercise 1:** Let the students read the poem again and answer the questions in their books.

Expected answers:

1. Baked **injera** is brown.
2. **Injera** is round and flat like a large pancake.
3. 'Author's appetite is aroused when the aroma wafts through the air to his nostrils.
4. The author eats **injera** quickly/very fast.
5. The author is cheeky/playful/full of humour/good natured.
6. The author's mother makes the **injera**.
7. *INJERA FOOD FOR THE DAY/ INJERA*
(Accept any other correct titles).

Step 5: Exercise 2: Let the students write their own poems in their exercise books about their favourite meals.

Step 6: Display the students' poems in the class after assessing them.

Lesson 11

Student's Book, page 91 - 92.

Specific objectives: The students will be able to:

- (a) read the passage and answer the questions about it.

Lesson content: Reading comprehension

Step 1: Introduce the passage with general questions on cotton growing and production.





Step 2: Activity 1: Ask students to discuss the pre-reading questions 1 - 3.

Step 3: Students read the passage on their own silently.

Step 4: Students answer oral questions about the passage.

Step 5: Exercise 1: Let the students answer the given questions in their exercise books.

Expected answers:

1. The major cash crops grown in Africa include: cocoa, coffee, tea, sugarcane, tobacco and sisal.
2. Cotton seeds are planted in little holes dug in straight rows.
3. The cotton seed takes about four days to germinate.
4. During the wet season weeds grow quickly.
5. The boll weevil destroys the boll.
6. Harvesting is done in the dry season because that is when it is mature.
7. Cotton seeds are important because out of them we get oil and animal feeds.

Step 6: Exercise 2: In pairs, let the students read the words in the table and match them with their meaning.

Expected answers:

germinate	to develop from seed and grow to plant.
mature	old enough for harvesting.
ginnyery	factory where cotton yarn is made.
processed	carefully done to get final product.
harvesting	reaping what is mature.
pesticides	chemicals sprayed to kill pests.

Step 7: Activity 3: In pairs, let the students describe the steps taken from the time the cotton is harvested to when cloth is made.

Lesson 12

Student's Book, page 92 - 93.

Specific objectives: The students will be able to:

- (a) do a dictation exercise.
- (b) re-arrange the jumbled sentences to form a good story about how Ali got his new uniform.
- (c) re-write sentences beginning with the words in the brackets.
- (d) use the correct forms of the words given.

Lesson content: Dictation and Revision Exercise

Step 1: Activity 1: Students listen attentively and write the words you dictate: mixture, ingredients, wheat, harvested, production, *teff*, processed, cookery, temperature.

Step 2: Write the words on the chalkboard and ask students to do a spell check and self correction.

Step 3: Exercise 1: Introduce: How Ali got his new uniform. Ask the students to arrange the jumbled sentences in their order to show how Ali got his new uniform.

xExpected answers:

1. Ali's clothes were worn out.
2. First, his father went with him to the seamstress.
3. They went there so that Ali could get measured for new clothes.



4. Then, she took Ali's measurements for a pair of shorts and a shirt.
5. After taking the measurements, she started sewing Ali's clothes.
6. The sewing took about four hours.
7. When the sewing was done, Ali tried his clothes on.
8. They fitted him very well and he felt good.
9. Ali's father then paid the seamstress.
10. Finally, the father and son went back home.

Student's Book, page 93.

Step 4: Exercise 2: Ask the students to read the sentences and rewrite them beginning with the words given in the brackets.

Expected answers:

1. Corn was planted first.
2. Good sweaters were woven.
3. Cotton was planted by men and women.
4. The coffee beans were ground by my mother.
5. Coffee was drunk by the children.
6. The **gabi** was made.
7. The seeds were dried.
8. Cotton was processed.
9. We were served sweet potatoes by my mother.
10. Cooking oil was bought by the girls.

Step 5: Exercise 3: Ask the students to read the sentences and use the correct form of the word given in the brackets.

Expected answers:

- | | | | | |
|----------------|---------------|------------|---------|----------|
| 1. grown | 2. mixture | 3. planted | 4. made | 5. baked |
| 6. information | 7. instructed | 8. bought | 9. done | 10. made |

Lesson 13

Student's Book, page 94.

Specific objectives: The students will be able to:

- (a) read the clues for the puzzle.
- (b) identify the missing letters for the blank boxes.
- (c) complete the puzzle correctly.
- (d) write sentences using some of the words in the crossword puzzle.

Lesson content: Word formation

Ask the students to discuss the clues in groups and complete the puzzle.

Expected solutions

ACROSS

- | | | | | |
|-----------|----------|------------|-----------|---------|
| 1. BAKERY | 3. LAB | 5. PROCESS | 7. INJERA | 8. BOY |
| 9. COTTON | 11. CAKE | 12. SHELF | 13. COOKS | 14. SEW |

DOWN

- | | | | | | |
|-----------|---------|-----------|-------|-----------|----------|
| 1. BAKING | 2. SLAB | 4. BUYING | 6. LA | 10. TELLS | 11. COOL |
|-----------|---------|-----------|-------|-----------|----------|

Step 1: Activity: Ask students to work in pairs and form sentences using some of the words in the crossword puzzle.



**REVISION UNIT 1****Revision Exercise 1 A:**

Student's Book, page 95.

Step 1: Ask the students to read the sentences in the jumbled form.

Step 2: Let the students arrange the words to make correct sentences.

Step 3: Ask individual students to read the sentences they have written. Correct any mistakes.

Expected answers:

1. What is your name?
2. Nice to meet you.
3. What is your teacher's name?
4. How do you do?
5. John is from Jinka.
6. Do you know the meaning of the name of your village?

Revision Exercise 1 B:

Step 1: Ask the students to read the parts of the dialogue.

Step 2: Let the students identify the missing parts in the dialogue.

Step 3: Ask individual students to read the completed dialogue they have written.

Expected answers:

7. Visitor: **What is your name?**
Sofia: My name is Sofia.
8. Visitor: **Where do you live?**
Sofia: I live in Goba.
9. Visitor: **Do you know the meaning of 'Goba'?**
Sofia: No, I don't know the meaning of 'Goba' but I will ask my father.
10. Visitor: **What do you think Addis Ababa means?**
Sofia: I think Addis Ababa means new flower.
11. Visitor: **Who told you its meaning?**
Sofia: I heard my grandparents say so.
12. Visitor: **What does Arba Minch means?**
Sofia: Arba Minch means Forty Springs.

Revision Exercise 1 C:

Student's Book, page 95 - 96.

Step 1: Ask the students to mention the parts of a formal letter.

Step 2: Instruct the students to read the parts of the letter.

Step 3: Let the students arrange the parts of the formal letter.

Step 4: Ask individual students to read the arranged formal letter.

Step 5: Ask the students to write the letter correctly in their exercise books.

**Expected answers:**

Waka Secondary School,
P.O. Box 488,
Waka.
20th January, 2010.

The General Manager,
Waka Bookstore Ltd,
P.O. Box 474,
Waka.

Dear Sir,
RE: SUPPLY OF DICTIONARIES.

The purpose of this letter is to request you to send me four Advanced Learner's Dictionaries.

I shall be grateful if I receive them at the earliest time possible.
For payment, I have enclosed a cheque as you had requested!

Yours faithfully,
K.K. Kebede

Revision Exercise 2 A:

Student's Book, page 96.

Step 1: Ask the students to read the given sentences.

Step 2: Ask the students to identify the words in the brackets and use their correct form to complete the sentences.

Expected answers:

- | | | | | |
|-------------|------------|----------------|---------------|---------------|
| 1. quickly | 2. well | 3. sadly | 4. cheaply | 5. humbly |
| 6. steadily | 7. noisily | 8. practically | 9. thankfully | 10. miserably |

Revision Exercise 2 B:

Student's Book, page 96.

Step 1: Ask the students to read the given sentences.

Step 2: Ask the students to rewrite the sentences using the words given in the brackets.

Expected answers:

1. Ali can speak *Shinasha*, but he can't speak *Amharic*.
2. I am learning both English and *Afan Oromo*.
3. Sofia can speak *Tigrigna*, but she can't write it.
4. *Tesema* can speak both *Sidama* and English.
5. *Boja* speaks fewer languages than *Tiru*.
6. *Roro* can translate *Afan Dromo* into English because he knows it.
7. *Tiru* may speak either *Amharic* or *Arabic*.
8. I didn't say anything to the lady because I did not understand what she was saying.



**Revision Exercise 2 C:**

Student's Book, page 97.

Step 1: Ask the students to read the given sentences.

Step 2: Let the students to identify the correct words from the box to fill in the blank spaces.

Step 3: Let the students write the correct sentences in their exercise books.

Expected answers:

- | | | | |
|------------|---------|---------|---------|
| 1. don't | 2. must | 3. and | 4. more |
| 5. have to | 6. most | 7. both | 8. must |

Revision Exercise 3A:

Student's Book, page 97.

Step 1: Ask the students to read the jumbled sentences.

Step 2: Tell the students to arrange the words to make correct sentences.

Step 3: Ask individual students to read the sentences they have written and see if they make sense.

Expected answers:

- | | |
|---|--------------------------------------|
| 1. When do you celebrate Easter? | 2. Where did you spend your holiday? |
| 3. How much food did they eat at the party? | 4. Did you play genna ? |
| 5. What holidays are there in Ethiopia? | |

Revision Exercise 3 B:

Student's Book, page 97.

Step 1: Ask the students to read the given sentences.

Step 2: Ask the students to use the correct form of the words given in the brackets.

Expected answers:

- | | | | | |
|--------------|----------------|-------------|-------------|----------|
| 1. visits | 2. hurries | 3. went | 4. attended | 5. eaten |
| 6. decorated | 7. will travel | 8. swimming | 9. dancing | |

Revision Exercise 3 C:

Student's Book, page 98.

Step 1: Ask the students to read the given sentences.

Step 2: Tell the students to identify the necessary punctuation marks in each sentence.

Step 3: Ask the students to punctuate the sentences. Ask them to exchange books with their neighbours and correct punctuation as you guide them.

Correctly punctuated sentences:

1. *Abera* sometimes visits Ali.
2. He said, **It is a holiday tomorrow.**
3. If *Abebe* comes, he will help arrange the seats.
4. Did you attend last year's *Maskel* festival?
5. I think *Tigist's* postcard is well written.

Revision Exercise 4 A:

Student's Book, page 98.

Step 1: Ask the students to read the given sentences.



Step 2: Ask the students to use the correct form of the word given in the brackets.

Expected answers:

1. shall travel
2. tourists
3. swum
4. visited
5. packed
6. organized
7. chosen
8. driving
9. taking
10. Tourism

Revision Exercise 4 B:

Student's Book, page 98.

Step 1: Ask the students to read the given sentences.

Step 2: Ask the students to re-write the sentences using the words given in the brackets.

Step 3: Let the students write the sentences in their exercise books.

Expected answers:

1. We shall visit the Great Rift Valley because it is interesting.
2. We shall tour *Sof Omar* because it is famous for its great caves.
3. The Great Rift Valley is famous for its scenic beauty.
4. Our teacher is going to travel to *Ahmar* mountains.
5. We are going to camp here because it is a beautiful place.
6. Ali is not going to swim and neither is *Ahazu*.
7. My father usually rides a horse and so does my uncle.
8. I went on a tour to the national park and so did my sister.
9. *Kedir* said, "I will go to *Gode* during holidays."
10. The boys have drawn their route on a map and so have girls.

Revision Exercise 5 A:

Student's Book, page 99.

Step 1: Ask the students to read the given sentences.

Step 2: Tell the students to re write the sentences using the words given in the brackets.

Step 3: Let the students write the sentences in their exercise books.

Expected answers:

1. visiting
2. was listening
3. was writing
4. were sailing
5. was explaining

Revision Exercise 5 B:

Student's Book, page 99.

Step 1: Ask the students to read the jumbled sentences.

Step 2: Tell the students to arrange the words to make sensible sentences.

Step 3: Ask individual students to read the sentences they have written.

Expected answers:

1. Where was the battle fought?
2. Wars are a disaster to people.
3. The army that was defeated retreated very fast.
4. The cowardly soldiers couldn't fire the guns.
5. Was the battle of Adwa fierce?
6. Soldiers fight to protect their country.



**Revision Exercise 5C:**

Student's Book, page 99.

Step 1: Ask the students to read the given sentences.

Step 2: Tell the students to identify words which mean the same as the coloured words.

Step 3: Ask individual students to read the correct sentences they have written.

Expected answers:

1. visit
2. battle
3. weapons
4. soldiers
5. read
6. peace
7. commanding
8. stopped/ended

Revision Exercise 6 A:

Student's Book, page 100.

Step 1: Ask the students to read the sentences in their jumbled form and then in pairs let them identify the first correct sentence and build on the rest of the sentences.

Step 2: Let the students arrange the jumbled sentences in the right order using: first, then, next.

Expected answers:

1. First, I wake up, then I take a shower, next I have tea, finally I run to school and take my lessons.
2. First, Kemal roasts the coffee beans, then he grinds them, next he puts the ground coffee in hot water, finally he takes the coffee.
3. First, Sofia goes to the shop, then, she chooses the dress she wants, next she pays for the dress, finally she goes home with the dress.
4. First, Dino goes to the tailor's shop, then, he chooses what he wants, next, the tailor sews the suit, finally, he goes to the festival in the new suit.
5. First, the farmers harvest cotton, then, cotton is sold to the factory, next, thread is made into cloth, finally clothes are made from the cotton material.

Exercise 6 B:

Student's Book, page 100.

- Ask the students to read the sentences in exercise 6 B and then rewrite them beginning with the coloured words.

Expected answers:

1. The coffee was processed.
2. The tea was drunk by Garedew.
3. The gabi was sold to the chief.
4. Barley was planted by Hirut.
5. The cotton was planted by Debela.
6. Shirts were made from the cotton material by students.
7. The loaves of bread were eaten.
8. Delicious coffee was prepared by the girl.
9. The sorghum was irrigated by farmers.
10. A sack of rice was bought by Ali.

**Unit 6: Assessment**

Reading and writing: Ask the students to read and write answers to exercise A, B, and C in their exercise books.

- A. Rewrite the sentences as instructed in brackets.
1. They grow a lot of coffee. (Begin: A lot of ...)
 2. Boys drink tea. (Begin: Tea ...)
 3. Hundisa ate the pies. (Begin: The pies ...)
 4. They weave good materials. (Begin: Good ...)
- B. Use the correct form of the words in the brackets.
5. This is thick enough. (mix)
 6. The maize flour was to the water. (add)
 7. How many do you need? (knife)
 8. Coffee were attended. (ceremony)
- C. Arrange these words to make correct sentences.
- 9 (i) The shaped dough was baked into queen cakes.
 - (ii) Then the queen cakes were served.
 - (iii) The dough was finely kneaded and put in metal containers.

Expected answers

- A. 1. A lot of coffee is grown.
2. Tea is drunk by boys.
3. The pies were eaten by Hundisa.
4. Good materials are woven.
- B. 5. mixture 6. added 7. knives 8. ceremonies
- C.9.(i) The dough was finely kneaded and put in metal containers.
(ii) The shaped dough was baked into queen cakes.
(iii) Then the cakes were served.

Additional work

1. In groups, discuss how a sack of rice ends up in a shop.
2. Explain the process of how 'injera' is made.
3. Work with a partner to describe how milk ends up on a shop shelf - from a cow eating grass to the milk buyer.
4. Discuss in groups how a gabi is made. The process is from planting cotton to buying at the market.
5. Choose any item below and write a few sentences to describe a process of how
(i) a chair (ii) coffee/tea (iii) your best dish (iv) a mat can be made.





Unit 7: Have you ever ...?

Background information

People learn from experience. What ever these experiences are they were all done in the past. However they have relevance to the present. Consider some of the achievements we have had in the past that have significance to the present. In this unit you will discuss issues, practices and achievements that were done in the past but important to the present.

General objective:

Students will be able to talk about people's experiences.

Specific Objectives: Students will be able to:

- (a) listen to texts and list the details
- (b) ask and answer questions about their daily lives
- (c) read to identify main ideas from a passage
- (d) read postcards
- (e) complete sentences by adding appropriate words and phrases
- (f) write a postcard to family/ friends

Resources:

Photographs, pictures, post cards, charts, texts

A Listening and Speaking

Lesson 1

Student's Book, page101 - 102.

Specific Objectives: The students will be able to:

- (a) answer the questions based on the picture.
- (b) listen to the story and answer questions.

Lesson content: Listening exercise

Step 1: Ask the students to mention the main activities carried out in their communities.

Step 2: Students name some of the activities that take place near water bodies.

Step 3: Activity: Let the students study the picture and answer the questions about it.

Step 4: In groups of three, let the students discuss the importance of fishing in a country.

Step 5: Each group present its findings and then give your summary about each presentation.

Step 6: In pairs, let the students discuss the questions about the picture and give answers to each of them.

Expected answers

1. I think the people in the picture are fishing.
2. One needs fishing nets, hooks, rods, baskets and boats to fish.
3. The type of fish caught in our lakes include: tilapia, Nile perch, mud fish, cat fish and others.
4. The people in the picture are fishermen.
5. We can protect our water sources from pollution by industrial wastes/contamination.
(Accept other correct answers given by the students).



- Step 7:** Ask the students to mention some important leaders in country or in the world.
- Step 8: Listening exercise:** Explain that the text you are going to read to the students is about a famous Ghanaian leader Kwame Nkrumah.
- Step 9:** Read the text clearly as the students listen.
Draw the chart about Nkrumah's life history.
Ask students to draw a similar chart and complete it at home (home work).

Kwame Nkrumah was born in September **1909** in Nkroful. He was a Ghanaian nationalist leader who led to the independence of his country.

Nkrumah's father was a goldsmith and his mother was a retail trader. Nkrumah studied at the Roman catholic school In Half assini. He graduated as a teacher at achimota college in **1930**.

Nkrumah went for further studies in America at licoln university in **1935**. He later graduated with master's degree in **1939** at university of Pennsylvania.

Nkrumah left the united states of America in may **1945** and went to England. He organized the 5th Pan – African Congress in Manchester.

Nkrumah returned home in **1947**. He worked as general secretary to United Gold Convention (UGCC). Following the riots in February **1948**, the British arrested Nkrumah and other leaders of UGCC. In **1949** he formed the new Convention Peoples' Party (CPP) which worked a lot on positive action that called for development of the country.

He headed the country from independence in **1957** until he was over thrown by a coup in **1966**.

Nkrumah later died on 27th April **1972**.

Exercise 1

Expected answers

1. Kwame Nkrumah was a Ghanaian nationalist leader who led his country to independence.
2. Kwame Nkrumah was famous for leading his country to independence. (accept any correct answers the students give)
3. He formed the new Convention People's Party and worked tirelessly for his country.
4. He worked for his country whole heartedly from independence in 1957 until he was over thrown in 1966.
5. (Answers given by the students will vary).

Homework:

Expected Answers to the chart about Kwame Nkrumah's life history.

1909	Nkrumah was born in Ghana.
1930	Nkrumah graduated as a teacher at Achimote College.
1935	Nkrumah went for further studies in America at Lincoln University.
1939	Nkrumah graduated with a Masters Degree at University of Pennsylvania.



1947	Nkrumah returned home.
1949	The British arrested Nkrumah and other leaders of UGCC.
1957	Nkrumah led his country to independence.
1966	Nkrumah was over thrown in a military coup.
1972	Nkrumah died.

Lesson 2

Student's Book, page 102 - 103

Specific Objectives: The students will be able to:

- read and pronounce the words in the box correctly.
- describe a game they have ever participated in.
- use the words in the table to fill in the blank spaces correctly.
- make more sentences using the words in the box above.

Lesson content: Vocabulary practice

met been dug arrived swam
driven cooked painted used ridden

Step 1: Activity: Ask students to mention their favourite games. Let each one describe a game they have ever participated in, the people who were involved and how the winner came through.

Step 2: Exercise 1: Ask the students to use the new words to complete the sentences in their exercise books.

Expected answers:

1. painted 2. arrived 3. used 4. cooked 5. swum
6. met 7. dug 8. driven 9. ridden 10. been

Step 3: Exercise 2: Ask the students to write ten sentences about activities they have done that day either at home or at school.

Lesson 3

Student's Book, page 103 - 104

Specific Objectives: The students will be able to:

- read sentences in the present perfect tense.
- read and act the dialogue using the present perfect tense.

Lesson content: Present perfect tense

Step 1: Activity 1: Introduce this dialogue by asking the students to mention some of the important places they have ever been to.

Step 2: Say the conversation line by line as the students listen.

Step 3: Let the students repeat the sentences after you.

Step 4: In pairs, let the students practise the lines of each character.

Step 5: Let the pairs which are ready come to the front and act the dialogue.

Step 6: Exercise 1: Ask the students to write the names of four places in Ethiopia they have ever been to. Let the students come up with similar dialogues and act them out with their partners.

Step 7: Activity 2: Let the students mention living famous persons they know. The students should mention the activities they have done.



Step 8: Exercise 2: Through question and answer, let the students follow the example provided and answer the given questions.

Example:

Have you answered all the questions correctly?

Yes, I have answered all the questions correctly.

Step 9: Ask the students to answer the questions in the present perfect tense beginning with the word given in the brackets.

Expected Answers:

1. No, my sister has not posted the letter.
2. No, they have not brought the books.
3. Yes, the chief guest has arrived.
4. Yes, I have written the answers in my exercise books.

Lesson 4

Student's book page 104 - 105

Specific Objectives: The students will be able to:

- (a) read and tick the correct sentence in each pair.
- (b) construct sentences using **ever/never**

Lesson content: Making sentences using ever/never and asking and answering questions about what they have ever done.

Step 1: Review the work you taught in lesson three.

Step 2: Ask the students to mention the things they have ever/never done at school or at home.

Step 3: Using relevant vocabulary and situations, explain to the students how **ever/never** are used.

Step 4: Activity 1: In pairs, let the students read the sentences in the examples given in their text book about **ever/never**

Step 5: Guide the students to tick the correct sentence in each pair.

Expected answers:

1. I went to Bonga last year.
2. Have you ever met a famous person?
3. Turjum's not here. He's gone to Minche.
4. You met him when you were six.

Step 6: Activity 2: Guide the students to ask and answer questions about what they have ever done.

Example:

- | | |
|---|--|
| 1. Have you ever visited a zoo?
Yes, I have. | 2. Have you ever travelled by train?
No, I have never travelled by train. |
|---|--|

Step 7: Activity 3: Student's Book, page 104. Ask the students to take turns to form correct questions and answers using ever/never from the table.

Example:

(a) Have you ever visited Awash park? (b) Yes, I have ever visited Awash park.

Step 8: Exercise: Students study the examples and fill in the blank spaces with the correct words.

Examples:

- | | |
|--|---|
| (a) Have you ever seen an aeroplane?
Yes, I have. | (b) Has your brother ever caught fish from a lake?
He has never caught fish from a lake. |
|--|---|



**Expected Answers:**

1. (a) Have you ever visited Nairobi?
(b) Yes, I have ever visited Nairobi.
2. (a) Has she ever prepared **Dorowot**?
(b) She has never prepared **Dorowot**.
3. (a) Have they ever written letters to friends abroad?
(b) Yes, they have ever written letters to friends abroad.
4. (a) Have they ever met any of their friends?
(b) They have never met any of their friends.
5. (a) Have you and your brother ever spoken Amharic?
(b) Yes, my brother and I have ever spoken Amharic.

Lesson 5

Student's Book, page 105 - 106

Specific Objectives: The students will be able to:

- (a) read the questions and give answers to each of them.
- (b) form questions in the present perfect tense using who, what, whose, where and which.

Lesson content: Using: **who/what/whose/where/which ... ?**

Step 1: Exercise 1: Review the work you taught in Lesson Four.

Step 2: Using relevant situations, teach the students how each of these words; **who / what / whose / where / which ... ?** are used to form questions. Remind students that they are using questions: so they should remember the questions mark.

Step 3: In pairs, let the students take turns to form questions using the **wh** - words and give answers to each of them.

Step 4: Activity 1: Let the students match questions in A with answers in B.

Step 5: Activity 2: Ask the students to take turns to ask and answer questions about what has happened around them.

Examples:

1. Where has she taken the books?
She has taken the books to the library.
2. What has she bought from the canteen?
She has bought a pen from the canteen.

Step 6: Activity 3: Group the students and ask them to play the different roles that have been suggested. Let the students write the answers to the questions in their exercise books.

Expected answers: Will vary.

Encourage students to share their answers.

Step 7: Exercise: Ask the students to form five questions using **Has** and **Have**

Lesson 6

Student's Book, page 107.

Specific Objectives: The students will be able to:

- (a) read the dialogue with the correct stress and intonation.
- (b) discuss the possible responses for the blank spaces.
- (c) fill in the correct responses in their exercise books.



Lesson content: Reading comprehension

Step 1: Activity 1: Organise students in groups of three to talk about interesting places they have ever visited. Encourage students to participate in this activity by naming places and the interesting things there

Step 2: Let the students mention some of the things in Ethiopia that attract tourists.

Step 3: Working in pairs, let the students discuss the possible response for each blank space.

Step 4: Let the students write responses for each blank space in their exercise books.

Expected responses:

Mulu: **What is your name?**

Hussien: My name is Hussien.

Mulu: **Where do you come from?**

Hussien: I come from Saudi Arabia.

Mulu: **Where have you been?**

Hussien: I have been to the game park.

Mulu: **What did you see?**

Hussien: I saw a red fox, lions, giraffes and birds.

Mulu: **When do you hope to go back to Saudi Arabia?**

Hussien: I hope to go back to Saudi Arabia next week.

Mulu: **What have you enjoyed most in Ethiopia?**

Hussien: Watching birds was the most enjoyable activity in Ethiopia.

Mulu: **How did you travel from Saudi Arabia to Ethiopia?**

Hussien: I travelled by Ethiopian Airways.

Mulu: **Have you plans to return to this country?**

Hussien: Yes, I have plans to return to this country.

Step 5: Activity 2: Write a short paragraph about something important they have ever achieved.

Lesson 7

Student's Book, page 108.

Specific Objectives: The students will be able to:

- (a) read the information on the post card correctly.
- (b) design their own post cards indicating what they have done.

Lesson content: Writing post card

Step 1: Activity 1: Students read the post card and discuss the contents in groups.

Step 2: Ask the students to share their experiences how they feel when they receive a post card.

Step 3: Briefly talk about the information contained in a post card.

Step 4: Activity 2: Let the students answer the questions about the post card.

Expected answers:

1. Rebika
2. During this school term my class
3. for sale
4. to exchange information.
5. Bole Gerji Kabele's Addis Ababa.
6. a stamp.

Step 5: Exercise: Ask each student to imagine he/she is Aunt Rebika and design a post card as a reply to Rebika's postcard.





Lesson 8

Student's Book, page 109.

Specific Objectives: The students will be able to:

- (a) read the advertisement and answer the questions about it correctly.
- (b) make their own advertisements.

Lesson content: Writing advertisement

Step 1: Ask the students to give advantages of advertising goods.

Step 2: Activity 1: Ask students to form groups of three to read the advertisement and discuss the questions.

Expected answers:

1. The advertisement is about a Grand sale.
2. The advertisement was written on 5/Jan/2010.
3. The closing date for the sale is 12th January, 2010.
4. Accept any of these items on sale: utensils, old blankets, bed sheets, mattresses and cutlery.
5. The sale will last five days.

Step 3: Activity 2: Students in groups discuss the different ways of advertising items for sale. Let the students brainstorm the different activities that they can do to ensure that their businesses succeed.

Step 4: Exercise: Ask the students to imagine they are selling certain items. Tell them to write advertisements informing people about what they are selling so that the public can buy them.

B Reading

Lesson 9

Student's Book, page 109 - 110.

Specific Objectives: The students will be able to:

- (a) read the passage and answer the questions about it correctly.
- (b) discuss questions about losing and finding property.

Lesson content: Reading comprehension

Step 1: In groups, ask the students to discuss their experiences how they feel when they lose something valuable.

Step 2: Ask the students to answer questions in the pre-reading activity.

Step 3: Let the students read the passage silently.

Step 4: Ask oral questions about the passage, eg

1. Which school is mentioned.
2. Where were they going?
3. Which fun did they have?
4. Why was Rebika thanked?

Step 5: Exercise 1: Let the students read the passage again and answer the questions that follow in their exercise books.

Expected Answers:

1. The students of grade 7 set off for the picnic on Monday morning.
2. The purpose of the tour was for the grade 7 students to relax their minds and at the same time to



learn more about the geography of their district.

3. The students were supposed to take: a bag, a note book, packed lunch, some juice and a mat. (accept any of the two)
4. There were three people.
5. The students were allowed to board games and football when they got to the picnic site.
6. Gezahagn lost his keys when he was playing hide and seek with his friend.
7. The four teachers went because they wanted to ensure that the students are disciplined and safe on the tour.
8. Rebika found the keys.

C Writing

Lesson 10

Student's Book, page 111.

Specific Objectives: The students will be able to:

- (a) construct sentences using "has/have"
- (b) write ten sentences about what they have done.

Lesson content: Using: "has/have"

Step 1: Activity 1: Boasting game

Organise the students to talk with their partners about the great things they have done.

Step 2: Exercise: Ask the students to take turns to read the sentences about what different students boasted about having done.

Step 3: Ask the students to categorise sentences into two groups; Sentences that show realist situations and those that do not.

Step 4: Activity 2: Lead a discussion on any achievements students have made in the last one year. Ask the students to write ten sentences boasting about good things they have ever done.

Lesson 11

Student's Book, page 112 - 113

Specific Objectives: The students will be able to:

- (a) complete the sentences using the words in the brackets in the present perfect tense.

Lesson content: Rewriting sentences using the present perfect tense

Step 1: Review the work you taught in lesson ten and let the students boast about the things they have ever/never done.

Step 2: Activity 1: Students discuss achievements they have got in the last one year.

Step 3: Ask the students to use the word given in the brackets in the present perfect tense.

Expected Answers for Exercise 1:

1. He has **shaken** the bottle.
2. I have **written** a long story.
3. Abera has **ridden** the bicycle away.
4. Melkitu and Abeba have **drunk** all the milk.
5. The teacher has **taken** the books.
6. Boja has **kicked** the ball.
7. My mother has **kept** the sharp scissors away from the toddler.
8. Emebet has never **stolen** sugar.
9. We have never good pictures.
10. They have never **been** late for lessons.





Step 4: Exercise 2: Let the students choose any name to write a sentence about each picture using the present perfect tense.

Expected sentences about each picture:

- | | |
|---|--|
| A. Likelesh has broken the bottle. | B. A boy has cut herself with a knife. |
| C. Likelesh and her friends have sat on a bench. | D. The boy has fallen off the bicycle. |
| E. The children have welcomed/greeted their mother. | F. The boy has kicked the ball. |

Lesson 12

Student's Book, page 113 - 114

Specific Objectives: The students will be able to:

- complete the sentences using the words in the brackets in the present perfect tense.
- fill in the blank space with the most suitable word.

Lesson content: Forming questions using **ever** and the present perfect tense.

Step 1: Activity: Students mention the games they have ever participated in.

Step 2: Ask the students to mention the things they have ever done.

Step 3: Guide the students to use the present perfect tense to form questions using the words given in the brackets.

Step 4: Let the students do **exercises 1, 2 and 3** in their exercise books.

Expected Answers for Exercise 1:

Student's choice

- | | |
|---|---|
| 1. Have you ever ridden a horse? | 2. Have you ever been to Addis Ababa? |
| 3. Have you ever run marathon? | 4. Have you ever spoken to a famous person? |
| 5. Have you ever visited Tsega? | 6. Have you ever watched a war film? |
| 7. Have you ever read a story about Adwa? | 8. Have you ever committed a crime? |
| 9. Have you ever skipped a rope? | 10. Have you ever seen Getachew? |

Step 5: Exercise 3: Ask the students to give questions using; **What, Where, Who, Whose, Why, and When.**

Expected Answers for exercise 3:

- | | | | | |
|---------|----------|---------|----------|----------|
| 1. Who | 2. Where | 3. When | 4. Whose | 5. Why |
| 6. What | 7. Where | 8. Who | 9. Where | 10. When |

Lesson 13

Student's Book, page 114.

Specific Objectives: The students will be able to:

- complete the cross word puzzle correctly.

Lesson content: Completing the cross word puzzle

Step 1: Review the work you taught in Lesson twelve by asking the students to use **Have ... ever ...?, ... ever ...**

Step 2: Activity: In pairs, students identify the letters that are missing in each box to form a complete word.

Step 3: Let the students complete the given puzzle in their exercise books.

Expected Answers to the Puzzle on page 114

ACROSS:

- | | | | | | | |
|----------|----------|----------|-----------|--------|----------|----------|
| 1. OFF | 5. RUN | 6. DRIVE | 8. CALLED | 9. DAY | 10. RUNG | 12. SAID |
| 13. DONE | 14. TALK | | | | | |

**DOWN:**

2. FUN 3. RIDDEN 4. ENJOYED 5. RECORDED 7. VIED 11. GONE 12. SAT

Step 3: Exercise: Let students in pairs to take turns to use some of the words in sentences.

Unit 7: Assessment

Reading and writing: Ask the students to read and complete the sentences in questions A, B and C. Tell them to write the answers in their exercise books.

- A.** Use the verbs in brackets to make correct sentences.
1. Have you ever in this lake? (swim)
 2. Where has the chief ? (go)
 3. Oh yes, we have flowers. (plant)
 4. Students have been from passing here. (forbid)
 5. I have this lady twice. (meet)
- B.** Form questions to those answers.
6. Dugase: ?
Abdoko: I have known that baker for two years.
 7. Almaz: ?
Kedir: Mother has cooked meat and rice.
 8. Gemechu: ?
Hajera: Yes, I have read the advertisement.
- C.** Choose the correct word to complete the sentence.
9. He has to a party. (go, went, gone)
 10. The boy has my shirt. (tear, tore, torn)

Expected answers

- A.** 1. swum 2. gone 3. planted 4. forbidden 5. met
- B.** 6. Dugase: How long have you known that baker?
7. Almaz: What has mother cooked?
8. Gemechu: Have you read the advertisement?
- C.** 9. gone 10. torn

Additional work

1. Have you ever met and talked to any famous person in your area? Who was she/he and what did you talk about? Write the dialogue you had with that famous person.
2. In groups, take turns to play the 'boasting game' using "I have ever ..." e.g. I have flown a rocket to the moon.
3. Write a postcard to a family member or friend informing them about a place you would like them to visit.
4. Write a paragraph about a place you have ever visited, why you visited it, how you went there and the activities you carried out there.





Background information

Our world is full of new innovations and technological equipments. Living in this world requires us to know how things work and also to inform others about things that we can operate. Thus using appropriate language to ask others and to respond to others question about how do somethings work is relevant.

General objective:

Students will be able to describe how simple machines work and what they are used for.

Specific Objectives: Students will be able to:

- (a) listen to explanations and respond accordingly
- (b) use social expressions (expressing possibility)
- (c) listen to a description and label pictures
- (d) take dictation of short paragraph
- (e) take part in guided oral activities in pairs and groups
- (f) predict the theme of the passage by doing pre-reading activities
- (g) read printed materials such as brochures
- (h) write compound sentences using 'and', 'but', 'or' and complex sentences using **because**
- (i) write guided paragraphs
- (j) punctuate sentences using capitalisation, questions marks, full stops and commas

A Listening and Speaking

Lesson 1

Student's Book, page 115 - 116.

Specific Objectives: The students will be able to:

- (a) mention the machines they use in their homes.
- (b) observe and discuss the pictures.
- (c) answer the questions about the pictures correctly.

Lesson content: Listening exercise

Step 1: Ask the students to mention the machines they use in their homes.

Step 2: In groups, ask the students observe and discuss the pictures.

Step 3: In groups, ask the students to discuss how each of the machines in the picture works.

Step 4: Let each group present its findings and then give your summary about each presentation.

Step 5: Exercise: In pairs, ask the students discuss and answer the questions about the pictures.

Expected Answers:

1. The machines in the picture are; a computer, a printer, a bicycle, a percolator, a calculator and a fan.
2. Accept any sensible answer given by students.
3. A cooker, a mower, an air conditioner and others. (accept any sensible answers given by students for the use of each machine named.
4. (accept any sensible answers given by students for the machines which use electricity)



Step 6: Activity: Ask the students to draw a picture of a machine they like most and describe it to your partner how it works.

Step 7: Listening exercise: Student's Book, page 116. Introduce the lesson by asking students to name tools and devices that make work easy and how.

Step 8: Read the text clearly as the students listen and then answer the questions given.

Listening exercise

Man has made life and work easy by inventing different machines. For example, you do not have to walk long distances to see or talk to someone. You only need to dial your friend's telephone number and you are connected. Radio, televisions and computers are not only useful in transmitting information but also for entertainment. In the near future, robots may take on all of the human tasks and man will live in total idleness.

Questions:

1. How has man made work easy? 2. Which three things are useful in entertainment?
3. In groups, discuss the various machines you use at home and how the machines are used.

Expected Answers:

1. Man has made work easy by inventing different machines.
2. The three things used for entertainment are; radios, televisions, and computers.
3. (accept any correct answers which students give about machines they use at home and their work.

Lesson 2

Student's Book, page 116

Specific Objectives: The students will be able to:

- (a) read and pronounce the words in the box correctly.
- (b) construct correct sentences using the words in the box.
- (c) complete the sentences using the words in the box in their exercise books.

Lesson content: Vocabulary practice

Button	radio	robot	switch off	machine	switch	television
mobile phone	pull	plug	lever	fan	press	power
computer						

Step 1: Review the work you taught in lesson one by asking students to name some machines used at home and how they are used.

Step 2: Activity: Let students read the words in the box and find their meaning in the dictionary.

Step 3: Teach the new words in the box by using objects/pictures/and by demonstrating.

Step 4: Say the word at least twice as the students listen to the correct pronunciation.

Step 5: Let the students repeat after you observing proper stress and intonation. In pairs ask the students to construct sentences using the new words.

Step 6: Exercise 1: Let the students use the given words to complete the sentences.

Expected Answers:

1. button 2. television 3. switch off 4. lever 5. insert



6. mobile 7. press 8. robot 9. machine 10. fan

Step 7: Exercise 2: Ask the students to use some of the words in the box to write five sentences about a machine they use most at home.

Lesson 3

Student's Book, page 117 - 118

Specific Objectives: The students will be able to:

- read and answer questions using: **What is it?**
- construct sentences using **might / may/ could be**.
- discuss with a partner the different machines and how they work.
- construct sentences using: **It is either a ... or a ...**

Lesson content:

- Grammar: Language practice:
- Using: **may / might / could be**

Step 1: Activity 1: In groups, let one student at a time describe an object as others listen. Let the other members of the group guess what the object might be.

Remind the students to use **It might/may/could be ...** to name the object.

Step 2: In groups, ask the students to discuss the things they might do in the evening.

Step 3: Using relevant situations, explain to the students how **may, might** and **could be** are used in sentences. Wrap a simple machine e.g. a staple machine in a paper and pose a question to the students.

Question: What is wrapped in this paper?

Let the students guess what it is by giving their answers.

Answer: It might be a calculator / a mobile phone etc.

It may be a radio / a calculator.

It could be a mobile phone / dryer.

Step 4: Exercise 1: Organize the students in pairs, and let them talk about the use and function of a technical device. The second one is expected to guess what the technical device is by using "may/might/and could.

Examples

- (a) It has a keyboard. (b) It stores information and programmes.

What is it?

- (a) It might be a computer. (b) It may be a computer. (c) It could be a computer.

Ask the students to write answers to numbers 1- 4 in their exercise books.

Expected answers:

- (a) It might be a radio. (b) It may be a radio. (c) It could be a radio.
- (a) It might be a telephone. (b) It may be a telephone (c) It could be a telephone.
- (a) It might be a key board. (b) It may be a keyboard. (c) It could be a key board.
- (a) It might be a telefax machine / internet / computer.
 (b) It may be a telefax machine / internet / computer
 (c) It could be a telefax machine / internet / computer (for e-mail)

Step 5: Exercise 2: Let students guess answers to the given riddles.

Student's Book, pages 118



Using relevant situations, explain to the students how: “either or” is used in sentences.

Tell the students that **either** or suggests a simple choice between two possibilities.

Step 6: In pairs, let the students guess what object or machine has been described in each sentence.

Step 7: Let the students guess answers to the given riddles in their exercise books.

Examples:

1.(a) It is small in size. (b) It has a pointed end. (c) We use it for writing.

Answer:

It is either a pen or a pencil.

2.(a) We use it in our homes. (b) It is a source of heat. (c) It also gives us light.

Answer:

It is either a battery or electricity.

Working in pairs, students give the correct answers to numbers 1 – 3. Encourage your students to share their answers with each other.

Expected Answers:

1. It is either a car or a motorcycle. (accept aeroplane and train)
2. It is either a cooker or a stove. 3. It is either a key board or a computer.

Lesson 4

Student’s Book, page 118.

Specific Objectives: The students will be able to:

- (a) read the sentences given in the Student’s Book about relative pronouns.
- (b) construct sentences using **which / when and that** correctly.

Lesson content: Using these relative pronouns **that, which** in sentences.

Step 1: Activity: Ask the students to read the sentences with their partners and tell the differences between sentences (a) and (b).

Step 2: Using relevant situations explain to the students how **which and that** are used to join sentences.

Step 3: In pairs, let the students read the sentences in the examples given in Student’s Book about **which/that**

Step 4: Students form correct sentences using **which/that** from the table. Follow the examples in the textbook.

Examples:

1. (a) The programme that we watched was interesting.
(b) The machine that I repaired belongs to Abeba.
2. (a) Which button starts the machine?
(b) The button, which is at the top, starts the machine.
3. (a) The radio that Ayele repaired is Hunde’s.
(b) The knife that is on the shelf is blunt.

Sentences ‘b’ are more defined than ‘a’. They explain which subjects are being talked about.

Step 5: Exercise 1: Ask students in pairs to form correct sentences using **which** and **that** from the table.



**Examples:**

1. The switch which is found at the top starts the machine.
2. The radio that we listen to uses four cells.

Step 6: Exercise 2: Dictate short sentences to the students and ask the students to join them using: **which** or **that**.

1. The machine couldn't work. It was in the store.
2. The computer needs repair. It stopped working.
3. The car now moves well. It was repaired.
4. The fan was useful. It was bought by Tola.

Expected answers

1. The machine which/that was in the store couldn't work.
2. The computer which/that stopped working needs repair.
3. The car which/that was repaired now moves well.
4. The fan which/that was bought by Tola was useful.

Lesson 5

Student's Book, page 119 - 120

Specific Objectives: The students will be able to:

- (a) explain how the active and passive voice are formed.
- (b) give the difference between active and passive voice.
- (c) read the sentences given in the Student's Book about active and passive voice.
- (d) construct sentences using **active/passive** voice correctly.
- (e) change sentences from active to passive voice.

Lesson content:

- The Active and Passive voice
- making sentences using the active voice.
- changing sentences from active to passive voice.

Step 1: In groups, let the students discuss some of the things done by prefects in schools.

Step 2: Using relevant situations, explain to the students how **active and passive** voice are formed.

The active voice is formed by talking about the subject (doer) before talking about the action. The passive voice on the other hand, is formed by talking about the action before talking about the subject (doer)

e.g.: Abera repaired the radio. (active)

The radio was repaired by Abera. (passive)

Step 3: In pairs, students suggest sentences in the active voice and then change them to passive voice.

Step 4: Exercise 1: Ask the students to change sentences to passive voice and write them in their own exercise books. Give the necessary support to those students experiencing difficulty.

Expected Answers:

1. The machines are cleaned every morning.
2. The computer is repaired by Bekele.
3. The machine is switched on by Abenet.
4. The crane is used to lift the load.
5. The telephone is used to call someone.
6. Robots are used to do their work.
7. Needles are used by women to sew clothes.
8. Old machines are repaired.
9. The bicycle is used to carry goods.
10. Television is watched everyday.



Lesson 6

Student's Book, page 120.

Specific Objectives: The students will be able to:

- (a) explain what imperatives are.
- (b) read the imperatives in the table.
- (c) write ten imperatives in their exercise books.

Lesson content:

- Imperatives
- reading imperatives in the table.
- writing ten imperatives in their exercise books.

Step 1: Activity 1: Students give and respond to the given instructions.

Step 2: In groups, let the students come up with some orders or commands that teachers would give to students in schools.

Step 3: Using relevant situations explain to the students what imperatives are.
Imperatives are forms of verbs that express orders, commands or urgent needs.
e.g. Turn on the cooker.
Switch off the radio.

Step 4: Activity 2: Students in pairs match the machines (in B) with instructions (in A) and discuss how the machines operate. Let students suggest other machines and mention how you operate them.

Step 5: Exercise: Ask students to write ten sentences expressing orders and instructions in their exercise books.

Lesson 7

Student's Book, page 121.

Specific Objectives: The students will be able to:

- (a) explain what conditional sentences are.
- (b) read the conditional sentences correctly.
- (c) form and write correct conditional sentences in their exercise books.

Lesson content:

- Conditional sentences (type 1)
- reading the conditional sentences.
- writing the conditional sentences in their exercise books.

Step 1: Activity 1: Ask the students to think of the things they want to achieve in life and what they should do to get them.

Step 2: Using relevant vocabulary and situations, explain to the students what conditional sentences are. In conditional sentences the outcome or result is achieved if certain conditions are fulfilled.

Step 3: In pairs, students read the conditional sentences and find out which condition needs to be fulfilled first in order for the result to occur.

- (a) Press the button, turn on the machines.
If you press the button, you will turn on the machine.
You will turn on the machine if you press the button.

- (b) Raising the lever, load comes down.
If you raise the lever, the load will come down.
The load will come down if you raise the lever.

Step 4: Exercise: Ask the students to form correct sentences beginning with: If ...



**Expected Answers:**

1. If you **switch** on the radio, you will **listen** to the news.
2. If you **watch** the television, you will **learn** a lot.
3. If you **turn** the power on, the machine will **work**.
4. If power is **off**, the machine will not **work**.
5. If you **turn** off the power, the computer will **not work**.
6. If you **use** the computer, work **becomes** easy.
7. If you **switch** on the fan, you will feel fresh.
8. If you **press** the switch, the robot will **start** to work.

Lesson 8

Student's Book, page 122.

Specific Objectives: The students will be able to:

- (a) state what they will do? (b) ask and answer questions using **if**.

Lesson content: What one will do and asking and answering questions.

Step 1: Activity: Students in groups of five mention different machines used at home and at school. Let students discuss how the machines work and explain why some machines fail to work and what can be done to make them work.

Step 2: Exercise: Students study the given examples and write correct sentences.

Expected Answers.

1. I shall repair the taxi if it breaks down.
2. The student will repeat the class if he fails the exam.
3. She will call a mechanic if the switch is faulty.
4. I shall write a note if the telephone doesn't work.
5. The manager will caution the workers if they are late.

B Reading**Lesson 9**

Student's Book, page 122 - 123

Specific Objectives: The students will be able to:

- (a) explain what a machine is.
(b) discuss the riddles and give the correct answer for each of them.

Lesson content:

- Explaining what a machine is.
- Discussing the riddles and giving the correct answer for each of them.

Step 1: Activity 1: Students in pairs state what they would do if all machines they use were faulty.

Step 2: Exercise 1: Explain what a machine is.

Step 3: In groups of five, let the students discuss how some machines work.

Step 4: Working with a partner, let them tell what the machine given in the riddle is.

Expected answers



- (a) Camera (b) Computer (c) Television

Step 5: Activity 1: In pairs, discuss the questions about the riddles.

Expected Answers:

- (a)1. The machine is in a shape of a cuboid / cube.
2. Before you can get a photo, you need to use the view finder to focus on an object. After focusing on the image, press the button.
- (b)1. This machine helps people to do calculations, store information and to run different programmes.
2. The items that can fit this machine include: televisions, cameras and calculators.
3. Everyone should know how to use this machine because it is important.
- (c)1. This machine may use batteries or electricity.
2. When you switch on this machine, you will get what you need.

Step 6: Activity 2: Ask the students to draw the machines described in the riddles. Award marks and display the student's work in the classroom for comparison.

C Writing

Lesson 10

Student's Book, page 123 - 125

Specific Objectives: The students will be able to:

- (a) use **and** to join compound sentences. (b) use **but** to join sentences correctly.
(c) use **or** to join sentences correctly.

Lesson content:

- Joining sentences using **and** correctly.
- Joining sentences using **but** correctly.
- Using **or** in sentences.

Compound sentences using: ... **and** ...

Step 1: Activity: In pairs, ask the students discuss how "and" is used to join sentences.

Step 2: Let the students in pairs make sentences and join them using 'and' correctly.

Step 3: Guide the students to join sentences in their exercise books using "and"

Examples

- 1.(a) Tura plays netball. Tura swims very fast. (a) Tura plays netball, and she swims very fast.
2.(b) He speaks English. He translates into Amharic.
(b) He speaks English, and he translates into Amharic.

Step 4: Exercise 1: Let the students join the sentences using ...**and** ...

Expected Answers:

1. I went to Addis Ababa, and I met a friend. 2. She teaches music, and she choreographs dance.
3. He paid my sister, and she bought a new car. 4. We drew pictures of hyena, and took photographs of lions.
5. She brought a typewriter and repaired the computer





Using: ... **but** ...

Student's Book, page 124.

Step 5: In groups, let the students discuss when **but** is used.

Step 6: Let the students read the sentences and compare sentences (a) with sentence (b).

Example (a) Kidist ate the food. She did not get satisfied.

(b) Kidist ate the food, but she did not get satisfied.

Exercise 2: Organize the students in pairs to discuss with their partners the meaning in sentences (b).

Exercise 3: Organize the students in pairs to join sentences using **but**.

Expected Answers:

1. Merid switched on the TV, but he did not watch the play.
2. The teacher took our books, but he did not mark them.
3. We travelled a long journey, but we did not get tired.
4. We work very hard, but we do not get paid.
5. I have been working since morning but I am not tired.
6. Dromo has many clothes, but he does not wear them.

Using or

Student's Book, page 124

Step 7: Using **or** Ask the students to study and discuss the given statements using **or**.

Example:

Abebe went to the market. Abebe went to the shop.

Did Abeba go to the market or to the shop?

Step 8: Exercise 4: Organise students in pairs to form questions from the given statements and join them using 'or.'

Expected Answers:

1. Did he pay me or your brother?
2. Did she talk to the driver or to the conductor?
3. Did we visit Lalibella or Jimma?
4. Do I study Mathematics or English?
5. Do we go to the village or to the town?

Joining sentences as instructed in the brackets.

Step 9: Exercise 5: Let the students join sentences as instructed in the brackets in their exercise books.

Expected Answers:

1. Ayele and Teshome listened to the radio.
2. Merid switched on the television but Sofia switched it off.
3. The boy or the girl may pull the lever.
4. The secretary and the Director used the computer.
5. I switched on the machine but it did not work.



Lesson 11

Student's Book, page 126.

Specific Objectives: The students will be able to:

- (a) join sentences using **because** (b) do the given exercise correctly in their exercise books.

Lesson content:

- Using **because** to join sentences.

Step 1: In groups, ask the students to discuss reasons why they come to school or why they should protect their environment.

Step 2: Using relevant vocabulary and situations, explain to the students how **because** is used in sentences.

Example: She did not go to school. She was ill.

She did not go to school because she was ill.

Step 3: Activity: In pairs, students read the sentence in their textbooks about “because”

Step 4: Ask the students to make sentences using **because**.

Step 5: Exercise 1: Let the students do the given exercise in their exercise books.
Give the necessary support to those students experiencing difficulty.

Expected Answers:

1. The typewriter may not work well because it is broken.
2. This switch needs to be repaired because the wires are loose.
3. The cooker cannot work because we have run out of gas.
4. Workers haven't used the machines because they aren't working.
5. Bayene has to use the typewriter because the computer broke down.
6. We can't switch on the television because the power is on and off.
7. Better turn on the generator because we need to work twenty four hours.
8. Sofia switched on the computer and started working immediately because she has only an hour to finish the work.

Lesson 12

Student's Book, page 126 - 127

Specific Objectives: The students will be able to:

- (a) punctuate the letter correctly. (b) write a reply to this letter in their exercise books.

Lesson content:

- Using: **punctuation marks** in the given letter.
- writing a reply to a letter.

Punctuation

Step 1: Activity: Organize the students in groups and ask them to punctuate the letter correctly.
In groups, let the students discuss and give the punctuation marks they know of.

Step 2: Exercise 1: Read the parts of this letter as the students follow.





- Step 3:** In pairs, let the students identify sentences that were not punctuated properly in the letter.
- Step 4:** Prompt the students to suggest the correct punctuation marks to be used in the letter.
- Step 5:** Students write and punctuate the letter (page 126) in their exercise books.
- Step 6:** Guide the students to write an application for a post of a Trainee Technician with Ethiopian Telecommunications in their exercise books.

Give the necessary support to those students experiencing difficulty.

Expected punctuated letter

Addis Technology Institute,
P.O. Box 347,
Tori.
25th Jan. 2010.

The General Manager,
Datamine Electronics,
P.O. Box 4784,
Addis Ababa.

Dear sir,

RE: SUPPLY OF COMPUTERS.

With reference to our earlier communication I would be grateful if you could supply us with 20 (twenty) IBM PC with their printers and stationery.

Our Computer Literacy Programme will commence next term and it would be of paramount importance if they were delivered not later than 31st July, 2010.

Enclosed herein is the Bank Draft to effect payment. We look forward to receiving the items.

Please reply and let us know when they will be delivered.

Yours faithfully,

Feleke Mekonnen

PRINCIPAL

- Step 7: Exercise 2:** Ask the students to imagine they are the General Manager of Datamine Electronics and write a letter of reply to the principal of Addis Ababa Technology Institute.

Lesson 13

Student's Book, page 127 - 128

Specific Objectives: The students will be able to:

- fill in the gaps to complete the guided composition.
- write a paragraph describing a machine and what it is used for.

Lesson content:

- filling in the gaps to complete the guided composition.
- writing a paragraph describing a machine and what it is used for.

- Step 1: Exercise 1:** Organize students to work in groups of four to complete the passage using the words given in the brackets.

**Expected answers:**

1. 1940's
2. Computers
3. think
4. complicated
5. programmed
6. themselves
7. automatically
8. speed
9. instructions
10. electronic
11. putting
12. individual
13. world

Step 2: Exercise 2: Ask the students to write a paragraph describing a machine and what it is used for.

Unit 8: Assessment

Writing: Instruct students to answer questions A and B in their exercise books. They can later discuss the questions and agree on the right answers.

A. Begin the sentences following the instructions in the brackets.

1. They switch on the robot. (The robot ...)
2. Abdoko turned on the television. (The television ...)
3. My sister will pass the exams if she reads hard. (If my sister ...)
4. I shall call the technician if my computer fails to function. (If my computer ...)
5. Switch on the radio so that we can listen to the news. (Unless you ...)

B. Use the words in brackets correctly.

6. These don't work very well. (machine)
7. Amil has the computer. (repair)
8. They carried the machines (them)
9. Computers can be used in many (factory)
10. The needs to be repaired. (cook)

Expected answers

- A.**
1. The robot is switched on.
 2. The television was turned on by Abdoko.
 3. If my sister reads hard, she will pass the exams.
 4. If my computer fails to function, I shall call the technician.
 5. Unless you switch on the radio, we shan't listen to the news.
- B.**
6. Machines
 7. repaired
 8. themselves
 9. factories
 10. cooker

Additional work

1. Draw an imaginary machine such as a robot, and describe how it works to a partner.
2. Draw a picture of a machine and let your partner guess what it is.
3. Write a description of a machine and what it is used for.
4. Play a "guess game" in pairs. Describe a machine, what it does and how it functions. Let your partner guess what it is.
5. Suggest the different machines which your school require to improve on the standard.





Background Information:

Traditional games are as important as the modern popular world class games like soccer and basketball. The teacher should guide the students to mention and describe different types of Ethiopian games. Resourceful persons in this field can be contacted for more information so that the students do appreciate the value of these games. Through guided discussion, students should mention the modes of play, equipment, rules etc.

Teachers should get time to involve the students in playing some of these games: Genna, Gebeta, Chess, Wrestling, Horse riding etc.

General Objective:

In this unit, students will describe different types of Ethiopian games.

Specific Objectives: Students should be able to :

1. listen to a description of traditional Ethiopian game/games and fill in the table,
2. listen to instructions and respond accordingly,
3. give instructions for a game or other activity,
4. use appropriate facial expressions,
5. match sentences with similar meanings,
6. read to identify main ideas from a passage,
7. complete sentences with appropriate words,
8. write simple instructions on how to play a favourable game.

Learning aids

charts, equipment, texts, pictures, balls, ropes, nets.

A Listening and Speaking

Lesson 1

Students' Book, page 129 - 130

Specific objectives: Students will be able to:

- listen to instructions and respond accordingly.
- listen to a description of a traditional Ethiopian game/games and be able to do it on their own.
- discuss different games in the pictures

Lesson content: Listening exercise

Step 1: Activity 1: In groups of four, ask the students to name and discuss the traditional games in the pictures. Let them tell what they are.

Step 2: Students mention when, where and how the games are played.

Step 3: Students discuss games they play at home and at school.

Step 4: Guide the students to discuss popular people in different games. They can write down some notes about personalities they have discussed and compare with other groups.

Step 5: Let the students discuss the questions about the pictures orally.

Step 6: Listening Exercise: Ask the students to be attentive as you read this short text and then answer the questions.



Holiday is fun for students. During this time, students visit friends and play different games. Gebeta, genna, horse riding, chess and football are some of the popular games. Keep practising until you become perfect.

Exercise 2: Questions:

1. List other games that you know.
2. Select any game and describe how it is played.
3. Which game is similar to gabeta?
4. Identify games in which only one pair participates.

Expected answers:

1. Accept any games.
2. Any of these should be described.
3. Hockey is similar to gobeta.

Step 7: Activity 2: Students discuss with their partners their favourite games and how they are played, the equipment needed, number of players, rules, etc.

Lesson 2

Students' Book, page 130 -131

Specific objectives: Students will be able to:-

- pronounce the vocabulary given correctly.
- use the vocabulary given in sentences.

Lesson content: Vocabulary practice

Words:

- | | | | | | |
|-----------------|----------|----------|------------|------------|--------------|
| 1. game | 2. rules | 3. win | 4. referee | 5. players | 6. equipment |
| 7. instructions | 8. throw | 9. judge | 10. umpire | 11. loser | |

Step 1: Activity: Students pronounce the words after you. Explain their meanings and use them in sentences.

Step 2: Ask the students to make sentences using the words.

Step 3: Ask the students to complete the sentences using the words given in Activity 1. Let them write the sentences in their exercise books.

Expected answers:

- | | | | | | |
|-----------------|----------|-----------|-------------|------------|--------------|
| 1. competitors | 2. rules | 3. win | 4. judge | 5. players | 6. equipment |
| 7. instructions | 8. throw | 9. umpire | 10. referee | 11. loser | |

Step 4: Group the students in fives and let them do activity 2, Student's Book, page 131 by discussing some traditional Ethiopian games they know. Guide them to talk about the rules, how the games are played, how players participate, how long the games last, where they are played etc.

Step 5: Guide the students to draw charts and complete them to describe each of the games.

Step 6: Exercise 2: Ask students to list people who have become famous because of excelling in games. Name the games.





Lesson 3

Student's Book, page 131 - 132

Specific objectives: Students will be able to:

- describe some traditional Ethiopian game/games.
- form correct questions from the tables given.

Lesson content: Using **many ...** and **much ...**

Step 1: Introduce the lesson by asking the students how many traditional games they know. Guide them to express themselves well.

Step 2: Guide the students to tell that **much** and **many** are used only in negative and interrogative sentences. **Many** is used with countable nouns while **much** is used with uncountable nouns. **Much** and **many** are similar to **any** in a way that they are all used in negative and interrogative sentences.

e.g. There weren't many boys in the field.
Were there many boys in the field?
Were there any boys in the field?

Step 3: In pairs, let the students ask each other questions about games.

Step 4: Activity 1: In pairs, let the students read and act out the dialogue between Tola and Senait, Student's Book, page 131

Let students assume that they want to go shopping for the items : ... then act out the dialogue.

Step 5: Encourage the students to continue the conversation about the rest of the items.

Step 6: Exercise: Students do the written exercise in their exercise books individually and after compare answers with their partners.

Expected answers

1. much 2. many 3. much 4. many 5. many

Step 7: Activity 2: Ask students to continue the conversation with their partners about the rest of the items in Activity 1, Student's Book, page 131.

Lesson 4

Students Book, page 132 -133

Specific objectives: Students will be able to:

- give instructions.
- use verbs correctly in the Present Simple Tense.
- change roles and responses into instruction.

Lesson content: The Present Simple Tense (Instructions)

Step 1: Introduce the lessons by asking students to mention what activities they do every day/every week.

Step 2: Explain the Present Simple tense. Through examples, the students will learn that in the Present Simple, singular subject of the sentences, we add '**s**' on the main verb while with plural subjects and I, (first person singular) we don't add '**s**'.

N.B.1. We add '**s**' to the main verb of the 3rd person singular subject.



- We add **es** to the main verb that end in letter **o** e.g.:
go - goes do - does and those which end in hissing sound e.g. brush - brushes etc.
- Those that end with a consonant **y** changes to **(i)** and **es** is added e.g. cry - cries
try - tries fly - flies copy - copies
The main adverb of time is **everyday**.

Step 3: Activity 1: Students study and mime the instructions in **activity 1**.

Step 4: In pairs, ask the students to take turns and give instructions to their partners. Let the partners act out the instructions.

Step 5: Exercise: In pairs, let the students study the jumbled instructions and practice re-arranging them correctly.

Step 6: Ask the students to do the given exercise in their exercise books.

Expected answers

- You pick the card, wait a little then show it to your partner.
- You close the eyes, select the number then open the eyes.
- You throw the ball in space, wait for it to return then hit it hard.
- You pick the baton, run with it then hand it over to another colleague.
- You close your eyes, let your partners hide then look for them afterwards.
- You open the work page, read the paragraph then ask questions.
- You run fast, wear the sack then trot until the end of the field.
- You wait for the rope, skip for sometime then leave when tired.
- You hold hands tight, place them on table then pull each other to the surface of the table.
- You start off together, over take some and then run towards the finishing line to win.

Step 7: Activity 2: In groups, students think of activities for their partners to perform. Give them instructions and then change roles.

Lesson 5

Student's Book, page 133 - 134

Specific objectives: Students will be able to:

- use the conjunction **...too...to...** in sentences correctly.
- join given sentences using the given structure correctly.
- form correct sentences from the table.

Lesson content:

- Using **too...to...**
- matching sentences.

Step 1: Teach the students through the context of the games. The word **too** is used to show certain things that can not be done.

Examples:

The referee is too fat to run fast.

(He is so fat that he can't run fast.)

The umpire is too strict to accept that goal.

(He is so strict that he can't accept that goal.)

Step 2: Activity 1: In groups of six let the students practise making sentences using the given





structure.

Step 3: Exercise 1: Students form correct sentences from the table A and write them in their exercise books.

Step 4: Let the students do Activity 2, Student's Book, page 133 by matching sentences from table A with the same meaning in B. Ask them to do the work in their exercise books.

Exercise 2: Expected answers:

1. ___ c 2. ___ d 3. ___ e 4. ___ a 5. ___ b 6. ___ f
7. ___ j 8. ___ i 9. ___ h 10 ___ a

Step 5: Ask students to construct five sentences of their own about games using "too ... to ..." and write them in their exercise books. Check their work and give feedback.

Lesson 6

Student's Book, pages 134 -135.

Specific objectives: By the end of the lesson, students should be able to:-

- construct good sentences using ...enough to...
- form sentences from the table.

Lesson content: Using: ...enough to...

Step 1: Review the use of **too ... to** by asking students to make sentences.

Step 2: Activity: Guide the students how to use the structure given to construct correct sentences.

Examples:

The player is not good enough to win.
The dancer is not fit enough to dance.

Step 3: Exercise: Let the students form correct sentences from the given table and write them in their exercise books.

Step 4: Let the students construct five or more sentences of their own and write them in their exercise books.

Lesson 7

Student's Book, page 135

Specific objectives: Students will be able to:-

- (a) construct sentences using: **too...to...** and **... not...enough...**
- (b) re-write the given exercise using: **not...enough** correctly.

Lesson content: Using: **too...to** and **not...enough**

Step 1: Review the structures already taught

(a) **Too...to...** (b) **... enough...to...**

Students construct oral sentences using the structures given.

Step 2: Activity: Ask the students to discuss with their partners what the sentences mean following the examples given.

Examples:

- (a) They are too weak to win the game.
They are not strong enough to win the game.



(b) He is too slow to finish in time.

He is not quick enough to finish in time.

Step 3: Give more of the sentences using the structure **too ...to** so that the students can change them using not... enough for more oral practice.

Step 4: Exercise: With a partner, students do the exercise given in the Student's Book in their exercise books. Student's Book, page 135.

Expected answers:

1. She is not tall enough to reach the ball.
2. The rules are not clear enough to understand.
3. The ball is not light enough to bounce well.
4. The players are not strong enough to run.
5. The game is not interesting enough to excite the crowd.
6. The boy is not strong enough to kick the ball.
7. The ring is not big enough to allow many players.
8. The pitch is not dry enough to play the game.
9. The referee is not quick enough to blow the whistle.
10. The lake is not calm enough for the fishermen to sail the boat.

Lesson 8

Student's Book, page 136.

Specific objectives: Students will be able to:-

- (a) give opinions on any issue using: **I think / I believe / in my opinion...**
- (b) express themselves well.

Lesson content: Using: I think/I believe/in my opinion...

Step 1: Activity: In pairs, students discuss how different traditional Ethiopian games are played: where/how many players make up a team and the rules that govern it. Encourage the students to use appropriate social expressions: I think/I believe/in my opinion...

Examples:

I think games are important.

I believe I can play football.

In my opinion, playing cards teaches gambling.

Step 2: Exercise: Let the students form correct sentences from the table and read them aloud for more practise.

Lesson 9

Student's Book, page 136 - 137

Specific objectives: Students will be able to:-

- (a) read the poem and answer the questions.
- (b) write short poems about any game they like.

Lesson content: Reading comprehension





Step 1: Activity: Ask students to describe a game they know. Let the students write a list of instructions for the game to show how it is played.

Step 2: Exercise: Let the students read the poem silently.

Step 3: Ask oral questions and explain any difficult vocabulary. Encourage the students to give answers in full sentences.

Step 4: Let students read the poem again.

Step 5: In pairs, let students discuss and answer the given questions about the poem in their exercise books.

Expected answers

1. Gebeta is the game being talked about.
2. The game is played on wooden boards.
3. Both old and young play the game.
4. In the evening, the folks rest.
5. Apart from Gebeta, football is talked about in the poem.
6. The writer says it is a unique game because it is not kicked or thrown like football.
7. GEBETA.

B Reading

Lesson 10

Student's Book, page 138 - 139.

Specific objectives: Students will be able to:-

- (a) read the passage and answer the questions about it.
- (b) read words in the word bank and use them in the sentences.
- (c) discuss questions.

Lesson content: Comprehension

Step 1: Activity: In groups let the students discuss the questions provided.

Step 2: Students read the passage aloud.

Step 3: Explain the difficult words to the students.

Step 4: Ask oral questions about the passage and encourage students to give answers in full sentences.

Step 5: Exercise 1: Students read the passage again silently and write the answers to the questions about it in their exercise books.

Expected answers

1. Eighteen holes of playing board are required.
2. Gebeta is commonly played in northern Ethiopia.
3. Two boards make up a playing field.
4. Apart from seeds, stones are also used to play the game.



5. Families keep Gebeta boards because they act as a symbol for family life.
6. Children often sit and play Gebeta on certain streets of Addis Ababa.

Step 6: Ask students do **Exercise 2** by looking up meanings to those words.

C Writing

Lesson 11

Student's Book, page 139

Specific objectives: Students will be able to:-

- (a) pronounce the given words correctly and use them in own sentences.
- (b) complete the gap – fill in composition correctly using the words given.
- (c) write short paragraphs about games they like.

Lesson content:

- Gap – fill in exercise
- Composition writing

Step 1: Group Activity: Ask students to write a short passage about a game they like to play, describe how it is played, the rules that govern it and when it is played?

Step 2: Read the words in the table and ask the students to repeat them after you.

Step 3: Guide and explain correct usage of the words given.

Step 4: Exercise: In pairs, let the students discuss the composition and use the words given in the table to complete it in their exercise books.

Expected answers

- | | | | | |
|------------|------------|---------------|------------|--------------|
| 1. watched | 2. against | 3. dressed | 4. uniform | 5. defenders |
| 6. good | 7. scored. | 8. spectators | 9. referee | 10. beaten |

Step 6: Activity: Ask the students write short paragraphs about the games they like to play. Remind them to mention how the games are played, the rules that govern them, where and when they are played. They can use pictures to illustrate.

Lesson 12

Student's Book, page 140 - 141

Specific objectives: Students will be able to write answers to the exercises correctly following the given instructions

Lesson content: Revision exercises:

Exercise 1: Expected answers

- | | | | | |
|------------|------------|---------------|--------------|------------|
| 1. referee | 2. win | 3. Spectators | 4. two | 5. awarded |
| 6. kick | 7. players | 8. handle | 9. penalised | 10. send |

Exercise 2: Expected answers

- | | | | | |
|-----------------|------------|------------|-----------|----------------|
| 1. plays | 2. thrown | 3. winning | 4. bigger | 5. lost |
| 6. instructions | 7. smartly | 8. faster | 9. carry | 10. celebrated |

**Exercise 3: Expected answers**

1. enough
2. to
3. as
4. whistle
5. either
6. how
7. with
8. wins
9. although / though / even though
10. unless.

You can give additional revision exercises based on what is covered in this unit.

Lesson 13

Student's Book, page 141 - 142

Specific objectives: Students will be able to:-

- (a) find right answers to the clues given.
- (b) complete the crossword puzzle correctly.

Lesson content: Puzzle and revision

Step 1: Let the students in pairs discuss the clues and find answers to the given clues for the crossword puzzle.

Step 2: Exercise 1: Using the clues asked, students complete the puzzle in their exercise books.

Step 3: Ask the students to make sentences using the words they have formed in the puzzle and write them in the exercise books.

Crossword puzzle solutions:

Across

1. WINNER
3. BAN
5. NO
6. RUGBY
7. RUB
9. PLAYER
11. GEBETA
13. BAT
14. THROWS
15. END

DOWN

1. WIN
2. EQUIPMENT
3. BOY
4. NIL
8. BEET
10. RULES
11. GAME
13. LOW

Step 4: Exercise 2: Ask the students to form sentences using ten words of their choice from the puzzle. Let them do the work in their exercise books.

**Unit 9: Assessment**

A. Fill in the blank spaces with the correct words.

1. If you are not a loser, you are a ____ .
2. The ____ is the judge in a football match.
3. You can ____ a whistle to stop a game.
4. Twelve things make a ____ .
5. He was ____ weak to wrestle with me.
6. A lot of ____ were watching the match.

B. Use the words in brackets to complete the sentences.

7. You are too tired to do any work. (so ... that ...)
8. I am so weak that I can't play for my team. (too ... to ...)
9. She was good. She became the umpire. (... enough ...)
10. Did they celebrate after winning the match? (Were there any ... ?)

Expected answers

A. 1. winner 2. referee 3. blow 4. dozen 5. too 6. spectators

- B.** 7. You are so tired that you can't do any work.
8. I am too weak to play for my team.
9. She was good enough to become the umpire.
10. Were there any celebrations after winning the match?

Additional work

1. Write a description of a traditional Ethiopian game and how it is played: the name of the game, number of players, equipment, place where it is played, etc. Share it with a partner.
2. In groups of four, discuss any modern Ethiopian game. Talk about the required equipment, number of players, the rules, equipment, where it is played.
3. Write simple instructions on how to play your favourite game.
4. In groups of four, discuss some of the great sportsmen in our country and how sports and games have benefitted them and the country at large.





Background Information

The teacher should guide the students to appreciate that Ethiopia is a country of rich flora and fauna. Through discussing films, photographs, television, resource persons etc, students should appreciate the plenty of (fauna) wild animals in the mountains, Savannah, awesome deserts, the lowlands, the beautiful rift valley and the national parks where many animals e.g. the walia ibex, the Simien fox, the mountain Nyala, the Chelada baboon etc can be found.

The students should be guided to discuss the social economic importance of wild animals they know. Great impact should be made on how to protect these natural resources. The students should find out the names of female, males, young ones and the sounds they make where they live and their importance

General Objective:

In this unit, the students will be able to describe some animal endemic to Ethiopia and give advice on how to take care of them.

Specific Objectives: Students will be able to:

- (a) contribute to group discussion about animals,
- (b) listen to group descriptions and match pictures,
- (c) describe animals,
- (d) listen to information and complete charts,
- (e) use social expressions to advise and make suggestions,
- (f) re-arrange jumbled sentences in a logical order,
- (g) read and identify detailed ideas,
- (h) write out sentences by adding adjectives and adverbs,
- (i) complete sentences by adding appropriate words and phrases.

Learning resources

charts, pictures, colours, fliers, texts and real objects.

A Listening and Speaking

Lesson 1

Student's Book, page 143 - 144.

Specific Objectives: Students will be able to:

- (a) name domestic and wild animals they know.
- (b) discuss how to care for the animals

Lesson content: Listening exercise

Step 1: Introduce this lesson by asking students in groups of four to name domestic and wild animals they know. Let them talk about where they stay, what they feed on and their importance.

Step 2: Ask the students in their groups to discuss how to take care of both domestic and wild animals. (Possible answers; domestic animals: good shelter, provision of water and food, dipping spraying, vaccination etc. Wild animals: stop hunting/poaching, conserve the national game parks, stronger laws to protect wild animals, creation of more national parks/game reserves etc.) Let the students list the animals found in Ethiopia. Ask the secretary of each group to report their findings to the class.



Activity: Ask students to form groups of four to discuss what they see in each picture.

Step 4: Listening exercise: (Student's Book, page 143). Read the text as the students listen and let students answer the questions.

Living things feed, grow and reproduce, so do the animals in the bush. However, sometimes wild animals are denied their right to feed and grow well. Their habitat is destroyed by burning the bush and cutting down trees. Sometimes the animals too, are killed for their meat.

Caring for injured wild animals can be fun and rewarding. There is a lot to be learnt, we can make a contribution to our environment. But it is not all easy. There are procedures to follow, things to be done, and sometimes stern decisions to be taken. At the end of the day, watching a wild animal moving back into its environment is very rewarding.

Wildlife is the responsibility of the community as a whole. You and everybody are responsible for the environment and the species as a whole,

Wildlife caretakers, although equipped with more skills and experience than the general public, have no more responsibility for wildlife than anyone else. They just take it on out of love for animals and wildlife in particular.

Expected answers

1. Characteristics of living things: feeding, growing, reproduce.
2. Animals are denied their right when they are killed for meat, horns, skins.
3. We must care for wild animals because it can be fun and rewarding. We also learn a lot.
4. Environment is the general surrounding around us.
5. If all wildlife is destroyed, it would cause loss of income to the country, loss of natural beauty, loss of learning opportunities about animals, loss of jobs, etc.

Lesson 2

Student's Book, page 144.

Specific Objectives: Students will be able to:

- (a) read the words in the table and their meanings and use them in sentences.
- (b) use the words to complete the sentences correctly in exercise 1.

Lesson content: Vocabulary practice

Step 1: Read the words as the students listen.

Step 2: Ask the students to read the words after you. Let them find their meanings in the dictionary.

Step 3: Ask students to form sentences using the words.

Step 4: Exercise 1: Let the students use the given words to complete the sentences.

- | | | | | | |
|---------------|--------------|----------|--------------|---------|----------|
| 1. animal | 2. protected | 3. feed | 4. giraffe | 5. hunt | 6. spots |
| 7. endangered | 8. habitat | 9. Traps | 10. Poachers | | |

Step 5: Exercise 2: Ask students to use some of the words to write six sentences about their favourite animal.



Lesson 3

Student's Book, page 145.

Specific Objectives: Students will be able to:

- (a) form imperative statements.

Lesson content: Imperatives

Step 1: Introduce the lesson by giving a few instructions to students, e.g. go out, stand up, sit down, open the book. Now give the students similar instructions in pairs. Tell them that these sentences which show order, commands or instructions are called imperative action statements. They use verbs like go, come, run, sleep, etc.

Step 2: Ask them to suggest other action verbs and use them in sentences.

Step 3: Activity 1: Students take turns to read the imperatives,

Student 1: Clean the cutlery, will you?

Student 2: Stay away from the fire, will you?

Teacher: (to pupil): clean the board, will you?

Step 4: Exercise: Ask the students to do the exercise by using verbs to make imperatives. Accept all possible answers.

Note: Imperatives are statements in form of orders, commands, instructions or directions.

Lesson 4

Student's Book, page 145 - 146

Specific Objectives: Students will be able to:

- (a) make sentences in the Present Simple.
- (b) complete the sentences using correct forms of the verbs.

Lesson content: The Present Simple Tense

Step 1: Activity 1: Introduce the lesson by asking students to mention activities they engage in everyday. For example; I go to school; Mother cooks; Ali prays everyday; We eat.

Step 2: In groups of three, let the students read the sentences and form similar ones about frequent, daily and usual activities.

Step 3: Exercise 1: Refer the students to Exercise 1 and teach the pattern **...go/goes...** using the substitution table. Ask the students to read correct sentences from the table and write ten of them in their books.

Step 4: Exercise 2: Let students use the correct form of the verbs in brackets to complete the sentences.

Expected answers:

1. scares 2. smokes 3. sweeps 4. uses 5. slashing 7. brushes

Step 5: Activity 2: Ask the students to form the sentences in the present simple tense and compare their ideas with their partners. Accept all possible sentences.



Lesson 5

Student's Book, page 147 - 148

Specific Objectives: Students will be able to:

- (a) describe animals using descriptive adjectives. (b) make correct sentences about animals.

Lesson content: Descriptive adjectives

big	small	black	tall	long	red	blue	fierce
tough	hairless	thin	fat	slender	new	old	young

Activity 1: Students look at the animals in the picture and describe them. Ask students to use some of the given words in describing the animals.

Step 1: Ask students to give descriptions of animals they have ever seen.

Exercise: Students write sentences to describe each of the animals in the pictures.

Step 2: Activity 2: Ask students to form groups of five people to discuss the questions.

Expected answers

- | | | |
|------------------|--------------------|-------------------------------|
| 1. Animal | - Young one | 2. Food for the animal |
| A. lion | - cub | flesh |
| B. elephant | - calf | vegetation |
| C. leopard | - cub | flesh |
| D. fox | - cub | flesh |
| E. giraffe | - calf | vegetation |
| F. buffalo | - calf | vegetation |
| G. hippopotamus | - calf | vegetation |
| H. donkey | - fowl | vegetation |
| I. zebra | - calf | vegetation |
3. Wild animals are important because they promote tourism.
4. Students draw other animals that live in the wild, compare and display them.
5. Students will describe different animals they know.

Lesson 6

Student's Book, page 148 - 149.

Specific Objectives: Students will be able to:

- (a) describe animals using, **which, that**.
(b) read correct sentences about protecting animals.

Lesson content: Using: **which, that** to describe animals

Step 1: Ask the students to name wild animals they like.

Step 2: Activity 1: Ask students to form pairs to read and discuss the sentences in relation to the use of **which** and **that**. Let students use **which that** to describe animals following the example given.

Step 3: Exercise: In pairs, let the students use **which that** to join the sentences in the exercise to describe animals.

Step 4: Activity 2: Describe different animals as students listen. Ask students to make a chart with information about each of the animals described.



**Expected descriptions:**

1. (a) A zebra is a striped animal which feeds on grass and shrubs.
(b) A zebra is a striped animal that feeds on grass and shrubs.
2. (a) A baboon is a fierce animal which feeds its young ones on milk.
(b) A baboon is a fierce animal that feeds its young ones on milk.
3. (a) A lion is a brave animal which lives in the jungle.
(b) A lion is a brave animal that lives in the jungle.
4. (a) A leopard is a spotted animal which feeds on the flesh of other animals.
(b) A leopard is a spotted animal that feeds on the flesh of other animals.
5. (a) A hippo is a hairless animal which lives in water.
(b) A hippo is a hairless animal that lives in water.
6. (a) A giraffe is a gentle animal which has a long neck.
(b) A giraffe is a gentle animal that has a long neck.
7. (a) A cheetah is a fast animal which runs very fast.
(b) A cheetah is a fast animal that runs very fast.
8. (a) A zebra is a peaceful animal which walks gently.
(b) A zebra is a peaceful animal that walks gently.
9. (a) An elephant is a big animal which feeds on grass.
(b) An elephant is a large animal that feeds on grass.

Lesson 7

Student's Book, page 149.

Specific objectives: Students will be able to:

- (a) use social expressions to give advice and make suggestions about how to protect animals.
- (b) write sentences using social expressions.

Lesson content:

- Social expressions
- Why don't you...?
- You should...
- You must not...
- Don't...

Step 1: Activity: In groups of five to six, let students give/suggest advice on how they can take care of animals and overcome some of the problems associated with protecting animals.

Step 2: Exercise: Refer to the table on page 149 and ask the students to read the sentences to practise the social expression.

Step 3: Students will write sentences about how to protect animals. Accept all possible answers.

Lesson 8

Student's Book, page 150

Specific objectives: Students will be able to:

- (a) discuss the jumbled sentences to form a correct composition.
- (b) draw animals of their choice, describe where they live, and how to protect them.

Lesson content: Composition



- Step 1:** Dictate these words as a spelling exercise for the students to write in their exercise books: fierce, giraffe, colobus, leopard, protection, peaceful, elephant, hunting, calves.
- Step 2:** Let the students read the sentences and discuss the main idea in the composition.
- Step 3:** Ask the students to discuss the hints or clue words, e.g This animal, and arrange the sentences to form a correct story.
- Step 4:** Let the students write down the correct story.

Correct order

Lions are dangerous animals.

They are more dangerous when they are hungry or if they have cubs to protect.

Lions usually hunt in groups or pairs.

They mostly hunt antelopes and other animals.

When an antelope is unfortunately captured by a pride of lions.

They tear it into pieces with their teeth or claws.

But at times the antelope may be lucky to escape.

This is because the **lead lion** may be too old or sick to chase its prey.

- Step 5: Activity:** Let the students draw animals of their choice in their exercise books. They should share and display their work.

B Reading**Lesson 9**

Student's Book, page 150 - 151

Specific objectives: Students will be able to:

- read the short passage about a zebra and answer comprehension questions.
- draw and complete a chart with information about a zebra.
- find meanings of words and use them in sentences.

Lesson content: Comprehension

Step 1: Activity 1: Divide the students into groups of four. Display pictures of different animals. Let students talk about the animals and their habitat. Ask the students to talk about what these animals feed on. Let them be free to talk about endemic animals of their choice.

Step 2: Let the students read the story about "The Zebra: An Example of Endemic Animals".

Ask these oral questions:

(a) Why is a zebra considered a tourist attraction?

(because of its beauty)

(b) What is the advantage of the stripes? (for camouflage)

(c) How does the zebra protect itself?

Let the students discuss the vocabulary and give meanings expected of the words.

- tourist attraction - a very popular place for tourist to visit.
- domesticated - animal trained to live with or work for humans.
- camouflage - colour or shape of an animal that makes it hard to see because it looks similar to the environment.



- unique - very special, not the same as anything else.
- fantastic - extremely good, pleasant, wonderful.
- predator - an animal that kills and eats other animals.
- fiercely - very angry, ready to attack.
- grazing - eating, feeding on grass.

Step 3: Let the students answer the comprehension questions in their exercise books.

Expected answers

1. A zebra is a tourist attraction because of its beauty.
2. Zebras look similar but are actually different and unique.
3. A zebra resembles a donkey.
4. Zebras feed on grass and shrubs.
5. A zebra has a beautiful white and black striped skin.
6. Zebras defend themselves by camouflage, speed and fierce kicks.

Step 4: Activity 2: Ask the students in groups to complete a chart with information about a zebra based on number of legs, colour, food, habitat, dangers facing it, etc. Let the students include other animals they know.

Animal	Number of legs	Colour	Habitat	Food
zebra	four	white/black	grasslands	grass, shrubs

Lesson 10

Student's Book, page 152 - 153

Specific objectives: Students will be able to:

- (a) read the poem and discuss it.
- (b) read and recite the poem.
- (c) answer the questions about the poem.

Lesson content: Reading poem

Step 1: Activity 1: Ask students to form groups of six. Guide them to discuss the dangers animals face. Let them suggest ways of protecting animals. Ask them to share what groups discussed.

Step 2: Let students read and recite the poem.

Step 3: Exercise: Let the students answer the questions about the poem and discuss questions about it.

Expected answers:

1. In stanza one, the writer's wish is to be a lion.
2. A lion roars.
3. The enemies being talked about in stanza two are the poachers.
4. An elephant trumpets.
5. People hunt elephants to get ivory.
6. The elephants would run after all enemies.
7. Somali Wild asses, Mountain Nyala and Swayne's hartebeasts are the animals mentioned in the last stanza.
8. Animals should join hands to fight for their survival in the jungles.

Step 4: Activity 2: Ask the students to discuss any wild animals they have ever seen and how they are cared for.



Lesson 11

Student's Book, page 153 - 156

Specific objectives : Students will be able to:

- do the pre-reading activity-discuss some animals they know very well.
- read the passage and answer questions about it.
- match the words to their meanings.

Lesson content: Reading comprehension and vocabulary

Step 1: Activity: In groups, let the students discuss the animals they have ever seen and explain how we can take care of them.

Step 2: Exercise 1: Let the students read the passage and answer the questions that follow.

Expected answers:

- The students were excited by the news because they were going.
- The students were kept from getting tired because of the excitement.
- Colobus monkeys amused the students because they jumped from one branch to another in a skillful way.
- They were afraid of the giraffe.
- They saw colobus monkeys, buffalo, elephants and their calves, zebras, giraffe, Chilad baboon.
- Students begin: I think ... (accept any correct answer in reference to the passage)

Exercise 2: Let students match the words in A with their meaning in B.

Matching

National parks	tourists visit such places
excitement	glad and full of happiness
park guide	helps you move around the national park
giraffe	tall animal with long neck
flapped	swung ears to and fro
graze	feed on vegetables
lion	hunts other animals
baboons	intelligent agile apes
buffalo	looks like a cow

Exercise 3: Homework. Let the students study the leaflet/guide and the poster in the Student's Book, pages 156 and 157. As homework, let the students develop their own leaflets/guides or posters about caring for animals.





C Writing

Lesson 12

Student's Book, page 156 - 157.

Specific objectives: Students will be able to:

- use adjectives and adverbs in sentences to describe nouns and verbs.
- describe animals.
- use adjectives and adverbs in sentences.

Lesson content: Adjectives and adverbs

Step 1: Display drawings/pictures/photographs/posters about animals. Ask the students to describe their size, colour, behaviour, looks, etc. They should generate descriptive words (adjectives), for example black, rough, mean, big, wise, fierce, cunning, etc.

Step 2: Let them now talk about how these animals behave, walk, feed, graze, react, etc. Tell them that these words which modify verbs are called adverbs.

Step 3: Activity 1: In pairs, let the students read the sentences and discuss the questions.

Step 4: Exercise: Ask the students to form correct sentences from the table, for example, a hyena is a greedy animal. It eats hurriedly.

Step 5: Activity 2: Ask students to form ten sentences describing animals. Let them compare their sentences with a partner. Accept all possible sentences.

Lesson 13

Student's Book, page 157 - 158

Specific objectives: Students will be able to:

- rearrange words to write correct sentences.
- complete the sentences by filling in the gaps with correct words.

Lesson content:

- Filling in correct words in blank spaces.
- Rearranging words to form sentences.

Ask the students to do the revision exercises.

Expected answers:

Exercise 1

- A giraffe is an animal that has a long neck.
- The animals which the hunters shot at escaped unhurt.
- An elephant is a huge animal which feeds on grass.
- A hippo is an animal which can live in water and on land.
- We have beautiful animals which attract tourists.

**Exercise 2**

1. its 2. cut 3. bale 4. by 5. unless 6. nor 7. for

Exercise 3

1. bigger 2. longest 3. thrown 4. fed 5. killed
6. shot 7. goes 8. forbidden

Unit 10: Assessment

Writing: Tell students to complete the sentences with the words in the brackets.

1. A lion chases and animals. (catch)
2. Animals should be by every one. (protect)
3. Fire caused a lot of in the national park. (destroy)
4. My father to the national park every holiday. (go)
5. A giraffe is the animal in the national park. (tall)
6. The sick animals have been (treat)
7. We should stop the environment. (pollute)
8. The zebra can be seen over there. (graze)
9. Several poachers have been by the authorities.
10. The hyenas ate the meat. (greedy)

Expected answers

1. catches 2. protected 3. destruction 4. goes 5. tallest
6. treated 7. polluting 8. grazing 9. arrested 10. greedily.

Additional work

1. In groups, discuss the value of domestic animals .
2. Describe at least four wild animals found in Ethiopia and give ways through which they can be protected. How do we benefit from wild animals?
3. Write a short paragraph about an endemic animal. Talk about advantages and problems associated with protecting it.
4. In pairs, talk about the value of national parks to a country. Where else can wild animals be protected?
5. Design a leaflet, guide or poster about how people can protect animals.
6. Role play: In groups, work as a national park guide and give advice on how to look after animals.





UNIT 11 : Say No to early marriages

Background Information

Marriage refers to the ceremony at which a couple - man and woman become husband and wife. However, early marriages in some Ethiopian cultural settings are unfair especially to the girl child. There are cases where even ten year-old girls are arranged for marriage

This unit focuses on early marriage and the disadvantages which bring harmful consequences e.g. denial of education, spouse abuse, health problems in baby delivering plus HIV and AIDS transmission.

The teacher should encourage discussion and sharing of ideas with the students so that the need to stay, cherish and finish school is inculcated. Issues concerning the correct age for marriage, choice of partners, family responsibilities etc. should be discussed. Debates, drama, child's rights clubs and in conclusion, parent, civil leaders plus other stake holders in discussions are paramount.

General Objective

In this unit, students will be able to give information about the issue of early marriage in Ethiopia.

Specific Objectives :

By the end of this lesson, students will be able to :

- (a) discuss early marriages in Ethiopia,
- (b) talk about plans for secondary school, university, jobs, etc.
- (c) talk about early marriage and the impact on children,
- (d) contribute to group discussion about early marriage,
- (e) use probable conditionals,
- (f) listen to a passage and take notes,
- (g) take part in guided oral activities in pairs or groups,
- (h) read a letter from a girl who has just got married and answer questions,
- (j) complete sentences using appropriate words,
- (j) write sentences connected to the story,
- (k) write posters and leaflets with facts about early marriage and make drawings with slogans.

A Listening and Speaking

Lesson 1

Student's Book, page 159.

Specific Objectives: Students will be able to:

- (a) study the pictures and answer the questions.
- (b) listen to the story read by the teacher and answer the questions.

Lesson content: Speaking and listening

Step 1: Ask the students to discuss how marriages are organised in their communities.

Step 2: Activity 1: In groups of five, ask them to discuss the picture and answer the questions based on the following expected answers.

Expected Answers

1. a sheep
2. It is used to pay dowry.

Step 3: Activity 2: Listening exercise: Read the story to the students.

**Story:**

- Education is a human right. It is a major element in the development of a country. If you want a productive society then you must have literate people. In our societies however, girls are sometimes forced to marry when they are young and have not completed school. This practice denies them the chance to study, get employment and also to choose their future spouses. The parents marry off their daughters to get wealth. This should stop if we need development.

Questions

1. What is the major element in the development of a country?
2. Why do parents marry off their daughters when they are young?
3. Mention three things that girls miss out when they are forced to marry at an early age?

Expected Answers:

1. The major element in the development of a country is education.
2. Parents marry off their young daughters to get wealth.
3. The three things which the girls miss out when they are forced to marry at an early age are: studying, employment and choosing their future spouses.

Step 4: Students discuss the questions in the Student's Book .

- i. Suggest reasons why parents marry off their children at an early age.
- ii. In your opinion, when should one get married? Give reasons for your answer. (Student's choice)
- iii. What can we do to stop early childhood marriages? (sensitize the public)
- iv. Why should children stay in school? (to get knowledge)

Lesson 2

Student's Book, page 160

Specific Objectives: Students will be able to:

- (a) pronounce the given words related to marriages correctly.
- (b) use the given words in sentences correctly.
- (c) complete the fill-in exercise correctly.

Lesson content: Vocabulary practice

Step 1: Introduce the lesson by asking the students to mention members of their families: aunt, uncle, father, mother, etc.

Step 2: Exercise 1: Divide the students in groups of three. Ask them to discuss the meaning of the words and complete exercise 2 based on the following expected answers.

Expected Answers:

- | | | | |
|-------------|----------------|------------------|--------------|
| 1. problems | 2. dropped out | 3. opportunities | 4. cause |
| 5. die | 6. HIV / AIDS | 7. education | 8. marriages |

Lesson 3

Student's Book, page 162.

Specific Objectives: Students will be able to:

- (a) discuss their future plans.
- (b) construct sentences using **going to** from a table.
- (c) re-write sentences using **going to**.

Lesson content: Language practice: Using **going to**.



Step 1: Introduce the lesson by asking to work with a partner to discuss the activities they are going to do after classes. e.g.: I am going to sweep my classroom. Tell them **going to** expresses future intentions. It is used when one has a definite intention or has a previous arrangement to do something, e.g. I am going to see my friend.

Step 2: Ask students to read sentences from the table and do exercise 2 based on the following expected answers.

Expected Answers:

1. The boys and girls are going to discuss their future plans.
2. Fatuma is going to talk about the value of education.
3. Kinde is going to complete university before he gets married.
4. Parents are going to discuss early marriages next Saturday.
5. Grade Seven boys and girls are going to debate about early marriages.

Lesson 4

Student's Book, page 161 - 162.

Specific Objectives: Students will be able to:

- (a) construct sentences using **In my opinion/ I think**.
- (b) form correct sentences from the given table.
- (c) discuss early marriages and write sentences about the topic.

Lesson content: Constructing sentences using **In my opinion/I think**.

Forming correct sentences from the given table.

Discussing early marriages and writing ten sentences expressing opinions.

Step 1: Activity 1: In pairs, ask the students to discuss the cultural practices that are a hindrance to early child education.

Step 2: Ask them to form opinions about these hindrances using, 'In my opinion', 'I think' and **according to me**. **Example:-**

- (a) In my opinion, a girl should not get married before she completes her studies.
- (b) Boys should marry after getting a good job.

Step 3: Exercise: In pairs, ask the students to form sentences from the table in their textbook. Refer to Student's Book, page 162.

Step 4: In groups of five, ask the students to discuss early marriages and give their opinions.

Step 5: Activity 2: Ask students to discuss the disadvantages of early marriages and suggest what should be done to prevent early marriages.

Lesson 5

Student's Book, page 162.

Specific Objectives: Students will be able to:

- (a) construct sentences using **If ..., he/she ...** and **If /when ...**
- (b) form correct sentences from the table.
- (c) write sentences about what **may/will happen if ... get/gets married**.

Lesson content: Constructing sentences using "**If ..., he/she ... and If /when ...**".

Forming correct sentences from the given table.

Writing ten sentences about what may/will happen **if ...get/gets** married.

Step 1: Activity 1: In groups of five, ask the students to discuss the factors which force them out of school and suggest measures to prevent this problem.



Step 2: Ask them to predict the outcome of students dropping out of school following these examples:
If I don't complete school, I will not get married.

When he performs well, he will go to a good school.

Step 3: Exercise: Guide the students to write ten sentences about what may/will happen if they get married. Accept all possible sentences.

Step 4: Activity 2: In pairs, ask students to make correct sentences from the table in their textbook on page 162.

Lesson 6

Student's Book, page 163.

Specific Objectives: Students will be able to:

- (a) form sentences using **If ...** (b) write conditional sentences.

Lesson content: Constructing sentences using **If ...** and writing conditional sentences.

Step 1: Introduce the lesson by asking students to discuss the life girls lead when they get married early. Ask them to work in groups of four.

Step 2: Ask them to predict the outcome of students going to school focusing on the benefits of education.

If ... and ... when ... to make sentences. Example:-

If Adem attends university, he will get a good job.

Adem will get a good job if he finishes university.

Step 3: Activity: In pairs, students make similar sentences following the examples given in their textbook.

Step 4: Exercise 1: Guide the students to write conditional sentences in their exercise books. Give the necessary support to those students experiencing difficulty.

Expected answers

(1)a. If young girls get pregnant, they will get problems in giving birth.

b. Young girls will get problems in giving birth if they get pregnant.

(2) If Sofia finishes school, she will get a good job.

b. Sofia will get a good job if she finishes school.

(3)a. Dejen will pass exams if she works very hard.

b. If Dejen works very hard, she will pass the exams.

(4)a. If I stop education, I shall face problems in life.

b. I shall face problems in life if I stop education.

(5)a. If we finish university, we shall get good jobs.

b. We shall get good jobs if we finish university.

(6)a. If my sister gets married now, she will miss better education.

b. My sister will miss better education if she gets married now.

Exercise 2: Students write ten conditional sentences in their exercise books.

Lesson 7

Student's Book, page 163 - 164.

Specific Objectives: Students will be able to:

- (a) construct sentences using "**should ...**" and "**shouldn't ...**".

- (b) write out ten conditional sentences correctly.

Lesson content: Constructing sentences using "**should ...**" and "**shouldn't ...**".



Writing ten conditional sentences in their exercise books.

Step 1: In groups of five, ask the students to discuss the activities they should or shouldn't do while studying.

Example: I should revise my books.

I shouldn't escape from school.

Step 2: Encourage the students to work in groups of five to discuss measures that should be put in place to prevent early marriages. Ask the group secretary to present their findings to the class. **should... and shouldn't ...** to make sentences.

Example: (a) Everyone should fight early marriages.

(b) Girls shouldn't get married until they are ready.

Step 3: In pairs, ask the students to make similar sentences following the examples given in their text book.

Activity 1: Ask students to work in pairs to draw a table indicating what girls should or should not do before marriage as shown in the example.

Exercise: Students write complete sentences from the table they made in activity 1.

Activity 2: Ask students to describe how they would advise a parent who wants to force his child into early marriage. Encourage students to write complete sentences.

B Reading

Lesson 8

Student's Book, page 164 - 165

Specific Objectives: Students will be able to:

- read the reactions of the four people about a young girl who was forced into early marriage.
- discuss the disadvantages of early marriages
- dramatise the roles played by the four characters i.e. the girl's sister, her father, her mother and the head teacher.
- answer questions about the reactions of the four characters.

Lesson content

Reading the reactions of the four people about a young girl who was forced into early marriage.

Discussing the disadvantages of early marriages.

Dramatise the roles played by the four characters i.e. the girl's sister, her father, her mother and the head teacher.

Answering questions about the reactions of the four characters.

Step 1: In groups of five, let the students discuss how early marriages can affect the girls.

Step 2: Activity: Let the students read the reactions of the four people about a young girl who was forced into early marriage.

Step 3: In groups of five, let the students discuss the disadvantages of early marriages.

Step 4: Let each group report its findings to the rest of the class. Make a summary of each presentation positively.

Step 5: Students dramatise the roles played by the four characters i.e. the girl's sister, her father, her mother and the head teacher.

Step 6: Exercise: Let the students answer questions about the reactions of the four characters in their exercise books.

Expected Answers:

- The girl was performing well at school.



2. She is going to miss her sister.
3. She was thirteen.
4. The girl's father thinks that she is old enough now to get married..
5. The mother thinks that mothers cannot change culture because they are powerless, weak, voiceless.
6. Accept any correct answers the students give.
7. Boys and girls should have equal opportunities in life according to the director.
8. Accept sensible opinions

Lesson 9

Student's Book, page 165 - 166.

Specific Objectives: Students will be able to role play different characters.

Lesson content: Role play

Step 1: Review the previous lesson. Ask students to discuss their opinions about the girl's father, mother, sister and school director. Let them express their opinions.

Step 2: Activity 1: In groups of five, let students assume the roles of head-teacher, counsellor, students, a married young girl and a girl about to get married.

Step 3: Exercise: Ask them to express their opinions about a young girl about to get married.

Step 4: Guide the group members to compose a dialogue based on the advice to be offered to the young girl about to get married.

Step 5: Activity 2: Let the group members act out their dialogue.

C Writing

Lesson 10

Student's Book, page 166 - 167.

Specific Objective: Students will be able to:

read the letter and answer the questions about it.

Lesson content: Letter writing

Step 1: Activity: In pairs, ask the students to discuss the importance of letter writing as a means of communication.

Step 2: Let the students read Tigist's letter and share their opinion and feelings about it, then lead them to complete the exercise based on the following answers.

Expected Answers:

1. (B) sad
2. (B) in the in-laws' house
3. (B) everyone at home
4. (C) no
5. (C) engineer
6. (C) no
7. (C) pregnancy
8. (A) to stay longer in school
9. (C) January
10. C to wish you were with them all the time

Lesson 11

Student's Book, page 168.

Specific Objective: Students will be able to design posters or leaflets that offer advice about early marriages.

Lesson content : Designing posters or leaflets.

Step 1: In groups of four, ask the students to discuss and give reasons why early marriages should be prevented.





- Step 2:** Let the students read the messages about early marriages from their textbook.
- Step 3: Activity:** Let the students design posters that have messages against early marriages. Accept all possible posters and leaflets with messages against early marriages. Move around giving assistance to those that find difficulty.
- Step 4:** Display the messages for each group for comparison.
Give the necessary support to each group.
- Step 5: Exercise:** Guide the students to do the exercise in the Student's Book, page 168 in their exercise books.

Expected answers

- | | | | | |
|---------------------|---------------|-----------------|------------|-----------|
| 1. when | 2. as soon as | 3. until | 4. when/if | 5. before |
| 6. as soon as/ when | 7. when/if | 8. until/before | | |

Lesson 12

Student's Book, page 169

Specific Objectives: Students will be able to answer the revision exercises.

Lesson content : Revision exercises

Expected Answers: Exercise 1:

- | | | | | |
|-------------|-----------|--------------|--------------|-----------|
| 1. Dropping | 2. school | 3. attending | 4. forced | 5. cases |
| 6. virgin | 7. birth | 8. marriage | 9. practices | 10. equal |

Expected Answers: Exercise 2:

1. stays 2. gone 3. gets 4. teaches 5. leaves 6. says 7. marries 8. stays

Lesson 13

Student's Book, page 170.

Specific Objectives : Students will be able to: (a) complete a puzzle. (b) form sentences

Lesson content Completing a puzzle; forming sentences

Step 1: In pairs, ask the students to discuss the clues for the puzzle and find possible answers.

Step 2: Activity: Let the students complete the puzzle in their exercise books.

Step 3: Exercise: In pairs, let the students use the words they have formed to form correct sentences.

Expected words

Clues across

- | | | | | |
|--------------|--------------|--------|------------|--------|
| 1. BRIDE | 2. MARRIAGE | 3. US | 4. ENDS | 5. US |
| 3. WE | 6. PARENTS | 7. KID | 9. WEDDING | 12. OF |
| 13. PREGNANT | 16. STOPPING | | | |

Clues down

- | | | | | |
|------------|-------------|----------|---------|---------|
| 1. BRIDE | 2. MARRIAGE | 3. US | 4. ENDS | 5. US |
| 8. SHOUTED | 9. WIDOWS | 10. DROP | 14. RIP | 15. NON |

Exercise: Accept all possible correct sentences.

Unit 11: Assessment

Writing: Tell students to write answers to questions A and B in their exercise books.

A. Use 'going to' to rewrite the sentences.



1. I want to see my uncle on Saturday.
 2. My plan is to get married after university.
 3. We plan to visit the mosque next week.
 4. Boys intend to learn more about marriage.
 5. They will go for an HIV/AIDS test.
- B.** Rewrite the words in brackets correctly.
6. If he at this age, he will get problems. (marry)
 7. The school has her a scholarship. (give)
 8. Hirut has a letter to her aunt. (write)
 9. That boy has to read hard at home. (choose)
 10. Have you the wedding ceremony? (attend)
- C.** Use the words in brackets correctly.
1. I have just my work. (do)
 2. You have already me the receipt. (show)
 3. We have that lady a for a year. (know)
 4. Hibro has a good picture. (draw)
 5. Girls have a wonderful song. (sing)
 6. Have you Ali's letter? (reply)
- D.** Rewrite the sentences according to the instructions.
7. This is the man. The man's car overturned. (use ...whose ...)
 8. Kelifa has typed the letter. (The letter ...)
 9. My brother has mopped the floor. (The floor ...)
 10. The teacher is marking our work. (Our work ...)

Expected answers

- A.**
1. I am going to see my uncle on Saturday.
 2. I am going to get married after university.
 3. We are going to visit the mosque next week.
 4. Boys are going to learn more about marriage.
 5. They are going for an HIV/AIDS test.
- B.**
- | | | | | |
|------------|----------|------------|-----------|--------------|
| 6. marries | 7. given | 8. written | 9. chosen | 10. attended |
|------------|----------|------------|-----------|--------------|

Expected answers

- C.**
- | | | | | | |
|---------|----------|----------|----------|---------|------------|
| 1. done | 2. shown | 3. known | 4. drawn | 5. sung | 6. replied |
|---------|----------|----------|----------|---------|------------|
- D.**
7. This is the man whose car overturned.
 8. The letter has been typed by Kelifa.
 9. The floor has been mopped by my brother.
 10. Our work is being marked by the teacher.

Additional work

1. In groups of four, discuss early marriages in Ethiopia, when do people get married, where, age, arrangement customs and the problems associated with early marriages.
2. In groups talk about future plans, secondary school, university, jobs, marriage.
3. Imagine you are a thirteen year old girl who has just married. Write a letter to your family members informing them about challenges you are facing.
4. Design leaflets or posters with facts and slogans saying 'no' to early marriages.





UNIT 12 : I've already done that

Background information

This unit should focus on various roles and responsibilities that family, school or societal members carry out. The teacher should guide students to appreciate and respect responsibility of various activities for boys, girls, mothers, fathers and other family members. Students should be allowed to express themselves about their dream jobs. Encourage discussions, debates and brainstorming for career development. Focus on personality and high discipline e.g. courtesy, openness, kindness, empathy, hard work etc.

General Objective:

Students will be able to talk about roles and responsibilities and their future jobs.

Specific Objectives: Students will be able to :

- (a) ask and answer question related to their daily lives,
- (b) listen to a dialogue and answer questions,
- (c) ask and answer questions related to their roles,
- (d) contribute to group brainstorming,
- (e) talk about a job they would like to do in future and give reasons,
- (f) use appropriate social expressions,
- (g) match sentences with similar meanings,
- (h) read and infer meaning of new words from context,
- (i) complete sentences in a better way using appropriate words and phrases,
- (j) read the personality quiz and find out what kind of person they are.

Learning resources : cut outs, letters, charts, pictures of various professionals.

A Listening and Speaking

Lesson 1

Student's Book, pages 171 - 172

Specific Objectives: The students will be able to:

- (a) discuss the picture and answer questions about it correctly.
- (b) listen to the story read by the teacher and answer the questions about it orally.

Lesson content: Listening and speaking

Step 1: In groups of four, ask the students to talk about their roles and responsibilities at home and school and their future jobs.

Step 2: Students turn to page 171 and study the picture. Ask them to say what the people are doing in the picture.

Step 3: In groups, ask the students to discuss the importance of family members working together in a home. Let them discuss the role played by the parents and children.

Step 4: Ask the group secretaries to present their answers to the class for comparison.

Step 5: Activity 1: In pairs, ask the students to discuss the questions about the picture and give answers to each of them.



Expected Answers

1. I can see three family members in the picture.
2. Mother is roasting coffee beans, Father is listening to the radio and the boy is weaving a basket.
3. Accept all possible activities done in a family.

Listening Practice

Read the text aloud while the students listen, then lead the students to answer the questions about it.

When we talk about career, we are addressing a job or a series of jobs that people wish to do as a profession. It is profession one does in his lifetime.

A career therefore defines how you want to spend a large part of your life.

In order to select a good career you need to think about many things such as:

What are my talents? What do I enjoy doing? What do I want to be in future? How shall I achieve what I want to be?

All these questions will help you decide your goals and aims.

Your career should be determined by what you want to be in future. It should also be based on your ability. Some people think about how much money they want to earn and others think about the working hours they want to spend.

All of us have different interests, skills and abilities therefore if you want to live a better life you need to plan carefully.

Expected answers

1. Accept all possible answers focusing on professional and vocational jobs. Teaching, medical, law, engineering, accountancy, carpentry.
2. Teaching - books, pens, pencils, rulers
Law - Constitution, Bible, Quran, etc.
Engineering - spanners, hammers, pliers
Accountancy - calculators, computers
Carpentry - wood, plane, hammer, nails
3. The answers will vary from one student to another about the professions. (Accept all possible professional and vocational jobs)
4. Accept all possible answers like studying hard, reading books, consulting the professionals and studying the subjects relevant for my career.

Step 7: Activity 2: Ask students to discuss the activities they participate in at home.

Lesson 2

Student's Book, page 172

Specific Objectives: The students will be able to:

- (a) talk about the activities usually done at home.
- (b) read sentences from the given table correctly.
- (c) draw an activity.
- (d) write sentences they like doing the particular activity.



**Lesson content**

- Talking about the activities they usually do at home.
- Reading correct sentences from the given table correctly.
- Drawing an activity they like doing at home.
- Writing five sentences giving reasons why they like doing a particular activity.

Step 1: Activity: In groups, ask the students to talk about the activities they usually do at home.

Step 2: Exercise: Let the students read correct sentences from the table in their textbook.

e.g.: I have swept the compound.

Step 3: Let the students draw an activity they like doing at home.

Step 4: Guide the students to write five sentences giving reasons why they like doing the particular activity. While they draw the activity, go round giving support to those students experiencing difficulty.

Step 6: Display the students' work in the classroom for comparison.

Lesson 3

Student's Book, page 173.

Specific Objectives: The students will be able to:

- (a) read sentences in the present perfect tense.
- (b) construct sentences in the present perfect tense.
- (c) do the given exercise in their exercise books.

Lesson content • present perfect tense

Step 1: Review the work you taught in unit 7; lesson three about the present perfect by asking the students to make sentences orally using the present perfect tense.

Step 2: Activity: In groups of three, ask the students to mention the things they have already done today.

Example: I have already swept the compound.

Remind the students how the present perfect is formed by giving examples.

Using **already**

Example: My parents have already seen the school's principal.

Step 3: Exercise: Let the students complete the sentences in the Student's Book, page 173 using **already**.

e.g.: We have already woven the mats.

She has already baked **Injera**.

Step 4: Guide the students to use the verbs in the brackets in the present perfect tense in their exercise books.

Expected Answers:

- | | | | | |
|----------------|---------------|----------------|---------------|--------------|
| 1. have washed | 2. has boiled | 3. have taken | 4. has cooked | 5. has drunk |
| 6. has baked | 7. has laid | 8. have ground | 9. has bought | 10. has fed |



Lesson 4

Student's Book, pages 173 - 174.

Specific Objectives: The students will be able to:

- read sentences in the present perfect tense using **just**.
- construct sentences in the present perfect tense using **just**.
- do the given exercise in their exercise books.
- make negative and interrogative sentences using **yet**.
- write six sentences using **yet** in both negative and interrogative in their exercise books.

Lesson contents

- Language practice, present perfect tense with **just**.
- Reading sentences in the present perfect using **just**.
- Constructing sentences in the present perfect tense using **just**.
- Doing the given exercise in their exercise books.
- Making negative and interrogative sentences using **yet**.
- Writing six sentences in the negative and interrogative form using **yet**.

Step 1: Review the work you taught in unit 7; lesson four about using 'ever' and 'never' in the present perfect.

Step 2: Activity 1: In groups, ask the students to mention the things they have just done or things which have just happened.

Step 3: Let the students form similar sentences following the example using **just**.

e.g.: She has just seen the saucepan.
I have just eaten **injera**.

Step 4: Exercise: Guide the students to use just and the verbs in the brackets in the present perfect tense. Let them write the exercise in their exercise books.

Expected Answers:

- has just taken
 - have just done
 - has just washed
 - has just ridden
 - have just drunk
- Using **yet**.

Step 5: Activity 2: Ask the students to read the sentences in the Student's Book, page 174 using "**yet**".

e.g.: I have not yet eaten the food.
Have you prepared the **injera** yet?

Step 6: Guide the students to make negative and interrogative sentences in turns.

Step 7: Exercise 2: Students write five sentences in the negative and interrogative form using **yet** in their exercise books.

Lesson 5

Student's Book, pages 174 - 175.

Specific Objectives: The students will be able to:

- form questions from the table using **already, just** and **yet**.
- write ten questions from the table using **already, just** and **yet**.





Lesson content: Forming questions from the table using **already, just** and **yet**.
Writing ten questions from the table using **already, just** and **yet**.

Step 1: Review the work you taught in unit 12; lesson four about using “already”, “just” and “yet” in the present perfect.

Step 2: In groups, prompt the students to mention whether they have done a given activity.
e.g: Have you already cleaned the house?

Step 3: Activity: Students study the table and form sentences from the table in the Student's Book on page 174.

Step 4: Guide the students to form their own sentences using **already, just** and **yet**.

Step 5: Exercise: Ask the students to write ten questions using **already, just** and **yet** in their exercise books.

Lesson 6

Student's Book, pages 175 - 176.

Specific Objectives: The students will be able to:

- read sentences from the table using: **already, just** and **yet**.
- use the correct form of the word given in the brackets.
- discuss with their partners what they would like to be when they grow up.

Lesson contents: • Using **already, just** and **yet**.

Step 1: Review the work you taught in unit 12; lesson four and five about using **already, just** and **yet** in the present perfect.

Step 2: Activity 1: In small groups, ask the students to mention the things their parents/guardian have not done today.

Step 3: Exercise 1: Ask the students to form and read the sentences from the table in the Student's Book, page 175.

Step 4: Guide the students to form their own sentences using: **already, just** and **yet**.

Step 5: Exercise 2: Encourage the students to complete the sentences using the correct tense of the word given in the brackets in their exercise books.

Expected Answers

- My sister has already **forgotten** to wash the utensils.
- Have you **seen** the housekeeper yet?
- Oh, Fatuma hasn't yet **cooked injera**.
- Who has just **switched** off the radio?
- My brothers have already **baked** the cakes.
- We have not yet **known** what we shall do tomorrow.
- My father has just **repaired** the bicycle.
- Our mother has already **shown** us what to cook.

Step 6: Ask the students to talk about the activities they have to do at home.

Discussion

Step 7: Activity 2: In pairs, ask the students to discuss what they have /have not done today.
Ask them to make a summary about their future plans.



Lesson 7

Student's Book, pages 176 - 177.

Specific Objectives: The students will be able to:

- give reasons for their dream careers.
- construct sentences from a table.
- discuss their friends' future plans.

Lesson content: Using **would like to become a ... because ...**

Constructing as many sentences as they can from the given table.

Discussing in groups vital information about their friends.

Student's Book, pages 176

Step 1: Activity 1: In groups of three, ask the students to discuss what they would like to become and give reasons for their choice.

Step 2: Exercise 1: Students construct as many sentences as they can from the given table in the Student's Book, page 176. e.g: I would like to become a nurse because I want to help the sick.

Step 3: Activity 2: In groups of four, ask the students to discuss vital information about what their friends would like to do.

Step 4: Exercise 2: Ask the students to draw the table on page 177, in their exercise books and complete it correctly.

Lesson 8

Student's Book, pages 117 - 118

Specific Objectives: The students will be able to read clearly and practise the dialogue.

Lesson content: Reading dialogue between Okilo and Sofia.

Step 1: In groups of four, ask the students to discuss why people like some jobs and hate others.

Step 2: Activity 1: Read the dialogue loudly and clearly as the students listen.

Step 3: Let the students read after you several times. Ask questions about the dialogue to test whether the students are paying attention.

Step 4: Divide the students into two groups to practise the roles of Ali and Sofia.

Step 5: Working in pairs, let the students practise the role of the two characters in the dialogue.

Step 6: Encourage a pair that is ready to come to the front to act the dialogue before the rest of the class.

Step 7: Exercise: In pairs, ask the students to match the expressions with their meaning.

Expected answers:

- | | |
|------------------------------|--|
| (a) Pleased to meet you. | I am happy to see you. |
| (b) How do you do? | You say this when you meet someone for the first time. |
| (c) You could think about it | I advise you to think about it. |
| (d) Nice to see you | How happy I am to meet you. |
| (e) In my opinion | From my point of view. |
| (f) I suppose Dawit goes | I think Dawit should go. |





(g) What is your name?

May I know your name please?

(h) Thank you

You say these words to appreciate someone.

(i) Excuse me

I beg your pardon.

Step 9: Activity 2: In groups of five, ask students to discuss the jobs they know, which jobs they don't like and why they don't like those jobs.

Lesson 9

Student's Book, pages 178 - 179.

Specific Objective: The students will read the dialogue and answer the questions.

Lesson content: Reading dialogue between Dawit and Mother.

Step 1: Introduce the lesson by asking the students what they remember about the dialogue between Ali and Sofia in lesson eight. Ask the students to talk about their daily routine.

Step 2: Activity 1: Read the dialogue loudly and clearly as the students listen.

Step 3: Ask probing oral questions about the dialogue to test if they are paying attention.

Step 4: Choose a pair that is ready to act out the dialogue.

Step 5: Exercise: Working in pairs, let the students discuss the possible answers to the given questions.

Expected Answers:

1. Dawit's mother did the following: prepared breakfast, fed the baby, washed the dishes, milked the goats, sewn Dawit's torn shirt, polished Dawit's shoes and ironed his uniform.

Step 7: Activity 2: In pairs, let the students ask and answer questions about what Dawit's mother has done using **yet** and **already**

e.g.: Has Dawit's mother woken up yet?

Yes, Dawit's mother has already woken up.

Has Dawit's mother washed the clothes yet?

No, Dawit's mother has not yet washed the clothes yet.

B Reading

Lesson 10

Student's Book, pages 179

Specific Objective: The students will be able to name the people mentioned in the personality quiz.

Lesson content: Personality quiz: Who are these people?

Step 1: Activity: In groups, students discuss the various jobs people do. Let them think about their dream jobs and suggest what they need to do to achieve that career.

Step 2: Exercise: Read the details given for each person loudly and clearly as the students listen.

Step 3: Let the students read the personality quiz silently.



Step 4: Working in pairs, let the students discuss the possible personalities described.

Step 5: In pairs, ask the students to design their own personality quizzes and give correct answers in their exercise books. Accept all possible answers describing professional and vocational employees and employers.

Lesson 11

Student's Book, pages 179 - 180.

Specific Objectives: The students will be able to read the passage and answer the questions.

Vocabulary practice

Lesson content: Reading comprehension and vocabulary

Step 1: Activity: In groups, ask the students the subjects one studies to become a doctor.

Step 2: Ask them to discuss the professional ethics of a doctor. Profession ethics define who a doctor is.

Step 3: Ask the students to read the passage silently and do exercise 1 based on the following expected answers.

Expected answers:

1. The doctors who operated on Halima's mother inspired her to become a doctor..
2. A person who wants to be a doctor should work hard and be disciplined.
3. A patient is a sick person.
4. A doctor finds out a sick person's ailment by talking to them or testing them.
5. Accept any correct answers the students give.

Step 5: Exercise 2: Ask the students to match the words in A with their meanings in B. Refer to Student's Book, page 182.

Expected answers

dream	-	intention or plan
become fine	-	got cured, recovered
intelligent	-	very wise and clever
prescribe	-	recommend drugs for the sick
admired	-	liked very much
patients	-	sick people
responsibility	-	one's duty to do something
achieve	-	get what one wants.

C Writing

Lesson 12

Student's Book, pages 181 – 182

Specific Objectives: The students will be able to write answers to the revision exercises.

Lesson content: Revision exercises

Expected answers:

Exercise:

1. eaten 2. done 3. milked 4. gone 5. taken 6. dug 7. written 8. repaired



**Exercise 2**

1. are
2. already
3. discussing
4. teacher
5. hoping
6. being
7. fly
8. earn
9. dream

Exercise 3: Students use *because* to join the sentences.

1. I would like to become an engineer because it is a well paying job.
2. I would like to become a teacher because I love children.
3. Merid would like to become a pilot because he says it is interesting.
4. Asferi would like to become a doctor because he would want to save people's lives.
5. My brother would like to be a soldier because he wants to defend our country.
6. Our sister would like to be a musician because she enjoys popularity.

Lesson 13

Student's Book, page 183

Specific Objectives: The students will be able to complete the crossword puzzle correctly.

Lesson content: Completing the crossword puzzle

Step 1: In groups, ask the students to discuss the clues across and clues down and find answers to them for completing puzzle.

Step 2: Let the students complete the puzzle in their exercise books.

Step 3: Exercise: In pairs, let the students use the words they have formed to write correct sentences.

Expected Answers**Clue across**

3. COLLECT
5. ROT
6. TEND
7. OF
8. DRIVERS
10. INJERA
11. GATHERED

Clues down

1. DOCTOR
2. SEND
4. TRIES
5. ROOFING
9. READ

Step 4: Exercise 2: Ask students to use the words they have made and construct good sentences in their books.

Expected Answers for Revision Exercise 1, Student's Book, 184**A:**

1. done
2. ridden
3. sung
4. flown
5. ground
6. thrown
7. frozen
8. climbed
9. swum
10. seen

B:

1. on
2. to
3. about
4. against
5. to
6. by
7. into
8. for

Exercise Two: Student's Book, pages 184 - 185**A:**

1. either
2. listen
3. is
4. in
5. makes
6. which / that
7. what
8. and
9. so
10. but
11. are

B:

1. A radio, computer and television are useful machines.
2. Mohammed said, "I know how to ride a bicycle."
3. Who has switched off the machine?



4. What a wonderful invention this is!
5. Tsegaye Dema and Abiot are students in our school.

C:

1. The machine which has been repaired is old.
2. The letter will be typed by Herpo.
3. He either used a typewriter or a computer.

Revision Exercise Three: Student's Book, page 185

A:

- | | | | | | |
|----------|--------|-----------|-----------|---------|---------|
| 1. how | 2. by | 3. too | 4. enough | 5. does | 6. gave |
| 7. which | 8. for | 9. enough | 10. are | | |

B: 1. moved 2. won 3. dived 4. loses 5. plays

C: 1. Birhane and Molla play tennis.

2. He is not big enough to ride a horse.
3. They are too rough to be allowed to play the game.

Revision Exercise Four: Student's Book, page 186

A: 1. protected 2. killing 3. shooting 4. cared 5. trapping
6. caught 7. killed 8. educated 9. tourists 10. feeding

B:

1. We saw the animals which are looked after by game-rangers.
2. The information that people like listening to or reading should be exciting.
3. The fox which lives in the Bale mountains is red.
4. The lioness that had four cubs roared fiercely.

C:

5. He asked, "Did you go to the forest?"
6. Baboons, monkeys can be found in Ethiopia.
7. Ali said, "Animals are a resource to the country."
8. Foxes, lions, hyenas and tigers can be deadly.

Revision Exercise Five: Student's Book, pages 186 - 187

A:

- | | | | | |
|-------------|------------|------------|------------|---------------|
| 1. marries | 2. refused | 3. staying | 4. dropped | 5. encouraged |
| 6. marrying | 7. goes | 8. stopped | 9. dreams | |

B:

- | | | | | |
|------------|-------------|------------|------------|--------------|
| 1. drops | 2. pregnant | 3. parents | 4. freedom | 5. education |
| 6. forcing | 7. teachers | | | |

C:

- | | | | | |
|-----------|-------------------|------------|------------|----------------|
| 1. washed | 2. taken | 3. bought | 4. written | 5. flown |
| 6. gone | 7. learnt/learned | 8. planted | 9. given | 10. sown/sowed |

D:

- | | | | | |
|----------|------------|-----------|----------|-----------|
| 1. Faire | 2. already | 3. circus | 4. If | 5. come |
| 6. elder | 7. shall | 8. hope | 9. great | 10. first |





Additional work

1. In groups of four, talk about your roles and responsibilities at home, school and your future jobs.
2. Compose a dialogue between a mother and her young child about her daily domestic chores.
3. Write a paragraph about your favourite future job and why.
4. Write a short story about the job you would like to do. Explain why you would like that job.



**English Grade 7**

Introduction

- In grade 7 the students have 5 periods of English a week. The syllabus contains 12 units and each unit is divided into 13 periods. There should also be two revision units (each of seven periods each), one at the end of each semester. The aim of the revision units is twofold. The teacher has the opportunity to recycle language and assess students against the competencies.
- Grades 7 and 8 begin to prepare students for leaving school or attending secondary school, where the medium of instruction is English. There continues to be equal focus on all four skills and for listening and reading, authentic materials are gradually introduced. Although some work has already been done in grades 5 and 6 on the sub skills and strategies needed to develop the skills, grades 7 and 8 concentrate more on this encouraging students to infer the meaning of unknown words, predict the content of texts and where possible use dictionaries. Grades 7 and 8 also start to develop study skills such as summarising and identifying main ideas from a text. In speaking and listening students describe processes and discuss current issues such as early marriage as well as ask and answer questions and recount stories and experiences.
- The main goal is to extend the range of language available to the students and develop all four skills and learning strategies so they can become more independent learners whether they are leaving school or preparing to study in English at secondary school.
- Teachers are strongly advised to look at the Grade 7 Minimum Learning Competences for all of the four skills which also act as objectives.

Unit 1: My village/town (13 periods)

Unit Outcomes: Students will be able to discuss the meaning of place names and will have developed their understanding of African countries.

Vocabulary: Names e.g. surname, Mr, Mrs etc. town/village words, African countries e.g. Somalia, Kenya, Tanzania.

Competency	Content/Language item	Learning activities and Resources
Students will be able to:	A. Listening and Speaking	
<ul style="list-style-type: none"> • use appropriate social expressions (greetings and introductions) 	What is your name? How are you? This is... Nice to meet you / Pleased to meet you. How do you do? Mr/Mrs/Miss	<ul style="list-style-type: none"> • Students are introduced to some common English first names (for males and females) and surnames. • Students are allocated an English first name and surname. -They introduce themselves and others using these names (using formal and informal introductions e.g. this is Mr Smith / this is John) In groups of 4, students role play meeting each other for the first time. They make introductions and then ask appropriate 'small talk' questions. E.g. Where do you live?
<ul style="list-style-type: none"> • listen to explanations and complete a chart 	Short passage	<ul style="list-style-type: none"> • Teacher reads a short passage about the meaning of some known places. Students complete a chart E.g. Place name: Addis Ababa(new flower) Arba Minch (40 Springs) Nechsar National Park (white grass)
<ul style="list-style-type: none"> • ask for information 	Present simple Yes/no and "wh" questions E.g. Do you know the meaning of your village's/town's name in English? What does your village's/town's name mean in English?	<ul style="list-style-type: none"> • Students take turns to ask others the meaning of their villages'/towns' names or the names of areas within them. e.g. S1: Do you know the meaning of your village's/town's name in English? S2: My village's/town's name in English is/means ... S3: What does your village's/town's name mean in English? S4: My village's/town's name is/means ...
<ul style="list-style-type: none"> • ask and answer questions related to their daily lives 	A variety of 'wh' questions How many people live in your village? A variety of 'wh' questions How many people live in your village? Where is it located? What does it look like?	<ul style="list-style-type: none"> • Students ask each other questions about their village/towns. They prepare to tell another pair of students about their partner's village and vice versa
<ul style="list-style-type: none"> • contribute to group brainstorm 	African countries	<ul style="list-style-type: none"> • Students brainstorm names for African countries in English and label a map. They say one thing they know about this country. E.g. It is located south of Ethiopia. It is in the north of Africa.
Students will be able to:	B. Reading	



<ul style="list-style-type: none"> read to identify the main details from a passage and complete a chart 	<ul style="list-style-type: none"> Short passage about countries in Africa. 	<ul style="list-style-type: none"> Students read a passage complete a chart: E.g. Place name Key fact (s)
<ul style="list-style-type: none"> read and infer meanings of words from context 		<ul style="list-style-type: none"> Students guess the meaning of 8 words using clues from the context
<ul style="list-style-type: none"> read jumbled sentences and put them in a logical order 	<ul style="list-style-type: none"> Formal and informal letters: recommending a place to visit in Ethiopia 	<ul style="list-style-type: none"> Students read 2 jumbled up letters (one formal, one informal). They group sentences/beginnings/endings as either belonging to a formal letter or an informal letter. They order the sentences and recreate the two letters.
Students will be able to:	C. Writing	
<ul style="list-style-type: none"> write a paragraph of about 5 sentences 	<ul style="list-style-type: none"> Short paragraph 	<ul style="list-style-type: none"> Students write a short paragraph about a place they know in their area.
<ul style="list-style-type: none"> write sentences 	<ul style="list-style-type: none"> Poster 	<ul style="list-style-type: none"> Students start with a picture of themselves and the name of their own town/village in the centre of a small circle; they then write Ethiopia (and draw flag) in a larger surrounding circle. They continue to add increasingly larger circles filling in one for the countries bordering Ethiopia and their flags, and then for other African countries. They write a sentence in each circle.
<ul style="list-style-type: none"> complete sentences by adding appropriate words and phrases 	<ul style="list-style-type: none"> Beginnings and ends of formal and informal letters 	<ul style="list-style-type: none"> Students fill in the gaps (from a list) in formal and informal letters concentrating on the beginnings and endings

Assessment

Speaking and listening: Students listen to information about a person (where lives, age etc.) and complete a table.

Writing: Using the table students write sentences about the person in the listening above.

Unit 2: Ethiopian languages (13 periods)

Unit Outcomes: Students will be able to give information about Ethiopian languages and language learning.

Vocabulary: Adverbs of manner (e.g. quickly, slowly), languages, words to do with languages and language learning.

Competency	Content/Language item	Learning activities and Resources
Students will be able to:	A. Listening and Speaking	
<ul style="list-style-type: none"> listen to instructions and respond accordingly 	Adverbs of manner (-ly) quickly, slowly, well etc. E.g. He is walking slowly My mother speaks English well.	<ul style="list-style-type: none"> Teacher teaches adverbs of manner using the following activity: Students are each given an adverb of manner (e.g. happily, sadly). Other students instruct them to do something in this manner e.g. walk, run, speak and have to guess what the adverb is. Students continue in pairs. Students make sentences about their family members using adverbs of manner
<ul style="list-style-type: none"> contribute to group brainstorming 		<ul style="list-style-type: none"> Students brainstorm regional languages of Ethiopia e.g. Tigrigna, Afan Oromo
<ul style="list-style-type: none"> listen to information and label maps 		<ul style="list-style-type: none"> Teacher reads aloud information about languages spoken in Ethiopia. Students match languages to regions (on a map).
	Present simple	



<ul style="list-style-type: none"> ask and answer questions related to their daily lives 	E.g. He speaks Wolayaitigna well. Can/can't But, and E.g. I can speak Somali but I can't speak Sidama. I can speak and write Afan Oromo. Both/and She speaks both Amharic and Shinasha. More/fewer + noun + than Most + noun	<ul style="list-style-type: none"> Students ask each other what languages they can speak. If appropriate students conduct a classroom survey: What/How many languages do you speak?. Students record number of languages spoken and by whom. E.g. "Tigrigna has fewer speakers than Afan Oromo. Most of the students can speak Wolayta. Dana can speak both Wolaitigna and Amharic. Students report findings to class (orally and in writing)
<ul style="list-style-type: none"> listen to explanations and answer questions 	Should/ shouldn't Have to/ don't have to E.g. You should speak as much as you can You don't have to understand everything	<ul style="list-style-type: none"> Students listen to a passage on the best way to learn a language and answer questions
<ul style="list-style-type: none"> take part in guided oral activities 	Expressing opinions and agreeing and disagreeing E.g. That's a good idea	<ul style="list-style-type: none"> Students discuss the advice on language learning from the listening.
Students will be able to:	B. Reading	
<ul style="list-style-type: none"> predict the theme of a passage by doing the pre-reading activities 	<ul style="list-style-type: none"> A passage about one Ethiopian language /languages spoken in Ethiopia 	<ul style="list-style-type: none"> Students look at a picture, the title and some words from the text and predict the theme of the passage
<ul style="list-style-type: none"> read paragraphs of 200-250 words and answer comprehension questions 		<ul style="list-style-type: none"> Students read the text individually and answer questions. They check answers in pairs.
Students will be able to:	C. Writing	
<ul style="list-style-type: none"> expand phrases and sentences by adding adverbs 	<ul style="list-style-type: none"> Label a map Sentences with adverbs 	<ul style="list-style-type: none"> Students record languages on to a map Students expand sentences by adding appropriate adverb from a list. E.g. She learns English = she learns English quickly.
<ul style="list-style-type: none"> complete sentences by adding appropriate words and phrases 	<ul style="list-style-type: none"> Gap fill sentences 	<ul style="list-style-type: none"> Students complete gap fill exercises using both/and/more/most or don't have to/ must
<ul style="list-style-type: none"> write compound sentences using 'and', 'but', 'or' and complex sentences using 'because' 	<ul style="list-style-type: none"> Compound/complex sentences 	<ul style="list-style-type: none"> Students make a poster with tips on language learning (using compound/complex sentences) and illustrate it. E.g. You must learn vocabulary. You can make mistakes
<ul style="list-style-type: none"> write a paragraph of about 5 sentences 	<ul style="list-style-type: none"> Paragraph on report of class survey 	<ul style="list-style-type: none"> If appropriate, students write a report on the class survey

Assessment

Listening : Students listen to a passage and match people to languages they can speak.

Reading : Students read a passage about someone learning a language and identify the tips for language learning.

Unit 3: Holidays and festivals (13 periods)

Unit Outcomes: Students will be able to discuss different holiday celebrations.

Vocabulary: Festival/holidays e.g. Moulid, Easter and related nouns and verbs e.g. card, hockey (Genna), decorate, congratulate.

Competency	Content/Language item	Learning activities and Resources
Students will be able to:	A. Listening and Speaking	
<ul style="list-style-type: none"> contribute to group brainstorming 	Wh-questions, present simple E.g. What holidays are there in Ethiopia?	<ul style="list-style-type: none"> Students brainstorm different kinds of holidays celebrated in Ethiopia.





<ul style="list-style-type: none"> listen to information and fill in a table 	<ul style="list-style-type: none"> New Year, Christmas, Id Al-Fitr etc <p>Where do you spend the holiday? I spend... What do you eat/drink/wear during these holidays? What do you do? I play hockey (Genna).</p>	<ul style="list-style-type: none"> Teacher reads a text about holidays in Ethiopia. Students complete a chart giving information on: <ul style="list-style-type: none"> name of holiday date food eaten activities etc
<ul style="list-style-type: none"> ask and answer questions related to their daily lives 	<p>Adverbs of frequency</p> <ul style="list-style-type: none"> usually, always etc Time phrases every year etc 	<ul style="list-style-type: none"> Students describe holidays using information in the table Students ask and answer questions about holidays and what they do (information gap with prompts if necessary). Students ask each other questions and describe the last festival they attended
<ul style="list-style-type: none"> tell stories about pictures 	<p>Past tense e.g. Last year I went to</p>	<ul style="list-style-type: none"> In groups students look at pictures about a festival and make up a story. They tell other groups.
Students will be able to:	B. Reading	
<ul style="list-style-type: none"> read a passage and answer comprehension questions 	<ul style="list-style-type: none"> Phrases and words Passages about an Ethiopian festival e.g. coming of age - Jumping of the Bull 	<ul style="list-style-type: none"> Students match lexical phrases/activities to particular holidays/festivals. Jigsaw reading -students read different passages individually and answer comprehension questions. They share information with other groups (asking/answering questions)
Students will be able to:	C. Writing	
<ul style="list-style-type: none"> punctuate sentences using capitalisation, questions marks, full stops, apostrophes and commas write a postcard to a friend 	<ul style="list-style-type: none"> A passage/model postcard with no punctuation <p>A postcard/one-paragraph letter about a holiday/festival</p>	<ul style="list-style-type: none"> Students write a postcard to a friend describing one Ethiopian holiday/festival (based on the model from the reading) Students check each other's postcards for punctuation and spelling Students read out their postcards and the class guesses the festival

Assessment

Speaking and listening : Students choose a holiday/festival and describe it. The other students guess which holiday it is.

Writing : Students write sentences about different festivals using adverbs of frequency e.g. we never celebrate Christmas

Unit 4: I'm going to visit Lalibela (13 periods)

Unit Outcomes: Students will be able to discuss holiday plans and free time arrangements and give some information about tourist places in Ethiopia.

Vocabulary: Tourism e.g. brochure, itinerary and related verbs.

Competency	Content/Language item	Learning activities and Resources
Students will be able to:	A. Listening and Speaking	
<ul style="list-style-type: none"> contribute to group brainstorming/discussion 	<p>You can ... XXX is famous for ...</p>	<ul style="list-style-type: none"> Using visual stimuli, students brainstorm sites of historical/ tourist interest in Ethiopia and say why they are famous/what can be done there
<ul style="list-style-type: none"> listen to a passage and complete a chart 		<ul style="list-style-type: none"> Teacher reads a text about a tourist's future plans and students complete a chart with information on day/ time/activity.
	<ul style="list-style-type: none"> be going to (to express future plans/ arrangements) <p>E.g. He is going to visit Gondar I am going to see a Church.</p>	<ul style="list-style-type: none"> Teacher introduces 'going to' and students use the chart to describe the tourist's plan. E.g. He is going to visit Gondar.



<ul style="list-style-type: none"> students talk about their immediate future plans 	<p>Yes/no questions “wh” questions E.g. Are you going to? What are you going to?</p>	<ul style="list-style-type: none"> Students ask and answer questions using going to. E.g. What are you going to do tomorrow? I’m going to Why?
	<p>Because</p>	<ul style="list-style-type: none"> Because... Students complete one (future) week of a diary, noting activities on particular days/at particular times. Students take turns to interview each other about their plans for the week. E.g. S1: Are you going to visit your relatives this weekend? S2: Yes, I am. / No, I’m not. S3: What are you going to do this evening/this weekend/on Saturday? S4: I’m going to Information gap: students receive information about a person’s plans in the form of a weekly diary page. Student A has half the information; Student B has the other half. In pairs students ask and answer questions about the person’s plans in order to complete the page.
<ul style="list-style-type: none"> use appropriate social expressions 	<p>So am I/neither am I So do I/ neither do I A: I am going to visit Lalibela B: So am I A: I didn’t go to the market B: Neither did I</p>	<ul style="list-style-type: none"> Teacher uses the context of future plans to introduce ‘So am I’/‘neither am I’. Students practise using the diaries from the information gap. E.g. A: I am going to visit Lalibela B: So am I. A: I’m not going to visit Lalibela. B: Neither am I. Students practise the language pattern with other tenses using prompts on the board e.g.: Yesterday market = A: Yesterday I went to the market. B: So did I.
Students will be able to:	B. Reading	
<ul style="list-style-type: none"> read to identify the detailed ideas from a passage 	<ul style="list-style-type: none"> A short dialogue expressing future holiday plans/arrangements. 	<ul style="list-style-type: none"> Students read a dialogue between two people discussing holiday plans. They complete a chart with details of the itinerary.
<ul style="list-style-type: none"> read printed materials such as a brochure and respond accordingly read and infer meanings of words from context 	<ul style="list-style-type: none"> Brochure 	<ul style="list-style-type: none"> Student scan the text to find the answer to specific questions Students guess the meanings of some words and match them to a definition or (if appropriate) look them up in the dictionary
Students will be able to:	C. Writing	
<ul style="list-style-type: none"> write complex sentences using ‘because’ 	<ul style="list-style-type: none"> Sentences about a dream itinerary 	<ul style="list-style-type: none"> Students think of a dream itinerary for visiting different regions of Ethiopia and say where/why places were chosen. They draw the route on a map. Students describe their dream itinerary to a partner (ask/answer questions). Students write sentences about their plans saying why they want to visit these places. E.g. On Saturday I’m going to visit....because I want to....
<ul style="list-style-type: none"> write guided paragraphs 	<ul style="list-style-type: none"> Simple paragraph describing a place in Ethiopia 	<ul style="list-style-type: none"> Students look at a simple paragraph describing a place in Ethiopia. Teacher identifies important features of the text. --- Students write about a local place of interest based on the model.

Assessment

Speaking and listening : Students talk about what they intend to do this evening.

Writing : Students write sentences about someone’s plans (based on the information gap activity).

**Unit 5: Adwa (13 periods)****Unit Outcomes :** Students will be able to describe an historical event in the past.**Vocabulary :** Active verbs (for use in past continuous) e.g. stay, visit, watch, battle words e.g. fight, weapon.

Competency	Content/Language item	Learning activities and Resources
Students will be able to:	A. Listening and Speaking	
<ul style="list-style-type: none"> interpret pictures using the past 	Past continuous with when/while E.g. When we was walking along the road, he met a friend Diary page text from Unit 4	<ul style="list-style-type: none"> Students look at pictures. Teacher models use of past simple and past continuous with when/while. Students practise making similar sentences. E.g. While he was working, the telephone rang. Information gap: students ask/answer questions using past continuous/past simple (e.g. Diary page) E.g. what did he do when he was visiting Adwa.
<ul style="list-style-type: none"> ask and answer questions related to their daily lives 		<ul style="list-style-type: none"> Students ask and answer in pairs about what they were doing when something happened E.g. What were you doing when the teacher entered? I was reading a book.
Students will be able to:	B. Reading	
<ul style="list-style-type: none"> read jumbled sentences and put them in a logical order 	<ul style="list-style-type: none"> Sentences 	<ul style="list-style-type: none"> Students arrange jumbled sentences in time order, using tenses past simple/past continuous) and times as clues
<ul style="list-style-type: none"> predict the theme of a passage by doing pre-reading activities 	<ul style="list-style-type: none"> A passage about the Battle of Adwa 	<ul style="list-style-type: none"> Students locate Adwa on a map. They predict the content of the reading passage by asking and answering wh-questions: <ul style="list-style-type: none"> Who took part? When was the battle? Where? What happened?
<ul style="list-style-type: none"> read passage and answer comprehension questions 		<ul style="list-style-type: none"> Students read the passage individually and answer comprehension questions: E.g. What happened during the battle? What did the Ethiopians/Italians do? What was happening when the Ethiopians/Italians did that?
<ul style="list-style-type: none"> read and infer meanings of new words from context 		<ul style="list-style-type: none"> Students guess the meaning of 10 words in the passage. They check their guess with dictionaries or the teacher
Students will be able to:	C. Writing	
<ul style="list-style-type: none"> write complex sentences using 'when'/'while' 	<ul style="list-style-type: none"> Sentences 	<ul style="list-style-type: none"> Students look at pictures and describe what was happening when/while ...
<ul style="list-style-type: none"> take a dictation of a short paragraph 	<ul style="list-style-type: none"> Simple paragraph on another Ethiopian historical event 	<ul style="list-style-type: none"> Students take dictation. They check and correct in pairs
<ul style="list-style-type: none"> spell check words when they are unsure of spelling 		<ul style="list-style-type: none"> If appropriate students use dictionaries to check their dictation.

Assessment

Speaking and listening : In groups students make up mimes/scenes which were interrupted e.g. by a phone call, someone entering, rain starting. They act them out and other students describe the scene e.g. Tigist was dancing when the rain started, Abraham was reading when the rain started.

Reading : Read a passage about another famous battle and answer questions.

**Unit 6: How is a gaabi made? (13 periods)****Unit Outcomes :** Students will be able to describe a simple process.**Vocabulary :** Sequencing words, process verbs (for making food, e.g. Injera).

Competency	Content/Language item	Learning activities and Resources
Students will be able to:	A. Listening and Speaking	
<ul style="list-style-type: none"> listen to an explanation of a process and match to pictures describe a simple process 	<ul style="list-style-type: none"> present simple passive/active sequencing words (e.g. First teff is planted. Then it is watered etc.). 	<ul style="list-style-type: none"> Students see pictures of a process and put pictures in order Students listen to the description of the process and check the order of their pictures <p>e.g. Process by which injera is made (from planting of crop to serving on the table)</p> <ul style="list-style-type: none"> Teacher teaches the language needed to describe a process. Students use the pictures from the listening to describe the process Students work together to describe another process e.g. how milk ends up on a shop shelf (from cow eating grass to customer buying milk) Dictogloss: students listen to/read a description of a process e.g. process by which a sack of rice ends up at a market (from planting of crop to customer buying). After in small groups they recreate the description in writing. The passage is read a number of times and each time after it is finished students can add to their written description. The aim is not to recreate the original but to write something that serves the same purpose.
		<ul style="list-style-type: none"> Students describe different processes and their classmates have to guess what the processes are. Students look at simple steps for a process and orally describe the process/ write up the process.
Students will be able to:	B. Reading	
<ul style="list-style-type: none"> read a passage and answer comprehension questions 	<ul style="list-style-type: none"> A passage about how things are made E.g. making a gabi (and the process from planting cotton to buying at the market) 	<ul style="list-style-type: none"> Students read a passage about how things are made and answer questions (open/closed).
Students will be able to:	C. Writing	
<ul style="list-style-type: none"> complete sentences by adding appropriate words or phrases expand given phrases and sentences by adding words write guided paragraphs 	<ul style="list-style-type: none"> Sentences using present simple passive to describe a process Headlines Paragraph on a process 	<ul style="list-style-type: none"> Students complete gap-fill sentences with correct form of present simple passive. Students read headlines and expand (using present simple passive) e.g. Ethiopia (.is...) connected to (the) Internet. Students use process steps as a guide to write a paragraph about a process

Assessment**Speaking and listening :** Students ask and answer questions about how things are made e.g. How is this desk made?**Writing :** Students fill in gaps in a paragraph about how injera is made.

**Unit 7: Have you ever...? (13 periods)****Unit Outcomes :** Students will be able to give information about people's experiences.**Vocabulary :** Verbs for talking about experience e.g. meet, see, go.

Competency	Content/Language item	Learning activities and Resources
Students will be able to:	A. Listening and Speaking	
<ul style="list-style-type: none"> listen to texts and list the details 	Present perfect (ever/never) <ul style="list-style-type: none"> focussing on regular past participle before irregular past participle E.g. Have you ever visited Sof Umer? Yes, I have. No, I have never visited Sof Umer.	<ul style="list-style-type: none"> Students listen to an interview with a famous living person and tick/cross activities he/she has done using a check list. Teacher teaches present perfect tense and students ask answer questions about the person in the context. Students practise questions and answers using a substitution table.
<ul style="list-style-type: none"> ask and answer questions about their daily lives 	Yes/no questions E.g. Have you ever ridden a horse? Wh-questions Where have you been in Ethiopia?	<ul style="list-style-type: none"> Students conduct class survey in groups: 'Have you ever..?' Students report back findings orally/in writing. Students play 'boasting' game in groups. One student says 'I have seen an elephant'. The next says 'I have seen 2 elephants' or 'I have sat on an elephant' etc. Students ask the teacher questions about what he/she has done
Students will be able to:	B. Reading	
<ul style="list-style-type: none"> read to identify main ideas from a passage read postcards 	<ul style="list-style-type: none"> Interview/dialogue with famous person (from listening) Flier advertising a future event (without a title) Postcard from Addis 	<ul style="list-style-type: none"> Students identify present perfect verbs in an interview with famous living person. Students read the flier and with a partner write a title that sums up the main message Students read the postcard and tick off what the person has or hasn't done
Students will be able to:	C. Writing	
<ul style="list-style-type: none"> complete sentences by adding appropriate words and phrases 	<ul style="list-style-type: none"> Sentence completion/formation 	<ul style="list-style-type: none"> Students fill in gaps using present perfect. Students look at pictures and form sentences using present perfect.
<ul style="list-style-type: none"> write a postcard to family/friends 	<ul style="list-style-type: none"> Postcards 	<ul style="list-style-type: none"> Students choose a place they would like to visit. Using the model postcard from the reading activity, they write a postcard saying what they have done.

Assessment**Speaking and listening :** In pairs one student pretends to be a famous person e.g. footballer. The other student asks questions. E.g. Have you played in South Africa?**Unit 8: How does it work? (13 periods)****Unit Outcomes:** Students will be able to describe how simple machines work and what they are used for.**Vocabulary:** Parts of machine e.g. button, switch, lever, verbs e.g. turn on/off, pull/press, insert, power.

Competency	Content/Language item	Learning activities and Resources
Students will be able to:	A. Listening and Speaking	
<ul style="list-style-type: none"> listen to explanations and respond accordingly 	Modal verbs of possibility <ul style="list-style-type: none"> It might, may, could be... 	<ul style="list-style-type: none"> Students listen to a description of an object and guess what it is using 'it might/may/could be...' or 'it is either ... or...'
<ul style="list-style-type: none"> use social expressions (expressing possibility) 	<ul style="list-style-type: none"> It is either a pen or a pencil 	<ul style="list-style-type: none"> Students identify the words in the passage that helped them to guess the object. Students look at pictures/photos taken from a strange angle (or blurry/fuzzy/unclear pictures) and guess what the object is using the target language



<ul style="list-style-type: none"> listen to a description and label pictures take dictation of short paragraph 	<p>Relative pronouns</p> <ul style="list-style-type: none"> which/that <p>E.g. The button, which is located at the top, starts the machine</p>	<ul style="list-style-type: none"> Students listen to a description of a machine/robot and label it. The description should contain examples of sentences joined by relative clauses Dictation: students listen to the same description of a machine and write down the sentences joined by relative clauses. The teacher explains relative clauses by writing the two separate sentences on the board and showing how they are joined with which/that. E.g. The button is located at the top. The button starts the machine. = The button, which is located at the top, starts the machine. Students practise by joining other sentences about machines. Teacher teaches key language for describing machines and how they work
<ul style="list-style-type: none"> take part in guided oral activities in pairs and groups 	<p>Present simple active/passive</p> <p>E.g. You switch on the machine The machine is switched on</p> <p>Imperatives e.g. Press that button</p> <p>Sequencing words e.g. first, then, next etc.</p> <p>Probable conditional</p> <p>E.g. If you press this button, the machine will turn on.</p>	<ul style="list-style-type: none"> Looking at pictures, students describe how to use a simple machine (e.g. public telephone) using sequencing words/imperatives/passive and probable conditionals Students draw an imaginary machine/robot, label the parts and describe what it does/how it works to their partner. Students ask/answer questions about the machine. Students ask and answer questions about different parts of a machine: E.g. What's this called? What's it used for? What does it do? What's it connected to?
Students will be able to:	B. Reading	
<ul style="list-style-type: none"> predict the theme of the passage by doing pre-reading activities 	<ul style="list-style-type: none"> A brochure about a new invention/machine/robot 	<ul style="list-style-type: none"> The teacher talks out about key 10 words/phrases from the brochure. Students predict what kind of machine the brochure will describe.
<ul style="list-style-type: none"> read printed materials such as brochures 		<ul style="list-style-type: none"> Students read the brochure about an invention/machine/robot and answer questions (closed/open). Students draw the same invention /machine/robot from the description or match it to appropriate picture.
Students will be able to:	C. Writing	
<ul style="list-style-type: none"> write compound sentences using 'and', 'but', 'or' and complex sentences using 'because' 	<ul style="list-style-type: none"> Sentences 	<ul style="list-style-type: none"> Students look at pictures/photos and write a sentence for each using 'it might/may/could be...' or 'it is either ... or... in the picture'. E.g. It could be man or it could be a woman. It could be a woman because she has long hair. It is either a woman or a man.
<ul style="list-style-type: none"> write guided paragraphs 	<ul style="list-style-type: none"> Paragraphs describing a machine 	<ul style="list-style-type: none"> Based on the brochure, students write a paragraph describing their imaginary machine and what it might do/be used for.
<ul style="list-style-type: none"> punctuate sentences using capitalisation, questions marks, full stops and commas 		<ul style="list-style-type: none"> Students punctuate their paragraphs and check their work with a partner.

Assessment

Speaking and listening : Students draw pictures and their partners guess what the pictures are using 'it could be...' etc.

Reading and writing : Students fill in the missing words in a description of a machine they know (such as radio, TV, typewriter).



**Unit 9: Traditional games (13 periods)****Unit Outcomes:** Students will be able to describe different types of Ethiopian games.**Vocabulary:** Games and related verbs and nouns e.g. winner, loser, need, move, throw, equipment, rules, instructions.

Competency	Content/Language item	Learning activities and Resources
Students will be able to:	A. Listening and Speaking	
<ul style="list-style-type: none"> listen to an explanation and fill in a table 	Ethiopian traditional games Questions: <ul style="list-style-type: none"> how many traditional games do you know? 	<ul style="list-style-type: none"> Students listen to a description of a traditional Ethiopian game/games and complete a chart (name of game, number of players, equipment, place/where played etc).
<ul style="list-style-type: none"> listen to instructions and respond accordingly 	<ul style="list-style-type: none"> what are they called? how do people play them? how many people does each game need? 	<ul style="list-style-type: none"> Teacher introduces a new simple game (e.g. hangman or noughts and crosses), giving rules etc. in English and students play game.
<ul style="list-style-type: none"> give instructions for a game or other activity 	Sequencing words (or numbering) Imperatives / “you” + present simple (for instructions/rules) E.g. You throw the dice, then you ... Too and not...enough E.g. The game is too difficult. The game is not big enough.	<ul style="list-style-type: none"> Students discuss in groups traditional and modern Ethiopian games. Students say how they are played (equipment needed, players, rules, instructions, object of game etc).
<ul style="list-style-type: none"> use appropriate social expressions 	I think.../I believe.../In my opinion ...	<ul style="list-style-type: none"> Teacher introduces ‘too’ and ‘enough’ through the context of the games. E.g. The game is too difficult. Students practise making sentences about the games with ‘too’ and ‘enough’. Students look at pictures and make sentences with ‘too’ and ‘enough’. E.g. She is too small to reach the ball, she is not tall enough to reach the ball.
Students will be able to:	B. Reading	
<ul style="list-style-type: none"> match sentences with similar meanings 	<ul style="list-style-type: none"> Sentences with ‘too’ and ‘enough’ 	<ul style="list-style-type: none"> Students express their opinions and feelings about the games Students match sentences with the same meaning e.g. The bag is too heavy to carry = it is not light enough to pick up.
<ul style="list-style-type: none"> read to identify main ideas from a passage 	<ul style="list-style-type: none"> The rules of a traditional Ethiopian game 	<ul style="list-style-type: none"> Students read the passage and answer 2-3 questions to check understanding of the rules of the game. Students also express their feelings about the game. If appropriate they try out the game.
Students will be able to:	C. Writing	
<ul style="list-style-type: none"> complete sentences with appropriate words 	<ul style="list-style-type: none"> Sentence completion List of instructions for a game 	<ul style="list-style-type: none"> Controlled writing: students complete a description of a game/instructions for a game using appropriate words.
<ul style="list-style-type: none"> write sentences (instructions) 		<ul style="list-style-type: none"> Students write instructions for a game (e.g. traditional games, such as “gebeta”), 1. (First) put three stones in each hole 2. (Next) move....

Assessment

Speaking and listening : One student thinks of a game. The other student asks ‘yes/no’ questions to try to guess what it is. E.g. Do you play it with 2 people? Do you play it outside? Etc.

Writing : Students write simple instructions on how to play a favourite game.

**Unit 10: Taking care of animals** (13 periods)**Unit Outcomes :** Students will be able to describe some animals endemic to Ethiopia and give advice on how to take care of them.**Vocabulary :** Animals and related verbs, adjectives and nouns e.g. protect, endangered, preserve, habitat, hunt, catch, trap, kill, throw (stones), shoot, feed, give water, skin, fur, endemic animals.

Competency	Content/Language item	Learning activities and Resources
Students will be able to:	A. Listening and Speaking	
<ul style="list-style-type: none"> give instructions for a game or other activity 	Recycle instructions with imperative, present simple, sequencing verbs etc.	<ul style="list-style-type: none"> Teacher thinks of a vocabulary game that students play in groups. He/she describes it to one student from each group only. These students describe it to their classmates and they play the game.
<ul style="list-style-type: none"> contribute to group brainstorming 		<ul style="list-style-type: none"> Students brainstorm a list of animals that live in Ethiopia. They categorise those that are only found in Ethiopia (endemic).
<ul style="list-style-type: none"> listen to descriptions and match to pictures 		<ul style="list-style-type: none"> Students listen to short descriptions of different kinds of animals and match descriptions to pictures.
<ul style="list-style-type: none"> give descriptions of animals 	Descriptive adjectives Which/that (defining relative clauses) E.g. The fox is a red animal which lives in the Bale mountains	<ul style="list-style-type: none"> Students describe animals from pictures using adjectives where possible: E.g. It is a red fox. It lives in the Bale mountains. It has black and white lines on its skin. It is big. It has fur etc. Students join two related sentences with “which/that”: E.g. The fox is a red animal. It lives in the Bale mountains. Students are given prompts/facts about one animal. They make sentences using which/that
<ul style="list-style-type: none"> listen to information and complete a chart 		<ul style="list-style-type: none"> Teacher reads a text about an endemic animal. Students complete a chart with information about the animals: E.g. number of legs, colour, food, where it lives, dangers facing it etc.
<ul style="list-style-type: none"> use appropriate social expressions (giving advice and making suggestions) 	Making suggestions E.g. Why don't you .? / how about? <ul style="list-style-type: none"> Should, must, mustn't, have to e.g. you should water animals regularly Imperatives (positive/negative) e.g. don't frighten animals	<ul style="list-style-type: none"> Teacher forms groups of six students and encourages them to give advice (using the language patterns) on how we can take care of animals and overcome some of the problems they face. In groups students discuss the advantages and problems associated with ‘protecting’ animals. They report their discussion to other groups. Students use pictures of animals to make up stories about how people can help them. They tell their stories to other students.
Students will be able to:	B. Reading	
<ul style="list-style-type: none"> read jumbled sentences and put them in a logical order 	<ul style="list-style-type: none"> Jumbled sentences 	<ul style="list-style-type: none"> Students rearrange the words in sentences with ‘which’/‘that’ e.g. Ethiopia found baboons are to related monkeys found over all which are = Baboons, which are related to monkeys, are found all over Ethiopia.
<ul style="list-style-type: none"> read to identify detailed ideas 	<ul style="list-style-type: none"> A day in the life of a national park 	<ul style="list-style-type: none"> Students read the passage and answer true or false questions
Students will be able to:	C. Writing	
<ul style="list-style-type: none"> expand sentences by adding adjectives and adverbs 	<ul style="list-style-type: none"> Sentences 	<ul style="list-style-type: none"> Expand sentences with adjectives and adverbs e.g. Foxes are animals = foxes are red animals. Foxes kill animals = red foxes kill small animals quickly.





<ul style="list-style-type: none"> complete sentences by adding appropriate words and phrases 	<ul style="list-style-type: none"> leaflet/guide poster 	<ul style="list-style-type: none"> Students write sentences by joining together two parts with 'which' or 'that' In groups students write a leaflet/guide about taking care of animals: dos/don'ts Poster: Student chooses one endemic animal, draws a picture and then writes phrases about the animal and what should be done to look after it
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Assessment

Speaking and listening : Roleplay – one student works in a national park and gives advice to the other on how to look after animals

Unit 11: Say no to early marriage (13 periods)

Unit Outcomes : Students will be able to give information about the issue of early marriage in Ethiopia.

Vocabulary : marriage and wedding vocabulary, drop out of, get pregnant.

Competency	Content/Language item	Learning activities and Resources
Students will be able to:	A. Listening and Speaking	
<ul style="list-style-type: none"> contribute to group discussion 	Going to (future intentions) e.g. I'm going to get married at 20.	<ul style="list-style-type: none"> Students discuss marriage in Ethiopia: when people get married, where, customs etc Students talk about their plans for secondary school, university, jobs, marriage using 'going to' e.g. I'm going to get married at 20. Students talk about early marriage and the impact it has on the child.
<ul style="list-style-type: none"> listen to a passage and take notes 	Giving opinions Agreeing and disagreeing Probable conditional e.g. If/when she gets married, she'll leave school May/might e.g. she might get pregnant	<ul style="list-style-type: none"> Teacher reads passage about somebody who is about to get married at an early age. Students take notes under headings (why marrying, where marrying, who arranged). Teacher uses the context of the listening to teach and practise the probable conditional. --Students practise using the probable conditional and 'might' saying what they think will/might happen to the girl. E.g. physical problems giving birth, stopping education, losing freedom.
<ul style="list-style-type: none"> take part in guided oral activities in pairs and groups 	Should/shouldn't	<ul style="list-style-type: none"> In groups students brainstorm solutions/advice they would give to the girl E.g. She should say 'no'
<ul style="list-style-type: none"> listen to explanations and respond accordingly 		<ul style="list-style-type: none"> Students listen to the teacher reading the reactions of 4 people to a girl getting married early (mother, father, head teacher and sister) and answer questions. In groups of 5, students take on the roles of the 4 characters and the girl. They practise a short drama and act it out to the class
Students will be able to:	B. Reading	
<ul style="list-style-type: none"> read a letter 	<ul style="list-style-type: none"> Letter from the girl (who has now just got married) to her family. 	<ul style="list-style-type: none"> Students read the letter to see if their predictions (from the first listening activity) came true). They answer multiple choice questions. They discuss the answers in pairs and plenary.
Students will be able to:	C. Writing	
<ul style="list-style-type: none"> complete sentences using appropriate words and phrases 	<ul style="list-style-type: none"> Gap fill sentences 	<ul style="list-style-type: none"> Students complete sentences filling the gaps with appropriate words from a list.
<ul style="list-style-type: none"> write sentences connected to the topic 	<ul style="list-style-type: none"> Poster/leaflet (say no to early marriage) 	<ul style="list-style-type: none"> Students write a poster or leaflet with facts about early marriage, drawings and slogans.

Assessment

Speaking and listening : Pairs of students role-play a girl about to be married early and her best friend. The girl explains the situation and



the friend tries to give advice to convince the girl to stay in school. E.g. You should talk with your father.

Writing

: Students complete sentences starting 'if'/'when' e.g. When I get married, ...

Unit 12: I've already done that (13 periods)

Unit Outcomes : Students will be able to talk about roles and responsibilities and their future jobs.

Vocabulary : Verbs for activities around the house, job vocabulary, adjectives of personality e.g. intelligent, kind etc.

Competency	Content/Language item	Learning activities and Resources
Students will be able to:	A. Listening and Speaking	
<ul style="list-style-type: none"> ask and answer questions related to their daily lives 	Present perfect (experience and recent past) 'yet' and 'already' E.g. I haven't cleaned the house yet I have already swept the floor	<ul style="list-style-type: none"> Teacher recycles the present perfect asking questions such as 'Have you ever been to Jimma/ drunk coffee?' Etc. Teacher introduces 'yet' and 'already' and students answer the same questions using these words. Students ask and answer questions using 'yet' and 'already' with prompts from a substitution table
<ul style="list-style-type: none"> listen to a dialogue and answer questions 		<ul style="list-style-type: none"> Students listen to a housewife/mother talking about her day. Students list the activities that she has and hasn't done. E.g. she has collected water, she has gathered firewood, she hasn't cooked dinner.
<ul style="list-style-type: none"> ask and answer questions related to their roles and responsibilities. 		<ul style="list-style-type: none"> Students ask and answer questions about what the woman has done using 'yet' and 'already'.
<ul style="list-style-type: none"> contribute to group brainstorming 		<ul style="list-style-type: none"> Students talk about the jobs they have to do around the house and what they have done so far today.
<ul style="list-style-type: none"> talk about the job they would like to do in the future and give reasons. 	I would like to become a..... because...	<ul style="list-style-type: none"> Students brainstorm all the jobs they know. They match them to pictures
<ul style="list-style-type: none"> use appropriate social expressions 		<ul style="list-style-type: none"> In groups students talk about the job they would like and why. Students conduct a group survey on favourite future jobs and why.
Students will be able to:	B. Reading	
<ul style="list-style-type: none"> match sentences with similar meanings 	Recycle all the social expressions	<ul style="list-style-type: none"> Students are given a number of social expressions. They have to match them with ones with a similar meaning. E.g. 'Why don't you ...?' + 'You could ...' or 'How do you do?' + 'Pleased to meet you'
<ul style="list-style-type: none"> read to identify main and detailed ideas 	Short story about someone's job.	<ul style="list-style-type: none"> Students read the story and identify what they like and dislike about the job using information from the passage.
<ul style="list-style-type: none"> read and infer meanings of new words from context. 	A personality quiz and answers	<ul style="list-style-type: none"> Students read the personality quiz and answer questions. They read the answers and find out what kind of person they are. Students guess the meanings of the adjectives of personality using the quiz. Students discuss if the quiz was correct or incorrect about their personalities.
Students will be able to:	C. Writing	
<ul style="list-style-type: none"> complete sentences in letter using appropriate words and phrases 	Letter with missing words and phrases	<ul style="list-style-type: none"> Students read the letter from a school girl/boy to a friend talking about her/his ambitions and fill in the missing words from a list (e.g. yet, already, adjectives of personality, going to, will, if ...etc.

Assessment

Speaking and listening : Students ask and answer questions about what they have done today at home and at school.

Writing : Students write sentences about what they want to become and why e.g. I would like to become a driver because I like visiting places.



Vocabulary for Grade 7

Holidays, festivals, ceremonies & travel Moulid Ramadan Easter Christmas New Year feast festival gift present dance sacrifice decorate congratulate itinerary brochure tourist beach postcard marriage wedding	Machines switch lever button machine robot invention pull press insert power turn on turn off Household duties lay the table wash dishes cook serve War weapon battle	Games winner loser instructions equipment rule move throw hunt catch shoot turn Jobs guard watchman waiter waitress dentist footballer typist secretary	Fruit & vegetables grapefruit coconut pineapple lemon spinach lettuce pumpkin Food mutton beef spice injera crops Animals & insects cockroach crow flea vulture hippopotamus lizard pigeon Semien fox fur park skin	Other nouns surname Mr Mrs family name life container Body parts chest lip stomach shoulder Adjectives kind generous hardworking friendly	Other verbs watch meet spend wear water drop out of get pregnant plant Conservation protect habitat endangered preserve catch kill trap shoot African countries Kenya Somalia Djibouti Sudan Eritrea Tanzania Uganda Zimbabwe South Africa Egypt
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The Early Childhood News.

The Harvard Educational Review.

The International Education Journal (IEJ).

The Journal of Psycho -Educational Assessment.

The PHI DELTA KAPPA International Journal.

The TEFL web journal.

Newspapers

The Daily Nation (Kenya) The Daily Monitor (Uganda).

The New Times Daily (Rwanda) The New Vision (Uganda).

Internet Resources

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www.englishclub.com. www.english-hilfen.com

www.englishtenseswithcartoons.com www.measuredprogress.org

www.owlenglish.com www.usingenglish.com

www.wikipedia.com www.zap/english.com