## ENGLISH

 FOR ETHIOPIA
## GRADE 6

Teacher's Guide

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## English for Ethiopia

## Teacher's Guide Grade 6

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## Contents

Unit Title Page
Introduction ..... v
1 Let's Talk About HIV/AIDS ..... 1
2 Needs of Older People ..... 8
3 Hardworking People ..... 14
4 The Highest Mountain in Ethiopia ..... 23
5 My Experiences as a Child ..... 30
6 What I Would Like To Do With My Money ..... 36
7 Tools My Parents Use ..... 42
8 A Large Family ..... 48
9 Drought - Where Is It in Ethiopia? ..... 54
10 My Experience/What I Couldn't Do in the Past ..... 60
11 The Teacher I Like Most ..... 67
12 Plan Your Daily Work ..... 74
13 My Future Plans ..... 81
14 Taking Care of Those with HIV/AIDS ..... 89
15 Harmful Traditional Practices ..... 94
16 Bravery ..... 100
17 Information About Languages ..... 105
18 Farming and the Weather ..... 116
19 Honesty ..... 122
20 Food and Plants ..... 127
21 Safety ..... 134
22 The People of Ethiopia ..... 143
23 Countries in Africa ..... 149

## INTRODUCTION

This new Grade 6 teacher's guide includes lessons for helping students acquire the skills they need to enable them to use English at school and in their every day lives.

In Grades 1-4, the first primary cycle, students learned to talk about themselves, their family, and their immediate environment. They also learned to read and write about these topics.

In Grades 5-8, the second cycle, the students build on these foundations. They learn to speak English with greater fluency and accuracy in a wider variety of situations. They also begin to develop the reading and writing skills they will need to study in English in the secondary school.

By the end of Grade 6, students should be able to:

1. understand explanations and talks on topics related to the other subject areas.
2. ask and talk about a range of topics related to their everyday lives and other subject areas.
3. read different kinds of text silently and orally and understand and explain the content of the text.
4. write in a variety of ways.

## Lesson Content

The content of the lessons will get students actively involved in listening ${ }_{2}$ speaking, reading, and writing about the unit topics. Listening includes listening for information and to follow directions. Speaking includes speaking expressively, giving descriptions giving reasons, making introductions, recalling information, and participating in dialogues. Reading activities include reading stories, informational text, dialogues, maps, and charts. The teacher will have an opportunity to provide activities that will include lessons that require text to be read silently or orally. Writing involves words, phrases, sentences, and paragraphs.

## Key Words

Key words are identified in each unit and are used to increase vocabulary and build concept knowledge. Vocabulary development is important. Students must acquire the habit of enlarging their vocabulary through reading.

1. Identify key words that are important for students to learn the content being taught.
2. Teach key words in a variety of ways. For example, they can be written on the board with some letters missing for students to complete ( $p_{-} r s_{-} n_{-} l=$ personal). You could also say, "I am thinking of a key word that begins with the letter $p$ that means It is mine." Use examples:This is my personal notebook. Model using the words throughout the lesson. Students can also write sentences using key words or tell stories to each other.
3. There is usually no reason to use native language to teach key words and their meaning. Use visuals such as pictures, maps, or charts, give clues, synonyms or antonyms, or provide definitions in simple English that the students can understand.
4. Show students different forms of a word, point out its meaning, and show how to use the word in sentences. (work, worked, working).
5. Have students write the words and their meanings and quiz each other for practice. Encourage all students to participate.
6. Test key words regularly.
7. Have students use key words in their writing. Have them read their writing in pairs or groups.

This guide will provide direct instructions and clear explanations with examples where appropriate. Activities are included that can be completed independently, in pairs, and in small groups. The student's book contains practice exercises which relate to the objectives as defined in the syllabi for each unit.

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## Textbook Structure and Content

The Grade 6 textbook consists of 23 units. Each unit deals with a different topic and integrates four areas of teaching and learning with unit content: listening, speaking, reading, and writing. Learning activities include oral and silent reading, writing, speaking, and listening.

Units can be classified relative to five main themes: Our Health, Our Family, Ourselves, Others, and Our Country. Specific units under each theme follow.

1. Our Health

Unit 1 - Let's Talk About HIV/AIDS
Unit 20 - Food and Plants
Unit 21 - Safety
2. Our Family

Unit 7 - Tools My Parents Use
Unit 8 - A Large Family
3. Ourselves

Unit 5 - My Experiences As A Child
Unit 6 - What I Would Like To Do With My Money
Unit 10-My Past And Present Experiences
Unit 12 - Plan your Daily Work
Unit 13-My Future Plans
Unit 19 - Honesty
4. Others

Unit 2 - Needs of Older People
Unit 3 - Hardworking People
Unit 11 - The Teacher I Like Most
Unit 14 - Taking Care of Those with HIV/AIDS
Unit 15 - Harmful Traditional Practices
Unit 16 - Bravery
Unit 17 - Information About Languages
5. Our Country

Unit 4 - The Highest Mountain in Ethiopia
Unit 9 - Drought - Where Is It in Ethiopia?
Unit 18 - Farming and the Weather
Unit 22 - The Peoples of Ethiopia
Unit 23 - Countries in Africa

This English language textbook incorporates many opportunities for cooperative learning activities. Students are encouraged to discuss their ideas with classmates as well as to share their writing. The following suggestions will help the teacher to implement this process.

- Form groups using a system of random selection such as birth months or counting off in fours or fives. The numbers in groups will depend on the class size.
- Allow enough class time for assigned pre-reading discussions for introducing, reviewing and discussing the during and after reading questions.
- Have students share their written work with others. This could occur as a presentation to the class or writing a response on the chalkboard or talking with others in pairs or groups.
- Develop vocabulary by having the students brainstorm a group of related words to help them discover the meanings of the unknown words.


## UNIT 1 LET'S TALK ABOUT HIV/AIDS

## Teaching Objectives

In this unit you will teach students how to:

- introduce themselves and compare themselves to others.
- use the new key words, compare and contrast to discuss how people are alike and different.
- provide personal details about themselves such as name, age, grade, family members, nationality, gender, etc.
- fill out a clinic visit form providing personal details.
- think of what they know about HIV/AIDS in order to read a story and answer questions.
- think of reasons for visiting a clinic by sharing their own experiences.
- use new key words found in this unit.


## LESSON ONE

Introduce yourself to the students as though you have never met. Tell personal details about yourself such as where you were born, and other personal information. Tell them that you gave the personal details because that is what you do when you meet new people.

Talk also about how you might greet and talk with someone you already know.

Write the words personal details on the chalkboard. List some personal details that you told the class in the introduction. List others that might also be told such as one's nationality, family members, grade, school attended, etc. Introduce the new key word, nationality, and explain that it means what nation someone comes from.

Ask students to read silently the story, "Introducing Sara and John." Ask students to introduce Sara and John to their partners.

Ask students to work in pairs to introduce themselves as if they did not know each other by giving personal details.

## LESSON TWO

Bring two students to the front of the class. Ask them to introduce themselves giving personal details as though they had never met. On the chalk board draw a blank chart like the one below. Ask the class to tell how the two students are alike and different. Use their answers to fill in the chart.

| Alike |  | Different |
| :---: | :---: | :---: |
| Both Students | $I^{\text {st }}$ Student | $2^{\text {nd }}$ Student |
|  |  |  |
|  |  |  |

Write the key words, compare and contrast on the chalkboard.
Explain that compare means to tell how things are alike and contrast means to tell how they are different. Write the word compare next to the word alike and contrast next to the word different.

Read the story from Lesson One, "Introducing Sara and John," out loud to the class. Ask students to read silently as you read out loud.

Ask students to look at the chart in Lesson Two in their student's books. Ask them to tell how Sara and John are alike and how they are different.
Ask students to compare themselves with their partners and then contrast themselves with their partners.

## LESSON THREE

Talk about the map in Lesson Three.
Direct students to the compass next to the map. Talk about the directions, north, south, east, and west.

Ask questions such as:

- What city is west of Nazret? (Jimma)
- What cities are south of Awasa? (Moyale, Dolo Odo)
- What country borders Ethiopia on the west? (Sudan)
- Find Djibouti on the map. Do you know someone from Djibouti?
- Which country does John come from? (Somalia)
- Which country lies south of Addis Ababa? (Kenya)
- In what part of the country is the Blue Nile River? (northwest)

If the city or village in which your students live is NOT on the map, ask them to point to where it should be.

Point out what is north, south, east, and west of their home city or village.
Remind the students of the meaning of personal details (facts about yourself). Tell them that they will be reading a story and filling in gaps with personal details.

Ask students to copy the paragraph with the gaps into their exercise books. Ask them to fill in the gaps with their own personal details.

Ask students to take turns reading their completed stories with a partner.

## LESSON FOUR

Ask students to read the introductions of Sara and John in their student's books.

Ask students to list words in their exercise books that changed from Sara's introduction of John to John's introduction of Sara (he to she, his to her).

Remind students of gender pronouns (he, she) and possessive gender adjectives (his, her).

Ask them to work with a partner to discuss how Sara and John's personal details compare and contrast. (Comparisons: Both students are twelve years old. Both students are in grade 6. Both students live in Ethiopia. Contrasts: John was born in Somalia, but Sara was born in Ethiopia. John looks like his brother, but Sara looks like her mother.)

Ask students to work with a partner introducing themselves and giving personal details. Ask them to tell how they are alike and different.

Ask students to work with another set of partners. Ask them to take turns introducing themselves and their partners to the others in the group. Remind them to use gender pronouns (he, she) and gender possessive adjectives (his, her).

Remind students to tell how they are alike and different.
Circulate around the room observing and assisting as students work.

## LESSON FIVE

Draw the web from Lesson Five on the chalkboard. A web is a drawing where the main idea is written in a circle and related concepts surround it in circles that branch out from main idea. The circles for the supporting details are connected to the main idea with lines.


Talk to the students about each of the circles on the web. Tell the students one thing that might go in each of the circles. Ask students to copy the web from their student's books into their exercise books. Ask students to work in small groups. Ask them to talk about what they know and want to know about HIV/AIDS. Ask them to record what they know about HIV/AIDS on the web.

Ask representatives from each group to report the group's responses. Ask other students if the responses are true or false information. Write TRUE information from the web on the chalkboard.

## LESSON SIX

Ask students to look at the illustration of the clinic in their student's books. Talk about why someone might visit a Voluntary Counseling and Testing Clinic (VCTC). Tell students VCTCs give advice and provide HIV/AIDS health checks.

Tell students that they will be reading a story about a girl who visited an HIV/AIDS clinic. Ask students to predict what "Halima Visits the Doctor" is about. Ask students to read the story silently.

Ask students to list on the web in their exercise books any new information that they learned about HIV/AIDS.

Ask students to discuss the main idea of the story with a small group. Ask them to record on the web in their exercise books any new information that they learned about HIV/AIDS.

Ask students to read and answer the comprehension questions in their exercise books.

1. Why did Halima's mother take her to the doctor? (She had lost weight and had been feeling ill. She was afraid that Halima had HIV/AIDS.)
2. What did the doctor do to Halima? (She asked her questions. She took her height and weight. She listened to her cough. She took some blood with a clean syringe and swabbed the inside of her mouth with a cotton swab.)
3. The doctor told Halima ways a person could get HIV/AIDS. Name three of the ways.

- A baby could get HIV/AIDS from his or her mother at birth if the mother was infected with the virus.
- A person could get HIV/AIDS through unprotected sexual contact with an infected person.
- A person could get HIV/AIDS through sharing syringes and needles with an infected person.
- A person could get HIV/AIDS through transfusions of infected blood.

4. How can what Halima learned help her family and friends? (Accept any reasonable answer.)

Ask students to tell about what happened before, during, and after Halima's clinic visit.

## LESSON SEVEN

Ask students if they have any experience filling in forms. List the types of forms that students have had experience with on the chalkboard. Show students examples of forms that are available through the school or kebele.

Tell students that they will role play a patient and a receptionist filling in a form that might be used in a clinic. Model how to role play.
Ask students to copy the patient information form in their exercise books. Ask them to complete the form using their partner's personal information. Tell them to give their own personal information for their partner to fill in a form for them. Tell them that they will need to think of a reason that they might visit a clinic.

Collect exercise books to check student work.

## LESSON EIGHT

Tell students that they will be talking with a partner about a time that they or a family member visited a clinic.

On the chalkboard write the following words: When? Where? Why? Who? What happened before, during, and after?

Tell the students that you want them to tell about WHEN the clinic visit was made, WHO made the clinic visit, WHERE the clinic was located, WHY the person visited the clinic, and WHAT happened before, during, and after the visit.

On the chalkboard, write the following key words:
nationality, weight, gender, injection, and clean syringe

Ask students to tell a partner about the clinic visit using the key words. Ask them to compare and contrast their stories.

Ask students to write about the clinic visit in their exercise books. Remind them to use complete sentences. Remind them to use the key words.

Ask students to read their stories to a partner and point out how their clinic visits were alike and different (compare and contrast).

Collect student writing and evaluate it.
Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 2 NEEDS OF OLDER PEOPLE

## Teaching Objectives

In this unit you will teach students how to:

- use social expressions in different situations (greetings, responding to the elderly, and accepting and refusing invitations).
- use appropriate language exchanges in speaking and writing.
- read and understand a given text.


## LESSON ONE

Have a student come to the front of the class. Show how to introduce a friend properly. Read and explain the examples in the student's book.
Ask students to predict what the story, "Can You Help?" is about. Then ask students to read the story with a partner.

Ask students to write in their exercise books answers to the questions in their student's books. Remind them to write complete sentences. Ask them to reread parts of the story if they do not know an answer.

1. What is the main idea of the story?
(Answers will vary somewhat.)
2. What was the purpose of the meeting between Abishu and Tesfaye an\&aba?
(The purpose was that they needed help to find their lost dog.)
3. Who did Abishu introduce his younger brother to?
(He introduced his brother to Saba Roba.)
4. What does Abishu and Tesfaye's dog look like?
(The dog is large with spots.)
5. Why can't Abishu and Tesfaye go back in the morning? (They cannot go back in the morning because they have school.)

## LESSON TWO

Discuss with the class when and where to use polite language. For example, people use polite language when speaking with elders and in formal settings such as at school and at religious meetings.

Ask students to read silently the polite conversations in their student's books.

Ask students to use the polite phrases please, with pleasure, thank you, and excuse me with partners.

Ask students to copy the chart in their exercise books and write a dialogue using each pair of polite words.

Ask students and their partners to read their dialogues out loud.

## LESSON THREE

Share how you respect the elders in your family and community.
Ask students to read the title of the story, "A Lesson Learned," and predict what the story will be about. Then ask students to read the story silently.

Ask students to discuss with a partner what lesson was learned.
Discuss the lesson that the children learned in "A Lesson Learned." Ask students to complete in their exercise books the questions about the story.

1. Where do Chaltu and Tola live?
(Chaltu and Tola live in the city.)
2. Why did Grandmother call to them?
(Grandmother called them to warn them about dangers in the street.)
3. In the sentence, "She warned them about taxis, buses, and fastmoving cars," what does the word warned mean?
(Warned means alerted them of possible dangers.)
4. In the sentence, "We are glad we obeyed you," what does the word obeyed mean?
(Obeyed means did as we were told.)
5. What do you think Chaltu and Tola will do the next time their ball rolls into the street?
(Chaltu and Tola will not run into the street after their ball.)
6. How did Chaltu and Tola show respect to their grandmother? (Chaltu and Tola showed respect to their grandmother by saying "thank you" and by doing as they were told.)

Ask students to check their answers in their small groups. Check student responses by going over answers from small groups with the whole class.

Ask students to discuss other ways to show respect to elders in their families and in their community.

## LESSON FOUR

Explain that the meaning of a sentence can be changed by using a word that means the opposite. On the chalkboard write the examples below.

## Example <br> good-bad, pretty-ugly, big-small, high-low, lazy-hardworking

Ask students to read the words in the chart and in the Word Bank before they copy them in their exercise books. Students will complete the opposite word activity and then make sentences using the words and their opposites.

## Example

Chaltu is sad that her ball is flattened. She is happy that she obeyed her grandmother.

| Word | Opposite |
| :--- | :--- |
| day | night |
| safe | dangerous |
| cold | hot |
| obey | disobey |
| dark | light |
| disrespect | respect |
| fast | slow |
| forget | remember |

Ask students to share their sentences with partners. Then have at least four students read sentences out loud to the class.

## LESSON FIVE

Ask students to think about elderly people they know. Ask them to respond to the questions in their student's books about elderly people.

Before asking students to read "The Elderly in Ethiopia," discuss the following terms:

- tradition-familiar practices of a group
- culture-shared traditions, values, arts, and practices of a group
- urbanization-the process of building and developing cities
- urban-in the city
- rural-in the countryside

Then ask students to read the story with a partner.
Ask students to answer in their exercise books the questions from their student's books.

1. Discuss with a partner the main idea of the story of the elderly in Ethiopia. Write the main idea that your partner and you agree upon. (The main idea of this story is that life for the elderly has changed over time.)
2. Why are some of Ethiopia's older people suffering?
(The elderly are suffering because of changing family relationships, urbanization, more women working, and the loss of some traditions).
3. What can we learn from elderly people?
(We can learn about history, tradition, and culture from the elderly.)
4. How has life for the elderly changed over time?
(Life for the elderly has changed because in some urban and rural areas the have no families or social care. Accept any reasonable answer from the last paragraph of the story.))

Review answers orally with the class.

## LESSON SIX

Explain to students that a clear sentence is a sentence where the reader understands what the writer is saying. This is developed by word order and the use of specific words.

## Example

The child went to the doctor because she was ill. The people will travel by bus to Nazaret.

Ask students to write in their exercise books four complete sentences using words from the Word Bank. Ask students to share their sentences with a partner.

Ask students to create a chant about respecting their elders. A chant is a kind of poem or rap made up of words and phrases combined into a pleasing pattern, often with repetitions, and performed orally by a group in a rhythmical singsong way.

Have students share their chants with the class.

## LESSON SEVEN

Ask some students to share the chants they wrote for Lesson Six. Have the class discuss the meaning of the chants that are performed.

Have two students demonstrate the example that shows respect for elders from their student's books in front of the class.

Ask students with a partner to complete in their exercise books the five dialogues from their student's books.

Have students act out their dialogues in front of the class.
Ask students to share other times that children should show care and respect for their elders.

Encourage students to talk to an elderly person after school. Use the guidelines in the student's book to discuss how to talk to elders.

## LESSON EIGHT

Ask some students to share the chants they wrote for Lesson Six. Have the class discuss the meaning of the chants that are shared.

Model how to write a one-paragraph story about learning something from an elderly person. When modeling use key words and polite expressions from this unit.

Ask students to write a story telling what they have learned from an elder in their family or community. Ask them to use key words and polite expressions from Lesson Two.

Ask students to read what they wrote to a partner. Tell students to ask their partners to provide suggestions for improving their paragraphs. Ask students to rewrite their paragraphs and then share what they wrote with the class.

Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 3 <br> HARDWORKING PEOPLE

## Teaching Objectives

In this unit you will teach students how to:

- describe the characteristics of people, animals, and objects.
- describe people in relation to doing their work.
- use key words
- use possessive nouns and possessive pronouns.
- compare and contrast.
- use questions that begin with who, what, when, where, and why.
- use the words different from and the same as and too.

You will guide the students to visualize a hardworking village woman and the work she might do. You will help students read and answer questions about the woman. You will help students describe the work done by women where they live. Finally, you will help students classify words in a passage.

## LESSON ONE

Ask students to look at the illustration.
Tell them that the boy in the story is named Haileyesus and the girl is named Bayush. Tell them that they will be listening to a story about the two children.

At the end of the reading ask students to compare and contrast Haileyesus and Bayush. Review compare and contrast as needed.

Tell the students that they should listen to how Haileyesus and Bayush are alike and different (how they compare and contrast).

Read the story to the students.

## Bayush, Haileyesus, and their Farm Animals

Bayush and Haileyesus each live on a farm. Bayush is quite short. She is 12 years old. She has long hair and wears a blue tee shirt. She enjoys mathematics at school and is a fast runner. Bayush works hard taking care of her goats.

Haileyesus is quite tall. He also is 12 years old. He has short hair and wears $\tan$ shorts. He likes to play football and read books. He works hard taking care of his donkey.

Copy the chart from the student's book onto the chalkboard. Ask students to compare and contrast Haileyesus and Bayush. Ask students to compare and contrast the animals. Ask students to compare and contrast what Haileyesus and Bayush enjoy and how they work.

Record student answers on the chart.
Review the lesson objectives.

## LESSON TWO

Write the following on the chalkboard:
alike $=$ compare $=$ the same as
different $=$ contrast $=$ different from
Tell students that there are other words to use to tell how people, animals, and objects compare and contrast. Remind them that alike and compare mean the same thing and that different and contrast mean the same thing. Tell them that we can also use the same as to mean compare and different from to mean contrast.

Tell the students that you will be reading sentences using the same as and different from. Ask the students to read silently in their books as they listen to you read aloud.

Read the sentences.

1. Bayush lives on a farm. Haileyesus lives on farm.
2. Bayush lives on a farm the same as Haileyesus.
3. Bayush is 12 years old. Haileyesus is 12 years old.
4. Bayush's age is the same as Haileyesus'
5. .Bayush is quite short. Haileyesus is quite tall.
6. Bayush"s height is different from Haileyesus'.
7. Bayush is a girl. Hailyesus is a boy.
8. Bayush's sex is different from Hailyesus' sex.

Ask students to work with a partner telling how each is the same as and different from the other.

Ask students to work with another set of partners. Ask students to tell the group how each is the same as and different from the others. Ask students to listen as others tell how they are the same as and different from their partners.

Explain that we can also use the word too when we compare people, animals and objects. Read an example of this from the student's book. Tell students to talk with a partner about how they compare using too. Remind them to listen for the language pattern.

## LESSON THREE

Tell students that we use words to describe the qualities and characteristics of people, animals, and objects.

Explain the difference between qualities and characteristics. Use information included in the student's book in Lesson Three.

List the following qualities and characteristics on the chalkboard:

| hardworking | friendly | kind | lazy |
| :--- | :--- | :--- | :--- |
| tall | short | slow | fast |

Talk with students about the meaning of each word. Sort the words into two groups: Qualities and Characteristics.

Tell students to work with a partner to describe one another's qualities and characteristics. Tell them that they may use other words as well as the ones on the chalkboard to describe their partners.

Ask students to work with another set of partners. Each person should tell the group about his or her partner's qualities and characteristics. Tell students to listen carefully as each person talks.

Tell students that when we talk about the characteristics of people, animals, and objects we often tell about what they have or what they own.

Tell them that they should read silently from their textbooks as you read the following sentences about Haileyesus and Bayush aloud.

Bayush has a long skirt.
Haileyesus owns a donkey.
Bayush has a blue tee shirt.
Tell students to work with a partner to tell each other three sentences about things they have or own. Tell students to listen carefully as each partner speaks.

## LESSON FOUR

In this lesson students will be using 's and ' to show possession. Review rules for changing a noun into a possessive noun. Remind students that these words are called possessive nouns. Remind students that they should add 's if the noun ends in a letter other than $s$ and 'if the word ends in the letter $\mathbf{s}$.

Write some examples on the chalkboard. You may add names of students in your class to the examples below:

| boy | boy's | Haileyesus | Haileyesus' |
| :--- | :--- | :--- | :--- |
| girl | girl's | Bayush | Bayush's |

Read the sentences about what Haileyesus and Bayush have or own to the class. Ask students to listen closely for possessive nouns.

Read the following sentences:
Bayush's skirt is long.
Haileyesus' donkey is brown.
Bayush's tee shirt is blue.
Ask students to work with a partner to write five sentences about what each has or owns using possessive nouns. Ask them to tell their partner whether the word ends in 's or 'only.

Have students take turns reading the sentences they wrote.
Remind them that a possessive noun refers to a person, place, or thing. Remind them that we can replace a person's name with a possessive adjective such as her or his. This shows ownership.

Write the following nouns and possessive adjectives on the chalkboard.

| Noun | Possessive Adjective |
| :--- | :--- |
| Bayush | her |
| Haileyesus | his |
| dress | its |
| Bayush and Haileyesus | their |

Tell students that the word is a singular possessive adjective if it refers to only one person, place, or thing. Tell them that the word is a plural possessive adjective if it refers to more than one person, place, or thing.

Tell students that there is only one plural possessive adjective in the chart. Ask the students to tell which of the possessive adjectives is plural. Ask students to give a reason for their answer.

Ask students to read the sentence pairs silently as you read them out loud.
Ask students to listen for possessive adjectives. Ask them to listen for how the sentence sounds with the possessive adjective instead of the noun.

1. Bayush's skirt is long. $\longrightarrow$ 1. Her skirt is long.
2. Haileyesus' shorts are tan. $\longrightarrow$ 2. His shorts are tan.
3. Haileyesus' donkey is brown. $\longrightarrow 3$. His donkey is brown.

Ask students to give each of the possessive adjectives as you read. Tell students to listen as you read more sentences with possessive adjectives. Explain that if the possessive adjective is used without a noun it changes from my to mine, from your to yours and from her to hers. The possessive adjective his does not change. Then mine, yours, his and hers are called possessive pronouns.

Read the following sentences aloud:

|  | Possessive Adjectives | Possessive Pronouns |
| :--- | :--- | :--- |
| I have a long dress. | My dress is long. | This long dress is <br> mine. |
| My brother has three <br> goats. | His goats are in the <br> field. | The three goats in the <br> field are his. |
| Bayush's tee shirt is <br> blue. | Her tee shirt is blue. | That blue tee shirt is <br> hers. |
| You have a big cow. | My cow is bigger than <br> your cow. | My cow is bigger than <br> yours. |

Ask students to tell their partners three sentences using possessive adjectives. Ask students to listen for and identify the possessive adjectives in each sentence. Then ask them to change the sentences so that the possessive adjectives become possessive pronouns.

## LESSON FIVE

Tell students that when we talk or write about people we use words to describe their work. Write the following words on the chalkboard which describe people and their work.

| hardworking | careless | busy | not busy |
| :--- | :--- | :--- | :--- |
| interesting | careful | lazy | boring |

Talk about the meaning of each word.

Tell students that they will be reading a story about a hardworking village woman.

Ask students to follow the directions for the pre-reading activity in the student textbook.

Ask students to read the passage from the student textbook to a partner. Ask students to talk with a partner about the main idea of the passage. Ask students to talk about the work that Beletu does on the farm and at home. Ask students to talk about how hard she works and about whether they think this is fair or unfair.

Tell students that some questions are called $w h$ questions. These questions ask who, what, when, where, or why.

Write the chart below on the chalkboard:

| Who? | What? | When? | Where? | Why? |
| :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |

Ask the following wh questions to review the passage:

1. Who does Beletu care for? (her children)
2. What would help make Beleu's life easier? (if she had help with the work)
3. When does Beletu milk the cows? (each day)
4. Where are two places Beletu works? (on the farm, in her house)
5. Why is it unfair that Beletu washes her husband's feet? (he does not wash her feet)

Ask students to answer the following questions in their exercise books.

1. List what work Beletu does on the farm.

- She weeds the farm.
- She cuts the crops.
- She looks after the cows and milks them.
- She makes the soil smooth before threshing.

2. List what work Beletu does at home.

- She cares for her children.
- She cooks the meals.
- She cleans the house.
- She collects firewood for cooking and washing.
- She washes her husband's feet.

3. Beletu works harder than her husband.
4. How could Beletu's life be easier?
(Accept any reasonable answer.)
5. Do you think it is fair for Beletu to work so hard? Why or why not?
(Accept any reasonable answer.)

## LESSON SIX

Write the following words on the chalkboard which describe people and their work.

| hardworking | careless | busy | not busy |
| :--- | :--- | :--- | :--- |
| interesting | careful | lazy | boring |

Ask students to use the new key words to talk with a partner about what women do where the students live. Ask them to talk about what work the women do at home and outside the home. Ask them to talk about whether or not they would like to do this kind of work.

Ask students to write in their exercise books about what women do where they live. Have them write five sentences.

Ask students to read what they have written to someone in the class. Choose two students to read their writing to the class.

## LESSON SEVEN

Tell students that words in sentences can be classified as nouns, pronouns, adjectives, and verbs. Point out which words are nouns, pronouns, adjectives, and verbs in the table.

Ask student to copy in their exercise books the table from their student's books. Ask them to transfer the nouns, pronouns, adjectives, and verbs from the passage, "A Hardworking Village Woman," to fill in the table.

Ask students to check their answers with a partner.

Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 4 <br> THE HIGHEST MOUNTAIN IN ETHIOPIA

## Teaching Objectives

In this unit you will teach students how to:

- identify similarities and differences between/among people, places and things.
- express ideas orally or in writing using a language pattern.
- read and understand a given text.


## LESSON ONE

Discuss with students how people are both alike (similar) and different. Explain the meaning of alike and different, and ask students to give you examples of ways they are alike and different. List these on the chalkboard. For example, students may have two eyes. However, some students' eyes may be brown and others black.

Talk about how people in communities may be alike and different. Have students read the examples in their textbooks.

Read the questions about the picture out loud. Tell students to answer each question with a partner.

1. Who is the shortest? (Soreti is the shortest person.)
2. Who is the thinnest? (Soreti is the thinnest person.)
3. Who is taller than Soreti? (Kiros and Jemal are taller than Soreti.)
4. Who is younger than Kiros? (Soreti and Jemal are younger than Kiros.)
5. Who is the oldest? (Kiros is the oldest person.)

Ask students to orally give eight sentences about how the three people in the picture are alike and different. Directions are in the student's book. Write the following example on the chalkboard.

## Example

Kiros and Jemal are both boys. Kirose and Jemal are different because Kiros is older than Jemal.

Go over correct answers with students.

Accept all reasonable answers for their comparing/contrasting sentences. Ask students to read their comparing/contrasting sentences out loud to a partner.

## LESSON TWO

Tell students that before we talk about adjectives today, we will review what a noun is. A noun names a person, place, or thing. For example, desk, student, teacher, and school are nouns. Listen for nouns (words that name people, places, and things) in the following story.

## Fatuma

I am the tallest boy in my grade six class. I have the largest and heaviest bag. My sister, Fatuma, is in grade two. She is shorter than I am, but she is taller than her friends. Fatuma is fast in running matches. She can even run faster than the boys. She is the fastest of all.

When we describe or compare people, places, and things, we use adjectives. Adjectives can be used to compare one or more things.

Reread the story, "Fatuma," out loud to the class and ask students to raise their hands when they hear an adjective. Adjectives in the story are: tallest, six, largest, heaviest, two, shorter, taller, fast, running, faster, fastest.

Tell students that an adjective that compares two things is a comparative adjective.

The comparative form of adjectives ends in er.
Tell students that an adjective that compares more than two things is a superlative adjective. The superlative form of an adjective ends in est. Adjectives ending in $-y$ usually change their spelling by dropping the $y$ and adding ier or iest.

Write the list of comparative and superlative adjectives from the student text on the chalkboard. Ask students to give you example sentences for large, heavy, and fast.

Write these sentences on the chalkboard, and ask students to tell you why they used either the comparative or superlative forms of the adjectives. Ask students to complete in small groups the exercise in their student's books.

1. Who is the tallest in your group? In your class?
2. Who is the shortest in your group? In your class?
3. Who is the oldest in your group? In your class?
4. Who is the youngest in your group? In your class?

Check students' understanding by asking students to take turns writing some of the sentences on the chalkboard and then reading the sentences out loud.

Ask students to work with a partner. Ask them to use the words from the Word Banks in the book to orally give sentences using comparative and superlative adjectives to describe people in their group.

Ask students share their sentences with their groups. You also can check students' understanding by having them take turns reading sentences out loud to the class.

## LESSON THREE

Ask students what advice they can get from their parents. Specifically ask, "What advice has your father or mother given to you?" Ask why they gave this advice and how it has helped them. Have two or three students share their responses to the questions above.

Ask students to look at the picture (a man and woman working together on a farm) and predict what the story, "The Treasure," is about.

Tell students to follow the words in the story as you read it out loud.
Ask students to write the answers to the comprehension questions in complete sentences in their exercise books. When finished, ask students to compare their answers with a partner and then with the class. Ask students to justify their answers.

1. What was Kebede's advice to his son, Abera? (Kebede's advice was work hard and then you will find treasure.)
2. How did Abera and Imuye follow Kebede's advice? (Abera and Imuye followed his advice by working hard on the farm.)
3. What can you learn from this story? (From this story, I can learn about the wisdom of elders and that hardwork pays off. Accept other reasonable answers.)
4. In the sentences, "You must be patient, Abera. We must keep working," what does patient mean? (to be patient means to not give up and keep working when you want to quit.)
5. What was their treasure? (The treasure was the reward of money from their hard work.)

Some students may identify other things as treasure - wisdom, hard work. Discuss.

Ask students if their prediction about the story was correct.

## LESSON FOUR

Talk with students about why it is sometimes important to do things in a certain order. Read the example of doing things in sequence, "Halima on the Farm," from the student's book. Have students compare the correct order for Halima's activities that is given in the student's book.

Ask students to read "The Treasure" from Lesson Three again. Explain that the eight sentences given in the box in the student's book tell the story. Ask students to read the sentences out loud to a partner.

Ask students to put the sentences in the correct order and write them in their exercise books. Tell them to refer back to the story to make sure of the sequence of the activities.

1. Father talked to Abera, his son.
2. Kebede, the father, died.
3. Abera and Imuye started to work on the farm.
4. Abera and Imuye took vegetables to the market.
5. Abera and Imuye bought tools.
6. Abera and Imuye grew even more vegetables.
7. Abera and Imuye bought clothes for their children.

## 8. Abera and Imuye discovered the treasure.

Ask students to compare the order of their sentences with a partner by taking turns reading their sentences out loud. Then have a student read the correct order of sentences to the class.

## LESSON FIVE

Have students to share with a partner what they already know about the Semien Mountains. Then ask students to share this information orally as you write it on the chalkboard in a web.

Before assigning the silent reading, ask students to identify the animals in the picures. Tell them that these animals are found in the Semien Mountains.

Ask them to talk with a partner about the passage by discussing the animals that live there and in the mountains.

Then ask them to use what they now know to complete the chart found in their student text. Ask them to follow the directions in the student's book.

| Semien Mountains | Animals |
| :--- | :--- |
| 1. These are one of the largest | 1. Largest mammals live in |
| mountain ranges in Ethiopia. | Semien mountains. |
| 2. The highest peaks rise above | 2. The chelada baboon is the most |
| 4,000 meters. | common mammal in the |
| 3. Mount Ras Dashen is the | moutains. |
| highest mountain in Ethiopia. | 3. The walia ibex live there. |
| 4. Its peak is 4,620 meters. | 4. Jackals live there. |
| 5. Mount Ras Dashen is the fourth | 5. There are only a few Semien |
| highest mountain in Africa. | foxes. |
|  | 6. Very few birds live there. |

Ask students to orally compare their answers with a partner. Then have two or three students share their responses to the questions with the class.

## LESSON SIX

Review how comparative and superlative adjectives compare people, places, and things. Tell student that there are regular and irregular comparative and superlative adjectives.

Review that regular comparative and superlative adjectives add er (comparative) and est (superlative) to show comparison.

Explain that irregular comparative and superlative adjectives do not follow the er and est spelling patterns. Read orally and explain the examples from the student's book.

Ask students to copy the chart and complete it in their exercise books and then orally share their answers with a partner.

Then review the correct answers with the class. Ask students to correct any answers that are wrong.

| Adjective | Comparative | Superlative |
| :--- | :--- | :--- |
| bad | worse | worst |
| less | lesser | least |
| cold | colder | coldest |
| good | better | best |
| hot | hotter | hottest |
| some | more | most |

Ask students to write three sentences using irregular adjectives according to the directions in their textbook and to share their sentences with the class. Circulate among students as they are working.

Ask some students to write their sentences on the board.

## LESSON SEVEN

Have individual students share with a partner what they see in the picture of the market.

Explain that in this lesson, students will be asked to describe what they see in the picture (people and things in the market place). Remind them that describe means to tell about a person, place or thing. You tell its colour, size, and other features. You can use your five senses: seeing, hearing, touching, smelling, and tasting.

Show students a desk. Lead students in describing it. Provide the first sentence. Write it on the chalkboard. Call upon other students to provide descriptive sentences as you write their sentences on the chalkboard.

## Example

The desk is made of wood and metal. It seats three students. The top of the desk is flat. The seat of the desk is a wooden bench. Students sit there while listening to their teacher and doing school work.

Then ask students to write a paragraph describing what they see in the picture of the market by writing five or more sentences.

Ask them to read their paragraph to a partner who will give ideas for making the paragraph better.

Ask students to rewrite their paragraph to make it better. Provide individual help as needed.

Remind students to use key words for Lesson Seven in their paragraph.
Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 5 <br> MY EXPERIENCES AS A CHILD

## Teaching Objectives

In this unit you will teach students how to:

- ask and tell what they and others did in the past but do not do anymore.
- use the new language pattern when + subject + simple past + subject + used to + verb.
- write about things they did in the past using the new language pattern.
- write sentences using present and past tense verbs.


## LESSON ONE

Ask students to look at the illustration in their textbook. Ask students what they see in the illustration. Ask them what the mother is doing. The bow in the picture is used to card the cotton to make it soft.

Tell the students that when we are young we do things we may not do when we are older. Ask students to tell what they think the young children in the illustration are doing. Ask students to speak in complete sentences. Write student responses on the chalkboard. Read the sentences aloud as you write them. Ask the students to repeat the words.

Ask students to identify what the children are doing in the illustration that they would not do when they are older. Write student responses on the chalkboard. After sentences are written, point to the words and have children repeat the sentences in unison with you.

Tell the students what you did when you were young that you do not do any more. If you use words that are on the chalkboard, point to the words.

Ask students to work with a partner. Have them ask and tell about things they did when they were young. Ask them to tell about what they did as a baby, and things they did as a young child.

Call three or four students to the front of the room to report to the class.

Ask students to work with a partner. Ask them to tell about things they think their parents and older relatives did when they were young.
Call three or four students to the front of the room to report to the class.
Ask students to work with a partner. Ask them tell about things they did when they were young that they don't do any more.

Call three or four students to the front of the room to report to the class.

## LESSON TWO

Tell the students that when we talk about things that we did in the past but do not do any more, we can use a new language pattern. Write the language pattern and an example on the chalkboard.

$$
\text { when }+ \text { subject }+ \text { simple past(V2) }+ \text { subject }+ \text { used to }+ \text { verb(V1) }
$$

## Example

$$
\text { When }+I+\text { was young }+I+\text { used to }+ \text { crawl. }
$$

Ask students to listen as you read the language pattern and the example out loud.

Ask students to listen as you ask and answer questions using the new language pattern.

Question: "What did you do when you were a baby that you don't do now?"

Answer: "When I was a baby I used to drink milk from my mother."
Question: "What did you do when you were a baby that you don't do now?"

Answer: "When I was a baby I used to ride on my mother's back."
Ask students to work with a partner practising the new language pattern. Ask them to take turns asking and telling about things that they did when they were young that they do not do any more.

Ask students to work with another set of partners. In their group of four, ask students to report what each partner did when they were young that they do not do any more.

Call three or four students to the front of the room to report to the class.

## LESSON THREE

Tell students that they will be reading a story silently about two grade six students. Their names are Seid and Merima. Ask students to think of things that Seid and Merima did when they were young that they do not do any more. Write student responses on the chalkboard.

Ask students to talk with a partner, asking and answering the pre-reading questions in their student's books. Accept any reasonable answers.

Ask students to read the story silently.
Ask students to talk with a partner about the main idea of the story.
Ask students to talk about things Merima and Seid used to do in the past. Have students tell their partner about things Merima and Seid can do now.

## LESSON FOUR

Write the words - playground, crawl, marathon - on the chalkboard. Ask students to look at these words in the story about Seid and Merima.

Tell students that there are many ways to find the meanings of a word they do not know. Ask students to work with a partner and tell their partner what they think the words on the chalkboard mean and why they think those are the meanings.

Ask students to work with another set of partners. In their group of four, students will tell others how they found the meanings of the new words.

Call three or four students to the front of the room to report to the class. Correct false responses.

Ask students to answer the questions in their textbook. Ask them to write the answers in their exercise books. Remind them to use complete sentences.

1. playground
2. English and in his own language
3. Merima
4. Seid
5. compare: both run fast, both rode on their mother's back as babies, both are in grade six; contrast: one is a boy and one is a girl, Seid can carry his little sister, Merima walks beside her mother

Collect exercise books and check student work.

## LESSON FIVE

Write the word verb on the chalkboard. Tell students that verbs are words that show action. Write some verbs on the chalkboard such as run, walk, ride, and talk.

Remind students that verbs can be present or past tense. Copy the chart on the chalkboard.

| Present | Past |
| :--- | :--- |
| run | ran |
| walk | walked |
| talk | talked |
| ride | rode |

Talk about the verbs in the chart. Tell students that past tense verbs are used when we talk or write about something we did in the past. Tell students that present tense verbs are used when we talk or write about something we do now.

Choose a verb from the story, "When Seid and Merima Were Very Young." Write the verb on the chalkboard. Orally read the sentence from the story that contains the word. Ask students to tell if the verb is past or present.

Ask students to look for the present tense verbs in the story. Ask students to list in their exercise books all present tense verbs from the story.

The present tense verbs in the story are: read, run, carry, walk, ride, can
Ask students to write their own sentences using the present tense verbs from the story in their exercise books.

Call three or four students to the front of the room to report to the class.

## LESSON SIX

Ask students to read the list of words in the Word Bank in their student's books. Copy the list to the chalkboard.

Discuss the meaning of each word.
Tell students that they will be using the words to fill gaps in the sentences in their textbook.

Ask students to copy the sentences into their exercise books using words from the list to fill the gaps.

1. read
2. marathon, run
3. playground, talk
4. crawl
5. ride
6. young

Call three or four students to the front of the room to report to the class.

## LESSON SEVEN

Tell students that they will be using verbs to write about what they used to do in the past. Remind students to use the new language pattern.

Write the new language pattern on the chalkboard.

$$
\text { when }+ \text { subject }+ \text { simple past }+ \text { subject }+ \text { used to }+ \text { verb }
$$

## Example

When I was in grade one, I used to run slowly.
Copy the list of verbs from the Word Bank to the chalkboard.
Model how to write sentences using the new language pattern. Ask students to give sentences orally and write them on the chalkboard.

Ask students to write sentences using each of the verbs in their exercise books.

Ask students to exchange exercise books. Ask students to read their partner's sentences and check for the new language pattern. Ask students to check for verbs in each of the sentences.

Call three or four students to the front of the room to report to the class.
Ask students to write a conversation with a friend like the conversation that Seid and Merima had where they talk about their experiences as children. Ask them to use both present and past tense verbs. Ask them to underline the verbs and label them as either present or past tense.

Ask students to share their written conversations with the class.
Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 6

## WHAT I WOULD LIKE TO DO WITH MY MONEY

In this unit you will teach students how to:

- ask and answer questions about the amount or quantity of things.
- read a passage about amount and quantity.
- answer questions about reading passages.
- create a table.
- write about what they would like to do with their money.


## LESSON ONE

Show students some real objects. Ask students to identify the number and quantity of the objects (pencils, balls, etc.).

Write number words on the chalkboard (single, pair, few, some, many, most, all, more, one, two, three, four, five, six, seven, eight, nine, ten). Read each word to the students and tell its meaning. Have the students repeat each word after you read it.

Ask students to look at the pictures of baskets in their student's books. Ask students to notice the number or quantity of baskets in each picture. Use number words to talk with the class about the amount or quantity of baskets in each row.

Ask students to listen as you read sentences about the baskets. Ask them to listen for the number words and to count out and point to the correct number of baskets.

1. I have one basket.
2. I have a single basket.
3. I have two baskets.
4. I have a pair of baskets.
5. I have four baskets.
6. I have some baskets.
7. I have ten baskets.
8. I have many baskets.

Ask students to talk with a partner about the number or quantity of baskets in each row using number words. They should point at the appropriate number of baskets as they talk..

Ask students to use the new words with other pictures or real items in the classroom.

## LESSON TWO

Ask students to look at the picture of the boy and girl at the market. Ask the students to tell what they think might happen in the story about Fatuma and Jemal at the Saturday market. Ask students to listen for number or quantity words and for what Fatuma and Jemal bought or sold at the market.

Read the story aloud to the students as they follow the words in their student's books.

## Fatuma and Jemal at the Market

Fatuma and Jemal are friends. They went to the Saturday market. They needed to sell and buy. They brought things to sell. They brought money to buy things that they needed.

Fatuma brought a few coffee pots that her family made. She brought all of the eggs that the chickens laid that morning. She brought a few bags of coffee beans. She brought money to buy some cloth and a pair of shoes.

Jemal took a pair of goats to sell. He also took three donkeys to sell or trade. All of the donkeys were sold by the end of the day. He sold only a single goat. He used some of the money to buy most of Fatuma's eggs for his family.

Ask students to talk with a partner about the story. Tell them to use number words to talk about things that Fatuma and Jemal bought or sold at the market.

Ask students to tell their partners three sentences about things that Fatuma and Jemal bought at the market. Ask students to tell their
partners three sentences about things that Fatuma and Jemal sold at the market.

Ask students to work with another set of partners. Tell them to use number words to talk about things that Fatuma and Jemal bought or sold at the market.

Ask students to report to the class.

## LESSON THREE

Ask students to talk to a partner about things they might want to buy with their money. Ask them to use the new vocabulary to talk about the amount or quantity of things they would buy.

Draw pictures on the chalkboard of things you would like to buy. Tell students about things that you would like to buy. Ask students questions about buying things.

Ask the students to draw five small pictures of things they would like to buy if they had their own money. Ask students to exchange their pictures with a partner. Have students to look at the pictures their partner has drawn. Have students ask their partner questions about each drawing.

Have them use the pictures to ask their partner what he or she wants to buy, how many of each, and how much he or she would expect to pay.

Have students in a group of four to ask and answer questions using the number words.

Have students report to the class.

## LESSON FOUR

Ask students to look again at the picture of Fatuma and Jemal in Lesson Two. Tell students they will read the story about Fatuma and Jemal at the market silently.

Tell students to write a list of what Fatuma and Jemal might buy at the market. Ask students to talk with their partner about how much they might pay for each item. Have students read the story silently. Ask students to talk with their partner about the main idea of the story. Have students tell their partner about what Fatuma and Jemal bought at the market.

Ask students to copy the table into their exercise books. Ask students to work with a partner. Have them use the information in the story to complete the table.

Ask students to work with another set of partners and talk about the information in the table.

Ask students to report to the class.

## LESSON FIVE

Ask students to read the sentences in their student's books. Ask students to use words from the story to fill in the gaps. Ask students to write the answers in their exercise bookss.

## Answers

1. Fatuma and Jemal had a list of things to buy.
2. They wanted to buy for the very best price.
3. Fatuma wanted to buy a pair of shoes.
4. Fatuma did not buy the shoes she wanted because they were too expensive
5. Jemal bought many things for a very cheap price.

Ask students to exchange exercise books. Have them read their partner's answers and talk about any questions they may have.

Ask students to report the class.

## LESSON SIX

Ask students to read each sentence silently. Ask students to copy the sentences into their exercise books. Ask students to mark the sentence with a $\mathbf{T}$ if it is true and $\mathbf{F}$ if it is false. Then ask them to re-write the false sentences so that they become true sentences.

## Answers:

1. $F$
2. $T$
3. $T$
4. $F$
5. $F$

Ask students to exchange exercise books, read their partners answers, and discuss any questions they have.

Have students report to the class.

## LESSON SEVEN

Draw and write on the chalkboard three things that you would like to buy. Point to each item and talk to the class about what you would like to buy, how many of each item, how much you expect to pay, and where you might buy each item.

Ask students to write in their exercise books a list of three things they would like to buy if they had their own money. Ask students to talk with a partner about what they would like to buy, how many of each item, how much they expect to pay, and where they might buy each item.

Ask students to write a paragraph in their exercise books about the items they would like to buy. Ask them to include how many they would buy, where they plan to buy each item and how much they expect to pay.

Ask students to read their paragraph to partners.
Choose some students (boys and girls) to read their paragraph to the class.

Discuss with the class how to make wise choices about spending money.
Ask them to write a paragraph about whether or not the three things that they said they would like to buy were wise choices. Tell them to be sure to tell why or why not.

Have students read their paragraph to another partner.
Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 7 TOOLS MY PARENTS USE

## Teaching Objectives

In this unit you will teach students how to:

- ask for and give information about different occupations and the tools that are used.
- write sentences using words that relate to occupations.
- write a story about a family member's occupation.


## LESSON ONE

Introduce yourself to students as though you have never met. Tell them about your job or occupation and the tools that you use. For example, teachers use chalk, paper, pen, books, etc. Show students the actual tools that other people and you use, depending on their occupations. Show pictures when available.

Explain to students that when people meet they often tell what they do for a living or their occupation by describing the tools they use.

Have students follow in their books as you orally read the introduction to Lesson One.

Have the students look at the illustration of the mechanic. Ask students to guess the occupation of this person. Discuss what tools a mechanic might use, where a mechanic does his or her work, and what type of work he or she does.

Read the example out loud. Direct students to read silently as you read out loud.

Ask students to work in pairs pretending to introduce themselves as either a farmer, a carpenter, or a mechanic. Remind them to include what they do, what tools they use, and where they do their work.

Write the word occupation on the chalkboard. Have students share different occupations and list them on the chalkboard. Then have students practise telling the following for each occupation listed: what they do, what tools they use, and where they do their work.

## LESSON TWO

Discuss with students the key word, occupation. Have students recall occupations discussed in Lesson One.

Tell students to copy the chart into their exercise books. Read the example in the chart together. Then ask the students to select five occupations of their choice. Then ask students to fill in the chart with these occupations, the tools needed for each, and where they work. Go over answers together.

Read the examples out loud. (Students can give many different answers for examples.)

Ask students to work in pairs asking each other questions about the occupations listed on their charts. Remind students to begin their questions with who, what, and/or where.

## LESSON THREE

Write the key word verb on the chalkboard. Ask students to review what a verb is. Remind them that a verb is an action: run, skip, speak, throw, etc. Ask students to share some verbs orally. Then explain that present tense verbs are actions that happen now. Tell students that in class we talk, think, read, listen, etc. These are all present tense verbs.

Read the example out loud.

## Example

After school I play football with my friends in the empty lot behind my house.

Explain to students that the subject of a sentence is who or what the sentence is about. The subject of this sentence is $I$. Ask students to identify the present tense verb. Play is the present tense verb because it tells an action. Then explain to students that a direct object receives the action from the subject. The direct object of this sentence is football because it tells what the subject plays.

Write the following example sentence on the chalkboard.

## Example

Abel harvests vegetables with his uncle after he gets home from school.
Ask students to identify the present tense verb (harvests). Underline it twice on the chalkboard. Ask students to identify the subject (Abel). Underline it once. Ask students to identify the direct object (vegetables). Draw a dotted line under it.

Have students copy the sentences from their students' books into their exercise books. Remind them to underline the subject once, the present tense verb twice, and to draw a dotted line under the direct object.

1. The butcher cuts meat for my family.
2. The mechanic fixes cars for people so they can drive to work.
3. The farmer plants tefff.to sell at the market.
4. The chef bakes injera each day for the restaurant.
5. A pilot flies airplanes for the Ethiopian Air Force.
6. Nurses help patients in the hospital.
7. Policemen direct trafficic on busy streets.
8. A shoeshine boy makes money to buy his school uniform by shining shoes.
9. My mother cooks breakfast! for me every day.
10. My teacher uses chalk to write on the chalkboard.

## LESSON FOUR

Review the key word occupation. Discuss occupations that students might like to have when they grow up.

Write the following sentence on the chalkboard: An author writes books for children to read.

Ask students to identify the subject of the sentence (author). Underline it once on the chalkboard. Ask students to identify the present tense verb (writes). Underline it twice. Ask students to identify the direct object (books). Underline it with a dotted line.

Tell students to write eight sentences in their exercise books about the occupation they chose. Remind them that each sentence must have a subject, present tense verb, and direct object. After students have
completed their sentences, ask them to exchange exercise books with a partner. Ask the students to read their partner's sentences and underline the subject once, the present tense verb twice, and the direct object with a dotted line.

Walk around the room and check for understanding.
Have students read sentences aloud to the class. Divide the class into three groups. Have students in one group raise their hands when they hear a subject. The second group will raise their hands when they hear a present tense verb, and the third when they hear a direct object.

## LESSON FIVE

Ask students to think about women's occupations. List them on the chalkboard. Talk about the different tools needed for each occupation listed. Tell students that they will read a story about a young woman named Fantu. Fantu uses an axe in her job. Lead the students in a discussion about what they think Fantu does for a living.

Ask the students to read the story silently. When the students are finished reading the story, tell them to share the main idea with a partner and complete the comprehension questions in their exercise books.

Discuss together the comprehension questions out loud.

1. What is Fantu's new occupation? (plants trees)
2. Why didn't she like her old job? (It was very hard.)
3. In the sentence, "I worked very quietly because there were guards in the forest." What does the word guards mean? (people watching over or protecting the forest).
4. Where did Fantu carry the wood? (to the market).
5. How much did the wood weigh? ( 30 kilos)
6. Why do you think Fantu changed jobs? (because the new job is easier, because she earns more money, because it is legal, because she can work with other women. Accept any reasonable answer.).

## LESSON SIX

Write the words present tense verb on the chalkboard. Ask students to define verb. Ask students to define present tense verb. Remind students that a present tense verb is an action that happens now (in the present). List some present tense verbs on the chalkboard.

## Example

look walks see
hear cries talk

Check that they understand the use of $s$ for the singular verbs. If the subject is plural, no $\mathbf{s}$ is required on the verb. Tell students to see example sentence in their books.

Ask students to copy the sentences in their exercise books and complete the sentences with the correct present tense verb. Ask them to use the words from the Word Bank.

Review the correct answers orally with the class.

1. The chef bakes bread at the bakery.
2. The team members play football on the field.
3. A typist types letters at the office.
4. The man drives down the street.
5. The nurse gives medicine to the child at the clinic.
6. The mechanic repairs the broken cars.
7. The pilot flies the plane between Ethiopia and Europe.
8. The shopkeepers sell tomatoes, onions, and lentils.
9. The teacher writes lessons on the chalkboard.
10. The waitresses serve food and drink to the people.

## LESSON SEVEN

On the day before this lesson is taught, ask students to talk with their family members about their jobs.

Ask the students to talk with a partner about family members' occupations.

Remind students to talk about: tools used, if the job is inside or outside, how their family member like his/her job, what parts they do and/or do not like, and if they would want to have the same job and why/why not.

Ask students to write about a family member's occupation. Remind them to use complete sentences. Remind them to name the tools they use and how they use them. Discuss how their job helps provide for them and their family.

Ask students to read their story to a partner and discuss how their family members' occupations are alike and different.

Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 8 A LARGE FAMILY

## Teaching Objectives

In this unit you will help students learn about the family and family relationships. You will teach students how to:

- complete a family tree.
- tell about their family relationships.
- answer questions about how families are alike and different.
- use good manners in a family.
- write short stories about a visit with their relatives.


## LESSON ONE

Elicit the names of family members from the students. Make family member cards and manipulate them on the chalkboard - pictures and words.

Write the words such as family, mother, father, son, daughter, grandfather and grandmother on the chalkboard.

Point to each word as you read them to the students. Tell students to listen as you explain family relationships.

Read the introduction to Lesson One in the student's book to the students.
Write the words old, young, elder and younger on the chalkboard. Tell students that someone is younger when they are not as old as they are. Tell students that someone is elder when they are older than they are.

Tell the students that you will read a story out loud about a family. Tell students to think about how the family members are related. Each student will listen for information about families.

## Jemal's Family

Hello, my name is Jemal. I live in a large family. I am the second son in my family. I have an elder brother. He was born first in my family. I have four younger sisters. They were born after I was born in my family.

My sisters, brother and I have to help our mother and father. There are many people to feed in my family. We have to work to help our parents because my parents cannot buy all we need for school.

My grandmother and grandfather live with us, and tell us stories from long ago. They like to talk about when they were young. They tell us about what they did to help their families. They lived in large families, too.

Ask students to tell their partner what they learned about families. Ask the students to tell who lives with them. Tell students to talk about what they do to help their families. Tell students to use the words on the chalkboard as they discuss the story.

## LESSON TWO

Tell students that they will continue to study families and their members' relationships to each other. Divide students into groups of four. Tell students to look at the family tree in their book. Tell them to notice how it shows Jemal's family and how family members relate to each other. Give students time to talk about how the family members are related.

Tell students to talk in their groups about how their families are like Jemal's family.

Make a list of family members from your family on the chalkboard. Show students how to take the list and make a family tree.

Tell students to use the chart provided in their book to tell about their families. Tell students to talk in their group about how their family members are related. Tell them to talk about as many family members as they can.

Ask students to select one person from their group to share with the class what was discussed.

## LESSON THREE

Write stepfather, stepmother, stepson, and stepdaughter on the chalkboard. Point to each word as you read it.

Tell the students to read the first paragraph silently as you read it out loud.

Tell students that families are alike in some ways and different in others. Tell the students to read "A New Family" with their partner.

Tell students to read to find out how this family is alike and different from theirs.

Write compare and contrast on the chalkboard. Ask students the meanings of the words. Remind students that compare tells how things are alike and contrast tells how things are different.

Tell students to work with their partner to compare and contrast their family with Fatuma's family.

Draw a T-chart on the chalkboard. Write compare on one side and contrast on the other side. Tell students to complete the T-chart to tell about their families. Tell students to explain how their family is like the new family and how it is different.

| Compare (same) | Contrast (different) |
| :--- | :--- |
|  |  |

## LESSON FOUR

Ask students to look at the picture of the woman buying shoes for the children. Discuss the picture with students.

Ask students to read the next paragraph with you out loud. Ask students to talk with their partner about how their aunts and uncles have helped them. Tell them that often aunts and uncles may help their nephews and nieces when their families are large.

Ask students to read with a partner about how aunts and uncles can help a family. Give students time to read the story.

Divide students into groups. Tell students to discuss the main idea of the story with the group. Remind them to look back in the story if they need to do so.

Tell students to read the questions about the story. Tell them to work by themselves or with a partner to answer them.

Tell students to discuss the answers in their group. Ask the questions and have different groups give the answers.

Answers may vary.

1. Why does the aunt buy her nieces and nephews what they need for school?
(The student comes from a large family and cannot afford all he/she needed for school.)
2. Who lives with the student?
(The student lives with 3 brothers, 4 sisters, her/his parents, and her/his cousin.)
3. Why can't the student's parents buy what he/she needs for school? (The student's parents have so many children they do not have enough money to buy school supplies.)
4. Why do you think the student likes her/his aunt better than her/his uncle?
(The student's aunt buys her/him what is needed for school.)

## LESSON FIVE

Tell students that they will continue to learn about families. Review what the students have already learned about families.

Tell student to copy the paragraph in their exercise books. Tell students to fill in the gaps to complete a paragraph about themselves. Sometimes they will be able to choose one of the words in parentheses (). At other times they must write in a word of their own.

As students finish, ask them to take turns reading their paragraph to their partner. Ask several students to read their paragraph to the class.

Ask students to place the family members found in their books in order from the oldest to the youngest.

When students are finished, tell them to compare their answers with a partner.

Go over the correct answers out loud.

## Answer <br> Grandfather, grandmother, father, mother, boy, baby

## LESSON SIX

Tell students that many times families visit one another. Tell students to discuss, with their partner, the reasons to visit their relatives.

Ask students to read the title of the story and predict what it is about. Discuss that this is a story about visiting relatives.

Talk with students about how members of Jemal's family used good manners. Tell students to talk with their partner about how they use good manners when they visit relatives.

Ask students to discuss with their partner how they help their mothers and fathers.

## LESSON SEVEN

Tell students that they will continue to discuss how important good manners are as they visit their relatives. Tell students to discuss with their partner about a time they visited a relative and the reason for the visit. Write the sentences on the chalkboard.

- Tell about your visit to your relatives.
- Tell what happened during your visit.
- Tell about the people that lived there.
- Tell about how you helped your relatives.
- Tell about what you ate.

Tell students to use the sentences on the chalkboard to guide their conversations.

After the students finish telling about each of their visits, have them compare and contrast them. Tell students to write about their visit in their exercise books. Tell them to use complete sentences.
Ask some students to share what they wrote.
Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 9 <br> DROUGHT - WHERE IS IT IN ETHIOPIA?

## Teaching Objectives

In this unit you will teach students how to:

- identify drought areas and talk, and write about drought in Ethiopia.
- use prepositions to ask and tell where people, things, and places are located.
- make sentences using prepositions and prepositional phrases.
- read and listen to stories about drought areas in Ethiopia.
- give directions.
- use a language pattern to write sentences.


## LESSON ONE

Tell students to read silently the conversation between Henock and Aberash in their students' books. Then have students read it again out loud with a partner.

Ask students to extend the dialogue by asking their partner where he or she lives. Then ask him or her to describe the location in relation to Addis Ababa.

Ask students to look at the map in the student's book.
Introduce prepositions and prepositional phrases by reading the introduction and examples in the student's book. Draw pictures on the chalkboard to illustrate the following prepositions: of, over, down, across, behind, on (e.g., cross over the street, go down the avenue and across the square. The post office is on the left of the street. The hospital is behind the monument.)

Tell the students to work with a partner and explain how to reach the various places on the map. For example, how would you get from the hospital to the school? Have students give this direction orally as you write it on the chalkboard.

Ask them to talk about the directions asked for in their students' books. In each sentence of their directions they must use a preposition from the Word Bank. Tell students that they may also use other prepositions.

|  | Word Bank |
| :--- | :--- | :--- |
| over down | across behind on |

## LESSON TWO

Ask students to orally give sentences using some of the prepositions from the Word Bank in Lesson One. Write their sentences on the chalkboard and talk about the prepositions and prepositional phrases, and what they do in the sentence to make the meaning more clear.

Ask students to draw pictures to illustrate the prepositions that they used in their sentences.

Tell the students to copy the nine sentences in their students' books into their exercise books. Tell them to put prepositions from the Word Bank in the blank spaces. If students are experiencing difficulty, you may complete the first sentence as an example.

1. Tsehay played the piano well after 10 years of lessons.
2. My brother and I walked down, across the street.
3. The Rift Valley look pretty between the mountains.
4. He planned to herd the cows by, beside the lake.
5. The taxi driver took us to the shop behind, by our home.
6. His plans for the trip were made months ago.
7. My family traveled to Nazaret to visit our uncle.
8. My brother plays football on the field across, over the street.
9. My father works around the corner from my mother.

Tell the students to read five of their sentences to a partner.
Tell the students to choose five of the prepositions from the Word Bank to use in their own sentences. Tell them to read each sentence to a partner. The partner will tell what the preposition and prepositional phrases are.

Then ask students to change roles and have the partner read his or her sentences.

## LESSON THREE

Explain to the students what a drought is and how it affects the lives of Ethiopians.

Orally read the story about Ethiopia before the drought to the students. Tell the students they will have an assignment based on the content of the passage.

## Before the Drought

Meyomuna recalls the days when she and her family collected a rich coffee harvest from their farm in eastern Ethiopia. "There were terraces planted with sorghum and maize, coffee bushes bearing white berries that turned red and streams that poured down the mountains," she said, looking at the drought-stricken landscape that surrounds her today.

Meyomuna thinks back to a time in Bedeno in the Hararge region when rain filled wells over the top, nourishing the crop of Harar coffee. "Below in the valleys, sheep, goats, oxen, and cows grazed on the rich pasture," she said. "But a drought has kept coming back to Bedeno for the last three years. It has destroyed everything. We are now virtual beggars surviving on handouts."

Tell the students to reread the story silently. Next tell them to write each prepositional phrase found in the story in their exercise books and underline the prepositions.

Remind the students that a prepositional phrase begins with a preposition and ends with a noun or pronoun. Have them compare their answers with a partner's answers.

## LESSON FOUR

Have the students brainstorm words that have to do with a drought. Tell them to write the words in their exercise books. Have some share their individual lists on the chalkboard. After some of the students have put their lists on the chalkboard, have students work with a partner to write five sentences about a drought using words from the chalkboard.

On the chalkboard use some of the words to make a web. Draw the web on the chalkboard. Write the word drought in the middle circle with straight lines coming out from the circle. Write words that relate to the word drought on the extensions, e.g., animals die, dry streams, no crops, etc.

Have the students work in small groups to make a web using the word drought in their exercise books. Tell them to use as many words as they can from the chalkboard to make a web that shows how the words are related to each other. Remind them that they can use your example on the chalkboard as a guide.

## LESSON FIVE

Direct the students to read the map that shows how drought covers the major corn growing regions in Ethiopia.


Ask the students to discuss with a partner the locations of the worse-thannormal vegetation conditions shown on the map. Have them to write the names of these areas in their exercise books.

Tell them to write five sentences describing the location of the drought regions in relationship to the city of Addis Ababa and their home in their exercise books. Tell them to use directional words like east, west, north, south, above, and below.

Tell them to share their sentences with a partner.

## LESSON SIX

Ask students to read the information in the passage about the drought in Ethiopia with a partner. Tell them to read the first paragraph and have a partner read the second paragraph.

## The Drought in Ethiopia

A drought occurs when there is not enough rain to help grow crops. In 2002, the worst affected drought areas were Afar, Somali, and western Hararge. The pastoral woredas of East Shewa zone of Oromia region also had bad drought. Almost one-half of the cattle were lost in Afar. Millions of people are affected when there is a drought. Seventeen million of the 67 million who live in Ethiopia were affected by the 20022003 drought. When the main crop yield declines, malnutrition usually occurs.

Agriculture accounts for forty-five percent of the Ethiopian economy. Also, 80 percent of the population depends on rain-fed agriculture for life. Ethiopians who live in rural areas need agriculture to live and when the amount of rainfall is under the normal level, people suffer. Help is needed to improve access to food. Seeds, feed, equipment, health services for animals and people, and water management techniques are needed. In addition to the drought, above average rainfall also affects crops. Over two billion tons of topsoil a year are blown away or washed down the Blue Nile River.

After the students have completed the reading assignment tell them to answer the questions about the drought in their exercise books. Remind them to use complete sentences.

## 1. What is a drought? (when there is not enough rain to grow crops)

2. How does a drought affect people and animals? (crops and animals are lost)
3. Is above average rainfall helpful? (no, topsoil is washed away)
4. What percent of Ethiopians count on agriculture for living? ( $80 \%$ )
5. According to the information provided, why is help needed? (to improve access to food)

For homework ask students to find out from family members their experiences with drought and how to prepare for the drought season.

## LESSON SEVEN

Tell the students to reread the text about drought in Ethiopia from Lesson Six silently. Tell them to talk with a partner about ways to prepare for and survive the drought season. In a small group, have them to list their ideas in their exercise books.

Ask the students to work in a group and write five sentences from the list of ideas written in their exercise books. Tell students that each sentence must have at least one prepositional phrase.

The sentences must be in paragraph form beginning with the following topic sentence: There are several ways to prepare for and survive the drought season. The paragraph should have at least four sentences with prepositions.

Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 10 <br> MY EXPERIENCE/WHAT I COULDN'T DO IN THE PAST

## Teaching Objectives

In this unit you will help students learn how to:

- compare and contrast what others and they could and could not do in the past with what they can and cannot do now.
- listen to and read about what people can and cannot do in the present and in the past.
- read and answer questions about a conversation between two people.
- make sentences using new words and language patterns.


## LESSON ONE

Tell students that when we get older, we can do things that we could not do when we were younger. Explain the use of can, cannot, could, and could not. Write examples of sentences on the chalkboard. Explain that we use

- can to tell others what we are able to do now.
- cannot to tell others what we are not able to do now.
- could to tell others what we were able to do in the past.
- could not to tell others what we were not able to do in the past.


## Example <br> I can read books. <br> I cannot drive a car yet. <br> I could sit in my mother's lap when I was one year old. I could not talk when I was one year old.

Read the title of the story out loud to the students and have them predict what the story will be about. Read the story orally to them.

## What Soreti Can Do Now That She Could Not Do Before

"My name is Soreti. My mother tells me that I can do more now than I could before. When I was little, I could not read a book. Now I can read books to help me learn more. When I was little, I could not add and subtract numbers. Now I can add and subtract numbers. When I was little, I could not answer my teacher. Now I can answer my teacher when she asks the class a question. I am smart. I can do many things now that I could not do when I was little."
"Now I cannot be a doctor. When I am older, I can be a doctor. Now I cannot give medicine to sick people. When I am older, I can give medicine to sick people. Now I cannot take care of my parents. When I am older, I can take care of my parents. My mother tells me that I can do more when I am older. I am smart. I can do many things when I am older that I cannot do now."

Ask students to tell the main idea of the story to a partner. Then compare what they can do now with what they could not do when they were younger.

## LESSON TWO

Introduce past tense verbs. Explain that when we talk and write about things that we did in the past, we must use simple past tense verbs. When we talk and write about things that we are doing now, we must use present tense verbs. Read the examples in the students' books. Explain how the present and past tense verbs are used. Ask students for examples of present and past tense verbs, and write these verbs on the chalk chalkboard.

Ask students to listen for present and past tense verbs as you read the story of Yohannes and Tsion out loud. Ask the students in half of the class to raise their hands when they hear a present tense verb and the other half of the students in the class to raise their hands when they hear a past tense verb.

## Yohanes and Tsion Talk

Yohanes: "Tsion, where were you yesterday? I was in school, but you were not in school."

Tsion: "Yohanes, I could not go to school yesterday because I visited my father at his business. He has his own automobile business. I helped my father sort out receipts. What did you learn in school?"

Yohanes: "I learned how to add and subtract decimals. We need to know about decimals so we can run a business. Was your father's secretary ill?"

Tsion: "No! She had to take some papers to the bank. Did the teacher explain how to change fractions to decimals?"

Yohanes: "No, we are learning that today. Come to school!"
Ask students to tell the main idea of the story to a partner. Then ask them to tell each other what their family and they did after school yesterday and what they are doing after school today. Read the examples in the students' books out loud.

Assign a writing activity. Ask students to write three sentences using present tense verbs and three sentences using past tense verbs about their family's activities. Tell students to draw a line under past and present tense verbs. When students finish written work, ask them to share their sentences with a partner. Ask students to tell how yesterday and today relate to present tense and past tense.

## LESSON THREE

Ask students to look at the illustration of a boy and girl at the market. Ask students to work with a partner to predict what Iman and Abdellah are saying to each other. Ask students to read silently the story, "Iman and Abdellah Go the Market."

After the students finish reading the story, discuss what the children can and cannot do. Then ask students to copy the four sentences from their
book. Tell them that they must choose the correct verb for each sentence. When students have finished, discuss the correct answers with the class.

## Answers

1. cannot
2. has
3. wants
4. can
5. told, needs

Ask the students to answer the comprehension questions about the story. They may work alone or with a partner. They must share their answers with someone in their group and look back at the story to verify whether or not their answers are correct.

## Answers

1. he is sick
2. to keep him warm
3. to be kind (Accept any reasonable answer.)
4. buy new school clothes

Have students identify whether each key word is present tense or past tense.

## LESSON FOUR

Explain to students that when we would like to know something, we can ask a question. Many questions begin with the words why or why not. When someone asks this kind of question, he or she would like to know the reason that something happened. Read the example of this kind of question from the student's book. Explain that we can answer why or why not questions using because or since. Read the example of this kind of question from the student's book. Point out the use of could not and because in Jemal's response. Tell the students that the questions must be answered with complete sentences.

Tell the students to follow along in their students' books as you read the introductory activities for the story, "Abdi's Mistake." Ask students to predict what the story is about. Check that students know the meaning of harvested. Write the word on the chalkboard. Provide a definition. Ask
students to read the story silently to find out what Abdi did and why he did it.
After students read the story, they will write answers to the comprehension questions in their exercise books. When students finish written work, lead the class in a discussion of the correct answers.

1. Jemal is caring for the goats because he promised his father he would care for the goats.
2. Abdi throws rocks because he likes to watch the birds fly away and chirp.
3. No, Abdi is not older than Jemal. Jemal is old enough to care for the goats. Abdi only wants to play.
4. Many answers can be accepted. One answer could be that Abdi is three or four because he cannot throw accurately.

Ask students to look at the key words. Tell them to tell a partner which words are in present tense and which words are in past tense: (throw present; threw - past; harvested -- past).

## LESSON FIVE

Ask students to reread "Abdi's Mistake" with a partner and discuss the main idea of the story. Next, ask students to write in their exercise books about what they think happened after Abdi made his mistake. Ask students to share their writing orally with the class.

Talk with the class about how everyone sometimes makes a mistake. Ask the students to orally share mistakes they have made. Have them tell what the mistake was, how it happened, why they did what they did, and what happened after the mistake was made. Then ask students to write about their mistakes in their exercise books.

## LESSON SIX

On the chalkboard, write the words Can Do and Cannot Do. Ask the students to brainstorm things that they can do and things that they cannot do. Write responses on the chalkboard. Ask students to read each response and decide whether it is something they can or cannot do at home, at school, or in other places.

Ask them to copy the charts from their students' books to their exercise books and complete them. They will list four things that they can and cannot do at home, at school, and in other places.

## Example

I can walk to school because I live close by.
I cannot help my mother with dinner because I must do my homework.
Choose one response from all of the responses you wrote on the chalkboard. Model how to write a sentence describing what you can do and a sentence describing what you cannot do. Tell students to choose one of the charts (Home, School, or Other Place) and write in their exercise books four sentences about what they can do and four sentences about what they cannot do.

## LESSON SEVEN

Tell students to read to a partner the sentences about what they can and cannot do from their exercise books. Ask them to explain to their partner why they can and cannot do what they wrote about in each sentence.

Model how to write a topic sentence about what someone can and cannot do. After the topic sentence, show how to add the sentences that tell the four things that someone can or cannot do.

## Example

There are many things I can do at home now that I am in the sixth grade. When I get home from school, I can help my father milk the cows. Before I go to bed at night, I can read a story to my younger brother. When I get up in the mornings, I can make my own breakfast. I also can get myself. ready for school and walk to school by myself.

Ask students to write in their exercise books a four-sentence paragraph about some things they can do and a four sentence paragraph about things they cannot do. Tell them to write a topic sentence and add the sentences they already wrote about what they can do. Tell them to write a topic sentence and add the sentences they already wrote about what they cannot do.

Ask students to volunteer to read to the class one of the paragraphs they wrote.

Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 11 THE TEACHER I LIKE MOST

## Teaching Objectives

In this unit you will teach students how to:

- discuss what they like and dislike.
- identify what they want and need.
- show understanding of a text by using clues to learn the meaning of new words.
- write sentences using a language pattern.


## LESSON ONE

Write the word prefix on the chalkboard. Write the following definition on the chalkboard and ask students to copy it into their exercise books.

A prefix is a group of letters added to the beginning of a word that changes ils meaning.

Write the prefix dis- on the chalkboard. Tell students this prefix means not. Write respect on the chalkboard. Add dis- to the beginning of respect on the chalkboard. Explain that when we add the prefix dis- to the beginning of respect, the word disrespect now means not to respect.

Write the word appear on the chalkboard. Ask students which prefix could be added to the beginning of this word to make it mean not to appear. (The prefix dis-should be placed to the beginning of appear.) Now write disappear on the chalkboard. Tell students this word now means to stop appearing.

Write the word infect on the chalkboard. Ask students which prefix could be added to the beginning of this word to make it mean to stop infection. (The prefix dis- should be placed to the beginning of infect.)

Write the word like on the chalkboard. Ask students what prefix could be added to the beginning of this word to make it mean not to like. (You could add dis-.) Write the new word dislike on the chalkboard. Tell students the word now means not to like. Ask students to name some foods they like. Ask students to name some foods they dislike.

Ask students to talk with a partner about three things they like and three things they dislike. Remind students to use the prefix, dis-, to talk about the things they do not like. Allow some students to share their likes and dislikes.

|  | National Holiday Likes and Dislikes |
| :--- | :--- |
| Jamal: | "What would you like to wear for the holiday?" |
| Jamal: | "I would like to wear our regional dress." |
| Fatuma: | "I would like to go to the national cemetery and visit the <br> graves of two uncles who died for our country. |
| Jamal: | "I dislike visiting the cemetery. It makes me sad. I like to <br> visit my father's mother. She always cooks a big meal." |
| Fatuma: | "My grandmother has passed away. My father is the only <br> son alive. He has no sisters. So for the holiday, my <br> family likes to remember our loved ones." |
| Jamal: | "My grandmother has seven sons. We like to play games <br> and tell stories when everyone visits her." |

## Read the questions to the class. Ask students to tell the answer to each sentence to a partner.

1. What dress does Fatuma like to wear on the National holiday? (the regional dress)
2: Name one thing that Fatuma likes to do on the National holiday.(visit the cemetery)
2. Why does Jamal dislike visiting the cemetery?(it makes him feel sad)
3. Why does Fatuma like to remember her loved ones? (Accept any reasonable answer.)
4. What are two things Jamal's family likes to do? (play games and read stories)

Repeat the questions and check students' answers.

## LESSON TWO

Write the words need and want on the chalkboard. Explain to students that needs are things you must have. Tell students that water and food are needs. Explain that wants are things you would like to have. For example, cars and toys are wants.

Write the sentences from the student's bookson the chalkboard. Underline the words want and need.

Explain to students that the girl would like to have a new dress, but she needs shoes.

Ask students to talk with a partner about three things they want and three things they need. Then ask them to talk about three things their parents want and need.

Allow selected students to share their wants and needs out loud. Allow selected students to share their parents' wants and needs out loud.

Ask students to choose their most important want and need. Ask different students to share these out loud.

Ask students to choose their parents' most important want and need. Ask different students to share these out loud.

## LESSON THREE

Write the following sentence on the chalkboard. I went to the market. Underline the word $t$. Read the sentence out loud. Tell students the word to often is used to show movement to a new location. Explain to students this person moved to the market.

Write the following sentences on the chalkboard.
My friend walked to the river.
The teacher goes to school each day.
Underline to in both sentences and read them out loud. Remind students the word to means to move to a new place or location in the following sentences. Ask students where the people moved to in each sentence.

Tell students that when we talk about things we like, dislike, need, and want we use the word to in a different way. Write the word infinitive on the chalkboard. Write the following on the chalkboard and ask students to copy it into their exercise books.

To $+a \operatorname{verb}(V 1)$ forms an infinitive

Ask students if they know the meaning of a verb. A verb shows action. Explain that when the word to comes before a verb, it forms an infinitive. Write the infinitive examples from the student's book on the chalkboard.

| to + run $=$ | to run |
| :--- | :--- |
| to + buy $=$ | to buy |
| to + work $=$ | to work |
| to + watch $=$ | to watch |

Ask students to read silently the conversation in their students' books. Tell them to notice the infinitives found within the dialogue.

Ask students to share the infinitives they noticed within the conversation. (to have, to buy, to get, to go)

Ask students to read silently the sentences in their book. Tell them to write the infinitives found in each sentence in their exercise books.

Walk around and check for understanding. When students are finished, go over the correct answers out loud.

1. I need to run to school today.
2. I would like to buy a car.
3. I need to feed the chickens.
4. I would like to watch the football game.
5. My father needs to plough the land in order to grow the crops.
6. My mother needs to grind the teff to make injera.
7. My parents need to borrow an axe to chop the wood.
8. My family needs to carry the bananas to market.

## LESSON FOUR

Write the words want and need on the chalkboard. Ask students the difference between a want and a need. A want is something you would like to have or do and a need is something you must have or do.

Ask students to copy the first chart into their exercise books. Tell them to list five things they want to do in the future and five things they need to do in the future.

Walk around and help students who are having trouble. When students are finished, allow some students to share their answers.

Ask students to copy the second chart into their exercise books. Tell them to list five things their parents want to do in the future and five things their parents need to do in the future.

Walk around and help students who are having trouble. When students are finished, allow some students to share their answers.

## LESSON FIVE

Tell students that they will be using the information from their charts in Lesson Four to help them write two paragraphs.

One paragraph will be about things that they want to do in the future and things they need to do in the future.

The second paragraph will be about things their parents want to do in the future and things they need to do in the future.

Remind them to use infinitives.
Ask them to share their paragraphs with a partner.

## LESSON SIX

Ask students to predict what the story, "Tsehay's Teacher," is about.
Ask the students to read the story silently.
Ask students to write answers in their exercise books to the questions about the story. Remind students to use complete sentences.

When students are finished, go over the answers out loud.

1. In the sentence, "They treat each student with respect," what does respect mean?
(In this sentence respect means appreciation or care.
2. In the sentence, "They are not cruel," what does cruel mean?
(ln this sentence cruel means harsh or mean.)
3. Why is father Tsehay's favorite teacher?
(Father is her favorite teacher because he teaches her many things.)
4. What kind of education does Tsehay receive outside of school? (Tsehay learns about animals and the farm outside of school.).
5. What are the qualities of a good teacher?
(Accept all reasonable answers.)
6. What is animal husbandry?
(Animal husbandry is learning how to care and breed domestic animasl such as cattle and sheep.)
7. What is the work of a veterinarian?
(A veterinarian is a doctor who cares for animals.)
Ask students to discuss their answers with their group.

## LESSON SEVEN

Tell students each of the sentences in their book is either true or false.
Ask them to discuss the answers with their partner and tell why each statement is true or false.

When students are finished, go over the students' answers. Remember students have to say why each statement is true or false. Answers will vary.

1. Teachers can only be found in schools. (false)
2. Teachers help students in many ways. (true)
3. Good teachers were always good students. (false)
4. Teachers can become directors of a school. (true)

Tell students to discuss in a group why each of the statements is true or false.

1. Parents make the best teachers. (false)
2. Cruel teachers are only cruel to bad students. (false)
3. Cruel teachers are bad teachers. (false)
4. Nice teachers do not punish students when they are bad. (false)

Ask students to discuss the list of questions orally in their books with a partner.

Ask students to write a story about the teacher they like or have liked the most. Tell them to share their story with a partner.

Allow some students to read their stories out loud.
Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 12 <br> PLAN YOUR DAILY WORK

## Teaching Objectives

In this unit you will teach students how to:

- express ideas about daily routines orally and in writing.
- read and answer questions about texts.
- make sentences based on information from charts and tables.
- use a language pattern for speaking and writing.


## LESSON ONE

Explain to students that a routine is something that someone does on a regular basis. It is a particular behaviour or activity. The things that we do every day are called daily routines. Some of our daily routines are done in the morning, some in the afternoon, and some in the evening.

Ask students to help you make a list of some of the daily routines or things that are done over and over again.

Write the example on the chalkboard. Explain to the students what is meant by every day.

## Example

Every day we wash our faces.
Every day we help at home.
Tell the students to work with a partner to develop a list of ten daily routine activities in their exercise books. Tell them that they will share their list orally with the class.

Have each group report by writing their lists on the chalkboard.
Read out loud the list of routines generated by the class on the chalkboard. Tell the students to listen as you read the list of routines on the chalkboard.

Demonstrate with a student the example from the student's book orally before you ask the students to participate in a similar dialogue.

Ask the students to think about things that they do every day. Tell them to share with a partner something that they do every day.

## LESSON TWO

Lead the class in a pre-reading activity by getting them to think about what the passage will be about based on the title. You might model your thinking process to assist them in developing this strategy.

Tell the students to read the passage about a day in the life of Tesfanesh silently. First, ask them to predict what they think the passage is about.

Tell the students to answer the questions about the story in their exercise books.

1. In your own words tell what the story is about.
2. What routines does Tesfanesh do daily? (goes to school, helps with chores, eats breakfast, walks to school, helps prepare supper, does homework, goes to bed)
3. What chores do you think she does in the morning to help her mother? (Accept reasonable responses)
4. In this story what is supper? (food that is prepared to be eaten in the evening)
5. What other information would you like to know about Tesfanesh's daily routines? (the routines occur on Monday though Friday)

Tell them to reread the story silently. Tell them to use the information from the story to complete the chart about Tesfanesh's daily routine activities. Tell them to use the labels given in the chart to organize their list.

## LESSON THREE

Ask students if they have different routines for Saturdays and Sundays than they do for other days.

Tell students that you will read a story to them titled, "Ahmed's Saturday Routine." Ask them to predict what Ahmed might do on Saturday.

Tell the students to listen to you read the passage about Ahmed's routine for Saturdays.
Ahmed's Saturday Routine
Ahmed wakes up later on Saturday. He takes a bath and has breakfast.
Then he helps his parents with chores. He completes his daily job of
bringing water to the house. After lunch he does his homework. Then he
goes outside and plays with his friends. At 6 o'clock he comes inside and
has dinner.

Ask the students to tell a partner what Ahmed does on Saturdays.
Tell the students to practise having a conversation with a partner about what they will do on Saturday. Have them take turns asking and answering the questions in their exercise books.

Have students compare and contrast their routines with Ahmed's routines by telling a partner how the routines are alike or different.

Remind the students to make sure that the questions asked and the answers given are in complete sentences. Tell them to have their partner write their responses in the chart in their exercise books as they are given orally.

Ask them to compare and contrast their answers.

## LESSON FOUR

Explain to the students that timetables help us plan our daily activities. Show students timetables: school timetable, teacher's lesson planning book, etc.

Ask them to look at the chart in their students' books that shows the activities of Marta and Beyene on Saturday. Read the chart orally to the class. Tell them that the information from the timetable will be used to answer some questions.
Tell the students to work with a partner, taking turns answering orally the questions written in the student's book. Remind them to make sure that they answer the questions in complete sentences.

1. Which child wakes up first? (Marta)
2. What are the children doing at 10:00 a.m.? (Marta - cleaning the house and Beyene - going to town)
3. What time do Martha and Beyene eat dinner? (Marta eats dinner at 8:00 p.m.. Beyene easts dinner at 7:30 p.m.)
4. Who takes time on Saturday to rest? (Marta)
5. Who do you think gets the hungriest on Saturday? Why do you think you made the right choice? (Marta because she eats dinner later).
6. Who do you think goes shopping? (Beyene because he goes to town)
7. Who goes to bed the latest? (Marta)
8. Who probably has the most fun on Saturday? (Beyene because he visits friends)
9. Does either child do any homework? (no)
10. Does Marta or Beyene help prepare a meal? (Marta makes breakfast.)

Explain to students what a schedule is and how we use schedules to organize our lives. Tell the students that our next activity is about a boy named Gobeze. Gobeze has many tasks to complete after getting home from school and before going to bed at 9:00 p.m.

Have the students work with a partner to complete a schedule for Gobeze to complete all of his tasks. Have them to record the schedule in their exercise books. Ask them to use the chart in their students' books.

> Gobeze's Jobs
> Do homework
> Gather firewood for cooking
> Wash the pots after supper
> Take some teff to grandmother
> Practice soccer with the team

Circulate around the room to make sure that the groups are on the right track.

You may select groups to share their schedules by writing their schedule for Gobeze on the chalkboard.

## LESSON FIVE

Ask students to think about what they do daily. Tell them to choose two different days of the week and write a schedule for themselves in their exercise books.

Ask them to compare and contrast their schedule with a partner.

## LESSON SIX

Write the following words for this lesson on the chalkboard: once, twice, frequently, monthly, often. Read the words to the class. Tell the students that, based on their participation in Lessons One-Four about planning daily work, they will write a definition for each of the words on the chalkboard in the chart provided. Tell them to write the words and their definitions in their exercise books: once, twice, frequently, monthly, often.

Then ask students to write the definition of each word in their exercise books.

Ask them to share their definitions with a partner.
Write definitions for each word on the chalkboard. Ask them to compare the definitions in their exercise books to the ones on the chalkboard and to make additions or deletions in their exercise books as needed.

|  | Words |
| :--- | :--- |
| once | at one time, on one occasion |
| twice | two times |
| frequently | constantly, repeatedly |
| monthly | one time each month |
| often | frequently, many times |

Ask students to think about what they do frequently: once a week, twice a day, and often. Have them write two sentences in their exercise books for each of the time periods. Each sentence should tell about a different activity.

## Example

I frequently help my mother cook supper.
I frequently play football after school.
Have students share sentences with a partner.

## LESSON SEVEN

Read the passage, "Trying New Activities," to the class. Ask the class to follow the words in their students' books as you read. Discuss the main idea of the story.

## Trying New Activities

Activities are things that people do. Most people enjoy activities they do well. Because they enjoy the activities, they do them often. The more people do activities, the better they get at them.

Being good at certain activities should not keep a person from trying new activities. Being able to do different activities gives someone more chances to do many different activities each day.

Tell the students to share with the class one new activity that each of them would like to try. Have them to write the new activity they would like to try in their exercise books. Have them also write in their exercise books why they would like to try the new activity.

Ask students to share what they wrote with a partner.
On the chalkboard, make a class list of all the things students would like to try.

Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 13 <br> MY FUTURE PLANS

## Teaching Objectives

In this unit you will help students learn how to:

- listen and talk about their immediate future and future plans.
- read passages about people and places.
- demonstrate understanding of the passages by explaining their main message or idea.
- use language patterns to write about their future plans.

Tell students the difference between immediate and future plans.

## LESSON ONE

Tell students that we often make plans for certain activities on certain days. This is called making future plans. The conversation you will read will focus on what students typically will do on Saturdays.

Introduce the key words conversation, o'clock, and usually. Write these words on the chalkboard. Point to each word and ask students to tell what it means. Then use each word in a sentence. Write sentences on the board. Have students use sentence clues to figure what each means.

## Example

I had a conversation with my friends this morning. We talked about the football game.

It is 12 o'clock and the sun is shining brightly.
I usually help my father after school as he is busy every day.
Read the title of the passage aloud. Have students tell a partner what they think the story will be about, based on the title.

After sharing predictions, direct students to listen as you read aloud the passage, "As Usual." Have students listen as you say a time of day that Abdu and Momina do things.

PREVIOUS PAGE BLANK

| Abdu: | As Usual |
| :--- | :--- |
|  | "I wake up at six o'clock every day. But on Saturdays, I <br> usually get up at half past nine." |
| Momina: | "What do you do when you get up?" <br> Abdu: |
|  | "I wash and get dressed. I wash my shirts and read a <br> book. When my shirts dry, I iron them." |
| Momina: | "I wake up at six o'clock every day. On Saturdays, I <br> usually help my mother get ready for market. We sell <br> baskets there." |
| Abdu: | "When do you play with your friends?" |
| Momina: | "Usually, I play at four o'clock after we return home <br> from the market." |
| Abdu: | "I usually watch a football match at about three o'clock." |
| Momina: | "Do you spend time with your family after that?" |
| Abdu: | "Yes, my mother cooks a special meal for our family." |

Ask students to tell a partner what you do at the same time of day as Abdu and Momina (6:00 a.m., 3:00 p.m., 4:00 p.m.)

Say the time 9:00 a.m. Ask students to take turns with a partner telling what they do at 9:00 a.m. on Saturdays and Sundays.

Say the time 12:00 noon. Ask students to take turns telling what they do at 12:00 noon on Saturdays and Sundays.

Say the time 4:00 p.m. Ask students to take turns telling what they do at 4:00 p.m. on Saturdays and Sundays.

Key Words: conversation, o'clock, usually

## LESSON TWO

Write the words present and future on the chalkboard. Ask students to define each word. Present refers to what is happening now. Future refers to what will happen.

Discuss key words immediate future plans, events, and will. Ask students to define each word.
immediate future plans-immediate future plans which will occur right now
future plans - actions that will occur tomorrow or day after tomorrow events-actions, activities, and procedures will-used before a verb expresses what a person wants to do or is going to do.

Tell students to look at pictures in their students' books and tell their partner what each person is doing in the pictures. Remind students to use complete sentences.

Tell students that conversation about future events use the language pattern will.

## Example

Tomorrow I will go to the market.
Next week my family will travel to Harar.

Tell students to listen as you read sentences about the girls and boys in each picture. Remind students to listen for the new language pattern will.

Read these sentences.
The girl will bring water to her mother.
The boy will finish the laundry.
The girl will serve coffee to her family.
The boy will study for two hours tonight.
Student should use the new language pattern to discuss with a partner the things the boys and girls are doing in the pictures. They should say when they will do the things shown in the pictures.

## LESSON THREE

Tell students we can use different language patterns to tell what we will or will not do in the future. I am going to is another language pattern to tell future plans.

Tell students we can plan what we will do next Saturday. We can also plan what we will not do next Saturday. Read aloud the examples in the student's book. Ask students to take turns telling a partner about what they will do next Saturday. Then have them talk about what they will do next Sunday.

Ask students to copy the chart into their exercise book. Have them write a list of things they will do next Saturday in one column. Have them write a list of things they will not do next Saturday in another column.

Then tell them to write their plans for next Sunday in complete sentences. Remind students to use the sentence starter for each sentence. Each sentence is different. One says what they will do. The next one says what they will not do. The last sentence tells what they are going to do.

Ask students to take turns sharing their sentences with a partner. they should give reasons for what they will do and reasons for what they will not do.

Discuss the list and reasons why students will and will not do things next Sunday.

## LESSON FOUR

Tell students to look at the picture. Have them take turns sharing with a partner what they see. Lead the class in a discussion of the following questions:

1. Where are these people located? (Accept reasonable answers.)
2. Who are the people in the picture? (Accept reasonable answers.)
3. How would you describe the people in the picture? (healthy, rich, no neighbors, all alone)

Ask students to read silently the paragraph below the picture. Have students discuss the questions in a small group of four partners.

1. What is Zewdie's problem? (He can't earn enough money to feed his family.)
2. What will Zewdie talk about with his wife? (Accept reasonable answers.)
3. Why can Zewdie not earn enough money to feed his family? (Because Zewdic has too little land to farm.)
4. How do you think Zewdie will solve his problem? (Accept reasonable answers.)

Have students read the title of the story. Tell students to tell a partner what they think the story will be about.

Have partners read the story. Tell one person to read Zewdie's part. Tell the other person to read the landowner's part.

Ask students to retell the story, "Half of Everything" to another partner.
Tell students to answer the questions in their exercise books. Remind them to write their answers in complete sentences.

Have students compare their answers with a partner.
Go over the answers as a class.

1. How did Zewdie try to solve his problem? (He asked the landowner for some land.)
2. Why did Zawde grow carrots, onions, and potatoes in the first year? (Zewdie and the land owner agreed that Zewdic could keep all the vegetables that grow below the ground the first year.)
3. Why did he grow beans, tomatoes and peas in the second year? (Zewdie and the land owner agreed that Zewdie could keep all the vegetables that grow above the ground the second year.)
4. What do you think he will plant in year three? (Accept reasonable answers.)
5. If you were Zewdie, what crops would you plant in the future? (Accept reasonable answers.)
6. What lesson did you learn from this passage? (You can solve problems if you ask for help. Accept other reasonable answers.)
7. What is the main idea of the passage? (Family problems can be solved.)

## LESSON FIVE

Tell students that people often write their future plans as well as their immediate plans. Write future plans on the right side of the chalkboard. Write immediate plans on the left side of the chalkboard.

Show students the difference between future plans and immediate plans by listing plans on the board (go to college, get married, finish grade six, buy bananas, eat dinner, wash and clean the dishes) in the correct column.

Immediate Plans
eat dinner
buy bananas
wash and clean the dishes

Future Plans
finish grade six
go to college
get married

Tell students to think about their future plans to finish school, go to university, have a family. Ask students to read the Word Bank with a partner. Take turns reading the possible activities.

Ask students to copy the chart in the student's book into their exercise books. Tell them to write a list of things they wish to do in the future in one column. Tell them to make a list of things they do not wish to do in the future in the second column. Remind them to use complete sentences.

Tell students to share their list with a partner. Have them take turns talking about the list of things they want to do and things they do not want to do in the future.

Walk around the room to check student progress.
Read aloud the example sentences in the student's book to show students how to use the chart information to write sentences.

Have students take turns reading the sentences they wrote to a partner. Have some students read their complete sentences to the class.

## LESSON SIX

Ask students to read the title of the passage, "Touching Ethiopia." Tell them to make predictions about the passage with a partner.

Have students read the passage silently.
Tell students to fill in the gaps of the two paragraphs about Ethiopia. Have them work with a partner. Remind students to write their answers in their own exercise book.

## Answers

```
northeast
history
fossil
democratic republic
enabled
young
```

Remind students that each word may be used once. Tell students to read aloud the sentences they wrote. Have them talk more about things they wish to do for Ethiopia in the future.

## LESSON SEVEN

Write Touching Ethiopia on the chalk board. Talk about why each student must touch Ethiopia. Tell students to write complete sentences to answer the questions in their students' books. Have students share with a partner the sentences they wrote.

In a group of four, tell students to take turns comparing their answers to the questions. Remind them to listen to each partner.

Lead the students in a discussion of the passage.

1. Write the main idea of the passage, "Touching Ethiopia" in your own words. (Ethiopia has a long history and many natural resources.)
2. What does "Touching Ethiopia" mean? (Touching Ethiopia means being faithful and kind to the country.)
3. "The future of the county is in the hands of its young." What does this mean? (Ethiopia's future depends on the young children of Ethiopia. The country will grow if the young will grow and be the best they can be.)
4. How can you touch Ethiopia? (Doing what benefits the country.)
5. How will your future plans help your country? (Answers will vary.)

Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 14 <br> TAKING CARE OF THOSE WITH HIV/AIDS

## Teaching Objectives

In this unit you will teach students to:

- Use new language patterns to talk about things that they must or have to do.
- Talk about things that they had to do in the past.
- Speak, read, and write about taking care of people with HIV/AIDS.


## LESSON ONE

Ask students to look at the picture in their textbook. Ask students to name all of the things in the picture. Have them report their answers to the class. As students name things in the picture, write the name of each thing on the chalkboard. Tell students that you will be reading some sentences about what we must do to keep our classroom clean.

Write the word must on the chalkboard.

1. We must sweep the floor each day.
2. We must wash the chalkboard to keep it clean.

Ask students to tell a partner four things we must do to keep our classroom clean.

Tell students that you will be reading some sentences about what we must not do to keep our classroom clean.

1. We must not throw trash on the floor.
2. We must not write on the walls or desks.

Ask students to tell a partner four things we must not do to keep our classroom clean.

Write the words must not and mustn't on the chalkboard. Tell students that when we use the language pattern must not we can use the contraction mustn't.

Tell students to listen as you say some sentences using the contraction mustn't.

1. We mustn't throw trash on the floor.
2. We mustn't write on the walls or desks.

Ask students to tell a partner four things we mustn't do to keep our classroom clean.

## LESSON TWO

Write the words must do and have to do on the chalkboard. Tell students that when we talk about things we must do we can also say that these are things we have to do. Tell students to listen as you say some sentences about what we have to do to keep our classroom clean.

1. We have to sweep the floor each day.
2. We have to wash the chalkboard to keep it clean.

Write the words must not do/ mustn't do and do not have to do on the chalkboard. Tell students that must not implies prohibition and do not. have to implies removal of obligation.

Tell students two things that you must do or have to do at home. Write each of these things on the chalkboard. Tell students two things that you must not do and two things that you do not have to do at home. Write each of these things on the chalkboard.

Ask students to talk with a partner and tell him or her two things that they must do or have to do at home and two things that they must not do and two things they do not have to do at home.

Ask students to talk with another set of partners about two things that each must do or have to do at home and two things that each must not do and do not have to do at home.

Write the words must do and have to do on the chalkboard. Write the words must not do and do not have to do on the chalkboard.

Ask students to report to the class.

## LESSON THREE

Ask students to look at the three small pictures in their textbook. Ask students to think about what the people in the pictures must or have to do.

Tell students that they will be listening to a story about things that Tsehay and Tesfaye must or have to do in their everyday lives. Read the story out loud to the class.

## Keeping Clean

Tesfaye washes his face. He uses water and soap. He washes his face every day. He washes away dirt and dust. He washes his face to stay clean and healthy.

Tesehay washes her hands. She uses water and soap. She washes her hands before meals. She washes her hands many times each day. She washes her hands to stay clean and healthy.

Tesehay and Tesfaye wash their clothing. They wash their school uniforms. They use water and soap. They wash their clothing to keep it neat and clean. Tesehay and Tesfaye keep their face, their hands, and their clothing clean.

Ask students to talk with a partner about what Tsehay and Tesfaye must or have to do to keep clean.

With their partner use the new language pattern to make a list of four rules for keeping clean.

Have students share their list with another set of partners.
Ask students to report to the class. Ask students to listen for the new language pattern.

## LESSON FOUR

Ask students to look at the picture of the school HIV/AIDS Club. Tell the class that the students in the picture are going to make a list of what they must or have to do or must not do to keep themselves and others healthy.

Ask students to tell what some of the club's rules might be.
Ask students to read the story silently.
Ask students to tell a partner the main idea of the story. Ask students to point to the new language pattern in each of the seven rules.

Have students report the main idea and the new language patterns they found to the class.

## LESSON FIVE

Ask students to look at the picture of the doctor speaking to members of the school HIV/AIDS club. Tell students that they will be reading about what the doctor said to the students.

Ask students to look at the words in the box. Read each of the words out loud. Ask students to repeat each word after you say it. Tell the meaning of any unknown words.

Ask students to work with a partner, reading each word out loud and telling how they think the doctor used the word in her talk.

Ask students to read the passage silently.

## LESSON SIX

Ask students to tell the main idea of the doctor's talk to a partner. Ask students to read the list of words again telling their partner how each word was used in the doctor's talk.

Ask students to look at the five sentences in their students' books. Ask students to copy each in their exercise books. Ask students to use the
words in the box to fill the gaps in the sentences. Tell students that each word can be used only once.

## Answers

1. care
2. burn
3. needles
4. blood
5. feed

Ask students to exchange exercise books with a partner and read the partner's answers. Have students report to the class.

Ask students to use the five words in the Word Bank to write complete sentences in their exercise book. Tell them they may use more than one word in each sentence. Ask students to report to the class.

## LESSON SEVEN

Write the new language patterns from lesson one and two on the chalkboard. Tell students that they will be using the new language patterns to talk and write about living with an HIV/AIDS patient.

Ask students to talk with a partner about what they must or have to do when living with an HIV/AIDS patient. Ask students to talk with a partner about what they must not do when living with HIV/AIDS patient.

Ask students to write two paragraphs in their exercise book. Tell them to write the first paragraph about what they must or have to do when living with an HIV/AIDS patient. Tell them to write the second paragraph about what they must not do when living with an HIV/AIDS patient.

Ask students to exchange exercise books and read their partners paragraphs.

Choose several students to report to the class.
Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 15 <br> HARMFUL TRADITIONAL PRACTICES

## Teaching Objectives

In this unit you will teach students to:

- use new language patterns to talk about what people have done in the past.
- ask and answer questions about what they and others did in the past.
- use time phrases to talk, read, and write about what people did or did not do in the past.


## LESSON ONE

Write the words time phrase on the chalkboard. Write the words year, month, week, and day on the chalkboard. Read each word. Ask students to repeat each word after you have read it. Tell students that when we talk about things that people did in the past we use time phrases to tell when the action was done. Ask students to look at the picture in the textbook. Tell them that you will be saying some sentences about the children in the pictures. Ask students to listen for time phrases. Read the sentences:

1. Ten years ago Soreti was a baby. She crawled on the floor.
2. Five years ago Soreti was a young child. She walked slowly.
3. Last year Soreti was ten years old. She ran very fast.

Ask students to tell the time phrases they heard in each sentence. Ask students to work with a partner. Ask them to tell their partner things they did a few years ago and things they did a few months, weeks, or days ago. Ask students to listen for time phrases as their partner tells about things they did in the past.

Ask students to work with another set of partners talking about things that each did in the past. Ask students to listen for time phrases.

Choose several students to report to the class.

## LESSON TWO

Tell students that you will be reading a conversation between Soreti and Megersa. Tell students to listen for time phrases as Soreti and Megersa talk about what they did in the past. Read the conversation out loud.

|  | Soreti and Megersa |
| :--- | :--- |
| Soreti: | "When did you move to this village?" |
| Megersa: | "I moved her three years ago. I was in grade three." <br> Soreti: |
| Megersa: | "No. I you learnew how to read English last yeare years ago?" Could you <br> read English in grade three?" |
| Soreti: | "No. I learned to read English two years ago. It is my <br> favourite subject. What is yours?" |
| Megersa: | "My favourite subject is physics. Have you learned <br> physics?" |
| Soreti: | "I started learning physics last month. I had my first <br> physics test one week ago. I did very well." |
| Megersa: | "That is very good. I had a physics test two days ago. I <br> did very well also." |

Ask students to tell a partner the time phrases that they heard in the story. Choose several students to report to the class.

Ask students to draw three pictures in their exercise book. One picture should be something the student could do many years ago. One picture should be something that the students could do a few years ago. One picture should be something that the student could do only months, weeks, or days ago.

Ask students to tell a partner about each picture. Ask students to use and listen for time phrases.

Students should work with another set of partners and take turns telling about their drawings.

Choose several students to report to the class.

## LESSON THREE

Tell students that people often did things in the past that were harmful to themselves and others. Tell students that some of these harmful things became traditions. Harmful practices will depend on the region in which you are teaching. Talk in simple English about good and bad traditions.

Write the word traditions on the chalkboard. Explain that traditions are practices that continued from the past to the present without ever changing. Tell students that some traditional practices are harmful and should be changed.

Ask students to tell a partner about harmful practices that they know about. Tell if these harmful practices happened many years ago, a few years ago, or still happen today such as early marriage, uvulectomy, circumcision, decorative piercing, tattooing and cutting of the skin, and others.

Ask students to talk about harmful traditional practices with another set of partners.

Draw the chart on the chalkboard:
Harmful Traditional Practices

| Many years ago | A few years ago | Today |
| :---: | :---: | :---: |
|  |  |  |
|  |  |  |

Ask students to report to the class. Write the student responses on the chart on the chalkboard.

Ask students to repeat each response as you write it on the chalkboard.

## LESSON FOUR

Tell students that they will be reading a story about how traditional practices can be harmful.

Ask students to read the story silently.
Ask students to discuss the main idea of the story with a partner.

Ask students to read the five questions in their textbook. Ask students to work with a partner using information from the story to answer each question in their exercise books.

## Answers

1. When did Megersa's family plan his marriage? (when Megersa was a baby)
2. What would Megersa bring to Meseret's family? (a large dowry)
3. What were three things that Megersa learned to do before other boys? (talk, read, learn)
4. What were two things that Megersa dreamed of doing? (go to university and become a scientist)
5. Why were Megersa and his teachers sad? (because he had to leave school)

Ask students to compare their answers with a partner.
Choose several students to report to the class.

## LESSON FIVE

Ask students to read the story about Megersa out loud to a partner. Ask students to discuss with their partner their personal reaction to the story. Ask them to tell what they thought about the traditional practices in the story. Ask them to tell what they would have done if they were Megersa, and why.

Students should work with another set of partners and discuss other traditional practices they know about, what they think about the traditional practices in the story, and what would they have done if they were Megersa, and why.

Choose several students to report to the class.

## LESSON SIX

Tell students that they will be using time phrases that happened in the past. Write the words ago and last on the chalkboard. Tell students that they will be using these words to fill gaps in some sentences, Ask students to copy the sentences from the text book into their exercise book.

Ask them to use the words ago and last to fill the gaps.

1. I learned to read English three years ago.
2. Last year I was in grade five.
3. Two years ago I was ten years old.
4. What did you eat for your meal last night?
5. It was last year that I went to visit my cousins in Addis Ababa.

Ask students to exchange exercise books and read the sentences their partner has written.

Ask students to write five sentences using ago and last to tell about things that happened in the past.

Students should work with another set of partners and exchange exercise books. Read each other's sentences.

Choose several students to report to the class.

## LESSON SEVEN

Ask students to work with a partner to write a list of four traditional practices.

Ask students to talk with their partner about their personal reactions to each of the traditional practices. Ask them to talk about what people did in the past and what they do or should do today.

Ask each student to choose one traditional practice from the list to write about.

Ask students to write three paragraphs. Paragraph one should be about what people did in the past. Paragraph two should be about what people do today. Paragraph three should be about their personal reaction to the traditional practice.

Ask students to read their paragraphs to a partner.
Ask students to read their paragraphs out loud in a group of four.
Ask groups to choose one person to report his or her paragraphs to the class.

Remind students of the Unit Objectives by discussing what was taught and learned.

# UNIT 16 <br> BRAVERY 

## Teaching Objectives

In this unit you will help students to:

- discuss their past experiences.
- read and answer questions about brave children.
- write sentences using past tense verbs.


## LESSON ONE

Ask the students to think about and name things or events that have already happened. Write three students' responses on the chalkboard. Explain to the students that things that have already happened are in the past.

Ask the students to share five things with a partner they have done in the past.

Explain to the students that we can combine short sentences to form one long sentence. Ask students to read examples of combination sentences in their textbook. Notice in the first sentence, the word when is used in the middle of the sentence to connect the two clauses. The second sentence starts with the word when and has a comma (,) to connect the clauses. Both ways are correct.

Ask students to combine the two short sentences into one sentence.
Work with a partner. Call on students to share answers with the class. Accept all reasonable answers.

1. The students stopped talking when the teacher clapped her hands.
2. The athlete stopped running when she hurt her foot.
3. When the crops grew tall, they were gathered for harvest.
4. My family moved to a new city when our house was destroyed by a flood.
5. When Soreti studied for her English test, she made a good grade.
6. When he went to the market, he sold teff.

Ask students to share their answers with a small group.

## LESSON TWO

Write the word verb on the chalkboard. Ask students to explain what a verb does in a sentence. (It shows action.)

Tell the students when writing sentences, pairs of verbs can be combined to form one sentence. For example, the verbs opened and flew can be combined into one sentence. Write the following sentence on the chalkboard:

When the teacher opened the window, the bird flew away.
Ask students to work with a partner and write sentences in their exercise book using the six pairs of past tense verbs in their textbook. Walk around the classroom and monitor students as they work.

When people talk about the past, they often ask when and why.

## Example

When he opened the window yesterday, the bird flew away.
Ask the students when did he open the window and why did the bird fly away.
(He opened the sindow yesterday. The bird flew away to escape from the classroom. Accept reasonable answers.)

Ask students to look at the sentences in their exercise book. Work with a partner to write questions in the exercise book about each sentence using when and why.

## LESSON THREE

Write the word brave on the chalkboard. Ask students to give characteristics of brave people. Write students' responses on the chalkboard. Tell students to talk to their partners about brave people they know and how they are brave. Take feedback from students.

Tell the students to read silently the story about Meseret and Endale. As they read, ask students to think about how the boy and girl were brave in the story.

Ask the students to share with a partner what the main idea of the story is.

Name the brave characteristics of the children. Write the list of brave characteristics on the chalkboard.

## Answers

They stayed in the forest after the village people left.
They told the men to stop cutting trees.
They climbed the highest tree to stop the men from cutting the trees.
They were prepared to die to save the forest.
(Accept other reasonable answers.)

## LESSON FOUR

Ask the students to read the questions in their textbook. Tell the students to answer the questions by writing complete sentences in their exercise book. (Ask the students to refer back to the story in Lesson Three.)

## Answers

1. The village people lived by the sea.
2. Invisible means they were not able to see her.
3. The villagers went to the forest because the Forest Mother warned them of a high tide and a terrible storm.
4. Meseret and Endale remained in the forest after the storm.
5. They wanted to protect the animals' homes.
6. The men cut down all the trees.
7. Meseret and Endale showed bravery in this story. Accept all reasonable answers for bravery.

Write the key words on the chalkboard: whisper, invisible, forest, pushed, bravery. Ask the students to refer back to the story in Lesson Three. Ask the students to locate the words in the story and read the sentences with the key words out loud to a partner.

Ask the students to write complete sentences in their exercise book using the key words in their textbook. Walk around the room and
monitor students' work as they write the sentences. Call on five students to read one of their sentences out loud.

## LESSON FIVE

Write the word sequence on the chalkboard. Ask students to give the meaning of this word. (Sequence is the order of events.)

Ask the students to read silently the sentences in their textbooks that describe the story about Meseret and Endale. Tell the students that the sentences are out of sequence. Ask the students to write the sentences in the correct sequence (order). Ask the students to check their answers with a partner. Review the students' answers by writing correct answers on the chalkboard.

## Answers

1. The Forest Mother warns them of a storm.
2. The Forest Mother sends the villagers away from danger.
3. The villagers take cover in the forest.
4. The children hear a loud noise.
5. They see the large men with saws cutting trees.
6. The children ask the men not to cut down the trees.
7. Meseret and Endale climb the highest tree.
8. The children return to the village.
9. The story of bravery is told for many years.

Put the students in groups and ask them to think of five reasons why people should not destroy forests. Ask them to share these reasons with the class.

## LESSON SIX

Ask the students to imagine that the story had a different ending and write the new ending to the story in their exercise book. Tell students to share their new ending with the class. Discuss how the new endings are alike and different. Do the new endings show bravery? Explain why or why not.

## LESSON SEVEN

Ask students to think of six words that describe brave people. Have them write the words in their exercise book. Discuss the words.

Ask students to think about a brave action that someone they know or know about did in the past. Discuss with a partner.

Ask the students to read the example in the textbook about the brave action. Ask students to discuss with a partner the brave action in the example.

Then ask students to write a paragraph that describes the person they have chosen to write about telling about his or her brave action. Have students explain why this was a brave action. Ask students to share their paragraphs with the class.

Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 17 <br> INFORMATION ABOUT LANGUAGES

## Teaching Objectives

In this unit you will help students to:

- express their ideas orally and in writing.
- read and answer questions about Ethiopia.
- spell words and write sentences through dictation.


## LESSON ONE

Write the term noun on the chalkboard. Ask students for the definition. Explain that a noun is a person, place, or thing. Identify nouns found in your classroom (desk, teacher, student, pencils, book, etc.).

Ask students to think about how Amharic words are translated (or changed from one language to another) into English. Remind students that we can describe nouns by telling what they look like and where they are found.

Ask students to identify the illustration in their book.
How do you say it in English? Ring
How do you spell it in English? R-I-N-G
What does it look like? round, hard, shiny, etc.
Where is it found? It is found in a jewellery store. It is worn on people's fingers.

Ask students to look at the illustrations in their book. Explain that they are to work with a partner and tell how to pronounce the words in English. Then tell their partner what the animal looks like and where it is found.

Ask students to write the English words in their exercise books.

| Word Bank |  |  |  |  |
| :--- | :--- | :--- | :--- | :---: |
| wusha <br> (dog) | dimet <br> (cat) | bere <br> (ox) | anbesa <br> (ion) |  |

Ask students to copy the chart from their textbooks to their exercise book. Ask students to write sentences using the four words in the chart.

When they are finished, ask them to compare and contrast their sentences with their partner's sentences.

## LESSON TWO

Ask students to write the numbers 1 through 12 in their exercise book.
Ask students to listen as you read a passage with facts about Ethiopian languages.

## Ethiopian Languages

Ethiopia is a country located in the eastern part of Africa. It is a country with its own art, music, dance and cultural traditions. It also has its own writing system and calendar.

The 74 million people who live in Ethiopia belong to many different ethnic groups. The Amhara, who live mainly in the central highland plateau of Ethiopia, and the Oromo, who live mainly in the central and south western part of the country, make up the largest ethnic groups.

Many languages are used for communication in Ethiopia and each one mirrors the culture of the speakers who use it. Currently, the number of languages listed for Ethiopia is 89 , of these 84 are living languages and 5 are no longer spoken.

The Ethiopian Languages are divided into four major language groups. These are Semitic, Cushitic, Omotic and Nilo-Saharan.

The Semitic Languages are spoken in northern, central and eastern Ethiopia, mainly in Tigray, Harar and the northern part of the Southern Nations, Nationalities and Peoples' State Region. Ge'ez, Amarigna, Tigrigna, Guragigna, Adarigna, Aregobba, Gafat, etc. are some of the Semitic Languages. They are written in the Ge'ez script that is used only in Ethiopia.

Amharic is a dominant language in the country. Most Ethiopians use Amharic as either their first or second language. So, it serves as a lingua franca or a language of wider communication for all nationalities.

The Cushitic Languages are mostly spoken in central, southern and eastern Ethiopia, mainly in Oromia, Afar and the Somali region. The Cushitic Languages use the Roman alphabet. Oromigna, Sidamigna, Somaligna, Afarigna, Hadiyya, Agewigna, etc. are some of the languages that belong to this group.

The Omotic Languages are spoken between the lakes of the Southern Rift Valley and the Omo River. Gomo-Gofa, Hammer-Banna, Basketo, Bench, Dorze, etc. are among the Omotic Languages.

The Nilo-Saharan Languages are largely spoken in the western part of the country. People along the border with Sudan, in Gambella and Beneshangul Gumuuz, speak these languages. Agniwak, Nuer, Berta, Gumez, Kunama, etc. are some of the languages in this group.

At the present time, English plays an important part in education, international communication, science and technology in Ethiopia. From this point of view, it can be regarded as a language necessary for development.

Based on a text by Tilahun G, Christos
Reread the passage. Have students write the missing word beside each number. Read the passage again to let students check their answers.

## Answers

1. Ethiopia lies in eastern Africa.
2. Ethiopia has its own art, music and dance.
3. It also has its own wriling system and calendar
4. 70 million people live in Ethiopia.
5. The two largest ethnic groups are the Amhara and the Oromo
6. The total number of languages is $\underline{89}$ but five are no longer spoken.
7. Semitic Languages include Amarigna and Tigrigna. They are written in $\underline{G e}$ 'ez script.
8. Ethiopians use Amharic as their first or second language.
9. Cushitic Languages are spoken in the central, southern and eastern regions.
10. They use the Roman alphabet.
11. Omotic languages are spoken between the lakes of the Rift Valley and the Omo River.
12. Nilo-Saharan Languages are spoken in western Ethiopia along the border with Sudan.

Ask students to talk with a partner about answers to each question as you ask it.

1. What is your mother tongue?
2. What are your local languages?
3. Which other Ethiopian languages do you speak?
4. To which groups do these languages belong?
5. Why is it important to learn English ?

## Answers to the questions:

1-4 Answers depend on the local situation.
5. Answers from the text include education, international communication, science, technology, development, but accept any reasonable answer.

Ask students to share their answers with the class.

## LESSON THREE

Write the word lamb on the chalkboard. Ask students what letter they do not hear when you pronounce the word out loud. Say the word. Ask students what letter they did not hear. (b)

Write the word knee on the chalkboard. Ask students what letter they do not hear when you pronounce the word out loud. Say the word. Ask students what letter they did not hear. (k)

Tell students to look at the words in their exercise book. Ask them to say each word out loud to a partner, and then tell the silent letter or letters found in each word.

After students are finished, go over the correct answers out loud
island $(s)$

$\operatorname{sword}(w)$$\quad$| knock $(k)$ |
| :---: |
| give $(e)$ |$\quad$ night $(g h) \quad$ climb (b) $\quad$ science (e)

Write the English alphabet on the chalkboard.
A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P,Q,R,S,T,U,V,W,X,Y,Z
a,b,c,d,e,f,g,h,i,j,k,l,m,n,o,p,q,r,s,t,u,v,w,x,y,z
Tell the students that when you put words in alphabetical order, you have to think about the order of the letters in the alphabet.

Write the words farmer, cow, and market on the chalkboard. Tell students that if we wanted to put these words in alphabetical order we would start by looking at the first letter.

Ask students to identify the first letter of each of the words. Then ask students to look at the alphabet on the chalkboard. Which of the three letters come first? (c) Which letter do they see next? (f) The correct alphabetical order is cow, farmer, market.

Write the following words on the chalkboard. Ask students to write them in alphabetical order in their notebook.
woman, baby, man (baby, man, woman)
Go over correct answers out loud.
Tell students to work with a partner and write the groups of words in the student's book in alphabetical order in their exercise books.

Go over correct answers out loud.

1. pencil, desk, teacher (desk, pencil, teacher)
2. lamb, dog, bird, cat (bird, cat, dog, lamb)
3. doctor, policeman, carpenter (carpenter, doctor, policeman)
4. book, library, English (book, English, library)
5. car, bus, airplane (airplane, bus, car)

## LESSON FOUR

Write the term synonym on the chalkboard. Ask students if anyone knows the definition of a synonym. Explain that synonyms are words that have the same meaning. Write the words small and tiny on the
chalkboard. Tell students that these words are synonyms. They mean the same thing.

Ask students to write a synonym for each of the words in their book. Remind students that there is more than one correct answer.

Discuss the answers out loud. Accept all reasonable answers. Answers given are possible answers.
big (huge, large, enormous)
spoke (talked)
dad (father, papa)
sound (noise)
road (street)
beautiful (pretty, attractive)
scream (shout, yell)
sad (depressed, upset)
hot (warm)
work (job)
insect (bug)
Students should choose four words from the Word Bank and write four pairs of sentences. Refer to example in textbook.

Write the term antonym on the chalkboard. Ask students for the definition of an antonym. Explain to students that antonyms are words that have opposite menaings. Write the words big and small on the chalkboard. Tell students that these words are antonyms because they have opposite meanings.

Ask students the antonym of hot? (cold)
Ask students the antonym of black? (white)
Ask students to write an antonym for each of the words in their book. Remind students that there is more than one correct answer.

Go over answers out loud. Accept all reasonable answers. Answers given are possible answers.
stop (start, go, advance)
left (right)
lost (found, discovered)
bad (good)
dull (exciting, interesting, bright)
hardworking (lazy, idle)
dark (light)
night (day)
top (bottom)
fast (slow)
sad (happy)
soft (hard)

## LESSON FIVE

Write the term dictionary on the chalkboard. Explain to students that a dictionary is a book that gives meanings of many words. The words are listed in alphabetical order.

Ask students to look in their book at the example dictionary page.
Explain to students that the words descend-desire at the top of the page are guide words. They tell you the first and last entry words on the page. These words let you know if the word you are looking up will appear on this page.

Tell students that just like the books they read, dictionaries have a beginning, middle, and end. Ask students to look in their book at how a dictionary is divided.

Ask students if they were looking up the meaning of horse, would they turn to the beginning, middle, or end of the book? (middle)
What if they were looking up the meaning of the word school, where would they look? (end)

Tell students to copy the words from the book into their exercise book. Tell which section of the dictionary they would find each word.

Go over answers out loud.

1. translate (end)
2. describe (beginning)
3. imagine (middle)
4. fable (beginning)
5. object (middle)
6. silent (end)

Write the term entry words on the chalkboard. Tell students that the words in the dictionary are called entry words. Explain that entry words are usually listed without ending such as -ed, -ing, -er, or -s. Ask students to look at the example dictionary page. The entry words on this page are descend, describe, desert, desire.

Write the word dollars on the chalkboard. Tell students that if we were looking up the meaning in the dictionary, we would look up the entry word dollar. Remember we usually drop -ed, -ing, -er, or -s when finding words in the dictionary.

Tell students to copy the words from the book into their exercise book. Write the entry words they would look up in the dictionary.

Go over answers out loud.

1. orally (oral)
2. possessed (possess)
3. pronounced (pronounce)
4. synonyms (synonym)

Remind students that guide words are the first and last entry words on the dictionary page.

## LESSON SIX

Tell students you are going to read some words out loud. Ask them to write the words you say in their exercise book.
dog teacher ring desk cat bus doctor book
Go over correct spellings with students. Write the answers on the chalkboard.

Ask students to tell which section of the dictionary they would find each word.

```
dog (beginning)
teacher (end)
ring (end)
desk (beginning)
cat (beginning)
bus (beginning)
doctor (beginning)
book (beginning)
```

Tell students you are going to read some sentences out loud. Read the sentences at least twice. Ask students to write the sentences you read in their exercise book.

## The doctor helped the sick child.

The students read a book about Ethiopia.
The bus took the students to school.
I live north of Addis Ababa.
The farmer worked in the field.
Write the sentences on the chalkboard. Ask students to correct any mistakes in the sentences they have written.

## LESSON SEVEN

Write the word fable on the chalkboard. Tell students that a fable is a story that teaches a lesson.

Ask students to look at the illustration in their book and read the title of the story. Have students make predictions about what lesson they think they will learn from the story. Tell students to follow along silently as you read the fable out loud.

## The Goose and the Golden Egg

There once was a countryman who possessed the most wonderful goose. Every day when the countryman visited the nest, the goose had laid a beautiful, glimmering, golden egg.

The countryman took the eggs to the market and soon began to get rich. It was not long before he grew impatient with the goose because she gave him only a single egg a day. The goose was not laying as many eggs as he wanted so he felt that he was not getting rich fast enough.

Then one day, after he had finished counting his money, the idea came to him that he could get all the golden eggs at once by killing the goose and cutting it open. When the deed was done, he did not find any golden eggs, and his precious goose was dead.

Ask students to share with a partner what lesson the countryman learned.

Go over answers out loud. (Sometimes greed can get the best of you. Be happy with what you have. Don't always wish for more. Accept all reasonable answers.)

Tell students with a partner to answer questions one through three orally. Remind students to read parts of the story again.

1. Why was the goose the most wonderful goose you could imagine? (The goose laid beautiful, glittering, golden eggs.)
2. Why was the countryman not getting rich fast enough?
(The goose could only give him a single egg a day.)
3. In the sentence, "It was not long before he grew impatient with the goose because she gave him only a single egg a day, what does the word impatient mean? (In this sentence the word impatient means that he could not wait to have a lot of eggs.)

In your exercise book answer the questions using complete sentences.

1. What was the countryman's idea to get even more eggs? (His idea was to kill the goose and then cut it open.)
2. Why did he not find golden eggs when he cut the goose open? (Accept all reasonable answers.)
3. Why do you think the Countryman wanted to get rich? (Accept all reasonable answers.)

Ask students to share their answers with a partner.
Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 18 FARMING AND THE WEATHER

## Teaching Objectives

In this unit you will teach students how to:

- describe the weather.
- ask and answer questions about weather conditions.
- use new language patterns to talk about how weather affects farming.
- read and answer questions about farming and weather.


## LESSON ONE

Explain to your students that the weather is important to farms. During the rainy season farmers plant their crops. During the dry season farmers harvest their corps. Explain what happens when rain does or does not occur. Show pictures of dry and rainy seasons. Discuss the color changes when the season is very dry.

Explain that we compare weather seasons to find the best time to plant and harvest crops and that we use special language to talk about the weather. Also explain that the temperature, rainy season, and dry season are all very important parts of the weather in Ethiopia.

Ask students to talk with a partner about today's weather. Tell them to listen for weather words.

Ask students to report to the class. Ask the class to listen for weather words.

## LESSON TWO

Read the passage about weather to your students. Tell your students to listen for weather words as you read the passage.

## Weather in Ethiopia

Ethiopia's weather is highlighted by two seasons. The kiremt (rainy) season occurs in the months of June, July, August and September. During these months most of the rain will fall. During the rainy season ploughing, sowing, planting and weeding will be done. The harvest will be done at the end of the rainy season.

Harvest time begins in October and continues through November and December. The bega (dry) season occurs in November and goes through February. During the dry season there are numerous water shortages and droughts.

Ask students to tell a partner some things they heard in the passage about the rainy season and the dry season. Show pictures or charts of the different activities that occur during the different months: planting crops, harvesting crops, people walking in the rain, etc.

Discuss with students the weather conditions at different times of the day: morning, afternoon, and evening. Explain to your students that the mornings in Ethiopia are cool. During the afternoon the weather is warm. In the late afternoon the weather is hot. Sometimes the sun shines brightly. It is sunny in the afternoon during the dry season. During the rainy season it is cloudy. Sometimes it is windy. Sometimes there is snow on the mountain tops. It is cold and misty on the mountain tops. It is chilly at night in the mountains.

Then talk about weather conditions during the different times of the year.

Read the passage again to the students. Ask them to tell a partner what they learned the weather was like during the different seasons.

## LESSON THREE

Tell students to list in their exercise books the weather conditions where they live. Ask them to make a chart that tells what the weather for one day. Tell them to divide the day into three parts: morning, aflernoon, evening

| Today's date is |  |  |
| :---: | :---: | :---: |
| Morning Weather | Afternoon Weather | Evening Weather |
|  |  |  |

Select one student to share his or her response for the time periods. Ask students to read silently the passage, "Farming and the Weather." Write any words you think they may not know on the chalkboard and discuss their meanings before reading. For example, before reading discuss the meaning of the word, obstacles (problems or barriers preventing good progress).

Ask them to share the main idea of the passage with a partner. Ask students to write the main idea in their exercise book.

Ask them to list the farming obstacles as a class activity. Write the obstacles on the chalkboard:

1. insects
2. drought

Ask students to add additional obstacles to the list.
Ask students to write in their exercise book three farming obstacles. Ask them to write a solution to one of the farming obstacles from the paragraph and to share their solution with three other students.

## LESSON FOUR

Explain that the weather is very important to farmers. Tell students that some weather conditions are good for farming and some conditions are not good for farming. For example, hot weather may be good for growing grain, but cold weather may not be good for growing grain. Hot weather is the opposite of cold weather.

Tell students that we can use different words that mean almost the same thing when we talk about the weather. Tell them that these words are called synonyms of a weather word.

Read the examples from the student's book. Ask students for other examples, and write them on the chalkboard.

Tell students to work with a partner to make a list of five weather words and to write a synonym for each. Review the weather words from Lesson One.

Tell students that we can talk about the weather by using weather words that mean the opposite of each other. Tell them that these words are called antonyms. Read the examples from the student's book. Ask students for other examples, and write them on the chalkboard.

Ask students to write with a partner a list of five weather words and their opposites in their exercise book.

## Example

hot: cold
warm: cool
windy: still
sunny: cloudy
Ask students to share their words with the class.

## LESSON FIVE

Ask students to read to a partner the passage, "Weather in Ethiopia."
Tell students they will compare what happens during the rainy and dry seasons. Have them copy the chart from their students' books to their exercise books and complete it. Remind them to use information from the passage.

Ask students to talk about what happens during the rainy and dry seasons where they live. Ask them to write a paragraph describing what they do during the rainy and dry seasons where they live. Model how to write a topic sentence and detail sentences before they begin writing.

## LESSON SIX

Explain that weather reporters talk about the weather. They talk about the weather in the past, present, and for the future. Their weather talk about the future is called a forecast. Weather reporters have to be able to speak clearly and coherently.

Ask students to read silently the weather report, "Today's Weather" and to look for weather words while they are reading.

Ask students to imagine that they are a weather reporter. Review the following lead question with the students: "What would you say about the weather at this time of day? What will it be like this evening and tomorrow?"

Tell the students to write their forecast in their exercise books. Have the students rehearse their reports by themselves and with a partner. Tell them to be prepared to share their forecast orally with the class.

Ask students to underline all of the weather words in their forecast. Select two students to share their forecasts.

## LESSON SEVEN

Have the students read the passages again about farming and weather and then review what they have written in their exercise books about farming and the weather.

Ask students to think about answers to the questions below. Tell students that they will use this information to write their paragraphs.

1. What did you learn about farming in Ethiopia?
2. What did you learn about the weather and weather conditions in Ethiopia?

Tell students to summarize their understanding of farming and weather in Ethiopia by writing a paragraph that talks about how weather affects farming.

Give them the following topic sentence as a starter: The weather is important to farming in Ethiopia.

Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 19 <br> HONESTY

## Teaching Objectives

In this unit you will teach students how to:

- talk and write about honesty.
- read and answer questions about honesty.
- use a new language pattern to write sentences.


## LESSON ONE

Tell students that honesty is telling the truth, or being truthful, and doing what is right. Ask students to think of times when they were honest. Explain what dishonest means. Ask students to think of times when they were dishonest.

Read the examples of honest and dishonest statements from the student's book.

Read the passage, "Fatuma and her Mother," to the students. Ask students to listen for the honest answers that Fatuma gives.

## Fatuma and Her Mother

Fatuma and her mother have many chores to do every day. Today is the day to grind the teff. Fatuma knows that she should finish her chores before she does anything else.

Alem and Mihret are Fatuma's friends. They want Fatuma to go shopping with them. Fatuma would like to go, but she knows that she cannot. She must help her mother with the chores. When she finishes her chores, it will be too late to spend time with her friends. Fatuma tells her friends, "I cannot go shopping today because I must help my mother."

Alem asks, "Fatuma, just tell your mother that we must do homework together. She will not know that we are shopping." Fatuma disagrees. She tells Alem, "I am sorry. I will not be dishonest with my mother."

With a partner answer the questions from the student's book. Ask students to tell their partners about a time when they were honest and a time when they were dishonest and to give reasons why.

## LESSON TWO

Ask students to predict what the story, "Uncle's Lentils," will be about. Read the story out loud to the students.

## Uncle's Lentils

Ali and Shala were playing in their uncle's pasture on Saturday. Their uncle had a large area covered with lentils that were laid out for drying. Ali said, "Shala, let's fill our pockets with lentils and give them to our mother to cook. She will be happy, and Uncle Berhanu will never miss them." Ali and Shala filled their pockets with lentils.

When they got home and gave the lentils to their mother, she asked, "Where did you get these?" Ali said, "My friend Abera gave them to me because he had more than his mother needed for cooking." Later that evening Uncle Berhanu came to visit his sister. He told her what he had seen while looking out of the window at his home.

Read the questions about the story out loud. Ask students to work with partners to answer each question after it is read. Partners should take turns answering the questions.

1. What did Ali and Shala give their mother? (lentils)
2. What time of day do you think the story took place? (in the late afternoon or early evening)
3. What do you think Uncle Berhanu told his sister? (that he saw Ali and Shala filling their pockets with lentils)
4. Who is Uncle Berhanu's sister? (Ali and Shala's mother)

Ask students to justify their responses with information from the story of information that they know.

Ask students to talk with partners about what was honest or dishonest in the story and explain why they think that.

Ask students to finish the story by telling their partners what they think happened next.

Ask the class what would have been the honest way for the children to get the lentils for their mother.

## LESSON THREE

Introduce key words to the students.
Ask students to read the title of the story and predict what the story is about. Ask students to follow the words in their students' books as you read "The Broken Pot" out loud.

## The Broken Pot

"You can't catch me," said Wodajo to his older sister, Jamela.
"Yes, I can catch you," said Jemela.
Wodajo ran very fast. Jemela chased after Wodajo. Wodajo ran into a clay pot. The pot broke into pieces.
"What should we do?" asked Wodajo. "Mother will be angry that we broke the pot. Where can we hide the broken pieces?"
"We should tell Mother the truth about the pot, " said Jemela. "If we do not tell the truth we could be in trouble. Mother may find the broken pot. We will be in more trouble if mother finds the broken pot."
"You are right," said Wodajo. "It is better for us to tell the truth and be honest. Mother taught us to tell the truth, and she will trust us if we are honest."

Tell students to discuss in small groups what Jemela and Wodajo should tell their mother about the broken pot. Ask them to explain why they should say this.

## LESSON FOUR

Ask students to read the passage, "Two Brothers Working in the Field," silently. While they are reading, ask them to think about why it is better to be honest rather than be dishonest.

Ask students to discuss the answers to the questions in their students' books with their groups.

## Answers

1. Who was honest? (Meles)
2. Who did not tell the truth? (Eri)
3. Who made the right choice? (Meles)
4. Why did he make the right choice? (Because he spoke the truth. He did what he said he would do.)
5. What will the father think when he sees the work done by the brothers? (He will know that Meles did the work that he said he would do and that Eri did not.)

Ask students to support their answers with information from the story. Then ask them to write the questions and answers in their exercise books.

## LESSON FIVE

Introduce the words in the Word Bank by talking about feelings that people have. Elicit from students the meanings of the words in the Word Bank. Discuss whether they relate to being honest or dishonest.

Tell what you did and how you felt when you were dishonest. Words in the Word Bank are: sad, guilty, worried, angry, afraid, broke, lost, lied.

Ask students to think of a time when they were dishonest. Tell them to write a paragraph explaining what they did that was dishonest. In a second paragraph ask students to tell how they felt after they were dishonest. Tell them that they can use words from the Word Bank in their student's book. Tell students to exchange exercise book with a partner and read his or her paragraphs silently.

## LESSON SIX

Ask students to think of what they do on a regular basis. Ask students to share one sentence with the class about what they do regularly. Write these sentences on the chalkboard.

Write on the chalkboard the words: always, sometimes, rarely, and never. Discuss that these are words that tell how often something happens.
Elicit from students the word meanings. Give them the meanings and examples if they do not know the words.

## Example

I always help my teacher after school.
I rarely visit my cousins.
Ask students to work in small groups to talk about what they see in their immediate environment. Ask them to use the words always, sometimes, rarely, and never to describe what they see daily. Ask students to read the example in their student's book. Then ask them to write ten sentences about what they see daily in their environment.

Ask them to share their sentences with partners.

## LESSON SEVEN

Ask students to copy the charts from their student's book to their exercise book. Tell them to complete the chart by listing activities that they do daily, regularly, and rarely. Define the words daily (every day), regularly (mo9st days butnot every day), and rarely (not on many days) and write the definitions on the chalkboard.

Ask students to write three paragraphs explaining what they do. The first paragraph will tell what students do daily. The second paragraph will tell what students do regularly. The third paragraph will tell what students do rarely.

Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 20 FOOD AND PLANTS

## Teaching Objectives

In this unit you will help students learn:

- the names of different kinds of food.
- to read passages about food and plants.
- to give the main idea of passages.
- to write sentences about food and plants.


## LESSON ONE

Explain to students that vegetables come in many different colors, shapes and sizes. Vegetables are grown on plants. The part of the plant that can be eaten is found above the ground or below the ground. (You might bring in examples of various vegetables or give them pictures of vegetables and teach them the names of vegetables they do not know. This will give a visible representation of the concepts being taught.)

Define the key words for this lesson for students. Ask students to orally use each word in a sentence.

Ask the students in their to draw pictures exercise books of at least five vegetables as they grow on a plant. Have the students write the name of the vegetable under each picture. When they have finished instruct them to share their drawings with a partner. Give explicit instructions so that they show their drawings, explain what they are, and say why they do or do not like to eat the vegetables.

The conversation should be similar to the dialogue given below.
Teacher: "Choose one of your vegetables from your drawings. Tell me what it is called in English?"
Student: "It is called a carrot."
Teacher: "Where is the edible (can be eaten) part of the carrot plant located?"
Student: "The edible part of a carrot plant is located below the ground." Teacher: "Do you like to eat carrots?"
Student: "Yes, teacher, carrots are good to eat."

Ask students to look back at the story of Zewdie in Unit 13. Draw the chart from the student's book on the chalkboard. Give examples on the chart.

Ask students to copy the chart in their exercise books and tell the location of the edible part of each vegetable using above or below. Have students share their answers with the class.

## LESSON TWO

Tell students that fruits and vegetables can be described using words that tell how they look, smell, taste, and feel. Words that describe people, places, and things are called adjectives. Hold up a fruit or vegetable such as a banana or orange and ask students to describe it. Write the word banana or orange on the chalkboard and list the adjectives that the students give you under the word. Ask students to use complete sentences when describing the fruit.

Orally use adjectives to describe an ear of corn. Have the students to respond telling how it looks, smells, tastes, feels, and sounds when it is eaten.

Instruct the students to use the list of adjectives given in the chart in their students' books to describe a fruit or vegetable. Have them to write the name of the fruit or vegetable in the appropriate place in the chart. Tell them they may use the same fruit or vegetable more than one time.

Circulate around the room spot checking charts before allowing students to move to the next activity. (You are checking to ensure that students understand the task.)

Instruct them to work with a partner to select five adjectives and five fruit or vegetable names to write five sentences in their exercise books.

## LESSON THREE

Tell students that they will be doing an activity using their sense of hearing. Explain that the class will be identifying fruits and vegetables based on oral descriptions.

Tell them to listen as you read the description, and they will draw a picture of the fruit or vegetable in their exercise books.

Review the process by sharing the example.

## Example

I am a vegetable.
I am rough to the touch.
I grow under the ground.
I am usually long.
I have a leafy green top.
I am orange.
What am I? (carrot)
Repeat the process by describing the visual characteristics of any three fruits and vegetables: see, touch, taste, smell.

Instruct the students to work in pairs and write six sentence clues for a fruit or vegetable of their choice. Tell the students to write their clues in their exercise book.

Tell them to participate in a What $A m I$ activity with a partner.

## LESSON FOUR

Explain to the students that a good reader makes predictions about the content of a passage before he or she reads the passage. A good reader reads the title of the passage, thinks about what is already known about the subject of the passage, and decides what is needed to be learned from the passage. Our passage for today is titled "Many Lands, Many Breads."

Model the use of reading strategies, starting with prediction strategies. Instruct the students to make predictions about the passage everyone will read in this lesson. Ask students to read the title, "Many Lands, Many Breads." Tell them to ask themselves what they know about the topic of this passage and what they want to have learned about this topic after they have finished reading it.

Draw a KWL chart on the chalkboard. Explain the different parts of the chart to the class. Give examples using a familiar book or story for completing the chart. This activity will serve as an example for the students to complete the next task of the lesson.

Instruct the students to work with a partner to complete the KWL Chart in their exercise book. Remind them that certain parts will be completed before they read, and others will be completed after they read the passage.

| Title of Passage: |  | W |
| :---: | :---: | :---: |
| K | What You Know <br> Know | What You Want To <br> Wnat You Learned |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

*This section will be completed after reading the passage.
Tell the students to read the passage silently, then whisper-read it with a partner. Review what whisper reading is (reading very quietly, so that only your partner can hear yoú).

## LESSON FIVE

Instruct the students to reread silently the passage in Lesson Four.
Ask students to work with a partner to complete the What You Learned (L) section of your KWL Chart in their exercise books.

Write the sentences for this lesson on the chalkboard.
Tell them to answer the questions about the passage in their exercise books. Remind them to write their answers in complete sentences.

1. Why do you think the word teff means lost?
(Teff could mean lost because it is so light that it can blow away easily.)
2. What ingredients are combined to make injera?
(Teff, water, and yeast are combined to make injera.)
3. What are the steps for making injera?
(First, pour a small amount of batter in a thin stream in circles on a hot, round griddle. Make sure the batter covers the griddle in a thin sheet. When the top of the batter is full of bubbles, take the off the griddle.)
4. How is injera usually eaten?
(Injera is usually eaten with Ethiopian food.)
5. Have you ever made injera? Is it easy or difficult to learn to make it well?
(I have never made injera, but I think it would be easy if I followed the directions.)

Show students how to make a word puzzle, e.g., BATTER
E
F
F

Encourage them to combine words from the passage into the puzzle.

## LESSON SIX

Remind the students that the passage they read was entitled "Many Lands, Many Breads." Tell them that their passage addressed only Ethiopian bread. Injera is a type of bread in Ethiopia made of teff.

Have the students read silently the passage about bread in other countries.
Write the words from the Word Bank on the chalkboard. Explain that the chart on the chalkboard contains the names of the primary ingredients used to make bread in some countries.

|  | Word Bank |  |
| :--- | :--- | :--- |
| white flour <br> cornmeal | rye flour <br> potatoes | wheat flour <br> teff |

Instruct the students to work with a partner to complete the sentences in their exercise books about bread in different countries. Tell them that they may need to ask someone for help to complete the sentences.

1. In Ethiopia teff is used to make injera.
2. In Germany rye flour is used to make pumpernickel bread.
3. In Norway potatoes are used to make lefse.
4. In India white flour and wheat flour are used to make chapati.
5. In the United States cornmeal is used to make cornbread.

Ask students to share their answers with the class.

## LESSON SEVEN

Ask students to look at the picture. Select several students to describe what is in the picture.

Ask the students to work in small groups of three or four to make rules for classifying the items in the basket shown in the picture. Tell them that they may choose to categorize the food items by type, color, or source. Also, explain that they may use other categories to organize the food items into groups. Instruct them to write the rules they developed in their exercise book.

Write the six questions on the chalkboard. Have a student read the questions out loud. Also, ask students if there are any words in the questions that they do not understand.

Have the students answer the following questions when they complete the activity.

1. How many rules did your group develop?
2. List the rules created by your group.
3. What was the easiest part of this assignment?
4. What was the hardest part of this assignment?
5. Make a list of other things that can be classified into groups.
6. What other items could be stored in the basket in the picture?

Question Number 5 encourages students to think of related words, e.g., classroom items, parts of the body, animals, etc. and to classify them into
groups. To help students do this, brainstorm vocabulary categories and assign one category to each group.

Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 21 <br> SAFETY

## Teaching Objectives

In this unit you will help students learn about safety. You will teach students to:

- ask for and give directions using direction words.
- follow directions on a map.
- answer comprehension questions to demonstrate understanding.
- write sentences using new vocabulary words.
- be aware of safe and unsafe places.


## LESSON ONE

Write the words: directions, politely, and specific on the chalkboard. Tell students that we ask for directions when we want to get from one place to another. It is important that we ask for directions politely and give specific directions. Remind students that they did this before in Unit 9.

Tell students you will read out loud a dialogue between two people. Rebkah is asking directions and Henock is giving specific directions. Ask students to listen carefully as you read.

Rebkah: "Excuse me, please. Can you tell me how to get to Addis Ababa University?"

Henock: "Take a taxi or Bus No. 31 from Shiromeda. Get off the bus before you cross the monument. The university is next to the bus stop at Sidist Kilo. You will see the gates on the right."

Rebkah: "Thank you very much."
Henock: "Don't mention it."

Ask the class to answer these questions:

1. How was Rebkah polite? (She used the words:Excuse me, please. She asked in a kind manner and said thank you.)
2. What made Henock's directions specific? (bus number, direction to travel, where to stop)

Ask students to think about the dialogue you read out loud. Discuss what the words polite and specific mean. Polite describes a behaviour when the person uses correct manners. Specific describes in detail. Ask students to tell why it is important to ask directions politely and give specific directions. (You need to be polite so that the person will want to help you. You need to be specific so that you can get where you want to go without getting lost.)

Ask students to turn to a partner and discuss a time they needed directions. Discuss whom they asked for directions, where they wanted to go, if they received specific directions which helped them get to where they wanted to go, and if the dialogue was polite.

Tell the students to read the example dialogue in the student's book to their partner. One student will read the part titled Partner A and the other student will read the part titled Partner B.

Ask the students to discuss with their partner the directions. Discuss if the directions were specific and what made them specific. Ask the students if they could find their way to the school with these directions.

Tell students to read the direction words in the Word Bank. Read the words together out loud.

|  |  |  |  | Word Bank |
| :--- | :--- | :--- | :--- | :--- |
| left | right | onto the left | onto the <br> right | over |
| north | south | east | west | down |
| below | up | above | under | across |
| next to | near | get on | get off | behind |

Ask the students to talk with their partner about the meaning of each word. Tell each partner to give directions to the Director's Office using five of the direction words. Ask them to use direction words to tell how they get from their houses to the market.

## LESSON TWO

Tell students that directions also can be given by signs and symbols. Ask students to describe the sign in the picture. What is it telling the driver to do? (Turn right.) Show pictures of other signs and symbols and discuss their meanings with the class.

Tell students that several key words to giving directions are listed in the Word Bank. Read the key words in the box out loud. Tell the students to read the words out loud together.

| Word Bank |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |
| above | left | specific | directions | next to |

Discuss with the class the meaning of each key word

```
above - on top of
left - the opposite of right
specific - detailed
directions - instructions on how to get somewhere
next to - beside
```

Read out loud each sentence below to the class. Tell students to point to the key word that makes sense in each sentence.

1. Soreti could not get to the hospital because the directions were not specific.
2. I need directions to get to St. George Church because I don't know how to get there.
3. Abera was happy to sit next to Rebkah because she was his friend.
4. The opposite of right is left.
5. The bridge over the Kurtume River was high above the flowing water.

Read out loud to the students the story about a woman named Soreti. Soreti is at Countryside Bus Station and is asking a young man for directions.

Tell students to raise their hands when they hear direction words as you read.

## Soreti

'Hi, my name is Soreti. I just arrived at Countryside Bus Station. I need to visit my sister in the hospital. Can you tell me how to get to Ras Desta Hospital?'
'My name is Tesfaye. I will be glad to help you. Go to the front of the bus station. Turn right on Fitawrari Habte Giyorgis Street. You will be going east. You will cross the Kurtume River. Turn left at Arbeynoch Street. You will now be going north. Continue to walk until you see Ras Desta Hospital. It is near the National Sweden Library.'

Discuss with the class the answers to the questions.

1. Which place did Soreti want to visit? (Res Desta Hospital)
2. Did Tesfaye give specific directions? (Yes)
3. Which words made the directions specific? (front, take a right, going east, cross the river, take a left, going north, near and street names)
4. What could you do to make the directions more specific? (draw a map, tell the distance, etc.)

Ask students to tell which direction words they wrote in their exercise book. Write the words on the chalkboard as the students give their answers. These words should be on the chalkboard.

- front
- turn right
- going east
- cross the river
- turn left
- going north
- near

Tell students to write in their exercise book five complete sentences using the direction words listed on the chalkboard. Tell them to read their sentences to their partner.

## LESSON THREE

Ask students to provide direction words to you as you write them on the chalkboard. Ask students to choose five of the words and with a partner write five complete sentences using the words.

Ask students to pretend that they are giving directions to a younger brother or sister so that they can get to a specific place. Ask them to write the directions in their exercise bookS and to share them with a partner.

## LESSON FOUR

Read the words in the Word Bank orally. Have the students read them in unison. Discuss their meanings.

Ask students to copy the paragraph from their textbooks into their exercise bookS and fill in the gaps by using the key words. Ask them to draw a line under each key word.

It is important to give specific directions. This helps people find places or things easily. Telling someone that a place is near a landmark, like a museum, also helps to locate things. Walking through a crossroad can be dangerous because two streets cross. A person must also be careful when driving through a street that circles, like a roundabout. Using safety tips will help people not get hurt. The junction of the Kurtuma and Kechene Rivers is located near Yohanis Street in Addis Ababa. These rivers flow under city bridges. The Lideta Airport is located south of the Ring Road in Addis Ababa. Finding the airport is easy when a person gives good directions.

Ask students to share answers with the class.

## LESSON FIVE

Tell students that many times they must walk to get to where they are going. Walking can be dangerous. Ask students to tell you how walking can be dangerous. Accept reasonable answers. Ask students to name several ways they can be safe when walking.

Soreti is a thirteen year old girl. She must walk to school. Tell the students to read the story, "A Safe Walk to School," silently and then to answer the six questions in their exercise book.

## A Safe Walk to School

Soreti is on her way to school. She walks out her front door and turns left. She walks to the junction and stops before she crosses the road. She looks to see if cars are coming. Before Soreti crosses the street, she looks, listens, and thinks. She checks to make sure she is not walking between parked cars. Drivers might not see her cross. Drivers must be careful.

She crosses the junction carefully and continues walking. She must cross a very busy roundabout. A taxi has stopped to let people on. She thinks it would be good to cross in front of the taxi while it has stopped and is loading.

She steps in front of the taxi and is not sure if the taxi driver can see her. Soreti remembers it is unsafe to cross in front of taxis because you don't know when the taxi will move off or if the driver can see you. She steps back to the side of the road and waits for the taxi to move. She sees her friend and the two continue their safe trip to school.

Tell the students to answer the questions in their exercise book:

1. What is the main idea of this passage? (Soreti has a safe trip to school.)
2. What does Soreti do before she crosses the junction? (She stops before she crosses the road and looks to see if cars are coming.)
3. Why does Soreti wait for the taxi to depart? (She does not know when the taxi will move off and if the taxi driver sees her.)
4. How is Soreti being safe on the road? (Before Soreti crosses the street, she looks, listens and thinks.)
5. What other times do we have to think about being safe? (Accept most answers.)
6. Why do drivers have to be careful? (If drivers are not careful they could have an accident and people could get hurt.)

After students answer the questions, tell them to share their answers with a partner. Discuss the answers with the class.

## LESSON SIX

Write the word pedestrian on the chalkboard and discuss its meaning. Ask students to think about what a pedestrian must do to stay safe. Ask students to write a paragraph of five or more sentences telling what a pedestrian must do to stay safe.

Ask students to share their paragraph with a partner who will provide suggestions for making the paragraph better. Students will re-write their paragraphs to make them better. Move around the room and provide help where needed.

## LESSON SEVEN

Ask students if they know of any dangerous places in Ethiopia. Discuss with the class about dangerous places (marshy areas, land mines, electric areas, railway tracks, streets, fires, etc.). Ask students to describe why these places are dangerous.

Draw the web on the board. Tell students to copy the web in their exercise book. Ask them to complete the web by using names of dangerous places that they know.


Model for students how to use the web by adding marshy areas in one of the ovals. Write Marshy Areas in the oval on the board.


Explain why marshy areas are dangerous.
Tell the students to complete the web by adding other dangerous places in each oval.

Students should complete the web by adding dangerous places:
(Accept reasonable answers)

- land mines
- electric poles and lines
- marshy areas
- rivers
- roadways
- railway tracks
- fires

Tell students they will write a paragraph about keeping away from dangerous places. In the paragraph, they need to write about why each place is dangerous and what can be done to keep safe if you are in this dangerous place. Remind students to use a topic sentence and supporting sentences.

Tell students to share their paragraph with a partner. The partner will tell them how they could make their paragraph better. Write the paragraph again making corrections.

If time permits, have students volunteer to share their paragraph with the rest of the class.

Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 22 <br> THE PEOPLE OF ETHIOPIA

## Teaching Objectives

In this unit you will help students:

- learn how to introduce their way of life to a friend.
- learn about the people of Ethiopia and their ways of life.
- make predictions.
- read and understand passages.
- write sentences.


## LESSON ONE

Discuss the introduction to Lesson One by introducing the people of Ethiopia. Write the words People of Ethiopia on the chalkboard as a heading. Below it list the following categories: what people do (their occupations), languages, customs, foods, clothes, music and other aspects of life. Ask students to think of things to go in each category and write these on the board.

Ask the students to listen as you read a story about children from Ethiopia. Students from four regions (Addis Ababa, Ambo, Awassa, and Tigray) are introduced in the story.

## Visitors in Our Class

Henock: "I am from Addis Ababa. I speak Amharic. Addis Ababa is the capital and the largest city in Ethiopia. More people live in Addis Ababa than in other cities in Ethiopia. I live in the city with my father, mother, and three sisters. I help my father in his butcher's shop on Saturdays."

Aberashe: "I live in Ambo. Ambo is in Oromia. Most people in Ambo speak Afanoromo. The main foods are injera and wat."

Shitaye: "I am from Awassa in the Southern Region. There are many languages in this region such as Sidamigna, Wolaitigna, and others. We have high mountains and small villages. I live in a round hut called a gojo bet. People grow coffee in backyards and in mountain forests."

Yohanes: "I am from Tigray in the north of Ethiopia. I speak Tigrigna. I also speak Amharic. This area is known for rock-hewn churches. They are churches built into the rocks. I like to climb the rocks around the churches."

Ask students to locate where these children live by using the map in the student's book. Discuss where these regions are located in relation to north, south, east, and west.

Ask students to identify where they are from in Ethiopia in a small group of three. Ask them to introduce their way of life by taking about their language, customs, parents' occupations, clothing, transportation, food, dancing, music and other aspects of life. Ask them to use the key words in their oral descriptions.

## LESSON TWO

Put students in groups of four. Tell the students that you will read the passage, "Visitors in Our Class," out loud while the students read with you in unison. Tell the students to pay particular attention to how the ways of life are alike and different in the different regions.

Read out loud the information about life in Tigray. Ask students to listen carefully for information about ways of life in Tigray. Ask them to take notes in their exercise books as they listen.

## Life in Tigray

Tigray is located in the northern-most area of Ethiopia. Tigray's capital is Mekele. People in Tigray speak Tigrigna. Ras Dashen, the highest point in Ethiopia, is in the Semien Mountains in Tigray. Tigray is known for its rock-hewn churches. These are often located on the top of hills or cliffs. The main occupation is agriculture. Agriculturalists till the soil with ox-drawn ploughs and grow teff, wheat, barley, maize, and sorghum.

On the chalkboard draw a web that has information from "Life in Tigray." Begin with a circle in the center that says, Life in Tigray. Use as many of the key words as possible in the web.

For example, one of the circles that connects to the center circle could be What? Occupations. Draw smaller circles around this circle to show the different occupations.

Another circle connected to the center circle could read, Language. The smaller circle connected to this circle could read, Tigrigna.

Discuss the information as you draw the web.
Tell students to copy in their exercise books the paragraph, "Life in Tigray." Ask them to use the words in the chart in the student's book to complete the paragraph in their exercise books.

## LESSON THREE

Review the question words: who, what, when, where, and why. Write the five question words and the key words on the chalkboard.

Model a conversation using the five question words and the key words with a student in the class.

Then ask the students to talk with a partner about their ways of life by asking and answering questions that represent the categories in the chart in the student's book.

Ask students to copy and complete the chart from the student's book into their exercise books.

## LESSON FOUR

Tell the children about the Gambella and Oromya regions. Refer to the information below.

## Gambella and Oromya

Gambella is one of 11 regions in Ethiopia. The capital city of this region is Gambella. Gambella is located in the western tip of Ethiopia. Most of the population lives in rural areas. Most of the region is flat and has hot humid weather. People grow sorghum, beans, sesame, mango, bananas, and other crops for their livelihood. Amharic is the local language.

Oromya is also one of 11 regions in Ethiopia. The capital city of this region is Adama. Oromya is located in a large area in the eastern, central and western parts of Ethiopia. The climate is warm and mild. Oromya has the largest single population of red fox in all of Ethiopia. Traditional occupations are medicine and law. The local language is Oromifa.

Talk with students about how the Gambella and Oromya regions are alike and different.

Introduce the compare and contrast chart from the student's book. Draw the chart on the chalkboard and model how to record the information that is alike and different. Compare yourself to a student. Record this information in the chart. Model how to write a complete sentence using the information you recorded on the chart.

Tell students to read again what they wrote in their exercise books about their partner's way of life. Ask students to copy in their exercise books the Compare and Contrast Chart from their students' books. Tell students to write two ways that their way of life is similar, or like, their partner's way of life and two ways that their ways of life are different. Ask students to use this information to write four complete sentences in their exercise books-.

## LESSON FIVE

Write the words Life in Afar on the chalkboard. Ask students to tell the class what they think life in Afar is like. Write responses on the chalkboard. Ask students to think of questions they have about people
who live in Afar. If students cannot think of questions to ask, prompt with sample questions.

## Sample Questions

What language do people speak in Afar?
What occupations do people have in Afar?
What is the weather like in Afar?
What kinds of foods do people eat in Afar?
What customs do people have in Afar?
Tell students to read silently "Life in Afar" in their students' books.
Explain the key words to the students before they read.
Tell children to complete the activities about "Life in Afar." Ask them to write the main idea of the passage and answer the questions about the passage.

1. What is a Regional State in Ethiopia called? (kililoch)
2. Where do the people of Afar go during the dry season? (move to the banks of the Awash River)
3. What is an ari? (a moveable house)
4. What is an ari made of? (made of sticks and covered with mats)
5. What is a burra? (a camp made up of two or more aris)
6. Who is in charge of the burra? (women)
7. What do nomadic herders do? (raise goats, sheep, and cattle in the desert)
8. Where do the Afari get milk and meat? (at the market, by trading other products for them)

## LESSON SIX

Ask students to talk with a partner about how their way of living is similar to life in Afar. Ask three students to share their sentences with the class. Write these sentences on the chalkboard and label them Similar.

Ask students to talk with a partner about how their way of living is different from life in Afar. Ask three students to share their sentences with the class. Write these sentences on the chalkboard and label them Different.

Reread "Life in Afar" out loud while students follow in their students' books.

Tell students to write three sentences about how their ways of life are similar to and different from the ways of life in Afar. Tell students to use as many of the key words as they can in their sentences. Tell students to follow the directions at the beginning of Lesson Six.

Tell students to write in their exercise books the names of each regional state from the map in Lesson One in their students' books.

Review the examples in the student's book. Ask students to write in their exercise books the answers to the seven questions in their students' books. Ask them to read their sentences to a partner.

## LESSON SEVEN

Write the title of the story, "The Name of Addis Ababa," on the chalkboard. Ask students to write in their exercise books a prediction of what the story is about. Tell students what the key words mean. Ask students to read the story silently.

Tell students to work in a group of three to identify the main idea of the story. Ask students to write in their exercise books the main idea of the story.

Tell students to read out loud the six comprehension questions about "The Name of Addis Ababa." Remind students to read parts of the story again to find the answers to the questions, if they need to do so.

Ask students to share their answers with the class.
Remind students of the Unit Objectives by discussing what was taught and learned.

## UNIT 23 <br> COUNTRIES IN AFRICA

## Teaching Objectives

In this unit you will help students learn about Africa. You will teach students to:

- tell what they know about Africa.
- locate countries and capital cities in Africa.
- identify geographic information.
- answer comprehension questions to demonstrate understanding.
- write sentences using new vocabulary words and directions.


## LESSON ONE

Write the words Johannesburg, Nairobi, Addis Ababa, and Algiers on the chalkboard. Tell students to work in groups of four. Tell the students that these are cities in different countries in Africa. Draw a web on the chalkboard. Write the word Africa in the middle circle of the web. Draw four circles around the middle circle, and connect each circle to the middle circle with a straight line. Write the name of one of the four cities in each circle. Ask students what they know about each city. Write this information in or beside the circle that represents that city.

Tell students that you will read a story out loud about these African cities. Ask each student in the group to choose a question about one of the cities from their students' books. Each student will listen for information about that city while listening to the story.

## African Cities: Life and History around Africa

To learn about Africa, we must learn about its cities. Cities tell the life and culture of the people in Africa. Eight hundred million people live in Africa. We can learn about lives and cultures by learning about the cities.

Let us travel to South Africa and visit Johannesburg. Johannesburg is one of the capitals of South Africa. It is a city of more than three million people. The busiest airport on the continent is in Johannesburg. Many people travel through Johannesburg to visit the wildlife areas. They can see lions, zebras, elephants, giraffes, and other animals. These safaris
are great tourist attractions.

Travelling northeast toward Ethiopia, we stop in Nairobi. One million, two hundred thousand people live in Nairobi. Nairobi is the capital city of Kenya. Nairobi can be seen from the Ngong Hills. The Ngong Hills overlook the Rift Valley. This is where early settlers set up farms. Nairobi National Park is a few kilometers from the city. It's one of the oldest parks in the country. You'll see buffalo, rhino, lion, cheetah, leopard, giraffe, zebra, gazelle and oryx there. There are no elephants though.

Addis Ababa, the capital city of Ethiopia is our next city. Addis Ababa has a population of more than two million people. It is the political capital and the economic centre of Ethiopia. Aksum, in the north, was the ancient royal capital of the earliest Ethiopian kingdom. Aksum is known for ancient carved granite obelisks. It also is known for the church which is said to house the Lost Ark of the Covenant. The Blue Nile Waterfalls are in northern Ethiopia.

Algiers is the capital city of Algeria. One million, six hundred thousand people live in Algiers. Farmers make up about a quarter of Algeria's workforce. They produce cereals, wine, citrus fruits, and cork. Mining and manufacturing make up most of the national income. Petroleum is the leading export. Much natural gas also is produced. Algeria's natural gas reserves are among the world's largest.

Ask students to tell their group what they learned about their city. Ask students to look at the map in the student's book and locate their city. Model by explaining to students where Khartoum is located: which country, where in the country, and where on the continent. Use words such as north, south, east, west, central, on, by, at, and in. Tell students to share with their group the same kind of information that you modeled.

Ask students to think about the story you read. Discuss what the key words mean (in bold in the story). Reread the sentences that contain the key words in bold. Underlined words in the passage will be discussed in Lesson Two.

## LESSON TWO

Look at the passage, "African Cities: Life and History around Africa," in Lesson One. Tell students that they will read the passage in unison, out loud as you read it to them.

Ask students to use the map to locate the city in which they live. Model how to get from Khartoum to the city where you live. Use words such as north, south, east, west, central, on, by, at, and in. Ask students to explain to a partner how they would get to each of the four cities in the passage (Johannesburg, Nairobi, Addis Ababa, and Algiers) from where they live. Tell students to write these directions in their exercise book. Ask them to compare what they wrote with what their partners wrote.

Read the sentences out loud that contain the key words. The key words for Lesson Two are underlined in the story. Explain what the key words mean.

## LESSON THREE

Ask students to

- look at the map and locate Libya.
- point to the countries around Libya. Explain that these countries border Libya.
- compare the size of Libya to Ethiopia.
- compare Libya's location to Ethiopia's location.
- tell which body of water is north of Libya.
- explain where Egypt is in relation to Libya.

Ask students to read the six questions about the map of Africa. Tell them to write in their exercise books the answers in complete sentences to these questions.

1. The countries of Sudan, Kenya, Somalia, Djibouti, and Eritrea border Ethiopia.
2. South Africa is at the southern tip of Africa.
3. Kenya is half the size of Ethiopia. (Answers may vary.)
4. Tanzania is south of Ethiopia. (Answers may vary.)
5. The Atlantic Ocean, the Indian Ocean, the Red Sea, and the Mediterranean Sea surround Africa.
6. Egypt is northwest of Ethiopia.

Tell the students to underline as many of the key words as they can in the sentences they wrote. Discuss the meaning of the key words with the class.

## LESSON FOUR

On the chalkboard demonstrate how to draw a map of Ethiopia and the countries that border it. Show students how to label with its name each country and its capital city. Explain the meanings of the words border and label.

Ask students to draw a map of Ethiopia and the countries that border it in their exercise books. Tell students to label the name of each country and its capital city. Tell the students to write in their exercise books the names of ten other countries and their capital cities. Ask each student to choose a country and tell a partner about it by telling where it is and comparing it to two other countries. Read the example from the student's book out loud.

## LESSON FIVE

Review the names of several countries in Africa. On the chalkboard draw the chart below. Discuss how to read the chart to find information.

| Country | Population |
| :--- | :--- |
| Algeria | $32,531,853$ |
| Angola | $11,190,786$ |
| Ethiopia | $73,053,286$ |
| Ghana | $21,029,853$ |
| Kenya | $33,829,590$ |
| Mali | $12,291,529$ |
| South Africa | $44,344,136$ |
| Sudan | $40,187,486$ |

Tell the students what the key word location means. Ask students to think about what they know about Africa. Ask students to write five
complete sentences in their exercise books about what they know about Africa and share the information with a partner. Tell students to use information from the chart and the map in Lesson Three in their students' books to help them write their sentences.

Tell students to use the map in Lesson Five in their students' books to copy in their exercise books the names of the major rivers of Africa. Explain what the key word major means.

Ask the students to look at the map in Lesson Three and the map in Lesson Five in their students' books. Compare and contrast the information that is on each map.

Show students how to locate the countries that the Niger River runs through. Explain what the key word runs through means. Have them follow the path of the river with their fingers. Then have them name the countries that they think the Niger River runs through. Additional information for the teacher about the Niger River can be found in the box below.

## The River Niger

The River Niger is the principal river of western Africa, extending over 2500 miles (about 4000 km ). It runs in a crescent through Guinea, Mali, Niger, and Nigeria, discharging through a massive delta, known as the Oil Rivers, into the Gulf of Guinea. The Niger is the third longest river in Africa, exceeded only by the Nile and the Congo River (also known as the Zaire River). Its main tributary is the Benue River. The Niger takes one of the most unusual routes of any major river, a boomerang shape that baffled European geographers for two millennia. Its source is just 150 miles ( 240 km ) inland from the Atlantic Ocean, but the river runs away from the sea into the Sahara Desert, then takes a sharp right turn and heads southeast to the Gulf of Guinea.

Tell students to look at the map to find the names of the shortest and longest rivers. Tell the students to write in their exercise books the names of these rivers (Senegal, Nile).

Tell students to follow the River Nile from its beginning to its end. Then tell them to write in their exercise books the names of the countries that
they think the River Nile runs through. Additional information for the teacher about the River Nile can be found in the box below.

## The River Nile

The Nile, in Africa, is one of the two longest rivers on Earth. The Nile is usually considered the longest river in the world, but whether the Nile is actually longer than South America's Amazon still remains the subject of much debate. This is, for the most part, due to two reasons: first, the lengths of rivers vary over time (especially in plains, where rivers often change course), and, second, the point from which the length of a river is measured is not always agreed upon. The Nile lost several miles of meanders in Nubia when Lake Nasser was formed.

Lake Victoria in Uganda is commonly considered to be the source of the Nile. Leaving Lake Victoria, the river is known as the Victoria Nile. It flows further for approximately 500 km ( 300 miles), through Lake Kyoga, until it reaches Lake Albert. After leaving Lake Albert, the river is known as the Albert Nile. It then flows into Sudan, where it becomes known as the Bahr al Jabal. At the confluence of the Bahr al Jabal with the Bahr el Ghazal, itself 720 km ( 445 miles) long, the river becomes known as the Bahr al Abyad, or the White Nile, from the clay suspended in its waters. From there, the river flows to Khartoum.

Meanwhile, the Blue Nile springs from Lake Tana in the Ethiopian Highlands. The Blue Nile flows about $1,400 \mathrm{~km}$ ( 850 miles) to Khartoum, where the Blue Nile and White Nile join to form "the Nile."

After the Blue and White Niles merge, the only remaining major tributary is the Atbara River, which originates in Ethiopia north of Lake Tana, and is approximately 800 km ( 500 miles) long. It joins the Nile approximately 300 km ( 200 miles) past Khartoum.

The Nile then reaches the man-made Lake Nasser, impounded behind the Aswan High Dam, one of the world's largest dams, 270 km (170 miles) into Egypt from the Sudanese border. From there the main channel flows north through Egypt and into the Mediterranean Sea. Enrichment from Nile sediments carried eastward by currents nurture the fishing industries of the Eastern Mediterranean.

## LESSON SIX

Tell the students that they will write a paragraph in their exercise books about a country in Africa that they want to visit.

Model how to write a paragraph. Show students how to think of a topic sentence that tells the main idea of the paragraph. Tell students that they must answer the questions from their students' books that they can about the country they have chosen. Model how to answer those questions in the paragraph you write. Tell the students that they will have the rest of the period to write their paragraphs.

Circulate around the room and provide assistance as needed.
Before the period is over, ask students to tell the class the main idea of their paragraph.

## LESSON SEVEN

Model for students how to read the Table of Cities and Their Populations and Languages in their students' books. Explain how to sequence numbers from most to least. Then explain how to group cities that have the same official language. Tell students to follow the directions in their students' books: sequencing and grouping of cities.

Ask the students to use the map from Lesson Three to find the cities and countries from the table and point to them. Tell students to write in their exercise books the answers to the six questions in their students' books.

## Answers may vary.

1. Monrovia, Liberia and Accra, Ghana are closest to each other.
2. Libya is farther north than Chad.
3. Chad is farther south than Libya.
4. Ethiopia is farther east than Nigeria.
5. If you live in Tunisia, you can go to Tripoli because people in both countries speak the same language.
6. If you live in Senegal, you cannot go to Tanzania unless you learn to speak Swahili.
7. Tunis and Accra have about the same number of people.

Ask students to share their answers with the class.
Ask students to imagine that they are travelling in a straight line from northern to southern Africa. Ask them work in groups of four to identify the countries they will travel through and in what sequence. Ask them to record their answers in their exercise books.

Remind students of the Unit Objectives by discussing what was taught and learned.


[^0]:    When choosing students to come to the front of the class to demonstrate their work or to report to the class, remember to give equal chance to both boys and girls.

