

**ENGLISH
FOR ETHIOPIA
GRADE 7**

Teacher's Guide

This textbook is made possible with the generous support of the American people through the United States Agency for International Development (USAID) and President George W. Bush's African Education Initiative, Textbooks and Learning Materials Program (TLMP) as a collaborative effort with Alabama A&M University, Huntsville, Alabama, USA, and the Ministry of Education, Institute for Curriculum Development and Research (ICDR), Ethiopia

Contract Number RLA-A-00-05-00081-00



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ISBN 0-9789471-3-4



English for Ethiopia

Teacher's Guide Grade 7

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INTRODUCTION

This new Grade 7 teacher's guide includes lessons for helping students acquire both the knowledge and affective (attitudinal) skills they need to enable them to use English at school and in their everyday lives. An emphasis is placed on the students' constructing meaning individually, in the company of their teachers and other students, and in a wider society. Methodology to help students communicate naturally in the English language is included in each unit.

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

In Grades 5-8, the second cycle, the students build on these foundations. They learn to speak English with greater fluency and accuracy in a wider variety of situations. They also begin to develop the reading and writing skills they will need to study in English in the secondary school. The Units are designed to engage the students with material that is both relevant and authentic.

By the end of Grade 7, students should be able to:

1. understand and give oral explanations and talks on topics related to the other subject areas.
2. ask and talk about a range of topics including health issues, emotional and social well being, conflict resolution and boundaries related to students' everyday lives by using the techniques of drawing conclusions, cause and effect and summaries.
3. read different kinds of text silently and orally and understand and explain the content of the text.
4. write for a variety of purposes including vocabulary building, echo constructions, sentence construction, and descriptions.

Lesson Content

The content of the lessons will get students actively involved in *listening*, *speaking*, *reading*, and *writing* about the unit topics. *Listening* includes listening for information and to follow directions. *Speaking* includes speaking expressively, giving descriptions, giving reasons, making

introductions, recalling information, and participating in dialogues. *Reading* activities include reading stories, informational text, dialogues, maps, and charts. The teacher will have an opportunity to provide activities that will include lessons that require text to be read silently or orally. *Writing* involves words, phrases, sentences, and paragraphs. These unit guidelines are designed to foster active learning and thereby help the student comprehend content.

Active Learning

Piaget believed that children are not just passive receivers of information, but that they are naturally curious about their world.

- Students need to see the interaction between their physical and social environments to help them make sense of the world in which they live.
- Students who are actively involved in their own learning tend to think broadly and deeply about a subject, and over time, in increasingly complex ways.
- Learning takes effort, and students who see the value of learning in their personal lives are more motivated to work hard than those who do not.

It is important, therefore, for the teacher to help the students make the connections between the students' lives and the material to be learned. These guidelines provide suggestions for doing so. Because learning is not just collecting isolated facts, the units are grouped to help children make connections, the methodology encourages children to see the relationships between content and their own lives, and the activities promote student engagement and active learning.

Key Words

Key words are identified in each unit and are used to increase vocabulary and build concept knowledge. Vocabulary development is important because it enables students to label concepts/feelings, organize their thoughts, ask and answer questions, and, in general, communicate both orally and in writing more precisely. Students must acquire the habit of

enlarging their vocabulary through reading, writing, listening, and speaking.

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

This guide will provide direct instructions and clear explanations with examples where appropriate. The student book contains practice exercises that relate to the objectives as defined in the syllabi for each unit. Activities are included that can be completed independently, in pairs and in small groups. To succeed, students should be able to work collaboratively as well as independently.

When choosing students to come to the front of the class to demonstrate their work or to report to the class, remember to give equal chance to both boys and girls.

Textbook Structure and Content

The Grade 7 textbook consists of 16 units. Each unit deals with a different topic and integrates four areas of teaching and learning with unit content. Learning activities include silent reading and reading out loud, writing, speaking, and listening.

Units can be classified relative to four main themes: Expressing Ourselves; Health, Emotional and Social Well-Being; Conflict Resolution; and Defining Appropriate Boundaries. Specific units under each theme follow.

1. Expressing Ourselves

Unit 1 – A Famous Person

Unit 6 – I Want Respect

Unit 7 – My Responsibilities

2. Health, Emotional and Social Well Being

Unit 3 – Neither Tears Nor Sweat Transmit HIV/AIDS

Unit 4 – All of Us Should Help Our Parents

Unit 9 – Learn From Your Mistakes

Unit 10 – How to Live with HIV/AIDS

Unit 12 – Be Proud of Good Deeds

3. Conflict Resolution

Unit 2 – The Story of Two Brothers

Unit 8 – Do Things on Time

Unit 11 – Bullying/ Frightening People

Unit 14 – School Regulations

4. Defining Appropriate Boundaries

Unit 5 – Addis Ababa is Not so Old as Harar

Unit 13 – A Clean Environment

Unit 15 – Time Saving

Unit 16 – A Rural Road

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

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

UNIT 1

A FAMOUS PERSON

Teaching Objectives

In this unit you will help students learn to:

- ask for and give *personal information*.
- make sentences about a person's *personal information*.
- read and answer questions about famous Ethiopian people.
- write about what they have read.

LESSON ONE

Write the words *personal information* on the chalkboard. Tell the students that when we greet others, we ask for and give personal information such as name, age, nationality, date and place of birth, family members, occupation, favorite pastimes, foods and subjects in school.

Ask students to look at the picture in their textbook. Write the names, *Soreti* and *Megersa*, on the chalkboard. Point to the names and read them. Tell the students that you will be reading a passage about the two students. In the passage they will be asking and telling *personal information*.

Ask students to listen for *personal information* as you read the passage out loud.

Soreti and Megersa Greet Each Other

Soreti:	“What is your name?”
Megersa:	“I’m Megersa. May I ask your name?”
Soreti:	“I’m Soreti and I’m in grade seven.”
Megersa:	“So am I. What do you like to study?”
Soreti:	“I like to study English, but I am not very good at it.”
Megersa:	“Neither am I. I am good at mathematics.”
Soreti:	“So am I. I have to go now.”
Megersa:	“So do I.”
Soreti:	“Nice to meet you.”
Megersa:	“Nice to meet you, too.”

Ask students to tell personal details that they heard in the passage. Write their responses on the chalkboard.

Choose one student. Model asking and telling different types of personal information in front of the class. As you tell each type of personal information, point to it on the chalkboard.

Ask students to work with a partner asking and telling different types of personal information.

LESSON TWO

Write the words *personal information* on the chalkboard. Remind the students that when we greet others, we ask for and give personal information such as name, age, nationality, date and place of birth, family members, occupation, favorite pastimes, foods and subjects in school.

Tell students that we use the language pattern *so am I* or *so do I* to say that our personal information is the same as someone else's.

Write the words *so am I* and *so do I* on the chalkboard. Read example sentences.

Ask students to respond with *so am I* when you point to *so am I* on the chalkboard. Ask students to respond with *so do I* when you point to *so do I* on the chalkboard.

Example

Read: I like to speak English.

Point: So do I.

Read: I am a good student.

Point: So am I.

Read: I enjoy playing football.

Point: So do I.

Read: My teacher is friendly.

Point: So am I.

Ask students to tell you when to use *so am I* and when to use *so do I*. (*So am I* is used for the verb *to be* and *so do I* is used for other verbs.)

Tell students to work with a partner to practice asking and answering questions giving personal information. Tell students to use the new language pattern *so am I* or *so do I*.

LESSON THREE

Tell students that we also can use the language pattern *neither am I, nor am I, neither do I, or nor do I* to say that our personal information is not the same as someone else's. We use this pattern if the other person's information is given in the negative form.

Write the words *neither am I* or *nor do I* on the chalkboard. Read example sentences.

Ask students to respond with *neither am I* when you point to *neither am I* on the chalkboard. Ask students to respond with *nor do I* when you point to *nor do I* on the chalkboard.

Example

Read: I am not interested in mathematics.

Point: Neither am I.

Read: I do not run fast.

Point: Nor do I.

Read: I am not from Addis Ababa.

Point: Neither am I.

Read: I do not like bananas.

Point: Nor do I.

Point out the negative words in the sentences.

Tell students to work with a partner to practise asking and answering questions giving personal information. Tell students to use the new language pattern *neither am I* or *nor do I*.

LESSON FOUR

Write the name *Tirunesh Dibaba* and the title of the story “The Flying Princess” on the chalkboard. Tell the students that they will be reading a story about a famous Ethiopian named Tirunesh Dibaba. Tell students she also is called the Flying Princess. Ask students if they have ever heard of her, and if so, what they have heard.

Ask students to talk with a partner and write five questions about personal information they would like to ask Tirunesh Dibaba.

Ask students to report their questions to the class. Record their questions on the chalkboard.

Ask students to read the story silently.

Ask students to talk with a partner about the main idea of the story.

Then ask students to write in their exercise books the answers to the questions.

Answers

1. What is the occupation of Tirunesh Dibaba? (*long distance runner*)
2. Tirunesh Dibaba often runs with another member of her family. Who is this person? (*her sister, Ejegayehu*)
3. How long are the races Tirunesh Dibaba runs? (*5,000 and 10,000 metres*)
4. What did Tirunesh Dibaba do that no other man or woman had done before? (*won both the 5,000 and 10,000 metres*)
5. Why do you think Tirunesh Dibaba is known as the Flying Princess? (*Accept any reasonable answer.*)

Ask students to compare answers with a partner.

Ask several students to report to the class.

LESSON FIVE

Write the name *Fatuma Roba* and the title of the story “Marathon Winner” on the chalkboard. Tell the students that they will be reading a

story about a famous Ethiopian named Fatuma Roba. Ask: What do you know about Fatuma Roba? Why is Fatuma Roba famous?

Ask students to tell a partner what personal information they would like to ask Fatuma Roba.

Ask students to report their questions to the class. Record their questions on the chalkboard.

Ask students to read the story silently.

Ask students to talk with a partner about the main idea of the story.

Discuss the story with the class.

Ask students to write in their exercise books answers to the questions.

Answers

1. Fatuma Roba was born in Arsi.
2. Fatuma Roba moved to Addis Ababa to train.
3. Fatuma Roba was the first Ethiopian athlete to ever win a marathon.
4. She was the first African woman to ever win an Olympic marathon.
5. Why do you think Fatuma Roba is a famous Ethiopian woman?
(Accept any reasonable answer.)

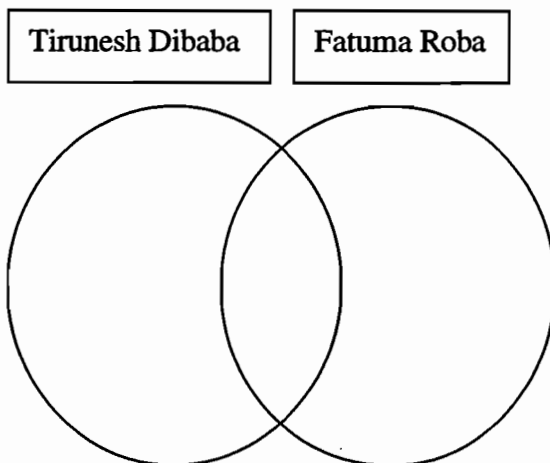
Ask students to compare answers with a partner.

Ask several students to report to the class.

LESSON SIX

Draw the Venn diagram below on the chalkboard. A Venn diagram is used to compare and contrast people, objects, and other things as in the Venn diagram about Tirunesh Dibaba and Fatuma Roba. How the people or objects are alike is listed in the space where the circles overlap. The outside areas of the circles show how they are different.

Write the words *compare* (alike) and *contrast* (different). Tell students what each word means.



Ask students to read the stories silently again.

Explain to the students that they will be thinking of ways that Tirunesh Dibaba and Fatuma Roba compare and contrast. Tell students that when they have finished talking with a partner they will use the information they talked about to fill in the chart on the chalkboard.

Ask students to talk with a partner. Ask them to tell their partner ways in which the two women are the same (compare) and different (contrast).

Then ask students to report to the class.
Record their answers on the Venn diagram.

Possible Answers

- **Left circle:** *Tirunesh: information—runs 5,000 metres, runs 10,000 metres, runs with her sister, won world championships*
- **Right circle:** *Fatuma: information—runs marathons, ran in Olympics and won, ran and won Boston Marathon*
- **Middle area:** *Same information—from Arsi, runners, train in Addis, have at least one sister, Ethiopian women, famous for winning championships*

Ask students to copy the completed diagram into their exercise books.

LESSON SEVEN

Ask students to look at the completed diagram from Lesson Six. Tell students to talk to a partner about how the two women compare and contrast.

Ask students to look at the gap-filling passage in their textbook. Ask students to copy the passage into their exercise books and use the information from the Venn diagram to fill the gaps.

Answers

Ethiopian, runners, Arsi, Addis Ababa, 5,000, 10,000, sister, marathons, Olympics, Boston

Have students report their answers to the class.

Ask students to write two paragraphs in their exercise books. Paragraph one will tell how Tirunesh and Fatuma are alike, and paragraph two will tell how they are different.

LESSON EIGHT

Ask students to read the information in the table in their textbook. Ask students to use the information in the table to fill the gaps in each of the five sentences.

Tell students to write the answers in their exercise books.

Ask students to compare gap-filling answers with a partner.

Answers

1. *runner, Arsi, Addis Ababa*
2. *author, Suppei Boru, Addis Ababa*
3. *Aklilu Lema, Harar, USA*
4. *Kenenisa Bekele, born, Addis Ababa*
5. *Tayitu, Shoa*

Choose several students to report to the class.

LESSON NINE

Write the following table on the chalkboard.

Tell students that the first column talks about occupations (jobs), the second column tells why someone might want that occupation, the third column tells how that occupation would contribute to the country, and the fourth column tells where someone with that occupation might live.

Occupation	Why?	Contribution to Country?	Where do you want to live to do this?
Teacher	To help students	To educate people	Wherever they are
Business owner	To support your family	To help Ethiopians have jobs	Addis
Student			
Doctor			
Farmer			
Merchant			

Tell students that a teacher chooses an occupation to help students (why?) and educates people (contribution) anywhere (where?). Do the same explanation for the business owner.

Ask students to copy the chart into their exercise books. Tell them to fill in the last rows with:

What they want to do as an occupation, why?

What contribution that occupation will make to the country?

Where would they want to live to do this work?

Ask students to exchange exercise books and read and discuss what their partner has written. Choose several students to report to the class.

LESSON TEN

Review the new language patterns from lessons one through three.

Tell students to read the sentences from their textbook silently as you read them out loud.

1. *My friend is from Ethiopia. I am from Ethiopia.*
1. *My friend is from Ethiopia and so am I.*
2. *My mother likes oranges. I like oranges.*
2. *My mother likes oranges and so do I.*
3. *My sister is not in grade five. I am not in grade five.*
3. *My sister is not in grade five and neither am I.*
4. *My father does not like to sing. I do not like to sing.*
4. *My father does not like to sing and nor do I.*

Write *so am I*, *so do I*, *neither am I*, and *nor do I* on the chalkboard. Ask students to number one to four in their exercise books. Tell students you will be reading some sentence pairs. Ask them to write each pair of sentences in their exercise books.

Read the following sentence pairs out loud as the students write them in their exercise books:

1. *You enjoy football. I enjoy football.*
2. *You are tall. I am tall.*
3. *You are not from Somalia. I am not from Somalia.*
4. *You do not enjoy coffee. I do not enjoy coffee.*

Ask students to use the language pattern written on the chalkboard to combine the sentences. Ask them to write the new sentences in their exercise books.

Ask students to report their new sentences to the class.

Answers

1. *You enjoy football and so do I.*
2. *You are tall and so am I.*
3. *You are not from Somalia and neither am I.*
4. *You do not enjoy coffee nor do I.*

LESSON ELEVEN

Tell students that they can convert sentences using *so am I* and *so do I* to sentences using *neither am I* and *nor do I*. Ask students to read the example sentences in their exercise books. Ask students to notice how the sentences change. Ask students to copy the six sentences from their textbooks into their exercise books. Ask them to follow the directions to convert (change) each sentence. Ask students to exchange exercise books and read their partner's sentences.

Answers

1. *You do not enjoy football and nor do I.*
2. *You are not very tall and neither am I.*
3. *You are not from Addis Ababa and neither am I.*
4. *You do not run very fast and nor do I.*
5. *You are not a good student and neither am I.*
6. *You do not enjoy school and nor do I.*

Ask students to work with another set of partners. In their group of four, have students take turns reading their sentences to one another.

Ask students to report to the class.

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

UNIT 2

THE STORY OF TWO BROTHERS

Teaching Objectives

In this unit you will teach students how to:

- use relative clauses to describe people, places, and things.
- read stories and answer comprehension questions.
- write sentences using a language pattern.

LESSON ONE

Write the word *school* on the chalkboard. Ask students to name the different jobs found within a school. (*teacher, librarian, director*). Tell students they are going to read a conversation between two people. Ask students to try and figure out the characters' different jobs in the school.

Tell students to read the dialogue silently and then read it out loud with a partner.

Ask students to answer the questions in their book out loud with a partner.

Go over answers out loud.

Answers

1. Who do you think Hawi is? (*Hawi could be a teacher or a director.*)
2. What is Tizazu's occupation? (*Tizazu is the librarian.*)
3. Which students does he want to work with him? (*Those who stood 1st through 5th in the first and second semester.*)
4. What does Tizazu want the students to do? (*He wants them to help select interesting materials for their classmates to read.*)
5. How many of the students have been absent from class before? (*None of the students have ever been absent from school.*)
6. What kind of stories do you like to read? (*Accept all reasonable answers.*)

Ask students to continue the conversation between Tizazu and Hawi by writing in their exercise books what they think Tizazu and Hawi will say next. Tell them to write what Tizazu will say next. Then write how Hawi will respond, and how Tizazu will answer.

Walk around and check for students' understanding.

Ask students to take turns reading their conversations out loud with a partner. Then, ask *who*, *what*, *when*, and *where* questions about their writing.

LESSON TWO

Read the questions out loud with students.

Ask students to think about the questions as they listen to the story.

1. *What does it mean to be a hard worker?*
2. *Who works hard in their village?*
3. *What does it mean to be a hardworking student?*
4. *How is a hardworking student different from a lazy student?*
5. *What problems does a lazy student face?*
6. *How does hard work pay off in school?*
7. *How can a lazy person improve?*

Ask students to listen carefully as you read the story "Stop Dreaming."

Stop Dreaming

Two brothers went to school. One was hardworking. The other was lazy. The hardworking brother did all of his assignments and followed the school rules. He studied at night and tried hard to improve himself. He was good at all subjects. After graduation from high school, he went to university. Years later, he graduated with distinction. He landed a good job and was able to take care of his family. He became an important person and highly respected in his country.

The lazy brother did very few assignments and did not follow the school rules. He stayed out at night and looked for fun instead of trying to improve himself. He did poorly in all his subjects. He could not succeed. He was unable to graduate from high school. He is still unemployed. Once upon a holiday, the lazy brother met his hardworking brother. The lazy brother asked his brother for money. The hardworking brother looked at him and asked him, "Why do you need my money? Why didn't you work hard to get money like I did? I have no money for you. What I

have for you is only advice. Stop dreaming, go back to school and study your lessons. Do hard work.”

The lazy brother accepted his hardworking brother’s advice and succeeded. He graduated from high school and college. He started his own business in the city. Finally, he could be proud of his accomplishments. He, too, became a leader in his community.

Ask students to discuss the answers to the questions in a small group.

Ask students to describe the hardworking and the lazy brothers to a partner. Ask them to tell their partner how they compare and contrast.

LESSON THREE

Write the word *characteristic* on the chalkboard. Explain to students that characteristics are words that describe people or identify them from one another.

Ask students to list the characteristics of each brother in their exercise books. Go over examples from their textbook. Reread the story “Stop Dreaming.” Ask students to write the characteristics of each brother. Walk around and check for understanding.

Go over answers out loud. Accept all reasonable answers.

Hardworking Brother	Lazy Brother
<i>Example: respected school regulations</i>	<i>Example: did not follow school rules</i>
<i>Studied hard at night</i>	<i>Did very few assignments</i>
<i>Tried to improve himself</i>	<i>Stayed out all night</i>
<i>Graduated from high school</i>	<i>Did not try to improve himself</i>
<i>Went to the university and graduated</i>	<i>Did poorly in all his subjects</i>
<i>Got a good job</i>	<i>Did not graduate from high school</i>
<i>Took care of his family</i>	<i>Did not get a job</i>

Ask students to write at least five sentences telling the characteristics of the hard working brother they like or identify with. Go over sentences out loud.

Ask students to write at least five sentences telling characteristics they do not like about the lazy brother. Ask them which of the two brothers they can identify with most and why.

Tell students to write a sentence used in the text about the brother they identify with most. They need to include three reasons why they chose either the hardworking or lazy brother.

LESSON FOUR

Ask students to look very carefully at the pictures in their textbook. Tell students to discuss with a partner what they see or notice in the pictures.

Ask students to listen as you read the sentences out loud.

1. *The teacher must hurry to catch the bus.*
2. *When the lazy brothers awake, they will have much work to do.*
3. *The hardworking family will have a long rest after the harvest.*
4. *The beautiful stool that the carpenter made will be a gift for his mother.*

Ask students to copy the sentences into their exercise books. Ask students to write the number of the picture that matches the sentence you read out loud.

Write the words *who*, *what*, *when*, *where*, and *why* on the chalkboard. Ask the students questions such as: *Why is the lady sitting beside the road? Where is the teacher going on the bus? Why are the brothers not working? What will happen when the family harvests the crop?* Ask students to look at the pictures again and talk with a partner about what they see. Remind them to use the *wh* questions to help lead their discussion.

Ask students to write a story with a partner about one of the pictures in their book. Remind them to think about answering the *wh* questions.

Ask some students to read their stories out loud.

LESSON FIVE

Write the word *verb* on the chalkboard. Ask students what a verb is. A *verb is a part of speech that shows an action.*

Write the following sentences on the chalkboard. Ask students to identify the verb in each sentence. Underline the verb when they say it out loud.

The boy ran to the car. (*ran*)

The girl walks with her sister. (*walks*)

Tsehay sits in the library. (*sits*)

Write the term *adverb* on the chalkboard. Tell students that an adverb is a word that describes a verb. They usually end in *-ly*. Explain to students that to find the adverb, you first have to find the verb in the sentence. Then find the word that describes the verb. The adverb will answer the question *how*.

Write the following sentences on the chalkboard. When students identify the verb, underline it once. When they identify the adverb, underline it twice. Write *V* above the verb and *ADV* above the adverb.

1. *The boy ran quickly to the car.*

Ask students to identify the verb or action. (*ran*)

Ask students: How did the boy run? (*quickly*)

2. *The girl walks slowly with her sister.*

What is the verb or action? (*walks*)

How does the girl walk? (*slowly*)

3. *Tsehay sits quietly in the library.*

What is the verb or action? (*sits*)

How does Tsehay sit? (*quietly*)

Ask students to read the sentences in their textbook silently as you read them out loud.

Ask students to identify the verbs and adverbs.

1. *She willingly helped the old man to cross the street.*
What is the verb? *helped*
How did she help? *willingly*
2. *He asked politely about the class assignment.*
What is the verb? *asked*
How did he ask? *politely*
3. *Getachew kindly reminded the students to complete the lesson.*
What is the verb? *reminded*
How did he remind the students? *kindly*

Ask students to silently read the story “My Neighbour.” Tell students there are four adverbs found in the story. Ask them to reread the story and write the four adverbs in their exercise books.

After students finish reading and identifying adverbs, go over answers.
(*slowly, gladly, calmly, kindly*)

Tell students to write their own sentences in their exercise books using the adverbs they found in the story. Ask them to share their sentences with a partner. Allow some students to read their sentence out loud.

LESSON SIX

Ask students to predict or guess what the story will be about based on the title. Ask students to silently read “A True Story.”

After students finish reading, ask students if they would ever cross the Niagara Falls like Blondin? What words or characteristics would they use to describe him? Do they think he was foolish or brave? Why?

Tell students to copy the paragraph into their exercise books and fill in the missing words. Remind them they may read the story again.

Answers

This story is about a Frenchman named Blondin. He crossed the Niagara Falls on a rope five times. Once, he stood on one leg and drank a glass of water when he was halfway across. Another time, he covered his eyes and pushed a man in a cart across the falls. On 8th September, 1860, he

carried his *friend*, Mr. Colcord, on his *back*. They had to *rest* six times. They were very, very *pleased* when they reached the other side of the falls.

Tell students to share their paragraph with a partner and compare their answers. When students are finished, go over the correct answers out loud.

Ask students to draw a picture of their favourite part of the story.

LESSON SEVEN

Ask students to read “A True Story” again. Ask students to discuss the story with a partner. When they are finished, ask them to answer the questions in their exercise books. Remind them to write their answers in complete sentences.

Answers

1. How big are the Niagara Falls? (*The Niagara Falls are about 50 meters high and 340 meters across.*)
2. From what country was Blondin? (*France*)
3. Why is Blondin famous? (*Blondin is famous for walking across the Niagara Falls on a rope.*)
4. Why do you think so many people came to Niagara Falls that day? (*Accept all reasonable answers. People might have come because they could not believe someone would risk his or her life.*)
5. Why do you think the man ran away? (*Accept all reasonable answers. He may have run away because he was scared.*)
6. What does the word *disappoint* mean in the sentence, “Blondin did not want to disappoint the people, so he asked his friend Mr. Colcord to climb on his back” (*Disappoint means he did not want to let the people down.*)
7. Could you do what Blondin and Mr. Colcord did? Write “yes” or “no.” Explain. (*Accept all reasonable answers. Make sure students explain why.*)
8. Tell about a time when you did something very brave. (*Allow some students to read their answers out loud.*)

Ask students to share their answers with a partner, and then take turns telling a story about a time when someone they know did something no one else could do. Review answers orally.

LESSON EIGHT

Write the following words on the chalkboard: *noun, verb, adjective, and adverb*. Review the meaning of each of the words. *A noun is a person, place, or thing. A verb is a word that shows action. An adjective is a word that describes a noun. An adverb is a word that describes a verb and answers the “how” question.*

Ask selected students to read the words out loud from their book. Tell them to copy the chart into their exercise books and place the words in the correct column. Ask them to compare their answers with a partner.

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

noun	verb	adjective	adverb
<i>rope</i>	<i>delivered</i>	<i>friendly</i>	<i>gently</i>
<i>water</i>	<i>carried</i>	<i>famous</i>	<i>quickly</i>
<i>waterfalls</i>	<i>agreed</i>	<i>brave</i>	<i>carefully</i>
<i>nationality</i>	<i>pushed</i>	<i>kind</i>	

Ask students to select ten of the words and write meaningful sentences with them. Remind students to use them in the correct form of speech.

Ask students to share their sentences in a small group.

Allow some students to read their sentences out loud.

LESSON NINE

Ask students to read the title of the story “The Farmer and the Dishonest Person.” Tell them to talk with a partner about how the work of a farmer and a dishonest person are different.

Ask students to read the story silently. When students are finished, ask them to retell the story to a partner in their own words. Allow some students to retell the story out loud.

Tell students to answer the questions orally with a partner. Remind them they can read the story again. Ask them to discuss their answers in a small group.

Walk around and check for understanding. Go over answers out loud.

Answers

1. Why did the dishonest person say he lost two thousand birr? (*He said that so he could get more money from the farmer.*)
2. Why did the farmer return home happily? (*The farmer was happy because he got to keep the one thousand birr.*)
3. How do you think the dishonest person felt? (*The dishonest person was probably upset that he lost his thousand birr. Accept all reasonable answers.*)
4. Do you think the farmer was honest? Why? (*Accept all reasonable answers. I think the farmer was honest because he was going to return the dishonest person's money.*)
5. What have you learned from this story? (*Accept all reasonable answers.*)

LESSON TEN

Read the words in Word Bank One out loud to students.

Word Bank One			
singer	sheep	dentist	farmer
mechanic	neighbour	merchant	lorry driver
doctor	horse	dog	clerk
ox	donkey	writer	banker

Tell students to use these words to complete the sentences in their exercise books. Remind students to copy the sentences and underline the words they used to complete the sentences. Tell students to use each word only once.

Complete the first sentence together. When students are finished, go over the answers out loud.

Answers

1. A doctor is a person who gives us medicine when we are sick.
2. A dentist is a person who fixes our teeth.
3. A merchant is a person who owns a shop.
4. A neighbor is a person who lives next door to you.
5. A mechanic is a person who fixes cars.
6. A donkey is an animal which carries goods to market.
7. An ox is an animal which pulls the plow.
8. A horse is an animal which pulls the cart.
9. A dog is an animal which protects the house from thieves.
10. A sheep is an animal from which we get wool.

Ask student to read the words in Word Bank Two.

Word Bank Two		
librarian	cow	monkey
craftsman	camel	banker
farmer	clerk	goat
cook	lorry driver	policeman

Ask them to choose ten words to write similar sentences.

Ask selected students to read out sentences in turn using their chosen words from the Word Bank.

LESSON ELEVEN

Ask students to read the words in Word Banks One and Two from Lesson Ten and choose an occupation or an animal that they would like to be. Ask them to write a paragraph describing that person or animal and tell why they would like to have that job or why they would like to be that animal. Tell them to give specific reasons.

Have them share their paragraph with the class.

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

UNIT 3

NEITHER TEARS NOR SWEAT TRANSMIT HIV/AIDS

Teaching Objectives

In this unit you will help students to:

- make sentences comparing people, animals, and things.
- read stories and answer comprehension questions.
- write sentences using a language pattern.

LESSON ONE

Ask students to listen as you read the conversation out loud.

Kedija:	“I am a strong girl.”
Girma:	“Are you sure?”
Kedija:	“Of course, I am stronger than my brothers. Neither my elder brother nor my younger brother is stronger than I.”
Girma:	“How are you stronger than your brothers?”
Kedija:	“I am active in sports. I exercise often. Both of them challenged me to a race, but they could not run faster than I ran.”
Girma:	“Are you saying that either a girl or a boy can be strong if they exercise?”
Kedija:	“Of course, both boys and girls can be strong with lots of hard work and exercise.”

Write the following phrases on the chalkboard:

neither...nor

either... or

neither of us...

either of us...

both...

Read the phrases out loud.

Tell students that when we compare ourselves to others we often use these phrases.

Ask students to listen to the conversation between Kedija and Girma again. Tell them to notice how these phrases are used within the conversation. Kedija uses the word “neither” to compare herself to her brothers. She uses the word “either” to compare girls and boys.

Either means one of two people.

Neither means none of two people.

Write the following sentences on the chalkboard: (Underline the comparative phrases and words.)

Neither Kedija nor Girma can talk about the incident.

Either Abera or Imuye can answer the questions correctly.

Neither of us supports the rebellion.

Either of us can do the job.

Both of us can understand the conversation.

Read the sentences out loud. Ask students to notice how the phrases and words are used to compare people. Let students practice using these phrases and words in sentences out loud.

Ask students to write five complete sentences comparing two or more people using neither...nor, either...or.

Walk around and check for understanding. When students are finished, have some read their sentences out loud.

LESSON TWO

Ask students to share with a partner what they already know about HIV/AIDS. Discuss how it is and is not transmitted and how they can protect themselves against the disease.

Tell students to listen as you orally read the passage “Anyone Can Get HIV/AIDS.” When you are finished reading, ask them to answer the questions in their exercise books. Remind them to write in complete sentences.

Anyone Can Get HIV/AIDS

HIV/AIDS has become a major health problem of the century. It is one of the most serious diseases worldwide. It affects mostly the younger generation.

Students facing a good future should not die because of negligence and ignorance. Students should know the information that follows.

Acquired Immune Deficiency Syndrome (AIDS) affects the body's ability to fight infection. The AIDS virus kills white blood cells and leaves the body defenseless. It is caused by a virus called HIV (Human Immunodeficiency Virus). The virus is concentrated in blood and body fluids.

Anybody who is infected with HIV/AIDS is a carrier and can infect others. Very often an infected person does not know that he or she is a carrier. He or she may have no symptoms, and the person who she or he infects may have no symptoms. A person may be a carrier without knowing it for many years before the virus has destroyed so much of the immune system that he or she becomes ill.

A person infected with HIV/AIDS can transmit the disease in many ways. One way is through sharing needles and/or syringes. It can also be transmitted through open sores and transfusions of infected blood. An infected mother can transmit the disease to her baby before or during birth and through breastfeeding.

There are several ways we know HIV/AIDS is *not* transmitted. A person cannot catch HIV/AIDS by kissing, from a handshake, sharing a toilet, or living with an infected person. HIV/AIDS is not transmitted through mosquitoes, tears, sweat, or saliva. It cannot be transmitted through food, drink, or air.

There is no cure for HIV/AIDS. Some of the symptoms can be treated temporarily to offer some relief. However, the immune system gradually breaks down completely. As a result, the body cannot fight off common infections.

Answers

1. In the sentence, “It can be transmitted through open sores and transfusions of infected blood,” what does the word *transmitted* mean? (*Transmit means to move or transfer from one thing to another.*)
2. In complete sentences, write two ways an infected person can transmit HIV/AIDS. (*It can be transmitted by sexual intercourse, sharing needles and syringes, open sores, and blood transfusions.*)
3. In the sentence, “The virus is concentrated in blood and body fluids,” what does the word *concentrated* mean? (*Concentrated means it is found in the largest quantity.*)
4. In complete sentences, write two ways the disease cannot be transmitted. (*The disease cannot be transmitted by kissing, handshaking, sharing a toilet, or living with an infected person. The disease cannot be transmitted by mosquitoes, tears, sweat, and saliva.*)
5. In a complete sentence, write one thing you can do to prevent getting HIV/AIDS. (*Accept all reasonable answers.*)

Go over answers out loud when students finish the assignment.

LESSON THREE

Ask students to copy the paragraph into their exercise books and try to fill in the missing words.

Ask students to read “Anyone Can Get HIV/AIDS” again and complete the gap-filling exercise.

Ask students to compare answers with a partner.

Walk around and check for understanding. Go over answers out loud when students are finished.

Answers

HIV/AIDS is a major worldwide *health* problem. Ethiopian students should not die of negligence or ignorance about HIV/AIDS. AIDS is caused by a *virus* called HIV. The virus is mainly found in *blood* and *body* fluids. The AIDS virus kills white blood cells and makes the body unable to fight off common infections. Many infected people do not

know that they are a carrier. They may have no symptoms. A person can transmit the disease in many ways. However, there are several ways we know it cannot be transmitted. There is no cure for AIDS.

LESSON FOUR

Write the phrases: *neither...nor*, *either...or*, and *both* on the chalkboard. Remind students we use these phrases to compare two or more people.

Write the following sentence on the chalkboard.

A person can transmit HIV/AIDS neither through blood nor infected needles and syringes.

Ask students if this sentence is true or false. *Yes, this sentence is false.* Ask students why this sentence is false. *This statement is not correct because HIV/AIDS can be transmitted through blood and infected needles.*

Ask students how we could make this sentence correct using our comparative phrases and words. *We could replace the phrase neither...nor with either...or.* Now, write the sentence correctly on the chalkboard. *A person can transmit HIV/AIDS either through blood or infected needles and syringes.*

Tell students each of the statements in their book is false or not correct. Ask them to use comparative phrases and words (*neither...nor*, *either...or* and *both*) to make these sentences correct. Tell students to write the corrected sentences in their exercise books. They may work with a partner. Remind students they can read "Anyone Can Get HIV/AIDS" again.

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

Answers

1. *A person can transmit HIV/AIDS either through blood or infected needles and syringes.*
2. *A mother can transmit HIV/AIDS neither through kissing nor holding hands.*
3. *Neither mosquitoes nor saliva transmit HIV/AIDS.*

4. *Both a carrier and an infected person can transmit HIV/AIDS.*
5. *Ethiopian students should neither be ignorant nor negligent about HIV/AIDS.*

Ask groups to tell what they know about HIV/AIDS and what they still want to know. Also ask them to tell how they can find answers to their questions (HIV/AIDS clubs, doctor).

LESSON FIVE

Write the word *sequence* on the chalkboard. Explain that *sequence* means to put in the correct order. Tell students that when we are cooking, it is very important to prepare the meal in the correct sequence or order. Ask students if they can think of any other times when sequence is important.

Tell students that the seven sentences in their book tell the story of a girl who is infected with HIV/AIDS. However, the sentences are not in the correct order or sequence. Ask students to use the sentences to write a paragraph.

In their exercise books, ask students to write the sentences in the correct order or sequence.

Ask students to use the sentences to write a paragraph.

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

Answers

<i>A girl has close contact with someone who has AIDS.</i>
<i>The HIV virus enters her body.</i>
<i>It begins to kill her white blood cells.</i>
<i>She catches a cold.</i>
<i>It turns into pneumonia.</i>
<i>After a few years, she does not have enough white blood cells to fight off disease.</i>
<i>She dies of pneumonia.</i>

Discuss what *close contact* means. How could she have become infected with the disease?

LESSON SIX

Write the word *market* on the chalkboard. Ask students to share with a partner what happens when they go to market. What do they see? What do they buy?

Tell students to look at the pictures in their books and talk with a partner about what they see. When students are finished, discuss as a class what they noticed. Did they see the sequence or order of the pictures? (*Boy steals from lady's basket, girl sees him, girl runs after him, policeman catches him*).

Ask students to write one or more sentences in their exercise books about what is happening in each picture. They should write whether they think the girl did the right or wrong thing and why. Ask students to share their sentences with a partner.

When students are finished, ask selected students to read their sentences out loud.

Ask students what they think might happen next. Ask students to draw what they think would happen next and write a brief description in their exercise books.

Ask students to share their drawings and descriptions with a partner.

LESSON SEVEN

Tell students we can compare ourselves to others in many ways. We can use words and phrases such as: *so am I, nor am I, and neither...nor*.

Write the following sentences on the chalkboard.

Read the sentences out loud. As you read them out loud, underline the words that show comparison. Ask students to notice the different ways we can compare ourselves to other people.

I am tall, but Alemu is taller.

Aster is sleepy, but Kebede is sleepier.

Neither Getachew nor Birhanu completed their assignments.

Hawi is ten years old. So am I.

Zeberga and Hawi do not want to sit idle. Neither do I.

Tell students to write eight sentences that compare themselves to other students in their class. Remind them to use words and phrases such as: *so am I, nor am I, and neither*. When they are finished, ask students to share their sentences with a small group.

Allow selected students to read their sentences out loud.

LESSON EIGHT

Write the name *Derartu Tulu* on the chalkboard. Ask students what they know about this person.

Tell students *Derartu Tulu* became famous when she won the 10,000 meters race at the Olympics in 1992. She was the first Ethiopian woman ever to win a gold medal at the Olympics.

Ask students to discuss with a partner what they know about other Olympic winners.

Tell students to silently read the interview with *Derartu Tulu*.

When students are finished, ask them what they learned about *Derartu Tulu*. Tell students to use the information they learned to write a paragraph about her. When students are finished, allow some students to read their paragraphs out loud.

LESSON NINE

Ask students to read the interview with *Derartu Tulu* again. Tell them to be aware of the types of questions *Tola* asks her.

Explain to students that they are going to interview one of their classmates. Ask them to think of six questions and write them in their exercise books. Then have them choose a classmate to interview and ask their questions. Tell students to record the answers in their exercise books.

Ask students to use the answers from the interview to write a short paragraph about that person.

Then tell students to introduce the person they wrote about to someone else in the class.

Walk around and help when needed. When students are finished, allow selected students and their partners to stand and read their paragraphs out loud.

LESSON TEN

Write the words *compare* and *contrast* on the chalkboard. Tell students that to compare is to tell how things are alike and to contrast is to tell how things are different. Explain that we can use *comparative* and *superlative* adjectives when we *compare* and *contrast*.

Ask students to look at the illustrations in their books.

Write the following sentences on the chalkboard.

The giraffe is taller than the zebra.

The giraffe, camel, and zebra have four legs.

Ask students which sentence compares the animals and which contrasts the animals. *The giraffe is taller than the zebra. (contrast)* *The giraffe, camel, and zebra have four legs. (compare)* Explain that the first sentence contrasts the animals because it tells how they are different. The second sentence compares the animals because it tells how they are alike.

Tell students to look at the illustrations in their books and write five sentences that compare (alike) the animals and five sentences that contrast (different) them. Ask students to share their sentences with a partner.

When students are finished, allow some students to read their sentences out loud.

Tell students to draw a picture of two different animals. Then show their drawings to a partner. Their partner will compare and contrast the animals by telling them how they are alike and different.

LESSON ELEVEN

Write *HIV/AIDS* on the chalkboard. Ask students what they know about HIV/AIDS.

Ask students to silently read the numbered sentences in their book. When they are finished reading, ask students to copy the chart into their exercise books. Tell them to list information about each heading in the space below it. Show students how to fill in the chart. When their charts are complete, ask them to compare their answers with a partner and fill in any information they do not have.

Go over answers out loud when students are finished.

What is AIDS?	How HIV/AIDS is Transmitted	How HIV/AIDS is not Transmitted
<i>Acquired Immune Deficiency Syndrome (AIDS) is a worldwide health problem with no cure.</i>	<i>It is transmitted by unprotected sexual intercourse. It can also be transmitted by sharing needles and syringes. Open sores and transfusions of infected blood also transmit HIV/AIDS. An infected mother can transmit the disease to her baby before or during childbirth.</i>	<i>It is not transmitted by kissing, from a handshake, sharing a toilet, or living with an infected person. Mosquitoes, tears, sweat, and saliva also do not transmit HIV/AIDS. It cannot be spread from food, drink, or air.</i>

Tell students to use the information from their chart to write three paragraphs about AIDS. The first paragraph should tell what AIDS is. The second paragraph should explain how AIDS is transmitted. The third paragraph should explain how HIV/AIDS is not transmitted. Allow selected students to read their paragraphs out loud.

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

UNIT 4

HELPING OUR PARENTS

Teaching Objectives

In this unit you will help students learn to:

- talk about their family responsibilities.
- ask and answer questions about what family members do, do not do, should, and should not do.
- ask and answer questions about how family members help each other.
- use new language patterns to speak, read, and write about family responsibilities.

LESSON ONE

Ask students to look at the two pictures in their students' books. Talk about the content of the pictures. Ask *who, what, when, where, and why* questions about the pictures. Tell students some family responsibilities that might be happening in the pictures. Use the language patterns *do* and *do not do*.

Talk about the meaning of the word *responsibilities*. Responsibilities are chores required of someone. For example, Mother's responsibilities include cooking and caring for the family. Brother's responsibilities include helping father in the field and at the market. After the meaning is established clearly, ask students to look at the pictures again and discuss family responsibilities that they do or do not see in the pictures.

Draw the chart below on the chalkboard:

Do	Do Not Do

Talk about some family responsibilities that you have at home. Point to the word *do* when you talk about what you do at home. Point to the words *do not do* when you talk about what you do not do at home. Elicit words from the students, especially verbs, to express jobs that they have done at home and for the family.

Ask students to talk with a partner. Ask them to tell what they *do* at home to help their family, and what they *do not do*.

Ask students to tell what other family *members do* and *do not do* at home.

Ask students to work in a small group using the new language patterns to talk about what they and other family *members do* and *do not do* at home. Choose some students to report to the class. Record their answers on the chart.

Ask students to work with another set of partners. In their group of four, talk about each person's family members and what they do and do not do. Listen as each person talks. Listen for the new language pattern.

LESSON TWO

Draw the chart below on the chalkboard:

Should do	Should Not do

Tell students that when we talk about family responsibilities we use the words *should* and *should not do* to tell about how family members need to help one another.

Example

I *should* help with cooking when our mother is busy with my younger brothers.

I *should not do* sports until I have helped at home with the chores on Saturday.

Tell students to talk about how they help at home. Point to the word *should* when you talk about things you should do. Point to the words *should not do* when you talk about things you should not do.

Ask students to talk with a partner. Ask them to tell what they should do at home and what they should not do at home. Ask students to tell what other family members should do and should not do at home.

Ask students to work in a small group using the new language patterns to talk about what they and other family members should do and should not do at home.

Choose some students to report to the class. Record their answers on the chart.

LESSON THREE

Write the words *all*, *none*, *both*, and *each* on the chalkboard. Tell students that when we talk about family responsibilities we use special language patterns to talk about how many people help one another.

Ask students to look at each of the pictures in their students' books with a partner. Ask students to tell who is working in each picture and what he or she is doing. Using each picture, ask students to talk specifically about who is helping. Use the new language patterns yourself to illustrate the words *all*, *none*, *both* and *each* (*Picture 1: All the family members work on the farm. Each person has his or her own job. None of them rests until the work is finished. Picture 2: Both of the farmers attach the plough and the yoke to the oxen.*)

Ask students to work with another set of partners taking turns pointing to a picture and using the new language patterns to talk about it.

Talk to students about how members of your family help each other.

In the same group of four, ask students to tell how members of their family help each other. Ask groups to report their ideas to the class.

LESSON FOUR

Write the ending *-ing* on the chalkboard. Tell students that when we talk about work that family members do to help one another, we can add *-ing* to verbs to talk about the work they are doing. *-ing* is one of many endings that can be added to a verb. When we add *-ing* to a verb, the spelling sometimes changes (*run*, *running* – with a consonant-vowel-consonant, or CVC spelling, the last consonant is doubled; *carry*, *carrying*, spelling stays the same, *write*, *writing* – remove the vowel when it is silent and add *-ing*).

Ask students to look at the pictures in their students' books. Talk about what work each person in the picture is doing. Use the new language pattern in complete sentences. If they are doing their work right now, we can use the present continuous tense to say what they are doing.

Ask students to work with a partner. Ask them to point to each of the pictures and use the new language pattern to talk about what each person in each picture is doing. Ask students to work with another set of partners taking turns pointing to a picture and using the new language pattern to talk about it.

Ask students to draw four pictures in their exercise books of their own family members helping one another. Ask students to work with a partner pointing to each of their pictures and using the new language patterns to tell what family members are doing.

Ask students to work with another set of partners, taking turns to share pictures drawn using the new language pattern. Remind other group members to listen for verbs with *ing* endings as each partner points and talks.

LESSON FIVE

Tell students that they will be listening to a story about a family that lives in the city. Ask students to listen for each person's family responsibilities. Ask students to listen for the language pattern and report to you after the text is read. Read the story out loud to the class.

The City Family

A family of four lived in the city. The father worked as a taxi driver. The mother worked in a jewellery store. The two children, a boy and a girl, were students. The boy was in grade seven. The girl was in grade four. Each of the family members helped the family.

Each parent helped by earning money. The father earned money by driving people around the city. The mother earned money by selling many beautiful things. With their money, they bought food and clothes.

Both children helped by working after school. The boy helped the

family. He earned money by shining shoes after school. The girl helped the family. She helped by shopping for food after school and washing the family's clothes. Both the mother and the girl helped by cooking meals and cleaning the house.

Each family member had many responsibilities. All of them helped the family. Family members should help one another.

Students should have noticed the pattern *by ...ing* words. Read the text again and ask students to list in their exercise books all of the *by ...ing* expressions that they hear.

Ask students to tell a partner how each member of the city family helped one another. Ask students to listen as you read some questions. Ask students to answer out loud.

Answers

1. How many people in the family work? (*all*)
2. How many of the children work? (*both*)
3. How many family members do not help? (*none*)
4. How do the parents earn money? (*by working*)
5. How does the boy earn money? (*by shining shoes*)
6. Name two ways the girl helps the family? (*by shopping for food and by washing the family's clothes*)

LESSON SIX

Tell students that they will be reading a story about a family living in the countryside. The family has a mother, a father, and six children.

Ask students to think of the responsibilities of each family member. Ask students to tell a partner what each family member might do to help the family. Tell students to look for family responsibilities and the word pattern with *by ...-ing* endings as they read.

Ask students to read the story silently. Ask students to talk with a partner about the main idea of the story and about how each member of the family helped.

Ask students to write the *by ...-ing* words in their exercise books.

Ask students to read and answer the five questions in their students' books. Tell them to use the words in the Word Bank to answer the questions. Tell them that each word can be used only once. Tell them to write the answers in their exercise books. Ask students to compare their answers with a partner.

Answers

1. All family members must help on a farm.
2. Both boys and girls helped by keeping the crops from wild animals.
3. Neither the mother nor the father worked in the city.
4. None of the babies helped on the farm.
5. Each family member had many responsibilities.

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

1. Whose job was it to protect the crops from wild animals?
(*It was both the girls' and boys' job.*)
2. How did the grandmother help the family?
(*She watched the two youngest boys.*)
3. Why is it important for all family members to have responsibilities?
(*Accept all reasonable answers.*)

LESSON SEVEN

Tell students that they will be reading a story about a family living in the city. The family has a mother, a father, and two children. Ask students to tell their partner what each family member might do to help the family. Tell students to look for each person's family responsibilities and the pattern with *-ing* endings as they read.

Ask students to read the story silently. Ask students to talk with a partner about the main idea of the story. Ask students to talk about how each member of the family helped.

Then ask students to read and answer the five questions in their students' books. Tell them to fill the gaps using *-ing* words from the story. Tell them to write the answers in their exercise books.

Answers

1. *Each parent helped by earning money.*
2. *The father helped by teaching English.*
3. *The mother helped by selling fruits and vegetables.*
4. *Both the mother and the girl helped by cooking the meals and cleaning.*
5. *The oldest boy helped by selling newspapers after school.*

Ask students to compare answers with a partner.

Tell students that they will be using information from the story, “The City Family” to complete the table in their student’s book. Ask students to copy the table into their exercise books. Tell students that under each heading they should write who does that work.

Example

Under cooking, write *mother* and *girl*.

Ask students to work in a small group to fill the spaces in the table.

Answers

Cooking: mother, girl

Teaching: father

Selling: mother, oldest boy

Cleaning: girl, youngest boy

Washing: girl, youngest boy

Earning: mother, father, oldest boy

Helping: mother, father, girl, oldest boy, youngest boy

LESSON EIGHT

Write the following sentence on the chalkboard:

The father works teaching English.

Read the sentence out loud. Ask students to repeat the sentence out loud. Tell students that they will be using the completed table in Lesson Eight to write some sentences about the city family.

Tell them that they will be using *-ing* words to write each sentence. Ask students to work with a partner writing six sentences in their exercise books about how the family helps one another.

Ask students to exchange exercise books with another set of partners, reading sentences the other students have written. Tell them to check for *by ...-ing*

Ask students to report to the class.

LESSON NINE

Write the following sentences on the chalkboard:

I help my students by teaching English.

My father helps my family by earning money.

Read the sentences out loud. Point to the words with *-ing* endings. Ask the students to repeat the sentences out loud. Tell the students that in this lesson they will be using *-ing* words to complete sentences about how they and other family members help their families.

Ask students to copy the sentences into their exercise books and fill the gaps in each sentence using information from their own families. *Accept all reasonable answers.*

Ask students to exchange exercise books and read their partner's completed sentences.

Choose several students to report to the class.

LESSON TEN

Ask students to read the ten sentences they completed in Lesson Nine.

Tell students that they will be using these sentences to write a paragraph about how their family members help the family. Provide time for students to write a paragraph.

When students have finished writing, ask them to exchange exercise books and read their partner's paragraph. Ask students to look for the pattern *by ...-ing* as they read.

Choose several students to report to the class.

LESSON ELEVEN

Write jobs that children can do to help their parents on small pieces of paper: *selling newspapers, shining shoes, cooking, washing clothes, washing dishes, herding animals, sweeping, picking crops, clearing land, sewing, etc.*

Ask students to choose a slip of paper, act out the job, and wait for the class to guess how the person is helping their parents. Repeat until all jobs have been acted out and correctly guessed.

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

UNIT 5

ADDIS ABABA IS NOT AS OLD AS HARAR

Teaching Objectives

In this unit you will teach students how to:

- discuss scenes in their environment.
- ask and answer questions about historical and modern scenes.
- ask and answer questions about their environment.
- discuss places they have visited or would like to visit.
- tell information about the cities of Addis Ababa and Harar.
- use simple present and present continuous tense.
- use the language pattern *as* (adjective) *as* or *not as* (adjective) *as*.

LESSON ONE

Write the word *environment* on the chalkboard. Ask students if they know what it means. Tell students that *environment* means what is around you. Give some examples of what the students see in the classroom environment such as a chalkboard or table.

Tell students to work with a partner. Have them look around the room and tell their partner four things that they see in the classroom environment. Tell them to think about things they see in their school environment (i.e. in the school compound).

Ask students to work with another set of partners. In their group of four, have students take turns telling the things in their environment to each other. Choose students to report to the class.

Write the word *scene* on the chalkboard. Tell the children that a *scene* is something *seen* by a person. Point out that *scene* and *seen* sound the same but have different, but related, meanings.

Ask the students to look at the four scenes in their books. Tell the students that they will be asking and answering questions about the four scenes in the book.

Choose a student to help model asking and answering questions about a scene. Ask the student what he or she sees in the scene. Have the student answer.

Example

Question: What is the teacher is doing in the picture?

Answer: The teacher is teaching mathematics.

Question: How do you know that he is a mathematics teacher?

Answer: I can tell by what is written on the chalkboard.

After you have modelled how to ask and answer questions about one of the scenes, tell the students to work with a partner to ask and answer questions about each scene in the book.

Ask students to work with another set of partners. In their group of four, have students take turns asking and answering questions about each scene in the book.

Circulate around the room and provide assistance as needed. Choose students to report to the class.

LESSON TWO

Tell the students that Ethiopia has many beautiful scenes in the environment. Review the meaning of *scene* and *environment* with the students.

Pick a scene in the student's environment such as the classroom. Write a sentence on the chalkboard about the scene for students to use as a model when they discuss the scenes in their books.

Example

In this scene of a classroom environment, I see students, tables, and chairs.

Tell students to look at the pictures in their student's books. Tell them that they are *scenes* in Ethiopia's *environment* (mountains, a lake surrounded by hills, someone in a canoe).

Tell students to work with a partner. Ask them to talk about each of the pictures using the same sentence pattern you wrote on the chalkboard.

Example

In this scene of several mountains, I see clouds and mountains of different heights.

Have students work with another set of partners. In the group of four, ask students to talk about each of the pictures.

Choose students to report to the class.

LESSON THREE

Tell students that they will be using a new language pattern to ask and answer questions about scenes in their environment. Write the sample questions and answers on the chalkboard.

Simple present verbs are used to tell when something always happens.

Example

Tadesse *walks* to school past the shops each day.

Present continuous verbs are used to tell what is happening at this moment.

Example

Alemnesh *is walking* to the shop to buy some fruit.

Simple present:

Question: What do the students do?

Answer: The students listen to their teacher.

Present continuous:

Question: What are the students doing?

Answer: The students are listening to the teacher.

Simple present:

Question: What do you see in the classroom?

Answer: I see a chalkboard.

Present continuous:

Question: What are the students looking at in the classroom?

Answer: They are looking at a chalkboard.

Have the students read the sentences with you as you read the sentences out loud.

Ask students other questions using the new language pattern.
Choose students to report answers to the class.

Tell students to work with a partner to practice using the new language pattern. Tell students to take turns asking and answering questions about things they enjoy in the environment using the language patterns written on the chalkboard.

Ask students to work with another set of partners. In their groups of four, have students take turns asking and answering questions about what they enjoy in the environment.

Circulate around the room and provide assistance as needed.
Choose students to report to the class.

LESSON FOUR

Tell students to look at the picture in their student's books. Ask students what they see in this scene in this environment. Ask them questions using the new language pattern.

Example

What do you see?

What is he or she doing?

What are they doing?

Write the examples on the chalkboard. Have the students read the sentences with you as you read the sentences out loud.

Example

What do you see in the environment?

I see two goats.

What are the goats doing?

The goats are lying in the street. One goat is eating.

Ask students other questions about the picture using the new language pattern. Choose students to report answers to the class.

Tell students to work with a partner to practice using the new language pattern. Tell students to take turns asking and answering questions about the scene shown in the picture using the language patterns written on the chalkboard.

Ask students to work with another set of partners. In their groups of four, have students take turns asking and answering questions about the scene.

Circulate around the room and provide assistance as needed.

Choose students to report to the class.

LESSON FIVE

Write the words *appears, journey, distance, historical, religious, founded, commercial, populated, beautiful, winding, quti, reign* on the chalkboard.

Ask students to work with a partner and predict the meaning of each word. Point to each word and read it out loud. Have the students repeat each word after you.

Orally give the correct meanings of the words.

Word	Definition	Word	Definition
appears	comes into view	religious	Connected with spiritual beliefs
journey	travel to somewhere	founded	set up, established
in the distance	far away	commercial	business
historical	past, former	populated	how many people live there
beautiful	pretty	winding	turning, bending
quti	drink made from coffee husks	reign	rule, be in charge

Tell the students that you will read them a passage about a journey to the city of Harar.

Have the students look at the map and locate the city of Harar and the area where they live on the map.

Tell students to listen for scenes in the environment and listen for the new words as the story is read out loud.

A Journey to Harar

Today we begin a journey from Dire Dawa to the historical city of Harar. We travel up the winding road past mountain scenes. Coffee grows on the sides of the mountains. We pass many beautiful fields of commercial grains such as sorghum and maize. We pass Lake Adele and Lake Alama.

The walled city appears in the distance. The city is very old. It was built long ago around the year 1200. As we enter one of the five gates we notice that the city is populated by both Muslims and Christians. We notice many religious buildings. One of them is the Church of Medhanie Alem founded during the reign of Emperor Menelik. There are more than 90 mosques in Harar.

We enjoy our day in Harar. We visit the historical walls, gates, and buildings. We drink quti, a drink made of coffee with salt. We end our day and begin our journey home.

Tell students to work with a partner. Ask them to talk about the main idea of the passage and what they remember about the passage. Ask them to use as many new words as possible to describe the scenes in the environment in the passage.

Circulate around the room and provide assistance as needed.

LESSON SIX

Ask students to silently read the passage from Lesson Five again. Tell students to work with a partner to complete the gap-filling exercise. Tell students to copy the sentences in their exercise books and use the words in the Word Bank to fill in the gaps.

Answers

Our Journey to Harar

As we begin our (*journey*) to the (*historical*) city of Harar, we pass many (*beautiful*) scenes. We see (*Lake*) Adele and (*Lake*) Alama. The (*walled*) city appears in the (*distance*). We enter one of the five (*gates*). We see many (*religious*) buildings such as the Church of Medhanie Alem, which was (*founded*) by Emperor Menelik, and lots of mosques.

Choose students to report answers to the class.

LESSON SEVEN

Tell students that when we compare and contrast, we use special language patterns that include *adjectives*. Remind students that an adjective is a word that describes a person, place or thing. Write examples of adjectives on the chalkboard.

Example

old city

tall buildings

long journey

Have students pick out the adjective in each pair of words.

Tell students that when we compare things we use the language pattern *as adjective as*. Use the adjectives from the examples above to demonstrate this language pattern. Write them on the chalkboard.

as old as

as tall as

as long as

Tell students that when we contrast things we use the language pattern *not as adjective as*. Use the adjectives from the examples above to demonstrate this language pattern. Write them on the chalkboard.

Example

not as old as
not as tall as
not as long as

Choose students to read each of the six sentences in their student’s books out loud to the class.

Tell students they will be combining two sentences to make one sentence using one of the new language patterns. Read the example to them.

I am tall.	You are tall.	I am as tall as you.
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Tell the students to work with a partner to read the four sentence pairs in their student’s books.

Tell them to work together to combine the sentence pairs to make a new sentence using one of the new language patterns.

Answers

My father is not strong.	Your father is strong.	<i>My father is not as strong as yours.</i>
I am fast.	You are fast.	<i>I am as fast as you.</i>
My mother is not small.	Your mother is small.	<i>My mother is not as small as yours.</i>
I am a good student.	You are a good student.	<i>I am as hardworking a student as you.</i>

Ask students to work with another set of partners. In their groups of four, have students take turns reading their combined sentences.

Circulate around the room and provide assistance as needed.

Choose students to report to the class.

LESSON EIGHT

Tell students that the picture in their students' books is of the city of Addis Ababa. Ask students to work with a partner. Ask students to talk about what they know about Addis Ababa. Ask students to look at the picture to tell about the city's environmental scenes. Have students report what they notice to the class.

Ask students to compare and contrast this picture with the one in Lesson Four. Ask them how they are alike and different.

Ask the class if any student has been to Addis Ababa and if so, have that student report what he or she saw to the class.

Write the words *historical, founded, religious, distance, political, commercial, asphalt, travelled, modern, and journey* on the chalkboard. Read each word to the students and tell them its meaning.

Tell students they will be reading a story about Addis Ababa that will have these words in it. Have students read the story silently.

After reading the story, have students work with a partner to discuss the main idea of the story. Tell students to work with a partner to answer the questions about the story in their exercise books.

Answers

1. The people in this story take a journey to what city? (*Addis Ababa*)
2. What city is the political capital of Ethiopia? (*Addis Ababa*)
3. What mountains can be seen in the distance in this story? (*Entoto Mountains*)
4. Name two museums in Addis Ababa. (*National Museum and Addis Ababa City Museum*)
5. Why do the people in the story enjoy their day in Addis Ababa? (*Accept any reasonable answer.*)

Ask students to work with another set of partners. Ask students to exchange exercise books to check each other's answers. Ask students to report to the class.

LESSON NINE

Remind students of the sentence combining exercise in Lesson Seven. Tell them they will be using the new language patterns *as adjective as* and *not as adjective as*, to compare and contrast Harar and Addis Ababa.

Example

Mekele is not as large as Addis Ababa.

Tell the students to work with a partner to read the three sentence pairs in their student's books. Tell them to work together to combine the sentence pairs to make a new sentence using one of the new language patterns. Ask students to write the new sentences in their exercise books.

Answers

1. *Addis Ababa is not as old as Harar.*
2. *Harar is not as large as Addis Ababa.*
3. *Harar is not as modern as Addis Ababa.*

Ask students to work with another set of partners. In their groups of four, exchange exercise books and have students take turns reading each other's sentences.

Circulate around the room and provide assistance as needed. Choose students to report to the class.

LESSON TEN

Write the word *dictate* on the chalkboard. Tell students that to *dictate* means to read out loud for someone else to write.

Tell the students to listen as you read each of the four sentences. Tell them to write what you read in their exercise books. Read each sentence twice.

1. *Addis Ababa is a very beautiful city.*
2. *Harar has five gates.*
3. *Harar is a walled city.*
4. *Both cities have many religious sites.*

Tell students to work with a partner. Tell them to exchange exercise books and read each other's sentences. Choose students to write each sentence on the chalkboard.

LESSON ELEVEN

Ask students to think about what they learned about Addis Ababa.

Ask them to share this with a partner, and select students to report to the class.

Tell the students that they will write a paragraph in their exercise books about Addis Ababa or Harar. Model how to write a paragraph. Show students how to think of a topic sentence that tells the main idea of the paragraph.

Tell students to decide which city they would like to visit and why. Remind students they may look back at lessons in the unit to find details about each city. Tell the students that they will have the rest of the period to write their paragraphs.

When students are finished, ask them to exchange exercise books with a partner and discuss their paragraphs.

Circulate around the room and provide assistance as needed. Before the period is over, ask students to tell the class the main idea of their paragraphs.

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

UNIT 6

I WANT RESPECT

Teaching Objectives

In this unit you will help students learn how to:

- use conversation to express what they want or would like.
- read stories and answer comprehension questions.
- write sentences using the language pattern.

LESSON ONE

Tell students that you and another student are going to read a conversation between Ato Gemechu and W/ro Chaltu.

Tell them to listen to how the people are expressing (telling) what they would like.

Ato Gemechu: “Thank you for coming to my office, W/ro Chaltu. Would you like tea or coffee?”

W/ro Chaltu: “Thank you for inviting me, Ato Gemechu. I would like tea, please.”

Ato Gemechu: “Do you take sugar or honey?”

W/ro Chaltu: “I like acacia honey. May I have a little of that?”

Ato Gemechu: “Yes, of course, madam. My staff will gladly accommodate you.”

Read the beginning of a conversation between Tewodros and Imuye out loud to students.

Tell them to listen to how the people are expressing what they want and need.

Tewodros:	“What do you want to be when you receive your diploma?”
Imuye:	“I want to be a physician. I need to study biology and chemistry. What do you want to be?”
Tewodros:	“I want to be a historian. I need to study Ethiopian history and world history.”
Imuye:	
Tewodros:	
Imuye:	
Tewodros:	

Ask students what they think Tewodros and Imuye will say next. Allow some students to share their thoughts out loud.

Ask students to work with a partner and create a conversation about their future wishes, needs, and ambitions. Tell them to be sure to tell what they want or would like in the future. When students are finished, ask them to share their conversation with another group.

LESSON TWO

Ask students to look at the picture in their books and tell what they notice in the picture. They should make predictions about what the story will be about.

Now read out loud to students the title of the story “The Narrow Bridge.” Ask students to work with a partner and make new predictions. Have some groups to share their predictions out loud.

Tell the students you are going to read the story out loud. Remind them to listen carefully because you will be asking some questions.

The Narrow Bridge

Once there was a very narrow bridge over a mountain gorge. It was too narrow for two people or animals to pass each other. One day, two goats met on the bridge. They tried to pass each other, but they could not.

Goat 1: "I am stronger than you. You must go back."

Goat 2: "Oh, no! You go back or I will push you off the bridge."

Goat 1: "I am not going back. We will have to fight to see who is stronger."

The two goats began to fight. They fought for a long time. In the end, they both fell off the bridge and rolled into the river. They both died.

The next day, two donkeys met on the bridge.

Donkey 1: "We can't pass each other."

Donkey 2: "You are right. We will both have to go back the way we came."

So each donkey turned around and went back along the bridge. A few days later, a boy and a girl met on the bridge.

Boy: "Oh, dear. We can't pass each other. What can we do?"

Girl: "I know. I will lie down, and then you step over me. That way we will be able to pass each other safely."

So the girl lay down on the bridge, and the boy stepped over her gently.

Girl: "Now we can continue our journey. Goodbye."

Tell the students you are going to ask some questions about the story. Ask them to answer the questions in complete sentences out loud.

1. What was the problem in this story? (*The problem was the bridge was too narrow for two people or animals to pass each other.*)
2. Why couldn't people pass on the bridge? (*People couldn't pass on the bridge because it is too narrow.*)
3. What happened when the goats fought? (*They both fell off the bridge and rolled into the river. They both died.*)
4. Who do you think best solved this problem? Explain why (*Accept all reasonable answers.*)
5. If you met someone on the bridge, how would you solve the problem? (*Accept all reasonable answers.*)
6. What lesson did you learn from this story? (*Accept all reasonable answers. Possible answer: I learned that people need to work together to overcome problems.*)
7. Tell of a time when you had to work with another to solve a problem. (*Accept all reasonable answers.*)

LESSON THREE

Ask students to silently read the story "The Narrow Bridge."

Tell them to copy the paragraph into their exercise books and fill in the missing words. Remind them to look back at the story.

Answers

One day, two goats met on a (*bridge*). They both thought that the other should turn around and go back along the bridge. They couldn't (*decide*) which of them was stronger. So, they began to fight. After a long (*time*) they both fell off the (*bridge*). Then they (*rolled*) down the side of the mountain. They were (*dead*) when they fell into the river. The next day, two (*donkeys*) met on the bridge. They didn't argue about who was (*stronger*). They just turned around and went back along the bridge. When the boy and the girl met on the bridge, they faced the same (*problem*). The (*girl*) lay down, and the boy carefully (*stepped*) over her.

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

LESSON FOUR

Write the following sentences on the chalkboard.

I would like to go to the market.

I'd like to go to the market.

Explain to students that *I would* and *I'd* mean the exact same thing. *I'd* is a shortened form of *I would*. Tell students that the apostrophe (') takes the place of the missing letters. Explain that we call shortened forms of words *contractions*. *I'd* is a contraction.

Write the following sentences on the chalkboard. Ask students to identify the contraction.

I would rather go to Harar.

I'd rather go to Harar.

Ask the students to look at the chart in their books. Tell them to notice how *I'd* is used in conversation. Remind them that *I would* and *I'd* have similar endings.

Read the example out loud.

Example

own a beehive	<i>I would like to own a beehive.</i> <i>I'd like to own a beehive.</i>
be a fisherman	<i>I would like to be a fisherman.</i> <i>I'd like to be a fisherman.</i>
have a herd of goats	<i>I would like to have a herd of goats.</i> <i>I'd like to have a herd of goats.</i>

Ask students to write seven sets of complete sentences using *I would* and *I'd*. Tell them to look at the example in their books for help.

Answers

1. visit the library (*I would like to visit the library. I'd like to visit the library.*)
2. fly to Johannesburg (*I would like to fly to Johannesburg. I'd like to fly to Johannesburg.*)

3. join the military (*I would like to join the military. I'd like to join the military.*)
4. own a business (*I would like to own a business. I'd like to own a business.*)
5. work for the United Nations (*I would like to work for the United Nations. I'd like to work for the United Nations.*)
6. go to college (*I would like to go to college. I'd like to go to college.*)
7. attend Addis Ababa University (*I would like to attend Addis Ababa University. I'd like attend Addis Ababa University.*)

Have students share their sentences.

Tell students to pretend they could have three wishes for anything they wanted. Have students write a paragraph using *I would* and *I'd* to tell how they would use their wishes.

Have students share their paragraphs with the class.

LESSON FIVE

Ask the students what they know about bees. Tell them to share their information with a partner and orally with the class.

Ask students to silently read the story "Honey Bees: A Life of Work." When they are finished reading, tell them to answer the questions in their exercise books. Remind them to write in complete sentences. When students are finished, go over the correct answers out loud.

Answers

1. In the sentence, "Honey bees are social insects," what does *social insects* mean? (*Social insects means they cannot live alone.*)
2. Why does a colony contain drones? (*The colony contains drones so they can mate with the queen bee.*)
3. Why do worker bees dance? (*The worker bees dance when they find flowers with lots of nectar and want to tell other bees.*)
4. When do they do a round dance? (*They do a round dance if the flowers are less than eighty metres from the hives.*)

5. In the sentence: "When workers bees first come out of their cells, they work as cleaners for three days," what does *cells* mean? (*In this sentence cells mean small parts of the beehive.*)
6. How long do worker bees spend looking for nectar? (*The worker bees spend the last two weeks of their life looking for nectar.*)
7. How is the queen bee's job different from the worker bee's job? (*The queen bee's job is to lay eggs. The worker bees all have different kinds of jobs.*)
8. How are bees like families? (*Bees are like families because they all help in different ways.*)
9. In the sentence, "They make new cells for the hive and then become soldiers guarding the hive," what does the word *guarding* mean? (*In this sentence the word guarding means protecting.*)
10. Why are bees social insects? (*Accept all reasonable answers.*)

Ask the students to complete the table in their exercise books. Remind them they can look back at the story.

Walk around and help those who need help.

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

Answers

Honey Bee Colonies				
Kind of Bee	Sex	Number in colony	Length of Life	Job(s)
1. Queen Bee	Female	One	4-5 years	Lay eggs
2. Drones	Male	100-200	45-50 days	Mate with the queen bee
3. Worker Bees	Female	50,000-60,000	6-8 weeks	Different jobs

LESSON SIX

Write the word *sequence* on the chalkboard. Ask students for the meaning. *To sequence* means *to put in order*. Tell students the seven sentences in their book tell the life of the queen bee. However, the statements are not in sequence or the correct order.

Ask the students to write the sentences in the correct order or sequence. Tell them to write the sentences in paragraph form. Tell students to begin their paragraph with: *The queen hatches and eats special food.* (Write this sentence on the chalkboard.)

Walk around and help students who are having trouble. When students are finished, allow some students to read their paragraph out loud. Make sure they are in the correct order or sequence.

Answer

The queen hatches and eats special food. After feeding well, she flies out of the hive. Drones from other hives follow her. About eight of them mate with her. After mating, the queen returns to the hive. Then she starts laying eggs. She lays about a thousand eggs a day.

LESSON SEVEN

Ask students what they learned about honey bees. Tell them to use the words found in the Word Bank and write a paragraph about honey bees. Remind them to read “Honey Bees: A Life of Work” again if they need help writing their paragraph. Remind students not to copy the paragraph from Lesson Six.

When students are finished, ask them to read their paragraph to a partner. Tell them to talk about how they could improve their paragraph. Ask students to write their paragraph again using their partner’s suggestions.

Allow some students to read their paragraphs out loud.

LESSON EIGHT

Ask the students to look at the pictures in their book. Tell them to notice what is happening in each. Ask the students to talk with a small group about each of the pictures. Tell them to discuss who is in each picture and what is happening.

When students are finished, allow some groups to share out loud.

Tell students to read the questions below each picture. Ask them to think about how they would answer the question. Tell the students to answer each question in their exercise books. Remind them to write in complete sentences. Remind them to tell why.

When students are finished, ask them to share with a partner. (*Accept all reasonable answers.*)

1. Would you like coffee or tea? Why?
2. Would you like tibs meat or cabbage with your injera? Why?
3. Would you like to play football or volleyball? Why?
4. Would you like to take the bus or the taxi? Why?
5. Would you like to study English? Why?
6. Would you rather be a farmer or a carpenter? Why?

LESSON NINE

Write the words *goals* and *obstacles* on the chalkboard. Ask students for the meaning of each. *A goal is what you would like to accomplish. For example, you would like to go to college or make good grades. An obstacle is something that stands in the way of your goal. An obstacle could be that you do not have enough money to go to college.*

Ask students to discuss with a partner how they will achieve their goals. Then tell what obstacles they expect and how they will overcome those obstacles. Allow some students to share out loud.

Explain to students that they will be reading a story about someone who overcame obstacles to become a successful scientist. Ask them to read the story about “Kedir Ibrahim” silently. Tell students when they are finished, to copy and answer the questions in their exercise books. Remind them to answer in complete sentences.

Go over correct answers out loud.

1. Where is Addis Alem? (*Addis Alem is a small town about 50 kilometers away from Addis Ababa.*)
2. In the sentence, “He studied in grade one for a few months and was promoted to grade two,” what does *promoted* mean? (*In this sentence promoted means moved to the next higher grade.*)

3. Where did Kedir learn about modern farming and the working processes of biogas? (*Kedir learned about modern farming and the working processes of biogas at The College of Agriculture in Ambo.*)
4. In the sentence, "Prince Beide Mariam Laboratory School was a school for selected students from all high schools in the country," what does *selected students* mean? (*In this sentence selected students means picked out from among other students.*)
5. Why do you think so much preparation is needed in order to teach science? (*Accept all reasonable answers.*)
6. How did Kedir's studies in the United States further his career? (*Accept all reasonable answers. Possible answer: He learned even more about science.*)

LESSON TEN

Tell students to pretend they are in the seventh grade and their family will be moving to another town to be closer to their relatives. They will be going to a new school.

Tell students to follow along in their books as you read the paragraph out loud.

Moving to Moyale

You are in seventh grade at Mohammed Primary School in Gambela. Your family must move to Moyale, near the southern border of Ethiopia. You have many questions about school. A cousin who lives in Moyale comes to Gambela to help your family to move.

Ask students to write six questions that they will ask about their new school. Then tell them to have their partner pretend he or she is their cousin and a student at the new school. Tell the students to ask their questions and record their partner's answers in their exercise books.

When students are finished, ask them to use their answers from the interview to write a short paragraph describing their new school.

LESSON ELEVEN

Explain to students that they have talked and read about many things they might want to do or like to do. Ask them to discuss the following in a small group:

1. What do you like to do at school?
2. What are your favourite foods, games and school subjects?
3. What did you learn from this unit?
4. How will what you learned help you?

Remind them to use the language pattern *want to do or like to do*.

Tell the students to explain to their group what they hope to be doing as a career or job ten years from now. Allow some students to share their goals out loud.

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

UNIT 7

MY RESPONSIBILITIES

Teaching Objectives

In this unit you will help students learn how to:

- express their daily activities orally and in writing using the given language pattern.
- read and answer comprehension questions.
- write a paragraph on their responsibilities.

LESSON ONE

Write the term *daily activities* on the board. Tell the students things we do every day and every week are daily activities. Give examples of some daily activities: *brushing your teeth, going to school, helping on the farm, etc.*

Explain that students are responsible for helping at home and going to school. However, they also like to take time to play with friends and do other things.

Ask students to talk with a partner about things they like to do. Then tell them to share three daily activities or things they and other people do every day and every week.

Explain to students that you are going to read out loud a passage about Aster and Zenebe, who will be discussing things they do. Remind the students to listen carefully.

Aster:	“What do you do when you get out of bed in the morning?”
Zenebe:	“I put on my clothes, brush my teeth, and wash my face.”
Aster:	“What else do you do?”
Zenebe:	“If it is a school day, I eat my breakfast, gather my books, and walk to school. What about you?”
Aster:	“There are other things I do apart from getting dressed and washing my face. I prepare tea for myself and my little sister. She helps me gather the things for tea. When we finish our breakfast, we collect our teacups and plates. Then we get our bags and go to school.”
Zenebe:	“You are more helpful to your parents than I am. I only

Aster:	make my bed before I go to school.” “That’s also good. When you help yourself, you help your parents.”
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Ask the students to respond orally to each question that you ask about what Aster and Zenebe do each day.

Example

What does Aster do in the morning? What does Zenebe do each morning? Who is more helpful – Aster or Zenebe?

Allow some students to share their daily activities out loud.

LESSON TWO

Write the word *schedule* on the board. Tell the students a schedule gives the day, the time, and the activity we will do. Explain that some activities or responsibilities are done at the same time each day or week.

Write your school schedule on the board. Be sure to list times and activities. Read the schedule out loud to students.

Ask the students to talk with a partner about their schedule of daily activities. Tell them to discuss things they do at the same time each day. Then ask students to work with another set of partners. Tell them to discuss their daily schedule of activities. Ask them to compare and contrast their activities.

Allow selected students to share with the class. Remind students to listen carefully to what each person does each day.

LESSON THREE

Tell the students Chaltu and Ahmed help their family every day in many ways. Explain that the sentences in their book tell how Chaltu and Ahmed help their families.

Ask students to take turns reading the sentences out loud to a partner. When students are finished, allow selected students to read the sentences out loud.

1. *Chaltu helps her mother look after the baby.*
 2. *Chaltu helps her mother prepare food for the meal.*
 3. *Chaltu helps her mother sweep the floor.*
 4. *Chaltu helps her mother fetch water from the well.*
 5. *Chaltu helps her mother feed the chickens before she goes to school.*
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1. *Ahmed helps his father feed the cows.*
 2. *Ahmed helps his father gather firewood.*
 3. *Ahmed helps his father take the cattle to the market.*
 4. *Ahmed helps his father harvest the teff.*
 5. *Ahmed helps his father repair the plough and axe.*

Ask the students to think of five things they do to help their family. Tell them to write one sentence in their exercise books about the things they do to help their family.

Allow students to share their sentences out loud.

LESSON FOUR

Ask students to read the conversation between Aster and Zenebe silently. When students are finished, tell them to answer the questions in their exercise books.

Answers:

1. What are the first three things that Zenebe does each morning?
(Each morning Zenebe puts on his clothes, brushes his teeth, and washes his face.)
2. What is one thing that Zenebe does on a school day that he does not do on the weekend? *(Answers will be one of the following: On a school day Zenebe eats breakfast, gathers his books, and walks to school.)*
3. Who helps Aster prepare tea? *(Aster's little sister helps her prepare tea.)*
4. What is one thing Aster does that Zenebe does not do? *(Answers will vary. Possible answer: Aster prepares tea.)*
5. Who do you think is more helpful, Aster or Zenebe? Tell why you think this. *(Accept all reasonable answers.)*

Ask students to exchange exercise books. Tell them to read their partner's answers and discuss any answers that are not the same as their partner's.

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

LESSON FIVE

Ask students how they are helpful at home to their family. Ask them how they are helpful to their teacher and classmates at school. Allow students to share orally.

Tell students to use the Word Bank to fill in the chart in their exercise books. Ask them to list activities they do at home and activities they do at school. Remind them some words will be used more than once.

Word Bank		
clean	erase	fetch
wash	answer	listen
gather	write	share
sweep	sit	obey

Things I Do To Be Helpful

At Home	At School
<p>Possible answers:</p> <p><i>clean, wash, gather, sweep, sit, fetch, answer, listen, share, obey</i></p> <p>Answers will vary.</p>	<p>Possible answers:</p> <p><i>clean, wash, gather, sweep, erase, answer, write, sit, listen, share, obey</i></p> <p>Answers will vary.</p>

Tell students to read their lists out loud to a partner. Ask them to see if what they do is the same as their partner. Ask them to notice if what they do is different from what their partner does.

When students are finished, allow some students to share out loud. Make sure they explain *why* they put the word in each category. Remind students to listen as their classmates report to the class.

Ask students to write a paragraph in their exercise books telling how they are helpful at home or at school. Tell them to use as many verbs as they can from the chart. Tell them to underline each verb.

LESSON SIX

Write the name *Abebe Bekila* on the board. Ask students what they know about him. Tell the students that Abebe was a famous Olympic athlete.

Ask the students to read the story about Abebe Bekila with a partner. Tell them to take turns reading out loud.

When students are finished, ask them to copy the sentences into their exercise books. Tell them to work with a partner to complete the gap-filling exercise. Remind students to use the Word Bank to fill in the gaps. Some words may be used more than once.

Walk around and check for understanding.

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

Word Bank			
rigorous	car	Ethiopia	appendix
famous	operation	archery	Addis Ababa
wheelchair	hero	born	leg injury

Answers

1. Abebe Bekila was born in 1932.
2. Abebe proved to be the most famous runner in Ethiopia in 1960.
3. Abebe ran his best race after having an operation.
4. Abebe had completed a series of rigorous exercises to beat all the other runners.
5. In his third attempt to achieve success, a leg injury forced him out after only running 10 miles.
6. A car crash ended his marathon career.
7. The car crash confined him to a wheelchair.
8. Abebe competed in several games of archery.

9. He was given the respect of a national hero at his funeral in Addis Ababa.
10. This famous Ethiopian athlete was a national hero.

LESSON SEVEN

Tell the students to use the words in the Word Bank to write one paragraph about Abebe Bekila. Ask them to tell why he became a national hero in their paragraph. Read the words in the Word Bank out loud to students.

Word Bank			
archery	crippled	talent	wheelchair
career	attitude	victory	injury

Ask some students to read their paragraphs out loud to the class. Remind students to listen carefully to their classmates.

LESSON EIGHT

Tell the students famous people like Abebe Bekila can teach us important lessons. Ask them to read the interview between two people in their books. Explain that one is a reporter and one is a famous female, Ethiopian runner.

Ask the students to read the interview with a partner. Tell them one partner should read the reporter's words, and one partner should read the athlete's words.

When students are finished, ask them to pretend they are a reporter interviewing Fatuma Roba. Tell the students to write five questions in their exercise books that they would like to ask this famous Ethiopian woman.

When students are finished writing their questions, have them share out loud.

LESSON NINE

Ask the students to read the interview in Lesson Eight again silently. Tell them to list six important things they learned about Fatuma Roba in their exercise books.

Next, have the students write a paragraph telling the important things they learned. Ask them to exchange exercise books and read their partner's paragraph.

Ask some students to read their paragraphs out loud.

LESSON TEN

Explain to students that we interview people to find out information about them. One way to do this is to ask questions that begin with *who*, *what*, *when*, *where*, and *why* words.

Tell students to write five questions in their exercise books they will ask their partner. Write the words *who*, *what*, *when*, *where*, and *why* on the board. Explain that one question should begin with *who*. One question should begin with *what*. One question should begin with *when*. One question should begin with *where*. One question should begin with *why*.

Tell the students to ask their partner the questions. Remind them to record his or her answers in their exercise books.

Walk around and check for understanding.

LESSON ELEVEN

Tell the students to read the questions they asked their partner in Lesson Ten. Remind them to read the answers they recorded during the interview.

Ask the students to use the questions and answers to write two paragraphs about their partner. In the first paragraph tell them to write what they learned by asking *who*, *what*, *when*, *where* and *why* questions. In the second paragraph tell them to write one lesson that other people can learn from their partner.

When the students are finished, allow them to share information about their partner with the class. Remind them to tell what they learned about their partner and one lesson the class could learn from their partner.

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

UNIT 8 DO THINGS ON TIME

Teaching Objectives

In this unit you will help students learn how to:

- understand work ethics by using language patterns.
- read stories to gain comprehension.
- write short summaries or paragraphs.

LESSON ONE

Ask students what words or phrases are used to show the passage of time. Then list students' responses on the chalkboard.

Discuss how we use terms such as: *soon, later, in the evening, tomorrow, in two hours' time, this afternoon, in the morning, and in a few minutes*. All of these phrases show the passage of time.

Ask the students to work with a partner and think of other words and phrases that show the passage of time. Ask students to listen to you read sentences with missing time phrases. Ask them to complete the sentences orally.

Example

1. I will complete the assignment _____.
2. My family will come to visit _____.
3. I have to feed the cattle _____.
4. School will be out in _____.
5. Mother prepares dinner _____.

Ask students to write eight complete sentences using time phrases in their exercise books. Tell students to take turns reading their sentences to a partner.

LESSON TWO

Ask students why it is important to plan what we do daily. Then list students' responses on the chalkboard. Explain that when we make plans, it is very important to stick to our plans. Ask students why it is important to keep our plans.

Tell students to listen as you read a conversation. Discuss the conversation with the students. Ask them to locate time words or phrases they noticed in the conversation. Ask students to take turns as they read the conversation again with a partner.

Kiros :	“Where are you going this afternoon?”
Nigisti:	“Nowhere. My sister is coming from Djibouti. I have to meet her here.”
Kiros:	“What will you do when she arrives?”
Nigisti:	“This weekend, we are going to the Rift Valley to see Lake Langano. We will also visit the Abiata Shala National Park.”
Kiros:	“What will you see there?”
Nigisti:	“We will see the ostriches and wart-hogs. We will watch the local people cooking maize in the hot springs. What are your plans for the weekend? Would you like to go with us?”
Kiros:	“I am sorry, I cannot go. This weekend, I will be attending my cousin’s wedding.”
Nigisti:	“Oh, I hope you will enjoy yourself. Please tell me all about it on Monday.”

Ask students to work with a partner and talk about their weekend plans. Tell them to use time phrase words. Remind students their plans can be made up or real.

LESSON THREE

Write the term *synonym* on the chalkboard. Ask students the definition of a synonym. Explain that synonyms are words that have the same or similar meanings. Write the word *big* on the chalkboard. Ask students

to read the synonyms for the word *big* listed in their students' books.
(*huge, enormous, massive, large, colossal.*)

Tell the students that a thesaurus is a book that has synonyms for many words. Ask students why they might need to use a thesaurus. (*so they don't use the same words over and over in their writing*)

Ask the students to copy the words from their students' books into their exercise books. Ask the students to write one or more synonyms for each word. Remind the students that there are many correct answers. Review answers out loud. Accept all reasonable answers.

1. smart - *intelligent, bright*
2. pretty - *beautiful, gorgeous, lovely*
3. hungry - *starving, famished*
4. speak - *talk, whisper, shout*
5. vacation - *trip, adventure*
6. simple - *plain, easy*
7. little - *small, tiny*
8. injera - *food, bread*
9. late - *tardy*
10. student - *pupil*

Read the example sentences in the student's book out loud. Discuss how the words *thin* and *slim* are synonyms. Ask students to write five complete sentences in their exercise books. Tell them to underline the word in each sentence that will be replaced with a synonym by their partner. Remind students to exchange exercise books with their partner. Walk around and check for understanding.

LESSON FOUR

Ask students to look at the picture in their students' books. Then ask them to describe the picture to a partner. In their exercise books have students write two questions about the picture in the students' books. Go over questions out loud.

Write key words on the chalkboard. Discuss the definition of each word before reading the story.

1. *unfriendly – not friendly*
2. *difference – how things are not the same*

3. *attack* – to hit or fight someone or something
4. *dangerous* – full of danger, not safe
5. *medicine* – a pill or injection that a doctor gives someone to heal a disease

Tell the students to read the story silently. When they are finished reading, tell them to answer questions one through seven in their exercise books. Remind students they can reread the story if needed.

1. In the sentences, “Black rhinos are very unfriendly animals. They do not seem to like anybody or anything,” what does the word *unfriendly* mean? (*not nice, not friendly, mean. Accept reasonable answers*)
2. Why do rhinos attack trees? (*They have bad eyesight and cannot see the difference between a person and a tree.*)
3. Should we try to save rhinos? What can we do? (*Accept all reasonable answers.*)
4. In the sentence, “Some people in eastern countries will pay a lot of money for rhino horn because they believe it is a strong medicine,” what does the word *medicine* mean? (*something that will make sick people get better*)
5. What efforts are underway to save the rhinoceros in Ethiopia? (*Accept any reasonable answer.*)
6. How are rhino horns different from the horns of other animals? (*There is a single horn on the tip of the rhino’s nose.*)
7. Why do you think rhinos are looking for salt? (*Accept any reasonable answer.*)

LESSON FIVE

Introduce the key words to the students. Write *fact*, *opinion* and *globe* on the chalkboard. Ask students what they think each word means. Write definitions on the chalkboard.

1. *fact* – is a statement that can be proved
2. *opinion* – is a statement that someone believes to be true
3. *globe* – is a model of the earth

Ask the students to read the examples of the fact and opinion sentences in their students’ books silently.

Fact: The city of Addis Ababa is the capital of Ethiopia.

Opinion: I think Addis Ababa is the most beautiful city in the world.

Discuss the differences between fact and opinion sentences. A fact sentence can be proved. For example, you can prove the capital of Ethiopia is Addis Ababa by using a map or globe. An opinion sentence states what someone believes or thinks. For example, someone else might believe that Paris is the most beautiful city in the world. Certain words can help you identify opinion statements (*think, believe, thought*) Opinion sentences cannot be proved.

Ask the students to work with a partner and read the sentences in their students' books out loud. Students will decide if each sentence is a fact or opinion. Call on students to present answers to the whole class. Ask students to explain why they chose fact or opinion.

Answers

- | | |
|------------|------------|
| 1. opinion | 5. opinion |
| 2. fact | 6. fact |
| 3. fact | 7. fact |
| 4. opinion | 8. opinion |

Ask students to write eight sentences in their exercise books (four opinion sentences and four fact sentences). Ask students to exchange exercise books with a partner. The partner will describe each sentence as a fact or opinion.

LESSON SIX

Ask students to refer back to Lesson Three and define the word *synonym*. (Remember synonyms are words that have the same or similar meanings.)

Ask students to copy the paragraph in their exercise books. Ask students to choose a synonym from the Word Bank to replace each word in italics. Ask students to share their answers with the class.

Answers

There are five kinds of rhino. The White rhino is the (*biggest*) **largest**. The (*grown-up*) **adult** male rhino is 180 cm (*in height*) **tall**. White rhinos have (*large*) **big** heads and their horns are more than 165 cm (*in length*) **long**. Like other rhinos, the White rhino is really gray. It got its name because its mouth is very (*broad*) **wide**. Its mouth is the (*correct*) **perfect** shape for (*feeding on*) **eating** grass.

Ask students to copy the chart in their exercise books and write one meaningful sentence with each synonym listed in the chart. Ask students to underline the synonym in each sentence. Students will exchange exercise books with a partner and choose a word to replace each synonym. Tell students that *weit* (pronounced like *white*) is the word in Afrikaans for *broad* or *wide*. Afrikaans is a language spoken in South Africa where the White rhinos are found.

LESSON SEVEN

Write the word *antonym* on the chalkboard. Ask students to read the definition of antonyms in their students' books. (*Antonyms are words that have opposite meanings.*) Call on one student to read the examples of antonyms in the student's book out loud.

Ask the students to read the sentences with a partner. Choose an antonym for the underlined word.

1. Mathematics is sometimes very hard to understand. (*easy*)
2. I will be early to school in the morning. (*late*)
3. The classroom was too big for the students. (*small*)

Ask the students to copy the words in their exercise books. Write an antonym for each word. Accept all reasonable answers.

- | | |
|---------------------------------|--------------------------|
| 1. smart - <i>unintelligent</i> | 6. down - <i>up</i> |
| 2. pretty - <i>ugly</i> | 7. little - <i>big</i> |
| 3. hungry - <i>satisfied</i> | 8. night - <i>day</i> |
| 4. loud - <i>quiet</i> | 9. short - <i>tall</i> |
| 5. big - <i>small</i> | 10. wide - <i>narrow</i> |

Ask students to share answers with a partner.

Ask students to write sentences in their exercise books and replace the underlined words with an antonym from the Word Bank. Call on students to read sentences out loud to the class.

Answers

1. Abera would be sorry to leave Ethiopia. (*glad*)
2. Debora will see many similar places on her trip to Africa. (*different*)
3. The teacher reads numerous dull books. (*interesting*)
4. The library has many modern books about Addis Ababa. (*ancient*)
5. Fatuma likes to read about cold places in Europe. (*hot*)
6. The student *disliked* the book about Africa. (*enjoyed*)

LESSON EIGHT

Remind the students that a good speaker or reader puts details together in a way that makes sense and is easy to understand. Write the word *sequence* on the chalkboard. Tell students a sequence is the order of events of a story.

Ask the students to read with a partner the rules for reading and listening to a story. Write the rules on the board.

1. Pay close attention.
2. Think about the main idea of the story or what the speaker is saying.
3. Think about the details that support the main idea.
4. Notice the sequence of the story.

Ask students to read the story silently. Then ask students to read the story with a partner. Ask the students to name the main idea of the story. (Usually, the main idea of a story is listed in the first sentence.)

Ask the students to read the sentences and then write them in their exercise books in the correct sequence. Encourage the students to refer back to the story to help them identify the correct sequence.

Answers

1. *The first day of school started with excitement.*
2. *Megersa skipped down the road to meet his friend, Soreti.*
3. *As both students got closer to school, the ringing noise got louder.*

4. *Both students wondered what was making the loud noise.*
5. *Megersa thought the sound was a car crashing into a building.*
6. *The students were surprised to find a huge bell hanging on the tree.*
7. *The teacher smiled as she rang the bell.*

Ask students to read their sentences with a partner.

Select students to read answers out loud to the class.

LESSON NINE

Introduce an *imperative* sentence. A sentence that gives a command is called an imperative sentence. This type of sentence tells someone to do something and ends with a *full stop (period)* Or an *exclamation mark*.

Ask students to read the imperative sentences in their books.

1. *Please answer all questions carefully for the teacher.*
2. *Take a photograph of your family.*
3. *Be on time for work and school!.*

Read sentences out loud to students.

Discuss work ethics. Work ethics describe the characteristics of responsible working people. Each person is responsible and accountable for the work he or she does at school or at a job. Good work ethics are usually associated with people who work hard and do a good job. Ask students to read the imperative sentences in their students' books that show good work ethics at school.

1. *Don't be late to school!*
2. *Don't waste your time!*
3. *Complete your work neatly.*

As students to think of some imperative sentences that show good work ethics at school. In their exercise books ask them to write five imperative sentences that relate to school.

Ask students to think of people with good work ethics. Ask students to name good work ethics that someone who works should have.

Ask the students to pretend their friend is about to start a new job working in an office. Ask the students to write eight imperative sentences in their exercise books that will show good work ethics for their friend. Select volunteers to read their sentences out loud to the class. Walk around the class and check students' sentences.

LESSON TEN

Ask students if they have a role model. Tell them to think about the excellent work ethics their role model shows each day. Are they on time to work? Are they prepared? Do they work hard? Do they stay on task? Are they honest? Tell students to write a paragraph describing their role model and their work habits in their exercise books.

Tell students to exchange exercise books with a partner and read what they have written.

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

UNIT 9

LEARNING FROM OUR MISTAKES

Teaching Objectives

In this unit you will teach students how to:

- read and write about mistakes that have been made
- ask and answer questions about what they have and have not done.
- use simple past and present perfect tenses to speak, read, and write.
- answer comprehension questions to demonstrate understanding.
- write sentences using the new language pattern.
- write sentences from dictation.
- identify mistakes and how not to make mistakes in the future.

LESSON ONE

Write the word *verb* on the chalkboard. Ask students what a verb is. Remind students that verbs tell the action in a sentence. Tell students that verbs have different tenses. Tenses can tell what happens in the present, has happened in the past, or will happen in the future.

The simple past tense of a verb tells about something that happened in the past and did not continue into the present. The present perfect tense of a verb tells about something that happened at some indefinite time in the past. The simple past tense of a verb is one word, but the present perfect tense of a verb must have the word *have* or *has* with a verb.

Read the sentences to the students. Stop after each sentence and with a partner have students identify the verb in the sentence. Write the verb on the chalkboard.

Sentences

1. I wrote on the chalkboard yesterday. (simple past tense)
1. I have written on the chalkboard many times. (present perfect tense)

2. I ate injera on Monday for lunch. (simple past tense)
2. I have eaten injera at my friend Abera's house. (present perfect tense)

3. He played football last year. (simple past tense)
3. He has played football every week this year. (present perfect tense)

Point to the words *wrote*, *ate* and *played* on the chalkboard and tell students this is the simple past tense of these verbs.

Point to the words *have written*, *have eaten*, and *has played* on the chalkboard and tell students this is the present perfect tense of these verbs.

Tell students to work with a partner. Tell them to practise using simple past and present perfect tenses to talk about things that they have done. Tell students to say one sentence using simple past tense and then say each sentence again using present perfect tense.

Have students work in groups of four and repeat the exercise. Tell students to listen to each person say his or her sentences.

Circulate around the room and provide assistance as needed. Choose several students to report to the class.

LESSON TWO

Write the words *simple past* and *present perfect* on the chalkboard. Review the verb forms from Lesson One with students.

Ask students to tell a partner what they think the story “My Injury” is about.

Ask the students to listen for simple past and present perfect verbs in the story, “My Injury.”

Ask the students to read silently as you read out loud. (Simple past tense verbs are in italics. Present perfect tense verbs are underlined.)

My Injury

I love to play football. I have played football for three years. I am a good player, but I have not played very well since I *injured* my leg. A few weeks ago, I *walked* to the store with my grandfather. I have gone with him to the store almost every Saturday. That Saturday I *tripped* over a large stone that *fell* from a truck onto the street. When I *fell*, I *twisted* my leg. My grandfather *said*, "I hope that you have not broken your leg. Let's go to the hospital."

Although my leg was not broken, it has not felt good since then. My team has seen that I have not kicked as well as I usually kick. I hope my leg gets better soon.

Tell students to work with a partner. Tell them to practise using simple past and present perfect tense verbs to talk about things that they did and have done at school. Tell students to say each sentence using simple past tense and then say each sentence again using present perfect tense.

Work with another set of partners. In groups of four, listen to each person say his or her sentences.

Circulate around the room and provide assistance as needed. Choose several students to report to the class.

LESSON THREE

Ask students to read the story in Lesson Two with a partner.

Ask students to make a list of *simple past tense* verbs and a list of *present perfect verbs* in their exercise books. Tell them to read their lists to a partner. Put additional verbs on the chalkboard if needed.

Simple Past: injured, walked, fell, tripped

Present Perfect: have played, have gone, have broken, has felt, has seen, have kicked

Ask students to choose four simple past tense verbs and four present perfect verbs from the story and use them to write sentences about things they have done recently. (*I have seen the doctor.*) Tell them to underline the verb in each sentence.

Have them exchange exercise books and read the sentences to a partner. Ask students to report to the class.

LESSON FOUR

Read the last paragraph from the story “My Injury” to students. Ask them to write the paragraph as you dictate it out loud.

Although my leg was not broken, it <u>has</u> not <u>felt</u> good since then. My team <u>has seen</u> that I <u>have</u> not <u>kicked</u> as well as I usually kick. I hope my leg gets better soon.
--

Ask students to exchange exercise books with a partner and compare their paragraphs. Ask a student to write the correct dictated paragraph on the chalkboard.

LESSON FIVE

Ask the students to look at the two illustrations in their book. Tell them they will be reading a story about a boy who made a mistake and learned from it.

Tell the students to work with a partner to discuss the illustrations. Have the students tell what the boy is doing in each picture and what they think will happen in the story.

Write the words *mistake*, *attention*, and *punish* on the chalkboard. Read the words to the students and ask the meanings of the words. Discuss the meanings of the words with the students. Have the students think about how each word could be used in the story.

Tell the students to read the story “Jemal and the Mistake” silently.

After they have read the story, have students work with a partner to discuss the main idea of the story.

Ask students to write the simple past and present perfect verbs found in the story in their exercise books.

(Simple past: taught, practiced, read, paid, did not pay, drew, thought, was, asked, wrote, was, asked, paid, did not pay, punished, talked, told, paid, answered, finished, worked, was, was.

Present perfect: has learned, has not paid.)

Circulate around the room and provide assistance as needed.

Have students report the main idea of the story to the class.

LESSON SIX

Tell students that they will use the story they read in lesson five to answer questions in their exercise books.

1. What mistake did Jemal make? *(He did not pay attention to his teacher.)*
2. What did Jemal do when he should have been paying attention? *(He drew on his paper. He thought about what he would do after school.)*
3. How did the teacher know that Jemal was not paying attention? *(He wrote his sentence incorrectly.)*
4. What was Jemal's punishment? *(He had to wash the chalkboard.)*
5. What do you think that Jemal will do in the future? *(Why? Answers may vary).*

Tell students to compare their answers with a partner.

Circulate around the room and provide assistance as needed.

Choose students to report answers to the class.

Ask students to write sentences answering questions about their own mistakes. Ask students to exchange exercise books and compare answers.

LESSON SEVEN

Write the words *already* and *am* on the chalkboard. Tell the students they will use these words to fill the gaps in sentences. Have students

copy each sentence into their exercise books and use one of the three words (*already* and *am*) to complete the sentences correctly.

1. I am not paying attention to the teacher.
2. I am going to my cousin's house this weekend.
3. I am not able to write the sentence because I did not pay attention.
4. I have already finished my exercises.
5. I have already finished my homework.
6. I am going to finish my homework after school.
7. I am not going to go to the market on Saturday
8. Have you already read your lesson?

Tell students to report to the class.

Ask students to tell three sentences to a partner. They say one sentence using *already* and one sentence using *am*.

Ask students to write three sentences in their exercise books. They will write one sentence using *already* and one sentence using *am*. Ask students to report to the class.

LESSON EIGHT

Tell students to read the story from Lesson Seven again.

Tell students to think about the following questions:

- What happened in the story about Jemal?
- How does the story relate to their lives?
- Have they made a mistake and learned from it?
- What was the mistake?
- What happened to them because of the mistake?
- What did they learn from their mistake?

Tell students to work with a partner and share the answers to the questions. Have students tell how the story relates to their own experience.

Tell students to work with another set of partners. In their group of four have them tell how the story relates to their own experience.

Tell students to discuss what they have learned from mistakes.

LESSON NINE

Tell the students that they will write a paragraph in their exercise books about a mistake that they made in the past and the lesson they learned.

Model how to write a paragraph. Show students how to think of a topic sentence that tells the main idea of the paragraph. Tell students to think of the mistake they discussed in Lesson Eight. Tell them to write about each sentence in their students' books. Model how to write about the sentences in the paragraph you write. Tell the students how long they will have to write their paragraphs. Circulate around the room and provide assistance as needed

When students are finished, have them exchange exercise books and read their partner's paragraph.

Ask students to work with another set of partners. In their groups of four, they should exchange exercise books and read the paragraphs they have written.

Allow some students to report to the class.

LESSON TEN

Tell students they will act out a story of Jemal's mistakes. In a small group they will choose students to play each part and then act out the story in front of their class. Remind them to talk about how Jemal could have made better decisions.

In the second part of this lesson, they will act out the story of their own mistakes in a small group. Tell them to choose one student's mistake to act out and to choose students to play each part. They should then practice their parts until they have learned them by heart.

Select groups to act out the story in front of the class.

Circulate around the room and provide assistance as needed.

After each group has acted out its story, encourage students to talk about how they could have made better decisions.

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

UNIT 10

HOW TO LIVE WITH HIV/AIDS

Teaching Objectives

In this unit you will teach students how to:

- make sentences that state cause and effect.
- give detailed answers.
- know the meaning of words from the context of a passage.
- write sentences using new words.
- write sentences that show cause and effect.
- summarize passages.
- prepare a poster about HIV/AIDS.

LESSON ONE

Ask students to look in their students' books at the picture of a girl kicking a football. Discuss what they think might happen after the girl kicks the football. Explain that this is *cause and effect*.

Read out loud to the students the information about cause and effect at the beginning of the lesson.

Then read out loud each of the four sentences below. Ask students to listen for the key words: *transmit, prepare, enjoy, and so that*. After you read each sentence, ask students to work with their partners and identify the cause and the effect. Ask them to take turns with their partners and tell the cause and then the effect for each sentence.

After you have read all four sentences, ask what words introduce the effect. If necessary, read the sentences again for students to hear the words *so that*.

1. I wash my hands before I prepare foods so that I will not transmit germs.
2. I wake up early so that I will get to school on time.
3. My father works to make money so that he can buy us new clothes.
4. My mother makes coffee so that we can enjoy it.

Read out loud to the students the sentence beginnings about how to stay healthy. After you read each beginning, stop so that students can talk

with a partner. Tell students that they must give an effect for each cause. Share the example below with the class. Student responses will vary.

Example

I help my mother so that

Give model answers for the sentence starters.

1. We eat healthy foods so that
2. I study about HIV/AIDS so that
3. I visit the doctor when I am sick so that
4. I do not share my toothbrush with others so that ...
5. Doctors throw away used syringes so that
6. Healthy food must be served in clean dishes to HIV/AIDS patients so that

LESSON TWO

Ask students to look at the two pictures in their students' books. Read the words *If* and *then*. Ask students to think of a sentence that tells what is happening in the two pictures. The sentence must begin with the word *If* and describe what is happening in the first picture. The second part of the sentence must tell what is happening in the second picture because of the action in the first picture.

Example

If the teacher asks a question, then the student will answer it.

Write on the chalkboard the sentences that the students give out loud. Point out that cause and effect can be expressed by using *If* (the cause) *then* (the effect).

Tell students to listen as you read each sentence below that shows cause and effect. After you read each sentence, tell students to turn to a partner and identify the cause and effect.

1. If I'm hungry, then I'll ask for food.
2. If I'm sick, then I'll stay home from school.
3. If I'm lazy, then I'll get in trouble.
4. If my friend loses his exercise book, then I'll help him find it.
5. If my teacher asks me a question, then I'll answer her.

Tell students to listen as you read each sentence below that tells about how to care for an HIV/AIDS patient. After you read each sentence, tell students to turn to a partner and give an effect for each cause. Write the example on the chalkboard.

Example

If my friend thinks he might have HIV/AIDS, then he will visit the clinic.

Explain how to complete cause and effect sentences using the words *If...then....* Introduce the key words before reading each sentence.

Give model answers for the sentence starters. Key words are in bold.

1. If a patient tests **positive** for HIV/AIDS, then he or she
2. If a person doesn't want to catch HIV/AIDS, then he or she
3. If a **patient** tests **negative** for HIV/AIDS, then he or she ...
4. If we show **discrimination** toward a person with HIV/AIDS, then
.....
5. If a boy with an **infection** kisses a girl, then

Restate for students what cause and effect is. Remind students of the two language patterns for cause and effect that they have learned: *so that* and *If...then....* Remind students of the positive effects of attending school and learning. Ask students to give cause and effect sentences about English.

LESSON THREE

Tell the students that when someone asks us a *why* question, we can answer it with a reason.

Ask the students to look at the two examples in their students' books. Ask students to work in pairs. One person will read the questions in the examples, and one person will read the answers. Tell the students that

they must decide what the cause is and what the effect is for each sentence. Then ask students to share their decisions with the class. Give model answers.

Ask the students to listen as you read out loud the dialogue, "Preventing Illness." Write the key words on the board. Check that the students know what the key words mean. (Key words are in bold.) Ask students to listen for the key words in the dialogue.

Preventing Illness

Shitaye: "I stayed home from school for two days because I did not feel well. The doctor told me that I had contracted an **infection**."

Melik: "Did you **catch** the cold I had last week? When I got ready for school last Monday, I felt fine. After lunch I began to feel sick."

Shitaye: "Why did you think you were sick?"

Melik: "I began to sneeze, and my nose began to drip."

Shitaye: "I think you did not cover your nose and mouth when you sneezed. Remember, we were partners last week. I could not help my mother cook dinner after school. I went to bed early because I was sick. I do think I **caught** your cold!"

Melik: "I think I touched your exercise book after I sneezed. I should always cover my nose and mouth when I sneeze or cough. I also forgot to wash my hands. If I caused your **infection**, I apologise. I did not attend school Tuesday and Wednesday so that I would not **transmit my infection** to anyone at school."

Shitaye: "If I had not felt better after two days, then my mother and I would have returned to the doctor for another check-up."

Melik: "I'm glad you feel better and are at school today."

Ask students to look at the bold type in the dialogue. Have them discuss meanings with a partner.

Ask the students the following questions. Tell them they must answer in complete sentences. Answers may vary.

1. Why did Shitaye get sick? (*Shitaye got sick because Melik transmitted his infection to Shitaye.*)
2. Why did Melik think he was sick? (*Melik thought he was sick because he began to sneeze and his nose began to drip.*)
3. What would the effect be if Melik had washed his hands after he sneezed and coughed? (*Melik would not have transmitted his infection. Shitaye would not have missed school for two days. Shitaye would not have been sick.*)

Ask students to work in groups of four. Ask them to tell each other the names of other diseases they know about. Tell how the diseases can be transmitted from one person to another. Ask them to follow the directions in Lesson Three of their students' books. Check work and offer help as necessary.

Ask students to share their questions and answers with the class. Identify causes and effects.

Ask students to work with a partner and make up two questions about the diseases they discussed in their small groups. Tell them their questions must begin with *why*, and the answers must give the reason.

LESSON FOUR

Tell the children that we can learn new words by reading. We learn these new words by using *context clues*. Write the example below on the chalkboard. Underline the word in italics.

Example

Shitaye has a cold. The doctor asked her what her symptoms were. She told the doctor that she was sneezing and coughing.

Tell the children that we can tell what the new word *symptoms* means by reading the words before and after the new word. This new word must mean the kinds of things that happen when Shitaye has a cold because she told the doctor what she was doing when she had a cold. In this sentence *symptoms* means *sneezing and coughing*.

Write the following example on the chalkboard.

Example

Shitaye was *miserable*. Shitaye's symptoms were that her head hurt and she felt cold and weak. She wanted to feel better, but she felt too bad to go to school.

Tell the children that we can tell what the new word *miserable* means by reading the words before and after this new word. *Miserable* must mean *not feeling good or feeling bad* because Shitaye “her head hurt and she felt cold and weak,” and “she felt too bad to go to school.”

Ask the students to read out loud “Preventing Illness” with you. Point out the words in italics.

Preventing Illness

Shitaye: “I stayed home from school for two days because I did not feel well. The doctor told me that I *contracted* an infection.”

Melik: “Did you catch the cold I had last week? When I got ready for school last Monday, I felt fine. After lunch I began to feel *ill*.”

Shitaye: “Why did you think you were sick?”

Melik: “I began to sneeze, and my nose began to drip.”

Shitaye: “I think you did not cover your nose and mouth when you sneezed. Remember, we were partners last week. I could not help my mother cook dinner after school. I went to bed early because I was sick. I do think I caught your cold!”

Melik: “I think I touched your exercise book after I sneezed. I should always cover my nose and mouth when I sneeze or cough. I also forgot to wash my hands. If I caused your infection, I *apologize*. I am sorry that I may have caused you to be sick. I did not *attend* school Tuesday and Wednesday so that I would not transmit my infection to anyone at school.”

Shitaye: “If I had not felt better after two days, then my mother and I

would have *returned* to the doctor for another check-up.”

Melik: “I’m glad you feel better and are at school today.”

Ask the students to follow the directions after the story in Lesson Four. Ask them to read to a partner the sentences that have an italicized word. Then tell the students to tell their partners what each italicized word means and what context clues they used.

Apologize - say you are sorry (feel bad) for doing something (“I am sorry ...”)

attend - go somewhere to do something (“I’m glad you ... are at school today.”)

returned - went back (“for another check-up”)

LESSON FIVE

Explain to the students that when we answer questions, we sometimes give short answers without many details. Sometimes it is important to give many details. Details help us to understand new things.

Write the word *classroom* on the chalkboard. Ask students to give as many words (details) that they can think of to describe the classroom. Write these words on the chalkboard. Then describe the classroom using only one of the detail words. (Example: Our classroom is big.) Ask students if this sentence tells enough about the classroom so that anyone would know what the classroom really looks like. Ask students to make up sentences about the classroom that give more details. Ask students to share their sentences with the class.

Ask the students to read to partners the example sentences in their students’ books. Ask them to tell their partners what the details are in each sentence.

Then ask them to reread silently “Preventing Illness” from Lesson Four and write in their exercise books detailed answers to the questions in their students’ books.

Answers

1. Why did Shitaye stay home from school?
(*Shitaye stayed home from school because she did not feel well.*)
2. Why did Melik think he was sick?
(*Melik thought he was sick because he began to sneeze and his nose began to drip.*)
3. What are three ways to spread a cold?
(*Accept all reasonable answers.*)
4. Why were Shitaye and Melik talking about a cold?
(*Accept all reasonable answers.*)

LESSON SIX

Review information about the *main idea*. Tell students that if we want more information, we can *summarize* the story. Tell students that a *summary* gives the main details about what happens. Model how to do this by summarizing “Preventing Illness.” Explain that everyone’s summary will be somewhat different.

Example

“Preventing Illness” is about how to avoid catching or transmitting a cold. In the story Shitaye got a cold because Melik coughed and sneezed without covering his nose and mouth. Shitaye missed school for two days because she was sick.

Ask students to predict what the story “My Uncle Johannes: Champion for Others” is about. Ask students to write their prediction in their exercise books. Ask students to share their predictions with the class.

Ask them to read the story silently and think about the main idea. Ask them if their predictions were correct and if they think the title is a good one for this story. Have them say why or why not.

Also ask them to think about how to summarize the story. Ask them to look for details in the story that will help them to summarize it.

After students have finished reading, tell them to share with their group what they think the most important parts of the story are. Ask students to tell the class the important points they would use in their summaries.

LESSON SEVEN

Write the following sentence beginning on the chalkboard: *If I finish my work early,*

Ask students what they might do if they finish their work early. Then write: *then I will watch my brother play football.* Remind students that this is the *If..., then* structure they learned in Lesson Two.

Explain to students that they will complete *If ..., then* sentences. Ask students to complete in their exercise books the sentence beginnings that are in their students' books. Then ask students to share their sentences with the class.

Remind the students that *antonyms* are words that mean the opposite of each other. Write the following examples on the chalkboard: *good – bad, right – left, happy – sad.*

Tell the students to copy in their exercise books the antonym chart from their students' books. Tell them to use the Word Bank to find the antonyms to the given words.

LESSON EIGHT

Explain what a crossword puzzle is. Tell students that it is a way to learn words and their meanings. Point out the crossword puzzle and the Word Bank in the students' books. Explain how to complete the puzzle. Use #3 Across to explain how to complete the puzzle (*Answer: returned*).

Ask students to copy in their exercise books the crossword puzzle from their students' books. Have them complete the puzzle. Tell students to look back at the stories in this unit if they cannot remember what a word means.

Tell students to choose three words from the Word Bank and write in their exercise books one sentence for each word.

Answers

- | | |
|--------------------|---------------------------------------|
| ACROSS | DOWN |
| 1. Became ill with | 1. Something you do when you are sick |
| 3. Went back to | 2. Other people |
| 5. Get (a disease) | 4. Opposite of <i>positive</i> |
| 7. Give to someone | 6. Name of a disease |

c	o	n	t	r	a	c	t	e	d	
1			2							
o			h							
u		r	e	t	u	r	n	e	d	
			3				4			
g			m				e			
h							g			
						c	a	t	c	h
						5				6
							t			i
	t	r	a	n	s	m	i	t		v
	7						v			a
							e			i
										d
										s

Word Bank

- catch
- contracted
- cough
- HIV/AIDS
- negative
- returned
- them
- transmit

LESSON NINE

Remind the students that a summary includes details. Ask students to copy in their exercise books the summary of “My Uncle Johannes: Champion for Others.” Then ask students to read the summary and fill in the gaps. Ask students to read their version of the summary to a partner. Remind students to reread the story in Lesson Six.

Answers

Summary of “My Uncle Yohannes: Champion for Others

This story is about a person *diagnosed* with HIV/AIDS. He helps others who have HIV/AIDS. He *caught* HIV/AIDS when he picked up a *dirty syringe*) and cut his hand. When he found out that he was sick, he decided that a *positive attitude* would be best. He began to help other people with HIV/AIDS because he wanted them to be free from

discrimination. He did not want others to suffer from the stigm) of having this disease.

LESSON TEN

Ask students to read the title of the passage “Helping Others with HIV/AIDS” and predict what they think the passage will be about. Ask students to read the passage silently and then share the main idea with a partner.

Helping Others with HIV/AIDS

HIV/AIDS patients need very special care. People who care for these patients must take special precautions so that they do not contract HIV/AIDS. These caregivers must discard used syringes. They must use gloves when working with patients with this disease. If these people are careless, they could contract HIV/AIDS.

People who have this illness still need to be treated kindly. They may need someone to wash their clothes, shop for them, and cook meals for them. They may need someone to take care of their home. They may enjoy listening to someone read stories.

HIV/AIDS patients should also be treated fairly. Other people should not discriminate against these patients or believe that there is a terrible stigma attached to having this disease. People with HIV/AIDS can have a positive attitude. We should have a positive attitude towards them.

Ask students to write in their exercise books a summary of the passage. Ask students to share their summary with the class.

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

UNIT 11

BULLYING / FRIGHTENING PEOPLE

Teaching Objectives

In this unit you will help students to learn how to handle a bully and use past tense words. Students will be able to:

- Mention what was happening in the past related to their experience.
- Express their ideas orally and in writing using the language pattern.
- Read the given text and answer comprehension questions.

LESSON ONE

Write the following four fill-in-the-blank sentences on the chalkboard.

1. *I was* _____.
2. *The students were* _____.
3. *The teacher was* _____.
4. *Many raindrops were* _____.

Ask students if they remembered the last time it rained at school. Call on students to describe the scene they remember. Ask them to explain what they were doing using the fill-in-the-blank sentences. Write several responses underneath each blank.

Tell students to think of what they were doing yesterday morning at 7:30 a.m. Ask students several questions to refresh their memory, "Were you eating breakfast?" "Were you brushing your teeth?" Tell students to talk with a partner and tell what they were doing at that time yesterday. Ask partners to share their discussion with the class.

Tell students that you are going to read two short dialogues. Tell them to listen carefully.

Teacher: "What were you doing yesterday at 5 o'clock in the afternoon?"

Student: "I was watching TV."

Mother: "What were you doing when I called you at 5 o'clock?"

Son: "I was reading a book."

Tell students that the words *was* and *were* are used to tell that something has already happened. Explain that they are used to describe what occurred in the past. The words *was* and *were* are very important because they connect who or what we are talking about with the rest of the sentence. Explain that sentences can be incomplete if these words are not used.

Ask students to listen as you read the following sentences out loud.

1. *Two small dogs were fighting.*
2. *A yellow bus was carrying some passengers to work.*
3. *The girl was helping her mother wash dishes.*
4. *Some students were hitting each other.*
5. *A bully was teasing a child about his grades.*

Read a sentence without using the underlined word. Ask the students to reread the sentences without using the underlined words. Ask students if the sentences make sense without using the words *was* or *were*. Lead the class in discussing, "Why or why not?" Tell the students that the words *were* and *was* are important because they connect who or what we are talking about with the rest of the sentence.

Ask students to copy the chart into their exercise books. Tell them to listen as you read each sentence above again. Ask students to fill in the chart as you read.

Answers

Who - Which?	How many?	What?
1. <i>dogs</i>	<i>two</i>	<i>were fighting</i>
2. <i>bus</i>	<i>some</i>	<i>was carrying passengers</i>
3. <i>girl</i>	<i>one</i>	<i>was helping</i>
4. <i>students</i>	<i>some</i>	<i>were hitting</i>
5. <i>bully</i>	<i>one</i>	<i>was teasing</i>

LESSON TWO

Draw the two charts shown in this lesson on the chalkboard. Tell the students that in Lesson One they learned that the words *was* and *were* are important because they connect who or what we are talking about with the rest of the sentence. Remind students that these words are used

to describe the past. Tell them that they will continue to hear these words in today's lesson.

Write the following charts on the chalkboard.

Plural	Past Time	+ <i>ing</i>
boys	were	punching
students	were	making
tigers	were	fighting

Singular	Past Time	+ <i>ing</i>
bully	was	threatening
teacher	was	hitting

Ask students to listen as you read the first sentence. Ask them to look at each word on the chart as you slowly read it. Demonstrate as you point to the words *boys*, *were*, and *punching* while you slowly read the first line of the chart. Read the remaining lines.

Tell students that the word *was* is used when there is one person or thing. Explain that the word *were* is used when there are two or more persons or things.

Ask students to tell you what words followed *was* and *were*. Ask them if they can explain what the words have in common. Tell the students that words that ended in *-ing* followed the words *was* and *were*. Tell them that adding *-ing* to the end of a word makes it describe an action that is happening now. Explain that words that end in *-ing* are called action verbs. Also, tell students that sometimes the letters *-ing* are added to the end of base words. Write the words *punching*, *hitting*, and *making* on the chalkboard. Tell students that the base word in *punching* is *punch*. Underline *punch*. Tell students that the base word in *hitting* is *hit*. Underline *hit*. Further explain that the base word in 'making' is *make*. Underline *make*.

Tell students to work with a partner to read the words and act out three of the words in the box. Tell them to share their actions with the class.

walking	skipping	laughing	pulling
talking	writing	telling	sitting
reading	pushing		

Write the words shown in the chart on the chalkboard. Circle the base words *walk*, *read*, *skip*, *push*, *laugh*, *tell*, *pull*, *sit*, *talk*, and *write*. Pronounce each word slowly and place stress on the base word. Tell students that adding *-ing* to the end of words makes the action continuous. Use the chalkboard to demonstrate the difference between *write* and *writing*.

Read the following sentences to students. Tell students to work with a partner to fill in the blank for each sentence using the words *was* or *were*. Tell them to write the sentences in their exercise books.

1. The girl [blank] calling Aklilu bad names. (was, were)
2. Dr. Alehah [blank] helping a sick man feel better. (was, were)
3. Two students [blank] kicking the teacher's desk. (was, were)
4. A car [blank] hitting the curb. (was, were)
5. He [blank] standing in line to get on the bus. (was, were)
6. Many people [blank] waiting at the train station. (was, were)

LESSON THREE

Ask students to listen silently as you read the words out loud. Tell students to write the words in their exercise books. Tell them to circle the base word and underline the *-ing*.

standing	frowning	waiting	making
laughing	looking	threatening	cutting

Circle the word *cut*. Ask students if they know why *t* was added before adding *-ing* to the word *cut*. Explain that when an action word or verb ends in one vowel and one consonant, the consonant must be doubled before adding *-ing*.

Write the word *skip* on the chalkboard. Ask students to tell you if it's permitted to add *-ing* to *skip*.

Ask students to explain, *why* or *why not*. Point to the consonant *p* and the *i* in *skip* and explain that another *p* would have to be added to the word before adding *-ing* because it ends in a consonant and vowel.

Demonstrate by writing *skipping* on the chalkboard.

Ask other questions, such as, “Why does *make* become *making*?”
“Why does *look* become *looking*?”

Explain to the students that when an action word or verb ends in the letter *e*, you must drop the *e* before adding *-ing*.

Explain that some words just need the *-ing* added.

Tell students to work with a partner. Tell them to write the correctly spelled word in their exercise books.

Answers

1. I was (save) to buy a radio. (saving, *savving*, *saveing*)
2. The train was (stop) on the railroad track. (*stopping*, *stopeing*, stopping)
3. The children were (look) for the lost dog. (*lookeing*, looking, *lookking*)
4. The mother was (care) for her baby. (*careing*, *carring*, caring)
5. Some nurses were (wrap) the boy’s broken arm. (wrapping, *wrapping*, *wrapeing*)

Call on students to share their answers with the class. Discuss with the class the *correct* spelling. Explain why you chose each answer.

Tell students to copy the chart in their exercise books. Tell them to complete it by filling in each blank box.

Answers

Base Word	-ING	-ING Word
joke	-ing	<i>joking</i>
laugh	-ing	<i>laughing</i>
drop	-ing	<i>dropping</i>
bully	-ing	<i>bullying</i>
threat	-ing	<i>threatening</i>

wait	-ing	waiting
hit	-ing	hitting
smile	-ing	smiling

LESSON FOUR

Tell students to listen as you read the words in the Word Bank, tell their meaning, and use them in a sentence.

fear	frighten	threat	shout	punish
bully	threaten	cry	teased	mistake

Answers

1. *Many students considered the bully a threat.*
2. *The big bully was very mean.*
3. *The girls and boys gave a loud shout of joy when the bully was caught!*
4. *It was a mistake to let the bully sit next to Rekik.*
5. *The nice man was going to punish the bully because he was threatening the class.*
6. *Tsige did not want to be teased about her new hair cut.*
7. *The school master told the class that they should not fear the mean bully.*
8. *Soreti asked the bully not to frighten the children or make them cry.*

Ask the students if they get along with other students at school. Discuss. Ask them how they treat other students. Have them discuss if they have ever been afraid of another student or friend. Ask students to look at the picture and tell a partner what is happening. Tell them to read *The School Bully* silently, talk with their group about the main idea of the story and complete the questions.

Answers

1. What is the main idea of the story?
Bullies can harass others and cause fear.
2. Why was Tsige afraid to go to school?
She was afraid of a boy named Abebe.
3. Why do you think Abebe might have become a bully?
Accept reasonable answers.
4. Name at least three things Abebe did to frighten Tsige.
He teased, kicked, and ran after Tsige. He tore her clothes.
5. What do you think will happen when Tsige's mother goes to school?
Answers will vary. She will probably talk to Tsige's teacher or School Director. Abebe will probably be punished.

Ask students to explain what they would do if they were Tsige's parents? Discuss with the class. Ask students to think of reasons why a person would become a bully. Discuss comments with the class.

LESSON FIVE

Tell students to pronounce the words from Lesson Four in their exercise books. Tell them to copy the words and column of definitions. Tell students to find a partner and match each word to its meaning by connecting them with a line. Tell students that the first match has been done for them.

Answers

<i>a. shout</i>	<i>intention to inflict harm (f)</i>
<i>b. fear</i>	<i>to make fun of (g)</i>
<i>c. bully</i>	<i>to call loudly (a)</i>
<i>d. punishment</i>	<i>a loud yell (e)</i>
<i>e. cry</i>	<i>to be frightened (b)</i>
<i>f. threat</i>	<i>a penalty for bad behaviour or crime (d)</i>
<i>g. tease</i>	<i>to make afraid (i)</i>
<i>h. mistake</i>	<i>one who is cruel (c)</i>
<i>i. frighten</i>	<i>an incorrect answer or idea (h)</i>

Ask students to discuss their answers. Ask them to explain which words are similar. Ask them to explain why.

Ask students to write the definition of each word on the list in their exercise books. Tell students to write the definition in a complete sentence.

Tell students that Abebe was a bully in the story they read. Ask students what a bully is. Explain that a bully is someone who harasses or hurts another person. Tell the class that many students were afraid of Abebe because he liked to frighten them. State that bullies usually pick on people smaller or weaker than themselves. Elaborate and say that bullies also try to scare younger students and girls. Discuss with the class. Ask students if they would cry if a bully, like Abebe, teased them. Explain that most people shout with joy when bullies are punished.

LESSON SIX

Ask students to talk about the picture in Lesson Four. Ask them to think about bullying they have experienced. Have they ever been bullied? Has someone they know been bullied? Have they ever bullied someone?

Tell the students that *surveys* are instruments that are sometimes given to examine or collect opinions on how others feel about a circumstance, situation, or event.

Explain that *surveys* can give valuable information about a situation. Tell the students to look at the “Bullying Survey”.

Read the first question. Tell students to write their answer in their exercise books. Tell students to write the answer to each question in their exercise books.

Bullying Survey		
1. Have you ever been bullied?	Yes	No
2. How often did someone bully you?	Sometimes Often Every day Never	
3. Where were you bullied?	School Home Somewhere else	
4. Have you seen other students being bullied at school?	Yes	No
5. What kinds of things have bullies done to you or to someone you know?	Said bad things Threatened Stole something Hit Ignored Shoved, kicked	

6. How much of a problem is bullying for you?	Very much
	Not much
	None

Have students volunteer to discuss their answers. Tell the class that people bully in different ways. Explain that bullies can hurt people by what they say or do. Place students in a group. Tell the groups to list in their exercise books some of the different ways students bully. Ask group members to share their list with the class.

LESSON SEVEN

Tell students that getting a swollen eye is a sign of being bullied. Remind students that there are many different ways that children bully that are not always as easy to see.

Draw a chart on the chalkboard. Write *Ways to Prevent Bullying* at top. Make three columns and label them *Parents, Teachers, Students*. Explain to students that one way to prevent bullying is for them to tell their parents like Tsige did. Write this idea under the proper heading. Tell them to talk with a partner and discuss other ways parents, teachers, and other adults can prevent bullying. Ask students to share some of their ideas. Write one of their ideas on the chart. Share with the rest of the class.

Tell students to copy the chart from the board or from their textbooks into their exercise books. Ask them to complete the chart by writing other ways to prevent bullying with the help of parents, teachers, and other students. Students will share what they wrote in small groups and then with the class. Have the class write a list of ten ways to prevent bullying.

Possible Answers

Ways to Prevent Bullying		
<i>Parents</i>	<i>Teachers</i>	<i>Students</i>
<i>by talking to their child's teacher</i>	<i>by talking to the bully</i>	<i>by reporting it to their teacher</i>

LESSON EIGHT

Write the following sentences on the chalkboard, and ask students to read the following sentences orally in unison:

Teasing girls is bad.

Bullying is a bad habit.

Hitting others is cruel.

Ask students to fold one of the sheets of paper in their exercise books in half lengthwise. Tell students to write one of the sentences from the list above in their books at the top of the left half of the paper. Explain that they should draw a picture under the sentence that explains what is happening in the sentence. Tell them to write a sentence that changes the action to good behaviour on the right side of the paper.

Read the sentence, "Hitting others is cruel," to them as an example. Tell the students that they would write *Hitting others is cruel* on the left side of the paper at the top. Explain they could write *Talking to each other is a better way to solve problems* on the right side of the paper.

Tell students to do the same for each of the three sentences. Ask students to share their answers with the class.

LESSON NINE

Write the words *Nobel Peace Prize* on the chalkboard. Ask students if they can tell you what the words mean. Tell students that a person or team is selected every year to receive a Nobel Peace Prize. Explain that this prestigious award is given to only one person or team in the entire world. Tell them that people get this award if they have done something good for humanity. Explain that a Nobel Peace Prize winner does not advocate violence or bullying.

Tell students to look at the words in the Word Bank. Tell them to listen to you read the words and use them in sentences.

amicable	hero(ine)	generous	cooperative	punish
smiling	polite	kind	reluctant	pleasant

Answers

1. *The nice man started smiling when he gave a generous amount of food to the stranger.*
2. *All of the students were cooperative and did not talk when the teacher asked them to be quiet.*
3. *The teacher was going to punish Baru because he had not been kind to the new student.*
4. *A polite taxi driver was reluctant to let the lady walk alone down the dangerous street.*
5. *Rekik was considered a heroine because she saved a little bird that fell out of its nest.*
6. *The amicable students knew the teacher would thank them for helping each other.*
7. *The pleasant shopkeeper was always helping his customers.*

Ask students to silently read the story *Meskele's New School*. Tell students that going to a new school can be scary. Explain that Meskele's first day of going to a new school could have been a disaster. Tell them that the students were amicable and helped her.

Tell students to answer the questions in their exercise books. Tell students to write complete sentences in their exercise books.

Answers

1. Why was Meskele reluctant to go to her new school?
Meskele was going to a new school and did not know any of the students.
2. What was the first thing that made Meskele feel better about her new school?
The teacher was kind and smiled at her.
3. How did most of the students treat Meskele?
Most of the students were cooperative and polite.
4. Why did Baru get punished?
Baru stole Meskele's book and teased her.
5. Why was Dieramu considered a hero?
Dieramu told the teacher that Baru had stolen Meskele's book.
6. Should the teacher have punished Baru? Why or why not?
Yes, the teacher should have punished Baru because he was a thief and a bully.

7. What is a suitable punishment for Baru's behaviour.
There will be various answers. Discuss them with the class.

LESSON TEN

Tell students that they do not have to put up with bullying. Explain to them that they should not blame themselves if they are bullied. Tell students that bullies are often confused or unhappy people who don't feel good about themselves. Remind students that there are ways to prevent bullying from happening. Remind them that they can tell an adult and act brave.

Tell students to write four paragraphs in their exercise books about bullying. Tell students that their paragraphs should include:

1. What is bullying?

Bullying is when a person hurts, frightens, or browbeats those who are smaller or weaker.

2. What are some ways people bully others?

Some bullies cause intimidation, call others bad names, threaten, harm physical and/or mentally.

3. How can bullying be prevented?

You can contact authority figures, join a support group, walk with groups of people, try talking to the bully, or refuse to be intimidated.

4. Who can help if you're being bullied? How can they help?

Parents, adults, teachers, policemen, or other people in authority can help if you're being bullied. They can talk to the bully, punish him or her and protect you from the bully.

Tell students to share their paragraphs with the class.

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

UNIT 12

BE PROUD OF GOOD DEEDS

Teaching Objectives

In this unit you help students:

- report what other people say about someone else's good deeds.
- read and write passages about people's good deeds.
- answer questions about passages about good deeds that students listen to and read.
- understand that verbs can be used in the present tense and the past tense.
- understand what a good deed is and give examples of good deeds.

LESSON ONE

Tell students that the verb you use in a sentence helps you tell when something happens. Explain that the time expressed by a verb is called its *tense* and that verbs show time by changes in tense. Let the students know that the primary purpose for this lesson is to work with verbs in the *present tense* and the *past tense*.

Write the following sentences on the chalkboard. Have students write these two statements in their exercise books.

Present tense verbs show something that is happening now.

Past tense verbs show action that has already happened.

Before the lesson, draw the following chart on the chalkboard. At the beginning of the lesson, ask the students to copy the chart from the chalkboard in their exercise books.

Reporting Verbs	
Present Tense	Past Tense
tell	told
says	said
advises	advised
asks	asked
warns	warned
orders	ordered

Give students an adequate amount of time to complete the chart.
Review the correct present tense verbs with the class.

Explain that people often do good deeds on a daily basis. Also, explain that many times peoples' deeds go unnoticed. (Explain to students what the word *unnoticed* means.)

Tell your students to listen as you read reports of good deeds that happen in the present and good deeds that happened in the past.

Present Tense

- Nona says that she helps to take care of her mother when she is sick.
- Zen tells Nona that he also helps to care for his mother.
- John's teacher advises him to spend more time on homework.
- Dar and Sarah warn John to take the advice that his teacher gives him to improve his grades.

Ask students to tell a partner the present tense verb. Have students report to the class.

Past Tense

- Nona said that she helped take care of her mother when she was sick.
- Zen told Nona that he also helped care for his mother.
- John's teacher advised him to spend more time on his homework.
- Dar and Sarah warned John to take the advice that his teacher gave him to improve his grades.

Ask students to tell a partner the past tense verb. Have students report to the class.

Reread the sentences. This time tell the students to listen more closely because they will be asked to respond, based on whether the verb is present or past tense.

As you read each sentence in random order, tell the students to record the type of verb tense (present or past) used in each of the four sentences in their exercise books. Tell them to share their answers with a partner. Select four students to share the correct verb tenses with the entire class.

LESSON TWO

Ask students to listen as you read out loud the story “Tadelech” about a good deed. Explain that *Tadelech* means lucky.

Have students talk with a partner and predict what they think the story is about. Ask students to talk with a partner and tell whether they think Tadelech is lucky or not and explain why.

Ask students to think of a time when they or someone else they knew was lucky. Tell them to explain to their partner what happened.

Tadelech

Tadelech is a word that means lucky. Tadelech lived with her mother and two brothers. Her father died when she was eleven years old. Her mother worked each day at the laundry to pay for food and clothes for the children. It was difficult for her to buy school uniforms and supplies for all of the children.

Because of her mother’s difficult financial condition, Tadelech was not able to attend school. Tadelech’s aunt and uncle lived nearby, and they had no children. Tadelech’s uncle was a carpenter who had a very successful business. When Tadelech’s aunt and uncle learned of the financial difficulties of her mother, they offered to help with Tadelech’s schooling. They paid for her uniforms, other clothing, exercise books and food so that she could attend school.

Tadelech was a very good student who worked hard and went to school each day. She continued her schooling and became a nurse. She now helps many people who are sick or injured.

LESSON THREE

Ask students to read the story, “Tadelech,” silently. Then ask students to write the main idea of the story in their exercise books.

Ask students to answer the questions in their exercise books using complete sentences.

Answers

1. Why was Tadelech's mother not able to send her to school?
(*Tadelech's mother could not send her to school because she could not pay for school uniforms and supplies.*)
2. What good deed was done?
(*Someone helped pay for her schooling.*)
3. Who did the good deed?
(*He raunt and uncle did the good deed.*)
4. Why do you think the good deed was done?
(*Accept all reasonable answers.*)
5. How did Tadelech's choice of a career help others?
(*She became a nurse and helped sick or injured people.*)

Ask students to think of a time when someone did a good deed for them. Tell them to write what the good deed was in their exercise books. Have students share their answers with the class.

LESSON FOUR

Ask students to read the sentences in their students' books. Have them change each present tense verb to a past tense verb. Have students write each sentence with the past tense verb in their exercise books.

Ask students to exchange exercise books and read the sentences they wrote. Have students mark any incorrect sentences. Ask students to return exercise books and rewrite any incorrect sentences.

Answers

1. *Mesfin worked in his father's carpentry shop.*
2. *My friends talked about the Ethiopian Olympic runners.*
3. *Many problems needed our attention.*
4. *I walked to school each day.*
5. *Abera helped me with my mathematics.*

Ask students to copy the second list of sentences from the students' books into their exercise books. Ask students to rewrite each sentence using the present tense of the underlined verb.

Answers

1. *The teacher gives the rules for the exercise.*
2. *The class votes for new monitors on Tuesday.*
3. *The students listen to the speeches.*
4. *The children help their parents plant crops in the fields.*
5. *They play football after school on Thursday.*

Ask students to exchange exercise books, read the sentences, and mark any sentences that are not correct. Ask them to rewrite any sentences that are not correct.

LESSON FIVE

Ask students to reread the story “Tadelech” from Lesson Three to find present and past tense verbs. In their exercise books, ask students to make a list of all the present tense verbs and all of the past tense verbs. (*Answers: lived, died, worked, was, was not able, lived, had, was, had, learned, offered, paid, could, was, worked, went, continued, became.*)

Ask students to read the story, “Bogale’s Good Deed,” silently. Then ask students to write the main idea of the story in their exercise books.

Ask students to write answers to the questions using complete sentences in their exercise books.

Answers

1. Why did Bogale have a lot of money?
(*He worked hard.*)
2. What did having a lot of money prevent Bogale from doing?
(*He could not rest. He could not spend time with his wife or play with his children.*)
3. What did Bogale worry about?
(*He worried that his friends only liked him because they wanted him to buy things for them.*)
4. Who did Bogale lend money to?
(*He lent money to family and friends.*)
5. Why did Bogale decide to give his money away?
(*Because he was unhappy and he had everything he needed.*)

6. Why did Bogale not worry after he gave his money away?
(*He didn't need a lot of money to live well and be happy.*)

LESSON SIX

Explain to the students the purpose of an interview and demonstrate what an interview is. Choose one student from the class and ask him or her several questions. Then have students read the example in the students' books to a partner.

Ask students to talk about a good deed they have done or that someone they know has done. Tell them to take turns interviewing each other about the good deed. Ask them to write the interview questions and the answers in their exercise books. Have several students conduct their interview in front of the class.

LESSON SEVEN

Ask students to reread the main idea of the story, "Tadelech" and the main idea of "Bogale's Good Deed," that they wrote in their exercise books. Then ask students to discuss the two main ideas with the class.

Introduce the "Good Deeds" chart from the students' books. Ask students to copy the chart in their exercise books and complete it. Tell the student to reread the story if they need to do so.

Ask student to talk with a partner about how Tadelech's aunt and uncle's good deeds and Bogale's good deeds are alike and different. Ask students to share their answers with the class.

LESSON EIGHT

Ask the students to describe what is taking place in the picture. Tell students that emergencies cause people to do good deeds. Let the students know that people must be prepared because accidents can happen to anyone at any time. Accidents can result in an emergency. There are three things to remember when performing a good deed during an emergency. The three things are to ask for help, be calm, and comfort the injured person.

Ask students to read the title of the passage and with a partner predict what the story is about.

Tell the students to silently read the passage “Helping With First Aid.”

Using First Aid to Help with an Emergency

An emergency can happen at any time. The three rules for dealing with an emergency are:

1. Ask for help,.
2. Be calm.
3. Comfort the injured person.

Once you have followed the three rules for helping with an emergency, you can begin to give first aid.

Knowing first aid can help with an emergency when someone is sick or injured. First aid is the care that is given to an injured or sick person before medical help arrives. If you know first aid, you can help to care for someone who is injured or sick until medical help arrives.

Knowing first aid can help you to save the injured or sick person’s life.

Tell the students to copy the questions from the chalkboard into their exercise books and also answer the questions in complete sentences.

Answers

1. What is first aid? (*care given to an injured or ill person*)
2. What are the rules for dealing with an emergency? (*ask for help, be calm, comfort the injured person*)
3. What type of people need first aid? (*people who are injured or ill*)
4. Why do you need to stay calm during an emergency? (*Accept any reasonable answer.*)

Provide the students with ample time to complete the questions, then tell them to work with a partner to develop a list of reasons why a person might need first aid. Tell them to write their responses in their exercise books.

Tell the students to work with a different partner to select a type of emergency from the chart provided in their exercise books to research the type of first aid needed to assist during that emergency. Ask students to use the rules they learned in the story to help them decide what to do.

LESSON NINE

Read the following information to your class:

Today, we will be reviewing the use of the correct punctuation marks. Please look at the chart on the chalkboard and copy it into your exercise books. As a class, we are going to complete the missing information on the chart.

Review the parts of the chart orally with the students.

To ensure that the students understand the use of the various punctuation marks you may ask for selected students to give a sentence using one of the punctuation marks.

Punctuation Marks	
<i>Symbol</i>	<i>Name</i>
.	period/full stop
!	exclamation mark
,	comma
?	question mark
'	apostrophe
“ ”	quotation marks

Ask students to write one sentence in their exercise books using each punctuation mark on the chart. Ask students to share their sentences with the class.

LESSON TEN

Tell the students to think about a time that they did a good deed. Give them some examples (*helping their teacher with a special taskdoing an extra chore at home without being asked or helping someone in their community in a special way*).

Review what a good deed is and ask several students to give examples.

Tell the students to write a story telling about a good deed they performed. Tell them to give details about what happened. Remind them it is important that their writing does the following:

1. Gets the audience's attention at the beginning and keeps it throughout the story.
2. Tells the events in the order they happened.
3. Includes details to help your reader picture the characters and the events.
4. Clearly tells who or what the story is about and when and where it takes place.
5. Uses the conventions of language and correct spelling.

Remind students to use each punctuation mark from the chart in their story. Also, remind the students to proofread their stories and make changes as needed.

Tell the students to share their writing with a partner. Ask them to allow their partner to provide editing feedback. Have them circle any punctuation marks that are not correct.

Tell the students to make a final draft of their stories in their exercise books.

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

UNIT 13

A CLEAN ENVIRONMENT

Teaching Objectives

In this unit you will help students learn to:

- ask for and give advice about keeping the environment clean.
- carry out dialogues related to keeping the environment clean.
- identify detailed information from passages.
- read and answer comprehension questions.
- infer the meaning of words using context clues.
- draw conclusions.
- make compliments.
- give reasons for doing or not doing something.
- make a poster about the environment.

LESSON ONE

Tell students that we sometimes need to ask others' opinions. We need their opinions to help us to decide what to do or how to do something. We call these opinions *advice*. We might ask someone else's advice so that we know where to find the information we need. We might ask someone's advice to help us decide on a course of action. Ask students to talk with a partner about a time they needed advice from someone else to help them know what to do.

Read out loud to the students a dialogue about a student who seeks advice from a fellow student on how to look up a word in the dictionary. Explain that a *dialogue* is when people converse or talk with one another.

Abera:	"I don't know the meaning of <i>environment</i> . How can I write a sentence with it?"
Kebede:	"I don't know it either. You should look it up in the dictionary."
Abera:	"The dictionary tells me it is my surroundings. What should I do to find more information?"
Kebede:	"You should go to the library to find more information."

Tell students that Abera asked Kebede for advice about an action. Abera needed to know how to write a sentence with a word he did not know. Kebede gave him advice about what to do.

Ask the students to read out loud the dialogue between a patient and a doctor while you read it with them. Ask students to listen for the kind of advice the patient wants and what advice the doctor gives the patient.

Patient: “I do not feel well. My body hurts, and I think I have a fever. Should I get medicine? I was in the marketplace and drank water from a fountain. The water may not have been clean drinking water.”

Doctor: “First we should check to see if you have a fever. Then we should see what is causing you to not feel well. If you have a fever, it could be from bacteria in the water you drank. You should not drink water that is not clean.”

Ask students to talk with a partner about the dialogue between the patient and the doctor. Ask students to identify what advice the patient wanted and what advice the doctor gave him or her. Then ask them to read the dialogue again and act it out. Explain key words.

Tell students that they will complete a dialogue between a teacher and a student. The student is asking advice about how to get a better mark on his English test. Tell students that they will take turns acting out their dialogues with a partner.

Ask students to share their dialogues with the class.

LESSON TWO

Ask students what punctuation they used when writing the dialogue:

1. at the end of the student’s words;
2. at the end of the teacher’s words.

Remind them that a question mark is used when we are asking advice.

Read the questions and statements below to the students. Ask students to raise their hands when they hear a question.

1. *It is hot outside.*
2. *When is the rainy season?*
3. *What is the temperature outside?*
4. *The lake has polluted water.*
5. *Should we throw rubbish on the ground?*

Ask students to write the sentences below in their exercise books and to put a period or a question mark at the end of each sentence.

1. Is it safe to swim in polluted water?
2. The use of coal by many factories causes air pollution.
3. What will happen to our health if we drink polluted water?
4. The smoke from the factory harms people and animals.
5. Why shouldn't we throw paper on the ground?
6. Should you throw rubbish in the lakes or rivers?
7. Why is having a clean environment important?
8. Everyone should have clean drinking water, safe food, and improved air.

Ask the students to practise reading the sentences to a partner. Remind them to make each question sound like a question.

LESSON THREE

Tell students that we ask people for advice by asking questions. We can use *should* or *should not* to answer others when they ask us for advice. We use *should* when we think that it is a good idea to do something. We use *should not* when we think that it is *not* a good idea to do something. Write the words *should* and *should not* on the chalkboard.

Remind students how to use *should* and *should not* when asking for and giving advice. Ask them to find these expressions in the dialogues in Lesson Three. Ask students to read the dialogues in Lesson Three with a partner. Ask them to think about the questions in the dialogues before they read what the advice is. Ask them to tell a partner what advice they might give when asked those questions.

After students have completed reading the dialogues, discuss the questions below. Ask students to share their ideas on these issues. Remind students to use *should* and *should not* in their discussion.

1. What should people do to dispose of rubbish and garbage?
2. What should people do when factories pollute their environment?
3. Should factories shut down? Should people move to other places?
4. Should there be laws to control pollution?

After the discussion, tell students that Earth Day is celebrated around the planet to help people recognize how important it is to take care of their environment. Explain the meaning of the key words. Ask students to complete in their exercise books the dialogue between the teacher and Rakik. Remind them to pretend they are the student.

LESSON FOUR

Tell students that in this lesson they will learn to get detailed information from what they read. One of the ways that people can get information is by learning new words.

Write the words below on the chalkboard, and ask students to write them in their exercise books. Ask students to share with the class those words they know and what they think they mean. After each word is discussed, tell students the meaning of the word.

<i>clean</i>	<i>rubbish</i>	<i>infection</i>	<i>cold</i>
<i>flu</i>	<i>litter</i>	<i>malaria</i>	<i>fever</i>

Tell students that another way that people can get information from reading is by asking and answering questions. When we read, we can ask ourselves questions that will help us to understand important information in the story. After we read, we can look at questions that others have written. Then we can read the story again to find the answers to those questions.

Sometimes, we can find the answers by looking at the words in the questions. Some of the words in the questions will be in the story. When we look for those words, we can find the answers to the questions.

Ask students to work with a partner to read the story in Lesson Four. After students have read the story, ask them to write in their exercise books the answers to the questions in their students' books. Select several students to report to the class about the questions and answers.

Answers

1. Why was Rekik going to the library?
(*Rekik was going to the library to learn why Earth Day was celebrated.*)
2. What happened at the library?
(*Girma sneezed on his hand before he gave the map to Rekik.*)
3. What did Rekik learn about Earth Day?
(*Answers will vary.*)
4. Why did Rekik have to take medicine?
(*Rekik was sick and had a fever.*)
5. Was the trip to the library helpful?
(*Yes, Rekik learned much about Earth Day.*)
6. What would be another good title for this story?
(*Accept any reasonable suggestion.*)

LESSON FIVE

Ask students to write the sentences in their exercise books and fill in the missing word from each sentence. Remind them to use the new words in the Word Bank.

Answers

1. There was a pile of litter or rubbish outside the library.
2. Rekik had to clean her hands after holding the map.
3. The doctor told Rekik she did not have malaria or fever.
4. The doctor told her she had the flu.
5. Rekik's body temperature was above normal. So, the doctor said she had a fever.
6. A fever tells the doctor that there is an infection in the body.
7. The children carelessly discarded their litter or rubbish behind the library.
8. Cold or flu germs are contagious.

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

LESSON SIX

Ask students to work with a group of four to share ideas on issues concerning the environment. Then ask students to read the title of the story and make a prediction about what the story will be about. Ask students to think about what an oasis is as they read the story silently. Tell them that as they read they can ask themselves questions about the story.

After students finish reading, ask them to write in their exercise books the answers to the questions in their students' books. Ask them to write two questions about the story. Ask students to share their questions with a partner and write their partner's answers under their questions in their exercise books.

1. Where does Abebe live?
(Abebe lives in Ansokia, Ethiopia.)
2. When was the Ethiopian famine?
(The Ethiopian famine was during the 1980's.)
3. How did the people make Ansokia fertile again?
(The people of Ansokia made the land fertile again by planting millions of trees to hold water in the soil.)
4. Why is it important to sell the surplus crops?
(It is important to sell surplus crops so farmers can earn money to put their children through school.)
5. What is an oasis?
(An oasis is a fertile or green place in a desert made so by the presence of water.)

Ask students to read out loud the key words. Ask students to tell the meaning of these words by using context clues. Remind students that context clues are words around the new word. These words help students understand the meaning of the new word.

LESSON SEVEN

Ask students what diseases they can name in English.

Ask students if they know anyone who has had malaria or another deadly disease. Ask students what they think they could do in the environment to help prevent these diseases. Ask students to read “The Net” silently to find out what Baru and Dieramu do to prevent mosquito bites in their home.

After students have read the story, ask them to write in their exercise books the answers to the questions in their students’ books. Review how answers can be found in the story by looking for the words that are in the questions. Remind students to write in complete sentences.

Ask students to write two more questions about the story.

Ask students to share with a partner the new questions they wrote in their exercise books. Ask students to write in their exercise books the answers that their partners gave.

1. How many people are there in Baru’s family?
(There are seven people in Baru’s family.)
2. Why does Dieramu Kora want her fifth child to be a boy?
(Dieramu Kora wants a boy because she already has four girls.)
3. What is it that covers their bed? How does it help?
(A mosquito net covers their bed. It helps protect them from malaria.)
4. Why does this family think 18 birr is not too much to pay?
(They think 18 birr is not too much to pay because their health is worth it.)
5. What other ways can families protect themselves from malaria?
(Accept all reasonable answers.)

LESSON EIGHT

Tell students that you will show them how to write a paragraph about the environment. Draw the chart below on the chalkboard.

Ask students to copy the chart in their exercise books. Tell the students to write the ways they can help the environment.

Ways I Can Help the Environment
1. <i>I can pick up rubbish.</i>
2.
3.
4.
5.
6.
7.
8.

Ask students to use their chart to write a paragraph about ways they can help the environment.

Ask students to work in pairs to think of ways to improve their school environment. Ask them to report their ideas to the class.

LESSON NINE

Tell students that you will show them how to write two paragraphs about the environment in the school. Draw the chart below on the chalkboard. Point out the headings to students.

What is our environment?	What causes our environment to not be clean?	What can we do to clean up our environment?

Ask students to copy the chart in their exercise books. Tell them to list information about each heading in the space below it. Explain each heading.

Ask students to compare their chart with a partner's.

Tell them to use the information from their chart to write two paragraphs about a clean school environment. Ask some students to share their paragraphs.

Ask students to complete the exercise in Lesson Nine.
Ask several students to read their paragraphs to the class.

LESSON TEN

Ask students to summarize what they have learned in this unit. Ask students to tell who is responsible for a clean environment. Ask several students to share their paragraphs from Lesson Nine.

Ask students to complete the activity in Lesson Ten. Tell them that they may tear paper carefully from their exercise books to use to make their drawings and to write their paragraphs.

Ask several students to read their paragraphs to the class.

Display students' work in the classroom.

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

UNIT 14

SCHOOL REGULATIONS

Teaching Objectives

In this unit you will teach students how to:

- ask questions, answer questions, and draw conclusions about school regulations.
- read passages and answer questions.
- write about school rules and regulations.

LESSON ONE

Tell the students that in school there are many rules and regulations students have to follow. Explain that the language patterns we will be working with in this unit will help us to follow school regulations better.

Write the language patterns listed below on the chalkboard.

have to

must

do not have to

must not

did not have to

doesn't have to

didn't have to

don't

Say each of the words or phrases out loud. Ask students to repeat each word or phrase out loud. Ask students to read the language patterns from the chalkboard silently and then with a partner.

Tell the students that the language pattern words in the list show *positive* or *negative obligations*. Explain that positive obligations are things that *we should do, must do or have to do*. Explain that negative obligations are things that *we should not do, must not do or do not have to do*.

Read the patterns out loud once more. Ask students to read with you. Ask students to discuss with a partner when each pattern might be used. Let the students know that it might be helpful for them to use each pattern in a sentence. Choose several students to report to the class.

Tell students that they will be listening to and then reading a dialogue about school assignments. Ask students to look at the dialogue in their textbooks. Read the dialogue out loud as students read silently.

Yohannes: "I did not do my homework. I told my mother that I didn't have to do it."
Birhanu: "You have to do your homework, if you are going to keep your good grades."
Yohannes: "I am tired of school. I don't have to do it!"
Birhanu: "Then, you have to suffer the consequences of not completing your assignments."

Ask students to work with a partner to read the dialogue about school assignments. Instruct them to switch roles and read the dialogue again.

LESSON TWO

Ask students to think of all the things a grade seven student is asked to do at school. Instruct the students to write all of the activities that they think of in their exercise books. Ask students to share their lists with a partner.

Ask students to join with another set of partners and choose one activity from their list that grade seven students frequently don't want to do. Ask them to talk in their small group about why students might not want to do this activity. Ask them to give a reason why they have to do the activity. Ask students to select one person from their group to report to the class.

Ask students to tell a talk in their group about a time that they performed a task that they liked to do and a time that they performed a task that they did not like to do. Ask them to compare and contrast these tasks.

Choose students to report to the class.

LESSON THREE

Ask students to list four school rules in their exercise books. Ask them to work with a small group to answer some questions. Write the questions below on the chalkboard.

1. *Do you follow the rules in your school?*
2. *Do you think that the rules are good rules?*
3. *Why are some of the rules rejected?*

Read the questions out loud. Ask students to read silently from their textbooks. Ask students to talk in their small group about each question. Ask students to look at the list of rules that they wrote in their exercise books. Ask them to add some rules to the list that they think should be included. Ask them to mark through any rules that they think should not be included. Ask them to write a sentence telling why any deleted rules should be rejected. Choose several students to report to the class.

Tell students that they should rank the rules from most to least important. Ask them to put a number 1 next to the most important rule, a number 2 next to the next important rule, and so on. Ask students to talk in a small group about each rank-ordered rule telling why it is most or least important. Choose several students to report to the class.

LESSON FOUR

Write the following words on the chalkboard: *obey, follow, respect, refuse, accept* and *forbid*. Say each word out loud. Ask students to work with a partner to tell what they think the words mean.

Tell students the true (dictionary) meaning of each word. Ask students to tell how many meanings they already knew and how many they have just learned. Ask students to write each dictionary meaning in their exercise books.

Tell students that they will be using the new vocabulary to fill gaps in some sentences. Tell them that each vocabulary word can be used only once. Ask students to read each sentence and write the correct answer in their exercise books. Ask students to compare answers with a partner. Choose several students to report to the class.

Answers

1. You should not refuse to do what you know is right.
2. All students must obey the rules of the school.
3. Students with good conduct follow directions.
4. When you break the rules you must accept the consequences.

5. Teachers deserve great respect.
6. You should not do things you are forbidden to do.

Ask students to write sentences using each of the words in the Word Bank.

LESSON FIVE

Tell students that they will be reading a passage about traffic safety tips that help us travel safely to and from school. Write the title of the passage "School Safety" on the chalkboard. Ask students to predict what they might be reading about. Ask students to tell some traffic safety tips that they know about. Write student responses on the chalkboard.

Ask students to read the passage silently. Ask students to discuss the main idea with a partner. Ask students to write a summary of the passage in their exercise books.

Ask students to read the questions in their textbooks. Tell students that they should use information from the passage to answer the questions. Tell them that they may read the passage again if needed. Ask them to write the answers to each question in their exercise books.

Answers

1. What is a zebra crossing?
(A zebra crossing is a set of white stripes painted on a road to show where you should cross.)
2. Where should children cross the road?
(Children should cross the road at a zebra crossing.)
3. What colour should the traffic light be for the traffic before you cross the road?
(The traffic signal should be red.)
4. If there is no traffic light, what should you do before crossing the road?
(You must look both ways and make sure no vehicles are coming.)
5. How can we help to keep our school a safe place to be?
(Children should obey the rules and not fight with other children.)

LESSON SIX

Tell students that the ten rules in this lesson are a school safety chart for playground and recess rules. Tell them that they should read each rule silently as you read it out loud. Read each of the rules out loud. Define any unknown words as you read.

Ask students to reread each rule silently and then to reread it with a partner.

Playground and Break Time Rules

1. Listen to and obey the supervisors.
2. Use the playground equipment safely. Follow all rules.
3. No chasing, kicking, fighting, pushing, shoving, wrestling, or spitting.
4. No bad language, name calling or teasing.
5. No throwing rocks, stones, or anything that could hurt someone.
6. No visiting or talking to strangers.
7. No climbing on or over fences or gates.
8. No leaving the compound without the supervisor's permission to get objects that go over the fence or into the street.
9. Treat all children and adults kindly and respectfully.
10. When the bell rings to line up, stop playing and get in line immediately.

Tell students that they should read the four questions in their exercise books and use the rules they just read to answer each question. Ask them to write answers in their exercise books. Choose several students to report to the class.

Answers

1. What should all children do when they hear the bell ring?
(When the bell rings, children should stop playing, and get in line immediately.)
2. Who must children listen to and obey?
(Children should listen to and obey the supervisors.)
3. How should children treat adults?
(They should treat adults kindly and respectfully.)
4. How can equipment be used safely?
(Equipment can be used safely by following all rules.)

Answers

Ask students to read the Consequences Chart in their textbook. Tell them that they should use the information from the chart to answer the eight questions. Ask them to write the answers in their exercise books.

1. Chala gets in trouble three times during playtime. What will happen to him? (*No playtime for two days*)
2. This is the fourth time that Chala has thrown stones at someone. (*Give labour work at school.*)
3. What is the consequence for bad behaviour two times? (*Stop playing – sit on bench*)
4. What is the worse consequence? (*Stay after school or not to be allowed to come back to school*)
5. What is the least consequence? (*A warning*)

Ask students to exchange exercise books with a partner and read what their partner has written. Choose some students to report to the class.

LESSON SEVEN

Review nouns with the class. Remind them that a *noun is a person, place, or thing*. Tell them that when a noun owns or has something, that is called a *possessive noun*. Tell them that apostrophes are often used to show that a noun has or owns something.

Write the following words on the chalkboard: *Omni, donkeys, men*. Ask students if these are singular or plural nouns. Review *singular and plural nouns* as needed.

Write the following examples on the chalkboard: *Omni's goat, the donkeys' stable and the men's tools*.

Tell students that when a singular noun does not end in *s*, we add an apostrophe and an *s* to the end to show that it is a possessive noun. Point to *Omni's goat* and read it out loud. Tell students that *Omni* is one person whose name does not end in *s*. Point to how you turned *Omni* into a possessive noun.

Tell students that when a singular or plural noun ends in *s*, we simply add an apostrophe to the end to show that it is a possessive noun. Point to

donkeys' stable and read it out loud. Tell students that donkeys is a plural noun ending in *s*. Point to how you turned donkeys into a possessive noun.

Tell students that when a plural noun does not end in *s*, we add an apostrophe and an *s* to show that it is a possessive noun. Point to *men's tools* and read it out loud. Tell students that men is a plural noun not ending in *s*. Point to how you turned men into a possessive noun.

Tell students that they will be writing some phrases and rewriting them to include singular possessive nouns. Remind them that a singular possessive noun is a singular noun that owns or has something.

Write the example phrase and each of the seven phrases on the chalkboard. Explain how you changed the example phrase into a possessive noun.

Example

tools of the mechanic – mechanic's tools

Answers

1. shop of the tailor – *tailor's shop*
2. uniform of the policeman – *policeman's uniform*
3. instrument of the musician – *musician's instrument*
4. tools of the electrician – *electrician's tools*
5. plough of the farmer – *farmer's plough*
6. mane of the horse – *horse's mane*
7. shoe of the boy – *boy's shoe*

Ask students to change each phrase into a phrase containing a possessive noun. Ask them to write the phrase and their possessive noun phrase in their exercise books. Ask students to share their answers with the class.

Tell students to work with a partner making a list of five singular possessive nouns. Ask them to write these in their exercise books.

Tell students to read each phrase in the second group and turn each into a phrase containing a plural possessive noun. Write the example on the chalkboard. Explain how the plural possessive noun was created. Ask

students to complete the activity writing each phrase and new plural possessive noun in their exercise books.

Example

paints of artists - artists' paints

1. bicycles of the boys - *boys' bicycles*
2. tools of the workers - *workers' tools*
3. dresses of the women - *women's dresses*
4. letters of the children - *children's letters*
5. speed of the runners - *runners' speed*
6. applause of the people - *people's applause*
7. books of the students - *students' books*

Ask students to compare answers with a partner. Ask them to work with a partner writing a new list of five plural possessive nouns in their exercise books.

LESSON EIGHT

Tell the class that they will be reading about a school and its rules. Tell them that the name of the school is Achieve School. Write the name of the school on the chalkboard. Ask students what the word *achieve* means. Help them to understand the word if they don't know it. Ask them to think of some rules that students in that school might have to follow. Ask students to share their thoughts. Ask students to read the passage silently.

Ask students to look at the five comprehension questions found in their textbooks. Ask students to work with a partner to answer each question about the story. Tell students to write answers in their exercise books.

Answers

1. How were the classroom rules at Achieve School developed?
(*Achieve School's classroom rules were developed so each child could reach his or her potential.*)
2. What is one of the challenges of Achieve School?
(*A challenge of Achieve School is to help each student develop an awareness and appreciation for self and others.*)
3. What do the rules of Achieve School hope to accomplish?
(*Accept all reasonable answers.*)

4. What is the goal of Achieve School?
(*Achieve School hopes to help each child reach his or her personal, social, and academic potential.*)
5. In the passage what is meant by *to reach his or her potential*?
(*In this passage to reach his or her potential means to achieve the best he or she can be.*)

Ask students to work with a small group to determine the main idea of the passage. Ask them to write the main idea in their exercise books. Choose several students to report to the class.

LESSON NINE

Ask students to think of a time when they or someone they know did not follow a school regulation. Ask students to tell a partner what regulation was not followed and what happened.

Ask students to use the four guiding ideas to write about that event. Ask students to look at the four guiding ideas in their textbooks. Ask them to write a paragraph with the title "A School Regulation Not Followed" in their exercise books. Remind them to include each of the guiding ideas in their paragraph.

Provide time to complete the paragraphs.

Choose some students to report to the class.

LESSON TEN

Write the word *persuade* on the chalkboard. Explain what it means to persuade someone to do something.

Explain to students that in all aspects of our lives we have rules and regulations we must follow.

Tell students each to pretend that they have the opportunity to change or get rid of one rule they currently have to follow. This can only happen if students can persuade the rule maker to agree with their recommendation. Ask students to think of a rule that should be changed or abolished. Ask them to write that rule in their exercise books.

Ask students to think of three reasons why the rule should be changed or abolished. Ask them to write those reasons in their exercise books. Tell students that they should write one paragraph telling the rule maker about each of the three reasons for changing or abolishing a rule. Remind the students to begin all of their sentences with a capital letter and also to use the correct spelling of all words and correct punctuation marks.

Tell the students to be prepared to share their essays with the class. Select four to five students to share their essays with the class.

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

UNIT 15

TIME SAVING

Teaching Objectives

In this unit you will teach students how to:

- read and talk about useful ideas about time saving.
- understand the meaning and use of synonyms and antonyms.
- say sentences using the language pattern *It is _____ to _____.*
- write sentences using the language pattern with synonyms and antonyms.
- write sentences about using time wisely and wasting time.

LESSON ONE

Tell students to look at the picture of the two brothers. Tell students that one brother is using time wisely, so he is saving time. Tell the students that one brother is not using time wisely, so he is wasting time.

Brainstorm with the students about why it is important to not waste time. Explain that it is very important to use time to work, to study and to help the family.

Write the phrase *Use Time Wisely* on the chalkboard. Tell students to talk in groups of four about ways they save time and ways they waste time.

Tell students to listen as you read some sentences about the two brothers in the picture. After you finish reading, tell the students to continue to talk in their groups about how the two brothers used time wisely and how they wasted time.

1. Ahmad did all of his assignments and followed the school rules.
2. Jemal did very few assignments and didn't finish his other work on time.
3. Ahmad studied at night and tried to improve himself.
4. Ahmad landed a good job in the city and was able to take care of his family.
5. Jemal stayed out at night and looked for fun instead of trying to improve himself.
6. Jemal did poorly in all subjects and did not succeed.

Draw the chart below on the chalkboard. Tell the students to copy the chart into their exercise books. Tell the students to work in their groups to complete the chart. Ask students to tell their groups what they learned from the story about using time.

Using Time Wisely	Not Using Time Wisely

LESSON TWO

Write the words *positive* and *negative* on the chalkboard. Tell the students that words that are positive express good things. Tell students that words that are negative express bad things. Point to each word as you say it and explain it. Tell students to listen to you say a word. Tell them to listen to you say the word in a sentence. Tell them after you use the word in a sentence, they will decide with their partners if it is a positive or negative word.

Answers

1. Positive:	<i>It is good to help your parents at home.</i>
2. Negative:	<i>It is bad to eat stale vegetables.</i>
3. Positive:	<i>It is safe to walk to school with a friend or relative.</i>
4. Negative:	<i>It is dangerous to walk by yourself in the dark.</i>
5. Positive:	<i>It can be interesting to listen to your grandfather tell stories about growing up.</i>
6. Negative:	<i>It can be boring to do the same work again and again.</i>

Write the words *good* and *bad*, *difficult* and *easy*, *safe* and *dangerous* on the chalkboard. Tell students to work with a partner. Ask them to tell their partners one thing that is bad to do, one thing that is good to do, one thing that is difficult to do, one thing that is easy to do, one thing that is safe to do, and one thing that is dangerous to do.

Ask them to tell which of the words are positive and which are negative. Choose some students to report to the class.

LESSON THREE

Review that positive words express good things. Review that negative words express bad things. Write the words *good*, *safe*, *easy* and *interesting* on the chalkboard. Tell the students that these are positive words because they express nice feelings or good things.

Write the words *bad*, *difficult*, *dangerous* and *boring* on the chalkboard. Ask the students to read the words with you. Tell the students that these are negative words and express uncomfortable feelings or bad things.

Divide the students into groups of four students. Tell the students to discuss other positive and negative words. Write the word *brainstorm* on the chalkboard. Tell them to brainstorm words that are positive and negative. After they have discussed this, ask them to copy the chart from Lesson Three into their exercise books. Tell them to write some of the positive and negative words that they thought of.

Tell the students to choose one person from their group to share their chart with the class. Tell the students to add new words they hear to their charts. Complete this process until all groups have shared their charts.

LESSON FOUR

Tell the students to look at the pictures in their books. Tell them to look carefully at the pictures and tell their partner what they see happening in each picture. Tell the students to look at the pictures again as you read some sentences out loud.

1. *The father and son work in the field as the older boy rests in the sun.*
2. *The family will be happy to have a nice dinner to eat.*
3. *The hardworking mother and daughter will be able to rest after the house is clean.*
4. *The family will have plenty of food after the harvest.*

Ask students to read the sentences silently as you read them out loud again.

Tell the students to look at the pictures again. Ask students to discuss with a partner what they now see in the pictures that they didn't see the first time. Tell the students to find the pictures that show people using time wisely and the pictures that show people wasting time.

Ask students to work with a partner to choose one of the pictures to write about. Ask them to talk with their partner about what is happening in the picture – is the person using time wisely or wasting time? Ask students to write with their partner a story about what is happening in the picture. Tell students to include whether or not the person is using time wisely. Provide time for students to complete the assignment, and then choose some students to report to the class.

LESSON FIVE

Write the word *synonym* on the chalkboard. Encourage students to tell you what it means (*synonyms are words that mean the same or almost the same*). Write the word *same* next to *synonym*. Tell students that the word *big* means *of great size*. Tell students that *large* is another word that means *of great size*. Tell the students that since *big* and *large* mean the same thing, they are called *synonyms*. Write each of these words on the chalkboard as you talk about them.

Tell the students to look at the chart in their book. Tell them that this chart shows some other synonyms. The word in the left column means the same or almost the same as the word in the right column. Ask students to read the chart out loud with a partner.

Tell the students to look at the three pictures in their textbooks. Ask them to talk with a partner about what is happening in each of the pictures. After looking at the pictures, ask students to read the three sentences in their textbooks. Ask students to work with a partner to replace each underlined word with a synonym from the chart in the textbook. Tell students that they should write the sentence with the new synonym in their exercise books.

Ask students to work with a partner. Tell them to write five more sentences in their exercise books. Remind them to underline the word to be replaced with a synonym.

Ask students to exchange exercise books with another set of partners.

Ask students to read each sentence and replace the underlined word with a synonym. Ask students to write in the other partners' exercise books.

Ask students to then talk with the other set of partners about the sentences and the synonyms.

LESSON SIX

Write the word *antonym* on the chalkboard. Encourage students to tell you what it *means* (*antonyms are words that mean the opposite of one another*). Write the word *opposite* next to *antonym*.

Tell students to look at the chart. Tell them that the two words in each row are antonyms. They mean the opposite of each other. Discuss the meanings of the words.

Ask students to work in a small group. Ask each group to read the four sentences in this lesson. Students should talk with others in the group about why the sentences are not sensible. Ask students to replace the underlined word to correct the sentences.

Ask students to write five sentences in their exercise books like the four sentences in the lesson., Tell them to underline one word and have their partner write three antonyms for the word under the sentence. The sentences should be sensible.

Ask some students to report to the class.

LESSON SEVEN

Write *synonym* and *antonym* on the chalkboard. Review with the students that synonyms are words that mean the same, or almost the same like *pretty* and *beautiful*. Review with the students that antonyms are the opposite of one another, like *small* and *large*.

Tell students to look at the chart in their students' books and then discuss with their partner which pairs of words are synonyms.

Each partner should write a list of synonyms from the chart in their exercise books. They should then write the correct antonym after each one.

When they have completed their lists, one partner should say a sentence using a synonym and the other should then say a sentence using the appropriate antonym. Tell them they should take turns saying sentences using the other synonyms and antonyms.

LESSON EIGHT

Write the title of the story "*The Day that Changed Chaltu's Life*" on the chalkboard. Tell students to read the title of the story. Tell them to talk in a small group about not wasting time in school.

Tell students to reread the story silently. Ask them to tell the story to a partner in their own words.

Tell students to copy the questions into their exercise books and to write an answer based on the story. Tell students that they may read the story again to find an answer.

Answers

(Accept variations)

1. *sad, unhappy, jealous, mad*
2. *Tola protected her from a wild dog. She realized that she needed to learn things that would help her in life.*
3. *He threw a rock toward the dog and scared it away.*
4. *Tola—because he studied and helped Chaltu. Chaltu—because she started doing her school work after Tola saved her from the dog.*
5. *Doing well in school helps you learn things that will help in life.*

Ask students to share their answers in a small group. Choose some students to report to the class.

LESSON NINE

Ask students to read the story “The Day that Changed Chaltu’s Life” once again silently.

Ask students to talk with a small group about synonyms and antonyms in the story.

Ask students to copy the chart from their students’ books into their exercise books. Ask them to copy synonyms from the story in the two columns on the left and antonyms from the story in the two columns on the right. Provide time for students to complete the task.

Copy the chart onto the chalkboard. Ask some students to come to the chalkboard and complete the chart.

Answers

Synonyms		Antonyms	
studied	read	hard	easy
wild	dangerous	difficult	easy
play	not study	play	study
happy glad		good	terrible
		dangerous	safe
		interesting	boring

Tell students that they will be playing a synonym/antonym game. Ask them to divide into groups of three. Direct each student to write ten words that have antonyms or synonyms on small pieces of paper. Ask them to put all thirty pieces of paper into a pile. Ask groups to choose one person to be scorekeeper. The scorekeeper is to take a piece of paper from the pile and say the word out loud. The first partner to say a correct antonym or synonym should receive a point. Ask students to play until the pile is empty and then take turns playing and being scorekeeper.

LESSON TEN

Tell students to discuss with their partner about when they wasted time. Tell students to discuss with their partner about when they used time wisely.

Tell students to copy the chart into their exercise books. Tell students that they should write about how they wasted time, how they used time wisely, how they felt when they wasted time and how they felt when they used time wisely in each of the appropriate boxes. Ask them to think of how their experiences are like those of Chaltu and Tola.

Tell students to write a paragraph about a time when they wasted time. Tell them to use their chart to help them. Tell students to write a paragraph about when they used time wisely. Tell them to use their chart to help them. Tell them to select one of their paragraphs to read to their group.

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

UNIT 16

A RURAL ROAD

Teaching Objectives

In this unit you will help students to:

- share ideas in written form and orally about the importance of road construction in Ethiopia.
- provide information about the main ideas of passages in written form.
- write sentences about roads and road construction in Ethiopia using correct sentence structure.

LESSON ONE

Draw the students' attention to the picture in their exercise books for Lesson One. Ask two to three students to tell what they see in the picture. Ask a student to tell how the picture relates to the unit theme of a rural road.

Explain to the students that long ago there were no roads between or among the different towns. There also were no roads between towns and Addis Ababa. People used to go from one place to another place on foot. When people wanted to go further distances, for example to other regions from Addis Ababa, they used to go on foot and by horseback or mule.

Tell the students to work in a small group of two to three and discuss how people travelled long ago. Instruct them to list the methods of travel long ago in their exercise books. Tell them that they should have a total of at least four. If they are missing any, they should talk with another group to complete their list.

Tell them to stay in their groups and think of all the ways people go from place to place today. Instruct them to record their methods of travel in their exercise books. Again, they should try to think of at least four. Tell them to share their ideas orally with another group.

Have at least one group report their findings.

Tell the students to work with a partner to orally answer the questions. Remind the students to respond using complete sentences.

Answers

1. *Long ago if you lived in Addis Ababa what would have been the best way to get to the market?*
2. *Long ago how would you have gone from Addis Ababa to Harar?*
3. *Today how would you go from Addis Ababa to Awassa?*
4. *Today how might you travel from Addis Ababa to Mekele?*

Tell the students to ask another person in their class the same questions.

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

1. How were your classmates' answers to the questions alike?
2. How were your classmates' answers to the questions different?

LESSON TWO

Tell the students to listen to you as you read the definition of the word *journey* and use the word in a sentence.

A journey is travel from one place to another. A journey is a trip.

People can go on a journey in many different ways.

Ask a student to tell the class what the word *journey* means. Ask another student to use the word *journey* in a sentence.

Explain that the chart on the chalkboard contains different modes of transportation that can be used to take a journey. (Draw the chart on the chalkboard prior to the lesson.)

Modes of Transportation for a Journey			
More Expensive	Less Expensive	Fastest	Slowest

Tell the students to work with a partner to add at least three more modes of transportation to the chart. Tell them to copy the chart into their exercise books. Remind students to add the additional modes of transportation to their charts.

Tell the students to work in a small group of three or four and orally take turns telling of a journey they have made or would like to make using at least one of the modes of transportation from the chart in their dialogue.

Instruct the students to define the word *journey* in their own words and write their definition in their exercise books.

Instruct the students to define the word *journey* and write the sentence in their exercise books.

Tell students to use their definitions and their sentences about the word *journey* to help them think of a word that has the same meaning (synonym) as *journey*.

Tell them to use the synonym in a sentence and write the sentence in their exercise books.

LESSON THREE

Explain to your class that Ethiopians are some of the best storytellers in the world. Ethiopian folktales were used to teach values and beliefs to children. The characters in the stories are often poor people or animals with human traits. The qualities promoted in the stories are faithfulness, kindness, and cleverness.

Tell the class that the title of the Ethiopian folktale they will be reading is “The Snake Who Helped the Man.”

Tell the students to talk with a partner about what they think the story will be about. Explain that talking about a story before reading it helps them to understand what the passage is about and to anticipate what the words in the passage will be saying.

Tell the students to silently, read the Ethiopian folktale “The Snake Who Helped the Man.”

The Snake Who Helped the Man

(A story of the Gurage people, who live mainly in and near Addis Ababa)

Four creatures - a rat, a man, a monkey, and a snake - were on the road heading to a distant land when the sun set. They stopped at the house of a wealthy merchant and asked if they could spend the night there. “All of you are welcome except the snake,” said the merchant, “because snakes cannot be trusted.” “You let the man in, and he is the cruelest creature on the earth,” cried the snake, who was quite insulted.

The merchant felt sorry for the snake and let him sleep inside with the other three. They were all very polite guests, and the merchant was a perfect host. In the morning the four thanked the man and continued on their way.

During the next few years, the merchant’s luck changed and he lost his fortune. When he reached the point where he had to beg for injera to eat, he remembered the four creatures he had helped long ago.

The merchant first tracked down the rat, who felt so sorry for him that she gave him some gold coins. When he found the man next, the merchant thought he was in luck. If the lowly rat had given him gold, what might the man give him? But the man stole the gold coins, then pushed the merchant into a deep ditch by the side of the road and left him there.

The merchant was lying there expecting to die of hunger, when suddenly the monkey came by and saw him. The monkey reached down and helped pull the merchant out of the ditch.

Once the monkey was gone, the merchant took stock of his situation. He was worse off than before he had gone looking for his four former guests, because now he was cold and wet in addition to being poor. He was standing there feeling sorry for himself when the snake came slithering through the grass by the side of the road.

“What happened to you?” inquired the snake. After the merchant told him everything, the snake said, “Didn’t I tell you that man is the cruelest creature on earth? I will help you. Come with me.”

The merchant and the snake went to the estate of the region’s richest landowner. The snake waited until the landowner’s daughter stepped outside. As the merchant admired her beauty, the snake slithered up and bit the young lady.

“Why did you do that?” the merchant asked, when his friend returned. “Just wait, and do everything I say,” answered the snake. The girl was brought inside the house and a doctor was called in, but she became very ill. Meanwhile, the snake went into the forest and brewed up a special snakebite medicine. “Take this and knock on the door,” said the snake. “And here is what you are to do...”

Just when it seemed certain that the young lady would die, the merchant knocked on the door. He promised to save the rich landowner’s daughter, if he could have her hand in marriage.

“Anything, but please save her!” answered the father. The merchant went to the beautiful young lady’s room. He gave the girl the snake’s special medicine, and suddenly she opened her eyes and sat up in bed. The girl’s father kept his word and arranged for a splendid wedding. As far as is known, the couple enjoyed a healthy, wealthy, and long life.

Tell the students to write the questions and answers in their exercise books.

Answers

1. Who are the main characters in the folktale? (*rat, man, merchant, monkey, and snake*)
2. Why did the animals stop their journey? (*to spend the night*)

3. What is a synonym for the word *animal* used in the folktale? (*creature*)
4. In the folktale, who is said to be the cruelest creature on earth? (*man*)
5. Why did the merchant not want to allow the snake to spend the night in his house? (*snakes can't be trusted*)
6. Why was the merchant begging for injera? (*He was poor and had lost his fortune.*)
7. In the end how did the snake help the merchant? (*He helped the merchant marry the wealthy landowner's daughter.*)
8. How does the folktale end? (*The two marry and live happily ever after.*)

Tell the students to share their answers with a partner.

LESSON FOUR

Remind the students that in the beginning of the folktale the merchant said that snakes could not be trusted. Instruct the students to rewrite the folktale to depict the snake as a villain. Tell them to write the new folktale in their exercise books. Instruct them to share their new folktale with a partner.

LESSON FIVE

Tell the students to work with a partner and read the following passage.

Ethiopia is landlocked. Djibouti provides the nearest access to water. This port of Djibouti is used by large ships.

Building roads is difficult because of the highlands and heavy seasonal rainfall. There were about 18,000 kilometers of roads in 1991. About 13,000 kilometers were all-weather roads. Road density is the lowest in Africa. Most farms are more than one-half day's walk from an all-weather road.

Only one railroad line operated from Addis Ababa to Djibouti. Another railroad operated from Akordat to Mitsiwa. Operation stopped in 1976 because it became costly and was partly destroyed by fighting.

Transportation is not well developed. International airports are located only at Addis Ababa, Mekele and Dire Dawa. There are some major airports in other cities. In smaller towns airports only have landing strips. Ethiopian Airlines provides domestic service to over forty-five destinations.

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

Answers

1. What is the information in the passage about? (*Ethiopian transportation*)
2. Where is the nearest access to water? (*Djibouti*)
3. How many railroad lines are there in Ethiopia? (*one*)
4. How long does it take to get from the nearest road to most of the farms in Ethiopia? (*half-day*)
5. What is the name of the domestic airline of Ethiopia? (*Ethiopian Airlines*)
6. Why are there not many all-weather roads in Ethiopia? (*seasonal rainfall and the highlands*)
7. Why did the first Ethiopian railroad line discontinue operation in 1976? (*costly and fighting*)

LESSON SIX

Tell the students to work in a small group to draw their route to school from their home showing the streets that are paved, stone roads, and tracks. Tell them they may only use major streets, streets in their community or streets around their school. Instruct the students to make a diagram to show the difference between paved streets, the rural roads, and tracks.

Tell the groups to share their map with another group and make adjustments to their maps as needed.

Tell each group to be prepared to share their map and diagram with the entire class.

Provide ample time for sharing by each group.

LESSON SEVEN

Tell the students that today they are going to take dictation. Remind them that *taking dictation* is the act of writing what someone else is saying. Tell them that when they take dictation, it is important for them to use the correct punctuation marks.

Tell the students to listen as you read the dictation sentences. Tell them to write what is being said in their exercise books.

1. *Boys and girls in Addis Ababa go to school on foot.*
2. *Long ago people traveled long distances by horse, mule or donkey, or on foot.*
3. *Today how would you get to Wellega?*
4. *Many places in Ethiopia have rural roads.*

Tell the students to find a partner and share their dictated sentences. Tell them while working with their partner they are allowed to make changes to their dictated sentences.

Tell the students to copy the sentences from the chalkboard in their exercise books. Tell them to work with a partner to edit the sentences to make sure that each sentence has capital letters where needed and the correct punctuation marks where needed.

Answers

1. *i live in addis ababa (I live in Addis Ababa.)*
2. *My Family Walks To The Market And To Church (My family walks to the market and to church.)*
3. *where do you go to catch the bus (Where do you go to catch the bus?)*
4. *you can go on a long journey by boat plane or car (You can go on a long journey by boat, plane or car.)*

LESSON EIGHT

Direct your students' attention to the chart in their exercise books.

Tell the students to draw a picture showing one mode of transportation used in the past and one present mode of transportation.

Used in the Past	Used in the Present

Tell the students to select either their picture for the past or their picture for the present and write a story about a journey using the mode of transportation selected. Tell them that their story must have at least three paragraphs.

Provide assistance as students are writing.

LESSON NINE

Explain to the students that to understand how people travelled in the past, they are going to do interviews.

Explain to them that an interview is a conversation with a news reporter. The reporter writes about the conversation.

Tell them that their assignment is to think of a person to interview about how people travel in the present. Instruct them to write interview questions and conduct the interview. Tell them to record all of the information in their exercise books.

Review the interview guidelines with the class. (You may want to write the guidelines on the chalkboard if more emphasis is needed.)

Interview Guidelines

1. Select a person who is familiar with travel in Ethiopia.
2. Write at least ten questions to ask the person you will interview.

LESSON TEN

Tell the students to write a summary of their interview experience. Tell them to use the questions on the chalkboard to develop their interview summary:

1. What went well during the interview?
2. What didn't go well during the interview?
3. What was the favourite part of the experience?
4. What part of the experience did you not like?
5. What did you learn from the experience?
6. What new facts did you learn from the interview?
7. What surprised you?
8. What would you do differently next time?

Instruct the students to write their summaries in their exercise books.

Allow some students to report to the class.

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