

**ENGLISH
FOR ETHIOPIA
GRADE 8**

Teacher's Guide

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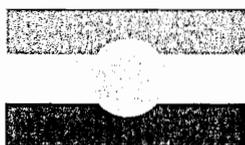
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English for Ethiopia

Teacher's Guide Grade 8

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INTRODUCTION

This new Grade 8 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 learn to talk about themselves, their family, and their immediate environment. They also learn 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 8, students should be able to:

1. connect what they know with what they will learn.
2. make predictions.
3. use language patterns appropriately.
4. demonstrate comprehension in a variety of ways.
5. ask questions about and discuss a range of topics related to their everyday lives and to other subjects.
6. locate places on a map.
7. learn new vocabulary and use vocabulary in speaking, listening, reading, and writing
8. read different kinds of text silently and orally and demonstrate understanding in a variety of ways.
9. use various forms of writing.

Lesson Content

The content of the lessons will get students actively involved in *listening*, *speaking*, *reading*, and *writing* about the unit topics. *Listening* includes listening for information and listening to follow directions. *Speaking* includes speaking expressively, giving descriptions, giving reasons, making introductions, recalling information, and participating in dialogues and discussions. Silent and oral *reading* activities include reading stories, passages, dialogues, maps, and charts and demonstrating comprehension by asking and answering questions, retelling, drawing, and through discussion. *Writing* includes the use of words, phrases,

sentences in the form of paragraphs, dialogues, letters, lists, and responses to questions.

Key Words (Vocabulary)

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

Students should be taught to:

1. identify key words that are important for them to learn the content being taught.
2. learn 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_rs_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. use visuals such as pictures, maps, or charts; use context clues, use synonyms or antonyms, and provide definitions in simple English or in their native language.
4. use different forms of a word to recognize its meaning and be able to use the word appropriately in sentences (*Example: work, worked, working*).
5. use new key words in speaking, listening, reading, and writing activities.
6. work effectively individually, in pairs, in small groups, and in whole group.

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.

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.

Textbook Structure and Content

The Grade 8 textbook consists of 15 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.

This English language textbook incorporates many opportunities for cooperative learning activities. Students are encouraged to discuss their ideas with classmates and 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 and the purpose of the activity.
- Allow enough class time for assigned pre-reading discussions for introducing, reviewing, and discussing during and after reading.
- Have students share their written work with others. This could occur as a presentation to the class, by writing a response, or by talking with others in pairs or groups.
- Develop vocabulary by having the students use context clues to discover the meanings of the unknown words and use the words orally and in writing.

Effective Teaching Strategies

Building Background Knowledge

It is of primary importance to build students background knowledge about a concept or topic being taught (a story or passage being read, language pattern to be learned, new vocabulary, a topic that students are asked to write about). This must be done before students begin to learn about a concept or topic. Background knowledge is important to

comprehension. To build background knowledge, you should plan brief activities that connect what students already know about a concept or topic to what they are going to learn about that concept or topic.

Some general ways to build background knowledge include but are not limited to the following:

1. Relate the discussion or activity to students' personal experiences.
2. Teach the vocabulary to understand the lesson content by using visuals and making connections using the native language or other English words that students know.
3. Use familiar drawings and examples to illustrate new concepts.
4. Have students develop questions about the concept or topic.
5. Have students make predictions about the concept or topic.

Some specific ways to build background knowledge include but are not limited to the strategies defined below. These strategies can be used not just before reading but also during and after reading in many instances.

Quick Write

Strategy	Purpose	Before Reading	During Reading	After Reading
Quick Write	To help students gain new information by thinking about what they know in relation to what they are going learn To promote comprehension	X		X

Procedures

1. Write or orally give students a concept or topic to write about.
2. Ask students to write in their exercise book everything they can think of about the topic in three to five minutes.
3. Tell students not to worry about language or spelling, just to get their thoughts on paper.
4. Ask students to share what they wrote with the class, a partner, or small group.
5. Ask students to read or listen to information about the concept or topic as dictated by the student book.

6. After reading or listening, ask students to write again in their exercise book everything they can think of about the concept or topic in three to five minutes.
7. Ask students to compare what they wrote before reading or listening with what they wrote after reading or listening to information about the concept or topic.
8. Ask students to share what they wrote after learning about the concept or topic.

If this process is used consistently, students will be more motivated to learn about a concept or topic and their writing will get longer and the content more detailed. The entire Quick Write process should take 10 minutes or less, depending on the purpose of the lesson.

Example

In three minutes in your exercise book, tell me everything that you know about pollution (Unit Four) before reading the passage, "Pollution and the Environment." After reading the passage silently, students will have three minutes to again tell everything that they know about pollution by writing for three minutes in their exercise books. This process also is called Free Writing.

Graphic Organizer, Web, Map

Strategy	Purpose	Before Reading	During Reading	After Reading
Graphic Organizer, Web, Map	To show how related concepts are connected to a main concept To serve as an organizational tool for writing To promote comprehension	X	X	X

Procedures

Before Reading

- Ask students to brainstorm ideas about a concept or topic.
- Place the main concept or topic in a circle.

- From this circle in the center of a page, draw lines that connect ideas (words) that relate to the main concept or topic.

During Reading

- Add details to the graphic organizer.

After Reading

- Complete the graphic organizer with details that connect to the main concept or topic.
- Write sentences next to each concept or topic on the graphic organizer.
- Use the sentences from the graphic organizer to create a paragraph about the concept or topic which reflects the information read (summary paragraph).

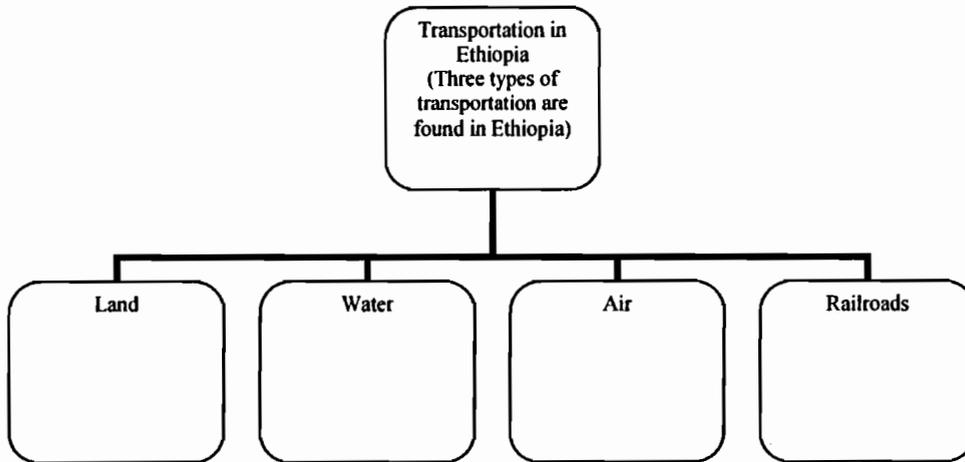
Students who simply fill in the bubbles in a graphic organizer may not be moving beyond literal understanding. Students must be required to connect these ideas through discussion and writing.

Example

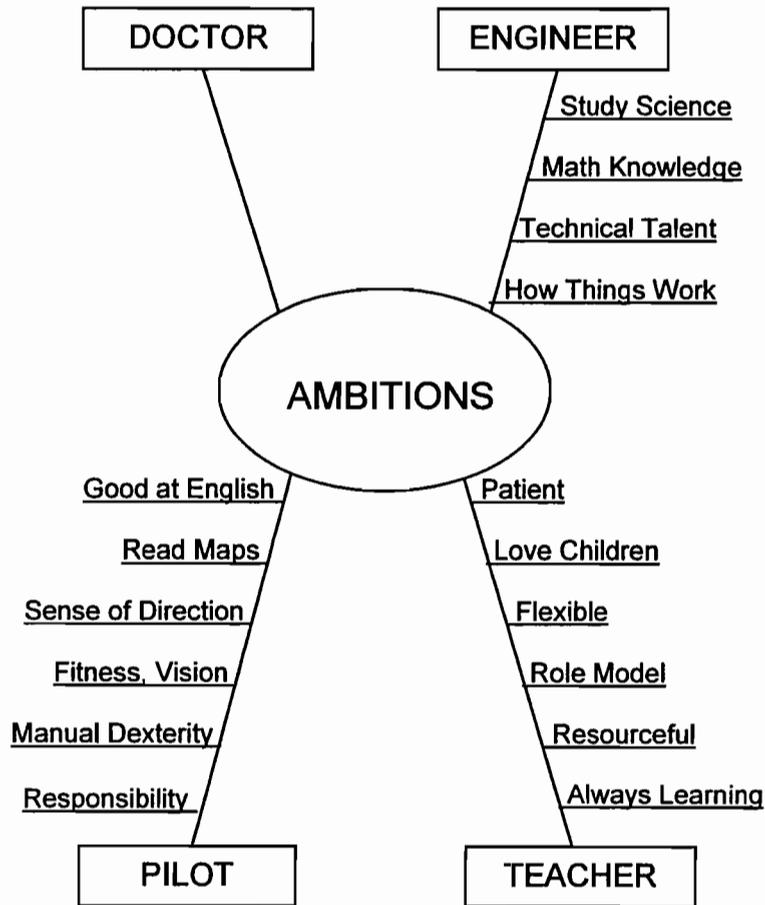
Before students read the passage, “Transportation in Ethiopia,” (Unit Eight), ask them to think of transportation that they know people use and ask why each is used. Write the words *Transportation in Ethiopia* on the chalkboard in a circle or box, and ask students to copy the words and shape into their exercise book. Then ask students to draw lines and make additional boxes under the box which contains the main concept, Transportation in Ethiopia. Ask them to list all the types of transportation used in Ethiopia that they know about. While reading ask students to fill in the additional boxes with information from the passage and list details about each type of transportation when they can. As a whole class activity, complete a master graphic organizer on the chalkboard. Each student’s graphic organizer will be somewhat different.

After the graphic organizer is completed, ask students to write sentences about the topic using the information on the graphic organizer. Then have students write a paragraph using the sentences written from the information on the graphic organizer.

Graphic Organizer



Examine the graphic organizer below. It shows a graphic organizer centered around the concept of ambitions which is presented in Unit Four. A graphic organizer can take many forms, but it always contains the main idea and details. Present the concept of ambitions and ask students to brainstorm about different ambitions. After naming the ambition, students can give characteristics of each different ambition presented.



The writing process for using information from a graphic organizer is essentially the same as that for using the Venn diagram. Ask students to generate sentences about each ambition and then formulate the sentences into a paragraph or paragraphs.

Anticipation Guide

Strategy	Purpose	Before Reading	During Reading	After Reading
Anticipation Guide	To activate background knowledge and build interest in a concept or topic To promote comprehension	X	X	X

Procedures:

1. Select 5 to 10 key words from the reading
2. Sequence them in the order in which they appear in the text with arrows that form a chain.
3. As students to write a paragraph using the words. This will prompt them to form an impression of what the reading is about.
4. Have students read the selection to verify whether or not their impressions were correct.
5. After reading ask students to rewrite the paragraph using the same words as before and the new knowledge that they gained from the reading.

Example: Unit Four

Anticipation Guide				
Before Reading			After Reading	
Agree	Disagree		Agree	Disagree
		1. A forest contributes to the development of one's country.		
		2. Deforestation can affect human needs.		
		3. Overgrazing does not expose soil to serious damage.		
		4. Deforestation is harmful to the environment.		
		5. Deforestation affects the balance of nature.		
		6. Deforestation cannot happen naturally.		
		7. Deforestation occurs by cutting trees.		

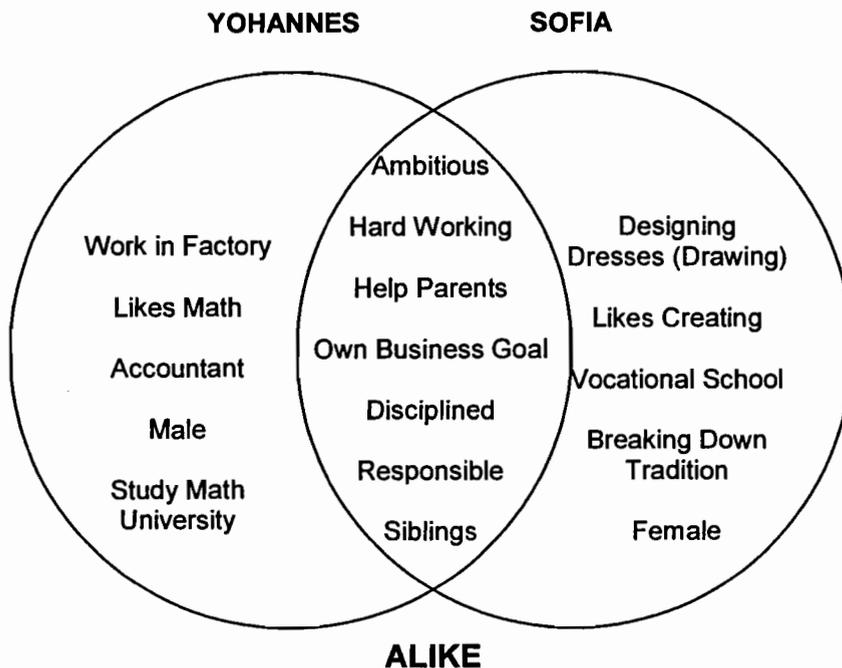
Venn Diagram

A Venn Diagram can be used to compare and contrast two or more people, objects, or things. A Venn Diagram is comprised of two overlapping circles. The circles on the right and left are used to show how the people, objects, or things are different; and the middle of the diagram where the circles overlap, shows how they are alike. In Unit Four students are asked to compare and contrast Yohannes and Sofia. The Venn Diagram below shows one way that this can be done, using content from the textbook.

Strategy	Purpose	Before Reading	During Reading	After Reading
Venn Diagram	To introduce students to vocabulary words knowledge, create interest in the passage or story, and build writing skills	X	X	X

Procedures

1. Read and analyze the text that students will read. Determine ideas that you want students to learn through comparison and contrast.
2. Show students an example on the chalkboard of how to make the overlapping circles for the Venn Diagram and what goes into each part.
3. Before reading show who or what will be compared and contrasted so that students will keep this in mind while reading.
4. During reading students can write down ideas on the Venn Diagram.
5. After reading have students complete the Venn Diagram.
6. The contents of a Venn Diagram can be used for sentence and paragraph writing.



The content of each student’s diagram will be somewhat different. After the Venn Diagram is completed, its content can be used to generate sentences, develop a paragraph, or for discussion. Unit Four requires that the content of the Venn Diagram be used to write two paragraphs. In the first paragraph, students will compare how Yohannes and Sofia are alike and in the second paragraph they will contrast or tell how the two are different. An example paragraph follows.

Sofia and Yohannes: Alike and Different

Sofia and Yohannes are alike and different in several ways. They both are responsible, ambitious, and hard working. They both help their mother at her fabric shop. To have these characteristics, they also must be responsible. Sofia and Yohannes have learned many things by working at their mother’s fabric shop. Sofia and Yohannes have set goals for themselves. These siblings are alike in many ways.

Sofia and Yohannes also are different in many ways. Sofia likes to create and would like to become a dress designer. She plans to attend vocational school to study for her profession. Yohannes is interested in mathematics and wants to become an accountant. He plans to study at the university. Both reached their goals and became successful in his or her profession.

Once students have completed their paragraphs, they should be able to explain how they used the Venn Diagram to help them with the content of the paragraphs. When beginning to teach students how to do this, you should first teach them how to write sentences using the information from the diagram. Have them write one sentence that explains each characteristic, and then show them on the chalkboard how to combine the sentences into paragraphs. Always begin with a topic sentences and then add the detail sentences. Students always should share what they have written with a partner, small group, class, or at home.

Vocabulary Development

Text Impressions

Text Impressions is a way to build vocabulary and prompt students to anticipate what the reading will be about. Using cue words from the text, students write a paragraph before reading. After reading students rewrite the paragraph using knowledge gained from reading or listening.

Text Impressions

Strategy	Purpose	Before Reading	During Reading	After Reading
Text Impressions	To introduce students to vocabulary words knowledge, create interest in the passage or story, and build writing skills	X		X

Procedures

1. Read and analyze the text that students will read. Determine key ideas that you want students to learn.
2. Write three to eight statements (like true/false questions turned into statements) about the concepts that you want students to learn.
3. Put the statements into a format where students agree or disagree with each statement before and after reading.
4. Have students complete the before reading column, identifying which statements they agree and disagree with.
5. Assign the reading.

6. While reading, students will naturally focus on the answers to the statements.
7. After reading students will complete the after reading column, identifying which statements they agree and disagree with.
8. Ask students to reflect on their before and after reading responses.

Example: Unit 4

environment

pollution

chemical waste

exhaust fumes

litter

recycling

Guided Discovery

Use descriptive sentences to prompt a definition from students.

Example: A lapel is part of a jacket. There are two lapels on a jacket. Lapels can be wide or narrow. People sometimes put badges on their lapels. What is a lapel?

Pictionary

Identify a group of words that the class has been studying. Whisper a word to a student, and the student draws what the word means on the chalkboard or in his/her exercise book. This also can be done in teams.

Ordering

Teacher gives students a group of words and asks them to put them in a particular order such as order of importance, alphabetically, smallest to largest, earliest to latest, etc.

Techniques for Improving Listening Skills

- Elicit information with visuals.
- Ask questions about a topic.
- Predict what is going to happen.
- Use sound effects.

Techniques for Improving Speaking Skills

- Create as many opportunities for students to speak as possible.
- Prepare students for the speaking task, i.e. teach the key words, give them a chance to think about the topic.
- Ask students to discuss topics, prepare responses, and do other activities which require speaking in small groups, pairs, or in whole class situations.
- Require students to only talk in English during certain times.
- Listen to students during speaking activities and record their strengths and weakness so that you can plan effective instruction.
- Personalize activities by asking students about their own experiences and using topics which are relevant to their ages and interests.

Techniques for Improving Writing Skills

Teach students the writing process. Writing is a process that takes a writer from brainstorming as a first step to a finished work that can be published. The steps in the writing process are as follows:

1. Brainstorming – collecting your ideas and recording them informally in your exercise book.
2. Drafting – putting the ideas you generated during brainstorming (can be done in the form of a graphic organizer or web) in sentence form in your exercise book. At this stage language patterns and mechanics are not a concern.
3. Revision – this is where the writer (sometimes with a partner's comments) examines the writing to determine if it makes sense and tells the reader what you want to say.
4. Editing – this is where you address the language pattern and all mechanics such as spelling and punctuation to make sure that they are correct.

5. Publishing – this is when you share your finished writing with someone.

Paragraph Writing

The length and content of paragraphs will vary according to the purpose. A paragraph contains a series of sentences that relate to one idea or topic. A paragraph should begin with a topic sentence, and a number of detail sentences should follow. The detail sentences must relate to the topic sentence, thus supporting it.

Step 1: Write the topic sentence.

Step 2: Decide how to organize the information under the topic sentence. Begin by brainstorming ideas and developing a graphic organizer that shows the main idea and supporting details. Remember that the sentences that follow the topic sentence must contain details about the topic sentence.

Step 3: Write the detail sentences from the graphic organizer or from the list that was generated from brainstorming.

Example 1: Unit 15

You have been asked to write a paragraph about making coffee. This would be a paragraph that contains ideas expressed in chronological order. Begin with the topic sentence: *Several steps must be followed in order to make coffee.* First the coffee beans are washed and roasted in a pan. After the coffee beans are roasted, they are ground in a mortar with a pestle. Next the ground coffee is added to boiling water. The coffee is boiled until it rises in the pot. Sugar is put into small cups. Then the coffee is poured into the cups. Finally the coffee is served to people.

Example 2: Unit 15

When I needed a school uniform, first my mother and I visited the fabric store and purchased the material. Then we took the fabric to the tailor. He measured my height, waist and shoulders in order to cut the fabric for my uniform. Next the tailor sewed the three parts of the uniform. He added buttons to the shirt and vest. Finally he sewed a zipper in the skirt. He then delivered the uniform to our house so that I could wear it to school on the first day.

Modes and Purposes for Writing

There are many different modes and purposes for writing. Sometimes we ask students to respond to something they have read about or talked about by writing answers to questions in sentence form or in paragraph form. Sometimes we ask students to make personal responses by telling what they think about a topic. At other times we ask students to compare and/or contrast concepts. Writing is a way for students express themselves and to show their depth of comprehension. Writing must occur on a daily basis and must be taught. In order to teach students to write in various ways, teachers must model the writing process and also show students that they also are writers.

- Have students write in journals on a consistent basis. They can do free writing where they write about anything they want to write about or it can be more structured as a learning log where they respond to something they have heard or read.
- Show students five or six items such as an airline ticket, a pair of gloves, a watch, and a train timetable. Ask them to brainstorm and then write a story that includes all of the items.
- Have students write a story based upon an oral prompt. Some oral prompts to consider:

It was a dark night and you were walking home.
Where were you walking from?
Where were you walking to?

You were with someone.
Whom were you with?
How were you feeling?

You saw something.
What did you see?

You heard something?
What did you hear?

How did you feel?
What did you do?
What happened next?

- Ask students to write about the topic, My Perfect Day. Ask:
What is your perfect day.
Write down everything that would happen on your perfect day.
Who would you meet?
What would you do?
- Have students write a modern version of an Ethiopian fable or story.
- Choose a familiar topic and have students write an adjective/noun poem.

On the Streets
Hot days
Cool shade
Yellow dust
Cars honking
People walking
Children talking

Point out the pattern in the lines of the poem. You can give them some words to use in the poem or have them choose a topic of their own.

- Write a telling sentence and ask the student to show it in their writing. For example, telling sentence: “the weather is very hot today.” Abera walked to school in the hot sun and wiped his forehead often. He took off his sweater and carried it. He stopped to buy a cold drink. His clothes were dripping wet by the time he got to school.

Summary

Using strategies such as background knowledge, prediction, Quick Writes, graphic organizers, Anticipation Guides, and the writing process will help students learn the concepts and topics being taught. These strategies provide a framework for learning that begins with prereading and carries them through the post-reading process.

UNIT 1 A FAMOUS PERSON

Teaching Objectives

In this unit you will teach students how to

- ask for and give personal information about themselves.
- express ideas using the gerunds orally and in writing.
- read and answer questions about famous Ethiopian people.
- write paragraphs about how people are alike and different.

LESSON ONE

Write the words *personal information* on the chalkboard. Tell students that when we meet and talk with others, we ask for and give personal information such as how well we can speak, read, and write English.

Ask students to look at the picture of the boy and the girl talking in their textbook. Write the names *Aida* and *Mekedem*, on the chalkboard. Point to the names and read them. Ask students what they think the boy and the girl are talking about. Do they think the boy and the girl know each other? What do they think the girl is telling the boy if they do not know each other.

Tell the students you will be reading a dialogue between the two students. In the dialogue they will ask and give *personal information*.

Ask students to listen for *personal information* as you read the dialogue aloud.

Aida	I speak well in English. Can you speak in English?
Mekedem	Yes, I can. I speak in English every day to my mother, and I feel that I can speak it well.
Aida	Can you read passages and stories in English?
Mekedem	I find reading more difficult because I read slowly.
Aida	Do you understand what you read in English?
Mekedem	Although I read slowly in English, I understand what I read. I enjoy reading in English.
Aida	I have difficulty writing in English. How well can you write in English?
Mekedem	I can write quite well in English, but I enjoy speaking the most.

Ask students to give personal details about Aida and Mekedem that they learned from reading the dialogue. Write their responses on the chalkboard.

Tell students to work with a partner and have a conversation about how well they can speak, read, and write in English.

Make a chart on the board and complete it with responses from the students about how well they speak, read, and write in English.

	Speak in English	Read in English	Write in English
well			
not as well as I would like			

LESSON TWO

Write the words *bilharzia*, *hypothesis*, *observation*, *experiment*, *impact*, on the chalkboard. Explain that these vocabulary words are called key words. Pronounce each word aloud. Then ask students to pronounce the words by whispering each word.

Ask students to read the words aloud in unison. Explain to students that they will see these words again in the story in Lesson Three.

Say the word *bilharzia*.

Ask students to say the word.

Tell students that *bilharzia is a disease caused by a parasite known as schistosoma, a worm that lives in snails.*

Read the following sentence to students: *Bilharzia attacks the liver and spleen, causing enlargement and pain.* Explain to students that enlargement means getting bigger or swelling.

Say the word *hypothesis*.

Ask students to say the word.

Tell students that *hypothesis* means a guess or a theory about why something happens. Explain that a hypothesis a guess that is stated in a sentence. It is not a question. Example: The presence of endod in water kills snails.

Read the following sentence to students: *A scientist must develop a careful hypothesis which gives a possible explanation of what was observed.*

Say the word *observation*.

Ask students to say the word.

Tell students that *observation* is when you look at or watch something.

Read the following sentence to students: *The woman made careful observations as she carried out her daily routines.*

Say the word *experiment*.

Ask students to say the word.

Tell students that an *experiment* is a series of steps carried out to test a hypothesis.

Read the following sentence: *Scientists conduct experiments to solve problems.*

Say the word *impact*.

Ask students to say the word.

Tell students that *impact* is an effect or influence on something or someone.

Read the following sentence to students: *The impact of the scientist's work was global.*

Ask students to work with a partner and orally make new sentences using each of the key words.

Ask them to choose two of the key words and draw pictures of them. The drawing will show what they think these key words mean. Give them three minutes to draw each picture.

Ask them to share their pictures with the class by showing them and explaining what they mean.

LESSON THREE

life cycle - progression through different stages of development
collected - brought or gathered together from a number of places
schistosoma worms – a worm that lives in snails
crawled - moved slowly, pulled the body along the ground.
endod berries- small seedy fruit used for washing clothes

Tell students to look at the picture and describe to a partner what they think is happening.

Tell students to look at the picture and describe to a partner what they think is happening

Before reading the story, ask students with a partner to share anything they know about Dr. Aklilu Lemma or about bilharzia.

Ask them to tell their partner any personal information they would like to learn about Dr. Aklilu Lemma.

Tell students that they will listen as you read a story about a famous Ethiopian biologist. His name was Dr. Aklilu Lemma. Dr. Aklilu was concerned about the spread of the disease, bilharzia. He used to spend a lot of time doing field work around the rivers in Adwa in Tigray Regional State. Many people in this area suffered from bilharzia.

After reviewing the words studied yesterday, introduce the key words from this lesson by writing them on the chalkboard. Have students explain their meanings. If students do not know the meaning of a word, clearly explain the meaning by showing or giving an example. Then ask students to explain the meaning of each word to a partner by giving a different example.

Ask students to follow the words in the book as you read the story aloud.

Dr. Aklilu Lemma

One day when Dr. Aklilu Lemma was wandering along the banks of a river where people were washing clothes, he noticed a very strange thing. All the snails in the river close to where the people were washing clothes were dead.

He began to think about this strange observation. He knew that the worm that causes bilharzia (schistosoma) lives part of its life cycle in that kind of snail. So if those snails were dead, then the schistosoma worms also must be dead. He collected some of the dead snails and put them in the hot sun. He knew that living schistosoma worms would crawl out of the snails because of the heat. He was right. No schistosoma crawled out of the snails.

Then Dr. Aklilu walked upstream from where the women were washing their clothes. There were no dead snails. In fact, he observed many living and active snails. He collected some of these snails and put them in the hot sun. The schistosoma worms started to crawl out of the snails.

Now Dr. Aklilu Lemma had two very important observations to think about:

- 1) There were living snails with schistosoma worms upstream.
 - 2) There were dead snails and no schistosoma worms downstream.
- He asked himself the question, “What is different about the river upstream and the river downstream where people were washing their clothes?”

Dr. Aklilu Lemma observed that people were using endod berries as a detergent to wash their clothes. “Endod berries and dead snails,” he thought. Perhaps this is a cause and effect relationship between these two observations.

Dr. Aklilu Lemma’s hypothesis was as follows: The presence of endod in water kills snails. He tested his hypothesis by conducting experiments at the Institute of Pathobiology at Addis Ababa University. He discovered that certain chemicals in endod berries caused the death of snails that carry schistosoma worms.

As a result of Dr. Aklilu Lemma’s scientific work, many other scientists

from other countries and international organizations became interested in endod as a weapon in the fight against bilharzia. These scientists have continued to add to the first discoveries that the Ethiopian scientist, Dr. Aklilu Lemma, began on the river banks of Adwa in 1964.

Ask students to tell the class if the questions they wanted to have answered before reading were answered in the passage.

Ask students to tell their partner three things they learned about Dr. Aklilu Lemma, and tell them to write the three things in their exercise book.

Tell them to write the answers to the questions in their exercise book.

1. What was Dr. Aklilu Lemma's profession? (*Dr. Aklilu was a biological scientist*).
2. What was the focus of his study? (*The spread of bilharzia*).
3. While walking along a river, what strange thing did he notice? (*While walking along the river, he noticed that all the snails along the riverbank where people were washing their clothes were dead*).
4. What is the relationship between snails and the schistosoma worms carrying the bilharzia disease? (*The worms live part of the life cycle in those snails. If the snails were dead the worms must also be dead*).
5. What did he observe about snails when he walked along the river bank upstream? (*There were no dead snails. The schistosoma worms were alive; they crawled out of the snails when placed in the hot sun*).
6. What question did Dr. Akiliu Lemma asked? (*What was the difference between the river upstream and the river downstream where the people were washing their clothes?*)
7. What was the cause and effect relationship he wanted to investigate? (*Dr. Aklilu wanted to investigate the cause and effect relationship between endod berries and dead snails*).
8. State Dr. Aklilu Lemma's hypothesis. (*The presence of endod berries in water kills snails*).
9. What did he discover? (*He discovered that chemicals in endod berries cause the death of snails carrying schistosoma worms*).

10. What impact did his research have on the world? (*Dr. Aklilu's research caused the world to be interested in the use of endod berries in the fight against bilharzias*).

Tell students to share their answers with a partner.

LESSON FOUR

siblings- one of two or more persons having the same parents; brother or sister

raise money - to get money for charitable events or people in need

career- a job or profession

obtain - get

goodwill ambassador - someone who is trying to help

malnutrition - condition caused by not getting enough food or enough of the right kinds of foods

launch - to start something new

remote - far away

Ask students to look at the picture of Liya Kebede and to guess why she is famous. Accept all reasonable answers.

Review the key words with students.

Tell students to read the story silently.

Liya Kebede

The model, Liya Kebede, was born in Addis Ababa, Ethiopia. She is the youngest and the only girl of five siblings. Growing up in Addis, Liya attended the Lycee Gabremariam French School where she participated in fashion shows to raise money for her class.

Liya started her modelling career at age 16 in Ethiopia. She later continued her career in the United States and has become a famous model. She is married and has children. Liya knows the importance of good health care and its effect on women and children and wants to help women in Ethiopia obtain better health care.

Liya also is a Goodwill Ambassador for the World Health Organization. In an interview with *Self* magazine in December 2006, Liya talked about

the importance of taking care of the families of the world. She said that when a mother dies, her child could suffer from malnutrition and lack of schooling. This is one of the reasons she went to Ethiopia in the summer of 2006 to launch a new hospital. When she discovered the need for equipment in the new hospital, she began going to hospitals in the United States to obtain donated equipment. In addition to this, she is helping women in remote areas of Ethiopia get care at special health posts.

Tell students that an interview is a way to learn information about a person by asking questions.

Ask students to read the interview with a partner. One partner will read the interviewer’s part, the other partner will read Liya Kebede’s part.

Ask students:

- 1) What they learned from this interview?
 - 2) Why is it important to never give up on their dream?
- Have them explain why or why not.

An Interview with Liya Kebede

Interviewer	When was the first time you thought about becoming a model?
Liya Kebede	I never decided to be a model, it kind of just happened to me. The first time I did a show was at Lycee to raise money for graduation. I had no idea of what was to come.
Interviewer	How important is having a dream for what you want in life?
Liya Kebede	Very important – If you don’t have a dream in life, I don’t know what you have. You need to have a goal that is hard to reach.
Interviewer	What were some things in your life that helped you to succeed?
Liya Kebede	I was successful due to luck and hard work. I had a focus and never gave up. Every time I was ready to quit, I did not.
Interviewer	So how long do you plan to continue modelling?
Liya Kebede	I’ll wait and see what the future brings.

Tell students that Liya Kebede believes that honesty, hard work, and responsibility help people to succeed. Have students write questions to ask Liya Kebede about how these characteristics helped her to succeed and compare their questions with a partner's.

Tell students to copy the chart into their exercise book. Underneath each heading they should list people they know that are honest, hardworking, and responsible. On the chalkboard write the following example sentences:

Zebida and Teshome were *honest* because they did not cheat while taking the test.

Yidenkachaw Tessema was *hardworking* because he organized many African countries to compete in football.

Dr. Belay Abegaze was *responsible* for founding a hospital for children with heart problems.

Honest	Hardworking	Responsible

LESSON FIVE

Remind students that an interview is a way to learn information about a person by asking questions. Tell them that when planning an interview, they should first write questions they would like the person they are interviewing to answer. Also tell them that sentences which require the person interviewed to give details will help them learn more about the person. Tell them to be sure to avoid questions that have *yes* and *no* or one word answers.

Examples

Where were you born?

How many brothers and sisters do you have? What can you tell me about them?

What do you enjoy doing in your spare time?

When you go to market, what do you enjoy doing?

What is your favorite food? Explain why you like it best.

Ask them to write in their exercise books six questions they would like to ask Dr. Aklilu Lemma at an interview. Remind students that many questions begin with “*wh*”: *who*, *what*, *when*, *where*.

Ask students to take turns interviewing a partner. One partner will pretend to be Dr. Aklilu Lemma or someone you admire such as a famous actor, athlete, musician, or another person. The other partner will pretend to be a news reporter. Then they will change roles. They will write their partner’s answers in their exercise book.

LESSON SIX

With students brainstorm different jobs that they could have. Put the alphabet on the chalkboard and fill in the names of jobs that begin with each letter.

Example

A – accountant, athlete

B – bus driver

Tell students that when they apply for a job, there are certain forms that have to be completed. Tell them that it is very important that they write the name of the job for which they are applying. They also must give their name, address, age, languages they speak, and other information.

Tell students to copy the job application form into their exercise book.

Job Application	
Position Applied for:	_____
Name:	_____
Address: Region :	_____ Zone: _____
Woreda:	_____ Kebele : _____ House No _____
Telephone:	_____ Age: _____
Birth Date:	_____ Gender: _____
Present job:	_____
Other Work Experience:	_____
Languages Spoken:	
Tigrigna <input type="checkbox"/>	Oromifa <input type="checkbox"/> Guragigna <input type="checkbox"/> Amharic <input type="checkbox"/>
Other Ethiopian Language <input type="checkbox"/>	_____
Foreign Languages Spoken:	
French <input type="checkbox"/>	English <input type="checkbox"/> Arabic <input type="checkbox"/> Other Language <input type="checkbox"/>

Ask them to complete the form with the information that is required. Tell them to show the form to their partner and talk together about the jobs they would like to have.

LESSON SEVEN

Tell students that a gerund is a verb with an *-ing* ending that is used as a noun. In a sentence a gerund can be used as the subject, the direct object, the predicate noun, or the object of a preposition.

Ask students to look at the interview with Liya Kebede in Lesson Four. Tell them that many gerunds are used in the interview.

1. Example of a gerund used as the subject of a sentence: *Modelling* is Liya Kebede's profession.

In this sentence the word *modelling* is a gerund from the verb, *to model*, that tells what Liya Kebede's profession is.

2. Example of a gerund used as a direct object: How long do you plan to continue *modelling*?

3. Example of a gerund used as a predicate noun (after the verb, to be): Something very important to Liya Kebede is *dreaming* about the future.

4. Example of a gerund used as an object of a preposition: The interviewer asked Liya when she first thought about *becoming* a model.

Tell students to write the sentences below and underline the gerunds in their exercise books.

1. I suggest you give up *smoking* so that your health improves.
(direct object)
2. *Running* was my favorite sport until I learned to play football.
(subject)
3. When a visitor enters the room, students must stop *talking*.
(direct object)
4. *Harvesting* teff is done after the rainy season. (subject)
5. People of all ages in Ethiopia earn money by *shining* shoes.
(object of preposition)
6. *Riding* in a taxi is one way people in the cities get to work.
(subject)
7. The main way students travel to school in the countryside is by *walking*. (object of preposition)
8. Farmers take their extra vegetables to the market for *selling*.
(object of preposition)
9. *Riding* a horse can be very difficult when there is a lot of traffic.
(Subject)
10. One requirement for school is *buying* exercise books. (predicate noun)

Have students share their answers with the class. Remind them to identify the gerund and explain why it is a gerund.

In their exercise books have students use the gerunds from the chart to write complete sentences.

playing	travelling	studying	competing	discovering
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Have them share their answers with a partner.

LESSON EIGHT

Remind students that gerunds are verbs used as nouns

Have students choose the correct gerund from the word bank to complete the sentences. Tell students write the correct answers in their exercise books.

Word Bank

swimming	milking	growing	driving	riding	sitting
cooking	running	working	fixing	making	reading

Example: I enjoy *walking* to school with my friends.

I learn 1) *cooking* from my mother every day after school. My older brother's hobby is 2) *fixing* broken tools. My younger brother enjoys 3) *milking* the cows early in the morning.

Every evening our mother practises 4) *reading* books with us. My sister who works in Addis Ababa is looking forward to 5) *running* in the women's race on Sunday. She works in a dress shop where she likes 6) *making* beautiful dresses and scarves. The farm work my whole family likes best of all is 7) *growing* wheat and barley. At lunchtime we relax by 8) *sitting* in the shade of a tree. 9) *Swimming* in the river is a special treat for us after 10) *working* in the fields.

Have them check their sentences with the class.

Then have them say which gerunds are subjects (9) direct objects (1, 3, 4, 6) predicate nouns (2, 7) and objects of prepositions (5, 8, 10).

Ask students to use six of the gerunds from the paragraphs above to write in their exercise books a paragraph about their own family.

Ask students to share their paragraph with a small group. Ask them to underline the gerund and label the gerunds as subject (s), direct objects (o), predicate noun (pn), or object of a preposition (op). Put an example of how to do this on the chalkboard.

LESSON NINE

Ask students to look at the Venn Diagram on the chalkboard. (See introduction to teacher's guide for explanation about Venn Diagrams). Explain that a Venn Diagram is used to compare and contrast things or people. Show how the outer sections of the circles show how things or people are different and the overlapping part shows how they are alike.

Ask students to read the passages about Dr. Aklilu Lemma and Liya Kebede again silently. Have them draw a blank Venn Diagram in their exercise book and fill it in with information from the passages to show how these famous people are alike and different (compare and contrast).

Ask them to help you fill in the chart on the chalkboard with information from their Venn Diagram.

LESSON TEN

Ask students to read the completed Venn Diagram in their exercise book. Ask them to use the information from their Venn Diagram to write one paragraph about how Dr. Aklilu Lemma and Liya Kebede are alike and another paragraph about how they are different.

Ask students to share their paragraphs with a small group of three partners. Have them make any changes to their paragraphs as suggested by the small group.

Allow several students to read their paragraphs aloud.

LESSON ELEVEN

Tell students to think about two famous people they learned about, Dr. Aklilu Lemma and Liya Kebede, and other famous people they know about. Ask them: If you could be a famous person, who would you be?

Tell students that without naming the famous person they would like to be, describe the person to a partner. Their partner will ask questions so that he or she can guess the name of the famous person. Then ask students to tell their partner why they would like to be this famous person.

Ask them to share their conversation with the class.

UNIT 2 STREET CHILDREN

Teaching Objectives

In this unit you will teach students how to:

- ask and answer questions to identify people, animals, and objects
- use *either...or* and *neither...nor* language patterns in conversation and writing
- express their feelings using the language pattern orally or in writing
- read and identify the main idea of and answer questions about passages
- write a message.

LESSON ONE

Write the phrases *either...or* and *neither... nor* on the chalk board. Tell the students that we use these phrases to compare and contrast people, animals, and objects. With a student read the passage aloud to the class. Ask the students to listen for the language patterns *either...or* and *neither...nor*.

Aida:	Are those new shoes?
Mekedem:	Yes, I saved my money to buy them. I had a choice of buying <i>either</i> shoes <i>or</i> a new sweater.
Aida:	How did you save enough money to buy the shoes? <i>Neither</i> my brother <i>nor</i> I have been able to save enough money to buy something new.
Mekedem:	I shined shoes every weekend <i>either</i> on the street <i>or</i> at a nearby café, taxi stand, bus stop, or market place.
Aida:	I hope to find a way to earn enough money to buy <i>either</i> a new dress <i>or</i> some new shoes.

As students to follow along in their book as you read aloud sentences that have the language pattern *either...or* and *neither...nor*. Remind students that when people, animals, and objects are compared and contrasted, the language patterns *either...or* and *neither...nor* can be used. Ask the students to read with you the example sentences.

Example

Some farmers specialize in growing *either* bananas *or* pineapples.
Neither bananas *nor* pineapples can grow in cold weather.

Either a man *or* a woman can be trained to run fast.
Neither a man *nor* a woman can run as fast as a cheetah.

If you want to find *either* a turtle *or* a snail, you should look near water.
Neither a turtle *nor* a snail moves quickly.

Ask the students to have a conversation with their partner about objects, people, or animals. Remind them to use the language pattern *either...or*. Have students use sentences like the ones in the conversation between Aida and Mekedem or in the example sentences.

Then ask students to have a conversation with a partner about objects, people, or animals using the language pattern *neither...nor*.

Choose pairs of students to report their conversation to the class.

LESSON TWO

Review the language patterns *either...or* and *neither...nor* by writing three sentences on the chalkboard.

Example

You should bring *either* a pencil *or* a pen to school.
Neither the pencil *nor* the pen can be used on the chalk board.

Either Mesfin *or* Rahel will share the book with you.
Neither Mesfin *nor* Rahel has a partner to share with.

We may see *either* elephants *or* hippopotamuses drink water from the river.

Neither the elephant *nor* the hippopotamus can live far from water.

Tell students with a partner to orally use the *either...or* language pattern to compare common classroom objects: the table and your teacher's desk, chalk and chalkboard, pencil and pen, textbooks and exercise books in three complete sentences.

Then ask students with a partner to orally use the *neither...nor* language pattern to contrast common classroom objects: the table and their teacher's desk, chalk and chalkboard, pencil and pen, textbooks and exercise books by using complete sentences.

Example

Either a table *or* a desk can be used to write on.

Either a table *or* a desk can be made of wood.

Tell students to look at the picture (of a child and an adult) in their student books. Tell them to use the *either...or* and *neither...nor* language pattern to compare the child and adult.

Example

Either the child *or* the adult can cross the street.

Neither the child *nor* the adult should step in front of a moving car.

Neither the child *nor* the adult has control over the traffic.

Neither the child *nor* the adult has an umbrella.

Tell students to look at the pictures in their student's books (a zebra and a giraffe). Tell them to use the *either...or* and *neither...nor* language pattern to compare the zebra and the giraffe.

Example

A lion can kill *either* a zebra *or* a giraffe.

Neither zebras *nor* giraffes live in water.

Have students share their sentences with a partner.

Select students to share sentences with the class.

Have students read the examples in Lesson One of the language patterns *either...or* and *neither...nor*. In their exercise books tell them to write five sentences to compare themselves with another person. They should use the *either...or* and *neither...nor* language pattern.

Remind students that *either...or* and *neither...nor* can be used to compare things. Ask students to read the examples sentences in their exercise book.

We must *either* store rainwater *or* dig a well.

In the dry season *neither* the pool *nor* the river has enough water for the animals to drink.

Ask the students to copy the sentences and fill in the gaps in their exercise book using *either...or* and *neither...nor*. Ask them to share their answers with the class.

1. If you are in a hurry, you will have to take a plane. *Neither* the train *nor* the car will arrive on time in the city.
2. Please choose *either* the apple *or* the banana to eat.
3. *Neither* the teacher *nor* the student will go to school on Friday. They will both celebrate the National Holiday.
4. We can take water from *either* the river *or* the well to water the trees in the tree nursery.
5. I will use *either* a pencil *or* a pen to complete my class work.

LESSON THREE

street children – children who live on streets

sanitation - hygiene, cleanliness, tidiness

abuse - physical or mental harm

manholes- a round hole, usually covered which gives way to a tunnel underground

social problem - a problem which has negative consequences for a given society

vulnerable - liable to be damaged; not protected against attack

productive citizen - a person who contributes to his/her community by caring for their family, home, and friends

On the chalk board, write *street children*. Ask students to share words that describe street children. Write students' suggestions on the board. Discuss students' answers.

Ask students to write the title "Street Children" in their exercise book. Have them write five sentences that describe street children. Have students discuss in small groups the words they wrote, and discuss why they think children live on the street.

Have students read the passage, "Street Children," silently.

Street Children

Because of famine, war, and diseases such as HIV/AIDS, many children in Ethiopia become street children. One agency estimates that there are about 600,000 street children in Ethiopia, and of these children 100,000 can be found in Addis Ababa, the capital city. Other agencies in Ethiopia provide different numbers. One lower estimate is that about 150,000 children live on the streets in Ethiopia, with about 60,000 of them in Addis Ababa.

These children do not have access to proper care, safe water, sanitation, and education. They are exposed to abuse and have no legal or social support. They live on the streets, under bridges, in manholes, and other areas. It is estimated that 40 percent of the children begin work before the age of six and work 30 hours each week.

Ensuring access to health, education, equality, and protection for street children is important. Suggested solutions by UNICEF for addressing this social problem include strengthening the capacity of extended families, strengthening community and other responses to this social problem, strengthening the capacity of children and young people to meet their own needs, ensuring the government protects these children by providing policies and services, and creating an helpful environment for HIV/AIDS affected children and their families.

Several hundred street children who never have had an opportunity for a formal education are now attending a school constructed in Addis Ababa near the bus station. These vulnerable children are learning that there is hope for changing the environment in which they live, creating an opportunity for them to become productive citizens.

Ask students in their exercise book to write the main idea of the passage and discuss it with the class.

Ask students to answer each question about street children in their exercise books. Tell students to write answers in complete sentences. Remind them to look back at the passage in Lesson Four to find the answers if they need to.

1. According to aid agencies, how many children live on the streets? *(Between 150,000 and 600,000 children live in the streets in Ethiopia).*
2. Contrast the estimates of different aid agencies of how many children live in the streets. Why do you think the numbers are different? *(The difference between estimates is 450,000. The numbers are different because it is difficult to count them).
Answers will vary.*
3. What problems do street children have? *(They do not have access to proper care, safe water, sanitation, and education).*
4. What percent of street children begin work before the age of six? *(About 40 percent of street children begin work before the age of six).*
5. What solutions are suggested for addressing this social problem? *(Solutions include strengthening: the capacity of extended families, community, capacity of children to meet their own needs, ensuring government protection, creating an enabling environment for those with HIV/AIDS).*

Ask students to share their answers in a small group.

LESSON FOUR

run away – leave without permission

unsupervised - not to oversee the actions or work of a person

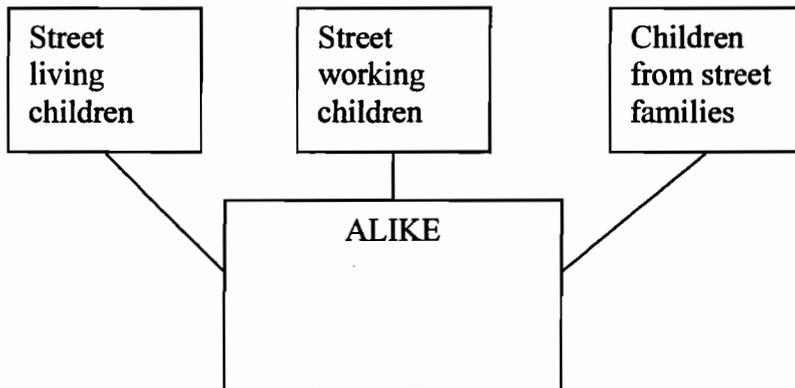
On the chalkboard write key words and discuss definitions for each.

Have students read the information below.

UNICEF has defined three types of street children. Each type is defined in the chart.

1. street living children	children who <u>run away</u> from their families because of some problem and live alone on the streets
2. street working children	children who spend most of their time on the streets <u>unsupervised</u> by adults but return home on a regular basis
3. children from street families	children who live on the streets with their families

Draw a chart on the chalkboard with three boxes or circles that contain each of the three types of street children. Then draw one large box and put the word alike in the box at the top center.



Ask students to write sentence in their exercise books about how the three types of street children are alike. Do the same thing again, only use the word *different* in the lower box on the chart. Students will now contribute to completing the box by explaining how the three types of street children are different.

From the sentences ask students to write two paragraphs in their exercise book: one paragraph explaining how the three types of street children are alike and another paragraph explaining how they are different. Ask students to share their paragraphs with the class. Discuss how to write a paragraph using a topic sentence.

Tell students to remember that a paragraph is a group of sentences that tell about one main idea. The sentence that tells the main idea of a paragraph is called a topic sentence. It is often the first sentence in the paragraph. The other sentences in the paragraph provide supporting details about the main idea.

LESSON FIVE

society - a social community, a social mode of life
productive - engaged in making goods

Explain the meaning of the key words. Discuss how the words relate to street children.

Tell students to read paragraph two of the passage in Lesson Three. Ask them to discuss in small groups the social problems that street children have and the problems that they create for society.

In their exercise book ask students write a list of suggestions to the government about what it should do to help street children become productive citizens. Have students discuss ideas in small groups. Write the following sentence on the chalk board: *The government in Ethiopia can help street children.*

Tell students to copy the topic sentence in their exercise book and write four supporting sentences that tell how this can happen.

Select a group of students to share their sentences with the class.

LESSON SIX

Ask students to pretend, or imagine, that they are a child living in the streets. Have them close their eyes and imagine that they are a street child. Remind them that the five senses are: seeing, hearing, touching, tasting, and smelling. Tell them that they will awaken at daybreak as a street child. Ask them to describe to a partner what they see, hear, taste, touch, and smell.

Have them write these descriptions in complete sentences in their exercise book.

Ask students to continue to pretend that they are a street child and in a small group, discuss the following:

- how they make money
- where they go for shelter
- what clothes they wear
- the kind people they meet and what they say to them
- the unkind people they meet and what they say to them
- where their parents and family are
- why they live on the streets
- what their future will be like.

Ask them to write these explanations in complete sentences in their exercise book.

LESSON SEVEN

Write the following government ministries on the chalkboard:

Ministry of Health
Ministry of Education
Ministry of Transportation and Communications
Ministry of Federal Affairs
Ministry of Labour and Social Affairs
Ministry of Information

Discuss the work of each ministry.

Divide the class into small groups. Have students, as a group, pretend to represent one of the ministries. They should develop a list of strategies to help street children. Tell students to select A spokesperson to report to the class.

Select students representing different ministries to share their list with the class.

LESSON EIGHT

luggage - bags, suitcases, boxes to hold travellers' belongings
weather -the atmosphere at a place and time relative to heat, clouds, dryness, sunshine, wind, rain, etc.

postcard - a card often with a photograph on one side for sending a short message by post, without an envelope.

Selome is visiting family in Addis Ababa. One day she walks through Arat Kilo. She mails a postcard to Melate describing what she has seen. Have students to read the postcard to a partner.

<p>Dear Melate,</p> <p>I am staying for <u>a week</u> in <u>Addis Ababa</u>. The picture on this postcard is of <u>Arat Kilo</u>. I have seen <u>tall buildings</u> and <u>lots of taxis</u>. The weather is very <u>warm</u>. It is <u>sunny</u> and <u>dry</u>. I am sad to see street children <u>sleeping in every corner of Arat Kilo</u>. They are either <u>working</u> or looking for <u>work</u> to <u>make money</u> to <u>buy food</u>. Sometimes they <u>shine shoes</u> and <u>wash cars</u>. They also carry <u>bags</u> and <u>luggage</u>. See you soon.</p> <p>Best wishes, <i>Selome</i></p>	<p>Melate Nebiyu P.O. Box 5912 Addis Ababa, Ethiopia</p>
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Review the key words.

Tell students to copy the postcard below in their exercise books and fill in the gaps to write a postcard to a family member.

<p>Dear _____,</p> <p>I am staying for ____ weeks in _____ . The picture on this postcard is of _____. I have seen _____ and _____. The weather is very _____. It is _____ and _____. I am sad to see street children _____. They are either _____ or looking for _____ to make _____ to buy food. Sometimes they _____ and _____. They also carry _____ and _____. See you _____.</p> <p>Best wishes,</p> <p>_____</p>	<p>_____</p> <p>P.O. Box _____</p> <p>_____, Ethiopia</p>
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Choose students to share their post card with the class.

LESSON NINE

Write key words on the chalk board:

orphans - children without parents or family.

displaced - to remove from its normal place

bridges – something built over water or land for easy passage or movement

Select students to explain the meanings of the key words based on knowledge gained from a previous lesson in this unit.

Have students read the title and predict what the story is about. Tell students to share predictions with a partner. Remind students that key words are underlined.

Tell students to silently read the story, “What Hope is there for Street Children” and think about why each key word is important to the story.

What Hope is There for Street Children?

Seyoum's parents died of HIV/AIDS three months ago. Since he has no relatives who can help him, Seyoum and his siblings are considered orphans. Seyoum has sold the furniture in his house to buy food for his brothers and sisters. He has no money for school uniforms or exercise books. Seyoum has looked for work every day, but jobs are scarce.

Before Seyoum's parents died, they were productive citizens in Addis Ababa. They provided food, clothing, and shelter for their children. His father drove a city bus. His mother sold vegetables in the market.

Because of his parents' death, Seyoum has become a member large group known as street children. Seyoum, his two brothers, and one sister have been displaced throughout Addis Ababa. They live under bridges and in manholes in the city.

Tell students to read each sentence that contains a key word to a partner. Ask students to write a new sentence for each of the six key words in their exercise books.

Ask students to write a description of street children in their exercise books and use as many key words as possible.

LESSON TEN

Tell students to read again the story, "What Hope is There for Street Children?"

Write the following topic sentence on the chalkboard: *There is hope for street children.*

Have students discuss with a partner their reaction to the topic sentence.

Assign students to groups of 8 to 10. Tell students to imagine a project that will help street children.

In their exercise book, tell students to write a paragraph to explain their project for helping street children. They should include in their paragraph answers to the following questions:

1. What will you do to help solve the problems?
2. What will you need to help solve the problems?
3. How will this help street children?

Ask them to include at least one sentence using the *either...or* and one sentence using *neither...nor*.

LESSON ELEVEN

Ask students to share their project with the class. After each presentation students as a whole class will contribute to making a list of suggestions under the three questions from Lesson Ten that you have written on the chalkboard.

UNIT THREE ANIMALS USEFUL FOR TOURISM

Teaching Objectives

In this unit you will teach students how to:

- describe people, animals, or objects.
- speak and write using complete sentences.
- use who, whose, and that to describe.
- orally and in writing retell facts from stories heard and read
-

LESSON ONE

park ranger - a keeper of a national park or forest

Tell the students that this unit will focus on animals useful for tourism in Ethiopia. It will be necessary to define the words *useful* and *tourism*.

Tell the students to think about all of the animals they have seen before. Tell the students to share the names of ten of these animals with a partner.

Ask three or four students to share their lists. Write a comprehensive list on the chalkboard.

Read the conversation to the class.

Abel	Does the vervet monkey have a white tail?
Meron	No, it is the colobus monkey <u>that has a white tail.</u>
Abel	Who told you the difference in the color of the tails of the two monkeys?
Meron	My teacher told me how to tell the two monkeys apart. All colobus monkeys' tails are white.
Abel	Which teacher told you about the monkeys?
Meron	My seventh grade teacher, Mrs. Tigist, is the person <u>who explained the monkeys.</u>
Abel	I know Mrs. Tigist. She's the teacher <u>whose son is in my class.</u>

Tell the students listen as you reread the sentences that contain adjective clauses. Tell them to look at the underlined words in the conversation. Explain that the underlined words are adjective clauses describing the colobus monkey and Mrs. Tigist.

An adjective clause is a group of words with a subject and a verb. It modifies or describes a noun. The clause usually begins with *who*, *whose*, *that*, or *which*. It is not a complete sentence by itself.

which – stating a person or thing from a definite set of alternatives
Here is the book which I borrowed from the library last week.

who – stating a definite person, used as a subject only
It is Ato Girma who is the director of this school.

whose – stating possession of whom or of what
My uncle, whose family recently came to live with us, is now working in Addis Ababa.

that – the thing indicated, named, or understood.
It was my dog that you saw last night.

Example

My uncle *who lives in Tigray* visits us once a month. (Who lives in Tigray is an adjective clause that modifies or describes the noun *uncle*).

An orphan is a child *whose parents are not living*. (Whose parents are not living is an adjective clause that modifies the noun *child*).

The tree *that we planted last year* is growing well. (That we planted last year is an adjective clause that modifies the noun *tree*).

The red flower *which you gave me last week* is still pretty. (Which you gave me last week is an adjective clause that modifies the noun *flower*).

Write the following story on the chalkboard. Select students to come to the chalkboard to underline the adjective clauses and put a circle around the words that the adjective clauses describe as you read the sentences orally. Remind the students that adjective clauses describe nouns and pronouns.

A Visit to the Forest

Last week I visited the Menagesha Forest with my friend whose father is a park ranger. We saw a family of colobus monkeys that were swinging in the trees. The guide who showed us around the museum knows all about monkeys. He told us many things about the animals which live in the forest.

Orally review the sentences with the class.

LESSON TWO

Review the definition of an adjective clause and its function/what it describes

Tell students to work with a partner and orally give their definitions of an adjective clause. Tell the pairs to agree on one combined definition. Tell pairs to share their definition with the class and agree on one class definition.

Tell the students to select two animals and describe them orally to a partner. Instruct the students to use the words *who*, *whose*, *that*, and *which* in their oral descriptions.

Tell the students to work in groups of three or four to orally develop five sentences with adjective clauses to compare and contrast the animals. Remind the students to use the words *who*, *whose*, *that*, and *which* to begin each adjective clause. Also, remind them that they can look at the example on the chalkboard as a guide for constructing their own sentences.

Allow three or four groups to share their sentences with the class.

LESSON THREE

tourist attractions - popular places that people want to travel to visit

brehtaking - shock with alarm or surprise

rugged - (ground or terrain) having a rough surface

remarkable - worth notice, exceptional, striking

vast - huge, very great

spectacles - anything that attracts the attention of someone

abound - plentiful, rich

destination - a place to which a person or thing is going

Explain to the students the importance of tourism in Ethiopia and the role that tourism plays in the country's economy.

Review the meaning of *tourism* and *tourist*.

Write the vocabulary words on the chalkboard and discuss their meanings. Ask students to give you concrete examples of the meanings.

Tell students to silently read the passage, "Tourist Attractions in Ethiopia."

Tourist Attractions in Ethiopia

The natural beauty of Ethiopia amazes the first-time visitor. The sights are brehtaking. Ethiopia is a land of rugged mountains, broad savannah, lakes, and rivers.

The unique Rift valley is a remarkable region that has volcanic lakes and vast collections of birds. Tisisat, the Blue Nile Falls, ranks as one of the greatest natural spectacles in Africa. Ethiopia has 14 major wildlife reserves that are home to the country's native animals and plants.

Throughout Ethiopia birds abound, and animals such as the Walia Ibex, the Ethiopian fox, and the Chelada baboon roam free. Ethiopia, after the rainy season, has many flowers and more plants than most other African countries. Because of the brehtaking sights in Ethiopia, it is becoming a popular tourist destination.

Tell the students to work with a partner and discuss the main idea of the passage. Tell the students to share their main idea with three other classmates.

Provide students with an opportunity to refine their main ideas before they write they write the main idea in their exercise book.

Choose three or four students to share the main idea of the passage with the class.

LESSON FOUR

Tell the students to reread the passage, "Tourist Attractions in Ethiopia," aloud to a partner.

After reading the story tell the students to write the six vocabulary words in their exercise books.

Lead a discussion where students guess the definitions of the key words: *breathtaking, remarkable, vast, spectacles, tourist, and abounds*. Give definitions and ask students to find the words in the passage.

Tell the students to write five questions about the passage to ask a partner. Tell the students to take turns with a partner to answer each other's questions.

Select students to share their questions and answers to the class.

LESSON FIVE

unspoiled - left as it is, not changed

extinction - the act of dying out

hunted - pursued and killed wild animals

glimpse - a momentary or partial view; a short appearance

thrive - prosper or flourish, grow rich (of a child, animal, plant)

Tell the students to look at the picture of the mountain nyala and read the title of the passage. Ask the students what they know about the mountain nyala. Ask two or three students to share what they know aloud with the class. Instruct the students to read the story silently to themselves.

Mountain Nyala

The mountain nyala is the Ethiopian antelope recently identified by scientists. It was first collected by Major Ivor Buxton in 1908. At that time there were many mountain nyala throughout the Arsi and Bale Regions. These antelopes lived at high altitudes, between 3,000 and 4,000 metres, in the mountain forests where it is cold and wet much of the time. There were large numbers of them until the pressure of the human population destroyed much of their forest habitat. Many years later, very little else is known about their habits. In Arsi, the population is now reduced to a small number.

The creation of the Bale Mountains National Park has provided the mountain nyala with a protected place to live. Although some of the heath forest had been burned away in Bale, large areas of mountain forest were left unspoiled and the nyala were not seriously threatened with extinction. Previously, they were hunted so much that people rarely caught more than a glimpse of them as they hid in the bush. However, they have become confident and can be easily seen in the mornings and evenings when they come to the lower mountain slopes to graze. They are continuing to breed and thrive in their new protected environment.

Write the key words on the chalkboard. Check student knowledge of key words in context.

Example

Look at the word, *remnant*. Read the sentence. Can you tell what the word means after reading the sentence? What word in the sentence helps you determine the meaning?

Tell the students to work with a partner to complete the dialogue about the mountain nyala. Tell the students to write Jorgo's responses in their exercise book. (*Answers will vary*).

Mountain Nyala Dialogue

Aida	What did you expect to learn from this passage?
Jorgo	<i>I expect to learn how and where they live.</i>
Aida	What is the main idea of the passage?
Jorgo	<i>The mountain nyala were becoming extinct but are now thriving in a new environment.</i>
Aida	Why are mountain nyala thriving in the Bale Mountains?
Jorgo	<i>They are thriving because they are living in a protected place.</i>
Aida	What do we know about the mountain nyala?
Jorgo	<i>They live in high altitudes. They are usually seen in the morning and evening.</i>
Aida	What do we still need to know about the mountain nyala?
Jorgo	<i>I would like to know how they breed.</i>

Tell the students to share their dialogue aloud with another pair.

LESSON SIX

crest - a comb or tuft of feathers, fur etc. on a bird's or animal's head.

plumage - a bird's feathers

unique -only one; not alike

characteristic - distinctive feature or quality

wading – standing or walking in water

probing - looking into, examining

crustaceans - hard shelled creatures

Discuss the anatomy of a bird (feathers, crest, beak, feet, and claws).

Write the words hammerkop and wWattled ibis on the chalkboard. Tell the class that these are the names of two birds found in Ethiopia.

Tell the students to silently read the descriptions of the two birds.

Tell the students to identify all of the words in the descriptions whose meaning they do not know. Have them record the words in their exercise book.

Review the vocabulary words and their meanings from the list developed by the class which you recorded on the chalkboard.

Tell the students to silently reread the descriptions of the birds again now that they are aware of meaning of all of the vocabulary words in each description.

Birds of Ethiopia	
Bird A This is a medium sized bird with a long shaggy <u>crest</u> . The shape of its head with a curved beak and crest at the back reminds us of a hammer, hence its name. Its <u>plumage</u> is all brown. It is related to the herons, but is usually placed in a family of its own because of its <u>unique characteristics</u> .	Bird B This bird is one of a group of long-legged <u>wading</u> birds. It has a long beak that curves down. It usually feeds as a group, <u>probing</u> mud for food items, usually <u>crustaceans</u> . Most species nest in trees, often with herons or spoonbills.

Direct the students' attention to the pictures of the two birds.

Instruct the students to work with a partner to match each description with the correct picture.

Tell the students to look at the next set of pictures of birds. Tell the students that one of the birds is a spoonbill, and the other bird is a grey heron.

Tell the students to talk to a partner about the pictures of the birds. Tell them in their exercise books write a descriptive sentence about each bird. *(Answers will vary)*.

Example

The spoonbill *is a large bird with a long beak and is standing in water..*

The grey heron *has a shorter beak than the spoonbill, long legs, and long feathers on its head.*

Have them share their sentences with the class.

LESSON SEVEN

domesticated - to train an animal to live with humans

camouflage - to blend in with the environment, making it hard to see

fingerprints - an impression made by the fingertip – no two are alike

excellent eyesight - to see very well

to sneak up on - to arrive without being noticed

Open the lesson with a discussion about the characteristics of the zebra. Ask students what they know about a zebra. Write the responses on the chalkboard. Show real pictures of zebras, if possible.

Ask students to look at the picture and describe the zebra's characteristics to a partner.

After the discussion ask the students to follow along as you read the facts.

Stop after reading each fact and write the key word on the chalkboard. Say the word aloud and ask your students to repeat the word. Discuss the meaning of each word.

Tell the students as you read to listen for five facts about the zebra. (On the first reading, omit the sentences in brackets.) Tell them to record the five facts in their exercise books.

Zebra

- First, it is interesting to know that the zebra is very much like a donkey. The biggest difference is that a zebra is a wild animal and the donkey can become domesticated. The zebra is a main attraction for visitors to Africa. (A domesticated animal is tame and kept by people, e.g. to help them on their land)
- Second, the stripes of the zebra's coat help it to camouflage itself from its enemies. (When an animal is able to camouflage itself, it becomes very hard to see the animal. To camouflage means to not be seen easily).
- Third, every zebra is different. There are no two alike just like your very own fingerprints. (Every person has fingerprints on the tips of his or her fingers. No two sets of fingerprints in the world are alike, just as the zebras' stripes are all different).

- Fourth, the zebra has excellent eyesight and must always be on guard against its enemies. (To have excellent eyesight means to see very well. The zebra, like many people, has excellent eyesight.)
- Fifth, The zebra can also hear an enemy long before the enemy gets close. It is very hard to sneak up on a zebra. (To *sneak up on* is a popular expression meaning to arrive without being noticed.)

Reread the passage. This time include the information in brackets.

Give two or three students an opportunity to share their points with the class.

LESSON EIGHT

Write the five key words: *habitat*, *endangered species*, *poaching*, *tourism*, and *livestock* on the chalkboard. Pronounce the words and have the students repeat each word after you. Tell the students to write the key words in their exercise books. Discuss the meaning of each word.

Point to the word *habitat*. *Habitat* means the natural place where the animal lives.

Point to the words *endangered species*. *Endangered species* means that the species is near being extinct (forever gone from the earth).

Point to the word *poaching* and say the word. *Poaching* means that hunters unlawfully seek to kill the animal for the animal's meat, horns, or hides. (*Poaching* can lead to an animal being an *endangered species*.)

Point to the word *tourism* and say the word. *Tourism* is the industry of people visiting an area. Tourists are the people who visit.

Point to the word *livestock* and say the word. *Livestock* are the domestic animals kept by owners...horses, donkeys, cows, oxen, and sheep.

Tell the students to copy the sentences in their exercise books and fill the gaps with suitable words.

1. Many more people than ever before raise *livestock* to help them make a living.
2. *Tourism* is an important industry for any country. In Africa many tourists come each year to see the animals and birds that are native to Africa.
3. When a species of animals becomes scarce, it is called an *endangered species*.
4. The zebra's natural *habitat* is in the grasslands.
5. The hunters have made the zebra endangered because of their *poaching*.

Ask your students to complete the puzzle by finding key words from Lessons Seven and Eight. Tell them to use the word bank below for word choices.

camouflage	habitat
domesticated	livestock
endangered species	poaching
excellent eyesight	tourism
fingerprint	

e	n	d	a	n	g	e	r	e	d	s	p	e	c	i	e	s	
		o										x					
		m										c					
		e										e					
		s										l					
		t	h	a	b	i	t	a	t			l					
		i										e					
		c				p	o	a	c	h	i	n	g				
		a										t					
		t	o	u	r	i	s	m				e					
		e										y					
		d										e					
									l	i	v	e	s	t	o	c	k
												i					
				c	a	m	o	u	f	l	a	g	e				
												h					
f	i	n	g	e	r	p	r	i	n	t		t					

Have students share their answers with the class.

LESSON NINE

endangered - to be placed in harm's way

poached - caught a fish or an animal illegally

livestock - animals used on a farm

Discuss the characteristics of zebras. Write Grevy zebra and Burchell's zebra on the chalkboard. Explain to your students that there are two types of zebras; the Grevy zebra and the Burchell's zebra that live in Ethiopia.

Ask your students to follow along in their books while you read the following passage about the Burchell's Zebra. Ask your students to discuss why the zebra would not be considered livestock. (The Burchell's zebra would not be considered livestock because it is not domesticated.)

Remind students what context clues are.

Tell them to use context clues to figure out the meaning of the underlined words in the passage.

Burchell's Zebra

Many tourists visit Africa each year to see the animals and birds that are native to Africa. The Burchell's zebra can be found in its natural habitats in Kenya and Southeastern Ethiopia.

This species of zebra has become endangered in Ethiopia for several reasons. One reason is because of hunting that occurs for its beautiful black and white striped hide. Even now the zebra is being poached for its black and white skin. The second reason is that much of the zebra's diet of grass, shrubs, and trees has been harmed because of the increase in domestic animals or livestock raised by farmers.

Have your students choose the letter of the correct answer and write it in their exercise books.

1. Two reasons why Burchell's zebra are endangered are *hunting/poaching* and *loss of diet*.
2. The zebra is poached for its *black and white hide*.
3. Protecting native animals and birds is important for *tourism*.
4. When a species of animals becomes scarce, they are called an *endangered species*.
5. The zebra's natural diet is *grass, shrubs, and trees*.

LESSON TEN

Chelada baboon - a kind of monkey/primate

highlands - mountainous areas of land

National Park - a large public area of land kept in its natural state for recreational use

grazing - grassland suitable for pasturage

patch - cover or put over, to fix or repair

mammal - an animal of which the female that produces milk

Ask your students what they know about the Chelada Baboon. Tell them to discuss with a partner what they expect to learn from this passage.

Ask your students to listen carefully while you read the passage aloud to them. Remind them to pay careful attention to the underlined key words, and how they are used in the sentences. Tell them you will talk about each of the words after you complete the reading.

Chelada Baboon

The Chelada Baboon lives in the mountains of Ethiopia. Tourists can see this baboon when they visit the highlands and National Parks. The baboon lives by grazing in the grass lands. It lives in groups with many female baboons with only one male baboon.

The male baboon can be identified by the bright red, heart-shaped patch found on his chest. The female also has a red patch, but it is not as bright as the patch on the male. The baboon is a mammal, an animal that feeds its young with the mother's milk.

Tell the students to copy the gap-filling activity in their exercise books and complete the activity using words from this lesson. Tell them to try to fill in the words without referring back to the passage.

Tourists can see the Chelada Baboon in the mountains/National Parks of Ethiopia. The baboon feeds on grass. It lives in groups of many female baboons with only one male baboon. The male baboon can be identified by the bright red heart-shaped patch found on his chest. The female has a similar red patch but it is not as bright as the one on the male. Like other mammals the baboon feeds its young with the mother's milk.

Tell the students in pairs to check their answers.

LESSON ELEVEN

Ask your students to take turns reading these sentences to a partner.

1. Ethiopia has many national parks.
2. Many people travel to Ethiopia to visit parks to see animals and birds native to Ethiopia.
3. In the Awash National Park and Reserves, the oryx is native. There are also giant tortoises and many birds in this park.
4. The Bale Mountains National Park is home to the baboon, the giant mole rat and the Ethiopian wolf.
5. The Simien National Park is home to many animals, including the baboon, the ibex, and the Ethiopian wolf.

Make a table which shows the animals to be found in each national park.

1. Write the name of the three National Parks.
2. List the animals that live in each park

Awash National Park and Reserves	Bale Mountains National Park	Simien National Park
oryx	baboon	baboon
birds	giant mole rat	ibex
giant tortoises	Ethiopian wolf	Ethiopian wolf

Ask students to pretend they are going to be a tourist and visit one of the three National Parks. Ask them to list in their exercise books all the things they will need to do before they go.

Listed below are some examples they can use.

Example

Plan what clothes you will need to pack: *trousers, long sleeve shirts, shoes, socks, something to sleep in if you are going to spend the night.*

Plan how you will travel: *walk, ride in a car, ride in a wagon or cart.*

Plan with whom you will go: *brother, sister, mother, father, grandparent.*

Ask them in their exercise books to write a letter to a friend from another village who will join them on their trip. In the letter, they should tell their

friend what to bring and how they will travel. They should also explain what the habitat is like and what they expect to see.

Select three or four students to share their letter with the class. Put the students' letters on the wall or on the desk tops. Have students walk around and read each other's letters.

LESSON TWELVE

Have students to develop a poster for the Ministry of Tourism. Assign small groups to develop the posters. On the chalkboard write the following topics from which students will select a focus for their posters:

1. Benefits of tourism to Ethiopia
2. Benefits of tourism to animals
3. Challenges of tourism to animals
4. Challenges of tourism to Ethiopia
5. Interdependence of animals and people.

Allow each small group the opportunity to share its poster with the class.

**UNIT 4
A WISH**

Teaching Objectives

In this unit you will teach students how to:

- talk and write about a past wish by using *wish plus past perfect* language pattern.
- read, understand, and answer comprehension questions.
- create a poster.

LESSON ONE

Tell students they will be learning about ambitions. Introduce the key words by listing them on the chalkboard and asking students to provide meanings orally for the words. Ask them to tell how each word might tell something about ambitions.

Ask them to listen and follow the words in the conversation about ambitions as you read the conversation orally.

Meron	What do you wish to do when you finish school?
Ahmed	I want to continue my education at a university like my father.
Meron	What did he study at the university?
Ahmed	He studied science but he wished he had studied business. I wish to study business so that I can help my father run his cabinet making shop. To help my father <u>oversee</u> the <u>financial operations</u> of his business, I must have a good knowledge of all aspects of the business. The university will help me to get this knowledge. What do you wish to do when you finish school?
Meron	When I finish high school, I would like to study to become a science teacher. When I was young I wished I could be the best teacher ever so that I could help our students become good scientists. I like going to school, and I like teaching what I have learned to my younger brothers and sisters. I read books to them and teach them to speak English.
Ahmed	When I become a <u>successful</u> businessman, I will be able to marry and <u>support</u> a family. We will be able to travel to

	other countries and learn about their people and cultures. I wish I had travelled more with my parents when they visited relatives.
Meron	My <u>ambition</u> is to be the best teacher ever so that I can help our children to become <u>good citizens</u> . This will help our country make <u>progress</u> so that living and school <u>conditions</u> will become better. An education also will help me to become a better mother because I will be better able to manage my house and my children.

Ask students to work with a partner, look at the chart, and complete it orally by naming five ambitions they have. Ask them to share with the class a plan for how they will complete each ambition.

Ambition	How to Complete the Ambition
Example: businessman	graduate from the university, spend time or work in a business, start a business, work hard
Example: learn about other people	travel to other countries, read about other countries

Select students to share their greatest ambition with the class and explain why they have chosen it.

LESSON TWO

oversee - supervise

financial operations - money aspects of business

successful - achieving of a goal

support - help

ambition - a determination to achieve success

good citizen - responsible, respectful person in a country

progress - improvement

conditions - situations

Some language patterns express present wishes, past wishes, or future wishes. Tell students that Present wishes tell what we want to do now. Past wishes tell about something we wish we would have done in the past. Future wishes tell what we wish for at a later time.

Tell students to listen and follow the words in the example sentences as you read them.

Example (wish-present) something you want now

I wish that I could go to the library now.

My mother wishes that she could pick the vegetables today.

My brother wishes that he could help my father at his store immediately.

Example (wish-past) something you think you should have done in the past

I wish I had written to my aunt about my good grades at school.

I wish I hadn't spent so much money.

I wish I had done my homework.

Example (wish-future) something you would like in the future

I wish my sister could help me fix my father's car tomorrow.

I wish I could play football after school.

My father wishes that I could help him with his business when I finish school.

Tell students to listen as you read sentences from Meron and Ahmed's conversation that express present, past, and future wishes. After each sentence is read, ask students to tell the class if it is a present, past, or future wish.

What do you wish to do when you finish school?

He studied science, but he wished he had studied business.

I wish to study business so that I can help my father run his cabinet making shop.

What do you wish to do when you finish school?

When I was young I wished I could be the best teacher ever so that I could help our students become good scientists.

I wish I had travelled more with my parents when they visited relatives.

Tell students to read the conversation between Meron and Ahmed again. They should think about what Meron's and Ahmed's wishes are and talk with a partner about their own wishes and compare their wishes with Meron and Ahmed's wishes.

LESSON THREE

Tell students to think about questions that they could ask someone about his or her ambitions.

Example

What career will you have after high school?

Do you plan to get married?

What will you study at the university?

How will you support your family?

Where do you plan to live?

Tell them to write five questions in their exercise book that they would like to ask someone about his or her ambitions.

They should ask someone in the class the five questions that they wrote in their exercise book and record their answers in their exercise book.

Use your partner's answers to write a paragraph about his or her ambitions. Begin with a topic sentence and then give details.

Example

Topic sentence: Ahmed's ambition is to become a successful businessman.

Details: He wants to go to a university and learn how to become a successful businessman. He wants to have his own business and provide for his family. He also wants to help his parents when they are elderly.

Select some students to share their paragraphs with the class.

LESSON FOUR

rolls - lengths of fabric wrapped around a stick to store them

fabric - cloth, materials for which clothes are made

calculate - find out by working with numbers

accountant - a person who performs financial activities

seamstress - someone whose occupation is sewing

design - sketch

Ask students to listen as you ask questions about what their family does for a living.

Ask them to read the title of the story and predict what the story will be about and write their predictions in their exercise books.

Ask students to read the story silently.

Different Ambitions

When Yohannes was young, he used to help his mother in her fabric shop. He helped her sort and carry rolls of fabric from the back of the shop to the showroom. When Yohannes got older, he helped her calculate the prices of lengths of fabric that people were buying.

He loved to add, subtract, multiply, and divide. Yohannes learned how to calculate metric units. He was able to calculate without using a pencil and paper. Mathematics was his favourite subject at school. His ambition was to continue his education at the university to become an accountant. Later, he worked as an accountant for his uncle's tool factory.

Yohannes' sister, Sofia, also helped her mother in the fabric shop. She learned to sew fabric by watching her mother. At first she made scarves, table covers, and other items that were ordered. Then she became a seamstress in her mother's shop, making dresses and other clothing requested by customers.

Sofia's ambition was to become a dress designer. She wanted to study dress design. She wanted to open her own dress shop in a new shopping centre.

Ask students to talk with a partner about the lesson learned from the passage. Have them write the lesson learned using complete sentences in their exercise books and share the main idea with the class.

Ask them to use complete sentences to answer in their exercise books the questions about the story, “Different Ambitions.”

1. When Yohannes was young, he helped his father in the fields. *(F)*
2. Yohannes’ job changed when he began to help his mother in her fabric shop. *(T)*
3. Yohannes became an accountant because he liked mathematics. *(T)*
4. Yohannes also milks the cows daily. *(F)*
5. Yohannes’ uncle needed an accountant? *(T)*
6. Sofia learned to sew by watching her mother. *(T)*
7. Sofia’s ambition is to be an engineer. *(F)*
8. Sofia and Yohannes have different ambitions. *(T)*

Ask students to share their answers with the class.

LESSON FIVE

Have students silently read again the passage, “Different Ambitions.” Draw a Venn diagram on the chalkboard and explain how to complete it. Ask students to draw a Venn Diagram in their exercise book and complete it by listing words that describe how Yohannes and Sofia are alike and different.

Ask students to use the information from their Venn diagram to write a paragraph comparing and contrasting how Yohannes and Sofia are alike and different. Have them begin with the topic sentence, *Yohannes and Sofia are alike and different in several ways.*

Ask students to share their paragraphs with a partner.

LESSON SIX

environment - everything around us

pollution - destruction of the purity of land, water, air

chemical waste - disposed materials from factories that make chemicals

exhaust fumes - the polluted gas that comes out of the exhaust pipe of a vehicle

litter - waste materials deposited improperly

occur - happen

recycling - reusing

aluminium - light metal

sanitized - free from dirt

Introduce the importance of caring for the environment. Ask students to give examples of how pollution occurs and how it can be prevented. Show pictures, if possible.

Ask students to read the title of the story, "Pollution and the Environment," and predict what it is about. Have them share their predictions with the class.

Point out the key words in the passage and discuss their meanings with the class.

Ask them to read the passage, "Pollution and the Environment," silently. While reading, they should think about how they can help to control pollution in their environment and pay attention to the key words and how they are used.

Pollution and the Environment

Our environment can be polluted in many ways. This can affect our quality of life.

Water pollution can be caused by factories dumping chemical waste into the water. Humans also pollute water by washing their bodies, their animals, and their clothes in it.

Air pollution is caused by exhaust fumes from cars and factories and smoke from fires. Plants, animals, and people actually can die from diseases such as dysentery and bronchitis caused by water and air pollution.

Pollution also can occur on land when the earth is covered with litter such as paper and plastic and garbage such as domestic and animal waste. People pollute the land when they do not dispose of unwanted materials properly.

Pollution can be controlled by people whether it is in the water, in the air, or on the land. To do this, people must learn about the effects of pollution and the benefits that occur when it is controlled.

Recycling is one way to control pollution and waste materials. When waste is recycled, materials such as aluminium, glass, paper, and plastic are sanitized and used in new ways. Communities need to be educated in ways to recycle materials.

Ask students to reread the passage by alternating paragraphs with a partner.

Ask students in their exercise books to write the main idea of the passage and share the main idea with the class.

Have students in their exercise books write the answers to the comprehension questions, using complete sentences.

1. Write a definition for pollution. (*Pollution refers to contamination or making something unclean.*)
2. List the three types of pollution mentioned in the passage. (*Three types of pollution are water, air, and land.*)
3. Explain how air becomes polluted. (*Air becomes polluted from exhaust fumes and smoke.*)
4. Explain how people, plants, and animals could die from air pollution. (*People could die from air pollution by getting a disease.*)
5. Explain how pollution can happen on the land. (*Pollution can happen on land when people throw things such as paper and garbage and other items on the ground.*)
6. Is recycling a good thing to do? Explain why. (*Recycling is a good thing to do because it controls pollution and materials that are thrown away. These materials such a bottle and cans can be used to make other products.*)
7. Explain how pollution can be controlled. (*Pollution can be controlled by educating people about its effects, how pollution can be harmful, and what to do to stop pollution.*) Explain why.
8. Who is responsible for preventing pollution? (*Everyone is responsible for preventing pollution because they can control what they add to the environment.*) Explain why. (*Answers will vary.*)
9. What kinds of pollution can be found at school? How can this pollution be prevented? (*Land pollution can be found. This kind of pollution can be prevented if each students and adult becomes responsible for not throwing paper and other objects on the ground.*)

Ask students to share their answers with the class.

LESSON SEVEN

contribution - giving help

provides - to supply or prepare

vegetation - plants

protects - keep from danger or harm

erosion - wearing away of soil

deforestation - burning and cutting down of forest trees

happen - to take place or occur

overgrazing - loss of plants necessary for the environment due to animals eating them

damage - harm

recover - get better

balance of nature - equalization between plants and animals in the environment

preservation - keep safe from harm or danger

Ask students to complete the Anticipation Guide on deforestation that you have placed on the chalkboard (can be found in introduction to Teacher's Guide).

Ask students to talk with a partner about what a forest is and how a forest can help the environment.

Discuss what grows and lives in the forest and how the forest is beneficial to the environment.

Introduce the key words by writing them on the chalkboard and discussing their meanings with the class. Give concrete examples or show pictures when possible.

Then have students read the story, "Deforestation," silently. Before reading, have them think about what the word *deforestation* means.

Deforestation

An area covered with different kinds of trees and other plants is called a forest. Forest products make an important contribution to the economic needs of people. Forest products provide people with food, clothing, shelter, and other essentials.

Natural vegetation serves as a home for wildlife and contributes to the beauty of the forest. It protects the soil from erosion by wind and rain.

Deforestation is the burning and cutting of forest trees. It happens naturally through some forest fires and other changes in the climate. It also can occur when humans burn or cut trees to create farmland, or cut wood for fuel and lumber without replanting the trees.

Humans also bring too many grazing animals into the forest to feed on the grass and low growing plants. Over-grazing exposes soil to serious damage, from which it cannot recover.

Deforestation is harmful to the environment. It affects the balance of nature that is necessary for the preservation of the environment.

Have students write the answers to the gap filling sentences in their exercise books. They should look back at the passage if they do not know an answer.

1. Plants provide people with *clothing, shelter, and other essentials*.
2. Wildlife lives in *natural vegetation*.
3. Natural vegetation protects the soil from *eroding* by wind and rain.
4. *Deforestation* is the cutting and burning of trees.
5. *Grazing animals* live by feeding on grass or low growing plants.
6. *Grazing animals* expose the soil to serious *damage*.
7. Maintaining the balance of nature is necessary for the *preservation* of the *environment*.

Ask students in their exercise books to write the letter of the correct meaning of the underlined word.

1. Plants provide man with many things.
a. supply b. produce c. maintain d. manage
2. Natural vegetation protects the soil from erosion.
a. gives b. provides c. guards d. supplies
3. Vegetation contributes to the beauty of the forest.
a. plants b. animals c. wildlife d. soil
4. Deforestation happens naturally.
a. occurs b. comes c. causes d. chances
5. Overgrazing causes damage from which the forest cannot recover.
a. over planting b. eating most of the plants
c. ploughing d. water

LESSON EIGHT

Ask students in a small group to talk about the importance of controlling pollution. Ask them to begin by looking at the environment around them. Have them do the following:

- Make a list of things that they can do to control pollution damage in their environment.
- Write a plan that tells how they can control pollution damage in their environment.
- Include answers to the questions:
 - Who is involved?
 - What kinds of pollution damage exist?
 - When did or does the pollution damage occur?
 - Where is the pollution damage seen the most?
 - How can you make a difference and create a better environment in which to live?

Ask students to share their plan with the class.

LESSON NINE

Tell students in groups to write sentences about the pictures of pollution using the language pattern we wish *we wish we had not...* or *we wish we had....*

Have students in the same small group, make a poster that illustrates how to stop pollution. Have them look back at the answers to the questions in Lesson Eight to help them make their posters.

Have students share their posters with the class by explaining what they mean. The class will vote on the best poster.

LESSON TEN

Ask students to look for air, water, and land pollution as they walk or ride to school. When they get to school, ask them to write what they saw in their exercise book beside the words: air, water, and land.

Then have students write a paragraph describing the three types of pollution that they saw on their way to school. After they describe the pollution, ask them to explain ways that people can prevent the pollution that they saw.

Ask them to share their paragraphs with the class.

LESSON ELEVEN

limited access - inadequate supply, not being able to get

shallow - opposite of deep

unprotected - can be harmed

contaminated - spoiled

livestock - farm animals

transmit - to move from one to another

Using a class discussion and a web, remind students of what they learned so far about water pollution. Ask them to share with the class what they think, “Water and Health,” will be about.

Ask them to listen for the key words and think about what they mean as you read the passage to them.

Water and Health

People in Ethiopia have limited access to clean water. According to Water Partners International, only 24 percent of the population has access to a good supply. In contrast, in rural areas only 12 percent of the population has access to a good water supply.

In rural areas people collect water from shallow wells and unprotected ponds which they share with animals. For many months there may be no rain. When rain finally begins, it washes waste into the water supply. People collect water from the closest location which could be contaminated by decaying livestock.

Also, diseased animals which drink from the same water sources used by people can transmit diseases. This causes a high risk of water contamination and a major threat to people's health. Water related diseases are among the main cause of death in young children. To solve this problem many communities are digging deep wells to access pure water.

Ask students to discuss the main idea with the class.

Make sure they understand the meaning of the key words.

Ask students to discuss the following questions with a partner:

1. Explain how water is related to good health. (*Water is needed for drinking, for growing plants, for washing, and for cooking*).
2. Discuss reasons why some communities are digging deeper wells. (*Some communities are digging deeper wells to prevent contamination of the water by animals*).
3. Explain the benefits of a deep well over a shallow well. (*Deep wells cause the water to be farther from the top of the well so that animals cannot reach the water*).

Ask students to share their ideas with the class.

LESSON 12

Draw a graphic organizer on the chalkboard and put sources of water at the top. Ask students to think about different sources of water. As each source is given, write it on the graphic organizer.

Sources of water

Write a list of towns and cities on the chalkboard. Ask students to copy the graphic organizer into their exercise books. Then under each source of water, ask students to list the town or city that uses that water source.

Towns and cities:

Addis Ababa

Awasa

Jima

Bahir Dar

Mekele

Sululita

Cha Cha

Awash Melkassa

Awash Malka

Sebeta

Gumer

Agena

Other cities students may know.

After the graphic organizer is complete, ask students to select a water source and write a paragraph describing how that water source is used.

UNIT FIVE OUR MUSEUMS

Teaching Objectives

In this unit you will teach students how to

- talk about the present and the future and use the language pattern shall/will and simple present tense verbs.
- use vocabulary connected with visits and travel to museums in sentences.
- listen to a story and locate places on a map.
- answer questions.
- write paragraphs.
- create a leaflet.

LESSON ONE

museum - a place where objects of interest are displayed

remains - what is left

jewellery - objects made from precious metals or stone

costumes - dress that represents a person or a country

emperors - person who is the leader of a country

Tell students that they will be learning about museums. Introduce the key words by listing them on the chalkboard and asking students to provide meanings orally for the words. Ask them to tell how each word might tell something about a museum.

Ask students to work in pairs and answer the pre-reading questions from their student book. Then have a class discussion about the pre-reading questions. If students have not visited a museum, provide the background information they need to understand what a museum is and how it is important for preserving the culture and heritage of the country and its people. Give examples and show pictures of the artifacts which could be found in a museum and a picture of the museum building.

Read the conversation between Rahel and Elias orally as the students follow along. Use the proper expression as you read.

Rahel:	We have no school on Wednesday. What are you planning to do?
Elias:	I'm planning to visit the National <u>Museum</u> . I have heard that it is a very interesting place. Have you been there?
Rahel:	No, I haven't. I have only visited the Zoological Museum with my family.
Elias:	Would you like to go with me?
Rahel:	Yes, I would because I have heard that the <u>remains</u> of Denklesh are there.
Elias:	Yes, there are many artifacts such as tools, <u>jewellery</u> , and <u>costumes</u> from former <u>emperors</u> .
Rahel:	But do you know how much it costs?
Elias:	It costs two birr for students, but we will need bus fare to get there.

Ask students to work with a partner and practise reading the dialogue. Then ask them to discuss the main idea with the class. Write the student comments about main idea on the chalkboard. Then ask them to orally create one sentence that conveys the main idea.

LESSON TWO

impressive, to appear important or special. Therefore, an *impressive* display is one that looks important or special.

artifacts - objects from long ago

civilization - bringing under a common law, a society

sculptures - objects made from stone or metal

thrones - chair that ruler uses on formal occasions

tablets - a slab of wood or stone that contains writings

traditional - handed down over time, representative of a country and its customs

woodcuts - engraving on wood

self-portraits - a picture that someone paints of him or herself

fossilized - prehistoric plant or animal that has turned to stone or rock

hominid - apes that learned to walk on two legs

exhibits - displays of objects or artifacts

Tell students that they will be learning about the National Museum in Addis Ababa. Introduce the key words by listing them on the chalkboard and asking students to provide meanings orally for the words. Ask them to tell how each word might tell something about the National Museum.

Ask students to listen and follow the words in the passage as you read information about the National Museum.

The National Museum

The Ethiopian National Museum is located in Addis Ababa, the capital city of Ethiopia, and contains many impressive displays of artifacts. It has three floors. Some of the artifacts are from the earliest days in Ethiopia such as the pre-Axumite civilization of Abyssinia.

The first floor contains artifacts from all parts of Ethiopia such as sculptures, ceremonial clothing, thrones, and tablets. On the second floor more recent traditional Ethiopian paintings and sculptures are displayed. The paintings have scenes from markets, religion, and other activities. There are woodcuts, self-portraits, and many other types of paintings.

The basement contains various fossils, the most famous of which are the remains of Lucy. Lucy is the nickname given to a 3.5 million year old female skeleton that is fossilized. Her real name is Australopithecus Afarensis. Lucy is called Dinknesh in Amharic. She was found in 1974 in Afar Depression and is 40 percent complete. Much of her jaw is missing, but the jaw contains almost all of her teeth. Scientists say that Lucy is the earliest known hominid skeleton. Hominids were the apes that learned to walk on two legs.

Many people from all over the world visit the Ethiopian National Museum. A tour guide is available to walk with you and explain the many exhibits in the entire museum.

Ask students to talk with a partner about the main idea of the story. Have them share the main idea with the class.

Ask students to listen as you reread the passage about the National Museum and to use complete sentences to answer orally the questions about the story.

1. List three ways that you can learn about the National Museum.
You can learn about the National Museum by visiting it, by reading about it, and by asking questions to someone who has visited it.
2. What is the purpose of the museum leaflet? *The leaflet gives information about what can be found in the museum and where to find it.*
3. Why is the Ethiopian National Museum located in Addis Ababa?
(Addis Ababa is the capital city and the largest city in Ethiopia and is where the national government offices are located).
4. Where are the artifacts in the museum from?
(The artifacts in the museum are from all parts of Ethiopia.)
5. What kinds of artifacts are in the National Museum?
(Sculptures, historical clothing, thrones, tablets, paintings, and wood cuts are in the National Museum.)
6. Why is Lucy famous?
(Lucy is a 3.5 million year old, fossilized skeleton.)
7. What floor would you most like to visit in the National Museum? Explain why you would like visit this floor. *(Answers will vary.)*

LESSON THREE

Tell students that when they read, they sometimes encounter words that they do not know. This can make it difficult to understand what they read. When this happens, they can use a number of different strategies.

Sometimes difficult words are explained in the text.

Example	The word <i>hominids</i> is explained as <i>apes that learned to walk on two legs.</i>
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Tell them that the word *artifacts* is explained in the passage in a similar way. Ask students to write its meaning in their exercise book and share it with the class.

Then ask them to find the meaning of *ancient* from the text and write it in their exercise book.

There may be clues in the word itself.

Example	Look at the word <i>impressive</i> . To <i>impress</i> means to appear important or special. Therefore, an <i>impressive</i> display is one that looks important or special.
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Have students look back at the passage that was read orally in Lesson Two. The key words are underlined. Tell them to try to guess the meanings of the key words. Have them write the words and their meanings in their exercise book.

Ask students to answer in their exercise book the matching questions by recording the number of word and the letter of the answer. Then ask them to share their answers with the class.

1. civilization	A. <i>a custom or belief handed down within a society over years, from parent to child</i>
2. fossilized	B. <i>a painting a person does of him or herself</i>
3. hominid	C. <i>a prehistoric plant or animal that has turned into rock</i>
4. exhibits	D. <i>a developed society</i>
5. traditional	E. <i>objects from long ago</i>
6. self- portrait	F. <i>apes that learned to walk on two legs</i>
7. artifacts	G. <i>displays of objects or artifacts</i>

Answers:

1. D
2. C
3. F
4. G
5. A
6. B
7. E

Ask students to share their answers with the class.

In their exercise book ask students to answer in complete sentences the questions that follow.

1. What is a civilization? (*A civilization is a developed society*).
2. What is a fossilized skeleton? (*A fossilized skeleton contains bones that have turned to rock*).
3. What does the word *located* mean? (*Located means that it is in a particular place*).
4. What does *displayed* mean? (*Displayed means that something is placed where others can see it*).
5. What is a *traditional* painting? (*A traditional painting has been handed down over the years and represents something typical*).
6. What is a *self-portrait*? (*A self-portrait is a painting someone does of himself or herself*).
7. What is *ceremonial* clothing? (*Ceremonial clothing is clothing worn for a special occasion where traditions are followed*).

Have them share their answers with the class.

LESSON FOUR

Tell students that another vocabulary strategy is to look at surrounding words (context) because they can give clues to the meaning of a word.

Example

From the surrounding words, we know that the *exhibits* are what the museum guide will explain to visitors. Exhibits mean *the items on display in the museum*.

Tell them that sometimes words in the text are linked to each other.

Example

If they know the meaning of *ancient*, they should be able to figure out the meaning of the related word *ancestors*. Write the meaning of *ancestors* in their exercise book.

Also tell them that sometimes they may just have to guess the meaning of an unknown word, but if it is an important word for understanding the text, they will need to know its meaning. If this happens, they may have

to look this word up in a dictionary or ask someone who knows its meaning.

Have students guess the meanings of the following words: *thrones*, *tablets*, and *sculptures*. Ask them to write the meanings in their exercise book and then share the meanings with the class.

Ask students in their exercise book to write sentences using five of the key words from Lesson Two. Then have them share their sentences with a partner.

LESSON FIVE

Tell the students that *verbs* are words that tell them what the *subject* of the sentence is, has done (the action), or will do. The *tense* of a verb tells the reader whether the action is happening now, has happened in the past, or will happen in the future. *Present tense verbs* show that something is happening now. *Past tense verbs* show that something has already happened. *Future tense verbs* show what will happen in the future. The future tense is formed with will or shall.

Ask students to look at the chart and the sample sentences in their exercise books.

Example

Singular Subject	Plural Subject
I shall	We shall
You will	They will
He will	

Example

Present tense: I *walk* to school every day.

Future tense: I *shall walk* to school tomorrow.

He *will walk* to school tomorrow.

Ask students to pretend that they are travelling somewhere to visit a museum. Ask them to use complete sentences in their exercise book to answer the questions. Tell them to use the language pattern *I shall + a verb*. Answers will vary for all of the questions.

1. What day will you travel? (*I shall travel next Saturday to visit the museum in Addis Ababa*). *Answers will vary.*
2. Where will you meet your classmates?
3. What time will you meet?
4. How will you travel?
5. What time will you leave?
6. What time will you arrive at the museum?
7. About how long will your visit last?
8. What will you eat for lunch?
9. Will you do anything else in the town?
10. Will you need to take any extra money?

Ask students to share their answers with the class.

LESSON SIX

Tell students that Ethiopia has a variety of museums throughout the country. Trips can be planned to different cities to visit museums, and plans for travel to museums should be made carefully. First, it is best to find out the hours the museum will be open and how much it costs to visit the museum. Next, look at a map and locate the city where the museum is and find out how far away it is and how to get there. Can travel be made by bus, taxi, walking, on horseback, on a cart, or another way? Check the weather and places to stay and eat. How many Birr would the entire trip cost?

Ask students to copy the “Planning for Travel,” chart into their exercise books and to write the answers in the blanks next to each activity. Ask some students to share their answers with the class.

Planning for A Museum Visit

Activity	Completing the Activity
Locate museums and their cities	Go to the library, ask someone who knows, look at a map, ask a travel agent, ask a teacher, look in a history book
Cost of admission to the museum	
Hours the museum is open	
Location of museum and how far it is from where you are	
How to get to the museum	
Weather and how to dress	
Where to stay and places to eat	
Estimate the cost of the entire visit.	

Ask students to share their answers with the class.

LESSON SEVEN

Tell students that a paragraph is a group of sentences related to a particular topic and organized around a topic sentence. Tell students that a topic sentence usually tells you what the paragraph will be about. A good paragraph should be arranged according to a definite plan, just as a plan for travel to a museum should be made carefully. Ask students to list the ideas they are going use and decide on an order in which things will happen before they begin to write. Show them on the chalkboard how to make a list of ideas that could be used in the paragraph.

Ask them to locate the topic sentence from the story, “The National Museum,” in Lesson Two and write the topic sentence in their exercise books. Explain to the class why this is the topic sentence.

Explain that a specific plan must be made before visiting a museum. Ask students to write a paragraph titled “Plans to Visit a Museum.” Ask them to sue the topic sentence, *A specific plan must be made before visiting a museum*, write a paragraph titled, “Plans to Visit a Museum.” Tell them to be sure to use sequence words such as the following; *first, second, third, fourth, then, next, after, before, and finally* which show the order in which events which will happen. Move around the room and offer assistance as needed.

Ask students to read the paragraph they wrote for Lesson Seven aloud to a partner. Ask them to identify the topic sentence and follow the sequence of events.

Ask them to have their partner provide ideas for making their paragraph better. Have them write their paragraph again to include their partner's ideas and then share their paragraph with the class.

LESSON EIGHT

preserve - to keep or save for the future

documents - papers, usually official

technology - new equipment

Introduce the key words by asking students to predict what they mean.

Ask students to read the title of the passage below and in their exercise book, write a sentence predicting what they think the passage is about. After reading the passage, determine which students' predictions were the best.

Then ask them to follow along as you read the passage, "Preserving History," and listen for the key words.

Preserving History

Ethiopia's museums help to preserve the history of Ethiopia. It is very important to the future of the country for its citizens to know about the past. The people of Ethiopia must learn from the mistakes as well as the successes from the past.

The museums contain artifacts and documents of past civilizations. Museums also can contain information about culture and nature. Some museums now focus on science and technology.

When students visit museums throughout Ethiopia, they will learn about past cultures and history. As the country continues to change, museums help to preserve the history of the Ethiopian people and their culture.

Ask students to share the main idea with the class.

Then ask them to read the sentences below that are from the story, “Preserving History.” Ask them to copy the gap sentences into their exercise books and use the words in the word bank to fill in the gaps from memory. Tell them not to look back at the passage unless they cannot remember the answer.

Preserving History

Ethiopia’s *museums* help to *preserve* the history of Ethiopia. It is very important to the *future* of the country for its *citizens* to know about the past. The people of Ethiopia must learn from the *mistakes* as well as the *successes* from the past.

The museums contain *artifacts* and documents of past *civilizations*. Museums also can contain *information* about *culture* and nature. Some museums now focus on *science* and *technology*.

When students visit museums throughout *Ethiopia*, they will learn about past cultures and *history*. As the world continues to *change*, museums help to preserve the history of the Ethiopian people and their culture.

Word Bank

preserve	documents	technology	future
history	artifacts	science	culture
civilization	citizens	mistakes	successes
change	information	Ethiopia	museums

Share your sentences with the class.

LESSON NINE

Explain to students that museums exist in various parts of Ethiopia. Write the names on the chalkboard of some of Ethiopia's museums. Explain where they are located. Talk about how to use direction words: north, south, east, and west.

The Ethiopian National Museum
Axum Museum
Jima Museum
Harar Museum
Mekele Museum

Ask students to write in their exercise books the direction of the each museum from where they live.

Example

I live in Nazaret. The Ethiopian National Museum is west of Nazaret.

Ask students to use the map in their textbooks and imagine that they are travelling from their home to Mekele. Ask them to explain to a partner how they will get there by using sentences like the ones that follow that use the language pattern shall/will.

Example

I shall go by taxi.

We shall take a plane because it is very far away.

The plane will leave at 8 a.m. and land at 11:30 a.m.

Who will travel to Mekele to meet us?

You will arrive at the same time as Aseffa.

They will visit the museum in Axum.

Ask them to share their sentences with the class.

LESSON TEN

Tell students that when they visit a museum or other places of interest, they sometimes get written information before arriving or after getting there. Show them a leaflet. Tell them to help them learn about museums, they will make a leaflet that gives important information about a museum. Leaflets, in addition written information, usually have drawings or pictures.

Sample Leaflet

(Front Sections)

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Back Sections

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Write the key words on the chalkboard and explain what they mean.

They will work in small groups to design a leaflet for their ideal museum. Give them information about what to put in the leaflet. The leaflet will have the name of the museum, its location, how to travel there, what they will see, times that it is open, a floor plan, and pictures or drawings. Discuss why leaflets are important.

Explain that to make a leaflet, they must make a plan. Show them how to fold a piece of paper into three equal sections. Ask them to decide what to put on each section of the leaflet beginning with the front section. Model how to do this by folding the paper and then writing information on each section. Ask students why leaflets are important. Accept all reasonable answers.

LESSON ELEVEN

Ask students take turns presenting their museum leaflet to their small group by giving a short speech describing the museum according to what is in the leaflet. Ask them to explain the floor plan in detail. Have students vote on the five best leaflets to present to the School Director.

LESSON TWELVE

Ask the students with a partner to develop a plan a class visit to a museum. Ask them to begin with the first thing that must happen during the planning stage, and define what must be done step-by-step. Then include what will happen when the travel begins, what will happen at the museum, and activities afterward.

Example

8:00 Leave school for the National Museum
8:30 Arrive at the museum
9:00 Begin tour of first floor
11:00 Lunch
12:00 Begin tour of second floor and then to exhibits on other floors
2:00 Depart for school

Ask them with a partner to plan a trip to a museum during school hours based upon their own school day and what they have learned about museums. Ask them to use a format similar to the one in the example. Have them decide what time to leave and the times that each activity will occur before returning to school. Ask them to complete this activity with a partner. Ask them to share their schedule with the class. Have the students vote on which pair has developed the best plans.

UNIT 6 AN EDUCATED FARMER

Teaching Objectives

In this unit you will teach students how to:

- express their future plans orally and in writing.
- read and understand detailed information about farming.
- produce their own sentences by using a language pattern.

LESSON ONE

Tell students that when we meet and talk with others, we often discuss our future plans. We use words such as *going to*....

Ask students to tell a partner what the picture represents.

Ask students to listen and follow the words as you read the dialogue about future plans aloud. Remind them to listen for the language pattern *going to*...

Derartu	When is your sister <i>going to</i> the university?
Fatuma	She is leaving tomorrow morning.
Derartu	Who is <i>going to</i> meet her?
Fatuma	Her friend is <i>going to</i> meet her at the bus station.
Derartu	When are you <i>going to</i> visit her?
Fatuma	I am <i>going to</i> visit her very soon.

Tell students that when we talk about our future plans, we also can use the language pattern *will be*....

Ask them to listen and follow the words as your teacher reads aloud the dialogue about future plans. Listen for the language pattern *will be*...

Derartu	I <i>will be</i> entering the ninth grade next year.
Fatuma	I <i>will be</i> entering tenth grade..
Derartu	Who <i>will be</i> in your class?
Fatuma	I do not know who <i>will be</i> in my class until school begins.
Derartu	<i>Will you be</i> participating in any sports?
Fatuma	I <i>will be</i> playing football.

Tell students that the language patterns *going to* and *will be* are sometimes used in the same sentence. Put the example on the chalkboard.

Example

I am *going to* study very hard so that I *will be* able to go to the university.

My parents and I *will be* travelling to Awassa to visit older family members, but my older sister is *going to* stay at home.

Ask students to have a conversation with your partner about your future plans. Use the language pattern *will (be)...* and *going to...* Use sentences like the ones between Derartu and Fatuma or like the example sentences.

Ask them to share their conversation with the class.

LESSON TWO

Tell them that in addition to using *will (be)* and *going to* when we make future plans, we also can use sequencing words such as *first*, *after*, *next*, *then*, and *finally*. These words will help them keep their plans in order. Write the word *sequence* on the chalkboard. Ask students what this word means. Tell them that *sequence* means “to put in order”.

Write the words *first*, *after*, *next*, *then*, and *finally* on the chalkboard. Explain to students that when we make plans we often use sequencing words such as *first*, *after*, *next*, *then*, and *finally*. These words help keep our plans in order.

Example

First I am *going to* market to buy fresh vegetables.

Then I *will be* preparing food for this evening’s meal.

After that we will gather at the table for the meal.

Next I am *going to* wash the dishes and put them away.

Finally I *will be* taking a rest so that I can begin new activities.

Ask students to think of an activity that they plan to do in the next several days. Use the words *first*, *then*, *after*, *next*, and *finally* to express

in what order they will do this future activity. Have them tell these sentences to a partner.

Then ask students to think about what they will do after they finish eighth grade. For example, ask: do you plan to attend high school, begin a career, or do something else? Have students have a conversation with their partner about their future plans by expressing them in paragraph form using at least five sentences. Tell them to use as many of the sequencing words as possible and use the language pattern *going to* and *will be* and when appropriate. Tell them to have their partner raise his or her hand whenever they use a sequencing word or the language pattern.

Example

You	What are you going to do after eighth grade?
Your partner	First, I am going to complete my studies by continuing my schooling in high school.
You	What are you <i>going to</i> do after high school?
Your partner	<i>After</i> that, I will study to be an engineer who designs and builds buildings. This is a job that my uncle does, and I think that I would like to have the same career.
You	How are you going to do that?
Your partner	I will decide what university in Ethiopia would be best for me, and <i>finally</i> I will complete an application and take the necessary tests.

Tell students to follow along as you read the positive and negative statements using the verb *to be* and the language pattern *going to*.

Listen and follow the words as your teacher reads the statements orally.

Positive Statements

Subject	verb to be	going to	rest of sentence
I	am	going to	eat lunch now.
She	is	going to	the cinema tonight because she has tickets.
They	are	going to	book a hotel room for their holiday.
You	are	going to	like the new book that I read. I will give it to you tomorrow.

Negative Statements

Subject	verb to be	not going to	rest of sentence
I	am	not going to	eat lunch now.
She	is	not going to	the cinema tonight because she does not have tickets.
They	are	not going to	book a hotel room for their holiday because their grandmother lives there.
You	are	not going to	like the new book that I read because it is difficult to read.

Ask them to have a conversation with a partner using the same structure used in the positive and negative statements.

Ask them to share their conversation with the class.

LESSON THREE

agriculture - raising animals and crops

livestock- farm animals

exports - sending goods out of the country for sale

economic development - growth of the country's wealth through business and trade

poverty - poor, lack of the basic needs for living

Write the word *economy* on the chalkboard. Ask students what the word means. Tell them the economy is how much money a country earns.

Ask students to look at the key words and say them aloud with you: *agriculture, livestock, export, economic development, poverty.*

Ask them to help you explain the meanings of the words they know.

Have students choose one word and in their exercise book draw a picture that shows the meaning of the word.

Have students share their picture with the class and explain what the word means.

Ask students to look at the picture and read the title of the passage. Ask them to write sentences to in their exercise book telling what they think the passage, “Ethiopia’s Economy,” is about. Have them share their predictions with the class.

Ask students to discuss with the class what they know about Ethiopia’s economy. Record their responses on the chalkboard on a graphic organizer.

Ask students to listen and follow the words as you read the passage aloud.

Ethiopia’s Economy

Agriculture and livestock are important to Ethiopia’s economy. They make up over 75 percent of the country’s exports and are used within the country for almost all food requirements.

Livestock is important to all farming and provides milk, meat, manure, skins, and other products. Livestock in Ethiopia is estimated, or roughly calculated, at almost 30 million cattle, 24 million sheep, 18 million goats, 7 million horses, one million camels, and 52 million poultry or chickens. Livestock is found in all regions of Ethiopia, and it is the source of income and food production in the nomadic, lowland areas. This is where nomads wander from place to place in search of food, water, and grazing land.

Many different crops are grown in different regions of Ethiopia. In the central plateau and in the highlands, teff, barley, wheat, maize, beans, peas, and lentils are grown. Sorghum and millet are grown in the middle altitudes; and in the southern highlands the crops are bananas, grains, and vegetables.

Coffee accounts for over 85 percent of total agricultural exports, making it Ethiopia’s number one export. Processed hides and skins or other manufactured goods are the next largest exports. Other industrial crops are tea, citrus fruits, papaya, banana, avocado, mango, oil seeds, cotton, tobacco, vegetables, spices, and sugar cane. Agriculture helps to accelerate, or increase, economic development and helps to reduce or lower poverty.

Ask students to write the main idea of the passage in their exercise book then have them discuss the main idea with the class.

LESSON FOUR

Ask students to silently read the passage, “Ethiopia’s Economy,” from Lesson Three.

Have students in their exercise book write answers to the comprehension questions in complete sentences.

1. Name two things that are important to Ethiopia’s economy. *(Two things that are important to Ethiopia’s economy are agriculture and livestock.)*
2. Why is livestock important to farming? *(Livestock provides milk, meat, manure, hides, and other products.)*
3. Where is livestock the source of income and food production? *(Livestock is the source of food production in the nomadic lowland areas.)*
4. What is Ethiopia’s largest agricultural export? *(Ethiopia’s largest agricultural export is coffee.)*
5. Explain why it is important to export agricultural and livestock products to other countries. *(It is important to export agricultural and livestock products because it increases Ethiopia’s economic development and reduces poverty.)*
6. Explain what economic development means. *(The word economic development refers to the goods and services and industries related to the development of a country’s economy).*
7. What is the difference between imports and exports? *(The word import means to bring products into a country. The word export means to send products to another country).*

Have students share their answers with the class.

In a small group have students discuss what they think the three most important facts they learned about Ethiopia’s Economy. Have them write these in their exercise book and tell why each is important.

Have students talk with a partner about the passage in Lesson Three. Ask them to discuss what happens when the production of crops and livestock declines, goes down.

Ask students in small groups to discuss the effect on the national economy or an individual family if the production of crops and livestock declines.

Ask them to report their group's ideas to the class.

Have students read their partner's paragraph and give him or her suggestions for improving it. Ask them to improve their paragraphs based on the suggestions and share the paragraph with the class.

LESSON FIVE

estimated - almost or a number close to the size of something

poultry - chicken, cock, hen

accelerate - to increase

reduce -to lower

nomads - people who travel from place to place in search of food, water, and grazing land for their cattle

Write the word *context clues* on the chalkboard. Explain that when we read, we often see words that we do not know. Context clues can sometimes help us figure out the meanings of these words. Context clues are words or phrases found near words that explain or give clues to what the word means.

Explain that there are different ways to find context clues. Sometimes the meaning of a word or a phrase is explained right after the word. This is called a definition clue. At other times the word is followed by a synonym, a word that has the same meaning. This is called a synonym clue.

Definition Clues: The meaning of a word or phrase is explained right after the word.

Example: Ethiopia *exports* coffee and flowers. Last year Ethiopia sent tons of coffee and millions of roses to other countries.

Synonym Clues: A word is followed by a synonym.

Example: The *enormous* snake ate the rabbit. The snake was so very large that it ate the rabbit in one gulp.

Ask students to read the story from Lesson Three again and use context clues to figure out the meaning of the following words: *estimated*, *poultry*, *nomads*, *accelerate*, and *reduce*. Have them write the words and their meanings in their exercise book.

In their exercise book have students write five sentences, one sentence using each of the following new words: *estimated*, *poultry*, *nomads*, *accelerate*, *reduce*. Have students share their context clues and sentences with the class.

LESSON SIX

Write the key words *increase*, *fertilizer*, *pesticides*, *policy*, and *environment* on the chalkboard. Pronounce each word aloud. Then ask students to pronounce the words by whispering the word.

Ask students to read the words out loud in unison. Explain to students that they will see these words again in the story in Lesson Eight.

Say the word *increase*.

Ask students to say the word back to you.

Tell students that *increase* means to add to or make bigger.

Read the following sentence to students: *Ethiopia would like to increase the number of crops grown each year.*

Ask students how Ethiopia could increase its crop production.

Ask students to say the word *increase* again.

Say the word *environment*.

Ask students to say the word back to you.

Tell students that the *environment* is the conditions that affect growth and development.

Read the following sentence to students: *We can protect our environment by conserving water.*

Ask students for ways we can protect our environment.

Ask students to say the word *environment* again.

Tell students to look at the key words listed below. Have them pronounce the words by whispering each word.

Say the word *policy*.

Ask students to say the word back to you.

Tell students that *policies* are a set of principles that are used as a guide for action by the government.

Read the following sentence to students: *The government policy protected the wild animals from hunters.*

Ask students how government policies protect the people.

Ask students to say the word *policy* again.

Say the word *fertilizers*.

Ask students to say the word back to you.

Tell students that *fertilizers* are materials added to the soil to make crops grow.

Read the following sentence to students:

The farmer uses manure as fertilizer for his crops.

Ask students if they know any other types of fertilizers.

Ask students to say the word *fertilizer* again.

Say the word *pesticides*.

Ask students to say the word back to you.

Tell students that *pesticides* are chemicals used to destroy insects that kill crops.

Read the following sentence to students: *The farmer uses pesticides to protect his crops.*

Ask students what would happen if the livestock ate the crops with pesticides on them.

Ask students to say the word *pesticides* again.

Ask students to copy the list of the key words and their definitions in their exercise book. Have students show the meaning of each word by drawing a line from the key word to its definition.

Key Words

Definitions

- | | |
|----------------|---|
| 1. increase | -chemicals used to destroy insects that kill crops |
| 2. fertilizer | -a set of principles that is used as a guide for action by government |
| 3. pesticide | -what is around you |
| 4. policy | -materials added to the soil to make crops grow |
| 5. environment | -to add to or make bigger |

Ask students to discuss with the class the meaning of each key word.

In your exercise book have students write sentences using each of the key words and share their sentences with the class.

LESSON SEVEN

Ask students to give reasons why an education is important to a farmer. Record their answers on a graphic organizer on the chalkboard.

Have students predict what the passage is about.

Ask students to follow the words as you read the passage aloud.

Why is Education Important to a Farmer?

Because agriculture is important to Ethiopia's economy, farmers must be educated so they can maximize their crop production and produce healthy animals. This will help to increase production of food and hides.

In 2002 the Ethiopian government issued a new policy to help make the environment better. This policy included the improvement of soil, livestock, saving water, and the improvement of farming by using chemicals, fertilizers and pesticides. This policy did not work because of the high cost of chemicals and the decrease in the sale of crops for food.

However, with a good education farmers can begin to understand crop rotation, irrigation, and the use of natural fertilizers. Therefore, it is important for farmers to be educated on how to improve farming.

Ask students to read each sentence below silently. In their exercise book have them write T if the sentence is true or F if the sentence is false.

1. Agriculture is important to Ethiopia's economy. (T)
2. The Ethiopian government does not want to improve the environment. (F)
3. Pesticides do not help increase food crop production. (F)
4. It is not important for farmers to be educated. (F)
5. Chemicals, fertilizers and pesticides did not work because of their high cost. (T)

Ask students to rewrite the *false* sentences so that they become *true* sentences.

Have them exchange exercise books with their partner and compare answers.

Have students share their answers and sentences with the class.

LESSON EIGHT

Ask students to talk in a small group about what they have learned from the passage, “The Educated Farmer.” Have them discuss why it is important for a farmer to be educated.

Have students write a paragraph about what they have learned using some of the key vocabulary words.

LESSON NINE

generously - to give willingly and freely

properties - things that are owned, possessions

enrich - add to contents

strengthen - make or become stronger

generation - all of the people born at a particular time and place

Ask students to read the poem, “School,” silently.

School
By Baye Nigatu

Generously like mothers,
School feeds its students,
But with wisdom and knowledge,
That brings spiritual and mental change.

Students should, thus, plant flowers,
Grow grass and trees,
Protect its properties,
Work hard at all times,
To enrich and strengthen its qualities,
That feed our sisters and brothers,
For the generation to come.

Have students guess the meaning of key words on the chalkboard.
Ask students to listen as you explain the meaning of the words.

Have students participate in a class discussion about how the poem is similar to an educated farmer. Tell them to point out lines in the poem that reflect what an educated farmer and future generations can do with the proper training.

Tell students to talk with their small group about the meaning of the poem. Have them focus on the connections between verses one and two? Then ask them to share their views with the class.

LESSON TEN

In small groups ask students to create a performance based on the poem, "Eggs," while other students from the group put actions to it.

Eggs

Lots of animals come from eggs
Some with fins
And some with legs

Some that chatter
And some that cheep
Some that fly
And some that creep

Some that slither
And some that run
Some with feathers
And some with none

Animal eggs can be quite small
Or just as big as a tennis ball

The animals here
They're quite a few
Hatch from eggs
And lay them, too.

Source: <http://www.kinderkorner.com/farm.html>

After all performances are completed, have students vote on the best performance of the poem. Students will award points for the performance based on different aspects of the performance: pronunciation, fluency, expression, and appropriate actions.

Explain each of the following:

pronunciation – words are clearly stated and can be understood easily

fluency – speech flows from one sentence to another with smoothness and expression

expression – voice is used so that emphasis is placed on words as voice is raised and lowered to show emotion

appropriate actions – movement matches meaning from the poem

UNIT 7 NEVER DELAY WORK

Teaching Objectives

In this unit you will teach students how to:

- use appropriate time expressions in everyday situations using past participle verbs.
- read and answer questions about passages.
- produce original sentences using the language pattern.

LESSON ONE

Tell students that when we meet and talk with others, we often discuss personal information.

Ask students to listen and follow the words as you read aloud the dialogue.

Giving Personal Information

Student	Where did you live before you moved here?
Teacher	I was born and raised in Tigray.
Student	How long did you live there before you moved here?
Teacher	I lived there for 20 years before moving here.
Student	How long have you lived here?
Teacher	I've lived here for six months. I moved here to be closer to my aging parents.
Student	Have you found a house yet?
Teacher	Yes, I found a house four months ago. It is located near the school.

Tell students that it is very important not to wait until the last minute to complete work. Write the words *yet*, *ever*, *never*, *just*, *already*, *since*, and *for* on the chalkboard. Explain that they can be used to express time.

Ask students to listen and follow along as you read aloud the dialogue between Adey and Helina. Ask them to listen for words that express time.

Adey	Have you finished writing the answers to your homework questions <i>yet</i> ?
Helina	Yes, I have <i>just</i> finished writing the answers.
Adey	Have you <i>ever</i> read this poem before?
Helina	No, I have <i>never</i> read it before.
Adey	How long have you had this poetry book?
Helina	I've <i>already</i> had it three weeks. I must return it to my friend soon.
Adey	How long have you been in this class?
Helina	I have been in this class <i>since</i> September. How long have you been in this English class?
Adey	I have been here <i>for</i> six months.

Tell students that one word can change the meaning of a sentence. Put the example on the chalkboard and explain it.

Example:

Have you finished writing yet?

Have you finished writing already?

Ask students with a partner to use each of the time words in a sentence. Ask them to tell the sentences to the class as you write them on the chalkboard. Point out how one word can change the meaning of the sentence.

Time words: *yet, ever, never, just, already, since, and for*

LESSON TWO

Tell students that a verb is a word that shows action. The past participle of a verb is usually formed by adding *-d* or *-ed* to the base form of the verb.

Ask students to listen as you read the examples below. Tell students to notice how the past participle form of a verb is written after the words *have* or *has*.

Example

I have *stayed* at the hotel many times.

The market has *closed* because of rain.

She has *talked* to her teacher about the assignment.

Tell students to read the list of words in the word bank. Ask students to use the past participle form of the verb and *have* or *has* to fill in the gaps in the sentences. Ask students with a partner to orally complete the sentences.

Word Bank			
walk	bake	talk	play
help	cook	repair	work

1. The boys _____ dinner for their grandmother. (*have cooked*)
2. She _____ to her brother on the telephone. (*has talked*)
3. I _____ to market many times. (*have walked*)
4. The farmer _____ hard in the fields. (*has worked*)
5. Biruk _____ the guitar for a long time. (*has played*)
6. The chef _____ the injera for the restaurant. (*has baked*)
7. Naboni _____ his father harvest vegetables. (*has helped*)
8. The mechanic _____ the car's engine. (*has repaired*)

Ask students with a partner to use each of the verbs from the word bank to orally create sentences. Ask them to share their sentences with the class.

LESSON THREE

Tell students that in order to show time, we often use words such as: *yet, ever, never, just, already, since, and for*. Write these words on the chalkboard.

Tell students to listen to you read some sentences. Ask students to write the sentences in their exercise book and to complete the sentences using words that express time.

1. Have you _____ been late to school? (*ever*)
2. It is _____ time for lunch. (*already*)
3. Have you finished eating your lunch _____? (*yet*)
4. I will _____ show you my homework again. (*never*)
5. It has been two weeks _____ I last saw you. (*since*)
6. I _____ got home from school. (*just*)

Tell students to write in their exercise books eight sentences using different words that express time.

Ask students with a partner to write in their exercise book a dialogue using as many of the words as possible that express time. Have students share their dialogue with the class.

LESSON FOUR

plenty - more than enough of something
store - supply/place where goods are kept
abundant - plentiful, lots of
delay - to put off or wait until later

Write the word *fable* on the board and tell students that a *fable* is a story that teaches a moral lesson.

Ask students to look at the picture. Ask students to tell you what they think is happening in the picture.

Ask students to read the fable silently.

The Ant and Grasshopper

One summer's day, a grasshopper was hopping about in a field singing happily. An ant passed by, holding corn he was taking to the nest. "Why not come and talk with me instead of working?" asked the grasshopper.

"I am helping to save food for 'a rainy day'* and you should do the same," said the ant. "Why worry about 'a rainy day'? We have plenty of food for now," said the grasshopper. But the ant went on its way and continued to work hard. When a time of shortage came the grasshopper had no food and found itself dying of hunger. It saw the ant eating corn and grain from the store it had collected when food was abundant. Then the grasshopper knew.

*a time of shortage

Moral: It is best not to delay work. Don't put off until tomorrow what you can do today.

Ask students to discuss with the class the moral of the story.

Tell students to write in their exercise book the answers to the questions about the fable. Remind students to use complete sentences.

Allow students to share their answers with the class.

1. Why was the ant storing the food? (*He was saving food for a time of shortage*).
2. Why could the grasshopper die of hunger? (*The grasshopper did not save any food for a time of shortage*).
3. Why did the grasshopper not worry about storing food for a time of shortage? (*Because at the time there was plenty of food*).
4. The last sentence says, "Then the grasshopper knew." Explain what this means.
(*This means that it learned not to wait until the last minute to complete work, to save for the future*).
5. What are some of the things you do to prepare for a food shortage? (*Accept all reasonable answers*).
6. How do you save water when there is a shortage? (*Accept all reasonable answers*).

7. Why is it so important not to delay work? (*Accept all reasonable answers*).
8. Can you think of a different title for this passage? (*Accept all reasonable answers*).
9. What lesson did you learn from the story? (*Accept all reasonable answers*).
10. Can you think of a time when you put off doing something and regretted it? (*Accept all reasonable answers*).

Ask students to read the story from Lesson Four again. Tell them to talk to a partner about the key words and their meaning.

Write the correct meanings on the board and allow students to check their understanding of the key words. Make sure students understand the meanings of the key words.

Ask students to copy and complete the sentences in their exercise books.

1. You should not _____ doing your homework or you could be in trouble at school. (*delay*)
2. Due to the good rainy season there will be _____ of teff to harvest. (*plenty*)
3. The _____ of harvested teff will be kept in dry places. (*stores*)
4. The farmers have an _____ amount of teff stored. (*abundant*)

Go over answers to the gap sentences.

LESSON FIVE

Ask students to use as many past participle and action verbs as they can to write a paragraph in their exercise book about how they or someone delayed doing something. Show them how to write their ideas in a graphic organizer, write sentences from the organizer, and then write the paragraph.

You can use the example of homework. Put the words *delay doing homework* in the center circle. In the outside circles that attach to the center circle, you can have them give you the reasons they delayed doing homework. Have the students generate sentences from the ideas in the graphic organizer as you record them on the chalkboard.

Ask them to share their paragraph with the class.

LESSON SIX

Tell students that when we talk about people, we use words to describe their work ethic. We can describe people as *hardworking* or *lazy*, *punctual* or *late*, *busy* or *inactive*.

Tell students to talk with a partner about someone they know. Ask students to describe him or her as *hardworking* or *lazy*, *punctual* or *late* and *busy* or *inactive*.

Copy the chart onto the chalkboard. Under each heading write four characteristics of that character trait. Allow students to tell you characteristics as you write them.

Ask students to copy the chart into their exercise book. (*Answers will vary*).

Hardworking	Lazy
gets to work on time completes their assignments puts forth their best effort never gives up participates task oriented	gets to work late does not complete their assignments does not put forth their best effort always gives up does not participate does not stay on tasks

Tell students to read the sentences below and fill in the gaps. Ask students copy the completed sentences in their exercise books. Tell students to discuss their answers with a partner.

1. It is important to be punctual because _____.
2. A lazy man _____.
3. _____ is wise.
4. A responsible student _____.
5. A hardworking farmer _____.

All answers will vary.

Allow several students to share their answers.

LESSON SEVEN

homemaker - a person who works in the home
responsibility - being accountable for something
occasionally - not happening every day
continuing - never stopping
determination - not giving up
accomplishing - reaching a goal
dedication - devotion to something

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

Ask students to silently read the passage “Never Give Up.”

Never Give Up

Life in Yefate had never been easy, especially for Tesfaye. Tesfaye was the first child born to a family of six. His mother Yeketenesh was a homemaker and his father Temitme was a farmer.

Tesfaye had the responsibility of watching over his younger siblings, helping his dad on the farm, and occasionally helping his mother in the kitchen. He had to get up early each morning to milk the cows before going to school. Tesfaye had to walk five kilometres to and from school each day. After school, Tesfaye would help his dad on the farm and then complete his homework at night.

Tesfaye’s dream was to attend Addis Ababa University. Tesfaye was clever. He stayed in school and kept his dream to himself, all the while continuing to work hard. After school each day, he worked hard to help at home and complete his homework.

By working hard, he was able to fulfill his dream of receiving his degree. With Tesefaye’s college degree and determination, he was able to become an engineer. Accomplishing his dream was not easy, but with hard work and dedication, his dream finally came true.

Ask students to write in their exercise book answers the questions. Ask students to share their answers with the class.

1. What was Tesfaye's dream? (*Tesfaye's dream was attending Addis Ababa University.*)
2. Why do you think he never told anyone about his dream of attending the university? (*Accept all reasonable answers*)
3. What do you think motivated him never to give up? (*Accept all reasonable answers*)
4. Tell about a dream you have for the future. (*Accept all reasonable answers*)

LESSON EIGHT

Ask students to read the passage from Lesson Seven again. Tell students to find the key words in the text that match the definitions given. Tell students to write the correct words and definitions in their exercise books.

<i>homemaker</i>	<i>reaching a goal</i>
<i>responsibility</i>	<i>not giving up</i>
<i>occasionally</i>	<i>never stopping</i>
<i>continuing</i>	<i>devotion to something</i>
<i>determination</i>	<i>not happening every day</i>
<i>accomplishing</i>	<i>being accountable for something</i>
<i>dedication</i>	<i>a person who works in the home</i>

Tell students to compare their answers with a partner.

Write the key words and their correct definitions on the chalkboard. Review the correct definitions orally with the students

Tell students to use the key words in complete sentences in their exercise books.

Ask students to share their sentences with a small group of three or four.

Ask some students to share their sentences orally with the class.

LESSON NINE

Tell students that we ask questions to learn more about people and their experiences.

Example

What are your responsibilities at home?

What are your interests?

What are your dreams?

Tell students to get into groups of two or three. Have each person write two questions in their exercise book that will allow them to learn more about their classmates.

Tell students to take turns asking their questions in a small group. Ask students to copy the chart below and fill in the chart using the answers to the questions.

	name	name	name
responsibilities			
interests			
dreams			

Tell students to choose one person from their group. Tell them to think about how they are like and different from that person.

Example

Do you both have some of the same responsibilities?

Do you both have the same interests?

Ask students to draw a Venn Diagram in their exercise book that shows how they are alike and how they are different from one group member. Ask them to use the information from the Venn Diagram to write a paragraph explaining how they are alike and different.

Ask students to share their paragraphs with their group members.

Choose students to share their paragraph with the class.

LESSON TEN

Ask students to reread “Never Give Up” again from Lesson Seven.

Tell students to write a paragraph in their exercise book about someone they know that never gave up on his or her responsibilities, interests, or dreams.

Ask the students: Did the person succeed? Did they fail? Are they still trying to achieve their dream?

Ask the students to describe the characteristics of the person who never gave up on his or her dream. Were they hardworking, determined, responsible, or talented?

Tell students to read their paragraph to a partner.

Allow several students to read their paragraphs aloud.

UNIT EIGHT

WHAT MIGHT HAPPEN TO YOU IN TEN YEARS' TIME

Teaching Objectives

By the end of the unit your students will be able to:

- Express prediction about what could happen to them in the future
- Read and understand the main idea of a passage and answer related questions
- Produce fluent sentences orally and in writing using the language pattern in the unit

LESSON ONE

Ask students to look at the picture and describe to a partner the jobs that the people are doing.

Ask students to follow the words in their textbook as you read the conversation aloud.

Tewodros	When you finish school what do you want to do to support your future family?
Yatani	I may want to be a worker in my uncle's cabinet making shop, but my family wants me to be a farmer. My father wants me to increase the number of livestock he owns and to raise wheat, barley, and maize.
Tewodros	Why do you want to work in your uncle's shop instead of working the land?
Yatani	Because I would rather work with my hands making things instead of using my hands tilling the soil to raise crops. I think I might be very good at making cabinets. What do you want to do when you grow up and finish school?
Tewodros	I'm not sure, but I think I might want to work in the market selling things. Every time I go to visit a big market, I never want to leave. I like all the things they sell, and I want to have many of those things in my house.
Yatani	Will your parents agree to letting you live in the city and work in the market, or do they want you to stay at home and work the land like they do?

Tewodros	My parents have lived in the highlands all their life. My father has worked his entire life cultivating the land with a hoe. It has been a hard job for him so he would like my life to be easier by working in the city. He just wants me be a good citizen wherever I live and work.
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Ask your students to talk about the conversation between Tewodros and Yatani with their partners. What is the main idea of the conversation?
They are talking about what they want to do in the future.

Draw the web on the chalkboard and discuss each of the jobs that students might be interested in doing in the future. The students may add additional jobs as the discussion goes along. You could put the word jobs in the main circle and on the lines leading from it, put the names of the jobs as students give them. You also could do a web with male and female at the top and list the jobs as the boys and girls give them to you or do any other type of web that relates to the topic.

Ask the students to look at the list of jobs in their textbook and to talk to their partner about a job they might like to do when they finish school. Ask several students to share with the class the job they think they might be doing in the next ten years, why they would like to have that job, and what education and training they would need.

LESSON TWO

Write the verbs 'to do' and 'to make' on the chalkboard. Underline the verbs.

Write the following sentences and point out the underlined verbs and how they are used as you read the sentences.

I have a job to do in the garden before I can go to bed tonight.

To do good job you must try your very best.

He wants to do his homework before he helps his mother with making the coffee.

She wants to make the bed before she eats breakfast.

To make a good grade you must study every day in school.

Theodros wants to make furniture when he grows up.

Ask students to listen to the following conversation as you read it aloud.

Tewodros	What are you going <i>to do</i> with the teff you bought at the market today?
Yatani	My mother is going <i>to make</i> a lot of injera using the teff because my grandmother is coming for a visit next week.
Tewodros	Could I have enough of the grain <i>to make</i> a bowl of injera for tomorrow?
Yatani	<i>To do</i> that I will have to ask my mother.
Tewodros	There are only two of us, my mother and me so I will only need one cup of grain <i>to make</i> the injera.
Yatani	I think my mother will be glad <i>to do</i> that so you can make injera since we have plenty of grain.

Ask students to tell you how each of the underlined verbs is used. Allow them to ask questions.

Ask students to have a conversation with a partner using each of the verbs (*to do* and *to make*) in sentences. Have students share their conversations with the class as you record some of the sentences they orally give with *to do* and *to make*.

LESSON THREE

Ask your students to notice how the italicized verbs (*do*, *might*, *make*, and *may*) are used in each of the sentences as you read them aloud.

If I travelled a long way from home, I *might* get to see a National Park and lots of other interesting things.

What *might* you do if the roof begins to leak on your bed?

I *might* gather more bamboo to make the roof stronger and thicker or I *might* use more clay beneath the bamboo to make it stronger.

If you run to the village when the wind is blowing, you *may* want to wear a long-sleeved shirt.

If I save enough money, I *may* go to the university when I am old enough.

If you become an airplane pilot, you *may* travel all over the world.

My mother will *do* the washing today.
Do the exercises before you go to bed.

We will *make* a fire for the celebration.
You will *make* a mistake if you rush to get your homework completed.

Ask your students to reread each of the sentences paying attention to the italicized verbs.

Ask the students write two sentences using the verbs *may*, *might*, *make* and *do*.

Have them share their sentences with the class by writing them on the chalkboard and reading them orally.

LESSON FOUR

transportation - a way to move from place to place
depending - relying on something else
resurfaced - a new surface on top of the old surface
require - need, demand
access - a way of getting to something or somewhere
accessible - able to be reached
isolated - separated, far away from others

Write the word *transportation* on the chalkboard. Ask students to name as many different forms of transportation as they can. As they name them, write them on the chalkboard.

Example

donkey, car, taxi, bus, mule, aeroplane (airplane), boat, bicycle, railroad, train

Next write the key words on the chalkboard and discuss their meaning with the class.

Ask students to follow along in their textbook as you read the passage aloud.

Transportation in Ethiopia

Transportation in Ethiopia has changed over the past ten years and will change even more in the next ten years. While roads are improving, citizens still have to travel with care depending on the season and the condition of the roads. Today new roads are being built and old ones are being resurfaced to make travel easier. In the southern part of the country many roads require you to travel in a four wheel land cruiser. In those parts of Ethiopia where you find roads, you can use both buses and land cruisers.

Even though travel by air is much more limited than ground transportation, some people take internal flights when they need to get quickly from one part of the country to another. More and more Ethiopians also are travelling by air to other countries around the world. Today there are still areas in the south of the country that do not have easy access to air travel. However, the northern and eastern parts of the country have airports that are easily accessible.

Another means of transportation that will need to be addressed in the next ten years is the railroad system. At this time there is a railroad that extends from Addis Ababa to Djibouti, but the trains are so old that tourists and other people tend not to use them as a means of transportation. However, this might soon change because the government is taking measures to improve the service.

Water transportation is used only in isolated areas of the country where there are lakes and rivers, but this form of travel is very limited. Because of the landforms found in Africa, it is unlikely that this means of transportation will change much in the next ten years. If you want to work on improving water transportation, you will have to move to a region of the country where you can find lakes and rivers.

Ask students to read the passage independently and answer the questions in their exercise book.

1. Since transportation has changed so much in the past ten years, what do you think will happen in the next ten years? Answers will vary. An example: Transportation will improve with more airports added, more roads paved and railroads extended.
2. How will these changes affect your life? Answers will vary. An example: The changes will allow people to move around the country freely.
3. What job possibilities does transportation offer you? Answers will vary. An example: With improved transportation, jobs will be made available in each of the areas...pilots, airport workers, and technicians for the planes.
4. Contrast the use of land travel, air travel, rail travel, and water travel. Land travel is available in more areas than either of the other methods of travel. Water is the most limited because of the lack of rivers throughout Africa. Air travel is limited to the areas of the country where airports are located. Rail travel is limited but is being expanded.
5. What is the main idea of this passage? The main idea of the passage is to share information about the four ways of travel available in Africa.
6. Give four supporting details. Answers will vary but should be supported in the passage. For example: 1) Water transportation is limited to isolated areas of the country where lakes and rivers are found. 2) This method of transportation will not change much in the next ten years due to the landforms found in Africa. 3) At this time there is a railroad that extends from Addis Ababa to Djibouti. 4) The trains found in Africa are old.

Ask students to share their answers with the class.

LESSON FIVE

species - a group of living things

native - the place where living things originate or begin

habitat - the natural home of an animal or plant

diversity - variety

attraction - a thing that draws attention to itself

confined - kept within a limited area

Write the key words on the chalkboard. Discuss their meaning with the class.

You may at some point in the lesson, take students outside and have them make a chart of how many different kinds of birds they see.

Ask students to listen as you read the passage aloud. When you have finished reading, ask students to take turns reading the passage with a partner. When they have finished reading (you may want them to read the passage more than once), ask your students to find the gap sentences given at the end of the passage and in their exercise books to copy and complete the sentences with suitable words found in the passage.

Birds, a National Treasure of Ethiopia

About 860 species of birds still are found in Ethiopia. However this could change in the next ten years if we do not protect them in their native habitats. Many of these birds can now be found in the highlands, lowlands, river banks, wet lands, around dams, and lakes, forest and in the grasslands.

For many years birds have served as one of the major attractions to tourists who visit Ethiopia. While many birds still live in their native habitat, many are also confined to National Parks. Since there are so many species of birds native to Ethiopia, there is much diversity and colour. So much so that even non-bird watchers enjoy this attraction.

Today this major attraction is important to the economy of Ethiopia. Unless we protect each of those species, some of them could become endangered or even extinct. One of the things we can do over the next few years is to learn how to protect these species.

Ask students to reread the passage silently and in their exercise book complete the gap sentences.

There are many different types of birds. In fact, in Ethiopia alone there are 860 *species*. Birds can still be found in their native habitat in many areas of Ethiopia. They can be found in the following landforms:

highlands, lowlands, wetlands, riverbanks, dams, lakes, forests, and grasslands. Birds serve as a major attraction for tourists in Ethiopia. Many species can be found in *National Parks*.

Review the answers with the class.

LESSON SIX

fossils - the remains of a plant or animal that has turned into rock

shores - land found next to a body of water

prehistoric - relating to a time before written language

archaeologist - a person who studies human history and pre-history by excavating sites and studying remains.

Write the key words and their meanings on the chalkboard. Discuss their meanings with the class and ask students to write them in their exercise books.

Read aloud the following passage.

Fossils Found in Many Regions of Ethiopia

To understand our future we must first remember our past. Africa is one of the richest countries in its history in the world. Many history books call Africa the “motherland of humanity” because of the oldest fossils ever discovered in the world. The shores of the Omo river have been found to be rich in fossils from the earliest times. The Omo is located on the southern edge of Ethiopia. However, prehistoric human bones have been found in all parts of Africa. Some of these prehistoric bones date as far back as six million years ago.

In the Awash region sixty scientists from seventeen different countries have discovered many fossils that range in age from four to six millions years. One of the most famous sets of fossilized bones found was named Lucy or Dinknesh in Amharic and can now be viewed in the museum located in Addis Ababa. Lucy was discovered by a scientific team in 1974. She was a very early type of human who stood upright and was about one metre tall. She was estimated to have lived over three million years ago.

Ask students to reread the passage silently. Ask them to think about the information you gained from reading this passage. Tell them there are some people who do not believe in evolution on religious grounds. Ask them to discuss each of the questions below with their partner and to be ready for a class discussion about each of the questions.

1. What does it mean to be the ‘mother of all humanity’? *The place where the very earliest humans originated.*
2. What does ‘Prehistoric humans are evident in all parts of Africa mean? *It means that fossilized bones from long ago have been found in all regions of Africa.*
3. Locate the Omo region by finding the Omo National Park. In what region of Ethiopia is this area located? *Omo is located in the southern region of Ethiopia.*
4. What are fossils? *Fossils are the mineralized (i.e., turned to rock through a chemical process) remains of plants and animals found in rocks.*
5. In what region of Ethiopia were the fossil bones later named Lucy found? Locate the region on the map. *Lucy was found in the Awash region of Ethiopia. The Awash region is east of Addis Ababa.*
6. Where can you see the fossils known as Lucy? *Lucy can now be seen in the museum in Addis Ababa.*

Ask students to discuss their answers with the class.

Ask students to pretend that they are an archaeologist. Have them make a graphic organizer or web that shows what they do. In their exercise book have them describe what they do by writing at least six sentences based on information from their graphic organizer. Ask them to share their sentences with the class.

LESSON SEVEN

Ask students to work with a partner. Tell them they will use the map of Ethiopia from Lesson Six. Remind them to talk about the following:

- the region of the country they would like to live in ten years from now
- what they might be doing in the next ten years
- what jobs might be available in that region

- the transportation in that region and how that will affect the job that they choose

Tell them when they have completed their conversation with a partner to write a paragraph about where they might be living and what they might be doing in ten years.

Example

Ten years from now I plan to live in the Rift Valley Lakes area. I want to live there because of the access to water. I might be a farmer and own some land or I might be a bus driver. Living near water would make farming easier to raise both crops and livestock. As a bus driver, I might travel both short and long distances, depending upon where my riders want to go.

LESSON EIGHT

Ask the students to look at the three pictures in their books and to talk to their partners about each of them. Before they begin talking, read aloud the location of each of the pictures.

Picture one is a picture of the Simien Mountains. *The Simien Mountains are located in the northern area of Ethiopia. They are north of Gondar.*

Picture two is of a street in Gondar. *This is a typical marketplace in Gondar.*

Picture three is a picture of erosion and what happens to the land when forests are cut down. *The erosion illustrated in this picture could be found in all areas of Ethiopia due to deforestation.*

As students discuss each of the pictures ask them to talk about the land characteristics and what life is like in each of them.

Ask students to read each of the statements below and with a partner match each statement with one of the pictures. Remind them to think about the characteristics of each picture before deciding which statement matches it.

Example

1. In the last three years, an estimated 250,000 people have died of starvation in and around Ethiopia. Few people understand that deforestation is the major cause of these drought-induced famines. (*Picture 3*)
2. This area of Ethiopia has a higher population than the other two. *Picture 2*
3. This street scene is in a town in Northern Ethiopia. *Picture 2*
4. This picture shows an area that is north of Gondar. *Picture 1*
5. Ninety-five percent of the area's forest land has been destroyed by developers and people clearing land for farming or firewood. *Picture 3*
6. Without trees, watershed is lost. Rains turn rivers into mud, carrying away billions of tons of precious topsoil every year. *Picture 3*
7. This picture is of an area where the Ethiopian Walia Ibex lives in a natural habitat. *Picture 1*

LESSON NINE

famine - a shortage of food and/or water

erosion - wearing away of the earth's surface by water or wind

drought - lack of rain

deforestation - clearing forests by cutting or burning trees

illiteracy - not able to read, not educated

consumption - using up materials by eating, burning, etc.

replenish - renew, fill up again

barren - unproductive

irrigate - supply with water

starvation - lack of food

Ask students to talk with a partner about what they know about:

- What is a famine?
- What are the causes of a famine?
- When was the last famine in Ethiopia?
- What can be done to prevent a famine in the future?
- What can you do in the next ten years to help prevent a famine?

Tell students they will learn the answer to each of these questions in the reading passage.

Write each of the key words and their meaning on the chalkboard, and discuss of them with the students.

Famine in Ethiopia

Famine is a severe problem in Ethiopia. Therefore, we must look at the causes and work to prevent one from occurring in the future. The causes of famine will be explored so that we can look for ways to prevent a famine from ever occurring again in Ethiopia.

Some causes that must be examined include: soil erosion, drought, deforestation, agricultural production, illiteracy rate, lack of drinking water, population living below poverty level, fuel consumption, health care information, and economic development.

What can we do today to prevent a famine in the future?

Some of the things recommended by the United States National Academy of Science, an agency that has studied environmental concerns around the world, include: preserve the remaining forest and replenish the now barren lands with a massive reforestation programme and harness the major rivers and use them to irrigate the land.

In the last three years, an estimated 250,000 people have died of starvation in and around Ethiopia. It is important to remember that deforestation is a major cause of these drought induced famines.

After you have finished reading the passage, ask your students to discuss the meaning of the passage. In their discussion, address these topics:

- What is a famine? *A severe shortage of food resulting in many deaths.*
- What are the causes of a famine? *Famine is caused by soil erosion, deforestation, low agricultural production, illiteracy rate, lack of improved drinking water, large numbers of the population living below poverty level, large amounts of fuel consumption, lack of health care and information, and lack of economic development.*

- What can be done to prevent a famine in the future? *By addressing each of the causes in the future we can prevent a famine from occurring again.*
- What can you do in the next ten years to prevent a famine? *Get a good education and become informed about ways to prevent the causes.*

Ask students in their exercise book to list all the reasons a famine occurs. Beside each reason ask them to think of a possible prevention that could occur in the future. Ask them to answer the question: What is the responsibility of each citizen of Ethiopia to help prevent a famine from occurring in the future?

You may want students to look at the causes and list them as either direct or indirect causes of famine. You could make a graphic organizer or a T chart on the chalkboard and record their ideas. Make sure they understand the difference between a direct cause and an indirect cause.

Ask students to discuss their ideas with the class.

LESSON TEN

carved - a shape produced by cutting with a sharp tool

ivory - tusks of an elephant

illegal - against the law

raid - a surprise action

license - permits you to do something

investigate -look into something, examine

endangered - in limited numbers

Ask students to read the following passage with a partner and be ready to discuss the importance of the crackdown on illegal trade for the future safety and the protection of elephants, one of the most valued species of animals in Africa.

Ethiopia Police Take Action on Illegal Ivory Market

Police and wildlife agents went into 66 tourist shops early in 2003 in Addis Ababa looking for carved ivory taken from elephant tusks. It has become illegal to sell ivory products because of the need to protect the number of elephants found in Ethiopia.

After months of planning and training, more than 200 Ethiopian authorities in one day found thousands of ivory bracelets, chess pieces, letter openers, and other carvings in one day. In the same raid, the authorities found skins of leopards, lions, and crocodiles, none of which can be legally sold without a license from the government. The international trading of these items is illegal.

The government of Ethiopia decided to investigate its ivory trade after the country and several other African nations were named in 2002 among the world's top ivory markets. The officials realized that if this trade continued, elephants would soon become endangered which would affect the future of all its citizens.

Ask students to participate in a class discussion and to listen carefully to the comments of their classmates.

1. What is the main idea of the passage? *Ethiopia police crack down on its illegal ivory market*
2. Where does ivory come from? *Ivory comes from elephant's tusks*
3. Why is it illegal to sell the ivory? *Because an elephant must be killed to get the ivory from its tusks.*
4. What items were seized by the government agents? *The items seized in the raid were ivory bracelets, chess pieces, letter openers, and the skins of leopards, lions, and crocodile.*
5. Predict what you think would happen to African elephants if protection did not occur and how this would affect the future of Africa. *The elephant could soon become extinct. The balance of nature would be affected. Tourism would decrease.*

Have students share their answers with a partner.

You may want to ask students to pretend they are an elephant and tell a partner what they would say if they could talk like humans.

UNIT 9 EVERYDAY SCENES IN THE ENVIRONMENT

Teaching Objectives

In this unit you will teach students how to

- read and understand a passage
- describe everyday scenes using present tense active and present tense passive verbs.
- define words by using context clues.
- write sentences and paragraphs.

LESSON ONE

environment - your surroundings; air, water, earth

unpaved - gravel or dirt surface not covered with tarmac

tending - looking after

Write the word environment on the chalkboard and ask students if they know what the word means. Brainstorm things relating to the environment. Ask students what they would expect to find in the city, in the countryside. Then show them pictures of city and rural scenes.

Ask students to listen and follow along as you read about different environments.

Different Places, Different Environments

When you travel to different places, your environment changes. If you are in the city, you see many taxis, cars, shops, and tall buildings. People are going to work, shopping in the shops, carrying bags of items they bought, and students are walking to school.

When you are in a rural area, you see farms, farm animals, unpaved roads, many trees, grass, and small buildings. People are working in the fields, tending the animals, shopping and trading at the market, carrying water, and students are walking to school.

Ask students to discuss with a partner how city and rural environments are different. Make a list on the chalkboard using a chart and fill in the chart as a group.

Example

<u>City</u>	<u>Rural</u>
taxis	donkeys and mules
cars	walking
tall buildings	huts and smaller houses
shops	small markets
paved roads	unpaved roads

Ask students to work with a partner and to describe what they see in the school and home environment. They will take turns describing each environment. After the students have finished their partner discussion, complete the following chart on the chalkboard.

(Answers will vary)

<u>School</u>	<u>Home</u>
<i>teacher</i>	<i>beds</i>
<i>chalkboard</i>	<i>tables</i>
<i>benches</i>	<i>cooking pots</i>
<i>table</i>	<i>baskets</i>
<i>exercise book</i>	<i>family members</i>
<i>pens</i>	<i>chairs</i>
<i>pencils</i>	<i>stools</i>
<i>students</i>	<i>mats</i>

Have them explain to their partner three ways that the school and home environments are alike and three ways they are different.

Example

alike: furniture, work equipment, children learning from adults, etc.
different: many children, just one adult in class, different tasks, space used for different purposes

LESSON TWO

Write the words *who*, *what*, *when*, *where*, *why*, and *how* on the chalkboard. Tell students that they will be describing scenes by answering the questions:

- Who is in the scene?
- What is going on?
- Where is it happening?

- Why is it happening?
- How is it happening?

Ask students to look at the three pictures in their student book and orally describe the scenes. Be sure they tell who, what, when, where, why, and how when describing the pictures.

Complete picture one together as a group.

Ask students in pairs to describe the other two scenes. One partner will describe Picture 2 and the other partner will describe Picture 3.

Ask students to choose a scene from their environment and draw the scene. The scene can be from home, school, or another environment. Ask students to give their picture to a partner. The partner will ask five questions about the scene in the picture.

Allow several students to share with the class and they place them on the wall in the classroom.

LESSON THREE

Write the words *active voice* and *passive voice* on the chalkboard.

Tell students that when a verb tells about an action performed by its subject, the verb is in the active voice. Point out the direction of the action and the subject and object.

Write the example sentence on the chalkboard.

Example

Ahmed is kicking the football. (Active Voice)

Tell students that when a verb tells an action performed on its subject, the verb is in the passive voice.

Write the example sentence on the chalkboard.

Example

The football is being kicked by Ahmed. (Passive Voice)

Put the following sentences on the chalkboard. Ask students to tell if each sentence is written in an active or passive voice.

Aberash is milking the goats. (*active voice*)

The goats are being milked by Aberash. (*passive voice*)

Zewdu carries his books to school every day. (*active voice*)

The books are carried by Zewdu to school every day. (*passive voice*)

Workitu makes coffee for the coffee ceremony every night. (*active voice*)

The coffee for the coffee ceremony is made by Workitu every night. (*passive voice*)

Point out the subject and object in the active sentences and notice how these change in the passive sentences: the object becomes the subject and the subject becomes the object.

Point out that the verb *to be* is used in the passive sentences. If the sentence is in present simple tense, *is* or *are* is used. If the sentence is in present continuous tense, *is* or *are being* is used.

Ask students to look at the three scenes in Lesson Two. Read the example sentences from the chart. Have students copy the chart into their exercise books. Tell them to write two sentences in both the active and passive voice.

When students are finished, go over answers aloud as a class.

Active Voice	Passive Voice
Example: A student is planting a small tree.	Example: A tree is being planted by a student.
Oxen pull the plough.	The plough is pulled by oxen.
The construction workers are building a building.	The building is being built by the construction workers.

LESSON FOUR

Ask students to think about another scene from their environment. In their exercise books have students write sentences describing this scene. Ask students to write with detail telling who, what, where, when, why, and how about the picture

Write the example sentences on the chalkboard. Tell students that these sentences are written in the active voice.

Example (Picture 1)

The girl is planting an orange tree near her house on a warm summer day. She is doing this so that her family will have fruit. She begins by digging a hole with a shovel. (active voice)

An orange tree is being planted by the girl near her house on a warm summer day. This is being done so her family will have fruit. A hole is dug in the ground first. (passive voice)

Ask students to read their partner's sentences and draw a picture of the scene.

Have several students share their picture and their partner's sentences with the class.

LESSON FIVE

Write the word *prediction* on the chalkboard. Tell students that a prediction is a guess of what they think something could be about. Remind students predictions do not always have to be correct. They are just to get our thoughts focused on the subject. Predictions about a story can change as we read.

Have students read the title of the story, "A Job at the Garage." In their exercise books ask students to write a paragraph that predicts or tells what they think the story will be about.

Allow several students to share their predictions with the class.

Tell students you will read the story three times.

- Tell them to just listen during the first reading.

- Read questions one and two aloud. Tell them to listen for the answers to questions one and two during the second reading.
- Read questions three, four and five aloud. Tell them to listen for the answers to questions three, four and five during the third reading.

A Job at the Garage

Rekik works with her father on Saturdays in a garage that repairs cars. The garage is in the town of Mekele and is owned by her uncle. When she helps her father in the garage, he teaches her to make repairs, or fix, whatever is broken or does not work on each car. For example, if there is a problem, something wrong, with the brakes, the part that makes the car stop, they remove the wheels and look for the problem.

After new parts are installed, or put on, they go for a ride in the car to test drive it to make sure the new parts work properly. If they still do not work well, they look for other ways to fix the problem. Rekik likes helping her father at her uncle's garage on Saturdays because each problem requires a different solution.

Read each question orally again and have students answer the questions in complete sentences in their exercise books.

1. Rekik's father teaches her to make _____.(*repairs on cars*)
2. To fix brakes, you must remove the _____.(*wheels*)
3. Brakes that do not work can cause a car not to _____.(*stop*)
4. After a car is fixed, Rekik and her father _____ it to make sure that what they have fixed works.(*test drive*)
5. Rekik's father is like a _____ because he shows her how to do things.(*teacher*)

Go over the correct answers with the class.

Ask students to write a sentence in their exercise book that tells the main idea of the story.

LESSON SIX

Explain that context clues are the words that come before or after a word that help you determine the meaning of a word. Three types of context clues are definition, synonyms and description.

Read the example in the student book and point out the context clues.

Example

Definition: The atmosphere is the air and gases surrounding the earth.

Synonym: A cockroach has two antennae, or feelers, on its head.

Description: Tesfaye is a very good student who studies many hours each day.

Ask students to silently read the story, “A Job at the Garage.” Tell them to use context clues to find the meanings of the words listed on the chart.

Ask students to copy the chart into their exercise book. Have them write the context clues for each word given.

Word	Meaning
Example: garage	Example: repairs cars
repairs	<i>fix</i>
broken	<i>does not work</i>
problem	<i>something wrong</i>
brakes	<i>part of a car used for stopping</i>
installed	<i>put on</i>
test drive	<i>go for a ride in the car to make sure it works</i>

Go over answers aloud.

Have students use each of the words to write sentences of their own in their exercise book. Students’ sentences should show understanding of the words.

Allow several students to read their sentences aloud.

LESSON SEVEN

Ask students to think about the different parts of their school. Ask them to share their ideas with the class as you write them on the chalkboard.

Examples (Accept all reasonable answers)

- the classroom buildings
- the library
- the play area

Tell students that there are visitors coming to their school who have never been there before. Have students pretend that they are a tour guide. With a partner they will plan a tour of their school.

Model how to draw a map of the school on the chalkboard. Have students tell you the places to put on the map.

Ask students to make a list of four places they will take the visitors. From their list have students draw a map that shows the route they will take. Ask students to number their stops one through four, with one being their first stop and four being their last.

Allow several groups to come to the front of the class and share their routes and maps.

On the chalkboard model for students how to write sentences describing different places in the school.

Example

The library has books for students and teachers to read.

Ask students to work with a partner and write a sentence describing each stop on their tour.

Have students share their maps with a small group. They should tell why they chose to show the visitors each of the four places.

LESSON EIGHT

participate - take part

shared decision making - agreeing on a course of action after discussion

create - make

cooperation - working together

tolerant - accepting of other peoples' opinions and beliefs

focused - centered

Discuss with students what a *decision* is.

Ask students to listen to the conversation between a teacher and students about shared decision making.

Shared Decision Making

Teacher	Today we will be <u>participating</u> in <u>shared decision making</u> in our classroom. We will discuss ways in which we can all be a part of making decisions to <u>create</u> a better classroom environment. The sharing of ideas to make decisions is called <u>cooperation</u> . This must be done by discussing what is good and not good for the teacher and students to do in class. What are your ideas about my responsibilities as a teacher?
Hagos	You must teach us so that we learn our math, science, and other subjects.
Teacher	What is the best way I can do that?
Sofia	I like it when we work in pairs or small groups and can learn from each other as well as from you.
Teacher	Why does working in pairs or small groups help you to learn?
Alemnesh	We get ideas from others about a topic that we are learning about. For example, when something is not clear, another student can explain it in a different way than the teacher. We also can ask more questions in small groups than in a class where there are so many students. Small groups let more students talk about the subject. What do you think are the responsibilities of the students for shared decision making?
Teacher	Students should be polite with each other, be <u>tolerant</u> of ideas that others have that are different from theirs, and speak softly so that other groups can work well. Students

	should all take part in the group work and always be willing to help other members of the group.
Ashenafi	How will you help as the teacher if we are working with other students?
Teacher	I will walk around and listen to make sure the group is working well and is <u>focused</u> on the subject. If there is a question or help is needed, someone from the group can raise his or her hand to ask for help. As I walk around the room, I also can sit and work with groups.

As a class decide what the main idea of the conversation.
Ask students to write the main idea in their exercise books.
Have four students come to the front of the class with their books.
Assign each student a role from the conversation. You will read the role of the teacher. Read the conversation aloud together.

Repeat this activity several times; remember to allow as many students as possible the opportunity to read aloud.

Lead a discussion about how the teacher in the conversation cooperated with the students to improve the classroom environment.

LESSON NINE

Review active verbs from Lesson Three with the class.

Ask students to read the activities listed below and think about what they do. Ask them to choose one activity to describe in a paragraph by using as many active verbs as possible. Students also can choose another topic if they wish.

Helping at home
Learning about animals
Playing in a football game
Going to market
Planning for the future
Celebrating holidays
Caring for plants

Ask students to give their paragraph to a partner who will circle all of the active verbs. Ask them to share their paragraph with the class. As students share their paragraphs, make a list of active verbs on the chalkboard.

LESSON TEN

Review passive verbs from Lesson Three with the class.

Ask students to read the activities listed below. Ask them to choose one activity to describe in a paragraph by using as many passive verbs as possible. Students also can choose another topic if they wish.

Helping at home
Learning about animals
Playing in a football game
Going to market
Planning for the future
Celebrating holidays
Caring for plants

Ask students to give their paragraph to a partner who will circle all of the passive verbs. Ask them to share their paragraph with the class. As students share their paragraphs, make a list of passive verbs on the chalkboard.

UNIT TEN
NOBODY KNOWS HOW HE GETS THE MONEY

Teaching Objectives

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

- ask and answer questions in a direct and indirect way
- create questions and answer them
- use present active continuous and present passive continuous verbs
- read and answer questions about passages
- write interview questions and paragraphs.

LESSON ONE

Tell students that we ask questions when we want to find out something. Tell them that when someone asks you a question, that person is asking you to tell information that you know. Explain that a direct question usually is asked by the person who wants to know something and that an indirect question usually is a statement that tells what someone else is asking. Point out that a questions mark is used at the end of a direct question, and a period is used at the end of an indirect question.

Example

What is your name? (direct question)

What did she ask you? (direct question)

The teacher asked me my name. (indirect question statement)

Is your name Mimmi? (direct question)

What did Rahel want to know? (direct question)

Rahel wanted to know if my name was Mimmi. (indirect question statement)

Read the following dialogue aloud to the class. Instruct the students to pay close attention to the direct and indirect questions in the dialogue.

Direct Questions and Answers

Birnesb:	What do you usually eat for breakfast? (direct question)
Mohammed:	Birnesb asked me what I usually eat for breakfast. (indirect question statement)
	I normally eat injera firfir for breakfast. (answer)
Abeba:	Do you like going to the cinema? (direct question)
Fozia:	Abeba asked me if I liked going to the cinema. (indirect question statement)
	Yes, I like going to the cinema on Saturdays. (answer)
Surafel:	Why are you thirsty? (direct question)
Hassen	Surafel wanted to know why I was thirsty. (indirect question statement)
	I am thirsty because I walked a long way from the market. (answer)

Tell students to ask a partner three direct questions and allow the partner to answer the questions.

Tell students to ask a partner three indirect questions and allow the partner to answer the questions.

Provide time for the two to three groups to share their direct and indirect questions with the class.

LESSON TWO

Explain to students that present continuous tense verbs are preceded by part of the present simple tense of the verb *to be* and end in *-ing* and that they express action that is happening now. Share the example with the class.

Example

walking, talking, working

Tell the students that active verbs are used when the subject is doing something to the object. Share the example.

Example

Joseph *is kicking* the football into the goal. (present, active continuous verb)

Tell the students that passive verbs are used when the subject receives the action. Share the example with the class.

Example

The football *is being kicked* into the goal by Joseph. (present, passive continuous verb)

Ask students to look outside and tell what is happening now using the present continuous verb.

Tell the students to work with a partner and orally state three sentences that contain present, active continuous verbs. Remind them of the following usage:

Singular: I am, You are, He, she, or it is

Plural: We, you, they are

Remind them that they can use some of the verbs from the word bank.

Tell the students to work with a partner and orally state three sentences that contain present, passive continuous verbs. Remind them that they can use some of the verbs from the word bank.

Word Bank

Present Continuous Tense Verbs	
seeing	taking
going	doing
coming	helping
running	making
eating	giving

Allow two to three groups the opportunity to share their questions with the class.

Explain to students that present, active continuous verbs can be used to ask questions using *who*, *what*, *when*, *where*, and *why*. Use the examples below to further emphasize this point.

Example

Who is planning our visit to the museum on Saturday?

What is making that loud noise in the forest?

When is taking classes important to your career?

When is the new Olympic team running its first race?

Tell the students to think of four questions using the present, continuous tense verbs and each of the *Wh* question words. Tell students to ask a partner their four questions.

Allow one or two students to share their questions with the class.

LESSON THREE

Remind the class that when someone asks you a question, that person is asking you to give information that you know. Also tell them that, a direct question usually is asked by the person who wants to know something and that an indirect question usually is a statement that tells what someone else is asking.

Tell the students in their exercise books to write five direct and five indirect questions.

Allow two or three students to share their questions with the class.

Remind students that present active continuous verbs are used when the subject is doing something to the object. Also tell the students that present passive continuous verbs are used when the subject receives the action.

Tell students to write five sentences with present active continuous verbs in their exercise books. Tell them to underline the present active continuous verbs in each sentence. Tell them to share their sentences with a partner.

Tell students to write five sentences with present passive continuous verbs. Tell them to underline the present passive continuous verbs in each sentence. Tell them to share their sentences with a partner.

Remind students that present active continuous verbs can be used to ask questions using *who, what, when, where, and why*.

Tell students to write four *Wh* question sentences with continuous verbs in their exercise books. Tell them to underline the continuous verbs in each sentence.

Allow two to three groups to share their sentences with the class.

LESSON FOUR

excelled - did very well

competitions - contests, like races

significant - meaningful

Read the passage about Derartu Tulu, a famous Ethiopian, to the class. Tell the students to make mental notes as they read, because they will be required to answer questions at the end of the reading of the passage.

Derartu Tulu

Derartu Tulu, a member of the Oromo ethnic group, was born in 1969 in the village of Bokoji in the Arsi region of central Ethiopia as the seventh child in a family of 10 children. She grew up tending cattle in the Arsi highlands. She did not realize that she was an extremely fast runner until the age of 16.

Derartu's first significant win came in a 400 meter race in her school where she out-ran the school's star male athlete. This along with a win in an 800 meter race in her district convincingly put her on a path to a successful career in athletics.

Deratu became the first black African woman to win an Olympic medal. She won her first gold medal in the 1992 Olympics in the 10,000 metre event in Barcelona, Spain, and her second in the 2000 Olympic games in Sydney, Australia, also in the 10,000 metre event. In 2004 she won a bronze medal in the Athens, Greece Olympic games. In addition, she has won several marathons and cross country events.

Explain to the students that answers to questions are not always directly stated in passages. Tell them that when an answer is not stated directly but can be figured out from other words in the passage, it is called inferring.

Tell the students to use their inferring to answer the following questions in their exercise books.

1. How old is Derartu Tulu?
2. How many of Deratu's siblings are older than she?
3. How many of Derartu's siblings are younger than she?
4. What put Deratu's on a path to a career in athletics?
5. What major events has Deratu won?

Allow two or three students to share their answers with the class.

Tell students to work with a partner and explain how they figured out the answers to the questions from the passage.

Allow one or two students to share the process they used to figure out the answers to the questions.

LESSON FIVE

prominent - important, highly respected

fellowship - monetary support for excellent students

unwritten – oral

dialect - manner of speaking associated with a particular region

Tell students to read the title of the passage and tell a partner what they think the passage is about.

Tell students to silently read the passage.

Sahle Selassie Berhane Mariam

Sahle Selassie Berhane Mariam is one of the most prominent Ethiopian writers. He is a well known author of Ethiopian literature and is registered on the African Writers Series.

Sahle Selassie was born in the village of Werdene in Ethiopia. He was educated at the Catholic Mission School in Endeber, and he attended secondary school in Ethiopia's capital, Addis Ababa. On a fellowship from the French government, he studied law for one year. He then went to the United States where he obtained his Master's Degree in political science in 1963 from the University of California in Los Angeles.

Sahle Selassie wrote his literary works in many languages and dialects. He used Arabic script when he wrote the first work ever in Chaha, an unwritten Ethiopian dialect. He also authored *Wotat Yifredew*, a novel written in Amharic, the language of wider communication in Ethiopia. Sahle Selassie's most recent novels, *The Afersata* and *The Warrior King* were written in English.

Source: *Reader's Guide to African Literature*

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

1. Why is Sahle Selassie Berhane Mariam a famous Ethiopian? (*He is famous because he is a noted author.*)
2. Was Sahle Selassie born in a city or rural setting? (*He was born in a village, which is smaller than a city.*)
3. What is Sahle Selassie Berhane Mariam well known for? (*He is well known for writing Ethiopian literature in many languages and dialects.*)
4. Has Sahle Selassie ever visited another continent? (*Yes, because he went to school in the United States on the North American continent and studied in France which is on the continent of Europe.*)
5. Based on this passage, do you think that Sahle Selassie spoke more than one language? Explain your answer. (*Yes, because he wrote his works in different languages and dialects.*)

6. Why do you think Sahle Selassie wrote *Wotat Yifredew in Amharic*? (One reason could be to meet the cultural background of most Ethiopians. Amharic is the language of wider communication in Ethiopia.)

Allow two to three students to share their answers.

Ask students which questions required inference (*five and six*) and have them tell why.

Tell students to draw a timeline that shows Sahle Selassie's education in their exercise books.

Select two to three students to share their timelines with the class.

LESSON SIX

boasting - bragging; talking proudly

fateful - destined

approached - walked up to; came near to

attempts - tries

rumours - gossip, stories told by people based on their own opinions that may not be true

Direct students' attention to the picture of the teenage boy. Ask the students what the picture tells them. Probe deeper to get the students to tell why they feel that certain elements in the picture are significant.

Allow four or five students to share their insights about the picture.

Tell students that the next unit is "Elias The Smooth Operator." Ask students: what does the title tell you about the story? Ask students to predict what the story will be about by writing their predictions in their exercise books.

Tell students to listen as you read the story aloud.

Elias The Smooth Operator

Meet Elias. Elias is fifteen years old. He does not go to school, and he does not live with his family. He smells good, eats well, and lives well. But no one knows how he keeps up his standard of living. How does he make his money?

Elias seems to have a glorious life. He walks the streets of Addis Ababa day and night boasting of his wealth. One fateful day, he is approached by two policemen. Elias attempts to run, but to no avail. He is caught, handcuffed, and taken to the police station.

There are numerous rumours floating around regarding the cause of Elias' arrest. What do you think is the cause? Could the arrest have anything to do with how he makes his money?

Ask students to think about whether or not their predictions were correct.

Tell students to write the main idea of the story in their exercise books.

Tell students to read the story silently. Tell them after they read the story to discuss the answers to the questions with a partner.

1. What lesson(s) did you learn from the story? (To be honest, not to go around boasting, and not to do bad things)
2. Sometimes boys and girls want something so badly that they will do just about anything to get it. What are the ways children get things that they want badly? Which of the ways are right? Which of the ways are wrong? (They may steal or hurt someone to get things, but, some kids work hard to get the things they want. Any other acceptable answers.)
3. People use many ways to get money. Which ways are right? Which ways are wrong? (People sell things to get money and some people work hard to get money—any acceptable answer)

Tell students after their discussion with a partner to write their answers in their exercise books.

Allow three to four students to share their answers with the class.

LESSON SEVEN

honest - fair and truthful, never lie

reliable - trustworthy

responsible - dutiful

Tell students to read the story, “Elias The Smooth Operator,” with a partner. Lead a class discussion about how being morally good causes people to be respected by society.

Write the following character traits on the chalkboard (honest, reliable, and responsible). Tell the students to copy the words, *honest, reliable, and responsible* from the chalkboard into their exercise books.

Tell students to work with a partner to write their own definition of the character traits in their exercise books.

Tell students to keep the character trait words in mind and work with a partner to create a poster that shows values acceptable by parents, the school, or the community. Emphasize to the class that on their posters they should illustrate the values using both words and pictures.

Allow students to explain their posters to a partner and then with the class.

LESSON EIGHT

Remind students that at the end of the story, “Elias The Smooth Operator,” Elias is being taken to jail possibly because of some bad decisions he made regarding making money. Tell students to work with a partner to write a three paragraph story about Elias that shows that he is morally good. Tell them that the story should end with Elias not going to jail.

Allow three or four students to share their stories with the class.

LESSON NINE

finest - highest quality

athlete - a person who is good at sports

famous - well known for and admired

opponents - persons the someone is trying to be better than

dominate - difficult to beat

notable - remarkable

feat - noteworthy accomplishment

Show pictures of famous people such as athletes, mathematicians, scientists, models, etc. Have students tell you who they are and why they are famous.

Tell students that famous people are often respected by society. Tell the students to discuss the answers to the following questions with a partner.

1. What does it mean to be famous?
2. Do you know any famous Ethiopians? How did they become famous?
3. Do you want to be famous? If so, how do you plan to achieve your goal?

(Answers to these questions will vary, accept any reasonable answers.)

Tell students to silently read the passage about the famous athletes of Ethiopia.

Ethiopia's Finest

Ethiopia has some of the finest athletes in the world, most notably middle-distance and long-distance runners who are famous. Kenya and Morocco are often Ethiopia's opponents in World Championships and Olympic middle and long-distance events.

As of March 2006, two Ethiopians dominate the long-distance running scene. Haile Gebreselassie, World champion and Olympic champion, has broken more than 22 World records. He currently holds the 20 kilometre, half marathon, and 25 kilometre World record. Kenenisa Bekele, World champion, World cross country champion, and Olympic champion, holds the 5,000 and 10,000 metre World records.

Other notable Ethiopian distance-runners include Derartu Tulu, Abebe Bikila, and Miruts Yifter. Derartu Tulu was the first black woman from Africa to win an Olympic gold medal in the 10,000 metre event at Barcelona. Abebe Bikila won the Olympic marathon in 1960 and 1964, setting world records both times. He is well-known for winning the 1960 marathon in Rome while running barefoot. Miruts Yifter, the first in a tradition of Ethiopians known for brilliant finishing speeds, won gold medals in 5,000 and 10,000 metres events at the Moscow Olympics in 1980. He was the last man to achieve this feat.

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

1. What is the main idea of the passage? (*Ethiopia has many famous athletes that are the best in the world*).
2. Why do you think the title of the passage is "Ethiopia's Finest"? (*They are the best or any acceptable answer*).
3. Name the two athletes that dominated long distance running as of March 2006. (*Haile Gebreselassie and Kenenisa Bekele*)
4. In the sentence "Other notable Ethiopian distance – runners include Derartu Tulu, Abebe Bikila and Miruts Yifter" what does notable mean? (*famous or well known*)
5. Why is Miruts Yifter famous? (*He was a runner that had a great finishing speed; he still holds the record for his speed*).

Select two or three students to share their answers with the class.

LESSON TEN

Tell students to choose one of the famous people they read about in this unit. Tell students to discuss with a partner how this person can be a good example to young girls and boys.

Ask students to write a paragraph about the person they chose as role model in their exercise books. Tell students to include in their paragraph why this person would be a good role model and why they have chosen this particular person as a role model.

Allow students to share their paragraphs with two classmates.

LESSON ELEVEN

Explain to students that an interview gives people opportunities to learn more about others by asking and answering questions.

Ask them to imagine that they are a reporter and are given the assignment to interview the director of the school. Ask the students what would they ask him/her?

Example

What is your name?

How old are you?

How did you become the director?

What training did you have to become a director?

Tell students in their exercise books to write five or six interview questions to ask the director.

Allow students to share their questions with the class and decide on one set of questions. Tell the students to write the collective set of questions in their exercise books.

Tell students to work in groups of three, two interviewers and one person pretending to be the school director, interview the student who is pretending to be the school director. Tell the two interviewers to alternate asking questions from the class generated list.

Instruct students during the interview with the director to write the reported questions (e.g., Belainesh asked the director when he first decided to become a teacher.) and the director's answers to the questions in their exercise books.

Allow three or four groups to share their interview findings with the class.

UNIT 11
SAY “NO”/THE IMPACT OF EARLY MARRIAGE ON LATER LIFE

Teaching objectives

In this unit you will help students learn how to:

- tell the difference between advice and warnings and practise giving advice and warnings
- read the passage and answer comprehension questions
- produce their own sentences using key words
- use the language patterns *should*, *ought to*, and *unless*

LESSON ONE

Tell students to think of the word *advice*. Then ask them to look at the pictures and explain to a partner what they see that represents *advice*.

Tell students that when someone asks for *advice*, suggestions are given about what to do. Tell them that when someone is in danger or at risk, a *warning* is given.

Tell students to listen and follow along as you read a dialogue between Thomas and Jorgo. Ask them to listen for the language patterns *should* and *ought to*. Explain that when this language pattern is used, advice is given.

Ask students to raise their hands when they hear the language pattern *should* or *ought to* in the sentences.

Giving Advice

Thomas	I often get colds in the rainy season. What should I do?
Jorgo	You ought to eat more fruit to get vitamin C.
Thomas	What else should I do during the rainy season?
Jorgo	When it is raining, you ought to wear a sweater and carry an umbrella.

Remind students that when we give advice, we use the language pattern *should* or *ought to*.

Put the examples below on the chalkboard and explain the language pattern and that the words show that advice is being given.

Example

You *should* always walk on the left side of the road.

You *ought to* obey the rules and regulations at school.

Ask students to have a conversation with his or her partner about giving advice. Have them use the language pattern *should* or *ought to*. Tell them to use sentences like the ones used by Thomas and Jorge in “Giving Advice” to give advice to someone who is sick, hungry, thirsty, tired, hot, or angry.

Ask students to share their conversations with the class.

LESSON TWO

Tell students that when someone is danger or at risk, we can give him or her a warning. Explain that when we give a warning, we can use the language patterns *unless* or *if...not*.

Put the examples on the chalk board and explain how the language pattern *unless* or *if...not* is used. After you read each sentence orally, have students explain what the danger or risk is.

Example

You *ought to* go to the clinic and get medicine for the cut on your hand *unless* you want to get an infection. *If you do not*, you could become ill.

You *should* be careful walking through the grass *unless* you go with someone who can help you watch for snakes. *If you do not*, you could step on one.

If you do not want to get in trouble, you *ought to* obey your parents.

Ask students to have a conversation with their partner about differences between giving advice and a warning. Have them explain what language patterns to use when giving advice and what language pattern to use when giving a warning.

Remind students to use the language pattern *should or ought to* for advice. Have them use the language pattern *unless* to give a warning.

Tell students to complete the language patterns by orally creating sentences using *should or ought to* for advice and *unless* for giving a warning.

Example

You *should* read the directions before you answer the questions.

You *ought to* bring your textbooks to class everyday.

Unless you hurry, you will not finish the work on time.

LESSON THREE

harmful - damaging, hurtful

approve - support, agree

exposure - come in contact with

childbearing - bring forth children

immature - undeveloped

effects - results

devastating – upsetting, disturbing

Ask students to write the answers to the following prereading questions in their exercise books.

1. What do you already know about early marriage?
2. Why is early marriage harmful?

Introduce the vocabulary words by writing them on the chalkboard and discussing each. Point out the words in the passage and discuss their meanings.

Tell students to read the passage silently.

Early Marriage in Ethiopia

Early marriage is one of several harmful traditional practices toward women which are commonly practiced in several parts of the world. It is widely practiced in many parts of Ethiopia. The approximate percentage of women married in rural and urban areas before the age of 15 in four of the regional states follow: 43 % rural and 28% urban in Amhara, 27% rural and 19% urban in Tigray, 13% rural and 10% urban in Oromiya, and 7% rural and 20% urban in SNNPR.

Parents often approve of their daughters being married when they are as young as 10 to 12 years of age, even though the legal age for marriage in Ethiopia is 18. Marriage agreements even can take place at the very early age of between four to five years.

Early marriage of girls is seen as a way to improve the economic status of the family through marriage as husbands often are very much older and financially more secure. However, this practice has put girls at risk of serious health problems, including exposure to HIV/AIDS and problems with childbearing due to immature bodies.

Girls married young suffer major disadvantages that result in physical, emotional, economic, and social problems. Thus, the effects of early marriage can be devastating.

Source: *Report on Causes and Consequences of Early Marriage in Amhara Region*, July 2006, Pathfinder International

Ask students to answer the questions below orally using complete sentences.

1. According to the passage, of the four regional states mentioned which one has the highest practise of the tradition of early marriage before the age of 15? (*The states of Amhara, Tigray, Benishangul/Gumuz, Gambella, and Afar practise the tradition of early marriage*).
2. At what age do parents in these regions often give consent to young girls getting married? (*Parents consent to young girls getting married from 10 to 12 years of age*).

3. What is the legal age for marriage in Ethiopia? (*The legal age of marriage in Ethiopia is 18*).
4. What are some of the serious health problems that can occur from an early marriage? (*Some health problems such as exposure to HIV? AIDS, and problems with childbearing, and undernourishment can occur from an early marriage*).
5. Why should young girls and their parents say “No” to early marriage? (*Answers will vary*).

Have students share and discuss their answers to the questions with the class.

As students to read the chart that shows the percentage of early marriage in five areas of Ethiopia. Ask them to talk with a partner about how the percentages are similar and different.

LESSON FOUR

Tell students to read the passage in Lesson Three again silently.

Ask students to tell their partner three things they learned about early marriage in Ethiopia.

Tell the students to talk in a small group about the other things that they learned from the passage and the paired discussion.

Ask student to write in their exercise books a list of reasons why girls should not get married early.

Ask students to get in small groups and find sentences that use the key words listed below.

Put each word on the chalkboard and show students how to predict the meaning of each word by reading the sentence that the word is in, looking for clues to its meaning in the sentence or in the surrounding sentences, or looking at the word parts. For example, *harmful* is found in the sentence, “Early marriage is one of several harmful traditions toward women.” Ask students if they know the meaning of *harm*. If not ask whether early marriage is good or bad. If they conclude that it is bad, ask them to guess the meaning of harmful and write it in their exercise books.

Ask them to write their own definition of each of the other key words from Lesson Three in their exercise books.

Ask students to share the definitions they wrote with their small group.

Ask students in their exercise book to write a diary entry that tells about a day in the life of a girl who was married at the age of 15.

LESSON FIVE

agreement - approval

consulting - asking the opinion of someone

unsuccessful- with a bad result/outcome

labourer - person who does manual work (works with the hands)

impact - result

Have students look at the illustrations. Ask them to tell their partners what is happening in each picture.

Introduce the key words, discuss their meanings, and use the sentences in the passage, "Life After Early Marriage," to show how the words are used.

Tell students to write the answers to the following statements in complete sentences in their exercise books.

1. List one or two examples of how a girl's life could change because of early marriage. (*Answers will vary*).
2. If you know someone who was married at an early age, write about the effects it had on her life. (*Answers will vary*)

Have students take turns reading the story, "Life After Early Marriage," with a partner. Model reading the first two sentences for them using fluency (reading smoothly) and with expression (variation in the tone of your voice).

Life After Early Marriage

Workenesh Ashebir was only ten years old when she was married to her husband who was 12 years older. Her parents made an agreement with her husband without consulting her. She was not asked whether or not she wanted to get married. She left her family and stayed with her husband's family. She had a son two years later and then a daughter when she was only 15 years old.

Life as a married woman was not easy for her. Workenesh stopped going to school. She had to do hard physical work despite her young age. After her six years of toil, her husband died of HIV/AIDS. At the age of eighteen, she had to raise her children by herself.

Workenesh moved to Bahir Dar to find a job. She took a job as a maid. This is not what she had hoped to be when she was a child, but she had to do this to raise her children. She had a series of unsuccessful attempts to make a good living to support herself and her two children. Then Workenesh began working as a labourer on a construction site where she was paid three birr per day. She still did not earn enough money to send her children to school as she had wished.

Today parents can prevent their young girls from getting married early. The prevention process starts with parents saying, "No," to early marriage. If given a chance for an education, young girls can control the impact of early marriage on later life. Early marriage affects not only the lives of the young girls but also affects the lives of their children.

As you can see from the story, Workenesh's life was at risk because of the affects of early marriage. Early marriage is a harmful tradition that should be changed so that girls like Workenesh can get the education they need for success in their own lives and for helping to change the role of women in Ethiopia.

Ask students to write the main idea of the passage in their exercise book. *(Early marriage is a harmful tradition because of the many problems that can occur. Answers will vary somewhat).*

Tell students to write answers to the following questions in their exercise books.

1. How did Workenesh's life change after she was married? *(Her life changed because she moved, had to take a low paying job, and could not send her children to school. Answers will vary).*
2. What was Workenesh's role in making the decision for marriage? *(She had no role in making the decision for marriage).*
3. How were Workenesh's children affected when her husband died? *(Workenesh could not send her children to school because she did not have enough money).*
4. What jobs did Workenesh have? *(She was a labourer and a maid).*
5. Why was Workenesh not able to send her two children to school? *(Workenesh was not able to send her children to school because she could not earn enough money).*
6. How can parents prevent early marriage today? *(Parents can prevent early marriage by saying, "no.")*
7. How can early marriage affect one's life? *(Education may stop for this person because she may have to take care of her children. Answers will vary).*

Tell the students to share their answers with the class. Point out that answers will vary to some of the questions.

LESSON SIX

Tell the students that a noun names a person, place or thing.

Ask students to give examples of nouns that name a person, place or thing, one student at a time.

Read the example from the book and ask students whether the words in the example name a person, place or thing.

Example

Did you read the *story* about *Workenesh*?

Where is *Addis Ababa*?

Children should go to *school*.

Marriage should not happen early.

Tell students to copy the sentences below and underline the nouns that name a person, place or thing. Ask them to write beside each noun whether the noun names a person, place or thing.

1. Workenesh moved to Bahir Dar to find a job.
2. Her husband died of HIV/AIDS.
3. Workenesh began working as a labourer on a construction site.
4. Today parents should prevent young girls from early marriage.
5. Girls like Workenesh can get the education they need for success in their own lives.

Have students share their answers with the class.

Ask students to write five sentences that have nouns that name a person, place or thing in their exercise books. Tell them to underline the nouns in each sentence. Have them share their answers with a partner.

Ask students to think about what they have learned about the effects of early marriage. In your small group ask them to design a poster that gives the message that early marriage should be prevented.

LESSON SEVEN

Tell students that all complete sentences contain a verb and this verb can be an action word that tells what someone or something has done or is doing.

Have students read aloud the examples from their student book. Then explain how the action verb is used.

Example

Verb Tells What Someone or Something Has Done (Past)	Verb Tells What Someone or Something Is Doing (Present)
Workenesh Ashebir <i>married</i> early.	Many girls in Ethiopia <i>marry</i> early.
Workenesh <i>moved</i> to Bahir Dar.	Workenesh <i>lives</i> in Bahir Dar today.
She <i>supported</i> her children after her husband died.	She <i>supports</i> her children.

Have students read the sentences to their partners and tell which word is the action verb.

1. Some regions in Ethiopia practise early marriage.
2. Workenesh did not earn much money.
3. Girls who marry young suffer from disadvantages.
4. Prevention for many girls starts with with saying “no.”
5. Education plays a significant role in the prevention of early marriage.

Have students use the action verbs below to write sentences in their exercise books. Tell students that verbs used can be in either present or past tense.

marry	move	ask
prevent	toil	change
stay	take	earn

Tell students to share their sentences with a partner.

LESSON EIGHT

Ask students to read aloud the words below as you read them.

Verb	Noun
control	control
prevent	prevention
destroy	destruction

Tell students to get a partner and orally make sentences using each word.

Example

Parents can prevent early marriage.

Have students discuss with the class the meaning of each word.

Ask students to copy the chart below into their exercise books. Have them write the verbs and nouns from each sentence in the chart.

1. His anger is out of control.
2. Can you control the horse?
3. Please help prevent accidents.
4. We study about the prevention of HIV/AIDS.
5. Do not destroy your exercise book.
6. Parents understand the harmful tradition of early marriage.

Verb	Noun
1. is	anger, control
2. control	horse
3. help, prevent	accidents
4. study	Prevention, HIV/AIDS
5. destroy	book
6. want, see	Parents, destruction, tradition, marriages

Have students share their answers with the class.

Have students copy the sentences in their exercise books and fill in the gaps using the words that follow.

control prevent prevention destroy destruction

1. Please do not *destroy* the forest.
2. We should *prevent* forest fires.
3. The *prevention* of early marriages can be achieved by parents saying, "no."
4. We saw the *destruction* caused by the flood.
5. The farmer could not *control* the donkeys so they ran onto the road.

Tell students that when a verb is changed to a noun, some verbs stay the same; but others may add the ending *-tion*.

Example

report/report

export/export

exhibit/exhibition

prevent/prevention

Have students with a partner give five examples of verbs that do not change when made into nouns. (*Answers will vary e.g., run/run, rain/rain, fight/fight, support/support, hope, hope*).

Then have students give five examples of verbs that add the ending *-tion* when made into a noun. (*Answers will vary, e.g., compete/competition; edit/edition, select/selection, connect/connection*).

Tell students to share their answers with the class.

LESSON NINE

Write the words *advantage* and *disadvantage* on the blackboard.

Read the words to the students.

Tell students that the word *advantage* is used to tell about something that is positive.

Tell students that the word *disadvantage* is used to tell about something that is negative.

Read and explain the example in the student book. Compare and contrast the way that *advantage* and *disadvantage* are used in the sentences.

Example

Rain is an *advantage* for growing good crops.

A lack of rain is a *disadvantage*.

Tell the students to think of sentences using the words *advantage* and *disadvantage*.

Have them write two sentences using *advantage* and two sentences using *disadvantage* in their exercise books. Tell students to share their sentences with a partner. Tell them that their partner should help them make their sentences better.

Ask students to copy the sentences below in their exercise books. Tell them to fill in the gaps with the words *advantage* and *disadvantage*.

1. You will be at a *disadvantage* if you do not learn to read English.
2. Slow speed is a *disadvantage* in a race.
3. It is to your own *advantage* to learn to cook food.
4. A *disadvantage* of an early marriage is the risk of health problems.
5. An *advantage* of an early marriage is that it is a way to improve the economic status of the family.

Tell students to think of a time when they had an *advantage*. Have them share their experience with the class.

Tell students to think of a time when they were at a *disadvantage*. Have them share this experience with the class.

LESSON TEN

Tell students to write sentences about the *disadvantages* of early marriage in their exercise books.

Have them use the sentences to develop a paragraph on the *disadvantages* of early marriage. Tell students to begin their paragraph with a topic sentence and give the detail sentences in the sentences that follow.

Ask students to share their paragraphs with the class.

Tell students to give their paragraph about the *disadvantages* of early marriage to their partner to read. Tell students that their partner will help them to improve their writing.

LESSON ELEVEN

Tell students that the bar graph provides statistics about the percentage of girls married by age 15 and age 18 and the percentage of married and unmarried girls in school. Discuss these statistics by having students interpret the graph.

Ask them with a partner to discuss the differences between the percentage of girls married by age 15 and age 18. Then have them talk about the differences in the percentage of married and unmarried girls who attend school.

Ask students in their exercise books to write one paragraph stating the differences in the percentages of girls married by age 15 and age 18 and telling why they think the percentages are different. In the second paragraph ask them to say what percentage of married and unmarried girls are in school and tell why they think the percentages are different.

Ask them to share their paragraphs with the class. List the reasons on the chalkboard as they give them.

UNIT 12 COST-SHARING

Teaching Objectives

In this unit you will help students learn how to:

- tell what they must and must not do, orally and in writing. regarding the introduction of cost-sharing in the education system.
- use the language patterns will/shall have to do, must have to do, must not do, mustn't do, need not do, needn't do.
- read and answer questions and express their views about cost-sharing.
- write sentences and paragraphs

LESSON ONE

prepare - get ready

obligations - responsibilities

Introduce the key words by writing them on the chalkboard and discussing the meaning of each by relating each word to something that the student knows.

Write the following on the chalk board.

obligations--things we must do and things we will have to do in the future, duties

prepare – make ready

Example (obligations)

- obey rules and laws
- follow directions
- accept responsibility
- share responsibility with others

Tell students that in the picture Maru is preparing to go to a new school. He is asking his father what he must do to prepare for school. Ask the students to predict what the conversation will be about. Tell the students share their ideas with the class before you read the passage to them.

Ask students to listen as you read the conversation below. Tell them to listen carefully for obligations that Maru will have.

Maru	Father, what will I have to do for my learning?
Birru	Son, you will have to buy your writing materials.
Maru	At what time must I get up to get ready for school?
Birru	You must get up at seven o'clock in the morning.
Maru	Do I have to be on time every morning?
Birru	Yes, you must not be late.
Maru	Do I have to carry my lunch to school?
Birru	You need not eat there. You can come home for lunch.

Tell students to discuss with a partner the obligations that Maru has.

Tell students that in order to carry out obligations, responsibilities, there are things they must do. Tell them that we call these things *obligations*.

Tell students that in order to develop sentences about obligations, they need to use the language pattern *must + the verb* or *will/shall have to + the verb*.

Example

must + finish

I must finish harvesting the teff before the nightfall.

must + be

I must be on time for dinner tonight.

will have to + buy

I shall have to buy a new exercise book.

will have to + care

I shall have to care for my brother while mother is at the market.

shall have to + milk

Aida will have to milk the goats before school.

shall have to + mend

His mother *will have to mend* his torn school uniform.

Tell students to have a conversation with a partner about things they are obligated to do to learn. Have them use the language pattern *will/shall have to do* or *must do*.

Ask students to turn to another partner and have a conversation about their obligations to do chores at home. Have them practice using the language pattern *will/shall have to do* or *must have to do*.

LESSON TWO

prohibitions - things that are not allowed or are forbidden
absence of obligations - not required to do something

Introduce the key words to the class by writing them on the chalkboard and asking them to guess what they mean. After discussion of each word, write the definition on the chalkboard next to the word. Ask students to read the word and the definition to a partner.

Tell students that there are many things we must not do. We call these things prohibitions. Tell them to use the language pattern *must not* or the short form, *mustn't* to tell others what they are prohibited from doing. Explain that they should use the language pattern *must not* or the short form, *mustn't*, + *the verb* to form sentences about prohibitions.

Read and explain the examples from the student book.

Example

<i>must not + be</i>	You <i>must not be</i> late to work.
<i>must not + go</i>	Lombamo <i>must not go</i> to the river.
<i>mustn't + take</i>	Muktar <i>mustn't jump</i> over the school fence.
<i>mustn't + walk</i>	Lensa <i>mustn't walk</i> in front of the truck.

Ask students to look at the picture and talk with a partner about prohibitions for the taxi driver. Tell them to use the language pattern *must not* or *mustn't* to form sentences in their conversation.

Ask students to work with a different partner and compare their conversations about prohibitions.

Explain to students that some things we do carry no obligation and that when we tell others what we are not obligated to do, we use the language pattern *need not* or *needn't plus a verb*.

Read the examples from the student book aloud and explain them with student input.

Example

need not + eat Drivers *need not eat* lunch in the bus station café.

needn't + copy Students in eighth grade *needn't* copy long passages.

Tell them to use the language pattern *need not* or *needn't + the verb* to form sentences about absence of obligations.

Ask students to look at the picture in the student book and discuss with a partner the absence of obligations for the baby on his or her mother's back. Tell students to use the language pattern *need not* or *needn't* to form sentences in their conversation.

Have students get with a partner and compare their conversations.

LESSON THREE

Introduce the key words by relating them to the picture. Write each word on the chalkboard and ask students to identify the action in the picture that may represent each word.

With the students, write a paragraph about the obligations and prohibitions of children in their family.

prohibitions - things that are not allowed or are forbidden

Write this paragraph starter on the board: *Children have many obligations to their family. They must help with chores, obey their parents, and be respectful to elders. There are also prohibitions.* Select students to write a sentence about

- a prohibition in helping with chores.
- obligation to obey parents.
- a prohibition about being respectful to elders.
- an absence of obligation.

Reread the paragraph.

Next, discuss the three activities in the picture to identify what is happening.

- children playing with a ball in the schoolyard
- adults building a wagon
- school children walking to school

Tell students to have a conversation with a partner about obligations, prohibitions, and things that carry no obligation when talking about each picture. Remind them to use the language patterns in lessons one, two, and three in their conversation.

Tell them to use the language patterns *must*, *mustn't*, *will/shall have to*, *need* and *needn't*. On the chalkboard make a list of obligations and no obligation. Students will provide the content orally.

Ask students to choose one of the pictures from Lessons One-Three and make a list of the obligations, prohibitions, and things that carry no obligation that they see in the picture.

Have students write in their exercise books a paragraph about the obligations, prohibitions, and things that carry no obligation for the picture they have chosen.

LESSON FOUR

enrollment ratio - percentage of students of a particular age who are enrolled in school
statistics - numerical data

Write *enrollment ratios*, *statistics*, *examination*, *majority*, *urban*, and *rural* on the chalk board. Use each in a sentence and discuss their meanings.

Example

School directors must report *enrollment ratios* to the government.

OR

The *enrollment ratio* for this school is ____ .

Urban areas are areas in the city.

Rural areas are areas outside the city.

Tell students to read the table in lesson four. Select a student to read the title of the table. Tell students the table is divided into two parts: urban areas and rural areas.

Ask students to read the table below.

**Enrollment Ratios for Secondary Schools
2005-2006**

Urban Areas		Rural Areas	
<i>Location</i>	<i>Enrollment Ratio</i>	<i>Location</i>	<i>Enrollment Ratio</i>
Addis Ababa	101.9%*	Somali	3.8%
Harari	20.5%	Afar	6.6%
Diredawa	47.8%	Benshangul	43.4%

*Over 100% because it includes both underaged and overaged students.

Source: *Education Statistics, Annual Abstract, 1998 E.C.*, Addis Ababa, Ethiopia: Ministry of Education

Ask students to answer the questions below with a partner.

1. What information does this table give? *(It gives the enrollment ratios for secondary schools in six areas from 2005-2006).*
2. To what school year does this table refer? *(The school year shown is 2005-2006).*
3. What are the names of three urban areas listed in the table? *(The three urban areas are Addis Ababa, Harari, Diredawa).*
4. What are the names of three rural areas listed in the table? *(The three rural areas are Somali, Afar, and Benshangul).*
5. What does the table tell about enrollment ratios in urban and rural areas? *(The enrollment ratios in urban areas are 101.9; 20.5; 47.8 percent. The enrollment ratios in rural areas are 3.8; 6.6; and less than 43.4 percent).*
6. Why do you think enrollment ratios are different in rural and urban areas? *(Answers may vary. Schools can be far from students' homes. Students have to work. They may live in a pastoralist community and move a lot).*

Discuss answers to the questions.

Tell students to read the title of the passage below and talk with a partner about what they think the passage will report.

Have students take turns reading the passage with a partner.

Secondary School Enrollment Statistics

In 2004-2005, 27.3 percent of school-age students are enrolled in secondary school. Enrollment in urban areas is higher than enrollment in rural areas. Eighty-three percent of Ethiopia's student population lives in rural areas.

Fewer students from rural areas enroll in secondary school. More students from well organized government and private schools in cities take the School Leaving Certificate Examination than do students from rural and low-income groups.

Ask students to answer the questions below *orally* with a partner.

1. What information does this passage give about secondary school enrollment? (*The passage tells us that 23 percent of school-age students are in secondary school, enrollment is higher in urban areas, and other facts from the passage*).
2. In what area is secondary school enrollment higher? (*Secondary school enrollment is higher in urban areas*).
3. Students from what area are less likely to take the School Leaving Certificate Exam? (*Students from rural areas are less likely to take the School Leaving Certificate Examination*).
4. Based on information in the passage, a higher number of students from what area will enroll in higher education? (*More students from urban areas will enroll in higher education*).
5. Why is there a decrease in enrollment in the higher grades in rural areas? (*Answers will vary*).

Have students complete the sentences with a partner and write their sentences in their exercise books.

The table, entitled, "*Enrollment Ratios for Secondary School 1999-2000*," shows *enrollment ratios in urban and rural areas*. The urban areas listed are *Addis Ababa, Harari and Dire Dawa*. The rural areas listed are *Somali, Afar and Benshangul*. The table tells *statistics* about enrollment ratios in urban and rural areas.

The passage, "*Secondary School Enrollment Statistics*," tells the percentage of students enrolled in secondary schools in 2004-2005. According to the passage, secondary school enrollment is higher in *urban areas*. Students from *rural areas* are less likely to take the School Leaving Certificate Exam. The majority of students who enroll in higher education will be from *urban areas*. After reading the chart and the passage, I think (*Answers will vary*).

LESSON FIVE

Ask students to look at the chart. In a small group of four, they will discuss the answers to the questions.

1. What information does this table display? (*The table gives enrollment in secondary schools*).
2. Which year shows the lowest enrollment in secondary schools? (*The lowest enrollment was in 2002-2003*).
3. Which year shows the highest enrollment in secondary schools? (*The highest enrollment was in 2004-2005*).
4. How much has enrollment increased from 2003/04-2004/05? (*Enrollment was increased by 172-581*).
5. What five-year change does the table show? (*The five year change shows that student enrollment is increasing*).
6. What does this increase suggest about enrollment in secondary schools? (*More students are attending secondary school*).
7. Would education be different if enrollment had decreased instead of increased? Explain why. (*Answers will vary*).

Ask students to compare their answers with another group.

LESSON SIX

health professionals - doctors, nurses or other persons whose profession is to care for sick people

highest bidder - the person who offers the highest price

scheme - plan

expenses - costs

Write on the chalkboard and read the following words and sentences.

- *health professional*: Nurses and doctors are health professionals who take care of sick people.
- *highest bidder*: The highest bidder is the person who is willing to pay the highest price.
- *expenses*: Expenses are what it costs to do something or operate something.

Ask students to read the title of the passage. Ask them what they expect to learn from the passage.

Discuss the picture with the students. Ask them to guess what the two students in the picture are talking about. Then ask them to look at the title of the passage. What do they think it will be about?

Ask students to read the conversation between Siday and Rekik with a partner. Put a list of key words on the chalkboard, pronounce them and ask students to say them in unison. Ask them to look for the key words as they are reading. Ask them to copy the words into their exercise books.

Siday	“The government is selling <u>health professional</u> diplomas to the <u>highest bidder!</u> ”
Rekik	What do you mean?
Siday	The government has introduced a cost-sharing <u>scheme</u> so students must pay part of their college or university fees.
Rekik	Why would the government do this?
Siday	Well, the government can’t afford the education expense alone.
Rekik	Since when have students had to pay the government in order to learn?
Siday	Since the introduction of the cost-sharing <u>scheme</u> .
Rekik	It costs a lot of money to pay for higher education. The government of Ethiopia does not have money to pay the cost of increasing enrollment.
Siday	Neither do I. Why does the government expect me to pay? My family is very poor. Poor people will never be able to attend a college or university.
Rekik	Ethiopia needs almost \$2 billion dollars (US) to cover future <u>expenses</u> . From where will the money come unless the students pay it back when they get employed?

Ask students to write the sentences below in their exercise books. Tell them to write more than one or two words to complete each sentence and to use at least four of the key words.

1. According to Siday, the government is asking citizens *to buy diplomas*.
2. Rekik thinks the government is doing *the right thing by asking students to cost share*.
3. Siday thinks that cost-sharing will hurt *poor families and students who have no money*.
4. Rekik seems willing to *share the cost of education with the government*.
5. People who agree with Siday think (*answers may vary*) *the government is unfair to poor people; the government is selling diplomas, the government is keeping poor students out of higher education*.
6. People who agree with Rekik think (*answers may vary*) *the government cannot afford to provide free education for all Ethiopians*.

Ask students to take turns sharing their sentences with a partner.

LESSON SEVEN

quality - level, value or worth

public resources - the money a government raises to spend on services for the people

access - the ability to go to

Write the following words on the chalk board. Use each word in a sentence.

access - Many students in urban areas have *access* to primary education.

quality - The *quality* of education is very high in urban areas.

inability - When a person is unable to do something, they have an *inability* to do it.

public resources - The money or income that the government spends on services is call *public resources*.

denied - People who are *denied* public education are people who cannot access education.

Before reading ask students to think about answers to the questions which follow.

Do you pay for your learning?

Are there situations in which students do not pay for learning?

Why would it be necessary to pay for learning?

Ask students to listen as you read the passage below. Remind them to listen for key words as you read.

Cost-sharing in Ethiopia

Although enrollment in higher education has increased from 8,300 students to 67,682 students in the last ten years, quality in higher education institutions is declining because of limited government resources. The government's public resources cannot keep pace with the demand for higher education.

Free higher education has not made higher education accessible to women or to children of families from less-developed regions. This is why the government has introduced the cost-sharing scheme.

Some believe cost-sharing is the solution. Cost-sharing requires families to share the cost of higher education with the government. Students must pay part of the required fees. Other people believe that cost-sharing has prevented many Ethiopians from having access to higher education. They believe cost-sharing in higher education, prevents access to rural people who are poor.

Lack of access to higher education is due to limited public resources. Higher education is still free in Ethiopia. The government uses public funds to pay living costs and tuition costs for students. Other countries like Kenya and Uganda have moved toward cost-sharing schemes in higher education for its citizens.

From: Tekleselassi, Ababayehu. *Cost-sharing in higher education in Ethiopia: Demystifying the myth*. The International Comparative Higher Education Finance and Accessibility Project
Ethiopia: Concern over education cost-sharing. IRIN News.org

Tell students in their exercise book to answer the questions below in complete sentences.

1. What is the main idea in this passage? (*As more students attend higher education, the cost to the government is increasing. OR The government must find ways to fund higher education.*)
2. Why does the government pay the cost of higher education? (*The government pays the cost of higher education to provide higher education for those who cannot afford it.*)
3. Who has greatest access to higher education? (*Students who live in urban areas have the greatest access to higher education.*)
4. In the sentence, “Some people believe that cost-sharing has denied many Ethiopians access to higher education,” what does “denied” mean? (*Denied means prevented or stopped.*)
5. In your opinion, does free higher education encourage children from poor and rural families to access higher education? Explain. (*Answers will vary.*)
6. In your opinion, will cost-sharing provide more people access to higher education? Explain. (*Answers will vary.*)
7. How can the government make higher education more accessible to less-developed regions of the country? (*Answers will vary.*)
8. How can the government make higher education more accessible to women? (*Answers will vary.*)

Select students to share responses with the class.

LESSON EIGHT

prevent - stop from happening

Ask students to read the passage in Lesson Seven again with a partner. Ask them to look for the key words.

In their exercise book, have them complete the sentences below, using words in the word bank.

Word Bank

countries	families	access	poor
higher education	cost-sharing	public resources	citizens
children	women	rural	declining
obligated	prohibited		

Enrollment in *higher education* has increased in the last ten years, but the quality of higher education is *declining*. Some believe *cost-sharing* is the solution. Others believe free education is the solution. Cost-sharing requires *families* to pay part of the fees for higher education. Parents should be *obligated* to pay higher education fees.

Many people believe that cost-sharing has prevented Ethiopians *access* to higher education. They think cost-sharing prevents *women* and *rural* people from having access to higher education.

Lack of access to higher education is due to limited *public resources*. *Countries* like Kenya and Uganda have moved toward cost-sharing of higher education for their *citizens*.

Have students share their answers with a partner.

LESSON NINE

Read the following statements to the class:

Cost-sharing is important. It can make higher education accessible to everyone.

Tell students to discuss the statements with a group of four partners. Tell three reasons why they agree with the statements. Have students write their reasons in their exercise books.

Tell students to discuss why they think cost-sharing is important and what will happen if families do not cost share.

Then, tell the students to list three things that will happen if families do not cost share:

Have students use the ideas they have written to write a paragraph which explains why they think cost-sharing is important and what will happen if families do not cost share.

Select students to share their paragraphs with several partners.

LESSON TEN

Tell students to consider obligations and prohibitions required of them in order to continue their education through high school. In their exercise book, have students write a list of obligations, prohibitions, things that are absent of obligation.

Obligations	Prohibitions	Absence of Obligation
1. <i>I must pass my grade 8 examination.</i>	1. <i>I must not miss class.</i>	1. <i>I don't have to pay all of my school fees.</i>
2. <i>I must attend school regularly.</i>	2.	2.
3.	3.	3.
4.	4.	4.

Ask students to write a paragraph about obligations as they prepare for higher education. Have them write another paragraph about prohibitions, and a final paragraph about items on their list that are absent of obligation. Remind them to use the language patterns discussed in this unit.

LESSON ELEVEN

Based upon the information in the passage, “Cost-sharing in Ethiopia,” from Lesson Seven, ask the students to decide whether they are in support of or against cost-sharing.

Ask the students to look at the two topic sentences below. Tell the students to write in their exercise book the sentence that they agree with.

- Cost-sharing is good for higher education in Ethiopia.
- Cost-sharing is not good for higher education in Ethiopia.

Ask the students to write five to seven additional sentences supporting the topic sentence they selected.

Ask the students to debate their opinion in a group.

UNIT THIRTEEN A HOLIDAY IN THE PAST

Unit Objectives

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

- Talk and write about activities in the past tense using the language pattern *while* and *when*
- Listen, discuss and read passages about holidays and answer comprehension questions
- Write correct sentences using the language pattern

LESSON ONE

Read aloud the example sentences that use *while* and *when*. Remind the students to listen carefully to the use of *while* and *when* because they will be asked to make several sentences with their partner afterwards.

Example

While Aida and Mekedem were watching, the priest sowed the millet to begin the holiday. (*Harvest Festival is the holiday being celebrated in the Ghana region of Africa*).

when - at a specific time

while - during a period of time or at the same time

When he finished sowing the millet, we could not play the drums for thirty days. (*Harvest Festival is the holiday being celebrated in the Ghana region of Africa*).

While Aida was helping in the house, Mekedem worked in the fields.

When Mekedem and his father came home, Aida and her mother served them a meal.

I brought the wood for the bonfire while you finished cleaning the house.

(*New Year's Day is the holiday that has the tradition of a bonfire.*)

When will you finish fasting? (*Fasting is observed at Ramadan and Easter*).

While your mother prepared the lentils and split peas, you helped me with the injera and bread? (*After fasting ends during the celebration of Easter, people who celebrate this holiday have a vegetarian feast.*)

Ask students to make six sentences with their partner using *while* and *when* about a past holiday they enjoyed with their family.

When the students are finished with their sentences, ask students to work with their partner to decide which word *while* or *when* fits each of the sentences below as you read the sentences aloud.

1. *While* most holidays in Ethiopia are either Christian or Muslim, New Year's Day was an exception.
2. *When* the bonfire had been built, all the members of the family danced and sang around it.
3. I asked Adunya to go with me to the palace *when* we finished the baking.
4. *While* I gathered the flowers, you helped mother.

Ask several students to share their answers with the class.

LESSON TWO

Discuss with the students the use of present and past tense verbs.

Present tense verbs tell what is happening now.

Past tense verbs tell what happened in the past.

Read aloud the example sentences and explain to the students how the sentences show things that happened in the past.

Example

I felt lonely during Ramadan this year because it was the first holiday that my grandmother was not with us.

Verbs that show this is in the past tense: felt, was.

I liked the gifts my parents gave me during Christmas last year. *Verbs that show past tense: liked gave.*

My family always observed the fasting days before Easter with no meat or dairy products. *Word that shows the event happened in the past: observed.*

The bonfire we built in front of our house filled me with laughter as I danced and sang around it. *Verbs that show past tense: built, filled, danced, sang.*

Ask students to work with their partner and give four sentences about a holiday experiences that they had in the past. Ask them to talk about a good experience and one that was not good.

Have several students share one of their sentences with the class.

LESSON THREE

Open the lesson with a discussion about Christmas celebrations in Ethiopia. Some of the things you will want to make sure students understand are the following:

The holiday is celebrated on January 7 with a church service filled with lit candles while everyone remains standing during the entire service. Small gifts of clothing are sometimes given to the children. There are lots of outdoor activities on Christmas Eve that focus on prayer. After the church service, there is great celebration for the rest of the day that is filled with dancing, singing, playing games, and feasting.

Read aloud to your class the conversation about a Christmas holiday. Ask them to listen carefully so they will be able to answer several questions about the conversation.

Rahel:	Betelehem, what are you wearing for Christmas this year?
Bethlehem:	I have a new white dress with a red border and matching shawl that is so beautiful. Last year my dress wasn't nearly as pretty as the one this year. This one has silver and gold threads woven through it. What are you wearing?
Rahel:	I will be wearing a white dress, but it has a bright blue border and a sash that ties around my waist. I have some new shoes this year to wear as well. Do you remember how I burned my dress last year with the candle at church? I tried so hard not to cry, but I knew how special the dress was, and I had ruined it with the candle. Will you walk home with us after church?
Betelehem:	Yes, we can walk together. On the Eve of Christmas, I have another new shawl that is trimmed in red and green. Mother told me she was especially thankful for my help this year in cooking the food for the feast. I have cooked so much I know I won't be able to eat much of it.
Rahel:	I know how you feel. I've smelled bread and lentils until I'm not even hungry for the feast. Maybe when mother begins to cook the meat my hunger will reappear.
Betelehem:	I like growing up and not being treated like a little kid. I will see you on Christmas Eve.

Ask students to discuss with their partner how Betelehem and Rahel would celebrate their holiday.

Have students answer the questions that follow.

1. What holiday are the girls celebrating?
2. Describe the dress Betelehem is wearing.
3. What happened to Rahel last year at church?
4. What did Betelehem get on the Eve of Christmas?
5. What are the foods the girls are helping their mothers cook?

Ask students to talk to each other and be ready to share with the class a past holiday where they did something that they still remember today. Some ideas for them to consider:

- A time you helped your family
- A special meal that you helped prepare
- A special gift you received or gave someone
- A tradition you observe in your family
- A visit you remember

Invite several students to share their thoughts with the class.

LESSON FOUR

Muslim: a person who practices Islam

holiday: a day free from work to spend in celebration

*Ramadan: sacred 9th month of the Islamic calendar,
a Muslim holiday*

observed - followed; obeyed

traditions: things or activities that normally occur

fasting: period of time where no food or water is allowed

Eid al Fitr - celebration at the end of Ramadan

Open the lesson with a discussion about the Muslim holiday, Ramadan.

Ramadan is celebrated during the ninth (9th) month of the Islamic calendar and is characterized by prayer, fasting, charity and self-reflection. During this period of time, Muslims are encouraged to read the Qur'an.

Ask students to talk with a partner about the Muslim holiday, Ramadan. After they finish talking about the holiday, ask them to list in their exercise book all of the facts they know about this celebration.

Write and explain the key words that you have written on the chalkboard. Ask the students to discuss them with a partner. Remind students that they need to ask questions if they do not understand the meaning of any of the key words.

Ask students to copy the key words and their meanings into their exercise book.

Read aloud a passage about the Muslim holiday Ramadan.

The Celebration of Ramadan

Ethiopia has a large Muslim population which observes one of its most significant holidays called Ramadan during the ninth month of the Muslim calendar.

Ramadan is observed with a variety of different traditions by Muslims around the world. Ramadan lasts for a month and is marked by fasting. Praying together five times each day, and giving alms to the poor are also central to the holiday. During the hours of fasting from dawn until dusk, Muslims cannot eat any food or drink water. After sunset they take a light meal. Muslims share their food with any of their neighbours who are not able to afford food. Fasting is generally not observed by young children or people who are sick.

Ramadan ends with a great feast called Eid al Fitr. On this day Muslims wake early and gather together from many different directions to give prayers. There is much singing and praising by the people as they honour Allah.

Ask students to reread and discuss the passage with a partner. Invite several students to share any new facts they learned from the passage.

Tell the students to copy the puzzle in their exercise book and complete it using the key words.

	h										
	o	b	s	e	r	v	e	d			
	l										
	i					M	u	s	l	i	m
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LESSON FIVE

Ask students to listen as you read aloud the passage about the Easter celebration.

The History of Easter

Fasika (Easter) is celebrated after 55 days of Lent fasting (Hudade or Abye Tsome). Orthodox Tewahedo Christians do not eat meat and dairy products for 55 days.

Only vegetarian meals such as lentils, ground split peas, grains, fruit, and varieties of vegetable stew accompanied by injera and/or bread are eaten on these days. The first meal of the day is taken at 9 o'clock in the afternoon, Ethiopian time during the fasting days, except Saturdays and Sundays when a meal is allowed after the morning service.

On Easter eve people go to church and celebrate with candles which are lit during a colourful Easter mass service that begins at about 12 o'clock in the evening Ethiopian time and ends about 8 o'clock after mid-night.

Everyone goes home to break the fast with the meat of a chicken or a lamb, slaughtered the previous night after 6 p.m. and accompanied with

injera and traditional drink.

Like Christmas, Easter is also a day of family re-union, an expression of good wishes with the exchange of gifts.

Source: www.ethiopian treasures.toucansurf.com

Ask students to reread the passage silently. When they have finished reading, ask them to make a chart in their exercise book like the one in their student book. On the chart have them list each of the traditions of Easter found in the reading passage. In the first column have them list the Easter traditions, and in the second column the foods eaten.

Easter Traditions	Foods Eaten
<i>fasting</i>	<i>fruit</i>
<i>family gathering</i>	<i>bread</i>
<i>exchange gifts</i>	<i>injera</i>
<i>attend church</i>	<i>traditional drink</i>
<i>light candles</i>	<i>chicken</i>
	<i>lamb</i>

LESSON SIX

Introduce the lesson with a brief discussion about New Year's Day celebration in Ethiopia that happens on September 11.

All the information about the holiday is given in the reading passage.

Ask students to listen as you read the passage about the New Year's holiday aloud.

New Year's Day in Ethiopia

Most Ethiopian celebrations are either a Christian or a Muslim religious event. New Year's Day is an exception. It is a national holiday celebrated on September 11. This is the end of the season of about three months of heavy rains and the beginning of spring when the highland fields turn gold with Meskal daisies.

On the eve of the holiday, families gather and build a bonfire of dry leaves and bundles of wood in front of their homes. The members of the family, both young and old, dance and sing about the new year.

Early on the morning of September 11, many people celebrate by going to religious services wearing traditional Ethiopian clothing. Young girls go out into the fields to gather flowers before going to religious services. Once the flowers are gathered, they go door to door selling the flowers to their neighbors.

After services families gather for a big meal of injera and wat. In many families the meal is followed by the girls in the families going from house to house singing New Year songs. On the evening of the holiday, families visit friends.

While white is a traditional colour of the clothing, many are now wearing the Ethiopian colours of green, yellow, and red of the Ethiopian flag. The color green represents the fertile land; yellow is for religion; and red is for the blood sacrificed to protect the nation through centuries of wars.

When you have finished reading the passage aloud, ask the students to reread it silently then to complete the following sentences in their exercise book. Remind the students they can use the information in the reading passage if needed to correctly complete the sentences.

1. The New Year's holiday is celebrated on *September 11*.
2. This is the date set because *it is the end of heavy rains and the beginning of spring*.
3. On the eve of the holiday, families build large *bonfires* made of dry leaves and bundles of wood in the front of their homes.
4. Members of the family sing and *dance* around the fire.

5. The colors of the clothing worn by the families are traditionally white but in recent years, much of the clothing is made in the colors of *green, yellow and red*.
6. The color green represents the *fertile land*. Red represents *the blood sacrificed to protect the nation through centuries of wars*. and yellow represents *religion*.

Ask students to write a paragraph about a past New Year's Day they celebrated. In their paragraph ask them to tell two or three things they enjoyed doing. Some things they might want to include in their paragraph:

- a. the bonfire you and your family built
- b. the clothes you wore
- c. the foods you ate
- d. the games you played
- e. the songs you sang
- f. all the people who were at your holiday celebration

Allow several students to share their paragraph with the class.

LESSON SEVEN

Explain to students that the lesson will feature a holiday that is not celebrated in Ethiopia but one that is very important to other regions of Africa. The holiday is called the Harvest Festival and is in celebration of the harvest of crops.

Write the key words on the board and discuss the meaning with the students. Do not write the meaning on the board.

harvest festival - a holiday to celebrate the gathering of crops
tradition - a custom or belief handed down from generation to generation
famine - a period of time when there is not enough food to eat and many people starve to death
migration - moving from one region to another
agriculture - the raising of crops to produce

When students have been introduced to the key words, ask them to follow along as you read the passage aloud.

When you finish reading the passage, ask students to read the passage with a partner. Tell them when they have finished reading, they should complete the vocabulary exercise in their exercise book using information learned from the reading passage.

Harvest Festival

Aida and Mekedem moved with their parents to the Greater Accra Region of Ghana from Ethiopia. In that region they learned to celebrate a harvest festival called Homowo. The holiday began when the traditional priest sowed millet in May.

Not all people in Ghana celebrate the holiday at the same time since crops are harvested at different times. The people began to celebrate the festival because of the success they had with the crops.

According to oral tradition, the Homowo began because a famine broke out during the migration of the people to the present day Accra. Because of the famine, the people became determined to plant lots of crops so they would never be hungry again, and agriculture became an important industry in Ghana as well as in all of Africa.

Ask students to write the key words in their exercise book and to match each of the words with its correct meaning. Remind them that if they are not sure of the correct answer, they can use the reading passage to help them.

Harvest Festival	-A holiday to celebrate the gathering of crops
tradition	-A custom or belief handed down from generation to generation
migration	-Moving from one region to another
agriculture	-The raising of crops to produce
famine	-A period of time when there is not enough food to eat and many people starve to death

Ask students to share their answers with the class.

LESSON EIGHT

holiday: A day free of work for celebration

Kwanzaa: a holiday that began in America to honor the traditions of Africa for African Americans

kinara: the candleholder that holds the seven candles for Kwanzaa

symbol: something that stands for or represents something else

Karamu: the feast that is held during Kwanzaa

Explain to students about the Kwanzaa holiday that began in America as a tribute to the African heritage that African Americans felt for their mother country.

Write the key words on the chalkboard and discuss them with students.

The reading passage is a conversation between Muktar and Adunya. If you have two students who feel comfortable reading in front of the class, asked them to choose roles and read the conversation aloud. If you do not feel the students would be successful, read it aloud to them. Try doing this without the text but with prompts so students use their own words.

Muktar	What was your favourite <u>holiday</u> when you were a child?
Adunya	I liked all of them, but I think my most memorable one was when I was six years old, and my parents gave me a bracelet for <u>Kwanzaa</u> . We had never observed this holiday at our house before so it was exciting to get to do something new. My mother bought me a new dress that was long and a bright blue shawl to wear. Did you ever celebrate Kwanzaa?
Muktar	Yes, we celebrated the holiday after my father heard about the history of the ceremony. Since I was the oldest boy, it was my job to light the black candle in the center of the <u>kinara</u> on the first night of celebration. Then my father would pass the unity cup. Getting to drink from the cup always made me feel like a grown-up.
Adunya	Did your parents tell you the story that each of the candles is a <u>symbol</u> of important things?
Muktar	They told me because I was the one who got to light them. I had to know which one to light first. It was the black one

	in the center. Then I went from left to right until all the candles were lit. Each one represents something important to the holiday.
Adunya	I bet you also enjoyed <u>Karamu</u> knowing how much you like to eat! My mother always had so much food for the feast, we could not eat all of it.

Ask students to talk with a partner about the conversation between Adunya and Muktar. If any of students celebrate this holiday, invite them to share information about the celebration. Tell the students the next several lessons will focus on this holiday so that they will learn more about its traditions. Invite students to ask any questions they might have about the holiday.

Read aloud the following sentences and ask students to decide which of the key words match each statement.

1. We celebrate our *holiday* each year by lighting candles during Kwanzaa.
2. *Kwanzaa* is celebrated over several days with people sometimes exchanging gifts.
3. The *Kinara* is another name for the candleholder.
4. The candles we light during Kwanzaa are a *symbol* for important things.
5. The feast that highlights Kwanzaa is called *Karamu*.

LESSON NINE

mkeka - the straw mat used to cover the table

Remind students of the conversation in the reading passage from the lesson yesterday. Tell them that today they will learn more about this American based holiday that many Africans also celebrate.

Write the key words on the chalkboard. Discuss the meaning of the words with students.

Read aloud to students more of the history of the Kwanzaa holiday.

Kwanzaa

Kwanzaa is celebrated by African Americans in America to remember their African culture and history. Many of the traditions of the holiday are taken from those in Africa.

In Africa and in America, it is not a religious holiday. It is a holiday that some families celebrate for seven days every year and ends December 31 with a feast called Karamu. There is lots of food served at Karamu.

Above all, Kwanzaa is a community-oriented holiday. Most citizens decorate their home with red, black, and green. During the holiday the table is covered with a straw mat called mkeka. The mkeka is used because it symbolizes the traditions of Africa.

Ask students to reread the passage with a partner and then retell it to their partner in their own words.

Then ask the students to listen while you read aloud a sentence and to decide if the sentence is a true statement or a false statement and write true or false in their exercise book.

1. Kwanzaa is a religious holiday. (*FALSE It is not a religious holiday*).
2. The holiday is celebrated by ALL people in Africa. (*FALSE Many people do celebrate but not all people do*).
3. The holiday is celebrated in December. (*TRUE*)
4. The holiday began in America. (*TRUE*)
5. The mkeka is a straw mat used to cover the table. (*TRUE*)
6. Kwanzaa lasts for eight days. (*FALSE The holiday last for seven days*).
7. Community-oriented means everyone comes together to celebrate. (*TRUE*)
8. Red, black, and green are the colours of Kwanzaa. (*TRUE*)
9. Many of the traditions of Kwanzaa are based on African culture and history. (*TRUE*)
10. The holiday begins with a feast. (*FALSE The holiday ends with a feast*).

LESSON TEN

Ask students to read with a partner the information below about Kwanzaa.

Kwanzaa is a holiday that was begun by African Americans to honour their history and the traditions of Africa. It focuses on seven important principles. Each principle is symbolized by a candle placed in the kinara or candleholder. The seven principles are:

umoja	unity	black candle in center
kujihaguli	self-determination	first red candle on left
ujima	collective work and responsibility	second red candle from the left
juamaa	cooperative economics	third red candle
nia	purpose	first green candle
kuumba	creativity	second green candle
imani	faith	third green candle

One candle is lit each night to invoke one of the seven principles. When all seven candles have been lit, the holiday ends with the Karamu on December 31.

Ask students to reread with their partner the information about Kwanzaa. After rereading, ask students to draw a picture of the Kinara and label each of the seven candles with the matching principle in their exercise book.

Remind them that the center candle is black and is always lit first. The black candle symbolizes unity. The next candle to be lit would be the first red one on the left side that symbolizes self-determination. All the rest of the candles are lit from left to right.

Ask students to work with a group to discuss the seven principles and why each of the principles would be important to a community.

Answers:

candle one (red) ...self-determination

candle two (red)...collective work and responsibility

candle three (red)...cooperative economics

candle four (black)...unity (This is the candle that is lit on the first day of the celebration.)

candle five (green)...purpose

candle six (green)...creativity

candle seven (green)...faith

LESSON ELEVEN

Invite students to choose one of the people from the picture and to describe what she is wearing by using complete sentences in their exercise book.

In their paragraphs about the girls, ask the students to include the following information:

- imagine what holiday the girls may have gathered to celebrate
- give as much information about the holiday as they can using words and ideas they have learned from this unit of study

Remind them to use complete sentences in their paragraph.

Invite several students to share their paragraph with the class.

Example

Each of the girls is dressed for a holiday. One of the girls is wearing a patterned dress with beads on it. It looks like it is made for dancing. I think they are probably going to celebrate the New Year by dancing and singing around the bonfire in front of their house.

UNIT 14 LIVING IN HARMONY

argue - fight with words

harmony - peace and agreement

Unit Objectives

In this unit you will teach students to

- make predictions.
- learn how to express thoughts using a language pattern.
- demonstrate comprehension, write a dialogue and present it orally.
- write a conversation.
- write and respond to a letter.
- write paragraphs
- make a brochure.

LESSON ONE

argue – disagree, have a different opinion

harmony – agree, live in agreement

Ask students to look at the picture and tell their partners what they see happening.

Define the word, *harmony*, for the students. Give them real examples to show what harmony means in their lives and the lives of other people they know. It is important that students have a good understanding of this vocabulary word. If necessary, do role playing of living in harmony and not living in harmony. For example, neighbours, friends, husband/wife. Think of problems or arguments they may have and how they get along well.

Ask students to read the title of the story and tell the class what they think the story is about.

Ask them to listen as you read “How can we Live in Harmony at Home?”

How Can We Live in Harmony at Home?

I was nine years old when my father died of HIV/AIDS. It changed the lives of our family: my two brothers, my sister, my mother, and I. As the oldest child, I have to do more at home. My younger brothers and sisters only want to play games all of the time. I feel that they should do more to help my mother. We argue about this a lot. My mother gets sad when we are fighting about chores to be done at home.

On my usual day I get up very early. I wash the dishes from the night before, heat the water to wash myself before I go to school, and then get dressed and go to school. English is my favorite subject.

After school I do things with my friends and then go home. At home I must help make the dinner and wash the clothes. I work in the garden growing vegetables and help take care of my brothers and sisters.

I am very afraid of getting HIV/AIDS so I am learning all that I can about the disease. We have lessons in school, and I read books about it at home. Life was much easier before my father died of HIV/AIDS. Now I must work very hard in place of my father. I am lucky that I can continue to go to school during the morning session. I wish that my family would live in harmony again, just like when my father was here. What can we do to live a more harmonious life?

Ask students to discuss with a partner the main idea of the story and then identify the family's problems. Have them brainstorm ways to solve the problems. Record this information on the chalkboard.

Ask students to say whether or not they think the family lives in harmony and explain why or why not.

Ask them to think about a time that they did not get along with someone. Have them tell your partner about this. Remind them to be sure to say why there was no harmony. Ask them to explain how they solved or could have solved the problem.

Define the word, *harmony*, again.

LESSON TWO

Ask students to think about specific examples of what it means to live in harmony.

Ask them to listen as you read the story in Lesson One again. Tell them as you read to think about ways that they could change the story so that the family lives in harmony. Have them talk with a partner about these changes.

Read the example to the class.

Example

Everyone in my family helps each other every day. My brother works in my mother's fabric shop after school. My other brother helps to cook dinner, and my sister washes clothes. My mother cares for my younger brother when she gets home from work.

Ask them to talk with a partner about people they know who don't live in harmony and explain what they do that causes them not to live in harmony. How can they change so that they live in harmony? As they share their ideas with the class, record them on the chalkboard.

LESSON THREE

Ask students to think about why it is important to live in harmony at home and at school and share their thoughts with the class.

Ask students to give you examples of how their family gets along at home and how they get along, or live in harmony, with students at school. Write students' ideas on the chalkboard in a chart. Discuss how the ideas are alike and different.

Ask students to copy the chart below in their exercise books. From the information in the chart, have students make two lists of rules - one list of rules for living in harmony at home and one list of rules for living in harmony at school.

Rules for Living in Harmony

At Home	At School
help with chores	share books

Ask students to use the rules for living in harmony at home and at school to write two paragraphs. The first paragraph will be about rules for living in harmony at home and the second paragraph will be about living in harmony at school. In the first paragraph, students will begin with the topic sentence: *Rules can help families live in harmony at home.* In the second paragraph, students will begin with the topic sentence: *Rules also can help students live in harmony at school.*

Have students share their paragraphs with the class.

LESSON FOUR

Explain to students that an adjective is a word that describes a person, place, or thing. Give real examples using the students in the class. For example, *Abera is wearing a blue shirt.* Explain that blue is an adjectives that describes shirt. Explain that an infinitive is made up of the word *to* and a verb. Write examples on the board such as to run, to walk, and to play.

Write the examples on the chalkboard and explain adjectives and infinitives again using the examples.

Example: It is + adjective + to - infinitive

It is difficult to climb up a hill

It is bad to refuse at people.

It is easy to run on a rural road.

It is rude to refuse an invitation.

It is hard to steal a cow.

It is good to tell the truth.

It is healthy to eat fresh fruit and meat.

Explain that in the examples the adjective describes the subject, *It*, and the infinitive connects the word *It* to the words *difficult, bad, easy, rude, hard, or good to* These words describe what *It* is.

Ask students to provide additional examples as you write them on the board. Explain again the use of adjectives and infinitives.

Have students in their exercise books write five sentences using the language pattern *It is + adjective + to – infinitive*. Tell them to use the sentences in the example as a guide.

Ask them to read their sentences to a partner and have the partner underline the adjective and put a box around the infinitive in each sentence.

Ask students to use their partner's sentences to write new sentences using the same adjective and infinitive language pattern (*It is + adjective + to – infinitive*) with a different ending. Have them do this with a partner. First review the example.

Example

Original Sentence: It is difficult to climb *up a hill*

New Sentence with New Ending: It is difficult to climb *a smooth tree*.

Original Sentence: It is good to tell *the truth*.

New Sentence with New Ending: It is good to tell *interesting stories*.

Have students share their sentences with the class by writing them on the chalkboard.

LESSON FIVE

tolerant - respecting and accepting the beliefs and ideas of other people

heritage - traditions handed down by former generations

culture - beliefs and practices shared by a group of people

differences – things or ideas which are not the same

patient - calm and tolerant

respect - show consideration

Discuss the concept of being an Ethiopian and the value of living in harmony by understanding and enjoying the difference between peoples of other nations and cultures.

Introduce the word *tolerance* to the class. Give specific examples of what the word means. Being tolerant means accepting that people have different beliefs and customs. To be tolerant means not to make judgments about others. Explain that there are Christians and Muslims who live in harmony in Ethiopia. We call this religious tolerance.

Ask students to read the passage silently and to pay attention to what tolerance means in the passage.

Tolerance of Others

Within Ethiopia many cultures and religions exist. We must work to learn about other's cultures and beliefs and be tolerant of the people and their beliefs, just as we want them to be tolerant of us.

The country of Ethiopia is surrounded by other nations. Each nation has its own heritage and culture. It is important to be tolerant of each other's heritage and culture. It is important to respect those who are different and be able to discuss and celebrate our likenesses and differences.

Even though some countries that surround Ethiopia and other countries in the world may be in conflict with themselves and with others, we should all try to achieve harmony. Harmony only can happen if people are patient and work to understand and respect each other.

Sharing ideas through discussion can help to solve differences peacefully. Discussion can occur between two people, among members of a small group, or within a large group. Discussions about world peace and harmony can be conducted between families, friends, local government officials as well as leaders of nations. We should all celebrate differences in cultures and beliefs and learn to live together in harmony.

Ask students to write the main idea of "Tolerance of Others" in their exercise books and then share the main idea with the class. Write the main idea that the class agrees upon on the chalkboard.

In their exercise books, have students write in complete sentences the answers to the questions about the passage.

1. Write a definition for *tolerant*. *Being tolerant means to be accepting and not make judgments about others who have different customs and beliefs.*
2. Name three ways that you can show tolerance. *Answers will vary.*
3. How are tolerance and harmony similar? *Tolerance and harmony are similar because if one is tolerant of others customs and beliefs they will live together in harmony, getting along without conflict and living in peace and friendship.*
4. Why do some people not get along? *Some people do not get along because they are not tolerant of others.*
5. Why do some countries get into conflict with other countries? *Some countries get into conflict with other countries because they are not tolerant of the other country's ideas and customs.*
6. Name three ways that discussion can help to solve differences. *Answers will vary.*
7. Why should we be tolerant of people's heritage and beliefs? *Answers will vary.*

Ask students to make a list in their exercise books of things they are tolerant of and things they are not tolerant of.

Ask students to write in their exercise books five sentences that suggest ways that people from different countries and/or cultures can get along.

Ask students to share their sentences with a partner.

In their exercise books ask students to list the five best suggestions that they heard. Record them on the chalkboard as they share them with the class. Discuss these suggestions with the class.

LESSON SIX

Tell students they will have many opportunities to write letters. Some letters such as business letters are formal. Other letters such as friendly letters are less formal. Letters give you an opportunity to say something in writing to someone else.

Discuss the parts of the friendly letter from the student book. Point out the reason for each part and where it should be placed in the letter. Tell students that a friendly letter has several parts. The heading in the right hand corner of the letter gives the address and the date the letter was written. The greeting usually begins with the word *dear*. The body is next and consists of the information to be told to that person. The closing includes a signature and a statement such as *with best wishes* or *sincerely*.

Review the example of a friendly letter in the student book by pointing out its parts and its content.

PO Box 293

Addis Ababa, Ethiopia
14 April 2006

Dear Asrat,

This is my second week in Addis. It is not hard to get used to the weather, although it is cold. I really like it here, but I find it is difficult to cross the road because of the traffic. It is fun to visit the National Museum and see Lucy. What is the weather like in Gambella? Please give my regards to your family.

With best wishes,
Bome

With the help of the class, write a friendly letter on the chalkboard. Point out its parts.

Choose a partner for each student to write a friendly letter to. Ask students to write in their exercise books a friendly letter to their partner telling them about something they have done. It could be about playing football, helping do chores at home, or celebrating a favourite holiday. Tell them to follow the format of the above sample letter and have some of their sentences follow the language pattern explained in Lesson Four: *It is...to....* They should ask some questions for their partner to answer.

Have students read their letters orally to a partner and ask some students to share their letters with the class.

LESSON SEVEN

Ask students to read the letters they wrote in Lesson Six again. Have them exchange the letters they wrote with a partner, the person named in the greeting. Each student will reply to the letter they receive with a friendly letter. Tell them to be sure to have a heading, a greeting, a body, and a closing in their letters of response. They should answer the questions asked in their partner's letter.

Ask students to share the letters of response with the class by reading them out loud.

LESSON EIGHT

Ask students to read the dialogue silently after discussing with a partner what they think the dialogue is about.

A Disease that Devastates

Sara	What did you do yesterday since we did not have school?
Tadelech	I went to the HIV/AIDS Clinic with my friend to listen to a lecture by a doctor about HIV/AIDS.
Sara	What did you find out?
Tadelech	The doctor said that there are 42 million people who have HIV/AIDS around the world. The number of HIV/AIDS children who are orphans is expected to double or triple by 2010.
Sara	My cousin is living with us because both of his parents died of HIV/AIDS in the past two years. His father died first. It would have been terrible if my cousin had nowhere to go because he is only 10 years old. We hope that he does not get sick from HIV/AIDS too.
Tadelech	I also learned that women are two to three times more likely to get HIV/AIDS than men. There are 12 million HIV positive women in Sub-Saharan Africa and 10 million HIV positive men.
Sara	Did she tell you what can be done so that fewer people get HIV/AIDS?
Tadelech	The doctor said that women and men need to become more educated about the disease. She said that women and girls should demand safety, protection, and respect. Girls often

	<p>are considered to be less valuable than men or boys and do not always get the education or health care that they deserve. Women often stay with men who abuse and cheat on them so that they have someone to provide for them. Having many girl friends is often thought to be ok for men. Twenty percent of all diseases in women between the ages of 15 and 45 in poor countries are a result of rape and other forms of male violence.</p>
Sara	<p>I have heard that many women want to become nurses to care for the sick because they have known people with HIV/AIDS and realize how devastating the disease is. I think that I would like to become a nurse too. Maybe I could help some child to not lose a parent or parents like my cousin did if education about HIV/AIDS could be communicated to everyone.</p>

Ask students to write the main idea of the conversation, “A Devastating Disease,” in their exercise books and share the main idea with the class.

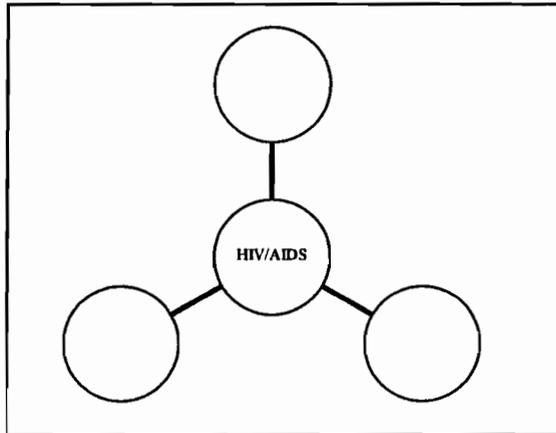
In their exercise books ask students to write the answers to the questions with complete sentences.

1. Where did Tadelech go to learn about HIV/AIDS? *Tadelech went to the HIV/AIDS clinic.*
2. How many people in the world have HIV/AIDS? *Forty-two million people in the world have HIV/AIDS.*
3. Why did Sara’s cousin come to live with her family? *Sara’s cousin came to live with Sara’s family because his parents died of HIV/AIDS.*
4. Are more women or men HIV positive? Why? *More women are HIV positive because women are vulnerable and may not feel able to demand safety, protection, and respect.*
5. How can the spread of HIV/AIDS be lessened? *The spread of HIV/AIDS can be lessened by providing more education about the disease.*
6. What are two ways that nurses can help with the HIV/AIDS problem? *Answers will vary.*
7. How can all of the orphans receive care if their numbers increase? *Answers will vary.*

Ask students to share their answers with the class.

LESSON NINE

Ask students to think about everything they have learned about HIV/AIDS and to orally help you fill in the graphic organizer on the chalkboard about HIV/AIDS. Use as many circles as needed to record all of the ideas that students articulate.



Ask them to read the conversation, “A Devastating Disease,” again, and then write a conversation with a friend about HIV/AIDS in their exercise books. Tell them to begin the conversation with the question: *What can we do to keep this disease from destroying so many of our families?* Have them use as much information from the graphic organizer as they can.

LESSON TEN

Ask students to read the conversations they wrote about HIV/AIDS with a partner. Have them share their conversations with the class. Then have them help to complete a graphic organizer on the chalkboard about *What can we do to keep this disease from destroying so many of our families?*

Ask students to share with the class why keeping this disease from destroying so many families is important. List some of these ideas on the chalkboard.

LESSON ELEVEN

Have students work with a small group to make a brochure about HIV/AIDS for younger children to read. Ask them to put any information that they want about HIV/AIDS in the brochure. Suggest topics such as prevention of HIV/AIDS, how to help someone with HIV/AIDS, what is HIV/AIDS, where to go to get tested for HIV/AIDS, or other HIV/AIDS topics younger children should know about. Ask them to be sure to include pictures or drawings.

Have them share their completed brochure with students in another class. Display the best brochures on the notice board.

UNIT 15

DESCRIBING A PROCESS

Unit Objectives

In this unit you will teach students how to:

- describe a simple process using the language pattern *present simple passive*.
- interpret a process shown in pictures.
- write sentences using *simple present passive*.
- write paragraphs.

LESSON ONE

Write the phrase *Describing a Process* on the chalk board. Tell the students that people make or complete things in life that often involves a process, going through a series of steps before the task or object actually is finished. Write the key words on the chalk board. Ask the students to listen and follow in their books as you read the passage, “Making a School Uniform.” Tell the students to listen for the key words in the passage. Read the passage to the students.

Zeberga	School begins in two weeks. I do not have a school uniform. What should I do to get a uniform for school?
Fanzia	It is a quick and simple process.
Zeberga	Please describe the process so I will have a school uniform by the time school starts.
Fanzia	To get my school uniform, first my mother and I visit the market or a store that sells fabric to purchase the material. Then, we take the fabric to the tailor. He measures my height, waist, and shoulders in order to cut the fabric for my uniform. Next, the tailor sews the three parts of the uniform: the shirt, the jacket, and the skirt. He adds buttons to the shirt and jacket. Finally, he sews a zipper in the skirt.
Zeberga	What color is the uniform?
Fanzia	The jacket and skirt are blue and the shirt is white.
Zeberga	Thank you for sharing this process.

Ask the students to discuss with a partner their own process of getting a school uniform. Remind them that they may look back at the passage for

help. Tell the students that descriptions must be in sequential order and to use the words *first*, *then*, *next*, and *finally* in their conversation. Select students to share their conversation with the class.

Ask the students to think about the process of washing clothes. Tell the students to describe the process of washing clothes with a partner. In the conversation, they are to use at least four complete sentences. Remind students to use the key words.

LESSON TWO

process- a series of steps to make an object or finish a task

pan - a container used for cooking

roasted- cooked over oven heat

ground- crushed into powder

mortar- a bowl that holds food to be pounded

pestle- a metal tool or wooden stick used for pounding or grinding

pot- a vessel that holds food or water

Tell the students to look at the pictures in their book and tell a partner what is happening..

Write the key words on the chalk board and discuss each word.

Tell the students to read silently the passage that describes how coffee is made.

How to Make Coffee

Making coffee is an easy process. First, coffee beans are washed and roasted in a pan. After the coffee beans are roasted, they are ground in a mortar with a pestle. Next the water is boiled in a pot. The ground coffee is added to the boiling water. The coffee is boiled until it rises in the pot. Sugar is put into small cups. Then, the coffee is poured into the cups. Finally, the coffee is served to people.

Ask the students to use the key words from lesson one to tell a partner the sequential order of the pictures.

Select four students to share which picture should come first, second, third, and fourth. Remind students to use complete sentences when they share.

Ask the students to explain your family's process of making coffee to their partner. Remind the students to use complete sentences in their conversation.

LESSON THREE

Ask the students to read silently the recipe for injera as you read aloud.

Making Injera

Mix ground teff with water and let stand in a bowl. Cover this mixture and keep it at room temperature until it bubbles and turns sour. This may take as long as three days. The batter should not be thick.

Lightly oil a large, flat pan. Place the pan over heat. Start at the edge of the flat pan and pour the batter thinly in a circular motion to cover the bottom of the pan. Briefly cook the batter until holes form in it and the edges lift from the pan. Remove the injera and let it cool.

Write the key words on the chalkboard and discuss the meaning of each word.

bowl - a round, open topped pot for food or water

mixture - food that is blended together

batter - a liquid mixture used in cooking

circular - going around in circles

Tell the students to work with a partner to place the sentences in the correct order.

1. Mix ground teff with water.
2. Let mixture stay in covered bowl until it bubbles.
3. Lightly oil skillet.
4. Cook batter until holes form in the injera.
5. Remove teff from skillet and let cool.

Ask the students to describe the process of preparing injera in small groups. Remind the students to use the words first, next, then, and finally in complete sentences. Select a few students to share their sentences with the class.

LESSON FOUR

Introduce simple present tense verbs. Tell students that simple present tense verbs tell what happens regularly. Simple present tense verbs are called active verbs when the subject is doing the action.

Simple present passive tense verbs also tell what is happening now. They also are called passive verbs when the subject receives the action. Read the example from the student book to the class.

Example

Simple present tense active verb: I roast the coffee beans. (I, the subject, performs the action (is roasting the coffee beans).

Simple present tense passive verb: The coffee beans are roasted. (The subject beans are receiving the action (being roasted by someone).

With students orally compare the language pattern of verbs used in “Making a School Uniform” and “How to Make Coffee.” Ask students to explain to the class which paragraph contains active verbs and which paragraph contains passive verbs.

Paragraph 1

Several steps must be followed in order to make coffee. First the coffee beans are washed and roasted in a pan. After the coffee beans are roasted, they are ground in a mortar with a pestle. Next the ground coffee is added to boiling water. The coffee is boiled until it rises in the pot. Sugar is put into small cups. Then the coffee is poured into the cups. Finally the coffee is served to people.

Paragraph 2

When I needed a school uniform, first my mother and I visited the fabric store and purchased the material. Then the fabric was taken to the tailor. My height, waist and shoulders were measured in order to cut the fabric for my uniform. Next, the three parts of the uniform were sewed by the tailor. The buttons were added to the shirt and vest. Finally, a zipper in was sewed in the skirt. The uniform was then delivered to our house so that I could wear it to school on the first day.

Ask students to read Paragraph 2 again. In their exercise books, ask them to rewrite the paragraph by changing the simple present passive verbs to simple present active verbs.

Have them share their paragraphs with the class.

LESSON FIVE

Key words are explained in the student book.

Write the key words on the chalk board. Pronounce the key words for the students.

Ask the students to read the passage about the writing process with a partner. Tell the students to look for the key words in the passage and to think about the meaning of each key word.

Writing is a Process

On the first day of school, the teacher asked the students to write a composition about their favourite place in the world to visit. The students were excited and filled with many questions about the assignment. The teacher answered those questions by describing the five steps to the writing process.

The first step in the writing process is prewriting. Prewriting includes brainstorming ideas to include in your composition. It also can include making a list, taking notes from a book, researching a topic, and planning the beginning, middle, and end of the composition.

The next step in the writing process is drafting the composition. Drafting means writing the first copy of the composition on paper.

Revising and editing are the next two steps in the writing process. Revising includes adding or deleting words, phrases, ideas, or sentences in the composition. Editing is the same skill as proofreading which means looking for grammar mistakes such as misspelled words, incomplete sentences, and missing punctuation marks.

The last step in the writing process is publishing, writing the final copy. The students enjoy this step the most because they share their composition with the class or their family.

Ask a student to identify the five steps in the writing process with a partner.

Ask the students to copy and match the five steps of the writing process to the correct definition. Ask the students to refer back to the paragraph if they need help.

Example

- **Prewriting-** brainstorming, making list, taking notes, researching a topic, planning the composition
- **Drafting-** writing the first copy of the composition
- **Revising-** adding or deleting words, phrases, ideas, or sentences
- **Editing-** correcting mistakes such as misspelled words, incomplete sentences, or missing punctuation marks
- **Publishing-** Writing the final copy and sharing the composition with the class or family members

LESSON SIX

Ask the students to read again the passage in Lesson Five. Review with the students the five steps in the writing process.

Ask the students to write about a place that they would like to visit. Remind the students to apply the five steps in the writing process.

- **Prewriting-** Make a list of the places you would like to visit. Choose one from the list. List reasons why you would like to visit this place.
- **Drafting-** Begin to write the composition in your exercise book. Name the place. Describe the place. Tell why you chose the place.
- **Revising-** Add or delete words, phrases, ideas, or sentences in the composition. Let your partner read the composition to make suggestions to improve your writing.
- **Editing-** Read your composition again checking for any mistakes in the composition such as misspelled words, missing punctuation marks, or incomplete sentences.
- **Publishing-** Write a final copy of the composition in your exercise book. Share the composition with a small group or your family.

LESSON SEVEN

Ask the students to pretend that they own a bakery in Asela. Tell them to think about the process of making bread.

Write key words on the chalk board. Discuss the meaning of each word.

fresh loaf- a hot loaf of bread from the oven

delicious- very tasty, full of flavor

mixture- ingredients or food blended together

As the students think about the process of making bread, tell the students to select a sentence from the list and pretend to model that process. Ask students to guess which sentence the student is modeling.

1. The wheat is harvested by the farmer.
2. The wheat is ground by the farmer.
3. The flour is delivered to the bakery by a donkey or truck.
4. The baker mixes flour, water, yeast and salt in a bowl.
5. The mixture is poured into the hot pan by the baker.
6. A hot oven bakes the bread.
7. The baker uses a knife to slice the bread.
8. The fresh bread from the bakery is eaten by the children.

Ask the students to change the sentences from active to passive in their exercise book.

Example: The baker uses a knife to slice the bread.
The bread is sliced by the baker with a knife.

Ask the students to use the passive sentences in their exercise book to write a paragraph describing the process making bread. Remind the students to write the sentences in the correct order. Tell them to begin with the topic sentence: Making bread requires many steps, beginning with harvesting the wheat. Remind them to use sequencing words such as first, second, next, then and finally.

Correct order for sentences: 4, 7, 6, 2, 8, 3, 1, 5

Passive:

1. A knife is used by the baker to slice the bread.
2. Flour, water, yeast and salt are mixed in a bowl by the baker.
3. The bread bakes in a hot oven
4. The farmer harvests the wheat.
5. The children enjoy eating fresh bread from the bakery.
6. The donkey or truck delivers the flour to the bakery.
7. The farmer grinds the wheat.
8. The baker pours the mixture into the hot pan.

Ask them to share their paragraph with the class.

LESSON EIGHT

Ask students to think about other topics that involve a process.

Example:

growing crops
building a house

Ask them to select one of the above topics or another topic of their choice and describe the steps in that process. Tell them to use present simple passive verbs and discuss what happens in the proper sequence until the process is completed.

Remind students that the steps should be in sequential order and to check for the use of simple passive verbs.

Ask students to share their process with a small group.

LESSON NINE

Ask students to write a letter to a friend describing the process of going to school, playing football, helping at home, or another topic of your choice. Ask them to use the present simple active verbs to tell about the process.

Remind students that before they begin to write, they are to make a list in their exercise books of the steps in the process. Students should use the proper form for writing a letter.

LESSON TEN

Ask students to read the letter that they wrote in Lesson Nine to a partner. Their partner will answer the letter, using proper form for writing letters and then give the letter to their partner.

LESSON ELEVEN

Tell the students to achieve an excellent education is a long but rewarding process. Ask the students to discuss the steps from grade school to a college degree with their partner. Tell the students that a college degree or a high school diploma can provide first-rate paying job for all boys and girls in Ethiopia.

Ask the students to write a paragraph naming seven to ten steps that will help them to receive a quality education. Ask the students to share the paragraph with their partner. The teacher should display paragraphs in the school or the classroom.