



# English for Ethiopia

## Teacher Guide

### Grade 6 Book 1

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## Foreword

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

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

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

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

Teachers are urged to read this guide carefully and to support their students by putting into action the suggested strategies and activities. The guide includes possible answers for most of the exercises in the student textbook and alternative ways of addressing some of the language items.



## General Introduction

This grade 6 English text book is designed to Ethiopian students who learn English as a foreign language. The contents in the book are arranged in themes and topics which are contexts to present the language contents to be imparted. A theme is relatively a broader context which has three topics under it. That means a week lesson is under a topic and a three consecutive weeks lessons is termed as a theme or a unit. Briefly, a topic is a week lesson, whereas a theme is to be taught in three weeks. The number of weeks which are needed to cover the book is 30, of which 15 are for the first and the rest 15 for the second semester. Every week has 5 periods having 40 minutes each.

The text book follows new approaches in language content, organization of the contents, classroom methodology, teachers' and students' roles and techniques of assessment.

### 1. Language Contents

The language contents in the book are grouped into 8 major components which are common for each week. These are word study, reading comprehension, vocabulary, listening comprehension, speaking skills, grammar, reading fluency and writing skills.

The word study part deals with different techniques about how words are formed with the intention of developing learners' ability to identify words, their parts and their pronunciation. The main objective of the session is to help students to develop their reading ability. The main strategies that are introduced are blending, segmenting and compounding. In vocabulary part, learners are provided with the activities that encourage them to identify word relation and contextual meaning of words. Thus, most of the words, especially those which demand meaning, are presented in texts which reflect various contexts relating to the themes.

The reading and listening comprehensions are presented in each week following relatively the same pattern. They demand the teacher to attend similar procedures, like pre-reading, while- reading and post-reading for reading comprehension and pre-listening, While-listening and Post-listening for listening comprehension. The activities are also designed for each stage; hence, students would have good opportunity to practice them.

The main contents in the speaking skills are role plays, debates, dialogues and oral presentations. The focus is to help students to use the language items they learned in the week in the real like context in a classroom. The class needs to be more interactive and learners should be encouraged to be free to reflect their views based on the procedures indicated in this guide.

Grammar, which is the other major component, is presented in a context so as to let students notice how the forms are used in wider range of communicative contexts. The activities are meant to help students develop their understanding of using appropriate forms given in the unit/ lesson.

Similarly, reading fluency is another component in the book which is basically intended to develop the students reading ability. This component specifically aims at helping the students improve their

fluency within a given period of time. Though the strategies to be used in different lessons are similar, the type of texts which the students are exposed to is typically different. This is used intentionally to help them to read texts of various genres fluently.

Finally, the book contains writing skills. This part has two sub contents: writing conventions and writing compositions. The writing convention constitutes contents on spelling, punctuations and capitalization. The composition writing presents different levels of writing such as, sentences and paragraphs with their accompanying features (elements of sentences, types of sentences, types of sentences in a paragraph, elements of a paragraph etc.).

## II. Organization of the contents

Organization of contents refers how the contents are sequenced in the text. The contents are organized based on their relationship. In some cases, two components/ contents are expected to be covered in one period.

For this grade level, 5 periods are allocated per week. In the first period, two components, *Word Study* and *Reading Comprehension*, are to be treated. The essence behind this combination is that different features of some of the words in the reading text are to be practiced before the actual reading session. This facilitates the reading comprehension as some of the words are going to be familiar to the learners. In the second day, period 2, *Vocabulary* and *Listening Skills* are arranged to be taught in combination. This is intended to make the listening skills manageable through teaching the meanings of some of the words related to the topic the learners are going to practice listening comprehension. Thus, learners should be encouraged to engage in the vocabulary activities actively as they create appropriate context for listening comprehension practice. Then, *Speaking* and *Grammar* are scheduled to be treated in the third day (period 3). This is done to motivate students to practice speaking in pairs and groups. Then, the grammar section provides clue to learners how their speech is guided by grammatical rules and principles. Then after, the fourth day comes having *Reading Fluency and Vocabulary Practice*. The reading fluency is intended help the learners to improve their reading expression, rate and accuracy. As they practice the same text in the reading comprehension part for fluency, it will be so smooth for them to practice the second vocabulary activity. Vocabulary is scheduled in two different periods to bring due attention since words are foundations for language skills. The last day, day five, is for *Writing Skills*. Learners are provided with activities to have better understanding of the writing conventions and to practice writing composition.

## III. Techniques of Assessment

Teachers are advised to assess students learning progress continuously. Thus, continuous assessment technique is recommended to be used to this level. Continuous assessment provides information that is important for lesson planning, getting feedback and sorting learners in various categories. Moreover, it provides clues of whether additional support or remedial classes are needed for concepts to be internalized. Below are some informal and formal continuous assessment techniques to be imple-

mented in this level.

- *Observation*: A teacher circulates through the room and writes notes during a lesson as students work in groups, or individually, to assess learning.
- *Exit cards*: Small slips of paper cards that students hand over to the teacher, or leave near the door, as they leave the classroom. Students write their names and respond to a question or summarise their understanding.
- *Rising words*: Students write answer(s) on a small slate and place it in front of them for the teacher to see how they responded individually.
- *Turn and talk*: Students turn and share their responses and reactions with one or two students nearby sharing their predictions, making connections to their own experiences, etc. The teacher moves around the class to monitor progress.
- *Informal monitoring*: The teacher moves around the room to understand which students need support.
- *Graphic organisers*: Students organise information, make connections, and note relationships through the use of various graphic organisers.
- *Presentation*: Students have an opportunity to demonstrate their developing understanding to the teachers and/or to the class.
- *Summaries and reflections*: Students stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experience.
- *Formal continuous assessment*: Class work, homework, quizzes, tests and examination
- *Enrichment*: Some students may perform beyond the expected level of performance. Once identified, some additional challenging tasks could be provided.

#### **IV. Students with Special Education Needs**

It is very clear that classrooms are very diverse in nature. Therefore, students may have diverse learning needs. Some students are visual learners, whereas, others are auditory learners. And still, some are kinesthetic/tactile learners. There are also students who are gifted and talented (linguistic, mathematical, logical, musical, spatial and others). We may also find students with intellectual or physical impairments.

As a teacher, you need to consider these diverse situations in your classroom. For example, for students with visual impairment, visual prompts are not suitable. Apart from getting support from a braille expert (if any), it is recommended to adapt the activities in the way they fit with those learners' needs. For instance, pictures could be described orally. A partner could read the text aloud when students work in groups or pairs. Similarly, for students with a hearing impairment, in addition to the

support they may get from a sign language expert, audio prompts could be changed to visual prompts. In addition, opportunities should fairly be given to those students during classroom participation. Teachers should also give attention to those students and support them to cope up with the classroom environment, in general and with the lesson at hand, in particular.

Regarding issues related to gender, avoid assigning roles that are traditionally believed to be the role of only one sex (stereotyping).



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### Unit Objectives

At the end of the unit, students will be able to:

- read words by segmenting them;
- transfer specific information from a reading text;
- identify contextual meaning of words;
- introduce themselves and their partner to others;
- use the simple present tense;
- read a text fluently;
- complete a dialogue with appropriate expressions;
- punctuate sentences; and
- write a paragraph in a dialogue form.

### Week 1

### Greetings and Introductions

#### Week 1

#### Day 1

#### Daily Contentss

- Word Study
- Reading Comprehension

### 1. Word Study (10 minutes)

#### Segmenting Words

- Introduce the topic of the day (Tell students that they will practice reading words by segmenting them into roots and a suffix; that is, ‘-ing’). Explain how to segment the ‘-ing’ from a word using the example given below.

#### Example:

introducing → introduce-ing - introduce

- Then, encourage students to read the words by segmenting the ‘-ing’ according to the example. Go round and check and support students to be fully engaged in the activity; give special attention to help students with disabilities.
- Then after, ask some students to read out loud the words by segmenting the ‘-ing’ from the words. (Make sure that you give equal chance for male and female students.)

**Answers:**

- |    |        |      |
|----|--------|------|
| 1. | visit  | -ing |
| 2. | greet  | -ing |
| 3. | depart | -ing |
| 4. | leave  | -ing |
| 5. | wait   | -ing |

- Ask them to think of more words having the same pattern.
- requesting
- asking
- doing, etc.

## 2. Reading Comprehension (30 minutes)

### Pre-reading Activity (5 min)

- Tell the students that they will read and comprehend a text given in a dialogue form. Before they read, encourage them to answer the pre-reading questions given in their textbook using their background knowledge. (This strategy helps students to process what they know or think they know about a text before they read it. It is a means to make connection to prior knowledge and experience of students.)
- Elicit information about the title of the text and the picture given in the text before they read the text.
- We greet a person when we meet him/her for the first time using the expressions given below:
  - How do you do? – How do you do?
  - Nice to meet you. – Nice to meet you, too.

### While-reading Activity (10 min)

- Ask students to read the questions given in their textbook and notice what is required before they start reading the text entitled, “Workshop Visiting Day”. As they read, they will answer the while-reading questions.
- Advise students to use the re-read strategy (Read Again) while they are reading the text. This strategy helps them to see if they have read a word incorrectly or left out words that affect the meaning of the text.
- Get students to answer the while-reading questions individually based on the reading text. (Give them reasonable time to carry out the activity). Note that students should copy questions into their exercise books before they start answering them.
- Then, ask students to compare their answers in pairs and discuss the answers. Finally, work with the students and answer the questions together. While answering the questions if they feel they don’t understand something or have lost track of what they read, remind them to use the read-again-strategy as a means of self-checking. (Make sure female and male students have equal chances. In addition, students with disabilities should have the chance to participate in answering the questions.)

**T:** Who is the leader of the visiting team?

**S1:** Andinet is the leader.

**Answers: A**

- |    |                |
|----|----------------|
| 1. | Andinet        |
| 2. | Five students  |
| 3. | 15-minute walk |

**Answers:B**

1. Yadeta is Andenet's friend.
2. Freweyni.
3. Because he had just met them for the first time.
4. Ato Abune, the chairperson of the weavers' association.
5. Andenet.
6. Yes, they did.

**Post-reading Activity (10 min)**

Ask students to read the Post-reading question (an incomplete summary of the reading text) in their textbooks and ask them to complete the blank spaces with appropriate word or words. (Tell them that the words they provide should not necessarily be from the reading text; it is possible to provide their own words as far as they meet with the concept of the original text.)

**Answers:**

1. the leader
2. the weavers' workshop
3. Yadeta
4. "Berta Weavers' Association"
5. home.\_

Organize the students in groups of three. Then, collaborate to write a text about a similar visit they have made or have planned. First, students should agree on one of the two.

**Week 1****Day 2****Daily Contentss**

- Vocabulary
- Listening Comprehension

**3. Vocabulary (15 minutes)****Contextual Meanings**

- Explain what a contextual meaning is to students using an example. [*Context* is the text in which a word is used. When you come across a new word in its context, it is easier to figure out its meaning. The best way to take meaning from context is to search context for key words (context clues) in sentences or paragraphs that convey the meaning of the unfamiliar word.
- **Context clues** are words in a sentence or paragraph that help the reader deduce (guess) the meaning of an unfamiliar word. Here are some context clues that students can use: Synonym Clues, Comparison Clues, Contrast Clues, Explanation Clues, and Example Clues.]
- There are four types of common context clues:
  1. **Definition:** "Haberdashers, which are stores that sell men's clothing, are becoming more common these days.
  2. **Antonym:** unlike Jamal's room which was very neat, Hailu's room was messy.
  3. **Synonym:** The slender model was so thin, were clothes that looked too big on her.
  4. **Inference:** The haberdashery was Deneke's favourite place. He loved shopping for suits there. The store attendants were very nice and helpful.
- Use these examples to show how the meaning of a word varies in different contexts.
 

**Example:**

  - a. Get into groups of four. (become, make)
  - b. I don't want to get into the class. (enter)

- c. I get up at 6 o'clock in the morning. (awake, arise)
- Ask students to read the exercise in the textbook and write the meaning of the underlined words. Then, ask them to check and discuss their answers in pairs.
  - Answer the questions together with the students. (Give plenty of wait time to students with disabilities.)

**The are:****Answers: A**

- familiarized (made known)
- greeted and received
- offered, presented
- left

## 4. Listening Comprehension (25 minutes)

### Pre-listening Activity (5 min)

- Tell the students that they will listen to a short text and answer the listening comprehension questions.
- Tell students what to do when they are listening:
  - always have a purpose for listening;
  - Listen carefully with attention;
  - Avoid fear/ nervousness;
  - Give due attention to the gist (main points);
  - Note key words.
  - Before they start listening, arrange students in pairs and show them the picture in the textbook. Ask them to predict and discuss what the people in the picture are doing.

- Ask students to provide their reasons for their predictions. Help students with disabilities to share their views about the people in the picture.

### While-listening Activity (10 min)

- Tell students what they will do While-listening so as to set purpose for their listening. Let them see the exercise that they will be doing (wait for them for at least 3 minutes).
- Read the text twice with a moderate pace. (Pause where necessary during your reading).

### Zeyinu and Yadene

Zeyinu and Yadene met at the public library while Zeyinu was waiting for the library to be opened. She came to him and said, “Hi, my name is Yadene.”

Zeyinu replied, “Oh, hi, mine is Zeyinu.” Then, he invited her to sit next to him.

While they were waiting for the library to be opened, they talked a few things about their schools.

Yadene asked, “Which school are you from?”

Zeyinu replied that he was from Kuriftu Primary School very close from where the public library was located.

Yadene reacted: “Really, I’m from Andenet Primary School. It is very far from here.” She added that it was her first time to come to the public library.

After a few minutes they saw the librarian coming and went to meet him.

They greeted him at the gate and waited until he opened the door. They borrowed some books from the library and went back home together.

Though their homes were not in the same direction, Yadene went with him helping him to carry the books. On their way home, Zeyinu shared her his experience on how he manages his time and study.

- Arrange the students in groups of three to compare their answers for the while-listening questions. Tell them that they can discuss reasons for their answers in their groups. Finally, elicit the answers from them and give the correct answers.

**Answer: A**

- 1 The right order is 3, 4, 1, 2
- 2 Zeyinu, Yadene and the librarian.

**Answer: B.**

- 1 At the gate of the public library.
- 2 He was waiting for the library to be opened.
- 3 Zeyinu.
- 4 Andenet Primary School.
- 5 He had a disability so she helped him carry his books.

**Post-listening Activity (15 min)**

- Arrange the students in groups of four and ask them to answer the following questions orally.
- Where did Zeyinu and Yadene meet?
- What did they do first?

Have students answer the questions by discussing and sharing their ideas. The main idea is about the place and the situation created. The students (Zeyinu and Yadene) have met for the first time. As a result, they greeted each other. Ask students to read and answer the

first question. (Give them some time to think individually.)

- Arrange students to be in groups of three and share their answers. (Let them have some time to share their answers). Then, ask each group to present their answers. (The correct answer has to be identified. Yadene was new to the library and the librarian. This means she had to greet the librarian as if they were new to each other. On the other hand, Zeyinu had to greet the librarian in a different way from what Yadene had used.)

Have students do the other question as homework.

**Week 1**

**Day 3**

**Daily Contentss**

- Speaking
- Grammar

**Homework (optional) (5 min)**

- Make sure students have done their homework. (Remember that students have to develop the habit of doing homework. Encourage the students to have done it and identify those who do not.)
- Then, ask them to name different groups of people like doctors, soldiers, etc. and you write the list on the blackboard. Then, nominate some groups to present their answers. (Listen to what they present. Do not forget to give constructive comments. Make sure students with disabilities have chance to present their answers.)

## 5. Speaking (20 minutes)

- Introduce what the students will do in the speaking session. Tell them to study the table in their textbook and copy it into their exercise books. Then, tell the students to be in pairs (one student is going to ask a question to elicit information and the other student answers; the one who asks will complete the table with the information he/she has elicited). Tell them to take turns and complete the table.
- This is how they should do the speaking activity:

### Example:

**Saba:** What is your name?

**Benti:** My name is Benti.

**Saba:** How old are you?

**Benti:** I'm eleven.

**Saba:** How many brothers and sisters do you have?

**Benti:** I've two brothers and three sisters.

**Saba:** What grade are you ?

**Benti:** Grade six.

**Saba:** What is your favourite subject?

**Benti:** My favourite subject is English.

Then Saba introduces Benti to the other students like this:

“Students, let me introduce my friend to you. This is Benti. He is eleven years old. He has three sisters and two brothers. He is a grade six student and English is his favourite subject.”

- Arrange the students in groups of four and let them introduce their friend to the group members based on the information they have elicited earlier. (Make sure that all students

are getting equal chances; help students with disability to participate in the activity.)

- Let students use the prompts given under instruction B to make a short conversation. Arrange them in pairs to ask and answer the questions orally. (Move around the class and check how students are using the oral language.)
- Let students do the activity given in instruction C as homework. (The matching exercise.)

### Answers: C

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

## 6. Grammar (20 minutes)

### Simple Present Tense

- Explain the form of the simple present tense; give emphasis on the differences of the forms in third person singular Vs others.

#### Example:

- I work. (Do I work? I do not work.)
- She works. (Does she work? She does not work.)
- Tell the students some uses of the simple present tense. (Use these examples in your explanations.)
  - For something which is permanently true:
    - *I'm from Ethiopia.*
    - *He doesn't speak Amharic.*
    - *We live in Addis Ababa.*
  - For repeated actions or habits:
    - *I get up at six o'clock every day.*
    - *What time do you leave school?*

- *I don't see them very often.*
- Let the students read the activity given under instruction A. Use the examples to explain how they will do it. [Give them some time to finish the activity. Move round the class and see how they are doing it.]
- Re-write the sentences on the board by randomly nominating students.

Answers: A	
1.	Does she introduce herself to the class?
2.	We don't welcome new students every year.
3.	He goes to the library every day.
4.	Does she play football every Saturday?
5.	Does he wash his uniform every week?
6.	She finishes her homework at five o'clock.

- Then, tell them to put the verbs in the brackets into their appropriate forms. (Give them some time to complete the activity and go round the class to see their progress.)
- Then, let them compare their answers with their partner and hold discussions where necessary.
- Finally, do the exercise with students by eliciting answers from them one by one.

#### Answers: Instruction B

Answers: B			
1.	greet	5.	learn
2.	want	6.	inform
3.	sits	7.	is
4.	is		

- Use the activity given under instruction C and D as homework.

### Homework (optional) (5 min)

Check if students have done their homework. Move in the class and see their exercise books. Then, ask students to give the correct answers. Make sure the female and male students have equal chances to give the answers

These are the correct answers:

Answers: C					
1.	is	5.	are	9.	is
2.	is	6.	are		
3.	am	7.	are not		
4.	are	8.	are		
Answers: D					
1.	Are	8.	are	15.	am
2.	is	9.	is	16.	are
3.	isn't	10.	is	17.	am
4.	isn't	11.	Is	18.	is
5.	is	12.	isn't	19.	are
6.	isn't	13.	aren't	20.	are
7.	am	14.	are		

**Week 1**

**Day 4**

#### Daily Contentss

- Reading Fluency
- Vocabulary

### 7. Reading Fluency (25 minutes)

#### Pre-reading Activity (5 min)

- Ask them what the previous reading was about.

#### While-reading Activity (10 min)

- Explain the difference between a dialogue and a prose and how to read a dialogue with expressions related to characters.



[Dialogue is a way of adding conversation to a story as if the characters are actually speaking to the reader. It is preceded with a quotation mark and ends with a quotation mark, indicating that these are the words of someone speaking. When you see a dialogue in a reading, it is time to imagine you are the character, and speak the dialogue as if the character is speaking.]

- Read the story composed in a dialogue form, where the characters speak. Let the students notice how you change your voice when you get the words that Andenet, Amina, Hanna, Yadeta, Fereweyini and Ato Abune spoke. [Read the text with expression and character voice for dialogue.]
- Then, arrange the students in pairs. Tell them to read the way you modelled them to their partners. The partner evaluates how the words spoken by the characters are changed. Tell them to take turns to practice reading with expressions.
- Check how students are changing their reading expressions when the speakers are changed.
- Help students who cannot read expressions.

## 8. Vocabulary (15 minutes)

### Contextual Use of Words

- Explain the difference between identifying contextual meanings of words and using words in contexts.
- Tell the students to read the activity in their textbooks (incomplete dialogue). Then, by their own, let them choose the most appropriate word from the list to complete

the dialogue. Go round the class and provide support to students with disabilities.

- Give time for them to compare their answers with their partner. Then, answer the questions with students.

### Answers: A

- introduce
- depart
- welcome

Week 1

Day 5

### Daily Contents

- Writing

## 9. Writing (40 minutes)

### Writing convention (10 min)

#### Punctuation Marks

- Explain what punctuations marks are and how they are used. Use the following notes. [A punctuation mark is placed in a text to make meaning clear and to make reading easier. The various punctuation marks perform four functions They :
  - separate (a period separates sentences),
  - group or enclose (parentheses enclose extraneous information),
  - connect (a hyphen connects a unit modifier), and
  - impart meaning (a question mark may make an otherwise declarative sentence interrogative).

The function of a punctuation mark is the basis for the rules governing its use and should be the basis for determining whether or not it is needed.]

Use a **period (.)** at the end of a sentence.

**Example:**

My name is Andinet.

Use question mark (?) at the end of a question.

**Example:**

What is your name?

Use an exclamation point (!) at the end of a sentence that shows a strong feeling such as surprise or fear.

**Example:**

How sad! I missed the show.

- Let the students copy the activity in their exercise books and put either full stops or question marks or exclamation points where necessary; they should work individually. Encourage them to compare their answers in groups of three and hold discussion on their differences. Then, elicit answers from the group members and provide the correct answers with explanations.

Answers: A				
1. ?	5. .	9. .		
2. .	6. !	10. !		
3. ?	7. ?	11. .		
4. .	8. ,			

**Answers: B**

1. Do you know me?
2. Let me introduce you to my friend.
3. What an interesting day it is!
4. How many friends do you have?
5. Shut up!
6. She asked me if I know her brother.
7. When did they arrive?

**Spelling**

- Prepare students to do the contraction activity. (In this activity they will write the full form and the contracted words.) Use examples to show how to write the full and contracted negative forms.
- Let students do the activities. Move round the class to see and help students do the activity. Ask students to give the answers. If possible, make them write the answers on the board.

**Writing Composition (30 min)**

**Sentence Writing**

Tell them that they will arrange words to make correct sentences.

**For example:**

see /will next week/ my friend /you

You will see my friend next week.

Will you see my friend next week?

Then, let them copy the jumbled words in their text book into their exercise books and rearrange them based on the given example.

**Answers:**

1. I'm three years old.
2. Did she greet us yesterday?
3. English is my favourite subject.
4. Do you know your teacher's name?

**Paragraph Writing**

- Tell the students that they will write a paragraph next week. The paragraph is about introducing a classmate.
- Help them use the graphic organizer to collect ideas they use for their writing. (This week the students are expected to collect ideas. They have to choose one of their classmates to ask and have some ideas.) Help students who have some difficulty in using the graphic organizer.

**Week 2****What Are You Wearing Today?****Week Objectives**

**At the end of the unit, students will be able to:**

- form words using verbs and prepositions,
- exchange greetings with their friends;
- read and sort out specific information;
- complete a dialogue with appropriate expressions;
- describe people and their dressings; and
- listen to the text and respond.
- Write a paragraph in a dialogue form.

Week 2

Day 1

**Daily Contentss**

- Word Study
- Reading Comprehension

**1. Word Study (10 min)****Phrasing**

Introduce the topic of the day (Tell students about phrasing - words which make a phrasal verb.)

Explain what collocation means.

- It is a pair or group of words that are often used together.
- It is a way in which some words are used together, and sound natural together. Such words are verbs and prepositions, etc.

**Example:**

Good bye but it is not said “good from” (not good from)

Then, encourage students to collocate words in their textbook and read them using the example. Go round and check and support students to be fully engaged in the activity. Give special attention to students with disabilities and students who are struggling.

Then after, elicit the answer from the students (make sure that you give equal chances to male and female students).

**Answers:**

- |                |      |
|----------------|------|
| 1. put         | on   |
| 2. worn        | out  |
| 3. replaced    | by   |
| 4. participate | in   |
| 5. cover       | with |
| 6. ride        | down |

**2. Reading Comprehension (30 minutes)****Pre-reading Activity (5 min)**

- Tell the students that they will read and comprehend a text. Before they read, encourage/ motivate them to answer the pre-reading questions given in their textbook using their background knowledge (They should not read the text to answer the pre-reading questions).

**While-reading Activity (10 min)**

- Tell students to read the while-reading questions and notice what is required before they start reading the text entitled, “Clothes in Ethiopia”.
- Encourages students to read ahead and continue reading for a couple of sentences if they are confused. Ask students to practice the Read Ahead strategy and use context clues when they don’t understand something. Encourage them to keep track of how they came to understand by using the strategies they have learned. Let them use this chart to help them be more aware of the strategies they are using.

Words I don't understand:	Words that help me understand this:

- Then, tell students to answer the While-reading questions individually (give them reasonable time to carry out the activity). Note that students should copy the table into their exercise book before they answer them.
- Then, tell them to compare and discuss their answers in pairs and discuss answers. Finally, work with the students and answer the questions together.

**T:** Who can list the type of clothes mentioned in the text?

**S1:** shemma                      **S3:** dress

**S2:** shirt

**T:** What is shemma made of

**Example:**

**S1: Shemma made of cotton.**

- Tell students answer the questions given under instruction B. Remind students to refer back to the text so as to answer the question. Make sure students are answering the questions by themselves. Help students who have difficulty.
- Answer the questions together with the students after they complete writing the answers. Give equal chance to female and male students.

<b>Answers: B</b>	
1.	Clothes made up of cotton
2.	Because the highland is very cold and cotton clothes are warm. The highlanders wear heavy white
3.	cotton clothes and the lowlanders wear colourful light clothes. People wear heavy and light clothes
4.	according to the weather condition and their culture people were different clothes.

<b>Answers: (Para.1) C</b>	
1.	heavy
2.	tight (para 1)
3.	traditional (Para 2)
4.	highlanders (para 5)

**Post-reading Activity (15 min)**

- Ask students to answer the Post-reading questions. Remind them that such types of questions help them to associate what they learned from the text with real situation in their environment. Their answers may no be right or wrong answer, because they are expressing their experiences or their personal opinions.
- Let students do the activity as homework.

<b>Week 2</b>	<b>Day 2</b>
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<b>Daily Contentss</b>
<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Listening Comprehension</li> </ul>

**Homework (5 min)**

- Check to see if students have done their homework. Go round the class to make sure that the students have done the activity.
- For the activity was a Post-reading question, do not expect the same answer from the students. This type of activity gives freedom to express personal experiences or opinions. As a result, accept reasonable answers given.

### 3. Vocabulary (15 minutes)

#### Contextual Meanings

- First, ask students to copy the words in their exercise books. Then, tell them that the words are written in bold or underlined in the reading text. Ask students to read the reading text. Notice the words and write the contextual meaning of each word in their exercise books. Then, ask them to compare and discuss their answers in pairs. Finally, elicit the answers from the students in a whole group/class discussion. (Give chance to students with disabilities during eliciting answers).

#### Answers:

1. Decorate	=	make something more attractive
2. Traditional	=	cultural, old-style
3. Carnivals	=	festival, celebrations
4. Shaved	=	hairless, cut off (hair)

### 4. Listening Comprehension (25 minutes)

#### Pre-listening Activity (5 min)

- Tell the students that they will listen to a short text.
- Before they listen to the text, let them read the pre reading questions and think about the answers individually. Then, arrange them in pairs to share their answers and discuss.

#### While-listening Activity (10 min)

- Tell students what they will do While-listening so as to set purpose for listening comprehension. (Prepare them to listen and complete the table with the information from

the text they will listen.) Let them see the While-listening activity. (Wait them at least for 3 minutes till they notice what they will look for).

- Read the text with a moderate pace twice. (Pause where necessary during your reading). Give them 5 minutes to complete the table.
- Then, arrange them in groups of three to compare their answers. Tell them that they can discuss on their answers in their group. Finally, elicit the answers from them and give the correct answer.

### Ethiopian Clothing

Ethiopian clothes are mostly made of cotton woven by traditional weavers known as “*Shemane*”. There are also many clothes made from different animal skin and wool.

A traditional coffee dress is made of pure cotton. It usually has a beautifully hand embroidered star, cross, or other designs on the front. Its neckline, sleeves and border are decorated with the same colours.

“*Shash*” which is made of cotton or nylon is a cloth women wear to cover their hair. It is tied at the back. In different regions, the shash is done and decorated in different styles.

Shepherds in highland areas wear traditional hats which are made of wool. They are hand-woven having black and gray colours. These hats are round with a small tail-like structure at their centre. The shepherds (boys) wear them during cold weather.

Men and women wear costumes made of woven cotton. It is very white shawl-like type of garment. Men often wear bigger size and

women wear lighter size. It is decorated with coloured borders and woven designs.

- Ask students to answer the questions given under instruction A and B. Tell students to use the ideas from the listening text. Move round the class and help students doing the activity.
- Answer the questions with the students.

Answers: B	
1.	Shemane.
2.	Shash.
3.	Shepherds
4.	It is round with a small tail-like structure at its centre.
5.	Cotton.

**Post-listening Activity (15 min)**

- First, let them read the Post-listening questions and give them as homework.

Answers: A		
clothes	materials	decoration
coffee dress	cotton	hand embroidered designs
shash	cotton/nylon	various types
shepherd's hat	wool	tail like structure at the center
gabi	cotton	colored borders and woven designs

**Week 2**

**Day 3**

**Daily Contentss**

- Speaking
- Grammar

**Homework (5 min)**

- Check if students have done the homework. Go round the class to make sure they have done it. Select three to four group representatives to report the answers to the class, and conduct discussions on the answers if necessary.

**Speaking (20 minutes)**

- Introduce them what they will do in the speaking session. Tell them they will talk about the type of clothes they wear in different occasions. Then, arrange the students in pairs and ask them to take turns to elicit and complete the information.
- Model a dialogue (between you and one of the students in the class) in the class before students engage in the activity.

**Example:**

T: What are you wearing, Halima?

S2: I'm wearing a blue skirt. etc.

- Go round and monitor how they are carrying out the activity and support students with a disability. Make sure that students are taking their turns to ask and answer questions.

## 6. Grammar (20 minutes)

### Present Continuous Tense

#### Note to:

- Explain the form of present continuous tense to students; give emphasis on the differences of the forms in third person singular Vs others.

#### Example:

- I am working. (Am I working? I am not working.)
- She is working. (Is she working? She is not working.)
  - Tell them some uses of the present continuous tense.

For an action in progress:

- I'm reading a grammar book now.*
- What are you wearing now?*
- She isn't eating at the moment.*
- Use examples during your explanations.
- Ask students to read and complete the text given under instruction A with the correct forms of the verbs in brackets. Use the examples to show how they will change the correct forms of the verbs.
- Go round the class and see and support how the students are doing the activity. Help students who have some difficulty in doing the activity.
- Ask students to say the correct forms of the verbs according to the given contexts. Listen to the answers and give comments and corrections. Write the correct answers on the board.

#### Answers: A

- |     |       |   |              |
|-----|-------|---|--------------|
| 1.  | be    | → | is           |
| 2.  | sit   | → | is sitting   |
| 3.  | eat   | → | is eating    |
| 4.  | wear  | → | are wearing  |
| 5.  | run   | → | are running  |
| 6.  | look  | → | look         |
| 7.  | wear  | → | are wearing  |
| 8.  | swim  | → | are swimming |
| 9.  | weave | → | are weaving  |
| 10  | wear  | → | is wearing   |
| 11. | ride  | → | is riding    |

- Ask students to complete the dialogue with the correct forms of the verbs given in brackets.

#### Answers: B

- |        |   |                 |
|--------|---|-----------------|
| iron   | → | am ironing      |
| iron   | → | iron            |
| be     | → | are             |
| be     | → | are             |
| wear   | → | Are you wearing |
| be     | → | am not          |
| choose | → | choose          |
| wear   | → | is wearing      |
| wash   | → | is washing      |



## Week 2

## Day 4

**Daily Contentss**

- Reading Fluency
- Vocabulary

**7. Reading Fluency (25 minutes)****Pre-reading Activity(5 min)**

- Ask students what the previous reading was about.

**While-reading Activity(10 min)**

- Explain that they are going to practice reading accuracy. Inform them that you will model reading fluency by reading aloud. Prepare them to notice and appreciate the importance of fluent reading, and the difference between fluent and non-fluent reading. (Remember: students can practice this method by reading together, in pairs, or individually.)
- (When we read words easily with expression and correct emphasis, we demonstrate that we are skillful readers. A sign of skillful reading is that we are fluent. This means we read as well as we speak our mother tongue, with ease and accuracy. When we are fluent, it is easy to read quickly because we know all of the words, and understand what we are reading.)

- Let them listen as you demonstrate two kinds of reading, then, ask them which sounded better. [*Read with hesitancy, wrong emphasis, and mispronunciations*]:

“The peo-ple of Ethiopia wear different clothes. The tra-di-tional dress of the highland people has tra-di-tiona-lly been of heavy white cotton cloth. Men have worn long trou-sers, a tight fitting shirt and a shamma.”

- Now, read it again, differently [Read again with correct pronunciation and emphasis.]

“The people of Ethiopia wear different clothes. The traditional dress of the highland people has traditionally been of heavy white cotton cloth. Men have worn long trousers, a tight fitting shirt and a shamma.”

- Ask students which sounded better, the first reading or the second? And explain that the first time, you were not fluent in your reading. The second time, you pronounced all of the words correctly and you paid attention to commas and other punctuation marks. The second reading was fluent reading and this time you understood it better, which meant that they could listen to you read more easily.
- Prepare the class to read the sentences aloud with you. (Teacher, please do this activity together with your students so that they will recognize fluent reading.)
- Ask students to practice reading accuracy.
- Arrange the students in pairs. Ask them to read to their partners the way they read with you to their partners. The partner evaluates how they arrange phrases (in chunks) with the way the teacher read. Tell them to take a turn to practice. (You can give them this

checklist to evaluate how their partners read.)

	Read faster	Read smoother	Read with expression
During the 2 <sup>nd</sup> reading my partner . . .	X	X	X
During the 3 <sup>rd</sup> reading my partner . . .	✓	✓	✓

## 8. Vocabulary (15 minutes)

### Contextual Uses of words

- Tell them to read the activity in their text. Then, on their own, ask them to choose the most appropriate word from the list to complete the text. Go round the class and provide support to students with various disabilities.
- Give time for them to compare their answers with their partner. Then, answer the questions with students.

Answers: A	
1. decorated,	4. shave
2. jewelleryes,	5. carnivals
3. traditional,	

- Let students do the activity given under instruction B and C as homework.

### Homework (5 min)

Ask students about the homework. Make sure all have tried it personally. Go round the class check their exercise book.

Ask students randomly to give the correct answers; be certain to give equal chance to female and male students as well as students with disability.

### Answers: B

1. long
2. brocken
3. Shorten

### Answers: C

- |              |               |
|--------------|---------------|
| 1. raincoat  | 5. underwear  |
| 2. necktie   | 6. sunglasses |
| 3. nightgown | 7. handbag    |
| 4. earring   |               |

**Week 2**

**Day 5**

### Daily Contents

- Writing

## 9. Writing (40 minutes)

### Writing convention (10 min)

#### Capitalization

##### Note that:

Explain when to capitalize letters in texts.

- Any sentence begins with a capital letter.
- Proper nouns (names of people, Places and Countries) always begin with a capital letter in any position in a sentence or a text.

- Let them copy the exercise on their exercise book and capitalize letters where necessary; they should work individually. Encourage them to compare their answers in groups of three and hold discussion on their differences. Then, elicit answers from the group members and provide the correct answer with explanations.

#### Answer (Underlined)

2. Hailu is wearing a black jacket.
3. I like wearing Ethiopian “Shemma”.
4. My younger sister has put on Sena’s “Shash”.

### Writing Composition (30 min)

- Tell them that they will describe people in the pictures based on what they are wearing. First, ask them to identify the type and the colour of clothes the people in the picture wear. Then, write a description about each person in the picture in a complete sentence.

#### Example:

Tolla is wearing a red jacket.

- Then, encourage students to exchange their description and comment on each other’s work. Ask some students read their description to the class. Write the descriptions on the board. Hold a discussion with the students based on the answers if necessary.
- Have students write sentences about the data they collected during the previous week. Remind them to use the ideas they wrote in the table.
- Move round the class to help students do the activity. (This is the time to write the draft of the dialogue. As a result, students have to write the sentences.)

## Week 3

### What Is It Made of?

#### Week Objectives

**At the end of the week, students will be able to:**

- talk about what their clothes are made of;
- change word patterns by adding suffixes/morphemes;
- identify contextual meanings of words;
- transfer information into tables;
- use passive and active sentences to talk about what clothes are made of; and
- re-arrange jumbled word to write complete sentences.

Week 3

Day 1

**Daily Contentss**

- Word Study
- Reading Comprehension

**1. Word Study (10 min)****Blending**

- Tell students that they will practice reading words by blending morphemes.

**Example:**

Tell to students that they will blend the given morphemes to other words and form a word with a new pattern.

**Blending:** It is putting together letters or word parts to get word.

Explain the example.

**Example:**

Fur	→	furry
wood	→	wooden

- Let the students to do the exercise in their text book individually. First tell them to copy down the words in their exercise books.
- Then, let them compare their answers in pairs and discuss on their differences.
- Finally, elicit the answers from the students and give the correct answer to them.

Here are the words:

- |               |               |
|---------------|---------------|
| 1. woolen     | 4. wooden     |
| 2. durability | 5. elasticity |
| 3. Silky      |               |

**2. Reading Comprehension (30 minutes)****Pre-reading Activity (5 min)**

- Encourage them to answer the pre-reading questions individually before they read the text.
- Let them use their own experience in answering the questions.
- Arrange them in pairs to discuss their answers.

**While-reading Activity (10 min)**

- Tell them that they will read a passage entitled, 'Culture Day'.
- Before they read, have them copy the table in their text book. Then, let them read to identify the required information to complete the table.
- Then after, tell them to read the passage silently. During their reading, encourage them to make pauses and check understanding.
- Let them check and compare their answers in pairs and refer back to the passage again if they come across different answers.
- Finally, elicit the answers from the students and provide the correct answers.

**Answer**

No	Clothes	Material made of
2.	Kollo	Cotton
3.	Shorts	cotton
4.	Trousers	Light nylon
5.	Dress	Cotton

- Let students read the questions and answer them according the reading text.

- Encourage students to read the text to find the answers.
- Move round the class to see how students are doing the activity. Help students who have some problems in doing the activity. Do the same to students with disability.
- Answer the questions together with the students. Make sure to give equal chance to female and male students.

**Answer: B**

1. The students were selected for demonstration (fashion show).
2. Cotton
3. Zenith
4. It means that the T-shirt has black, yellow and horizontal lines.
5. Momina's necklace.
6. Yasin

**Post-reading Activity (15 min)**

Use the Post-reading activity as homework.

**Homework (5 min)**

Begin the day's lesson by checking the assignment you gave from the previous day. Move round the class and check if students have done the homework.

Answer the questions together with the students. Make sure all students are participating.

**Answers: B**

1. are selected
2. wear
3. cultural
4. made
5. demonstrated

The answers for the next instruction, i.e.; instruction B, are open ended. Try to see how students give their ideas.

**Week 3****Day 2****Daily Contentss**

- Vocabulary
- Listening Comprehension

**3. Vocabulary (15 minutes)****Contextual Meanings**

- Let them copy the vocabulary activity into their exercise books.
- Find the words in the text, and write their meanings in their exercise books.
- Arrange them in pairs and let them compare their answers. They can discuss and correct their answers.
- Monitor the discussion going round the class and assist students with disabilities.
- Elicit the answers and provide the correct answers to students.

**Answers: A**

1. made of soft (smooth) cloth, or silk
2. prepared from
3. tie or fold as a cover or protection
4. made/laced
5. touches/extends

## 4. Listening Comprehension (25 minutes)

### Pre-listening Activity (5 min)

- Tell them that they are going to listen a text entitled ‘Designing Cultural Clothes’.
- Before they listen, encourage them to think about the answers of the pre-listening question. Then, arrange them in groups of three to share their views.

### While-listening Activity (10 min)

- Before you read the text, let students read the while-listening activity. (This will help students to be ready to listen to the text.)
- Read the text twice (with the second reading a bit faster).
- Prepare the students by telling that you are going to read the text two times.
- Pre-teach some key vocabulary such as ‘eye-catching’, ‘identity’, ‘globe, etc.

### Designing Cultural Clothes

Clothes, especially the cultural types, express a country’s identity. These clothes give ideas about the people and the country they are from. They are similar to a map that points to where the person wearing them comes from.

Most of Ethiopian cultural garments are handmade. Nowadays various fashion designers are using these garments in more fashionable ways. As a result, the clothes are in demand by many due to their highest standard of quality. Their stylistic indistinct weaves attract people and satisfy their senses. People who are wearing them are becoming more eye-catching.

The fashionably designed Ethiopian cultural clothes can be used for many different events.

They can be worn for special parties, meetings, weddings, etc. Wearing these fashionable expressions of tradition and culture give people respect for and pride of the country they live in.

The fashionably made Ethiopian cultural clothes are becoming more important in the global fashion markets. They are popularizing the Ethiopian culture in the globe.

- Let them decide if the statements are ‘true’ or ‘false’ based on the listening text.
- Give them some time to compare their answers with their partners.
- Provide the correct answers.

#### Answers:

- |          |         |
|----------|---------|
| 1. True  | 3. True |
| 2. False | 4. True |

- Let students answer the questions given under instruction B.
- Make sure students are using the data from the listening text. Go round the class to see and help students in doing the activity.
- Answer the questions by asking different students. Remember to nominate new students.

#### Answers: B

- |  |
|--|
| 1. Traditional clothes   |
| 2. They are hand woven   |
| 3. Different designers   |
| 4. Holidays and ceremonies   |
| 5. The fashionably designed cultural clothes and the people who are wearing them |

### Post-listening Activity (15 min)

- Use the post-listening activity as homework and wind up the day's lesson.

**Week 3****Day 3****Daily Contentss**

- Speaking
- Grammar

**Homework (5min)**

Begin the day's lesson by checking the homework you gave in the previous class. Make sure students have answered the question from the post-listening activity.

The answers are open ended. This means that there is no right or wrong answer. Encourage students to forward their answers to the class. Do not forget to motivate them and give constructive comments.

**5. Speaking (20 minutes)**

- Tell your students that they are going to talk about Ethiopian cultural clothes. (Remember, this is a speaking session. Most of the speaking has to be done by the students.)
- Arrange them in small groups. Encourage them to name and list various Ethiopian traditional clothes in their exercise books. (Help them to ask and answer about the cultural clothes.)
- Let one student asks what one of the clothes from their list is made of. Motivate students to take turns to ask and answer. (This will give them more time to speak.) here is an example:

**Example**

<b>Segni:</b>	What is 'gabi' made of?
<b>Meron:</b>	It is made of cotton.

- Let students extend the activity to report what they have got in their groups. This time they can report on the clothes and the material they are made of. (Make sure students have equal chances to deliver the report.)

**Example:**

'Gabi' is one type of Ethiopian cultural clothing. It is made of cotton.

- Finally, the class will have various types of Ethiopian traditional clothes and the material they are made from.
- Check the grammar the students are using. Also, the pronunciation of the words they are using. (Give important corrections and constructive comments.)
- Have some notes (or marks) about the speaking activity of the class.

**6. Grammar (20 minutes)****Active and Passive Voice**

- Explain the difference between active and passive voices.

**Note:** Active sentences are sentences whose subject is the doer of the action.

**Example**

Weavers make clothes. (Weavers are the subject of this sentence, this word refers to the doer of the action, i.e. making clothes.)

Passive sentences are sentences whose subject is the receiver of the action described by the verb.

**Example**

Clothes are made by weavers. (Clothes, the subject of the sentence, refers to the receiver of the action.)

The passive is used to describe actions.

- a. when we don't know who does, or did the action:

*A briefcase is left here.* (we don't know who leave it).

- b. when it is not important to know who does, or did the action:

These television sets are made in Ethiopia.  
(It doesn't matter who makes them).

- Ask students to look at the information in the table and write passive sentences. Help students to follow the example given.
- Move round the class and help students in doing the activity.
- Ask students to read the text and complete it with correct passive forms of the verbs in the brackets.

**Answers: B**

There is a tailor's dummy which is called (call) Sidrom. It is owned (own) by Akinahom. It is kept (keep) in Akinahom's store. It is made (make) of plastic. It is always dressed (always / dress) in Ethiopian cultural clothes. The clothes are made (make) of cotton. Sidrom is used (use) to display the cultural clothes.

- Let them complete the sentences given under instruction C using the correct form of the words in brackets. (Give them one example)
- Move round the class; support students facing problems. Do the same to students with a disability.

**Answers: C**

- |                 |               |
|-----------------|---------------|
| 1. is grown     | 4. is taken   |
| 2. is harvested | 5. are sold   |
| 3. is picked    | 6. are bought |

- Let students individually complete the text with the correct forms of the words given in brackets.
- Then, arrange them in pairs to compare their answers with their partner and make discussions on their differences.
- Elicit the answers and provide the correct answers. (Give equal chances to female and male students.)

**Answers:**

- |             |          |
|-------------|----------|
| 1. wears    | 4. are,  |
| 2. is made, | 5. sings |
| 3. puts on, | 6. wear  |

**Week 3****Day 4****Daily Contentss**

- Reading Fluency
- Vocabulary

**7. Reading Fluency (25 minutes)****Pre-reading Activity(5 min)**

Tell them that they are going to practice reading the text fluently. Before that, ask them to remember the title of the reading text.



### While-reading Activity (10 min)

- Tell the students that they are going to practice reading fluency focusing on rate. (Reading rate focuses on limiting the number of words to be read per minutes. Here students have to practice to increase the number of words they read per minute.)
- Arrange them in pairs so that as one student practices reading the other one keeps the time; and take turns.
- Read the first paragraph of the reading text twice. Tell students to keep time you use to read the paragraph as they listen. Let them focus on how you utter words, organize groups of words (phrases) and make pauses where necessary. (Then, compare the time of the readings.)
- Arrange them in pairs and let one student read the text as the teacher modelled and the other student listens and keeps the time spent. Let them take a turn to practice reading. (Give this checklist to follow their partner’s reading time.)

	1 <sup>st</sup> reading time	2 <sup>nd</sup> reading time	3 <sup>rd</sup> reading time
My partner reads			
My partner reads			

- Move into the pairs and monitor how the activity is going on.

### 8. Vocabulary (15 minutes)

#### Collocations

- Let them copy the matching activity into their exercise books.
- Tell them to match the materials with the clothes they are made of. Let them do the activity individually.

- Then, arrange them in pairs. Let them compare their answers and make discussions on their answers.
- Elicit the answer from the students and give the correct answer.
- Let them do the activity given under instruction B as homework.

Answers: A	
1. d, f, g	4. a
2. d, f, g	5. b,c
3. g,d,f	

Answers:		
Men	Women	Men and Women
coat	ring	kuta
tie	dress	gloves
T-shirt	skirt	belt
gabi	netela	shoes
briefcase	handbag	sweaterring watch
shorts		

Week 3
Day 5

<b>Daily Contents</b>
<ul style="list-style-type: none"> <li>• Writing</li> </ul>

#### Homework (optional) (5 min)

Begin the lesson by checking the homework. Make sure all students have done the activity. Move round the class and look at their exercise books.

Ask different students to list down the words under the columns. (Make sure you are giving equal chances to female and male students to participate. The same applies to students with disability.)

## 9. Writing (40 minutes)

### Writing Convention (10 min)

#### Capitalization

- Remind students (explain) about using full stops and capital letters from the previous week.
- Let them copy the activity in their exercise books and write their answers accordingly.
- Arrange them in pairs and compare their answers.
- Let the students give the answers one by one.
- Finally, give the correct answers with justification.

#### Answers:

1. Ethiopians wear cultural clothes on holidays.
2. Does your mother wear 'Netella'?
3. Ujulu who is from Gambella wears a metal ring.
4. Both Hilina and Senit wear cultural dresses every day.

#### Spelling

- Explain that contractions take two common words and make them into one word by omitting a letter and replacing it with an apostrophe.

**Example:** “cannot” becomes “can’t.”

Contractions are often used in writing spoken speech.

**Example:** She said, “I can’t go now.”

- Let them do the activities given in their textbook. Move round the class to see how they are doing them.
- Answer the questions together with the students.

### Writing Compositions (30 min)

#### Writing sentences

- Tell them that they are going to write complete sentences by re-arranging words (esp. adjectives) in their right order.

**Note:** If we have two or more adjectives in a sentence, we often arrange them in the following order.

quality → size - shape - colour - material -  
noun

- Let them write the exercise in their notebooks and answer accordingly.
1. Elicit the answers from the students (give equal chances for both males and females in the class).

#### Answers

1. My sister wears a beautiful metal ring.
2. Zahra wears an attractive short skirt.
3. I like a dress which is made of cotton.
4. Balguda wears a yellow silk scarf.

#### Paragraph Writing

- Remind students to finish writing their dialogue.
- Encourage them to use the sentences they have developed over the previous weeks.
- Tell them to use correct punctuation and capitalization.

Here is a model dialogue:

**Fikir:** What's your name?

**Beruk:** My name is Beruk.

**Fikir:** How old are you Beruk?

**Beruk:** I'm twelve.

**Fikir:** Where were you born?

**Beruk:** I was born in Addis Ababa.

**Fikir:** Which historical places have you visited?

**Beruk:** I've visited Gondar. It is one of the historical places in Ethiopia. It has several old palaces.

**Fikir:** What are your hobbies?

**Beruk:** I like listening to traditional songs.

# UNIT 2

## Tourist Sites in Ethiopia

### Unit Objectives

At the end of the unit, students will be able to:

- sort out words based on their sound patterns;
- identify contextual meanings of words;
- sort out specific information from their reading and complete summary text;
- combine two sentences into one;
- listen and take notes; and
- write sentences from pictures to compose a paragraph.

### Week 4

### Mountain Peaks in Ethiopia

#### Week 4

#### Day 1

#### Daily Contents

- Word Study
- Reading Comprehension

### 1. Word Study (10 min)

#### Rhyming Words

- Introduce what students are going to do. It is about words that rhyme. These are words which have similar sounds at their ends.
- Let them copy the activity into their notebooks. Then, students categorize the words based on their sounds at the end. (Give reasonable time to accomplish the task and

monitor their engagement by going round the rows in the class).

- Tell them to compare their answers in pairs and discuss their differences.
- Elicit the answers from each student (giving equal opportunity for students). Then, give the correct answer

Answer			
Condition	mountain	bigger	longest
position	entertain	higher	highest
location	maintain	longer	greatest

## 2. Reading (30 minutes)

### Pre-reading Activity (5 min)

- Get students in pairs and let them try to give the meaning of words listed in the section. (They can see the words from the text).
- Draw the attention of the students to the title for the week, “Mountain Peaks in Ethiopia”. Draw a mountain and teach the word ‘peak’.
- Discuss the meaning of the words with the learners.
- Pre-teach the meaning of words such as ‘memory’ and ‘baggage’.

### While-reading Activity (10 min)

- Let students read and copy comprehension questions before they read the passage.
- Students read the passage silently. Tell them to make pauses and check their understanding (Read again).
- Let them write the answers to the comprehension questions in their exercise books.
- Get them in pairs and compare their answers.
- Provide the correct answer and justify using clues from the text.

#### Answers: A

1. Two days
2. Sunny and windy
3. Gelada Baboon and Walya Ibex
4. He wanted to visit again in the future.
5. Gellada baboons and walia ibex

## Post-reading Activity (15 min)

- Let the students notice certain features of a diary in the reading text. (Give examples: Date? What happened?)
- Students jot down points about the area they have visited. Then let them change the points in to sentences.
- Finally, the students should write a parallel diary by connecting those points.

**Week 4**

**Day 2**

### Daily Contentss

- Vocabulary
- Listening Comprehension

## Homework (optional) (5 min)

## 3. Vocabulary (15 minutes)

### Guessing Meanings

- Tell them that they are going to guess word meanings from contexts. (Remind them about what a context is from week 2)
- Let them copy the text with the underlined words in their note/ exercise books.
- Let them guess the meaning of the underlined words and write in their exercise book.
- Give them a clue. Example: The first word interested is used with very common words ‘visitors’ and ‘go’.
- Arrange them in pairs to compare their answers and discuss.
- Elicit the answers and provide the correct answers.

**Answers: A**

1. Wanted/liked
2. Beautiful/interesting
3. Ability/quality
4. catch, take control of
5. Water falling from over the edge of a cliff
6. Enjoyment (pleasure).

**4. Listening (25 minutes)****Pre-listening Activity (5 min)**

- Tell them that they are going to listen a text entitled, ‘Visiting Ethiopian Mountains’.
- Let them think about the answers of the pre-listening questions individually. Then, arrange them in pairs and make them discuss their answers.

**While-listening Activity**

- Tell them to read the while-listening questions before they listen to the text.
- Read the text twice with moderate speed and clear articulation.
- Then, let them write their answers to the questions based on their listening.
- Let them compare their answers with their partners.
- Take answers from them and give the correct answers.

**Answers:**

1. North highlands & mountain ranges in south eastern Ethiopia
2. Because they are sources of pleasure/enjoyment.
3. Erta Ale
4. Smoking mountain.

**Answers: B**

1. hiking, rock climbing and volcano expedition
2. mountain, rock and volcano

**While-listening (10 min)****Ethiopian mountains**

In my visit to Ethiopia, I have seen that the country has many wonderful mountains. The mountains are very suitable for various types of activities. They are good to do mountain hiking, rock climbing and volcano expedition.

Mountain hiking is one of the activities that I saw tourists enjoying in the mountains. The mountains offer excellent opportunity for the more seasoned hikers. While tourists were walking to the peak of Ras Dashen, I observed absolute excitement on their faces.

Rock climbing is the other activity that offers pleasure. Many mountain cliffs are the kind of places rock climbing fans dream about. The northern highlands or the mountain ranges of the southeastern of Ethiopia are the perfect cliff to scale.

Volcano expedition is another entertaining opportunity I have enjoyed. I have learned that Ethiopia has many active and extinct amazing volcanoes. Erta Ale is the most active volcano in Ethiopia. The name Erta Ale means, “Smoking Mountain” in the Afar language. Erta Ale has two volcanoes with lava lakes.

These are some of the wonderful attractions that I have enjoyed in Ethiopian mountains in

the norther regions. I believe they can be very good sources of pleasure for those who admire mountains.

### Post-listening Activity (15 min)

- Arrange them in pairs and answer the questions. (Give ample time) What clues are there in the listening text to understand the feeling of the visitor. Deal with that.
- Get them in groups of four and compare and discuss their answers.
- Let them report their group's answers to the class through their group leader.

**Week 4**

**Day 3**

### Daily Contentss

- Speaking
- Grammar

### Homework (optional) (5 min)

## 5. Speaking (20 minutes)

- Let students study the information in the table given (Give them ample time to study).
- Arrange the students in pairs and tell them to elicit as many questions as possible. Let them take turns to practice.
- Go around the class and assist students with various disabilities. In addition, encourage them to be involved in the activity.

## 6. Grammar (20 minutes)

### Active and Passive Forms

- Explain that various ways of using preposition with expression of direction.

to the left /left of
in the middle/at the middle of
above, at the top
below

- Ask them to study where high mountains are found in Ethiopia. (encourage them to practice orally)
- Individually, copy the table given in the text book into exercise book. Then, encourage them to write sentences.
- Give opportunity for student to respond. During answering, focus on their use of preposition and expression of direction correctly.
- Write the last 3 correct sentences on the black board.

### Answers: A

1. This guide book was prepared ten years ago.
2. Horses and mules are used to carry baggage.
3. The model is paid weekly.
4. All the photos were bought.
5. The camera was found in the river.
6. The museum is visited once a week.

**Week 4****Day 4****Daily Contentss**

- Reading Fluency
- Vocabulary

**Homework (optional) (5 min)****7. Reading Fluency (25 minutes)****Pre-reading Activity(5 min)**

- Let your students remember about the reading text they had in this week.

**While-reading Activity (10 min)**

- Read the first two paragraphs to your students with clear and audible voice. Pause where necessary. (Teacher models)
- Arrange them in pairs. One student will read and the other notices and evaluates the fluency. Let them take turns to practice. Go (round) into the rows and follow up and support students in their practices.
- Let them reflect on each other's reading.

**8. Vocabulary (15 minutes)****Collocations**

- Let the students copy the exercise into their note books.
- Tell them to match the adjectives with the noun, they modify. (Give ample time and check their progress).
- Get them in pairs and compare their answers.
- Elicit the answers from them and give the correct answers at the end. [Remember: more than one combinations are also possible.]

**Answers:**

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

**Week 4****Day 5****Daily Contents**

- Writing

**Homework (optional) (5 min)****9. Writing (40 minutes)****Writing convention (10 min)****Punctuation**

- Tell them that they will write sentences by combining two or more sentences using conjunctions.
- Introduce the uses of punctuation marks: comma and semicolon.

**The Comma is used:**

- to list nouns in a sentence.
- to combine two or more related sentences when they are connected by cohesive devices such as 'and', 's', and 'but'.
- to separate two clauses whereby one is dependant and the other is independent clause.
- to separate dependant and independent clauses in a complete sentence



**Example:**

After the class ends, we will go out for a recess.

- to separate dependent and independent clauses in a complete sentence.

**Semicolon is used:**

- to join two related sentences, with a cohesive device or without it.

**Example:**

Habiba visited the Simien Mountains last year; she wanted to write a report about them.

Habiba visited the Simien Mountains; thus, she wanted to write a report about them.

- Let them copy the sentences into their notebooks and combine them. (Provide them with enough time).
- Elicit answers from students. (Let them write their answer on the board).
- Provide correct answers with appropriate discussion based on the notes provided earlier.

**Answer: A**

- |    |  |
|----|--|
| 1. | I visited Ras Dashen and photographed different scenes.                            |
| 2. | The tourists visited all the mountains in Ethiopia, and /so/ they were very happy. |
| 3. | My friend read a lot about Chilallo Mountains, and /so/ he planned to visit it.    |

**Answer: B**

- |            |            |          |
|------------|------------|----------|
| 1. walked  | 4. wanted  | 7. cried |
| 2. smiled  | 5. visited |          |
| 3. laughed | 6. hurried |          |

**Writing Composition (30 min)**

- Let them see the picture in the text book carefully.
- Students exchange their sentences and get chances to read others sentences.
- Explain the kinds of sentences to be included in a paragraph and what a paragraph means.

**Note:**

- A paragraph is group of related sentences. That is, all the sentences in a paragraph discuss one main idea.

**A paragraph contains:**

1. A topic sentence: It is a sentence which contains the main idea to be developed further in other sentences. It is usually the first sentence of the paragraph.
2. Supporting sentences: These are sentences that explain the main idea in the topic sentence providing further details, examples, expressions etc.
3. A concluding sentence: It is a sentence that summarizes or concludes the idea in the paragraph. It ends the paragraph.

If possible, prepare your own paragraph and write it on the board to show the three sentence types of the paragraph, namely TS, SS and CS.

- Let them re-arrange the sentences they wrote about the picture in the view of the concept of a paragraph.
- Make them connect the sentences and write a paragraph.
- Collect their paragraphs and give the necessary feedback.

## Week 5

### Where Is Your Home Town?

#### Week Objectives

At the end of the week, students will be able to:

- blend words into their different forms;
- transfer information from a text;
- guess the meaning of words from the context given;
- listen and sort out the main and specific piece of information;
- ask for and give directions from a given map;
- use active and passive sentences correctly; and
- write sentences about their village/ town.

## Week 5

## Day 1

#### Daily Contentss

- Word Study
- Reading comprehension

### 1. Word Study (10 min)

#### Blending

Words ending with ‘-ing’ and ‘ed’

- Students are going to read some words by changing their forms. Introduce this to the class.
- Tell students to copy the exercise into their exercise book and work on the words based on the first example.
- Teacher models reading the given example.
- Let the students practice saying the words by their own, or with their partners.

#### Answer

visited	visiting
attracted	attracting
located	locating
enjoyed	enjoying
situated	situating

### 2. Reading (30 minutes)

#### Pre-reading Activity (5 min)

- Before the students read the text entitled ‘Villages and Towns’, let them answer the pre-reading questions based on their background knowledge. Encourage them to justify their answers.
- Groups the students in fours and help them to compare their answers and justifications.
- Note: there is no correct or wrong answer. The opinion of the students with its justification is enough.

#### While-reading Activity (10 min)

Activity A can be treated as follows:

- Before they start reading the text, let them read the table and understand the type of information required to complete it.

- Get students to read the text silently and identify the information. They can read the text again if you feel that the students don't understand.
- Complete the table with the appropriate information.
- Arrange the students in pairs and compare their answers. (Tell them to refer to the text again when the pairs' answers don't match).

Complete the table with correct information

	Towns	Villages
Population	more populated	less populated
Markets	more access to shops	less access to shops
Facilities	fire and police stations	no fire and police stations
Common employments	teachers, doctors and others	farmers and fisherman
Schools	higher educations & colleges	secondary school
Economic activities	banks and commercial institutions	agriculture

To do the activities in B and C, consider the steps below.

- Let students answer the activities given under the instructions B and C. Remind them that they can read the text to find correct answers for the questions.
- Make sure that the students are doing the activities individually. Move into the rows and assist learners with disabilities to be engaged in the activity.
- Arrange the learners in pairs and let them share their answers through discussion. .

Answer: B			
1.	True	4.	True
2.	True	5.	False
3.	False		

Answer: C	
The reference questions	
1.	Inhabitants of towns
2.	A village
3.	Countries

### Post-reading Activity (15 min)

- Let the students read the two questions and think about the answers individually.
- Use the exercise in the Post-reading as homework. Motivate students to take the ideas mentioned in the reading text to write the answers.

**Week 5**

**Day 2**

### Daily Contentss

- Vocabulary
- Listening

### Homework (5 min)

- Check if every student has done the homework. Go round the class to check what they have in their exercise books.
- The answers are open ended. This means there is any correct or wrong answer. As a result, take some students to read their answers to the class.

- Listen to what the students have said and give constructive comments based on the ideas they have mentioned.

### 3. Vocabulary (15 minutes)

#### Contextual meaning of words

- Let students read the dialogue between the two friends, and copy the underlined words in to their exercise book.
- Students write the contextual meaning of the underlined words in their exercise book. (Go in to the rows in the class and assist and encourage students with various disabilities).
- Get the students in pairs and tell them to compare their answers and discuss.
- Show them the clues in the context.
- Elicit the answers and give the correct answers.

Answer	
<b>A. The Contextual meanings are:</b>	
located	- found
farm	- land having plantation
area	- place, land
attraction	- site or places that attract visitors
shrubs	- small plants (trees)
cattle	- home (domestic) animals
<b>B. Summary of the text</b>	
Sena's home is six kms away to the east. It is located in a village, not in a town. There are different attractions such as bushes and shrubs that make it lovely.	

### 4. Listening (25 minutes)

#### Pre-listening Activity (5 min)

- Let students answer the pre-listening questions individually before they listen to the dialogue.
- Get the students in pairs to discuss their answers.

#### While-listening Activity (10 min)

#### The Museum in the Town

Tamene lives in a town that has a big museum. Many tourists come to visit that museum. Most tourists ask where the museum is located. Tamene has helped one tourist in this way:

**Tourist:** Excuse me, can you help me? I'm lost!

**Tamene:** Certainly, where would you like to go?

**Tourist:** I'd like to go to the museum, but I can't find it. Is it far?

**Tamene:** No, not really. It's about 5 minutes' walk.

**Tourist:** Maybe I should call a taxi.

**Tamene:** No, no. It's very easy. I can give you the direction.

**Tourist:** Thank you. That's very kind of you.

**Tamene:** Not at all. Now, go along this street to the traffic lights. Do you see them?

**Tourist:** Yes, I can see them.

**Tamene:** Right, at the traffic lights, turn left into Hidasie Avenue.

**Tourist:** Hidasie Avenue?

**Tamene:** Right. Go straight on. Take the second left and enter the Museum Drive.

**Tourist:** OK. Hidasie Avenue, straight on and then the third left, Museum Drive.

**Tamene:** No, it's the SECOND left.

**Tourist:** Ah, right. The second street on my left.

**Tamene:** Right. Just follow Museum Drive and the museum is at the end of the road.

**Tourist:** Great. Thanks again for your help.

**Tamene:** Not at all.

To complete activity A, follow the steps below.

- Let the students look at the map in their textbook carefully before they listen to the dialogue.
- Read the dialogue twice by changing your voice as the 'tourist' and 'Tamene'.
- Students identify the places in the map based on their listening.
- Let the students compare their answers in pairs.
- Give the correct answers.

**Work on activities B and C as follows:**

- Let students read the activities given under instruction B and C.
- Give them some time to answer the questions individually. Move around the class to see how they are doing it and help students with disability.

<b>Answer: B</b>	
1.	Tamene
2.	To visit the museum in the town
3.	It is located at the end of the road

4..	Hidasie Avenue
5.	Because they do not have a tourist guide that help them to find the place.

<b>Answer: C</b>			
1.	along	4.	left
2.	true	5.	follow
3.	second		

**Post-listening Activity (15 min)**

- Tell the students to read the Post-listening questions and think about the answers individually.
- Let the students do the activity as homework.

Week 5

Day 3

<b>Daily Contentss</b>
<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Grammar</li> </ul>

**Homework (5 min)**

- Check the homework from the previous lesson; that is the Post-listening activity. Make sure students have some answers to the questions.
- Since the answers are open ended, there is no correct or wrong answer. But be certain that students have reasons for what they have answered.

## 5. Speaking (20 minutes)

- Arrange the students in pairs and let them study the map given in their textbook.
- Let them practice asking for and giving direction. (One student asks for the direction to a certain place and the other student gives the direction based on the example in the text book).
- Go into the pairs and assist students with disabilities to participate.
- Take three pairs from the class and present the dialogue to the whole class.

## 6. Grammar (20 minutes)

### Passive Voice

- Let students remember about the use of passive from the week 3 grammar part.
- Explain important phrases used with ‘wh- question words to ask directions and places.

Use the example in student book.

### Note:

How far	-	distance
How long	-	time
where	-	place located

### Example:

Sebeta is found in Oromiya region. (passive)  
It is 30 km from Addis. (active)

### Step 3:

- Arrange them in pairs and practice using the passive and ‘wh’ question words to elicit information related to direction. (Monitor what the pairs are discussing).

# Week 5

# Day 4

## Daily Contentss

- Reading Fluency
- Vocabulary

### Homework (optional) (5 min)

## 7. Reading Fluency (25 minutes)

### Pre-reading (5 min)

- Tell the students that they are going to practice reading fluency.
- Before they read, let them remember the title of text in this week.

### Reading (10 min)

- Read accurately the first two paragraphs of the reading text.
- Tell the students to listen as you accurately read the paragraphs. (Let them focus on the accuracy of your reading).
- Tell the students to read the two paragraphs to their partner and get feedback. (Check how they are doing the activity.)

## 8. Vocabulary (15 minutes)

### Contextual use of words

- Let the students read the incomplete text first.
- Fill the blank spaces with the most appropriate words from the list.
- Compare their answers in pairs and make discussions on their differences.

- Provide the correct answers.

Answer:			
1.	located	5.	villages
2.	highest	6.	pick
3.	attractive	7.	visit
4.	directions		

**Week 5**
**Day 5**

### Daily Contents

- Writing

*Homework (optional) (5 min)*

## 9. Writing (40 minutes)

**Writing convention (10 min)**

### Dictation

- Tell the students that you are going to read a text to them as a dictation activity.
- Dictate to them the following text and, let them write using appropriate punctuation marks and capital letters.

Ethiopia is the tenth largest country in Africa. It has a population of about 90 million people. They are from different ethnic groups. Ethiopia has a very good tropical climate. There is plenty of land for agriculture. There are many natural resources. In addition, Ethiopia is proud of many of its tourist attractions. Visitors often enjoy visiting these attractions.

- Let them compare their texts in groups of three and make discussions.

- Give the right answer.

## Writing Compositions (30 min)

- Explain how to combine the sentences. Introduce to the students common reason conjunctions: “since”, “because” & “as” with how to use them.
- Let them connect the sentences individually.
- Get them in pairs and compare their answers.
- Elicit and write the correct answer on the blackboard.

**Week 6**

## Have You Ever Travelled to Tourist Sites?

### Week Objectives

**At the end of the week, students will be able to:**

- use negative prefixes in words correctly;
- read a text to sort out different information;
- categorize words thematically;
- listen and transfer information;
- use comparative and superlative appropriately to compare things / objects;
- use words appropriately in a context;
- take notes and develop a parallel text;
- punctuate sentences correctly; and
- compose a paragraph

## Week 6

## Day 1

### Daily Contentss

- Word study
- Reading comprehension

## 1. Word Study (10 min)

### Prefixes

- Let the students copy the table into their exercise books and study the words in the table.
- Individually, students choose the most appropriate prefixes to the words listed.
- Get them in pairs and compare and discuss their answers.
- Elicit answers from the students (Let students participate fairly and consider students with disability.)

### Answers

correct	-	incorrect
wanted	-	unwanted
agree	-	disagree
accurate	-	inaccurate
advantage	-	disadvantage

- Let them read the word loudly.

## 2. Reading (30 minutes)

### Pre-reading Activity (5 min)

- Introduce the title of the reading text to the students.
- Introduce the new words in the following steps:

- read the sentences in the text with words in it.
  - show how the words are pronounced.
  - give a dictionary definition of the words.
  - give student-friendly definitions of the words.
  - use the words in oral interaction
- Let the students read the words listed in the pre-reading part and write their meaning either from their own background knowledge or referring to the text quickly.
  - Get students in pairs to compare their answers.
  - Elicit the answers and give the correct answers.

### Meaning of the words

- site:** the piece of land on which something is located (or is to be located)
- ruined:** destroyed physically
- palace:** a house where a queen/king lives
- ruled:** governed

### While-reading Activity (10 min)

#### Ruined Palaces

- Let the students read the statements in the While-reading part before they start reading the passage.
- Tell them to read the passage silently and decide and write 'true' for the correct statements and 'false' for the incorrect statements based on their reading.
- Get them in groups of three and discuss their answers referring to the reading passage if necessary.
- Provide correct answers by eliciting them from the students.



Answer: A			
1.	False	4.	True
2.	True	5.	True
3.	False		

Answer: B	
1.	Sofia
2.	Queen of Sheba.
3.	She lives next-door to Sofia.
4.	They serve as evidence that shows the earlier development of the country.
5.	Yordanos she has promised to visit the palace of Queen of Sheba.
6.	Sofia.
7.	They live in Palaces.

### Post-reading Activity (15 min)

- Let the students read the questions carefully and write answers individually. Take this activity as homework. Let students read and/ask the questions. .
- Get them in groups of four and compare their answers. Students set discussions on their differences quoting justifications from the passage.
- Go (into the groups and monitor and assist the discussion they are conducting).
- The answers are open ended. Check how students respond to the questions.

## Week 6

## Day 2

### Daily Contents

- Vocabulary
- Listening

### Homework (5 min)

- Check if all students have done the homework individually. Remember that students should do homework. Then, follow the steps mentioned above to answer the questions together with students.

### 3. Vocabulary (15 minutes)

#### Categorizing Words

- Explain what categorizing words mean. Words can be categorized in various ways. In this activity the words can be categorized according to what they express.
- Let students read the list of words. Give one word as an example.
- From the words that can show a ‘place’, one can be a ‘farms’.
- Let students categorize the list of words under places, attractions and air conditions.
- Go round the classroom and check how students are engaged in the activity. Help students with disabilities and those who have problems in categorizing the words.

places	attractions	air condition
farms church	water fall	rainy cloudy
hill villages	volcano wildlife	foggy sunny
forest fields	mountain festival	windy
plain mosque		

## 4. Listening (25 minutes)

### Pre-listening Activity (5 min)

- Tell them that they are going to listen to a text entitled ‘Weather forecast’.
- Before they listen, let them think about their own answers for the pre- listening questions.
- Get them in pairs and discuss their answers and experiences.
- Elicit answer and give the correct answer.

### While-listening Activity (10 min)

- Tell the students to study the table before they listen to the text.
- Read the text once at moderate pace and let students complete the table.
- Read the text for a second time faster than in the first one
- Let the students complete the table based on the information from the text.

### Weather Forecast

Mr. Mark is a tourist who has come to visit Ethiopia. He is in Addis Ababa. He has not decided where to begin his visit. He wanted to know the weather conditions of the coming days. Thus, he has studied the weather forecast transmitted on Ethiopian Television.

First, he has attended the recorded weather conditions of the weekend.

On Saturday, there was heavy rain in almost all parts of the country. On the contrary, Sunday was sunny.

Then, he has followed the weather forecasts of the coming three days for different places.

On Monday, Addis Ababa, Hawasa, Bahir Dar and Mekelle will be cloudy. The temperature

will be 22, 25 26 and 24 degrees Celsius respectively. Gambella, Semera and Dire Dawa will be sunny. Their temperature will be 40, 41 and 37 respectively.

On Tuesday, there will be heavy rain in all the towns.

On Wednesday, more rain is expected in different parts of the country.

Mr. Mark has attentively followed the weather forecast. He has used the data to decide where to visit.

For Monday, he has planned to visit the historical places and natural beauty of Bahir Dar and Mekelle.

#### Answer: A

Day	City/town	Temp (°c.)	Air condition
Monday	A.A	22	Cloudy
Monday	Gambela	40	Sunny
Monday	Bahir dar	26	Cloudy
Monday	Dire Dawa	37	Sunny

- Let the students answer the questions given under instruction B.
- Go round the class to check how they are working on the activity. Help students with disability and others having some trouble in doing the activity.
- Work with the students to answer the questions.
- Give equal chances to male and female students. Do the same for students with disability.

Answers: B	
1.	He is a tourist who came to visit Ethiopia.
2.	The weather condition of the coming days.
3.	It was the weather forecast transmission.
4.	On Monday.
5.	The data transmitted about the weather condition.
6.	He has planned to visit Bahir Dar on Monday.

Answers:	
A.	Comparison of the weather condition
1.	hottest
2.	hotter
3.	cloudy
B.	Use this activity as a home work. Let students attend a weather forecast and write what it says. Check the answers of the students.

**Post-listening Activity (15 min)**

<b>Week 6</b>	<b>Day 3</b>
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<p><b>Daily Contents</b></p> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Grammar</li> </ul>
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- Check how the students have done the Post-listening activity. Make sure that all of them have tried the activity.
- Give them a chance to present their answers to the class. Give constructive comments

about the answers and the way they presented them.

**5. Speaking (20 minutes)**

- Let students study the table in their text book carefully.
- Give them one more example and make clear about what they are going to do.
- Arrange them in pairs. One student is going to ask and the other student is going to respond. They will take turn and practice asking and answering.
- Go to the pairs and encourage students (those with disabilities) to participate.

**6. Grammar (20 minutes)**

**Comparison**

- Explain expressions used to compare various objects using notes below

**Comparative**

- It is used to compare two objects, things or persons.

**Example:**

*Bale National Park is older than Nech Sar National Park*

**It is formed:**

- adding ‘-er.’ on adjectives.
- Adding ‘more’ on three and more syllable words.
- Having different features on irregular adjectives

**Example:**

*Good - better*

**Superlative:**

- It is used to compare one object, thing or persons with two or more objects, things or persons.

**Example:**

*Awash National Park is the oldest of all the parks in Ethiopia.*

- It is formed by:
  - adding ‘-est.’ on mono syllabic adjectives.
  - adding ‘-most’ on three and more syllable adjectives.
  - having different features on irregular adjectives.

**Example:**

Good - best

- Let them complete the two tables based on the explanation.
- Arrange students in pairs to compare and discuss their answers.
- Elicit the answers and provide the correct answers.

**Homework (optional) (5 min)****Answers: A**

The only irregular adjective is:

bad-worse-worst

All other adjectives are regular and take -er/more for comparative and -est/most for superlative.

Accept any reasonable answers that students give.

**Week 6****Day 4****Daily Contents**

- Reading Fluency
- Vocabulary

**7. Reading Fluency (25 minutes)**

- Tell students that they are going to practise reading with expression.
- Before they read, see what they can remember about this week’s text.
- Read the dialogue using different expression for the two speakers - Sofia and Yordanos.
- Tell them to focus on the way you change the expression according to the person.
- Tell them to read the dialogue twice, taking turns once as Sofia and once as Yordanos.

**8. Vocabulary (15 minutes)****Contextual use of words**

- Ask students to copy the exercise into their notebook and insert the words in their appropriate places.
- Put them in pairs to compare and discuss their answers.
- Elicit the answers from the students. Provide the correct answers.

**Answers:**

- |            |            |
|------------|------------|
| 1. journey | 4. better  |
| 2. rain    | 5. waiting |
| 3. weather |            |

## Week 6

## Day 5

**Daily Contents**

- Writing

**Homework (optional) (5 min)****9. Writing (40 minutes)****Writing Conventions (10 min)****Punctuation**

Ask students to copy the exercise into their exercise book.

- Tell them to use the most appropriate punctuation marks in the sentences.
- Put them in pairs to compare and discuss their answers.
- Give them the correct answers.

**Answers: A**

1. Have you ever visited Lake Chamo?
2. I have a plan to visit Axum.
3. "I come from Lalibela," she said.  
I have a plan to visit Axum, Lalibela
4. and Harar Wall.
5. Do you know where Lake Abiata is situated?

**Spelling**

Explain and give an example for one of the rules of spelling: adding suffixes to verbs.

**Answers: B**

word	Adding -ing	Adding -s
plan	planning	plans
rain	raining	rains

sleep	sleeping	sleeps
look	looking	looks
paint	painting	paints
get	getting	gets

Double the final consonant when the words end in a single consonant preceded by a single vowel and the suffix begins with a vowel:

**Example**

To add the suffix -ing to the verb cut, first double the final t:

cut + t + ing = cutting

If the suffix doesn't begin with a vowel, do not double the consonant:

**Example**

To add the suffix -s

cut + s = cuts

This rule doesn't apply to a two-vowel word.

**Example**

To add -ing to read:

read + ing = reading

And to add -s to read:

read + s = reads

**Writing Composition (30 min)****Paragraph Writing**

- Tell students that they are going to write a paragraph.
- Guide them to use the sentences they wrote last week about their village. (Remind them to include information about the village; such as location, weather conditions and other features.)
- Help them with their punctuation and capitalisation.

### Unit Objectives

At the end of the unit, students will be able to:

- change words into words of profession;
- sort out specific idea (information) from a reading text;
- identify meanings of words;
- transfer the information they listened to a table;
- describe pictures orally;
- use the simple past tense to express past events; and
- write a biography of a person.

### Week 7

### Who am I?

#### Week 7

#### Day 1

#### Daily Contentss

- Word Study?
- Reading Comprehension???

#### Homework (optional) (5 min)

#### 1. Word Study (10 min)

#### Blending Suffixes

Explain what suffixes in general and what suffixes for professions in particular are.

#### Note:

Suffixes: parts of words (morphemes) which appear at the end of a word to change its category and meaning.

Profession suffixes: are suffixes which are attached at the end of a word to create professional name for the noun.

Tell your students to copy the exercise into their notebooks. Sort the words to their appropriate professional suffixes in the table based on the first example.

Arrange the students in pairs and let them compare their answers. Encourage them to discuss their answers.

Provide the correct answers, and read the words aloud.

- Let them read the words following you.

Answers		
-ian	-st	-er
technician	chemist	player
musician	biologist	writer
electrician		dancer
magician		worker

## 2. Reading (30 minutes)

### Pre-reading (5 min)

- Tell them that they are going to read a text for comprehension. Before they read, let them answer the pre-reading questions individually.
- Arrange them in pairs and tell them to discuss their answers. There is no right or wrong answer.

### While-reading Activity (10 min)

- Students read the questions before they read the text. This is to let them have a purpose in their mind before they read.
- Tell them to read the text silently. Meanwhile, let them answer the comprehension questions.
- In pairs, let them compare their answers. They can refer to the reading text to justify their answers.
- Elicit the answers from the students and give them the correct answers.

### Answers: A

- |          |         |
|----------|---------|
| 1. False | 4. True |
| 2. False | 5. True |
| 3. False |         |

### Answers: B

- On September 29<sup>th</sup>, 1940.
- 16
- Studying music more than any other subject.
- The principal, Mr. Sheded.
- Imperial Bodyguard Band.
- 68

### Answers: C

- hired
- sudden
- Honorary Doctorate
- Amharic

### Post-reading Activity (15 min)

#### Tilahun Gessesse

- Let the students copy the summary in to their exercise book, and complete it providing appropriate word.
- Tell them to compare their answers in pairs and give them the correct answers by eliciting from them.

### Possible Answers

- |                     |            |
|---------------------|------------|
| 1. was taken        | 4. joined  |
| 2. attended/learned | 5. popular |
| 3. discussed        | 6. died    |

Week 7

Day 2

**Daily Contents**

- Vocabulary
- Listening

**3. Vocabulary (15 minutes)****Antonyms**

- Let students read the reading passage, 'Tilahun Gessesse' and find the words in column 'A'. Before this, explain to them briefly what antonyms are by giving examples.

**Antonyms:** Antonyms are words which are opposite in meaning.

**Example:**

hot → cold

- Let them match the words with their antonyms in the other column (B).
- Get them in pairs and make them compare their answers. Encourage them to discuss their answers based on the clues from the text.
- Elicit the answers and give them the correct answers.

**Answers: A**

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

- Use the activity given under instruction B as homework.

**4. Listening (25 minutes)****Pre-listening Activity (5 min)****Step 1:**

- Arrange the students in groups of three and let them discuss what the people in the listed fields do.
- Let them report the points in the discussion to the class through their representatives.

**Step 3:**

- Tell them what those people in the indicated fields do.
  - Geologist** - studies about earth and what it's made of the materials and the structures.
  - Palaeontology** - studies about fossils and tell us ecology of the past. Incorporates knowledge from Biology, Geology, Anthropology and Archaeology.
- It is the study of the history of life on earth.
- Anthropology:** Studies various aspects of human life within the past and present.

**Archaeology** is the branch of anthropology that studies the investigation of evidences of human past life.

**While-listening Activity (10 min)****Zeresenay Alemseged: the Palaeontologist**

Zeresenay Alemseged was born on June 4, 1969 in Axum. He graduated with a Bachelor of Science in Geology from Addis Ababa University in 1990. He began working as a Junior Geologist in the National Museum of Ethiopia's Palaeoanthropology Laboratory.

He completed his Master of Science. program in the University of Montpellier II in 1994 in



France. He earned a Doctor of philosophy. in palaeoanthropology through the Laboratory of Palaeontology at Pierre and Marie Curie University in 1998.

From 2000 to 2003 Zeresenay worked as a postdoctoral research associate. In 1999, he commenced the Dikika Research Project (DRP). It was at the beginning of his postdoctoral research that Zeresenay made his most significant discovery of “Selam”.

He is best known for his discovery, on December 10, 2000, of Selam. His discovery is also referred to as “Lucy’s child”, the almost-complete fossilized remains of a 3.3 million year old child. The “world’s oldest child”, she is the most complete skeleton of a human ancestor discovered to date.

Currently he is working as Chair of the California Academy of Science in San Francisco. He is also leading the project in conducting further important researches.

- Tell to students to read the table before they listen to the text.
- Let them listen to the text twice and complete the table with the information they have.

Name	Zeresenay Alemseged
Date of birth	June 4, 1969
Place of birth	Axum
First university attended	Addis Ababa University
Year the Dikika project began	1999
Important fossil discovery	Selam
Current place of work	San-Francisco

### Answer: B

1. in National Museum of Ethiopia
2. Because she(Selam) is the most complete skeleton of a human ancestor discovered.

### Post-listening (15 min)

- Let students think about the famous person (academician) they know and complete the same table about his/her information.
- Help them to elicit as much information as they know about the person.
- Write a short biography of the person using the information in the table they completed.
- Let them be in pairs and exchange their work to read and comment on.

**Week 7**

**Day 3**

### Daily Contents

- Speaking
- Grammar

### Homework (optional) (5 min)

Begin the day’s lesson by checking the homework. Make sure all students have done the home work.

- Let students read the words they chose and the sentences they wrote. Listen to the sentences and give constructive corrections and comments.

## 5. Speaking (20 minutes)

- Arrange students in pairs and let them see the pictures of people in their exercise books.
- Tell them that one of the pairs will ask questions in the text orally, and the other member answers looking at the pictures. Based on their background information the pairs take turns to practice.
- Encourage them to add more questions.
- Let them talk about one of the people to the class.

## 6. Grammar (20 minutes)

### Simple Past Tense

Arrange students in groups of three and let them tell what they did yesterday to their group members. Guide them to use time expressions

#### Example:

- In the morning - After bed - At 2 o'clock

- Individually, students re arrange the pictures in their order and write the answers for the questions.
- Let them compare their answers in pairs and make discussions. Give the correct answers to the class after eliciting answers from them.

#### Answer: A

- 3,1,2,4**
1. at 7:30
  2. at 6:00
  3. play foot ball
  4. at 7:00

Note: past forms of words are grouped in to two.

#### i. Regular past forms

These add '-d' or '-ed' at their ends to be past.

#### Examples:

Finish	→	finished
Smoke	→	smoked

#### ii. Irregular past form

These are verbs which change some of their letter(s) to be past or remain the same.

#### Examples:

teach	→	taught
speak	→	spoke
put	→	put
swim	→	swam

Let students change the given verbs into past. Then, arrange them in pairs to compare their answers. Encourage them to discuss their answers, and give the correct answers after discussion.

#### Group A

1.	cheat	→	cheated
2.	climb	→	climbed
3.	walk	→	walked
4.	wash	→	washed
5.	open	→	opened

#### Group B

1.	steal	→	stole
2.	spend	→	spent
3.	take	→	took
4.	think	→	thought
5.	write	→	wrote

Week 7

Day 4

**Daily Contents**

- Reading Fluency
- Vocabulary

**7. Reading Fluency (25 minutes)****Pre-reading Activity (5 min)**

Begin the lesson by reminding the title of the reading text. Inform the students that the text is going to be used to practice reading fluency.

**While-reading Activity (10 min)**

- Explain that they are going to practice choral reading. Choral reading is reading in unison, i.e.; stronger readers help less fluent readers practice by providing strong models of fluent reading.
- Introduce your students with choral reading. (One way to practice becoming an expert reader is to read together aloud. It is called choral reading because it is very much like a chorus of singers who all sing together at the same time.)
- Prepare your students to read the first three paragraphs.
- Read the paragraphs together (the teacher and the students) chorally. Do not read at too slow a pace or too quickly, but set the pace so that they can read aloud together. If they have trouble keeping up the first time, inform them to try their best, following along with their finger, and reading all of the words they

know. The second time it will be easier as they reread the paragraphs.

- Let the students read in small groups, and read aloud together. Encourage them to read the passage at least twice, and three times if you think they will all have it on the third try. (Remind the students that choral reading is much like a choir singing. They have to read aloud together at the same time. They have to do it more than once so that they will get a chance to practice it and sound better on the second try, better on the third try.)

**8. Vocabulary (15 minutes)****Defining Words**

- Explain what defining a word is. Use the following example:

Zeresenay Alemseged is a scientist who studies fossils of organisms and related remains. He is called a *paleontologist*. A paleontologist studies a science called *paleontology*. There are many words that end in “ology.” The suffix “ology” means “the science of” or “the study of” something. For example, *mineralogy* is the study of *minerals*. Many of these words are used when studying social studies and science.

- Let students identify how the word is changed with the suffix. Let students answer the activity under instruction A.

**Answer:**

1.	F	4.	G	7.	A
2.	E	5.	B	8.	H
3.	D	6.	C		

- Use the activity given under instruction B as homework.

**Week 7****Day 5****Daily Contents**

- writing

**Homework (optional) (5 min)**

Begin the lesson by check the home work you gave in the previous day. Make sure the students have tries the activity individually.

Call different students to give the answers.

**Answer:**

- |               |            |
|---------------|------------|
| 1. encouraged | 5. whole   |
| 2. continue   | 6. break   |
| 3. establish  | 7. precise |
| 4. unusual    | 8. lonely  |

**9. Writing (40 minutes)****Writing convention (10 min)****Punctuation**

Explain about the common ways of writing dates in a biography. (Focus on the prepositions: in and on, and the punctuation marks. And,)

In Month Year.

**Example:** In September 2012.

On Month Date, Year.

**Example:** On September 12, 2012.

On Date Month, Year.

**Example:** On 12<sup>th</sup> September, 2012.

- Let the students rewrite the sentences using the appropriate punctuation mark. (Let them

answer individually). Arrange the students in pairs and let them compare and discuss their answers.

- Give them the correct answer after eliciting the answers from them.

**Answers**

1. January 15, 2010.
2. July 2007.
3. March 21<sup>st</sup>, 2016.
4. June 2011.
5. October 06, 2014.

**Spelling**

Let students copy the first letters into their notebooks. Then, encourage them to re-arrange the jumbled letters to form a meaningful word. Arrange them in pairs and let them compare their answers. Motivate them to discuss their answers with in the pairs.

Elicit the answers and provide them the correct answer.

**Answers**

- |           |              |
|-----------|--------------|
| 1. fit    | 6. slowly    |
| 2. well   | 7. handsome  |
| 3. weave  | 8. rehearse  |
| 4. famous | 9. practice  |
| 5. career | 10 Important |

**Writing Compositions (30 min)****Paragraph Writing**

- Explain how students are going to engage in this activity. (In this week, students are going to begin developing a draft.)

- For preparing the draft of the paragraph, let students use the data (or prompt) given in their text book. Motivate the students to use the list of information in the table to create a written text.
- Inform the students that the paragraph they are drafting is about a life story (biography) of Yetnebersh Nigussie, a visually impaired successful woman.
- Encourage them to use the information in the table in writing the draft of the biography. This time they have to begin writing complete sentences. Go into the rows and motivate students to continue writing the draft. Support students with disabilities.

## Week 8

### People and Their Past

#### Week Objectives

**At the end of the week, students will be able to:**

- use suffixes to form female and male profession words;
- read to identify specific information from a text;
- identify meaning of thematic words;
- use words in contexts;
- listen and decide whether the information is right or wrong based on the text;
- elicit information about a family from their partner;
- use simple present and present continuous tenses correctly;
- take notes from dictation and punctuate sentences correctly; and
- reorder jumbled words to form correct sentences.

## Week 8

## Day 1

**Daily Contents**

- Word Study
- Reading Comprehension

**Homework (optional) (5 min)****1. Word Study (10 min)****Blending Morphemes**

Prepare the students to read the list of words by blending morphemes. In this activity students will learn reading by blending morphemes. The morphemes they will blend indicate the sex of the person. Use the following example.

<b>Examples:</b>			
Male	=	-er or manage -er	= manager
Female	=	manager -ess	= manageress

There are some words which can indicate male and female persons.

<b>Examples:</b>			
teach	=	teach-er	= teacher

(This word indicates both male and female persons)

Note that, there are some words which do not blend suffixes to indicate male and female persons.

**Example:** doctor, nurse,

Let the students read the words aloud in the table by blending the morphemes based on the given example. Ask some students to read the words out loud. Make sure the female and

male are equally participating. Do the same to student with a disability.

**Here is the list of the words**

	<b>Male</b>	<b>Female</b>
wait	waiter	waitress
sport	sportsman	sportswoman
author	author	authoress
poet	poet	poetess

**2. Reading Comprehension (30 minutes)****Pre-reading Activity (5 min)**

- Begin the lesson by introducing what KWL is. This is a graphic organizer that can be used in PWP reading (pre-reading, while-reading and Post-reading). Introduce what KWL refers to. It has three columns: The K stands for what I know about a topic, the W stands for what I wanted to know about the topic and the L stands for what I learned from the topic.

<b>K - What I Know</b>	<b>W - What I Want to Know</b>	<b>L - What I Learned</b>

- Before the students begin reading the text, let them help themselves pay attention and anticipate what they will read by listing things that they already know about Meseret Defar.
- Prepare the students to think and list about what they want to know about Meseret Defar. Ask them to read the questions before they read the text. You can ask the students to mention what they want to know about the

athlete. Let students work in pairs and small groups and share their ideas.

**While-reading Activity (10 min)**

- Let students read the text and write what they learned about Meseret Defar in the L part of the KWL chart. Make sure the students are using the chart to write about the topic they read.
- Encourage them to answer the questions given under instruction B. When you elicit the answers guide them to go back to the text and give evidence.

**Answers: B**

1. when she was very young.
  2. in Algiers and Santiago.
  3. in Germany.
  4. 3000m indoors.
- Let students copy the table and complete the table with appropriate information from the table. [This activity requires students to scan the text. Explain that scanning is one of the various techniques of fast reading. It is important because it helps to make the students’ reading skills better.]
  - Ask students to scan the text and find the specific information. (For this may be a new reading strategy to your students, give them one example.)

Answers	
1999	- Participated in the first international marathon.
2000	- won a silver medal.
2002	- won two gold medals. won 3 bronze medals.

2004	- began her indoor track season with 3000m.
------	---

- Let them compare their answers with a partner.

**Post-reading Activity (15 min)**

- Let the students work individually and write the answers for the Post-reading questions.
- Arrange them in pairs, let them discuss and share their views.

<b>Week 8</b>	<b>Day 2</b>
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Daily Contents
<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Listening Comprehension</li> </ul>

**Homework (optional) (5 min)**

**3. Vocabulary (15 minutes)**

**Word Meanings**

- Let students copy the exercise into their notebooks and encourage them to match the words with their meanings. Let the students be in groups of three and compare their answers. Motivate them to discuss their answers.
- Elicit answers and provide the correct answers to them.

Answers: A					
1.	F	3.	E	5.	A
2.	C	4.	B	6.	D

- Use the activity given under instruction B as homework.

#### 4. Listening Comprehension (25 minutes)

##### Pre-listening Activity (5 min)

- Tell the students to read words taken from the listening text and predict the meanings of the words listed in the pre-listening part. Teach the meanings of the words after eliciting from the students. Use the strategies mentioned in the previous weeks about pre-teaching vocabulary.

##### Vocabulary key:

1. a vehicle with wheels drawn by one or more horses
2. engage in a contest; measure oneself against others
3. a familiar name for a person (often a shortened version of a person's given name)
4. the state or quality of being recognized or acknowledged

##### While-listening (10 min)

- Let students read the While-listening activity before they listen to the text. Read the text two times. Once with a moderate pace and the second a bit faster.

Make sure students are answering doing the While-listening activity.

##### Miruts Yifter the Shifter

Captain Miruts Yifter was born in Adigrat in 1938. Miruts spent early parts of his youth working in different factories and as a carriage driver. His talent as a long-distance runner was noticed when he performed exceptionally in 5000 and 10000 meter events.

Miruts competed with athletes from different continents and excelled in 5000 and 10000 meters with outstanding results. His success was his ability to spring apart from the pack of runners at the last 200 meters or so. This unusual burst of energy that gave him victory after victory earned him the nickname “Miruts the gear-Shifter”.

In the 1972 Munich Olympics, Miruts took the bronze medal in the 10,000 metres. Miruts earned two gold medals at the Moscow Olympics in 1980 in the 5000 and 10000 meter races.

In a long career, Miruts had participated in more than 252 races out of which he won 221 of them by earning the gold medal. In recognition of his outstanding career, the World Sport Journalist Association honored Miruts by awarding him the “Golden Shoe”.

Miruts is a father of seven children. Miruts has set an exemplary athletic record that has enabled the legacy of a great long-distance running tradition to continue.

- Encourage the students to answer the questions individually. Then, arrange them in pairs to compare and discuss their answers.

##### Answers: A

- |          |          |
|----------|----------|
| 1. True  | 3. True  |
| 2. False | 4. False |
| 3. False |          |

##### Answers: B

c, d, b, e, a,



**Post-listening (15 min)**

- Let the students copy the text into their exercise books. Inform them that the activity is a summary of the listening text. Encourage them to complete the text with appropriate word from their listening. Tell them to compare their answers. Then, elicit the answers from the students.

**Answers:**

1. born	4. took/won
2. distance	5. won/earned
3. performed	6. participated

**Week 8****Day 3****Daily Contents**

- Speaking
- Grammar

**Homework (optional) (5 min)**

Begin the day's lesson by making sure the students have done the activity you gave them in the previous day. Check their exercise books.

Ask different students to participate and give the correct feedback. Here are the answers.

Professions	Jobs the professionals do
Dentist	a person that can fix problems you have with your teeth.
Plumber	a person that repairs your water systems or pipes.
Tailor	a person that makes clothes for others, many times producing exclusive items of clothing.
Soldier	a person who works for the army.
Hairdresser	a person who cuts your hair or gives it a new style
Photographer	a person that takes photos.
Pilot	a person who flies a plane.

**5. Speaking (20 minutes)****Using 'Wh-' questions Words**

- Explain what they will do in this lesson. The students will speak about different types of occupations. Let them use the table and examples given. Arrange them in pairs. One student asks information about his/her partner's family occupation. Then, he/she completes the table. They take turn to do so. Select two pairs from the class and encourage them to act out the dialogue in the classroom.

**6. Grammar (20 minutes)****Present Simple Tense**

- Let students copy the exercise into their notebooks and complete it using their own information. Then, let them write four sentences about themselves. Go into the rows and encourage and assist students with disabilities.

**Positive and Negative**

I		near the school
We	live	
You	don't live	
They		
He	lives	
She	doesn't live	
It		

**Questions**

		he	
		you	
Where	does	we	live?
	do	she	
		it	

**The present simple is used to express:**

- a. A habitual action
  - I get up at 7:30.
  - My father reads a lot.
- b. A fact which is always true.
  - Vegetarians don't eat meat.
  - The sun rises in the east and sets in the west.
- Tell students to complete the activity under instruction B using their own information in activity given under instruction A. Let them compare their answers with their partner and discuss the answers. Monitor their discussion moving in to the rows.
- Ask students to read and answer the activity given under instruction C. [This activity focuses on using the present simple tense. There are different adverbs of frequency. These adverbs help to show how frequent the activities are. Help students identify the adverbs in the prompts given.]

- Give them highlight on the tenses (simple present and present continuous tense).
- Let them do the activity given under the instruction D as homework.

**Homework (optional) (5 min)**

Begin the day's lesson by check the homework you gave in the previous class. Make sure students have done the activity individually. Work with the students to give the right answers.

**Answers: D**

1. am getting
2. are waiting
3. is working
4. are assembling
5. is serving

**Week 8****Day 4****Daily Contents**

- Reading fluency
- Vocabulary

**7. Reading Fluency (25 minutes)****Pre-reading Activity (5 min)**

- Prepare your students by asking the title of the reading text.

**While-reading Activity (10 min)**

- Arrange students to be in pairs to practice the reading fluency. Use the strategies mentioned in the previous weeks about the partner reading. Make sure students are practicing the reading fluency appropriately.

## 8. Vocabulary (15 minutes)

### Contextual Meanings

- Explain that students will find contextual meaning of words from a dialogue. Prepare students to read the dialogue individually look for contextual clues for the words underlined. Encourage them to guess the meanings of the underlined words and write their meanings in their exercise books. Go round the class and support students in doing the activity. After some time, arrange them in pairs to compare and discuss their answers. Elicit the answers and provide the correct answer.
- Let them write names of people they know with the given professions (various answers)

Answers	
<b>Instruction A</b>	
1. Interested	- attracted
2. fighter	- warrior
3. painter	- an artist who paints pictures
4. exhibitions	- displaying places where our products are seen by the public
5. unknown	- unidentified
6. striker	- football player whose main job is to score goals for his/her team.
7. journalist	- a person who writes and reports in magazines or on media

- Use the activity given under instruction B as homework.

## Homework (optional) (5 min)

Begin the day's lesson by checking the homework you gave in the previous day. Make sure students have tried it individually.

For the answers are open ended, let various students forward their answers and give any corrections and constructive comments.

## Week 8

## Day 5

### Daily Contents

- Writing

## 9. Writing (40 minutes)

### 9a Writing convention (10 min)

#### Dictation

- Dictate to your students the text about Laureate Tsegaye Gebremedhin. Make pauses to help them use punctuation marks. Wherever necessary.

Laureate Tsegaye Gebremedhin was a known poet. He was born in a village called Boda near Ambo. He attended his education at General Wingate School. While he was attending his elementary school, he wrote a play called 'King Dionysus and the Two Brothers'. He attended his higher education in Black Stone School of Law in Chicago in 1959. He devoted himself to manage and develop the Ethiopian National Theatre. He died in February 2006.

*(Source: www.wikipedia.org)*

- Tell them to give due attention to punctuation marks such as full stops and commas.

## Writing Compositions (30 min)

### Word Order

- Let students copy the activity in to their text books. Let them rewrite the jumbled words into correct sentences individually and use correct punctuation marks: commas, full stops and question marks. In pairs, encourage the students to compare and discuss their answers.
- Invite the students to write the answers on the board. And, finally give the correct answers.

Answers	
1. Sena works as a bank Secretary.	
2. My sister is a dentist.	
3. I want to be an electrical engineer.	
4. A mechanic is a person who fixes cars.	
5. When did you meet the doctor?	
Remind them about the type of the sentences.	
1. Simple	2. Simple
3. Simple	4. Complex
	5. Simple

### Paragraph Writing

- Remind students to re-draft and revise the biographical paragraph they started last week. Help students to put the sentences in logical order. Support students to create complete sentences. Tell them that they can change the type of sentences they wrote.

## Week 9

### Biographies of Famous People

#### Week Objectives

**At the end of the week, students will be able to:**

- segment suffixes from words;
- sort out information from a reading text;
- guess meanings of words;
- use words in appropriate context;
- depict information from the listening text;
- elicit information from others using correct questions;
- use correct capitalization in sentences;
- use simple past tense in sentences with correct form; and
- write a biography of a famous people

**Week 9**

**Day 1**

**Daily Contents**

- Word Study
- Reading Comprehension

**Homework (optional) (5 min)**

**1. Word Study (10 min)**

**Segmenting Suffixes from words**

- Tell students to copy the activity in to their note books.
- Explain how to segment suffixes to get verbs from the listed words. Use the given example for your explanation.
- Tell them to segment the word and the suffix and write them in the given spaces.
- Let them compare their answers in pairs. Encourage them to discuss their answers.
- Elicit the answers from them and provide the correct answers.

	<b>Verb</b>	<b>Suffix</b>
leader	lead	-er
winner	win	-er
painter	paint	-er
dancer	dance	-er
designer	design	-er

**2. Reading Comprehension (30 minutes)**

**Pre-reading Activity (5 min)**

- Let students think about the meanings of the words and write them in their exercise books.
- Get them in pairs to compare and discuss their answers.
- Elicit the answers and teach the meanings of the words before they read the text.

**Answers:**

1. marked or dyed or discolored with foreign matter
2. assets in the form of money
3. an occasion on which a winner is selected from among two or more contestants
4. the total amount and type of insurance carried

**While-reading Activity (10 min)**

- Before the students read the text, let them read the statements (True/false), and have a purpose in their mind.
- Let them compare their answers with their partner and discuss.

**Answers:**

- |         |          |
|---------|----------|
| 1. True | 3. False |
| 2. True | 4. False |

- Let your students match the incidents with years. (This exercise is optional depending on the time); it can be given as homework).
- Remind students to use the scanning strategy to find the specific information from the text.

- Let students try the questions individually and then discuss their answers in pairs.

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

### Post-reading Activity (15 min)

Week 9

Day 2

#### Daily Contents

- Vocabulary
- Listening Comprehension

### Homework (optional) (5 min)

## 3. Vocabulary (15 minutes)

#### Word Meanings

- Explain to the students how to approach the words to find meanings.

**Example:** Tell them to see the affixes.

- Encourage them to match the meanings of the words using clues from the words.
- Get them in pairs to compare and discuss their answers.
- Elicit the answers from the pairs and provide the correct answers.

Answers:					
1.	B	3.	D	5.	E
2.	F	4.	C	6.	A

## 4. Listening Comprehension (25 minutes)

### Pre-listening Activity (5 min)

- Tell them that they will listen to a text. But, before that, arrange them into pairs and let them discuss the pre-reading questions.
- Explain the meanings some key vocabulary.

Begin with this word:

‘humanitarian’ - of or relating to or characteristic of humanitarianism

The people are supporting humanitarian aid.

‘orphan’ - a child who has lost both parents

The orphan boy is getting support by the humanitarian aids.

- Take two students to reflect their discussion points to the class.

### While-listening Activity (10 min)

#### Abebech Gobena

Abebech Gobena was born in a rural village called Shebel in 1938. She was only nine when her father died during the second Ethio-Italian war. Then, she was taken to her grandparents’ house. At the age of 10, she was married without her agreement, but she ran away to Addis Ababa. There, she got basic education. Later, she worked as a quality controller at a coffee and grain company in Addis Ababa.

The incident she saw when she went to Gishen Mariam, Wollo Province, changed her life. In 1980 the area was severely stricken by famine. In a feeding centre, Abebech saw a child suckling on her dead mother’s breast in the middle of people starving to death. She distributed the only thing she had to the victims. When, she headed to the countryside to fetch water, she

found a child in the arms of his dying father. She brought the two children to her home.

Today, AGOHELMA, the association she founded, provides social services such as formal and non-formal education, HIV/AIDS prevention and habitat improvement for orphans and women. Over 12,000 needy children have been supported from different regions of the country by the association.

- Tell the students to read the questions before they listen to the text.
- Read the text twice with a moderate pace.
- Tell them to answer the questions (Write the answers on their notebooks).
- In pairs, encourage them to compare and discuss their answers.
- Elicit the answers and give the correct answer

#### Answers:

1. In village called Shebel
2. with her grandparents
3. at coffee and grain company.
4. Distributed the only thing she had to the victim
5. AGOHELMA

#### Post-listening Activity (15 min)

- Arrange the students in pairs, and let them think about a famous humanitarian in Ethiopia and complete the table.
- Individually, tell them to write a short paragraph about the person using the information in the table.

## Week 9

## Day 3

### Daily Contents

- Speaking
- Grammar

#### Homework (optional) (5 min)

#### 5. Speaking (20 minutes)

- Tell to students to copy the table in the speaking part into their exercise books.
- Let them refer back to the reading text entitled, 'Afewerk Tekle' and complete the table based on the information.
- Arrange them in pairs, and tell them that they are going to do a role play. One student will be interviewed as 'Afewerk Tekle' and the other student will be an interviewer. Look at the example in the student's book.
- Tell them to exchange roles and play it. Encourage them to engage themselves in the activity by going in to the pairs.
- Select two pairs from the class, and let them play to the whole class.

#### 6. Grammar (20 minutes)

##### Simple Past Tense

- Arrange them in pairs and let them change the given verbs into their past form based on the example given.
- Elicit the answers from them. And, give them the correct answers at the end.

**Answers: A**

- |            |         |
|------------|---------|
| 1. worried | 5. cut  |
| 2. married | 6. Put  |
| 3. cried   | 7. Shut |
| 4. studied | 8. hit  |

- Let the students copy the exercises into their note books and complete it.
- Arrange them in pairs to compare and discuss their answers.
- Elicit the answers and give the correct answer.

**Possible answers (accept any appropriate answer) B**

- the library
- went to the museum
- met
- visited
- were punished/came/met me/ played football

**N.B:** Give them the third exercise as homework.

**Week 9****Day 4****Daily Contents**

- Reading Fluency
- Vocabulary

**Homework (optional) (5 min)**

Begin the day's lesson by check the homework you gave in the previous day. Make sure students have done the assignment individually. Go round the class and check their exercise books.

Ask different students to give answers.

**Answers: C**

- |      |      |      |
|------|------|------|
| 1. f | 3. b | 5. e |
| 2. d | 4. c | 6. a |

**7. Reading Fluency (25 minutes)****Pre-reading Activity(5 min)**

- Prepare your students by asking the title of the reading text.

**While-reading Activity(10 min)**

- Arrange students to be in pairs to practice the reading fluency. Use the strategies mentioned in the previous weeks about the partner reading. Make sure students are practicing the reading fluency appropriately.

**8. Vocabulary (15 minutes)****Using Words in Contexts**

- Let the students read the words carefully and copy them into their exercise books.
- Encourage them to make sentences using the words. Use the example already given in the textbook.
- Get them in pairs and compare their answers and discuss on the answers.
- Elicit sentences from students and give corrections where necessary.



**Week 9****Day 5****Daily Contents**

- Writing

**Homework (optional) (5 min)****9. Writing (40 minutes)****Writing conventions (10 min)**

- Let the students copy the activity into their exercise books.
- Tell them to re-write the sentences using capital letters where necessary. Encourage them to work individually.
- Get them in pairs to compare their answers. Motivate them to discuss on their answers. Then, elicit answers by letting the group members write the answers on the board. (you may use sample members).

**Answers:**

1. I was born in Ambo.
2. Dukamo attended his elementary school in Yirgalem.
3. Ethiopian and Kenyan athletes won a number of gold medals at the Helsinki Olympics.
4. My sister won a silver medal in the Great Ethiopian Run which was held in Addis Ababa in 2015.

**Writing Compositions (30 min)**

- Encourage students to complete the sentences using 'last or ago' individually. Then, ask them to compare and to discuss their answers with their partners. Give them the correct answers.

**Answer: A**

1. last
2. ago
3. ago
4. last

- Ask students to finalize the biographical paragraph they have drafted and revised in the previous weeks. (Remind them to finish their paragraph.)
- Arrange them in pairs so as to read each others paragraph and give comments. (Collect the student's paragraph and check how they have done it and provide necessary comments)

### Unit Objectives

**At the end of the unit, students will be able to:**

- identify countable and uncountable nouns;
- use correct quantifiers with countable and uncountable nouns;
- predict and look for information from a reading text;
- use words in contexts;
- categorize words thematically;
- complete charts using information they listened to;
- use the comma correctly to list nouns. and
- write a recipe for making a certain food type;

### Week 10

### Types of Food

#### Week 10

#### Day 1

#### Daily Contents

- Word Study
- Reading Comprehension

#### Homework (optional) (5 min)

#### 1. Word Study (10 min)

#### Collocations

- Let students read the list of expressions and words. Explain that there are some words and expressions that collocate. Take one of

the expressions and collocate it with one of the words as an example.

- Arrange them in groups of four and let them read the expressions and the words that go together. Go into the groups and monitor and support groups which need your assistance. Randomly ask some students to read out loud what they collocated in their groups. Remember to give equal chances to female and male students. Do the same also to students with disabilities.
- Explain that this is a scanning activity. Students have to scan the text so as to find the specific information to complete the sentences. Encourage students to use this reading strategy whenever they are looking for specific information.

- Here is the list of the collocated words.

Answer		
1.	a cup of milk	= a litter of milk
2.	a loaf of bread	= a slice of bread
3.	a litter of oil	
4.	a cup of tea	= a spoonful of sugar
5.	a kilo of sugar	
6.	a cup of juice	
7.	a stick of gum	
8.	a bar of chocolate	
9.	a head of garlic/ cabbage	
10	a jar of coffee	
11	a cup of coffee	

## 2. Reading Comprehension (30 minutes)

### Pre-reading Activity (5 min)

- Tell the students to try the pre-reading activity and think about what they know before they begin reading the text. Arrange them in pairs and encourage them to share their views. Move round the class to monitor how they are doing the activity and support the students who are not able to do the activity.
- Ask some groups to forward their answers to the class and give corrections and comments.

### While-reading Activity (10 min)

- Tell them to read the activity given under instruction ‘A’ before they read the text. Make sure the students are reading the activity. Let the students read the text in a

limited time so as to complete the activity given in the while-reading.

- Remind and motivate the students to use the self-checking strategy while they are reading the text. This time let them use the Figure Out the Unknown Words self-checking strategy. Encourage the students to figure out unknown words by using context clues, identifying roots or affixes to determine the meaning rather than skipping the words altogether.
- Then, let them complete the blank spaces using appropriate words.
- Arrange them in pairs to compare and discuss their answers. Then, elicit the answers from them.

### Answer: A

1. plants
2. cereals, legumes, oilseeds
3. potatoes and carrots
4. milk, eggs, honey and meat

- Tell students do the other activities given under instructions “B” and “C”. For the activities are text based, they have to read or refer back to the text. Remind the students to use the information in the text. They can scan and skim the text so as to recall specific content or main ideas. Move round the class and monitor how they are doing and support the students who are having some problems.
- Arrange them in pairs to compare their answers. Finally, elicit answers from the pairs. Ask different students to answer the questions. Give equal chances to female and male students; do the same also to students with a disability.

**Answer: B**

1. Plants
2. The majority are those that are seed-based.
3. Spinach and lettuce.
4. Cheese and butter.
5. Edible fungi, mushrooms.

**Answer: C**

1. People
2. Vegetables
3. Food which aren't either from animal or plants

**Post-reading Activity (15 min)**

- Tell them to think about the answers of the questions individually. Then, encourage them to finish the activity as homework.

**Week 10****Day 2****Daily Contents**

- Vocabulary
- Listening Comprehension

**Homework (optional) (5 min)**

Make sure the students have done their homework. Move round the class and check their exercise books. Arrange students to be in small groups and let them share their answers.

Ask some of the groups to provide their answers. Give corrections and comments. Remember the answers are open ended.

**3. Vocabulary (15 minutes)****Word Meanings**

- Tell the students read the dialogue focusing on the underlined words. Encourage them to write the meanings of the underlined words in their exercise books. Then, tell them to be in pairs to compare and discuss their answers.
- Elicit the answers from the students and give them the correct answers.

**Answer**

1.	prepare	=	make
2.	fried	=	cooked in hot oil
3.	ingredients	=	elements, components
4.	bowl	=	dish, vessel
5.	stiff	=	hard, strong
6.	heat	=	temperature
7.	knead	=	press with hands

**4. Listening Comprehension (25 minutes)****Pre-listening Activity (5 min)**

- Tell them to answer the pre-listening questions before they listen to the text.
- Encourage them to discuss their answers in pairs.

**While-listening Activity (10 min)****Elements for Health**

There are five basic groups of food according to what we get from them. A balance of all allows us to develop as fully and as healthy as we should be.

Proteins play key roles such as body building, growth and repair tissues. Meat, cheese, eggs, milk, beans and peas are sources of protein.

Vitamins keep us healthy. Fruit and vegetables are rich sources these vital elements. Deficiency of vitamins causes health problems like retardation, defective growth of bone and teeth.

Carbohydrates are sources of energy. The biggest group of food that provide energy are sugar, cereals, porridge, rice, fruit, bread, cake, potatoes, spaghetti and biscuits.

Fat is also other source of heat and energy. If chemical energy is not used, it will be stored for future use. When our body runs out of energy in our diets, it uses the stored fat. Avocados, fish and nuts are sources of healthy fat.

Minerals are elements like zinc, iron, magnesium and calcium. We need them for the chemical processes inside our body. For example, iron enables our blood to carry oxygen. Green vegetables, liver, beef, salt, water and milk are sources of minerals.

- Tell the students to study the flow chart to be completed before they listen to the text.
- Read the text twice with a clear voice and a moderate speed (pace).
- Ask them to complete the flow chart based on the listening text. Then, arrange them in pairs to compare and discuss their answers.
- Elicit answers from the pairs.

Answer	
Heat and Energy	Chemical process
1. carbohydrate	1. minerals
2. sugar	2. zinc
3. starch	3. iron
4. fat	4. calcium
5. rice	

Growth	Health
1. protein	1. vitamins
2. meat	2. fruits
3. egg	3. vegetables
4. cheese	

### Post-listening Activity (15 min)

- Tell them to complete the summary text based on the listening text. Take it as an individual activity.
- Elicit answers from the students and give the correct answers.

Answer	
1. vitamins	5. vitamins
2. carbohydrates	6. fats
3. fats	7. energy
4. minerals	8. all chemical process

## Week 10

## Day 3

Daily Contents
<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Grammar</li> </ul>

### Homework (optional) (5 min)

#### 5. Speaking (20 minutes)

- Arrange the students in pairs. Then, tell them to list down traditional food individually.
- Encourage them to take roles and ask using ‘what is ...?’ in their partner list. The partner will respond using. ‘It is ...’ as in the example.

- Introduce the social expression (pardon, I'm sorry, of course, excuse me, and thanks) to them. Then, tell them to copy the incomplete dialogue in to their exercise books and complete it.

**Answer: B**

- |              |                     |
|--------------|---------------------|
| 1. Excuse me | 3. Thanks           |
| 2. Of course | 4. Pardon/I'm sorry |

**6. Grammar (20 minutes)****Using 'How many...?' and 'How much...?'**

- Tell the students to copy the activity into their notebooks. Then, tell them to sort out the nouns into countable and uncountable. Finally, encourage them to compare their answers in pairs. Give the correct answers.

**Answer: A**

Countable	Uncountable
• mango	• flour
• plate	• milk
• basket	• cheese
• knife	• sugar
• cabbage	• beef

- Tell the students to study the information in the table. Then, encourage them to practice asking and answering questions in pairs based on the given example.
- Explain the differences between 'little', 'a little', 'a few' and 'few'.

**Grammar Highlight**

A few is used with countable nouns, while a little is used with uncountable nouns. Use a few / a little to mean some, few and little to mean almost none.

- Tell them to copy down the activity and complete it with the correct quantifiers. Elicit the answers from them and provide the correct answers.

**Answer: D**

- |             |          |
|-------------|----------|
| 1. a little | 3. a few |
| 2. little   | 4. few   |

**Week 10****Day 4****Daily Contents**

- Reading Fluency
- Vocabulary

**Homework (optional) (5 min)****7. Reading Fluency (25 minutes)****Pre-reading Activity(5 min)**

- Ask the students to look at the reading text. Inform them that the text will be used for practicing reading fluency.

**Reading (10 min)**

- Explain what Radio Reading (text presentation) mean and how it is done. [In this activity students will practice a section of the text and later present the text to other groups or to the class. This activity encourages expressive and fluent reading.]
- Arrange the students in groups of four or five. Then, let them practice the text individually. Later, every student has to present the text to the other members. [This is like what the radio announcers do it. The announcers must speak directly without hesitancy, so listeners

will understand a story they tell. This is how students need to be able to perform a reading, like radio storyteller.]

- Tell students to improve their reading fluency through practice. Move round the class and help the students practice the text presentation reading.
- Ask some students to present the text to the class.

## 8. Vocabulary (15 minutes)

### Word Categories

- Tell the students to copy the activity into their exercise books.
- Tell them to put the words into their categories. Then, tell them to compare and discuss their answers. Finally, elicit the answers from them.

fruits	vegetables
<ul style="list-style-type: none"> <li>• orange</li> <li>• banana</li> <li>• apple</li> </ul>	<ul style="list-style-type: none"> <li>• onion</li> <li>• cabbage</li> <li>• tomato</li> </ul>
crops	meat
<ul style="list-style-type: none"> <li>• coffee</li> <li>• maize</li> <li>• pea</li> </ul>	<ul style="list-style-type: none"> <li>• beef</li> <li>• chicken</li> <li>• fish</li> </ul>

- Encourage them to use two nouns from each category and write sentences based on the example given.

# Week 10

# Day 5

## Daily Contents

- Writing

### Homework (optional) (5 min)

## 9. Writing (40 minutes)

### Writing Conventions (10 min)

#### Using the Comma

- Tell them to use the comma when three or more nouns appear in a sentence.
- Tell them to re-write the sentences using the comma in the correct positions where necessary.
- Arrange them in pairs and tell them to compare their answers and make discussions. Finally, elicit the answers from them.

#### Answers

1. My sister bought me a cup of juice, a loaf of bread and a cup of tea.
2. Last week, Motuma gave me a litter of milk.
3. I often like to eat mangos, bananas, oranges and apples.
4. When I was a child, I ate too much sugar, cream and cake.

## Prefixes

- Tell the students to read the instruction how to cook pizza. Explain that the recipe has some words which have prefixes.
- Give them some time to find the words with prefixes. Move round the class and see how they are doing it.
- Ask some students to list the words with prefixes.

Answer	
1. prewashed	6. pre-plan
2. preheat	7. misjudge
3. pre-cut	8. reheat
4. remix	9. reuse
5. rearrange	10. recycle

## Writing Compositions (30 min)

### Writing a Recipe

- Arrange the students in groups of three. Tell them to study the list of ingredients given and write a recipe for making Ethiopian butter.
- Tell them to exchange their recipe with other groups and compare their own with the others. Encourage them to discuss with the group members.
- Give the second activity “writing a recipe for two Ethiopian dishes” as homework.

## Week 11

### Food Preparation

#### Week Objectives

**At the end of the week, students will be able to:**

- read words by adding suffixes;
- extract information from the reading text;
- collocate words;
- identify contextual meanings of words;
- listen and transfer information;
- describe food items;
- identify countable and uncountable nouns;
- use quantifiers correctly;
- use the comma and the colon correctly; and
- write a recipe to make a certain food type



**Week 11****Day 1****Daily Contents**

- Word Study
- Reading Comprehension

**Homework (optional) (5 min)****1. Word Study (10 min)****Blending a Suffix**

- Explain what activity they will have for the day. Use the example given to show how to blend the suffix “-y”. First, read out loud the word alone and then read out loud that word by blending the suffix.
- Tell the students first to read out loud the list of words given. Then, help them read aloud the words by blending the suffix “-y”.
- Explain that when a word ends in ‘-e’, the final ‘-e’ has to be dropped out.
- Arrange the students to be in pairs and encourage them to take turns to read out loud the words by blending the suffixes. Move round the class to monitor and provide support. Check and make sure how the students are pronouncing the words before and after blending. Ask some students to read out loud to the class.

**Here are the blended words.**

1. spice = spicy
2. health = healthy
3. stick = sticky
4. juice = juicy
5. booze = boozy

**2. Reading Comprehension (30 minutes)****Pre-reading Activity (5 min)**

- Tell the students to read the list of words taken from the reading text. The words are thematic words, that is, they are used to talk about the theme of the week. Use the strategies mentioned in the previous weeks about how to teach new words.
- Arrange them in pairs to share what they predicted about the words. Use the following meanings after eliciting some from the students.
  1. chemical elements
  2. natural, not processed or uncooked
  3. cleaning, washing with a chemical
  4. harder to chew
  5. use a spoon to mix smoothly

**While-reading Activity (15 min)**

- Tell the students to read the while-reading activity before they begin reading the text. Let them read the text and answer the questions. Then, encourage them to compare their answers. Elicit the answers from them.

**Answers: A**

- |          |          |
|----------|----------|
| 1. False | 3. True  |
| 2. True  | 4. False |

- Tell the students do the activity given under instruction B individually. Encourage the students to refer back to the text so as to order the ingredients according to the text. While students are doing the activity, move round the class to monitor and provide support.
- Ask different students to give the right order. Remember to give equal chances to female and male students; and to those with a disability.

**Answers: B**

d,	e,	f,	a
c,	g,	b,	

- Ask students to find the synonym of the words in the reading text. [Remind them that there are words in the text having similar meaning to these words.] give some time to finish the task. Then, elicit the answers from different students.

**Answers: C**

1. lose	3. boiled
2. isolate	4. stir
3. uncooked	

- Tell them to take the activity given under instruction 'D' as homework.

**Post-reading Activity (10 min)**

- Tell the students to discuss the Post-reading activity in groups and report their group's view to the class. (The responses are open ended; Tell different groups to say what they think to the class.)

**Week 11****Day 2****Daily Contents**

- Vocabulary
- Listening Comprehension

**Homework (optional) (5 min)**

Check the homework you gave in the previous class. Make sure the students have done the activity. Move round the class and look at their exercise books.

Ask different students to give responses. Give equal chances to female and male students. Do the same also to students with disability.

**Answer: D**

- |                                      |
|--------------------------------------|
| 1. Vegetables                        |
| 2. Alecha/Vegetables                 |
| 3. Washing and drying the vegetables |

**3. Vocabulary (15 minutes)****Collocations**

- Tell the students to copy the matching activity into their exercise books. Then, encourage them to match the nouns with the verbs. Let them compare their answers with their partner. Encourage them to match the nouns with the verbs. Discuss the answers.
- Elicit answers from the students.

**Answer: A**

- |      |      |
|------|------|
| 1. D | 4. C |
| 2. A | 5. E |
| 3. B |      |

### Contextual Meanings of Words

- Use the activity about the contextual meaning of words as homework.

## 4. Listening Comprehension (25 minutes)

### Pre-listening Activity (5 min)

- Arrange the students in groups and tell them to discuss the answers to the questions before they listen to the poem.

### While-listening Activity (10 min)

- Tell them to read the while-listening activity and set purpose in their mind before they listen to the poem. Then, read the poem twice with a moderate pace.
- While they listen to the poem, tell them to complete the activity individually. Then, encourage them to compare their answers and discuss in parts.
- Elicit answers from them.

#### Answer: A

1. breakfast
2. injera
3. peas

## Taste Ethiopian Dishes

Taste Ethiopian Dishes

At home, in hotels and restaurants

‘Firfir’ makes your breakfast

For a good start in the day

‘Injera’ is made from teff cereals

For tasty flat bread

Famous in Ethiopia and beyond

Delicious stew flavoured with onions

Is prepared with meat, eggs and butter

The cooks add beef, fish and lamb

Vegetables or legumes like peas

To spice and flavour the meal

Ethiopia, a land of beauty and plenty to eat

Fresh juicy fruits, honey wine

Spiced rice pan cakes and potatoes

Cheese and butter with milk coffee

All at affordable prices for you

To enjoy tasty Ethiopian dishes.

- Tell them to read the activity given under instruction B and do it. To help them do the activity, read the poem once with a moderate pace.
- Tell them to complete the activity individually. Then, encourage them to compare their answers and discuss in parts.

#### Answer: B

1. home, hotels and restaurants
2. affordable
3. meat, eggs and butter

## Post-listening Activity (10 min)

- Use this activity to open a discussion time. The activity does not have limited response. As a result, tell students to express their ideas freely.
- Arrange the students to be in small groups. Give them some time to share their ideas and bring them to larger groups and present their ideas to the class. Listen to what they say and give corrections and comments.

**Week 11**

**Day 3**

### Daily Contents

- Speaking
- Grammar

## Homework (optional) (5 min)

Begin the class by checking the homework you gave in the previous class. Make sure students have tried their best to do the activity.

Then, elicit the answers from different students.

### Answer: B (Vocabulary)

1. made
2. wonderful
3. parched, cooked
4. soup, soft food made by boiling oatmeal or other meal or legumes in water or milk until thick

## 5. Speaking (20 minutes)

### Using “Wh-” Words

- Arrange the student in pairs, and let them study the pictures carefully. Tell them to use

the “wh-” words to make questions about the items in the picture and answer them.

- Let them ask and answer about the nutritional values and their favourites based on the example in their text book.
- Move into the pairs and support students to be engaged with in the activities. Give attention to students with disabilities.

## 6. Grammar (20 minutes)

### Quantifiers

- Remind them the differences between countable and uncountable nouns with their quantifiers from week 11 lesson.
- Let them copy the exercise into their exercise books and complete them. Tell them to work individually.
- Arrange them in groups to compare and discuss their answers. Elicit answers and give the correct answer.

### Answer

- | A       |         |
|---------|---------|
| 1. much | 3. some |
| 2. some | 4. many |

### Answer

- | B              |                |
|----------------|----------------|
| 1. a kill of   | 4. a packet    |
| 2. a glass of  | 5. a bottle of |
| 3. a bundle of |                |

**Week 11****Day 4****Daily Contents**

- Reading fluency
- Vocabulary

**Homework (optional) (5 min)****7. Reading Fluency (25 minutes)****Pre-reading Activity (5 min)**

- Introduce the title of the poem they will read to practice text presentation. Explain how they will read it. [This is the time to practice the radio reading (Text Presentation).]

**Reading (10 min)**

- Arrange the students to be in pairs and continue to read the poem, reading with a partner, and decide how the reader should sound. [Tell them to read the poem more than once to be sure of the meaning and to think about the kinds of expression they need to use to help others understand the tone of the poem.]
- Move round the class and listen to how they are reading it. Support the students who have some problem in reading the poem. [Remember, this is a practice session. The strategy was introduced last week.]
- Ask some students to read out loud to the class.

**8. Vocabulary (15 minutes)****Word Meanings and Uses**

- Let the students copy the two activities into their exercise books and then tell them to work on each based on the instructions.
- Tell them to compare their answers in pairs. Encourage them to discuss their answers.
- Elicit answers from the students

Answer	
A	B
1. yeast	1. fatty
2. honey	2. sweets
3. yoke	3. heavy
4. sweet	4. light
5. easy	5. spicy

**Week 11****Day 5****Daily Contents**

- Writing

**Homework (optional) (5 min)****9. Writing (40 minutes)****Writing Conventions (10 min)****Using Commas & Colons**

- Tell the students the differences in using commas and colons in listing nouns.

The comma is used to sort three or more nouns which are listed in a sentence, but colon is used before listing the nouns.

- Let them re-write the sentences into their exercise books using commas and colons correctly.
- Elicit the answers and write the correct answers on the board.

### Answers

1. Food contains five components: protein, carbohydrate, fat, vitamins and minerals.
2. She bought bananas, carrots and cabbages.
3. I like three kinds of fruits: mangoes, pineapples and apples.
4. Onions, cabbages, tomatoes and potatoes are my favourite vegetables.

### Writing Compositions (30 min)

#### Writing a recipe

- Remind them to revise the ingredients they wrote last week and write the recipe to prepare the dishes
- Let the students write all the ingredients important for making '*Misir Wat*'. (examples are given in the text).
- Arrange them in pairs, and tell them to compare their lists. Tell them to modify their list based on the discussion.
- Tell them to write a short paragraph about how to make **Misir Wat** based on the information they have collected.

## Week 12

### Traditional Festivals and Foods

#### Week Objectives

**At the end of the week, students will be able to:**

- form compound nouns from words;
- read for gist (main idea);
- write contextual meanings of words;
- identify countable and uncountable nouns;
- use quantifiers correctly;
- argue with logical reasons;
- listen to a text and get specific information; and
- write a guided paragraph.

**Week 12****Day 1****Daily Contents**

- Word Study
- Reading Comprehension

**Homework (optional) (5 min)****1. Word Study (10 minutes)****Compounding**

Explain what word compounding is to your students.

Compound nouns are formed from two words which are mostly nouns. But, sometimes one of the words might be from other word categories like verbs or adjectives. Use the example in the student book.

- Tell the students to form and read loudly compound nouns using the words given in the two columns. Let them work individually.
- Ask students to compare their answers and discuss them. Finally, elicit answers from them.

**Answers:**

1. Christmas day
2. Every day/every night
3. midnight / midday
4. households

**2. Reading Comprehension (30 minutes)****Pre-reading Activity (5 min)**

- Arrange the students in pairs and let them discuss the answers of the pre-reading questions.
- Pre-teach what UNESCO refers to. (the word UNESCO is an acronym of (or simply, abbreviation) *United Nations Educational, Scientific and Cultural Organization*).

**While-reading Activity (15 min)**

- Tell students to read the questions before they read the text and set purposes in their mind.
- Tell them to read the passage silently remembering the questions they read.
- Encourage them to answer the questions individually. Then, tell them to compare their answers in pairs and discuss.
- Elicit the answers and give them the correct answers.

**Answers:**

1. New year of Sidama people.
2. To collect enough butter for the festival.
3. To say 'Happy New Year'.
4. Shaafeeta
5. Two weeks to the celebration, on a market day.

- Give them the second activity (B) as homework.

**Post-reading Activity (10 min)**

- Arrange them in pairs and encourage them to discuss the answers of the questions. Tell them to reflect their answers to the class through their representatives.

**Week 12****Day 2****Daily Contentss**

- Vocabulary
- Listening

**Homework (optional) (5 min)**

Begin the day's lesson by checking the assignment you gave in the previous day. Make sure students have tried the answers individually. Move round the class and look at their exercise books.

**Answers: B**

Activities done before Fiche	Activities done on the day of Fiche
Preparing high quality kocho	Going to houses and saying Ayidde Chambbaalla
Preserving kocho	Responding Iille Iilli
Saving adequate amount of butter	
Start fasting and praying	
Investigating situations around the moon	

**3. Vocabulary (15 minutes)****Contextual Meanings of Words**

- Let the students read the text about **injera** and guess the meanings of the underlined words.

- Compare their answers with their partner and discuss.
- Elicit the answers from the students and give the correct answers at the end.

**Answers:**

1. main, basic, essential
2. crop
3. dishes, trays
4. given
5. types

**4. Listening Comprehension (25 minutes)****Pre-listening Activity (5 min)**

- Let the students think about the answers of the questions and then discuss their answers in pairs.

**While-listening Activity (10 min)****Meskel in Gurage**

Kerod is heading to Wolkite with a tourist during Meskel. On their way, Kerod talks about the festival among the Gurage people.

The tourist: I've been to Addis Ababa several times during this holiday, but it's my first time to come to the Gurage.

Kerod: Here you will see the real tradition which lasts five to eight days.

Days before and after the bonfire have their own meaning in Gurage. September thirteen and fourteen are women's and children's day. Gomon Kitfoo is particular for these days. Boys are given Gomen Kitfo after making bonfire singing and dancing. Fifteen is called Wohemiya, means Meskel in Gurage. It is a day for sacrifices. Each household slaughters a



bull and elders perform prayers. Traditionally, the bull's stomach lining is divided between the sons. The father takes the largest portion and place it on the upper section of the door. Then, raw meat is served. At dinner, Kitfo is served. Everyone gets a share in a separate bowl.

Sixteen is Damara. Boys prepare the bonfire in front of every household. Family members gather and the elder make a new year wish and ignite the fire. Boys join singing and dancing round the outdoor fire. Adults enjoy the local drinks and raw meat called Shagna, the hump of the bull.

Meskerem seventeen is a big feast: Kitfo, Ayib, Gomon kitfo and Kocho are prepared. The twenty-fourth of September is the last day called Adabna. On this day family members gather and enjoy a specially cooked kitfo. All make wishes after the meal.

The tourist: Oh it's a really long ceremony. But, I don't think I will stay this long.

- Tell them to read the questions before you listen to the text.
- Read the text twice with a moderate pace.
- Tell them to answer the questions based on the listening text. Then, let the students compare their answers in pairs and discuss. Finally, elicit the answers.

**Answers: A**

- |          |          |
|----------|----------|
| 1. False | 4. False |
| 2. True  | 5. False |
| 3. False |          |

**Answers: B**

b, c, d, e, a

**Post-listening Activity (10 min)**

- Arrange the students in pairs and let them discuss the answers together. Go round into the pairs and encourage them to be engaged in the discussion.
- Select 3 students from the pairs and reflect their views orally to the class.

**Week 12**

**Day 3**

**Daily Contentss**

- Speaking
- Grammar

**Homework (optional) (5 min)**

**5. Speaking (20 minutes)**

- Arrange the students in pairs and let them discuss social expressions which are important to communicate with different kinds of people.
- Let them report their major discussion points to the class orally. Select 5 pairs to do so.
- Arrange students in groups of three and let them debate about the 4 sentences given. Remind them to justify their positions. One student asks and the others react one by one.

**Use expressions** like, in my opinion, I think..., if you ask me about ...

**6. Grammar (20 minutes)**

**Quantifiers**

- Explain the difference between countable and uncountable nouns and the quantifiers to be used in each noun from the grammar tips in week 11.

- Get them to work the first two exercise in their exercise book- individually.
- Tell them to compare their answers and discuss. Finally, elicit answers from them.

**Answers:****Instruction A:**

- |                |                |
|----------------|----------------|
| 1. uncountable | 4. uncountable |
| 2. countable   | 5. uncountable |
| 3. countable   | 6. uncountable |

**Instruction B:**

1. how much
2. enough
3. not much
4. many
5. how many
6. much

**Instruction C:**

- |      |      |
|------|------|
| 1. B | 3. C |
| 2. B | 4. A |

**Week 12****Day 4****Daily Contentss**

- Reading Fluency
- Vocabulary

**Homework (optional) (5 min)****7. Reading Fluency (25 minutes)****Pre-reading (5 min)**

- Begin the lesson by reminding the title of the reading text. Inform the students that the text is going to be used to practice reading fluency.

**Reading (10 min)**

- Arrange students to be in pairs to practice reading fluency. Use the strategies mentioned in the previous weeks about the partner reading. Make sure students are practicing the reading fluency appropriately.

**8. Vocabulary (15 minutes)****Word Meanings and Uses**

- Tell the students to copy the matching activity into their exercise books. Then, tell them to match the words with their meanings.
- Encourage them to compare their answers in pairs. Then, elicit answers from them and give correct answer at the end. Follow the same procedure for activity B.

**Answers:****A.**

- |      |      |
|------|------|
| 1. c | 4. b |
| 2. d | 5. e |
| 3. a |      |

**B.**

- |            |             |
|------------|-------------|
| 1. popular | 4. moisture |
| 2. rubbed  | 5. served   |
| 3. thin    |             |

**Week 12****Day 5****Daily Contentss**

- Writing

**Homework (optional) (5 min)****9. Writing (40 minutes)****Writing Conventions (10 min)**

- Tell students to rewrite the text using appropriate punctuation marks and capitalization.
- Tell them to compare their answers in pairs and discuss them.
- Tell one student to re-write the text on the board. Provide correct answers.

**Answers:**

Ethiopians cook many delicious dishes for fasting days. Stews that feature a spicy ground pea powder called **shiro** are popular. **Shiro** is inexpensive, tasty and nutritious. It is an essential part of the lives of many Ethiopians.

**Writing Composition (30 min)**

- Arrange students in groups of three. Then, encourage them to complete the table given in their text book.
- Tell them to use the information in the table and write a short paragraph about the festival they selected.
- They should then xchange their paragraphs with in the groups and read and comment each other.'s writing. If possible, ask some students who have written well to read out their paragraphs.

### Unit Objectives

At the end of the unit, students will be able to:

- form compound nouns using words;
- answer comprehension questions by extracting information from texts;
- sort out words thematically;
- use simple past tense correctly;
- listen to texts and identify the required information;
- identify the spelling of thematic words; and
- write a guided paragraph.

### Week 13

### Wildlife and Domestic Animals

#### Week 13

#### Day 1

#### Daily Contentss

- Word Study
- Reading Comprehension

#### Homework (optional) (5 min)

#### 1. Word Study (10 min)

##### Compounding

- Tell students to copy the exercise into their exercise books and work based on the given example.
- Ask students to read the list of words out loud. (listen to how they pronounce the

words. Help students to read the words appropriately.)

- Later, ask students to make compound nouns read them out loud.
- Let them compare and discuss their answers in pairs. Elicit the answers from them.

#### Answer:

1. bird's nest
2. animal life
3. wildlife
4. domestic animals

## 2. Reading Comprehension (30 minutes)

### Pre-reading Activity (5 min)

- Tell students to discuss the questions in pairs before they read the story. Help students understand the activity. To help them be involved in the activity the meaning of the word **trick** is important.
- Pre-teach what the word **trick** means. (**Trick** is an attempt to get someone to do something foolish or imprudent).
- Move round the class and see how the students are doing the activity.

### While-reading Activity (15 min)

- Tell them to read the multiple choice question before they read the story.
- Tell them to read the text and answer the questions. Then, encourage them to compare their answers in pairs and discuss. Finally, elicit answers from them.

Answers: A	
1.	field
2.	tasteless
3.	a good deal
Answers: B	
1.	Will you be disappointed / unhappy?
2.	when the old man told him that he will split them half and half.
3.	wheat
4.	the grains.

### Post-reading Activity (10 min)

- Arrange them to be in groups of three and ask them to discuss the answers of the Post-reading questions.

<b>Week 13</b>	<b>Day 2</b>
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Daily Contentss	
•	Vocabulary
•	Listening Comprehension

### Homework (optional) (5 min)

## 3. Vocabulary (15 minutes)

### Word Family

- Tell students to copy the activity into their exercise books and match according to the example given. Let them work individually.
- Arrange them in pairs to compare and discuss their answers. Finally, elicit answers from the pairs.

Answers:			
hen	-	chick	cats - kitten
duck	-	duckling	sheep - lamb
goats	-	kid	cow - calf
lions	-	cubs	dog - puppy

- Give them the activity given under instruction 'B' as homework.

Answers:		
wild animals	domestic animals	pets
ostrich	donkey	dog
lion	goat	cat

hyena	sheep	
crocodile	horse	
monkey		

#### 4. Listening Comprehension (25 minutes)

##### Pre-listening Activity (5 min)

- Tell them to answer the pre-listening questions and discuss their answers in pairs.

##### While-listening Activity (10 min)

### Why an Owl Has Big Eyes

Long time ago, Raweno the Everything-Maker spirit made all the animals, birds, reptiles and insects. It was a big job.

First he made each animal, choosing fur, skin or feathers. Then, he gave each one a choice in how their shape of ears, legs, or tail should be completed.

One day, when he was working on Rabbit, Owl was sitting in a tree nearby, waiting his turn.

“Who, who” cried out Owl, impatiently.

“Be quiet Owl,” said Raweno. “I will get to you next. Turn around. No one is supposed to watch.”

“May I please have long legs and ears like Deer?” asked Rabbit. “Of course, you can,” said Raweno. “I make animals the way they want.”

“Thank you,” said Rabbit, wriggling his long legs. “Could I have sharp fangs and claws like Panther?”

“Certainly,” said Raweno.

Owl became impatient again. “Who!” he cried. “I want a long neck like Swan. And beautiful

red feathers like Cardinal, and a long beak like Egret’s!”

“Stop that noise” said Raweno. “I can’t think properly.”

“Who!” cried Owl loudly. “You can’t forbid me to watch.”

Raweno became angry. He ran to the tree, grabbed Owl and shook him.

Owl’s eyes grew big and wide from fright.

Raweno put his hand on Owl’s head and pushed it down onto his shoulders. Then he reached into his feathers and pulled out ears until they stood up.

“Now you have big ears, a short neck, and big eyes, but you see properly only at night. when I’m not working.

- Tell them to read the questions before they listen. So that they can set purpose in their mind.
- Read the story twice with a clear voice and moderate pace.
- Tell them to complete the sentences using appropriate words. Encourage them to compare and discuss their answers in pairs.

##### Answers: A

- |                  |                    |
|------------------|--------------------|
| 1. deer          | 4. Raweno, Because |
| 2. pushed        | he could do what   |
| 3. ears and eyes | animals liked      |

##### Post-listening Activity (10 min)

- Tell the to students answer the questions individually.
- Encourage them to discuss their answers in groups of three.

**Week 13****Day 3****Daily Contentss**

- Speaking
- Grammar

**Homework (optional) (5 min)****5. Speaking (20 minutes)****Expressing Opinions**

- Arrange the students in pairs and let them look at the pictures of various animals.
- Ask each other's opinions about the animals given. They can see the example given as a model.

**6. Grammar (20 minutes)****Simple Past Tense**

- Tell the students to think about any animal story answer the questions individually.
- Arrange them in pairs and tell them to compare their answers and discuss. Go into the pairs and see their answers and support students with a disability. Finally, write certain possible answers on the board focusing on the verb forms.

**Answers: B**

- |           |             |
|-----------|-------------|
| 1. told   | 6. thought  |
| 2. called | 7. taught   |
| 3. sold   | 8. went     |
| 4. spoke  | 9. finished |
| 5. fought | 10. showed  |

**Answers: C**

- |        |             |
|--------|-------------|
| 1. saw | 3. was/went |
| 2. did | 4. were     |

**Week 13****Day 4****Daily Contentss**

- Reading fluency
- Vocabulary

**Homework (optional) (5 min)****7. Reading Fluency (25 minutes)****Pre-reading Activity (5 min)**

- Ask them the title of the folk tale they will read for this week. Explain how they will narrate the tale.

**Reading**

- Arrange students to be in pairs to practice reading fluency. Use the strategies mentioned in the previous weeks about the text presentation. Make sure students are practicing the reading fluency appropriately.

**8. Vocabulary (15 minutes)****Using Words in Contexts**

- Tell students to copy the activity into their exercise books.
- Encourage them insert the vocabularies in their appropriate places. Let them work individually.

- Arrange them in groups of three and let them compare discuss on the answers. Elicit answers from the group members. Make the participation fair among the male and female as well as students with a disability.

Answers:	
1. rats	7. suggested
2. complained	8. fasten
3. behaviour	9. message
4. chairing	10. unhappy
5. nails	11. disappointed
6. hungry	.

**Week 13**
**Day 5**

### Daily Contents

- Writing

### Homework (optional) (5 min)

## 9. Writing (40 minutes)

### Writing Convention (10 min)

### Spelling

- Tell students to copy the activity into their exercise books.
- Tell them to work on the exercise individually based on the instruction and the example given. Remind them to use the first letter as a clue.

- Arrange them in pairs to compare the words they have written. Tell them to give due attention to the arrangement of the letters. Finally, elicit the answers from the students.

### Answers:

1. elephant	5. donkey
2. lion	6. puppy
3. duck	7. mule
4. leopard	

### Writing Composition (30 min)

- Tell them to be in pairs and complete the table with appropriate information as the example given in the table.
- Tell them to write a short guided paragraph that compares the animals based on the information in the table.
- Arrange them in groups of three and tell them to exchange their paragraphs and read. Tell them to comment on each other's work freely.



**Week 14****Abilities Animals Have****Week Objectives**

**At the end of the week, students will be able to:**

- segment words correctly;
- scan a text to get specific information;
- sort animals with the words which express their ability;
- extract information from the listening text;
- elicit information by forwarding questions;
- use ‘quite’ and ‘rather’ correctly in sentences;
- use words in contexts correctly;
- identify spelling of words; and
- write sentences comparing/contrasting the abilities of animals.

**Week 14****Day 1****Daily Contentss**

- Word Study
- Reading Comprehension

**Homework (optional) (5 min)****1. Word Study (10 min)****Segmenting Words**

- Tell students to write (copy) the exercise in to their exercise book.
- Tell them to segment suffixes from the words and write the root word according to the example given.
- Encourage them to compare their answers with their partner. Elicit answers and let them read the answers orally.

**Answers:**

- |           |           |
|-----------|-----------|
| 1. danger | 4. fast   |
| 2. climb  | 5. strong |
| 3. hunt   |           |

**2. Reading Comprehension (30 minutes)****Pre-reading Activity (5 min)**

- Tell them to think about the answers of the question before they read the text.
- Get them in pairs and discuss their answers.

**While-reading Activity (10 min)**

- Tell them to read the questions before they read the text.
- Tell them to read the text silently and answer the questions.
- Encourage them to compare their answers in pairs. Then, elicit answers from them.

**Answers:****A.**

- |          |          |
|----------|----------|
| 1. True  | 4. False |
| 2. False | 5. True  |
| 3. True  | 6. False |

**B.**

- 2 years
- 6 years old
- two
- Because they thought that the lion would kill her.
- to the cave

**C.**

- |           |              |
|-----------|--------------|
| 1. Lion   | 3. the cubs' |
| 2. Halima | .            |

**Post-reading Activity (15 min)**

- Tell them to be in pairs and discuss their answers to the question. Encourage them to bring evidences from texts and their own experiences.

**Week 14****Day 2****Daily Contentss**

- Vocabulary
- Listening Comprehension

**Homework (optional) (5 min)****3. Vocabulary (15 minutes)****Matching Animals and Their Abilities**

- Let the students copy the exercise in to their exercise book.
- Let them match the animals with the ability they have.
- Encourage them to compare their answers and discuss in pairs. Give the correct answer after eliciting from them.

**Answer:**

- |                     |                   |
|---------------------|-------------------|
| 1. Frogs croak.     | 6. Birds sing.    |
| 2. Sheep bleat.     | 7. Owls hoot.     |
| 3. Dogs bark.       | 8. Snakes hiss.   |
| 4. Lions roar.      | 9. Cows moo.      |
| 5. Monkeys chatter. | 10. Horses neigh. |

**4. Listening Comprehension (25 minutes)****Pre-listening Activity (5 min)**

- Arrange the students in pairs and let them discuss the answers of the question together.
- Pre-teach the following words.

- Pouch - a small or medium size container for holding or carrying things
- Mumble - talk indistinctly; usually in a low voice
- Yell - a loud utterance; often in protest or opposition
- Wombat - burrowing herbivorous Australian marsupials about the size of a badger

### While-listening Activity (10 min)

#### Kangaroo gets a pouch

Mother Kangaroo looked around, but couldn't see her son. Joey! Where are you?" called Mother Kangaroo, searching for him. "Come here now."

"That boy has too much energy," she mumbled to herself. "He's always hopping off." Using her paw, she shaded her eyes from the sun and looked around again. She called Joey with her voice aloud

"Here I am!" an excited voice yelled behind her.

"Aaah!" screamed Mother Kangaroo, hopping six feet in the air and landing with a knock.

"Joey, you frightened me!" she said.

"Sorry Mother," said Joey.

"That's alright," she answered, rubbing his head fondly. "But you shouldn't hop off by yourself. It can be dangerous."

"But Mother, there are so many exciting things to see. I get bored standing here eating grass."

"Grass is good for you," said Mother Kangaroo.

"Now be good, Joey, and don't go hopping off again."

She put her head down and munched the sweet grass. When she looked up, Joey had

disappeared again. She gave a big sigh and started looking for him again.

Up ahead she saw the leaves shaking. "Ah! That's my Joey," she said. She hopped over quickly, and bumped it into a fat old wombat.

Ouch! Watch where you're going," yelled Wombat. "I'm very sorry" said Mother Kangaroo "I didn't mean to bump into you."

"You big animals never think about us with our short legs, closer to the ground," grumbled Wombat. "Now you're here, you can help me find some good grass to eat."

"I'd like to, but I'm looking for my Joey at the moment," said Mother Kangaroo.

"That's right, nearly knock me over, a half blind poor old Wombat, and now you won't even help me find food," complained Wombat.

"Of course I'll help you," said kind Mother Kangaroo. "Grab onto my tail and we'll look for good grass."

As Mother Kangaroo hopped along with Wombat holding her tail, Joey came bounding by and hopped right over old Wombat.

"What was that," yelled Wombat.

"That was my Joey," said Mother Kangaroo.

"Come back Joey."

"Kids! No respect," grumbled Wombat. Joey kept going.

Wombat fell into a hole. "Stop, you're going too fast. I need to rest," he complained.

While Wombat rested Mother Kangaroo kept looking around. She was worried about her Joey but wouldn't leave poor old Wombat. It was too dangerous for someone who couldn't see properly to be alone.

"Now I'm thirsty," complained Wombat. "Take me to some water."

“All right,” said Mother Kangaroo. “I hope nothing has happened to my Joey,” she thought to herself.

- Tell the students to read the statements before they listen to the text.
- Read the text with a moderate pace twice. Then, encourage them to answer the questions.
- Elicit answers from them and give them the correct answer.

#### Answers:

#### A.

- |          |          |
|----------|----------|
| 1. False | 4. False |
| 2. True  | 5. False |
| 3. False |          |

#### B. Ordering

3, 2, 1, 6, 5, and 4

### Post-listening Activity (15 min)

- Let the students reorder the statements based on the order of what they listened from the text.
- Encourage them to compare their answers each other. Then, elicit answers from them.

**Week 14**

**Day 3**

#### Daily Contentss

- Speaking
- Grammar

### Homework (optional) (5 min)

### Speaking (20 minutes)

#### Can do/ Can't do

- Arrange the students in pairs and let them list animals with their abilities and benefits to people.
- Get them practice orally based on the given example. Encourage them to take turn to ask question and respond.
- Go round in to the pairs and encourage them to involve in oral discussion. Support those who need your help. (Especially, students with disabilities).

### 6. Grammar (20 minutes)

#### Adverbs of Degree: Using ‘quite’

- Let the students study the sentences in their text book in pairs. Encourage them to notice the features.
- Tell them to copy the first exercise in to their note book and encourage them to rewrite the sentences using the words given in the brackets.
- Get them in pairs and let them compare their answers. Elicit the answers.

#### Answers:

1. quite near/ rather difficult
2. rather furious / quite harmless.
3. My cat is rather fierce, but quite friendly.
4. Elephants are rather big, but quite harmless.

**Week 14****Day 4****Daily Contentss**

- Reading fluency
- Vocabulary

*Homework (optional) (5 min)*

**7. Reading Fluency (25 minutes)****Pre-reading Activity(5 min)**

Ask them to tell you the title of the reading text for this week

**Reading (10 min)****8. Vocabulary (15 minutes)****Contextual Uses of Words**

- Let the students choose the appropriate word from the list to complete the incomplete text.
- Get them in pairs to compare their answers and discuss on them.
- Elicit answers from them and give them the correct answer at the end.

**Answers:**

- |            |            |
|------------|------------|
| 1. move    | 5. fins    |
| 2. legs    | 6. digging |
| 3. hopping | 7. hooks   |
| 4. wings   |            |

**Week 14****Day 5****Daily Contents**

- Writing

**Homework (optional) (5 min)**

**9. Writing (40 minutes)****Writing Convention (10 min)****Spelling of Words**

- Tell students to copy the activity into their exercise book.
- Tell them to choose the word that has the correct spelling to context given.
- Get them in pairs to compare their answers. Give the correct answer after eliciting.

**Answers:**

- |          |          |
|----------|----------|
| 1. live  | 4. claws |
| 2. trees | 5. prey  |
| 3. eat   |          |

**Writing Composition (30 min)**

- Tell the students to complete the table with the appropriate information. Tell them to use the clue in the example.
- Tell them to be in pairs to exchange information so as to complete the table.
- Ask them to write 4 sentences comparing the animals with their abilities individually. Let them exchange their sentences and see others work. Go into the rows and provide assistance for students with various disabilities.

## Week 15

### Animal in a Park

#### Week Objectives

**At the end of the week, students will be able to:**

- segment words;
- scan for specific information from the reading text;
- write the contextual meanings of words;
- use words correctly in the contexts given;
- listen and sort the gist of a text;
- use the present perfect tense to share their experience with their partner; and
- write a paragraph connecting sentences.

## Week 15

## Day 1

#### Daily Contentss

- Word Study
- Reading Comprehension

**Homework (optional) (5 min)**

#### 1. Word Study (10 minutes)

#### Segmenting

- Let the students copy the listed words and find the root words. Do the examples with them.
- Encourage the students to complete their answers with their partner.
- Tell them to pronounce the words loudly to their partner. Get in to the pairs and follow up how they are doing it. Model the pronunciation of the words to the students.

#### Answers:

- |            |           |
|------------|-----------|
| 1. protect | 4. visit  |
| 2. danger  | 5. escape |
| 3. confine |           |

#### 2. Reading Comprehension (30 minutes)

##### Pre-reading Activity (5 minutes)

- Let the students answer the questions individually before they read.
- Arrange them in pairs to discuss their answers.

##### While-reading Activity (15 min)

- Let the students read the following questions before they read the text.
- Tell them to read the text and answer the questions individually. Let them compare their answers in pairs. Finally, elicit the answer.

#### Answers: A

- |   |            |
|---|------------|
| 1 | naughty    |
| 2 | endangered |
| 4 | fox        |

Answers: B
<ol style="list-style-type: none"> <li>1. inside the cage</li> <li>2. It attacked their children and cattle</li> <li>3. The tiger promised not to kill him</li> <li>4. The fox</li> <li>5. It's good to keep a promise/ Don't hurt a person who is helping</li> </ol>
Answers: C
<ol style="list-style-type: none"> <li>1. The tiger</li> <li>2. The traveller</li> <li>3. The tiger and traveller</li> <li>4. The tiger</li> </ol>

**Post-reading Activity (10 min)**

Arrange the students in groups of three and let them discuss the answers of the questions.

Let them report their discussion points to the class orally.

<b>Week 15</b>	<b>Day 2</b>
<p style="margin: 0;"><b>Daily Contentss</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Listening Comprehension</li> </ul>	

**Homework (optional) (5 min)**

**3. Vocabulary (15 minutes)**

**Contextual Meanings**

- Ask students to read the list of the meanings given and find the words that have these in the reading text. (Remind students to scan the text and find the words. )

- Move round the class and help students do the activity.
- Ask different students to answer the questions; make sure you are giving equal chance to female and male students. The same also to students with disability.

Answers: A	
1. cage	5. ferocious
2. endangered	6. passer-by
3. promised	7. sly
4. prey	

- Use the activity given under instruction B as homework.

**4. Listening Comprehension (25 minutes)**

**Pre-listening Activity (5 min)**

- Tell them try to write the meaning of the words listed.
- Teach them the meaning of the words and give them example in sentence.

Answer:	
flock	= a group of animals, sheep birds
presence	= existence
butcher	= a person who sells meat
hanging	= suspending
trap	= a device to catch animals

## While-listening Activity (10 min)

### The Smart Dog

Once, a farmer and his wife who lived near a park had a **flock** of sheep. Even after all their efforts, a wolf ate up all the sheep and only one sheep was left. Once, the couple sat talking about selling the remaining sheep. The sheep heard them and thought, “I’d rather live freely than be killed by a **butcher**.”

So the sheep left the farm at night with the guard dog. By chance, the wolf saw them and thought to get the sheep for dinner. But he knew that he could not harm the sheep in the **presence** of the dog. So he said to the sheep, “Hey sheep! Come here and return the coat that I lent you last week.”

The dog understood what the wolf wanted. He saw a trap laid by the farmer near a tree. So he said, “We will believe you, if you touch the holy chain **hanging** near the tree.”

As soon as the wolf went near the tree, his feet got caught in the **trap**. In the morning, the farmer was happy that the wolf had been caught. So the sheep and the guard dog were needed again. Hence they went home and lived happily. The farmer and his wife decided to move far away from the park.

- Let the students read the questions before they listen to the text.
- Read the text clearly with a moderate pace twice.
- Encourage them to answer the questions individually. Then, tell them to compare their answers. Elicit answers from them.

### Answers:

#### A.

1. flock
2. wolf
3. presence
4. trap
5. Farmer

#### B.

1. To sell the remaining sheep
2. The dog
3. They went back home.

## Post-listening Activity (10 min)

- Let them discuss the answer of the questions in pairs. Tell them use their experience and concepts from the listening text.

Week 15

Day 3

### Daily Contentss

- Speaking
- Grammar

## Homework (5 min)

Begin the day’s lesson by checking the assignment you gave in the previous lesson. Make sure all students have done the activity.

Invite different students to speak the answers.



Answers: Vocabulary B		
1. habitats	-	places, areas where animals live
2. dry	-	a dust, scorched
3. ground	-	land
4. surrounding	-	environment
5. seasons	-	time/ period

## 5. Speaking (20 minutes)

### Debating

- Arrange the students in groups of six. Then, in each group 3 students will be against and two in favour of keeping animals in a zoo. One student will be the chairperson. Give them some time to think about the reasons/ ideas that support their views.
- Explain these debating tips:
- The ‘Dos’ of Debating

Do not forget to:

Greet: ‘Good evening/morning’ to respective authority.

Stand/Sit well in front of the timekeeper, judges, and audience. In case you’re debating in a group that is sitting in a circle, make yourself comfortable. An alert body language and displaying keen interest is necessary in group discussions.

Wait for formal announcements before the session begins.

Applaud every speaker positively.

Use cue cards that you had prepared.

Be silent while others are speaking and during judging time, when adjudicators are awarding points.

Dress in a proper and neat uniform as per the occasion.

Arrive early, before the scheduled time. Coming 15 minutes before the scheduled time is necessary, as it makes you comfortable at the venue. Accept defeat positively and learn from mistakes. Ultimately, have fun

The ‘Don’ts of Debating

- Avoid certain pitfalls while debating, like:
- Don’t forget to greet important personnel, like the chairman, etc. If adjudicators are a part of the audience (they generally are), then you needn’t greet them.
- Don’t include some team line or your team attack before beginning. Don’t use long sheets of paper to make a note of your arguments.
- Tell them to start the debate, and let the chairperson lead it. You go in to the group and provide support to students with various disabilities.

## 6. Grammar (20 minutes)

### Present Perfect Tense

- Tell students to use the present perfect to write questions and answer the questions based on their experience.

Present perfect tense:	have/has + past participle V <sub>3</sub>
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#### Example:

I haven’t seen it.

- Let the students practice orally what they have experienced based on the example given.

- Let the students change the verbs in the bracket in to the correct present perfect form. Get them in pairs and compare their answers.

**Answer:**

- have never visited
- Have you ever watched
- hasn't seen
- Have never come

**Week 15****Day 4****Daily Contentss**

- Reading Fluency
- Vocabulary

**7. Reading Fluency (25 minutes)****Pre-reading (5 min)**

- Ask them to remember the title of the reading text for this week on page 123 of student's book

**Reading (10 min)**

- Use the strategies mentioned in the previous weeks about how to teach the partner reading.

**8. Vocabulary (15 minutes)****Word Uses**

- Let the students read the incomplete text carefully to understand the context.
- Tell them to complete the text using the appropriate word from the list. Then, encourage them to compare their answers in pairs. Elicit the answers.

**Answer: A**

- |              |            |
|--------------|------------|
| 1. lived     | 5. bitten  |
| 2. cross     | 6. revenge |
| 3. satisfied | 7. reached |
| 4. howl      | 8. roll    |

- You may give the other exercise as home-work.

**Answer: B**

Body covering	Place animals live	What animals eat	Use for movement
feather	water	plants	legs
skin	ground	animals	wings
shell			feet

**Week 15****Day 5****Daily Contents**

- Writing

**9. Writing (40 minutes)****Writing Conventions (10 min)****Spelling**

- Let the students choose the words having the correct spellings to complete the text.
- Get them in pairs and tell them to compare their answers.
- Elicit answers from them, and give the correct answer.

**Answers:**

- |             |          |
|-------------|----------|
| 1. fur      | 3. shell |
| 2. feathers | 4. many  |

**Composition (30 min)**

- Tell them to go back to the sentences they developed in the previous week about “Abilities of animals”.
- Encourage them to write a complete paragraph connecting them. Tell them about the organization of the sentences (Topic sentence, supporting sentences and concluding sentence) in a paragraph.
- Let them exchange their paragraphs and read them and give comment. Finally, select three students to read their paragraphs to the class.



# Grade 6 English Syllabus

## Grade 6 English Language Syllabus

Theme	Skills and MLCs		Language Items and Social Expressions	Vocabulary	Learning activities and resources	Assessment	Learning outcomes
<p><b>Unit 1:</b></p> <p><b>People and Clothes</b></p> <p>Geetings and Introductions</p> <p>What are you wearing today?</p> <p>What is it made of?</p>	<p><b>Listening</b></p>	<p>-Listen for specific information</p> <p>-Listen for the main idea and details</p> <p>-Listen and respond to 'wh' questions</p>	<p><i>Simple present and Present continuous</i></p> <p>What are/is you/he/she wearing?</p> <p>What colour is your T-shirt?</p> <p>What is 'netela' made of?</p> <ul style="list-style-type: none"> <li>• I am wearing a dress/trousers</li> <li>• He is wearing a jacket</li> <li>• She is wearing a skirt</li> <li>• Made of/used for</li> </ul> <p>What is this/ that/ these/ those?</p> <p>It is a blue silk dress.</p> <p>It is a black leather jacket.</p> <p>It is a red cotton sweater.</p> <p>They are blue socks</p>	<p>clothing</p> <p>traditional</p> <p>clothes</p> <p>occasions</p> <p>long-sleeved, a pair of</p> <p>made of</p> <p>worn for/by</p> <p>used for</p> <p>sleeve</p> <p>earring</p> <p>bracelet</p> <p>tie</p> <p>silk</p> <p>put on,</p> <p>take of</p> <p><b>-use thematic vocabulary</b></p>	<p>Prelistening: predict about the listening text based on pictures.</p> <p>-Students listen to a text on 'culture show' (description of clothes) and match the clothes described to pictures.</p> <p>-Students answer comprehension questions</p> <p>-In pairs, students ask and answer questions about what they are wearing.</p>	<p>-Listen to a text and match pictures to the descriptions.</p> <p>Listen to a dialogue and identify the clothes mentioned</p>	<p><i>By the end of the unit, students will be able to:</i></p> <p>Listen and identify colours and types of clothes.</p>

## Grade 6 English Language Syllabus

	<b>Speaking</b>	<p>-Use social expressions for greetings and introductions</p> <p>- Talk about similarities and differences</p> <p>- Describe things by using more than one adjective</p> <p>-Take part in guided oral activities</p> <p>-Identify culture and clothing for occasions</p>	<p>Hello/good morning/good afternoon My name is ... How do you do? How are you? This is.... He/she is ...</p> <p>What is this/ that/ these/ those? It is a blue silk dress. It is a black leather jacket. It is a red cotton sweater. They are blue socks <i>X is as big/ small as.....</i></p> <p>Passive and active voice: A: What is it made of? B: It is made of cotton.</p>		<p>-In pairs students greet and introduce themselves. They use 'wh' questions to find out information about their partner. -Students introduce their partner to the teacher and the rest of the class</p> <p>-Students are exposed to materials and adjectives that go with clothes. They answer questions about clothes in pictures using more than one adjectives.</p> <p>-Students take part in a dialogue comparing and contrasting colour, size and shape of clothes.</p> <p>-Individually/in pairs, students complete a given dialogue and act out.</p> <p>-List and describe Ethiopian traditional cloths and talk about what they are made of.</p>	<p>-Describe clothes they are wearing and materials the cloth is made of.</p> <p>-Talk about occasions and the cultural dressing.</p> <p>Read description and match with pictures.</p> <p>Read texts and identify items</p>	<p>Describe clothes they are wearing and materials the clothes are made of.</p> <p>Talk about occasions and cultural dressings.</p>
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## Grade 6 English Language Syllabus

						<p>Arrange words in to meaningful sentences.</p> <p>Write in dictation with correct spelling and punctuation</p> <p>Write sentences in a paragraph describing clothes.</p>	
	<b>Reading</b>	<p>read a passage of 4-5 paragraphs (250-300 words) to find the main idea and specific information</p> <p>-infer the meaning of unfamiliar words from the context</p>	<p>A passage about traditional Ethiopian clothes</p> <p>Adjectives of colour, size, shape and materials, festivals,</p> <p>Verbs such as put on, take of</p>		<p>Brainstorming activities,</p> <ul style="list-style-type: none"> <li>• Students look at the title of the reading passage and accompanying pictures and predict the theme. Students read the passage to identify the theme and see if they were right.</li> <li>• Students read comprehension questions and find the answers.</li> <li>• Students read the passage individually and then discuss their answers in groups.</li> <li>• Students guess the meaning of 5 unfamiliar words.</li> </ul>	<p>Read descriptions and identify the type of the clothes</p>	<p>Read description and match with pictures.</p>



## Grade 6 English Language Syllabus

	<b>Writing</b>	<p>-Write sentences from jumbled words</p> <p>-Take dictation of a short paragraph with correct spelling and punctuation</p> <p>-Write compound sentences using more than one adjectives</p> <p>-spell ten words correctly</p> <p>-Write a vocabulary network for clothes</p>	<p>Jumbled words in sentences</p> <p>Short paragraph on clothes</p> <p>compound sentences and adjectives</p>	<p>Spelling rules – leaving out ‘e’ e.g. make - making</p> <p>-doubling consonants e.g big - bigger -Consonant + y e.g easy - easily</p>	<p>-Students rearrange jumbled words and write sentences (give emphasis to position of adjectives and nouns) e.g. silk a blue is dress it = It is a blue silk dress</p> <p>-Students take down dictation. At the end encourage them to share what they have done in pairs and learn from each other.</p> <p>-In groups of 3 each student is given a picture. They write what the person in the picture is wearing on a slip of paper. E.g. She is wearing a long red skirt and a white cotton shirt These 8 slips of paper and the pictures are given to another group who have to match the descriptions to the picture.</p> <p>-Use more than one adjectives to write sentences about clothes</p> <p>-Students make vocabulary networks for clothes</p> <ul style="list-style-type: none"> <li>• Men (e.g. tie)</li> <li>• Women (e.g. dress)</li> <li>• Traditional (e.g. Gabi)</li> <li>• Materials (e.g. silk)</li> <li>• Adjectives (e.g. long)</li> <li>• Verbs (e.g. wear)</li> </ul>	<p>Students use pictures to write sentences about what people are wearing.</p> <p>Students write compound and simple sentences using adjectives referring to clothes</p>	<p>Read texts and identify items</p> <p>Arrange words in to meaningful sentences.</p> <p>Write in dictation with correct spelling and punctuation</p> <p>Write sentences <b>simple and compound</b> describing clothes.</p>
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## Grade 6 English Language Syllabus

<p><b>Unit 2:</b></p> <p><b>Tourist sites in Ethiopia</b></p> <p>Peak Mountains in Ethiopia</p> <p>Where is your home town?</p> <p>Have you ever travelled to tourist sites?</p>	<p><b>Listening</b></p>	<p>Listen and follow direction</p> <p>Listen and take notes</p> <p>Listen and respond to 'wh' questions</p> <p>Listen to and identify various forms of comparisons</p>	<p><i>Directions</i> north/south/east/west (of) with the help of a map</p> <p>Language patterns: is found, is situated, is located</p> <p>Prepositions to the right/ left of, north/ south/ east/ west of, in the middle/centre, below, above, under</p> <p>A listening text is read to students.</p> <p>-Using regular and irregular comparative and superlative adjectives E.g. Regular: far – farther - farthest</p> <p><i>Passive/active</i></p>	<p>attractive</p> <p>condition</p> <p>feature</p> <p>height</p> <p>mountain</p> <p>length</p> <p>visit</p> <p>apartment</p> <p>area</p> <p>farm</p> <p>forest</p> <p>village</p> <p>waterfall</p> <p>location</p>	<p>Students listen to visitors' report about the places they have visited in Ethiopia and follow their journey on a map.</p> <p>Students take notes on the life of the a travelor</p> <p>- Students listen to the wh-question by the teacher and answer</p> <p>-While listening, students look at a temperature chart for Ethiopia and compare the temperatures and descriptions of different regions.</p>	<p>-Students listen to what their partner or their teacher says and respond.</p> <p>-Students describe the place shown in the picture.</p> <p>Using information in tables, students talk about the length, size and distance of places things etc</p> <p>-Students read a text and answer comprehension questions.</p> <p>-Studentss write comparatives sentences using information in a table</p>	<p>By the end of the unit, students will be able to:</p> <p>Give simple descriptions of different places.</p> <p>Respond to wh-questions answer</p> <p>Read maps/charts and texts and write descriptions.</p>
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## Grade 6 English Language Syllabus

<b>Speaking</b>	<p>Compare places using comparatives and superlatives</p> <p>Ask question from tables</p> <p>Describe location of places on a map and follow direction</p> <p>Describe their village using regular and irregular adjectives and social expressions</p> <p>Ask for and give directions</p> <p>Give oral presentation</p>	<p>E.g. Regular: high-<i>higher</i>-<i>highest</i> hot-<i>hotter</i>-<i>hottest</i> dangerous – <i>more dangerous</i> – <i>most dangerous</i> Irregular: bad-<i>worse</i>-(<i>the</i>) <i>worst</i>, good-<i>better</i>-(<i>the</i>) <i>best</i> as.....as / not as.....as E.g. Addis is not as hot as Jimma</p> <p>How high is the Ras Dashen Mountain? How high is ...? How long is ...? How far is ...? Where is ... found? Whar does ...?</p> <p>- Recycle numbers to describe length of river, height of mountain etc.</p> <p>- Descriptions of different places</p> <p>-Can you tell how to get ... -Excuse me, would you please tell me where .... -Have you ever ...</p>	climb	<ul style="list-style-type: none"> <li>• In pairs or groups they discuss weather conditions in Ethiopia e.g. A: Which is the hottest place? B: Afar region is the hottest place.</li> <li>• Students look at names and pictures of places and mountains and compare them using comparative and superlative of adjectives</li> <li>• Students look at a temperature chart for Ethiopia and compare the temperatures in different regions with their partners.</li> </ul> <p>- Using a table students ask questions about the heights of mountains and lengths of rivers</p> <p>- In pairs one student secretly chooses a city/town and describes its location on the map. The other student has to guess which city/town it is.</p> <p>- Get into groups and describe the places in Ethiopia they have visited/travelled to.</p> <p>- Students ask for and tell/give directions looking at a map A: Excuse me, can you tell where the post office? B: Certainly. Go straight ahead for 5 minutes and turn left. It is opposite the Bank.</p>	<p>-Students prepare oral presentations to describe their villages to others. They can also use maps and posters to accompany their presentations</p>
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## Grade 6 English Language Syllabus

			<p>A: Can you tell me how I get the post office?</p> <p>B: Sure. Go straight ahead for 5 minutes and turn left. It is opposite the bank.</p>			
	<b>Reading</b>	<p>-Predict the theme of the passage by doing pre-reading activities</p> <p>-Read 4-5 paragraphs (about 250-300 words) to find the main information.</p> <p>- Read the passage and transfer the main idea into a table</p> <p>-Read and identify what reference markers refer to</p> <p>Infer meanings of words from the context</p>	<p>Theme: Places in Ethiopia</p> <p>Description of one place in Ethiopia</p> <p>Different descriptions of regions/places in Ethiopia</p> <p>Eg What does the word 'it' refer to? The word this refers to ...</p> <p>- The word ... means</p>		<p>-Students look at a map showing Ethiopia and guess the content of the text.</p> <p>- Students read a passage and answer comprehension questions</p> <p>- Students read different descriptions and transfer specific information onto tables.</p> <p>- Students read a text and identify what pronouns refer to.</p> <p>- Students read the text and identify words used to compare and contrast ideas/places etc</p> <p>-Students guess meanings words in bold from the context in the passage.</p>	

## Grade 6 English Language Syllabus

	<b>Writing</b>	<p>- Write compound sentences</p> <p>- Write a paragraph using simple sentences</p> <p>-Write sentences from jumbled words</p> <p>-Take dictation of a short paragraph with correct spelling and punctuation</p>	<p>Mt. Ras Dashen is ... meters high, but Mt Tulu Dimtu is ... metrs.</p> <p>Conjunctions: and, but, so etc.</p> <p>e.g. Afar is as hot not Jimma Addis as is = Addis is not as hot as Jimma.</p> <p>Comparative sentences</p>		<p>-Using the table (students completed in the reading activity), students write compound sentences about the heights of mountains and lengths of rivers etc.</p> <p>-Students write a paragraph that describe places from the visual clues.</p> <p>- Students rearrange words and write correct sentences.</p> <p>- Students take dictation. They listen to the teacher reading and they write what he/she says using correct spellings and pantuatins.</p>	<p>Students write descriptions of the regions/places from their presentations.</p> <p>Students use a chart to write short descriptions about Ethiopia.</p>	
<p><b>Unit 3: Famous people in Ethiopia</b></p> <p>Who am I?</p> <p>People and their past</p> <p>Biographies of</p>	<b>Listening</b>	<p>-Listen for specific information</p> <p>-Listen and respond to 'wh' questions in various ways</p>	<p>what, why and when people did and did not do things and write notes</p> <p><b>simple past</b></p> <p>E.g. He was born/went/lived/died etc.</p> <p><b>simple present</b></p> <p>E.g. He lives/is married/has etc.</p> <p><b>present continuous</b></p>	<p>biography</p> <p>live</p> <p>die</p> <p>marry</p> <p>divorced</p> <p>wedding</p> <p>born</p> <p>artist</p> <p>sportsman</p> <p>sportswoman</p>	<p>Students listen to a description of (or interview with) a famous Ethiopian and complete an identity card or passport information page</p> <p>E.g. Name: Age: Job: Home: Married/single etc.</p>	<p>Listen to a biography and rank the main events in a chronological order.</p>	<p><i>By the end of the unit, students will be able to:</i></p> <p>Listen to a biography and answer the questions about who, what, where, when . . . the person is.</p>

## Grade 6 English Language Syllabus

famous people			E.g. He is running a marathon  <b>Sequencing words</b>  Time expressions: last/ago <b>Infinitive of Purpose</b>	athlete			
	<b>Speaking</b>	<p>-Ask questions</p> <p>-Tell what they did in the past</p> <p>-describe actions in pictures</p> <p>-Give reasons using infinitive of purpose</p>	<p>‘wh’ and yes/no questions in the past E.g. how old is he? /what did he do last year?</p> <p>When did you start school? 6 years ago When were you in grade 5? Last year</p> <p>Are you from ...?</p> <p>Present continuous tense</p> <p>-Infinitive of purpose e.g. he went to the shop to buy some tea</p>		<p>-Students use the information in the identity card to ask and answer questions about the person in pairs.</p> <p>-Students look at pictures/photos of a famous Ethiopian and tell what he/she is doing</p> <p>-Student ask questions using ‘last’ and ‘ago’ beginning with ‘when’</p> <p>-Role-play/interview: in pairs, one student assumes the identity of a famous Ethiopian and the other student asks questions (based on jigsaw reading and writing questions task)</p> <p>-One student takes on the role of a famous person but is not allowed to say ‘yes’ or ‘no’. The other students ask questions to try to make him/her say yes or no.</p> <p>-“Who am I?” game: student chooses the identity of a famous Ethiopian and other students ask yes/no questions to guess the identity</p> <p>-Students practise using infinitive of purpose. They match sentence halves to make full sentences.</p>	<p>Speak about themselves or their family members.</p>	<p>Ask and answer ‘wh’ questions about a famous persons or themselves.</p> <p>Give reasons why people are doing something.</p>

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					E.g. He went to America – to study at university He switched on the TV – to watch his favourite programme etc.		
<b>Reading</b>	<p>-Read for specific information and details.</p> <p>-Infer the meaning of unfamiliar words from context</p> <p>-Read a passage and answer question/fill charts or tables/list incidents etc</p>	Descriptive passages about famous people (biographies)		<p>-Students read the biographies of a famous Ethiopian and put events in the correct order - Students answer questions (open/closed) about the passage</p> <p>-Students guess the meaning of 10 words in the passage by matching each word to another word</p> <p>-Students read descriptions of 2 famous Ethiopians (one dead and one alive?). Sentences about the individuals are jumbled up. Students must separate the sentences (using verb tense/vocab/context clues), match with the correct individual and then put them in the correct order to make a short biography</p> <p>-Jigsaw reading - half the class read one biography and the other half another one. (continues in writing and speaking)</p>	Students read a text about a famous person and answer questions about date, place, job, etc.	<p>Read and identify details, specific information</p> <p>Sequence events chronologically.</p>	
<b>Writing</b>	-Complete sentences using appropriate words	<p>Incomplete sentences</p> <p>Biographical notes</p> <p>Questions in the past tense</p>		<p>Students fill in gaps in sentences with time expressions e.g. every, last, ago, on, in etc.</p> <p>Students look at biographical notes and write complete sentences about the person. E.g. Born/1972 – He was born in 1972</p>	Write a short paragraph about a biography of a famous person (information card)	Write a short paragraph about a person.	

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		<p>-Write short sentences using the simple past</p> <p>-Write questions for information gathering and note down the answers in writing.</p> <p>Write simple sentences in a paragraph</p>	Short biography		<p>Jigsaw writing - students write questions to ask their partner about a famous person. As they ask (see speaking and listening) they take notes on the answers.</p> <p>Using the information, they found out from their partners in the jigsaw activity, students write a short biography. When they have finished they compare it to the original reading passage.</p>	will be provided by the teacher).	
<p><b>Unit 4: Food and Festivals</b></p> <p>Types of food</p> <p>Food preparation</p> <p>Traditional festivals and food</p>	<p><b>Listening</b></p>	<p>Listen and respond to 'wh' questions</p> <p>- Listen and classify information</p> <p>-Listen and group the count and uncount nouns used in the text.</p>	<p><b>Countable and uncountable</b></p> <p>- What's your favorite food?</p> <p>- Fruits, vegetables, cooked food</p> <p>sugar (U), banana (C)</p>	<p>favourite</p> <p>bitter</p> <p>delicious</p> <p>sour</p> <p>stove</p>	<p>-Listen to a text and respond wh-questions</p> <p>-Students listen to a text and classify the information in it.</p> <p>-Students divide nouns into countable[C] uncountable [U].</p>	<p>Students listen to a text and classify food items mentioned in it according to their type. e.g orange, apple = fruits</p>	<p><b>Students should be able to:</b></p> <p>Listen to a text about food preparation and write the steps.</p>
	<p><b>Speaking</b></p>	<p>-Take part in guided oral activities</p> <p>-Use quantifiers in sentences.</p>	<p>A: What is tibs? B: It is made from ..... It is hot and spicy". You grill/fry the lamb...</p> <p>- <b>expressions of quantity appropriately</b> (adverbs of frequency) how much/many/a few/ a little</p>	<p>raw</p> <p>pan</p> <p>ingredient</p> <p>kitchen</p> <p>taste</p> <p>sweet,</p>	<p>-Students complete utterances in a dialogue.</p> <p>-Students look at pictures of quantities of food and ask questions using 'how much?' and 'how many?' and appropriate counters (kilo, bag, sack etc.)</p>	<p>Students describe what they eat usin for meals in the last few days (using the past tense) E.g. Yesterday I ate injira with vegetables.</p>	<p>Students can describe a particular dish.</p> <p>Read a text and identify specific information</p>



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		<p>-Describe a process using more than one adjective</p> <p>-Express their agreement and disagreement</p>	<p>T: What is this called in English? S: It is a tomato. T: What colour is it? S: It is red.</p> <p>What is ... What colour ...</p> <p>I think ... I agree with you because ... I don't agree with you because ...</p> <p>E.g. How much rice is there? There are two bags of rice. How many bananas are there? There are five bananas</p>	<p>spicy</p> <p>meat</p> <p>beef</p> <p>dairy</p> <p>roast</p> <p>dish</p>	<p>-In pairs, students talk about Ethiopian traditional dishes (food/ingredients) using the language modelled.</p> <p>-Students see plants such as carrots, onions, etc. ask and answer questions.</p> <p>-In groups, students describe how a particular food is prepared.</p> <p>-Students read some controversial statements e.g. 'people should not eat meat' and they agree or disagree with reasons. Students do the same in groups.</p> <p>-Students look at pictures of quantities of food and ask questions using 'how much?' and 'how many?' and appropriate counters (kilo, bag, sack etc.)</p>		Describe a particular dish in few sentences
	<b>Reading</b>	<p>-Read a dialogue and identify the message</p> <p>- Predict the theme of the passage by doing pre-reading activities</p> <p>- Sequence a number of sentences into a logical order in a paragraph</p>	<p>Dialogue</p> <p>A recipe for an Ethiopian dish</p> <p>A passage on food in Ethiopia</p>		<p>-Students read a dialogue between two students about their favourite food in their area and identify what they are talking about.</p> <p>- Students answer pre-reading questions and predict the theme of the text.</p> <p>Students put the sentences in order for cooking a traditional Ethiopian dish</p>	<p>-Students read different sentences which are about how a particular type of food is made and put them in the right order.</p> <p>Students read a text and identify, the details and main ideas.</p>	

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		<p>-Read for details, the main idea/particular information</p> <p>- Read a text and identify count and uncount nouns</p>	<p>- countable and uncountable nouns</p>		<p>-Students read the passage silently and independently and check/correct their answers to the questions.(true false, fill in the blanks, etc)</p> <p>- Students will identify the count and uncount nouns used in the text.</p>		
	<b>Writing</b>	<p>-Complete sentences using appropriate words</p> <p>-Write simple and compound sentences</p> <p>-Write list of items</p> <p>-Write sentences using quantifiers</p> <p>-Write process paragraphs.</p>	<ul style="list-style-type: none"> <li>• Food words</li> <li>• Sentences</li> <li>• Recipe for students' local dish</li> </ul> <p>Vocabulary network for food</p> <p>Do not add too much suager in your food.</p> <p>Passive and active voice First the fruits are washed. Then ...</p>		<p>-Students fill in the blanks using the words in a box</p> <p>-Students write sentences about the food they like and dislike and why.</p> <p>-Students get into groups and make posters of lists of foods in groups of vegetables, fruit, meat, dairy etc.</p> <p>- Students fill in gaps from a list of suitable words e.g. much/many/few/little</p> <p>-Students use the reading passage as a model to write a recipe for a local dish</p> <p>-Students write the steps on how to make coffee. The teacher provides some steps.</p>	<p>-Students describe what they ate for meals in the last few days (using the past tense) E.g. Yesterday I ate injira with vegetables.</p>	
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<p><b>Unit 5: Animal Fables</b></p> <p>Wild life and</p>	Listening	<p>-Listen and classify</p> <p>Listen and answer wh/yes/no questions</p>	<p><b>Simple Present</b></p> <p>What do lions look like? (plural nouns for generalisation)</p> <ul style="list-style-type: none"> <li>• Where/live</li> <li>• What/eat</li> </ul>	<p>animals habitat, diet , ability run kill climb fly swim</p>	<p>-Pre- listening task: -Using a list of animals or pictures, students divide animals into 3 groups wild animals, farm animals and pets</p> <p>-While they are listening to an animal fable, fill n a chart about the animals in the story.</p>	<p>Listen to a story and answer comprehension questions</p>	<p><i>Students will be able to</i></p> <p>Listen to a text and identify the details.</p>

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<p>domestic animals</p> <p>Animals' abilities</p> <p>Animals in the parks</p>		<p>-Listen for specific information and detail</p>	<ul style="list-style-type: none"> <li>• What can lions do?</li> <li>• Can lions swim?</li> </ul> <p>Adverbs of degree -</p> <ul style="list-style-type: none"> <li>• quite well, very well not at all</li> </ul> <p>e.g. Lions can run very well</p> <p>Comparison e.g. what is the fastest animal?</p> <p>Animal fables</p> <p>Past simple Did ...? Yes/No-----</p>	<p>description of animals zoo</p>	<p>-In pairs, students ask each other what the animals in the story look like, where they live etc.</p> <p>-Students are given names of animals and different activities. They say whether the animal can do that activity quite well, very well or not at all. E.g. Giraffes – climb trees (not at all) Hippos – swim (very well)</p>		<p>Describe and tell simple stories about animals.</p> <p>-Compare animal's ability.</p>
	<p><b>Speaking</b></p>	<p>-Tell simple stories</p> <p>-Give opinions</p> <p>-Compare animals</p> <p>-Use expressions of agreement and disagreement.</p>	<p><b>Comparison</b></p> <p>What do you think---? I think that---</p> <p>I think/in my opinion... I agree with you I disagree with you Which animal is very attractive?</p> <p><b>Past simple</b> Did ...? Yes/No-----</p>		<p>-In groups students tell simple stories about some animals to the class and others listen and mime the actions in the stories. -In groups, students retell the stories they listened in groups.</p> <p>-Students form opinions connected to animals using prompts e.g. I think lions are beautiful - In my opinion wildlife parks are good. Other students agree or disagree</p> <p>-Students compare animals, the strongest, the fastest etc.</p>	<p>-Students retell the stories (from listening and reading)</p>	<p>-Read parts of stories and sequence them in the right order</p>

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		-Answer 'wh'/yes/no questions.			- Students answer yes/no questions about the story using the past simple. Students do the same in pairs.		-Write a paragraph/dialogue story.
	<b>Reading</b>	-Predict the theme of the story.  -Read a story to find the message and the details.  -Read and sequence.	-What do you know about ...?  A passage/dialogue in the form of an animal fable that can teach a moral lesson		-Students look at pictures from the story and try to put them in order to predict the story.  -After reading, students rearrange (if necessary) pictures are in the correct order in pairs  -Students discuss the main lesson the story conveys and answer comprehension questions  Students discuss whether they liked the story or not and why (using expressions for opinions and agreeing/disagreeing).  Students act out the fable.	-Students read a story and write sentences beginning In my opinion I think ....	
	<b>Writing</b>	-Write simple sentences as part of a dialogue  -Write a paragraph in the past tense  -Write sentences about their opinion	Dialogue  A simple story  Sentences beginning with I think...		-Students add speech bubbles to the pictures and write dialogue for the animals in the story.  -Students write one paragraph stories in the past about animals (using prompts) and read them to their classmates.  Students write sentences starting with <i>"I think ..."</i> <i>"I don't think that ..."</i>	Students write a story in the form of dialogue	

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Unit 6: <b>Large Families</b>	Listening	-Listen and respond  -Listen and solve puzzles  -Listen for details	<b>Possessives</b>  I/we/they have He/she has  Model dialogue  A text that describes a large/extended family	grandmother/g rand-father/ son/ daughter, stepdaughter /son/ father/ mother, cousin, nephew, niece, elder, younger, the first/second son/daughter, etc. verbs: related to, married to, etc.	<ul style="list-style-type: none"> <li>Students discuss their close relatives.(Brainstorming)</li> <li>In groups, students talk to each other about large or extended family (relatives). (Brainstorming)</li> <li>Students solve the following problem: <i>X is looking at a photo and says 'brothers and sisters have I none but this man's father is my father's son'. Who is the person in the picture? (answer = his son)</i></li> </ul> <p>-Students listen to a passage about an extended family (and how it grows bigger) and answer true or false questions.</p>	-Listen to a text that describes a large/extended family and identify ideas for their dialogue.	<i>Students will be able to</i>  Listen to a description and identify the details.  Describe and express their opinions about large/small/extended families.
	My family tree						
	My relatives						
Family planning	Speaking	-Express their feelings/opinions giving reasons  Comment on others ideas with reasons	Expressing opinions, agreeing and disagreeing (recycle)  Reading passage about family planning		<p>-In groups, students discuss the advantages and disadvantages of having a large/small/extended family</p> <p>-Students have a class debate on a large/small/extended family (family planning). -Use pictures or photographs to describe family members answer questions (whose family ...?).</p>	Talk about the family using family tree given.	Read a text and match the main ideas with a diagram.  Write a short paragraph about their family.
	Reading	-Read and draw a diagram  -Infer meaning of words	A passage describing a family with a problem to solve at the end e.g. 'Who is your grandmother?'  A passage/ dialogue on the subject of a large/extended families		<p>-Pre-reading activities (what I know, what I want to know about a large/extended family). -Guess the meaning of five key vocabulary.</p> <p>-While reading activities (list the possible sources of problems in a large/extended family).</p>	Students read a text about a family and transfer the information to a family diagram.	Transfer ideas from a text to a diagram (chart, table).

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		-Read a passage to find the main message and details	<i>(affixes) prefix, suffix</i>		-Students read the passage, draw a family tree and solve the problem. They compare answers in groups.  -Students identify the new words in the passage based on their affixes. -Students read the passage and identify the advantages and disadvantages of large/ extended family		
	<b>Writing</b>	-Complete sentences using appropriate words  -Write simple and compound sentences  -Write a paragraph	Sentences describing family large/extended/small/  Compound sentences  Coordinating conjunctions  Describing family large/extended/small/ Family diagram		-Students complete sentences using words/phrase from a list of family words (based on first reading passage)  -Students write sentences about their own extended families  -Students write a short personal response to the reading passage/debate e.g. I think large families are good  -Students write compound sentences about the advantages and disadvantages of large families using 'and' and 'but'.  -Students write a short paragraph that describes a given family diagram.	-Students write sentences about their families to form a paragraph.  -Students write an argumentative paragraph	-Students write a paragraph.
<b>Unit 7: Save our World</b>  Air and Water Pollution	<b>Listening</b>	-Listen to short story of (about 150-200) words and identify specific information and the main idea	<b>Expressing opinions</b> – Should/must • I think • I believe • I think it's important to • I feel	pollution  deforestation  garbage  sewerage	-Students listen to story about an animal and the effects of pollution on its habitat and life and then they answer different comprehension questions.	-Listen to a text and answer the questions.  -In pairs, students look at pictures showing the effects of pollution. They	<i>Students will be able to:</i>  Listen to a text about the environment and

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<p>Ethiopia and the future</p> <p>Protecting the Environment</p>		<p>Listen and reflect their reaction.</p> <p>-Listen and identify cause and effects</p> <p>Listen and respond in conversations</p> <p>-Listen to a passage and fill in a chart/map</p> <p>-Listen to a conversation and express their opinion and use expressions of agreement and disagreement</p> <p>-Listen to a passage and express their opinion about the future</p>	<ul style="list-style-type: none"> <li>• If we don't... will happen</li> </ul> <p><b>Present simple</b></p> <p><b>Present continuous</b></p> <p>A conversation made by a group of students about what would happen in Ethiopia in the future.</p>	<p>litter</p> <p>smoke</p> <p>plastic bag</p> <p>poison</p> <p>draught</p> <p>flood</p> <p>fire</p> <p>Adjectives to describe Ethiopia and cities/towns/villages</p>	<p>-Students listen to the text and express their reaction/belief about the incidents in the story.</p> <p>-Students involve in a conversation and exchange ideas on the environment.</p> <p>-Students listen to someone talking about what he/she thinks will happen to Ethiopia in the future. Students have a map/chart and fill in what will happen in different regions.</p> <p>-</p> <p>-Students express their reactions and opinions to the listening text by agreeing or disagreeing</p>	<p>describe the pictures, what happened to cause the damage illustrated.</p> <p>-Based the damage shown in picture, students tell and what they can do to prevent this happening in their village/town.</p> <p>Listen to a text and fill in a table with details, dates,</p> <p>Students make predictions about their school e.g. in 2010 it will have 2000 students</p>	<p>tell/write their reflection</p> <p>-Talk about the environment they listen</p> <p>- Read and complete a table</p> <p>Students will be able to: Listen to prediction and preferences and express their opinions</p> <p>Talk about their future predictions.</p>
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	<b>Speaking</b>	<p>-Express reaction to a text/others' ideas</p> <p>- Express their opinion</p> <p>-Use the simple present and present continuous tenses in their utterances to give advice</p> <p>-Use different social expressions.</p> <p>--Express their preferences</p> <p>-Take part in guided oral activities in groups</p> <p>-Use social expressions to express certainty and doubt</p>	<p>Agreeing and disagreeing I believe that .. I think ...</p> <p>Expressing opinions – Should/must</p> <ul style="list-style-type: none"> <li>• I think</li> <li>• I believe</li> <li>• I think it's important to</li> <li>• I feel</li> <li>• If we don't... will happen</li> <li>• We must/should..</li> </ul> <p>-Giving advice E.g: Currently temperature is increasing due to climate change. E.g We should save the world by planting trees</p> <p>-Present simple and present continuous tense.</p> <p><i>Expressions of preferences</i></p> <p>I like . . .</p>		<p>-Students discuss the story (in the listening text) and express their reactions and feelings.</p> <p>-Students get into pairs and express their reaction/belief about the incidents in the story based on the listening text.</p> <p>-Students read jumbled sentences and sequence them into the stages by which deforestation impacts on the environment. Then work in pairs to explain logically the effects of deforestation.</p> <p>-Teacher models the language patterns with sentences about the future e.g. I would like our town to have electricity. Students change the nouns and verbs to make similar sentences and use it in a conversation in their groups e.g. I would like Ethiopia to be richer.</p> <p>-Students are asked to imagine they can see into the future. Working in pairs, they take it in turns to tell their partner what will happen during their lifetime. E.g. You will see big buildings (Warning: students instructed not to be personal)</p> <p>-Students work in small groups. On a large sheet of paper, they brainstorm what they like about living in Ethiopia, and what things they would like to change/improve. One member from each group reports back to the class. Students listen to the reports and are encouraged to ask questions after the presentations.</p> <p>•Students make sentences about their village in their future using more than one adjective. E.g. This will be a large modern school.</p>	<p>Write predictions about what they would like to have/see happening in their home town</p>
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		<p>-Use expressions of agreeing and disagreeing</p>	<p>I prefer to see...</p> <p>In the future I would like to (be) . . .</p> <p>I would like + noun + infinitive</p> <p>comparatives e.g. I would like the country to be richer</p> <p><b><i>Certainty and doubt</i></b></p> <ul style="list-style-type: none"> <li>• I don't think so</li> <li>• Do you think so?</li> <li>• Are you sure</li> <li>• I think it will</li> </ul> <p>I agree with him/her I don't agree</p>		<p>•In pairs students draw what they think their village/town will look like in the future. They describe it to another pair</p>		
	<b>Reading</b>	<p>-Predict the theme of a passage</p> <p>- Read for details and for the main idea</p> <p>-Sequence a number of sentences into logical order in a paragraph</p>	<p>What do you think is the theme of the text?</p>		<p>-Students do pre-reading activities and predict the theme of the passage.</p> <p>-Students look at the title, accompanying picture and predict the content of the passage. They read the first (explanatory) paragraph and check if their predictions were right.</p> <p>-Students read the text and complete a chart.</p> <p>-Students read the text and answer comprehension questions.</p>	<p>Read a text and complete the table.</p> <p>Read the text and answer the comprehension questions.</p>	<p>Students read and identify the theme and the details of a given text.</p>

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					<p>-Students read jumbled sentences and sequence them into the stages by which deforestation impacts on the environment.</p> <p>-Students work in pairs to explain logically the effects of deforestation.</p>		
	<b>Writing</b>	<p>-Write a guided summery text.</p> <p>-Write sentences connected to the topic</p> <p>-Write guided summary expand vocabulary network for the environment paragraph</p>	<p>Sentences (promises and commitments: I will )</p> <p>Vocabulary network for the environment</p>		<p>-Students summarize the main ideas of the text they read.</p> <p>Students produce a range of environmental campaign materials allocating different tasks to group members. e.g. badges, information leaflets, promises/pledges, posters. They write sentences to go with these materials. E.g. I will throw rubbish away</p> <p>-Students write a summary in a paragraph with the help of the information in the table (filled out while reading the text)</p>	<p>-Students write about what they can do to prevent the damage that happens in the pictures shown.</p>	<p>Students write a well organized guided summery of the text they read conncting sentences.</p>
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<p><b>Unit 8: Abilities of People</b></p> <p>I can do it!</p>	<b>Listening</b>	<p>Listen and take notes</p> <p>Listen and identify the specific information</p> <p>Listen for details</p>	<p><i>Could/couldn't Comparing</i></p>	<p>Communicate</p> <p>Sign language</p> <p>Hearing impaired</p> <p>Physical</p>	<p>-Students listen to an interview with a group of students talking about their school days. They make notes on what they could and couldn't do and in groups compare them. They may use chart tofill in while listening.</p> <p>E.g. I couldn't read printed letters but I could read carved letters on plates</p>	<p>- Listen and answer the comprehension questions</p>	<p><i>By the end of the unit, students will be able to:</i></p> <p>Listen to a text about</p>

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What skills do you have?  Safety measures	<b>Speaking</b>	-Compare people using the three forms of the comparison  -Talk about people with disability  -Give instructions and ask people politely for something  -Ask and answer 'wh' questions about people with disabilities	Can/can't <b>Comparisons</b> <i>Adverbs of degree</i> (very well, quite well, not at all)  <b>Imperatives</b> Can you .... Should  <b>Reflexive pronouns</b> (my/your/him/herself) What can you do by yourself? He can walk home by himself	fitness  Ridding Adverbs Intelliget Effort Talent	Students listen to a text about what people can do and cannot do and answer comprehension questions.  -In pairs students discuss about two different groups of people with special abilities (Helen Keller or Thoman Edison) and report the result of the discussion.  -Students discuss the problems they might face, how they overcome them and discuss what disabled people can do and how people should treat them .  -Students take the positions of people with special needs. E.g. 'Hearing impaired' students try to lip read Students learn some simple sign language Students give instructions to 'visually impaired' students. Students help 'visually impaired' students 'Visually impaired' students ask 'sighted' students to assist them to copy notes from the blackboard  Students take on roles of people with special needs. Other students ask them questions about their abilities and they answer. E.g. What can you do by yourself? I can walk home by myself. I can make tea. I can play football. After each person, other students say what they can do e.g. he can walk home by himself	Read a text and answer comprehension questions.  Complete sentences with the appropriate words from the unit.
		<b>Reading</b>	Predict the theme of the passage	A story about a hearing-impaired child and his/		Students read pre-reading questions and guess what the passage will be about.

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		<p>-Read a passage and find the main messages</p> <p>-Infer the meaning of unfamiliar adjectives from the context</p>			<p>Students read the passage individually and find the main ideas, specific information, and details</p> <p>Students guess meanings of words from the sentences.</p>		
	<b>Writing</b>	<p>-Complete sentences/paragraphs using appropriate words</p> <p>-write simple sentences about other people's likes and dislikes.</p>	<p>-Sentences about the passage with gaps</p> <p>Paragraph about famous person e.g. Helen Keller, blind Ethiopian musician</p> <p>Sentences</p>	-	<p>-Students fill in gaps in sentences/paragraph from a list of possible words.</p> <p>Students use the information in the reading to make sentences about the child's likes and dislikes.</p>		<p>- Ask and answer questions about the hearing-impaired child and his/her daily routine.</p> <p>Read a text and answer comprehension questions.</p>
<p><b>Unit 9: Healthy Living</b></p> <p>Disease</p> <p>Exercise for health</p> <p>Healthy diet</p>	<b>Listening</b>	<p>-Listen to information and identify the main points</p> <p>-Listen to a text about some common health problems and list the causes and effects</p> <p>-Listen and take part in guided oral activities in pairs</p>	<p>-News report describing problems faced by children who have poor diets and little exercise conditional ('if' ...+ 'will')</p> <p>-Statement and response - examples If I eat too many sweet things, my teeth will...</p>	<p>-Diet exercise hygiene sensibly, antonyms unhealthy unfit, unwell unkind unhappy nutrition malnutrition meal feed drink dish fitness</p>	<p>Students listen to the report and in small groups reach agreement on the 3 most important points made in the passage. Groups report to the class.</p> <p>-Students listen to a text about causes of common health problems in groups/pairs and list causes of the disease.</p> <p>-Students complete a dialogue between a patient and a doctor.</p>	<p>-Listen to a text and identify the causes some common health problems and transfer them to charts/tables/graphs etc.</p>	<p>-Listen and list/complete a chart</p> <p>-Talk about how to maintain a healthy lifestyle</p>

## Grade 6 English Language Syllabus

			<p>If I exercise every day, my body will.....</p> <p>If I don't wash my hands after going to the toilet, I will....</p> <p>Should/must</p>	endurance		
<b>Speaking</b>	<p>-Use the probable conditional</p> <p>-Give suggestions using conditional on how to take safety measures</p> <p>-Make a list of advice using conditionals</p> <p>Express their feelings and give reasons</p> <p>Pronounce words correctly</p>	<p><b>-Conditional</b> ('if' ...+ 'will')</p> <p>Statement and response - examples</p> <p>If I eat too many sweet things, my teeth will...</p> <p>If I exercise every day, my body will.....</p> <p>If I don't wash my hands after going to the toilet, I will....</p> <p><b>Should/must</b></p> <p>Look + adjective e.g. you look tired, you look hungry, you look unwell...because</p> <p>Acrostics based on related words. e.g. He Eats fruits and vegetables, and Always washes his hands before eating and</p>	<p>-Teacher models the statement (If I eat too many sweet things, my teeth will...) and response (go bad). Teacher says other statements and asks for responses.</p> <p>In pairs one student makes a full sentence using the probable conditional. The other responds with advice. E.g. A: If I eat too many sweet things, my teeth will go bad B: You shouldn't eat sweet things.</p> <p>Students make up short dialogues expressing their feelings. E.g. A: You look tired? B: Yes I am A: Are you unwell? B: No, but I didn't sleep very well A: You should go to bed</p> <p>Students choose simple words related to healthy living, and in pairs attempt to write acrostics which they will then present to the class.</p> <p>Students listen to the report and in small groups reach agreement on the 3 most important points, and report to the class.</p>	<p>'Advise your little sister'. In pairs students conduct a role play. One student plays him/herself and the other his/her younger sister. He/she gives advice. E.g. You should go to bed at 8.00 pm.</p>	Students use conditional sentences and give suggestions.	

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			<p>Listens to the doctor, and Tries to eat sensibly. He has fun exercising -/s/ with words after voiceless sound Ending /s/, /ɪz/, /əz/ e.g. boy/s/ -/z/after voiced sound -/ɪz/ or /əz/ after sibilant sound</p>		<p>Students learn the ending sounds in nouns.</p>		
	Reading	<p>-Read for specific information and detail</p> <p>-Sequence sentences into a logical order</p> <p>-Read the interview identify messages.</p>	<p>A written transcript of an interview with a sports teacher. The questions and answers are jumbled up.</p>		<p>-Students read a text and answer comprehension questions.</p> <p>-Students work in pairs/groups to match the questions with the answers to make logical sense.</p> <p>-Students with their work out the logical order</p> <p>-Students read the interview and report the main messages.</p>	<p>Read and re-arrange jumbled up sentences</p> <p>Read and identify the details and specific information.</p>	<p>Students read different texts and identify the main and specific information</p>

## Grade 6 English Language Syllabus

	<b>Writing</b>	<p>-Complete sentences using appropriate words</p> <p>-Write supporting sentences to develop a paragraph</p> <p>-Write a vocabulary network for healthy living</p> <p>-Make antonyms using 'un' . . .</p>	<p>Making antonyms using 'un' - unhealthy, unfit</p> <p>Sentences</p> <p>Paragraph in a leaflet</p> <p>Vocabulary network for healthy living</p>		<p>-In pairs students make sentences using the antonyms.</p> <p>-Students fill in the sentences with the correct adjective/antonym/adverb of manner</p> <p>-Students produce sentences for illustrated leaflets – 'Be Healthy'. They use should/must and if + will e.g. You should exercise every week If you eat well, you will be healthy</p> <p>-Students make vocabulary network for healthy living parts of the body (e.g. leg)</p> <p>-Write/give advice using conditionals. E.g. Diarrhea is caused by polluted water. If we drink polluted water, we will have diarrhea.</p> <p>-Teacher shows how antonyms are formed. Students match the antonym to its meaning e.g. unwell = sick etc.</p>		<p>Students complete conditional sentences. E.g. _____, you will get sick.</p>
<p><b>Unit 10: Child labour</b></p> <p>Roles and responsibilities in a family</p>	<b>Listening</b>	<p>-Listen and express their opinions about the types of jobs and make their own list of jobs</p>	<p>A text about different types of jobs that children can perform. Can/could Has/have</p>	<p>Jobs do (shoe shine), beg, sell tissues, employ, work, salary, payment, labour, victim</p>	<p>Introduce the topic through discussion using pictures/photos –Students brainstorm possible jobs that children do</p> <p>Students listen to a text about that can describe about jobs that children can and cannot do and orally express their opinions about the types of jobs.</p>	<p>-Listen to and ask and answer questions about their lives</p>	<p>-Listen to a text describing jobs and identify what they can and cannot: what they should and should not.</p>

## Grade 6 English Language Syllabus

Easy Jobs  Rules and regulations				nurse oppose support			
	<b>Speaking</b>	express their opinion and give reasons  take part in a debate about child labour	Children should help their parents. What is your opinion?  Children should not be engaged in jobs which are beyond their capacities.  How do help your family? I fetch water every morning. Can you make coffee?		-Teacher elicits as much as possible from the students about what they feel about child labour  -In groups students debate different forms of child labour  -Students in a group exchange experience about the jobs they perform at home. E.g. a teacher gives one type of job and students take part to express their experience.	Listen to opinions and reasons and express their own reaction.	Students argue about their opinions supporting them with reasons.
	<b>Reading</b>	read a passage about what children <i>can</i> and <i>cannot do</i> and answer questions	Two stories – one about a child who is a victim of child labour, the other about a child who is not.		Students read the passage independently and answer questions. Students compare answers in pairs Students discuss, in groups, the main ideas of the passage comparing the two children Students match sentences to pictures/photos/illustrations that show the severity of child labour	In pairs students read a passage about the roles of two children and list in columns what the children in the passage perform.	Students read and identify jobs which children can or can't do.
<b>Writing</b>	Write sentences about child labour  Write rules and regulations about child labour	Sentences  Leaflet saying no to child labour		Teacher writes the language patterns on the board and students make sentences about child labour using the same language. E.g. There used to be more child labour. Last week I saw a shoe shine boy.  Students write sentences about what they know about child labour.  Students design a leaflet and write sentences to warn against child labour. E.g. This child should be in school.	Students write sentences that describe child labour.	Students write rules and regulations in contexts using appropriate language.	