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# English for Ethiopia

## Student Textbook

## Grade 3 Book 1

**International Consultant:**

Mary W. Spor, PhD

**National Consultants:**

Fekadu Mulugeta, PhD

Jemal Mohammed, PhD

**Authors:**

Alemnesh Abebe

Khalid Mohamed

Sirak Mekonnen

Sisay Bezabih

Tadesse Hirpa

**Contributors:**

Abate Kasahun, PhD

Habtamu Argeta

**Editor:**

Fisseha Motuma



**Federal Democratic Republic of Ethiopia**

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# Table of Contents


**Unit 1: School** 1

Week 1: The First Day of School 1

Week 2: School Days 8

Week 3: What We Do at School 14

**Unit 2: Family** 21

Week 4: People in a Family 21

Week 5: Family Roles 27

Week 6: Helping Our Family 34

**Unit 3: Food** 41

Week 7: Fruits and Vegetables 41

Week 8: In the Garden 47

Week 9: In the Market 54

**Unit 4: Activities** 62

Week 10: Classroom Activities 62

Week 11: On Weekends 69

Week 12: People at Work 75

**Unit 5: Social Issues** 84

Week 13: What I Like 84

Week 14: Our Clean House 91

Week 15: Helping Others 100

# UNIT 1 School

## Week 1 Day 1

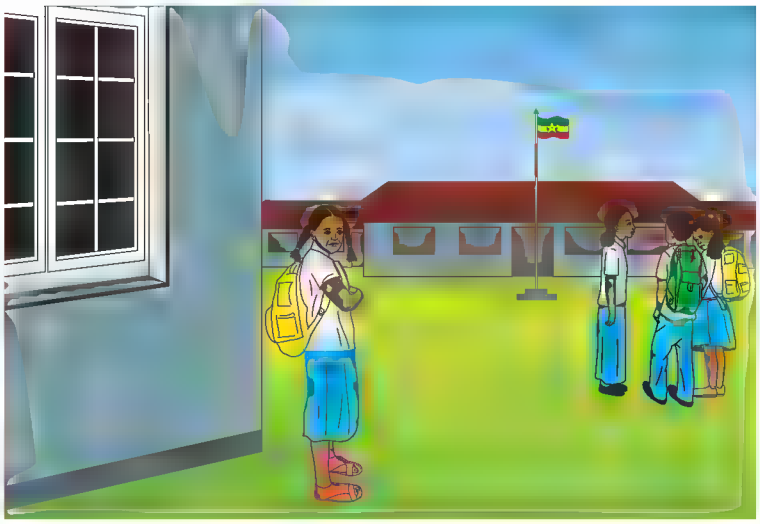
### The First Day of School

### 1. Listening

#### Tigist's First Day of School

#### Pre-listening

Make prediction about the story based on the title and the picture.



#### While listening

Fill in the blank spaces as you listen to the story.

1. Tigist is in grade _____.
2. The clock is on _____.
3. _____ invites Tigist to introduce herself.

### Post listening

Write the answers in your exercise book.

1. List some other classroom objects not mentioned in the story.
2. Think about your first day of school. Make a list of what was the same and different from Tigist's first day of school.

| My first day of school | Tigist's first day of school |
|---|---|
| | |

## 2. Speaking

Read the dialogue and practise saying it with your partner.

**Example Dialogue:**

**Kedafo:** Good morning.

**Hasna:** Good morning.

**Kedafo:** My name is Kedafo. What is your name?

**Hasna:** I am Hasna.

**Kedafo:** Where are you from?

**Hasna:** I am from Mille. Where are you from?

**Kedafo:** I am from Chifra.

**Hasna:** That is good. We are in the same region.

**Kedafo:** You are correct.

Greet your partner and introduce yourself. Then ask your partner's name.

# Week 1 Day 2

## 3. Word Study

Complete the words given below with /**cl-**/ and read out loud.

| | |
|---|---|
| _ock | _ose |
| _ass | _ean |

## 4. Reading

### Pre-reading

A. Make a prediction about the story based on the title,Temam in the Classroom and the picture.



B. Discuss the meanings of these words with your partner:

| | |
|---|---|
| enter | clean |

### While reading

Copy the sentences into your exercise book. Fill in the gaps as you read the story.

1. Tirhas comes to the classroom with a _____.
2. In the classroom, there are _____, _____, _____, four _____ and one _____.
3. _____ is a new student in the classroom.
4. Temam wants to learn _____.

## Temam in the Classroom

Temam is a grade three student. He enters his classroom and looks around. In the classroom, there are tables, chairs, a board, four windows and one door. He cleans his chair. He sits on it. Tirhas comes to the classroom holding a duster. She says, 'Good morning'. Today we have a new student. Please, introduce yourself. Temam says: 'Good morning teacher'. Good morning students. My name is Temam. I am happy to be here. I want to learn English.

### Post reading

Talk with a partner about the following questions.

1. How do you introduce yourself to new people?
2. Is your classroom clean? Explain your reason.

## 5. Vocabulary

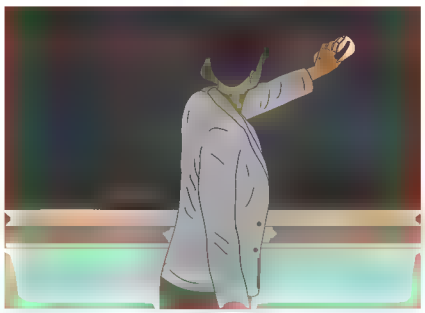
**Example**: Temam **touches** the board.

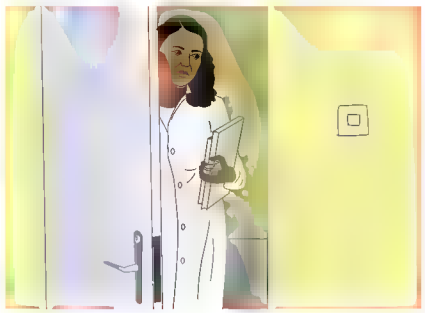


Demonstrate the following words through actions.

| | | |
|---|---|---|
| enter | clean | sit |

Write a sentence about each picture.





## Week 1 Day 3

### 6. Reading Fluency

Read **Temam in the Classroom** out loud to your partner. Say all words correctly.

### 7. Grammar

Work with a partner to write sentences telling the location of classroom objects like dusters, boards and chalk. Use words like this, that, these, those, on, under, near and in front of.

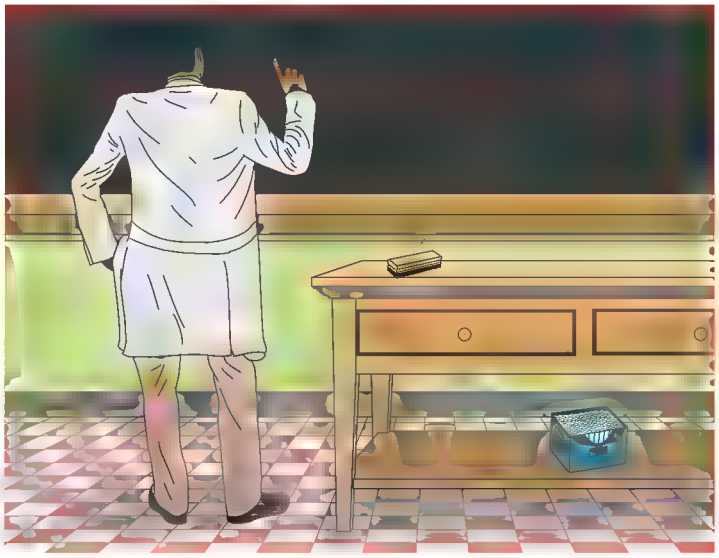
**Example:** The chalk is **on** the desk.

Make five sentences about different classroom objects using **this** and **that**.

**Example: This** is Hana. She is sitting **on** a chair.

Look at the picture and write a sentence about the location of the table, duster or teacher. Use words like **near**, **on**, **in front of**, and **under**.

**Example:** A duster is **on** the table.



## Grammar Spot

We use **this** to describe something or someone close to us.

We use **that** to describe something or someone far away from where we are.

Both **this** and **that** are used when we are talking about one person or one thing.

**Example:**

**This** is my teacher.

**That** is a board.

We use **near**, **on**, **under**, and **in front of** to tell the location of objects.

**Example:**

The board is **in front of** the students. It is **near** the teacher.

# Week 1 Day 4

## 8. Vocabulary

Work with a partner to produce sentences about the location of classroom objects using **this, that, these** and **those**.

**Example:**

**This** is a door.



Work with a partner to produce sentences using words that end in **-er**.

**Example:** My **teacher** has a **duster**.

## 9. Speaking

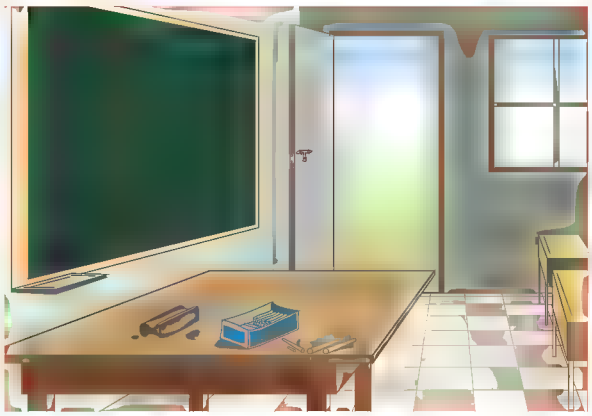
**Example Dialogue:**

**Jemal:** Where is the board?

**Aster:** The board is in front of the desks.

**Jemal:** Where is the chalk?

**Aster:** It is on the table.



Work with a partner to ask and answer questions about the location of classroom objects. Use words like **near**, **on**, **in front of** and **under**.

# Week 1 Day 5

## 10. Reading Fluency

Read **Temam in the Classroom** out loud to your partner. Say the words correctly.

## 11. Writing

Write short sentences about classroom objects. Write the names, number and location of the objects. Use the words **near, on, under** and **in front of**.

**Example:** A book is **on** the table.

Copy the sentences into your exercise book. Decide if each sentence needs a full stop or a question mark. Put it at the end of the sentence.

1. Why do students go to school
2. The teacher uses a duster to clean the board
3. She sits on a chair
4. Is that your desk

## Week 2 Day 1

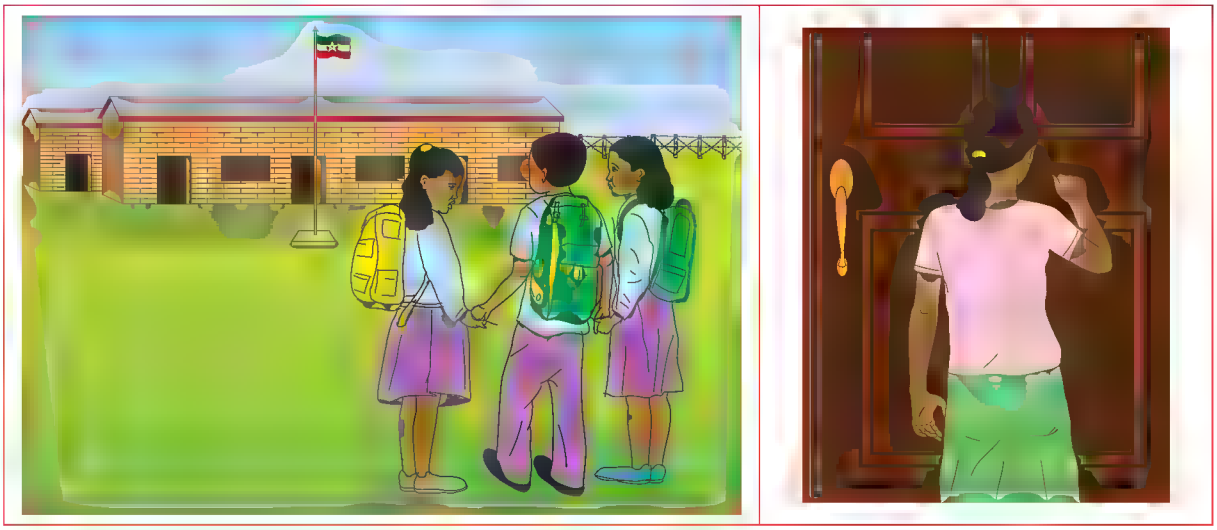
### School Days

### 1. Listening

#### Monday to Friday

#### Pre-listening

A. Make a prediction about the story based on the title and the pictures. Tell your partner the names of the school days in a week.



B. Discuss the meanings of these words with your partner.

| | |
|---|---|
| chat | visit |

### While listening

Copy the table into your exercise book. Listen to the story and fill in the gaps in the table with the school days and Halima's actions.

| | School days | Halima's actions |
|---|---|---|
| 1. | | chat with friends |
| 2. | Wednesday | |
| 3. | | visit grandmother |

### Post listening

Write the answers in your exercise book.

1. Do you like the activities Halima does on school days? Why?
2. Which school day do you like the most? Why?

## 2. Speaking

Read the dialogue and practise saying it with your partner.

**Example Dialogue:**

**Zahara**: Hi.

**Busho**: Hi!

**Zahara**: My name is Zahara.

**Busho**: My name is Busho. Today is Tuesday. What are you going to do after class?

**Zahara**: I am going to do my homework. What about you?

**Busho**: I am going to play football. I am going to do my homework later tonight.

Practise greeting and introducing yourself to the class.

**Example:** Hi! My name is Gemechu. I sit next to Kebede.

# Week 2 Day 2

## 3. Word Study

A. Say each of these words out loud. Identify the sound you hear at the beginning of each word.

| | | | | |
|---|---|---|---|---|
| Monday | Thursday | Friday | Wednesday | Tuesday |

B. Make words by adding -lk.

1. wa_ _ 2. ta_ _ 3. cha_ _

## 4. Reading

### Pre-reading

A. Make a prediction about the story based on the title, Ashango the Goalkeeper and the picture.



B. Discuss what you do during break time at school.

### While reading

Copy the table into your exercise book. Read the story and fill in the gaps in the table with the days of the week to show when Ashango plays football.

| Days of the week | When Ashango plays football |
|---|---|
| | During the school break time |
| | After school |

## Ashango the Goalkeeper

Ashango is a grade four student. He likes playing football with his friends. He plays as a goalkeeper for his team. He always plays during the school break time on Monday, Wednesday and Friday. On Tuesday and Thursday, he plays football after school. When he sees the ball in the air, he catches it. He always helps his team to win. His teammates like him a lot.

### Post reading

Talk with a partner about the following:

1. What games do you play outside?
2. What days of the week do you play these games?

## 5. Vocabulary

Copy the sentences into your exercise book. Fill in the gaps with the correct day.

**Example:**

Today is _____.

Today is Tuesday.

1. The first day of the school week is _____.
2. The last day of the school week is _____.
3. The third day of the school week is _____.
4. The fourth day of the school week is _____.

# Week 2 Day 3

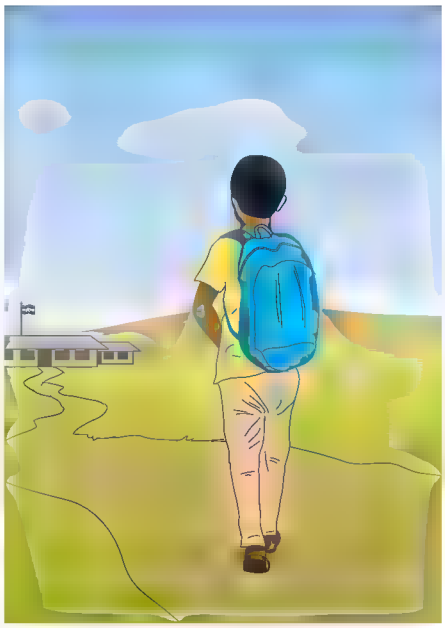
## 6. Reading Fluency

Read **Ashango the Goalkeeper** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 7. Grammar

**Example:**

I am Mulatu. I learn from Monday to Friday. I walk to school in the morning. I show my exercise books to my teacher. I have a blue school bag.



Write two sentences about what you do every school day.

### Grammar Spot

**The present simple tense**

We use the present simple tense verbs to talk about repeated actions and facts.

**Examples of repeated actions:**

I **study** everyday. I **go** to the market every Saturday.

**Examples of facts:**

I **have** two brothers.

Addis Ababa **is** a large city.

Monday is the first day of the school.

## Week 2 Day 4

### 8. Vocabulary

Work with a partner and pronounce each underlined word in the sentences correctly.

1. This is my pen. That pen is yours.
2. These books belong to Tilahun. Those exercise books on the table belong to Hana.
3. This is my brother. That girl over there is my sister. These are our parents.

### 9. Speaking

A. Work with a partner to produce questions and answers about the location of classroom objects. Use show, this and that to produce your sentences.

**Example:**

**Question:** Show me a board.

**Answer**: That is a board.

**Question:** Show me a book.

**Answer:** This is a book.

B. Describe the order of the days of the week using the words **before**, **between**, **after** and **next**.

**Example:**

Monday comes **before** Tuesday.

## Week 2 Day 5

### 10. Reading Fluency

Read **Ashango the Goalkeeper** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 11. Writing

Write the days of the week in your exercise book with correct spelling and capital letters.

**Example:** Friday

Write short sentences about what you do every Tuesday.

# Week 3 Day 1

## What We Do at School

## 1. Listening

### Doing the Right Things

### Pre-listening

A. Make a prediction about the story based on the title, Doing the Right Things and the picture.




B. Talk with a partner about the following:

1. What do you do before class begins at school?
2. What rules must students follow in school?

### While listening

Copy the form into your exercise book. Listen to the story and fill in the missing information about Pal.

Name: _____

Grade: _____

Town: _____

### Post listening

Write the answers in your exercise book.

1. What does Pal know?
2. Do you like Pal? Why?
3. Why should students attend the flag ceremony?

## 2. Speaking

Read the dialogue and practise with your partner.

**Example Dialogue:**

**Student 1**: Where must I do my homework?

**Student 2**: You must do your homework at home.

**Student 1**: Must I do it only at home?

**Student 2**: You mustn't do it in school while you attend classes.

Read the dialogue and practise saying it with your partner.

**Example Dialogue 2:**

**Student A:** I feel sick. What should I do?

**Student B:** You should ask permission to see the nurse.

**Student A:** Let me ask the monitor.

**Student B:** You should not ask permission from the monitor. She cannot give you permission. You should ask your teacher.

**Student A:** Thank you for your advice.

**Student B:** You are welcome.

## Week 3 Day 2

### 3. Word Study

Say each of these words out loud. Identify the sound you hear at the end of each word.

| | | |
|---|---|---|
| tamp | stamp | lamp |

### 4. Reading

#### Pre-reading

Make a prediction about the story based on the title and the picture.

#### While reading

Copy the table into your exercise book. Read the story and fill in the table. If the action is something you must do in school, put a tick **(✓).** If the action is something you must not do in school, put a cross (X).

| Action | Must do (✓) or must not do (X) |
|---|---|
| talk loudly in the classroom | |
| learn based on the timetable | |
| run outside during class time | |
| follow school rules | |

## School Rules




I am Ayka and I have a brother called Fora. We walk to school together. Fora likes talking loudly with his friends. I often say, 'You must not speak loudly in the classroom.' I also tell him to study based on the timetable. He likes running around outside with his friends during class time. I tell him he must not do that because he must be in the classroom during all the periods. Fora has started following all the rules when he is at school. I am happy he has listened to me.

### Post reading

Talk with a partner about the following:

1. Do you follow school rules? Why or why not?
2. Who do you usually go to school with? Why?

## 5. Vocabulary

Write two or three sentences using the timetable.

**Example:**

1. We have English in the first period.
2. The second period is Science.
3. We learn mathematics in the third period.

| Timetable for Grade three on Tuesdays | | | | | | |
|---|---|---|---|---|---|---|
| Period | First | Second | Third | Fourth | Fifth | Sixth |
| School Subject | English | Science | Mathematics | Aesthetics | Science | English |

# Week 3 Day 3

## 6. Reading Fluency

Read **School Rules** out loud to your partner. Say all words correctly.

## 7. Grammar

A. Work with a partner to produce sentences that tell what you **must** and **must not** do.

**Example:**

You **must** always reach school on time.

You **must not** come to class late.

B. Write your own sentence giving advice using the words **should** or **should not**.

**Example:**

A student is sitting on the table.

Advice: She /he **should** sit on a chair.

1. A boy is not listening to his teacher.

   Advice: _____

2. A girl is not doing her classwork.

   Advice: _____

C. Work with a partner to produce sentences that ask and give permission.

**Example:**

**Question:** Can I sit on the teacher's chair?

**Answer:** No, you cannot. Look! There are chairs over there.

**Question:** Can I use one of them, please?

**Answer:** Yes.

## Grammar Spot

**Words that give advice or permission**

We use the words **must** and **should** to suggest and give advice.

**Example:**

Students must come to school on time everday.

You **must** always say good things to people.

You **should not** make a lot of noise in the class.

We use the words **can** and **cannot** to ask or give permission.

**Examples:**

**Temam:** Can I use your pen?
**Ayka:** Yes, you can.
**Temam:** Can I keep this pen?
**Ayka:** No, you cannot.
**Temam**: Can I use your pencil?
**Ayka**: Yes.

# Week 3 Day 4

## 8. Vocabulary

A. Read the words. Focussing on the last sound.

| | | |
|---|---|---|
| walk | chalk | talk |

B. Write your own sentences with a partner using these words.

## 9. Speaking

A. Read the dialogue and practise with your partner.

**Example Dialogue:**

**Dawud:** Can I take Zahara's book?

**Ali:** No, you cannot.

**Dawud:** Excuse me. Why can't I take it?

**Ali:** It is her book. She needs it. You cannot take it.

B. Work with a partner to produce a dialogue about classroom objects that asks and gives permission.

# Week 3 Day 5

## 10. Reading Fluency

Tell your partner what you remember from the story **School Rules**.

Read **School Rules** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 11. Writing

Write short sentences about school rules in your exercise book. Use correct spelling capital letters and end marks.

**Example:** We should always do our homework.

# UNIT 2 Family

**Week 4** **Day 1**

## People in a Family

### 1. Listening

### Linto's Aunt and Uncle

#### Pre-listening

A. Make a prediction about the story based on the title, Linto's Aunt and Uncle and the pictures.



B. Discuss the meanings of these words with your partner:

| | | |
|---|---|---|
| aunt | uncle | parent |

### While listening

Copy the table into your exercise book. Fill in the gaps as you listen to the story.

| | |
|---|---|
| Linto's age | |
| Linto's town | |
| Linto's uncle's name | |
| Linto's aunt's name | |

### Post listening

Write the answers in your exercise book.

1. Why do you think Linto wants to go with his uncle in the bus?
2. Describe your aunt or uncle.

## 2. Speaking

A. Study the dialogue and practise with your partner.

**Example Dialogue:**

**Farah:** Good morning.

**Hailu:** Good morning.

**Farah:** May I introduce my sister? Her name is Aster.

**Hailu:** I am Hailu. It is nice to meet you.

**Aster:** It is nice to meet you, too.

B. Work in groups to introduce each other. Tell the name and a fact about the person you are introducing.

C. Talk about your family with a partner.

**Example:**

**Student 1:** My mother is a teacher. She teaches English.

**Student 2:** My mother is a doctor. She treats patient in a hospital.

# Week 4 Day 2

## 3. Word Study

Say each of these words out loud. Identify the sound you hear at the beginning of each word.

| | | |
|---|---|---|
| father | sister | uncle |
| mother | brother | |

Practise the following three letter sounds **thr-** and **str-**

| | |
|---|---|
| three | throw |
| strong | straight |

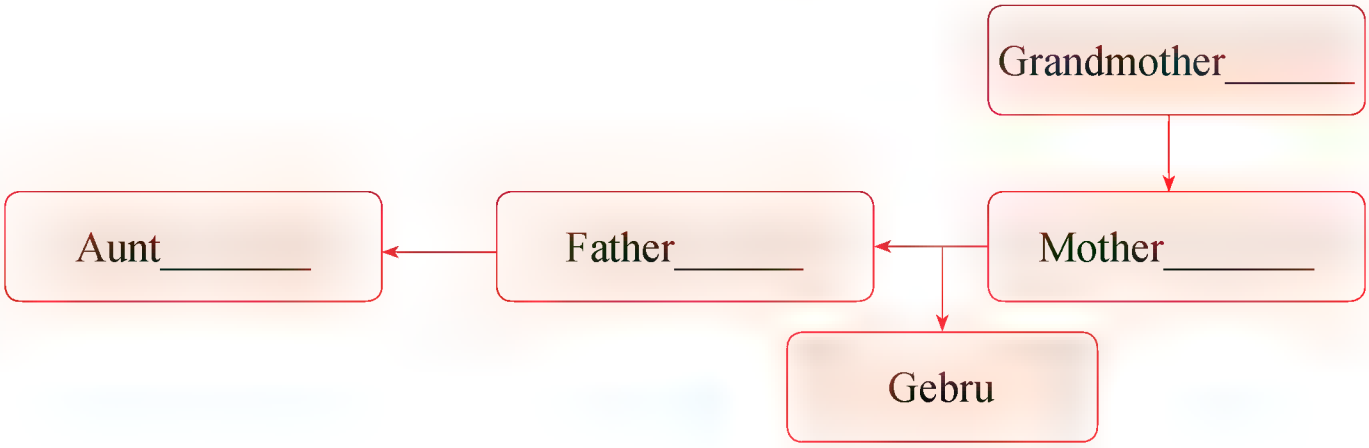
## 4. Reading

### Pre-reading

1. Make a prediction about the story based on the title, My Family.
2. Talk about your family members and what activities you do together.

### While reading

Copy the diagram into your exercise book. Write the names of Gebru's family members in the boxes while reading the text.



## My Family

I am Gebru Taye. I am nine years old and I live in Azezo. My family has four people. I live with my grandmother, mother, father and aunt. My mother's name is Ayelech. My father's name is Taye. My father has a sister called Amarech. My grandmother's name is Tarike. She is my mother's mother. I like my family a lot. Most of all, I like grandmother Tarike, because she is good at telling stories.

### Post reading

Talk with a partner about the following:

1. Who lives with you?
2. Which family member do you like the most? Why?

## 5. Vocabulary

Draw a family tree of your own to show the people in your family. Include all of your family member.

# Week 4 Day 3

## 6. Reading Fluency

Read **My Family** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 7. Grammar

A. Work with a partner to ask and answer questions about your family. Use the words **who**, **what**, **where**, **when**, **why, which** and **whom**.

**Examples:**

**Student 1:** Where does Eman live?

**Student 2:** Eman lives in Harar.

**Student 1:** What does she do?

**Student 2:** She is a nurse. She works in a clinic.

**Student 1:** With whom does she live?

**Student 2:** She lives with her aunt.

B. Match the **wh-** words with appropriate phrases.

| | | |
|---|---|---|
| who | A. _____ | is your name? |
| where | B. _____ | do you come? |
| what | C. _____ | do you cry? |
| when | D. _____ | book is yours? |
| why | E. _____ | do you come with? |
| which | F. _____ | do you live? |
| whom | G. _____ | do you ask? |

## Grammar Spot

### The wh- words

We use the words **who**, **what**, **where**, **when**, **why, which** and **whom** to ask questions and find out information about people, things and places.

**Examples:**

We use **why** to ask for reasons. **Why** are you late?

We use **when** to ask for time. **When** will you be back?

We use **who** and **whom** to ask about someone. **Who** is that girl? With **whom** do you go to the market?

We use **where** to ask for places. **Where** do you live?

We use **what** to ask for things or activities. **What** is your favourite food?

We use **which** to ask about specific things, or places. **Which** shoes are yours?

# Week 4 Day 4

## 8. Vocabulary

A. Say each of these words out loud.

| | | |
|---|---|---|
| father | grandmother | niece |
| mother | grandfather | nephew |

B. Write your own short sentences using these words.

**Example:** My **mother** is thirty years old.

## 9. Speaking

A. Read the dialogue and practise with your partner.

**Example Dialogue:**

**Letu:** Tell me about yourself and your family?

**Kaleb:** My name is Kaleb. My father's name is Hailu. I have two brothers. Tell me about yourself. Where do you live?

**Letu:** My name is Letu. I live in Gambela with my mother and father.

B. Practise asking and answering questions about yourself and your family with a partner. Use the words **who**, **what**, **where**, **when**, **why and which**.

# Week 4 Day 5

## 10. Reading Fluency

Tell one or two things you remember from the story **My Family**.

Read **My Family** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 11. Writing

Write all the family words you know.

**Example:**

My family has...

We live…

I have…

They are called…

Write short sentences about your family.

# Week 5 Day 1

## Family Roles

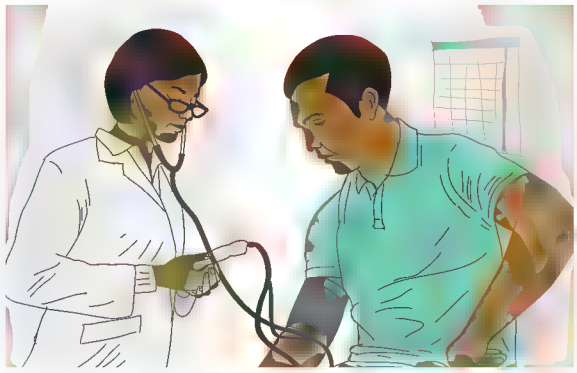
## 1. Listening

### Kefeni's Family Roles

### Pre-listening

A. Make a prediction about the story based on the title, Kefeni's Family Roles and the pictures.





B. Talk with a partner about the following:

1. What do your parents do at home?
2. What do you and your brothers and/or sisters do at home?

### While listening

Copy the table into your exercise book. Draw lines to match the names of Kefeni's family members to their roles.

| Family member | Role |
|---|---|
| Father | looks after Gadise |
| Mother | helps patients |
| Kefeni | grows different crops |

### Post listening

Write the answers in your exercise book.

1. What do you do when your father and mother are not at home?
2. What jobs do your parents do?

## 2. Speaking

Write a list of family members and their roles using an **-ing** verb.

**Examples:**

mother

cooking food, telling a story, buying a dress

Read the dialogue and practise saying it with your partner.

**Example Dialogue:**

**Student 1:** What is your mother doing?

**Student 2:** She is telling me a story.

Work with a partner to produce a similar dialogue about what family members are doing. Use verbs that end in **-ing**.

# Week 5 Day 2

## 3. Word Study

A. Read the sounds in the word, then read the whole word faster.

| Word Parts | Word |
|---|---|
| slee - py | sleepy |
| gen – tly | gently |
| hun – gry | hungry |
| ba - by | baby |

B. Practsie reading the following words that begin with **sn-** and **sk-**

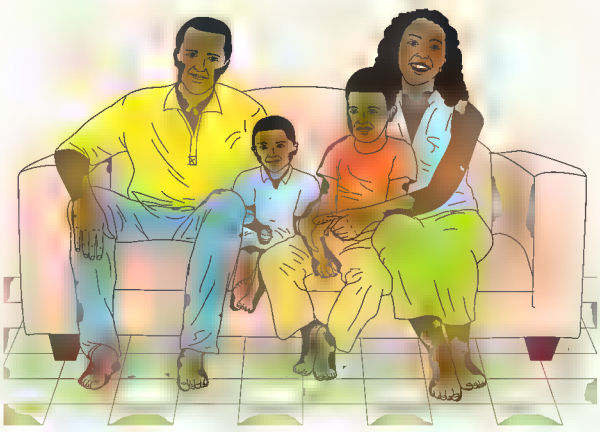
| | |
|---|---|
| snake | sky |
| snail | skin |

## 4. Reading

### Pre-reading

Talk with a partner about the following:

1. Make a prediction about the story based on the title; 'A little Child', and the picture.



2. Talk about what roles your mother and father have in your family.

### While reading

Copy the table into your exercise book. Draw lines to match the names of Baby's family members to their role in helping Baby as you read.

| Family member | Role |
|---|---|
| Father | gives food for baby |
| Mother | buys clothes for baby |
| Brother | tells stories to baby |

**A Little Child**

I am a little child. My mother, father and brother call me Baby. They love me a lot. They take good care of me.

My mother gives me food when I am hungry. She hugs me when I cry. My brother takes me to bed when I get asleep. Sometimes, he tells me stories until I sleep. My father takes me to a clinic when I feel sick. He also buys me new clothes. I am happy to have such a family.

### Post reading

Answer the following questions.

1. How do babies get happy?
2. Why do babies cry sometimes?

## 5. Vocabulary

A. Copy the sentences in your exercise book. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

| Word Bank | | | |
|---|---|---|---|
| cries | hungry | sick | asleep |

1. If a person is _____, tell him to go to a clinic.
2. If a person is _____, give him food to eat.

3. If a child _____, hug her until she calms down.
4. If a child is _____, take him to bed.

B. Write your own sentences using the following words.

| | |
|---|---|
| love | happy |

## Week 5 Day 3

### 6. Reading Fluency

Read the text, **A Little Child** out loud. Say all words correctly and read with feeling so your listener is interested.

### 7. Grammar

A. Match your family members with the activities they do?

| | |
|---|---|
| My mother | looks after the cows. |
| My father | goes to shops. |
| My sister | makes coffee. |
| My brother | cleans the house. |
| My aunt | cooks the food. |
| My granfather | tells us stories. |

B. Read the story about my family's daily activity below. Underline the words that show the actions.

We are five. I am the third child. I help my mother. My mother cooks food. My father cleans the house. My brother looks after the garden. My sister makes coffee.

## Grammar Spot

**The present simple tense**

We use the present simple tense with verbs to talk about repeated actions and facts.

**Examples of repeated actions:**

They like to work in their garden.

My sister always makes coffee

**Examples of facts:**

Lome and Gemechisa **live** in Bishoftu.

# Week 5 Day 4

## 8. Vocabulary

A. Read the family words and roles.

| | | |
|---|---|---|
| cook | brother | child |
| clean | aunt | parent |
| sister | uncle | family |
| help | fetch | collect |

B. Write short sentences using the words about your family members.

**Example:** My brother collects firewood

## 9. Speaking

Use **who, what, where, when, why** and **which** to ask questions about your partner's family members.

**Examples:**

1. **What** does your mother do at work?
2. **Who** makes breakfast for you?
3. **Where** does your brother live?

# Week 5 Day 5

## 10. Reading Fluency

Read the text, **A Little Child** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 11. Writing

Write short sentences about the roles of your family members.

**Examples:**

My **sister** and **brother** wash the clothes.

I help my mother to cook food.

My **mother** goes to the market.

# Week 6 Day 1

## Helping Our Family

### 1. Listening

### Helping Each Other

#### Pre-listening

Make a prediction about the story based on the title, Helping Each Other and the picture.



#### While listening

Copy the sentences into your exercise book. Fill in the gaps as you listen to the story.

1. Shemsu's parents work in their _____.
2. Shemsu talks to customers and sells the _____ they want.
3. _____ makes tea when Shemsu's mother is busy.

### Post listening

Write the answers in your exercise book.

1. What do you usually do in the evenings?
2. How do you help your family?

## 2. Speaking

Look at the pictures. Talk with a partner about what is happening in each picture. Use the words **ask** or **tell**.

**Example:** The boy is asking his teacher a question.





## Week 6 Day 2

## 3. Word Study

Say each of these words out loud. Identify the sound you hear at the end of each word.

| word | + | s | word |
|---|---|---|---|
| tell | + | s | tells |
| show | + | s | shows |
| ask | + | s | asks |
| help | + | s | helps |
| read | + | s | reads |

# 4. Reading

## Pre-reading

Make a prediction about the story based on the title, Dosa's Sister and the picture.



## While reading

Copy the sentences into your exercise book. Fill in the gaps as you read the story.

1. Gistane reads Dosa's _____
2. Gistane corrects Dosa's _____
3. Gistane advises Dosa to _____

### Dosa's Sister

I am Dosa. I am in grade three. I have a sister called Gistane. She is a grade six student. She is 12 years old. I like my sister because she helps me a lot. She always helps me with my homework. She reads my answers and corrects my mistakes. She shows me how to write correct sentences. She advises me to study hard and obey our parents. She also tells me how to help our family. Everything she teaches me is important.

## Post reading

Discuss the following question with a partner.

Why should we obey our parents?

## 5. Vocabulary

A. Find the words **correct**, **advise** and **obey** in the story **Dosa's Sister**. Guess the meaning of each word.

B. Write your own sentences using these words.

| correct | advise | obey |
|---|---|---|

# Week 6 Day 3

## 6. Reading Fluency

Read **Dosa's Sister** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 7. Grammar

A. Look at the pictures. Work with a partner to ask and answer questions about what the people in the pictures have.

**Example Dialogue:**

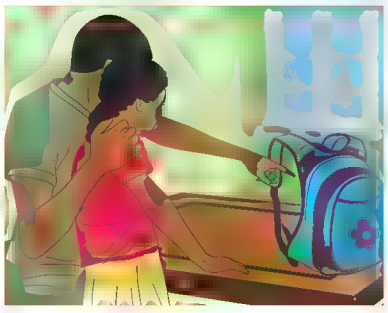
**Question:** What do those boys **have**?

**Answer:** They **have** school bags.

**Question:** What does that woman have?

**Answer:** She **has** a hoe.







B. Talk with a partner about the family members you have.

**Examples:**

**Student 1:** How many brothers do you **have**?

**Student 2:** I **have** three brothers.

### Grammar Spot

**Have and has**

We use the words **has** and **have** to show what a person or thing owns.

**Example:**

Shemsu's parents **have** a shop.

The bird **has** blue wings.

**The present simple tense**

We use the present simple tense with verbs to talk about repeated actions and facts.

## Week 6 Day 4

### 8. Vocabulary

A. Find the words **because**, **mistake** and **important** in the story **Dosa's Sister**. Guess the meaning of each word.

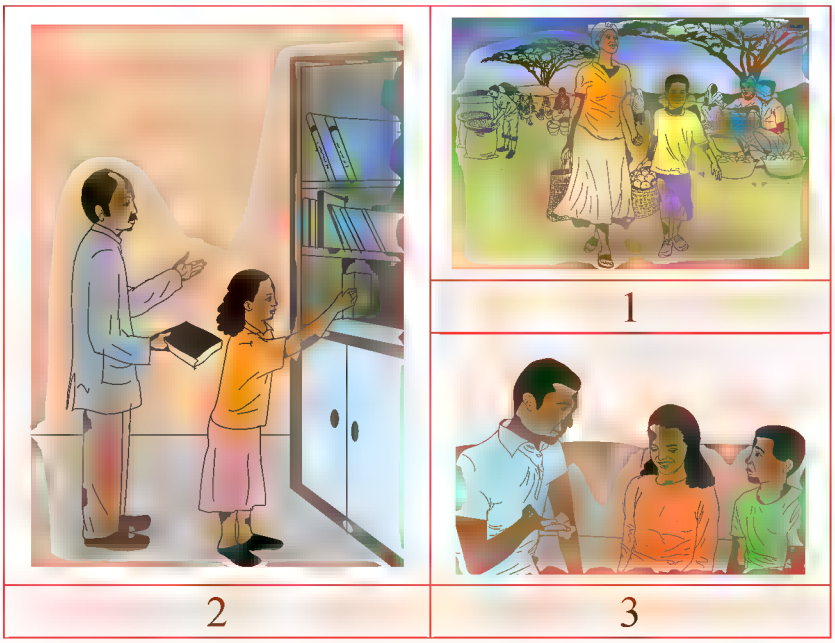
B. Write your own sentences using these words.

| | | |
|---|---|---|
| because | mistake | important |

C. Copy the sentences in your exercise book. Look at the three pictures and fill in the gaps using one of the following words:

| | | |
|---|---|---|
| listening | telling | carrying |

1. The woman and the boy in picture one are _____ baskets.
2. The man in picture two is _____ the girl to put her books on the shelf.
3. The girl and the boy in picture three are _____ to the man.




## 9. Speaking

A. Practise the dialogue with your partner.

**Example Dialogue:**

**Anjore:** What does your father tell you to do?

**Dana:** He tells me to be a good student. What does your mother ask you to do?

**Anjore:** She asks me to help her clean the dishes.

B. Work with a partner to produce a similar dialogue about what parents ask or tell their children to do.

# Week 6 Day 5

## 10. Reading Fluency

Read **Dosa's Sister** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 11. Writing

A. Work with a partner to discuss the importance of obeying parents and family members and list the reasons.

B. Write short sentences about what you do at home to help your family.

# UNIT 3 Food

## Week 7 Day 1

### Fruits and Vegetables

### 1. Listening

#### Vegetables

#### Pre-listening

A. Name some fruits and vegetables that you know.

B. Discuss the meanings of these words:

| | |
|---|---|
| taste | root |

#### While listening

Copy the table in your exercise book. Listen to the story and fill in the names of the vegetables under the correct category.

| Leafy vegetables | Root vegetables |
|---|---|
| | |
| | |
| | |
| | |

### Post listening

Write the answers in your exercise book.

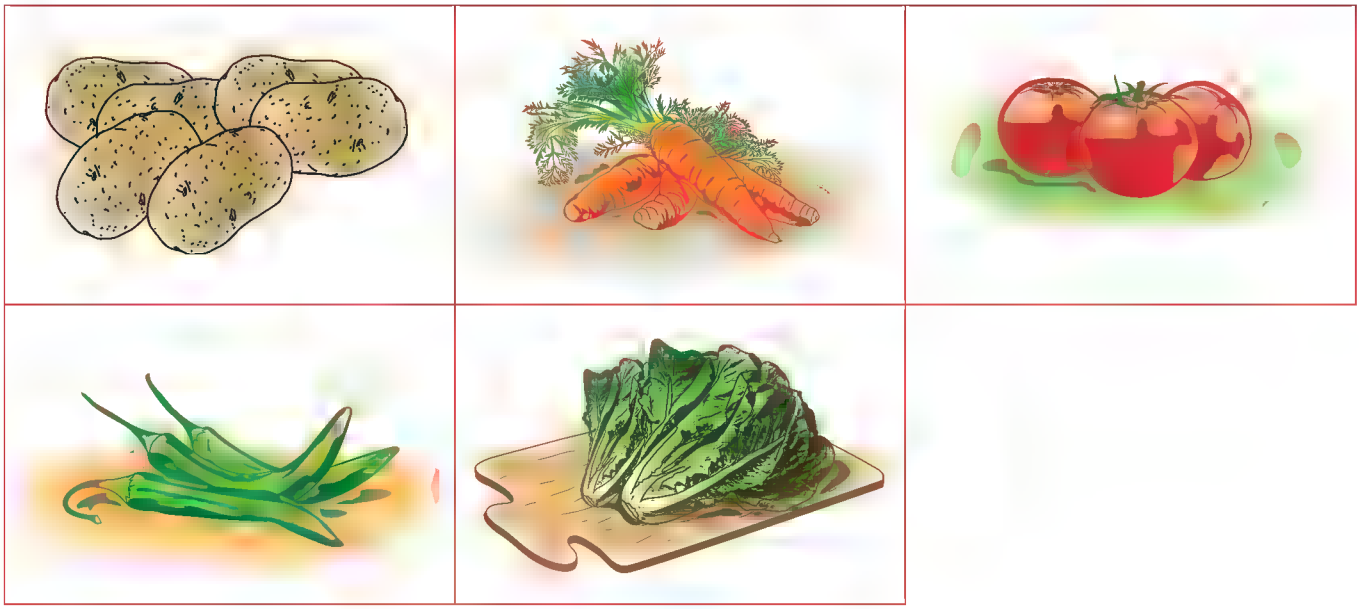
1. What vegetables does your family eat?
2. Do you like leafy vegetables or root vegetables? Why?

## 2. Speaking

A. Look at the pictures of vegetables. Talk with a partner about the different colours of vegetables. Use the words in the table to tell a story about them.

| Vegetable | Colour |
|---|---|
| potato | brown |
| lettuce | green |
| carrot | orange |
| tomato | red |
| paper | green |

B. Think of other vegetables and produce a story with your partner describing them.



# Week 7 Day 2

## 3. Word Study

A. Identify the initial letters and sounds of the following words and read them correctly.

| /k/ sound | /s/ sound |
|---|---|
| colour | skin |
| cup | soft |
| curve | circle |

B. Identify the silent letter and pronounce the words correctly.

| kn_ | wr_ |
|---|---|
| know | wrong |
| knife | write |
| knot | wrist |

## 4. Reading

### Pre-reading

A. Make a prediction about the story based on the title, Fruits.

B. Discuss the meanings of these words with your partner:

| | |
|---|---|
| skin | ripe |

### While reading

Copy the table in your exercise book. Read the story and fill in the gaps in the table.

| Fruit | Colour | Shape |
|---|---|---|
| Unripe lemon | | |
| Unripe orange | | |
| Ripe banana | | |

## Fruits

Bananas, lemons and oranges are fruits. All of them are common fruits in Ethiopia. They have thick skin. The skins of bananas, lemons and oranges are green when they are unripe. People do not eat them when they are in this colour. They are ripe and ready to be eaten when the skins turn yellow. We peel away the skin of bananas and oranges and eat the soft part. We can mix the juice of lemons with water and add a little sugar in a cup to drink. Lemons and oranges are round like a circle. Bananas are long and curved.

### Post reading

Answer the following questions.

1. Why don't people eat bananas when they are green?
2. Have you tasted lemon juice? Did you like it?

## 5. Vocabulary

Write sentences describing fruits with words from the Word Bank.

| Word Bank | | |
|---|---|---|
| green | yellow | red |

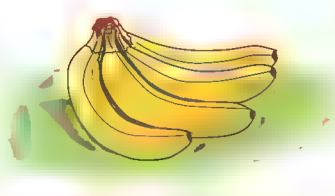
**Example:** A ripe banana has a yellow colour.

Match the descriptions with the pictures of the fruits.

a. round; yellow

b. curved; yellow

c. round; green

| | | |
|---|---|---|
|  |  |  |
| 1 | 2 | 3 |

# Week 7 Day 3

## 6. Reading Fluency

A. Tell one or two fruits you remember from the story **Fruits**.

B. Read **Fruits** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 7. Grammar

A. Work with a partner to make a list of adjectives that describe the colours, shapes and tastes of fruits.

**Example:** sour, long, yellow

B. Write your own sentences about fruits using adjectives.

**Example:** Banana has yellow colour.

### Grammar Spot

**Adjectives**

Adjectives are words that describe people, place and things. We can use adjectives to describe the colours and shapes of fruit.

**Examples:**

Bananas are **green** when they are not ripe. They become **yellow** when they are ripe.

Bananas are **curved**. Oranges are **round**.

Other adjectives that can describe fruits and vegetables are **sweet, bitter, fresh, big, small** and **tiny**.

# Week 7 Day 4

## 8. Vocabulary

A. Read each word out loud correctly.

| | |
|---|---|
| cabbage | orange |
| potato | tomato |

B. Write sentences with a partner using these words.

**Example:** A **tomato** is red and shaped like a **circle**.

## 9. Speaking

Look at the pictures of the fruits and vegetables. Talk with your partner about how the fruits and vegetables look and feel similar and different.



# Week 7 Day 5

## 10. Reading Fluency

Read **Fruits** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 11. Writing

A. Work with a partner to list the names and descriptions of fruits.

B. Write short sentences describing what is happening in the pictures.

**Example:** The boy is eating a banana.





# Week 8 Day 1

## In the Garden

## 1. Listening

### Vegetables in the Garden

#### Pre-listening

A. Make a prediction about the story based on the title, Vegetables in the Garden and the pictures.




B. Talk with a partner about the words you expect to hear in this story.

### While listening

Copy the sentences into your exercise book. Fill in the gaps as you listen to the story.

1. Kedija grows vegetables in her _____.
2. _____ grows underground.
3. Kedija digs the vegetables with a _____.
4. Ahmed sometimes _____ the vegetables.

### Post listening

Write the answers in your exercise book.

1. What does your family grow in the garden?
2. Do you like a garden? Why or why not?

## 2. Speaking

A. Read the dialogue and practise saying it with your partner.

**Example:**

**Student A:** What does your father do in the garden?

**Student B:** He waters the vegetables.

**Student A:** What vegetables do you grow?

**Student B:** We grow tomatoes, onions and lettuce.

**Student A:** What do they look like?

**Student B:** The tomatoes are red and soft. The onions are purple and they smell strongly. The lettuce is green and leafy.

B. Work with your partner to write a list of words that describe vegetables.

**Example:** soft, leafy, red

# Week 8 Day 2

## 3. Word Study

Read each of these words out loud. Identify the sound you hear at the end of each word.

| Word | + | -ing | word |
|---|---|---|---|
| plant | + | -ing | planting |
| water | + | -ing | watering |
| look | + | -ing | looking |
| work | + | -ing | working |

## 4. Reading

### Our Garden

### Pre-reading

Make a prediction about the story based on the title, Our Garden. Talk with a partner.

### While reading

Match each question with the correct answer as you read the text.

| Questions | Answer |
|---|---|
| 1. What does Bogale do in the garden? | Digs, plants and weeds |
| 2. What does Hirut do in the garden? | Bogale and Hirut |
| 3. Who are proud of the garden? | A spade |
| 4. What does Bogale use to remove weeds? | Waters the vegetables |
| 5. What makes the garden beautiful? | The green leaves |

## Our Garden

I am a girl named Hirut. My father's name is Bogale. Today, we are working in the garden together. My father is digging holes with a hoe and planting the seedlings. He is using a hoe to remove weeds. I am watering the vegetables. The green leaves of the vegetables make the garden beautiful. We are planning to plant new vegetables this year such as carrots, potatoes and onions. We like looking at our garden because we are proud of it.

### Post reading

Discuss the following questions with a partner.

1. Do you think Bogale is tired at the end of the day? Explain your reasons.
2. What do you do in the garden?

## 5. Vocabulary

Read the words in the Word Bank. Choose the correct word to fill in the gap in each sentence. Look at the pictures to help you choose the correct word.

| Word Bank | |
|---|---|
| watering | hoe |
| digging | planting |

1. The woman is _____ the ground.
2. The girl is _____ trees.
3. The boy is _____ the vegetables.
4. The man is holding a _____ in his hand.



## Week 8 Day 3

## 6. Reading Fluency

### Pre-reading

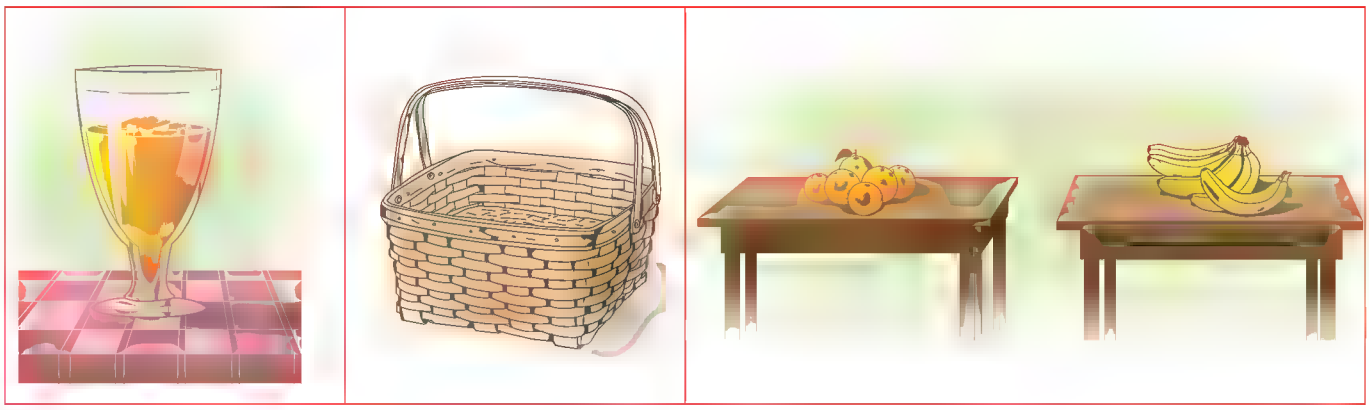
Read the text, **Our Garden** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 7. Grammar

A. Write the following sentences in your exercise book. Look at the pictures and fill in the gaps with **some** or **any**.

| **Example:** |
| --- |
| I make juice with **some** oranges because I don't have **any** lemons. |

1. I don't have _____ vegetables. I should go to the shop.
2. There is _____ juice in the glass.
3. The basket does not have _____ onions.
4. There are _____ bananas and oranges on the table.



**Example Dialogue:**

**Student 1:** Do you have **any** lemons at home?

**Student 2:** Yes, I do. I used **some** to make juice. Do you have **any** bananas at home?

**Student 1:** No, I do not have **any**. I think I will buy **some**.

B. Work with a partner to produce a similar dialogue about what fruits and vegetables you have at home. Use **some** and **any** in your dialogue.

## Grammar Spot

**Some and any**

We use **some** for positive statements and questions.

We use **any** for negative statements and questions.

**Examples:**

**Musa:** I have **some** bananas at home.

**Zahara:** I don't have **any** bananas at home.

# Week 8 Day 4

## 8. Vocabulary

A. Work with a partner and say each number word out loud.

| | | | | |
|---|---|---|---|---|
| **fifty-one** | **fifty-two** | **fifty-three** | **fifty-four** | **fifty-five** |

B. Write short sentences using fifty-one, fifty-three and fifty-five.

**Examples:** There are fifty-two students in our class.

## 9. Speaking

Work with a partner to make sentences about someone who plants vegetables and fruits in his/her garden. Use the names of vegetables and their descriptions in your story. Practise saying the story out loud with your partner.

# Week 8 Day 5

## 10. Reading Fluency

Read the text, **Our Garden** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 11. Writing

A. Look at the pictures. Use the table to produce a sentence that describes each picture.

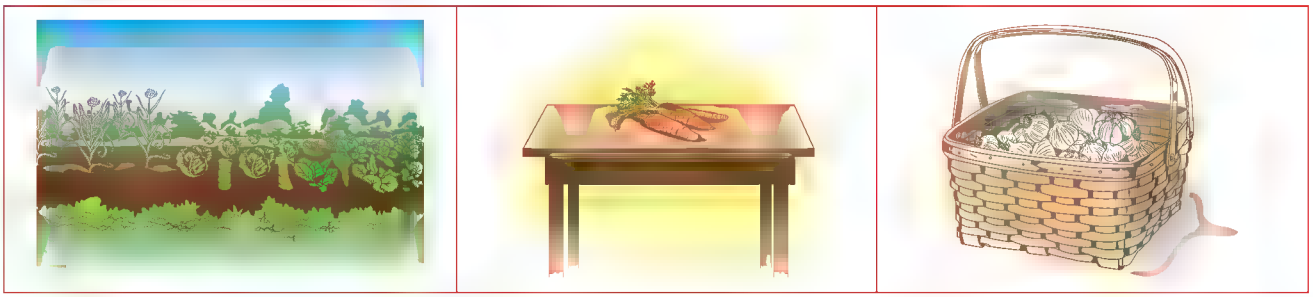


| | | | |
|---|---|---|---|
| The girl<br>The man and woman<br>The boy<br>The woman | are<br><br><br>is | eating<br>watering<br>planting<br>digging | cabbages.<br>a carrot.<br>trees. |

**Example:** The woman is digging.

B. Write short sentences describing the pictures.

**Example:** There are three carrots on the table.



## Week 9 Day 1

### In the Market

### 1. Listening

### Zeineba and Ahmed Go Shopping

#### Pre-listening

A. Make a prediction about the story based on the title, Zeineba and Ahmed Go Shopping and the picture.



B. Talk with a partner about the words you expect to hear in this story.

### While listening

Copy the lists of food items and prices into your exercise book. Listen to the story and draw a line to match the food item to its price.

| Food item | Price |
|---|---|
| A kilo of apples | 25 birr |
| A kilo of avocado | 8 birr |
| A kilo of papaya | 50 birr |
| Two kilos of onion | 30 birr |
| Cabbages | 20 birr |

### Post listening

Write the answers in your exercise book.

1. With whom do you go to the market?
2. In which days does your family shop in the market?

## 2. Speaking

A. Read the dialogue and practise saying it with your partner.

**Example Dialogue:**

**Customer:** What is the price for a kilo of rice?

**Shopkeeper:** It is 20 birr.

**Customer:** I want to buy 4 kilos of rice. What is the total price?

**Shopkeeper:** It is 80 birr in total.

B. Use the table to produce a dialogue about market items and their prices.

| Market item | Price per kilo |
|---|---|
| oranges | 24 birr |
| wheat | 10 birr |
| teff | 15 birr |
| sugar | 18 birr |
| rice | 20 birr |
| pasta | 17 birr |

## Week 9 Day 2

### 3. Word Study

Practise pronouncing words that begin with **scr–** and **squ–** accurately.

| | |
|---|---|
| screw | square |
| screen | squad |

### 4. Reading

#### Pre-reading

Talk with a partner about the following:

1. Make a prediction about the text based on the title.
2. What do people do in a market?

#### While reading

Copy the sentences into your exercise book. Decide if the sentences are true or false after you read the text.

1. Aryat and Hamid are buying fruits for their sister.
2. Aryat buys two kilos of oranges.
3. A kilo of mangoes costs 20 birr.

## Aryat and Hamid Go to the Market

**Aryat:** I am happy. Grandmother is coming to visit. We need to go shopping.

**Hamid:** Let's go to the market. Look! There is a shop. The shopkeeper is selling the things we want to buy.

**Shopkeeper:** Hello! How can I help you today?

**Aryat:** I would like some fruits, please. Do you have any bananas or oranges?

**Shopkeeper:** Yes, here they are.

**Aryat:** How much is a kilo of bananas and oranges?

**Shopkeeper:** A kilo of bananas is 15 birr and a kilo of oranges is 24 birr.

**Aryat:** Please, give me two kilos of bananas and a kilo of oranges.

**Shopkeeper:** Here they are.

**Hamid:** May I have a kilo of mangoes?

**Shopkeeper:** Yes, here it is.

**Hamid:** How much does it cost?

**Shopkeeper:** It is 20 birr.

**Aryat and Hamid:** Thank you for helping us. Have a nice day.

**Shopkeeper:** Have a nice day, too. Please come back again.

### Post reading

Discuss the following questions with a partner.

1. Who do you go to a market with?
2. How do you feel if a family member visits you at your home? Why?

## 5. Vocabulary

Read the words in the Word Bank. Choose the correct word to fill in the gap in each sentence.

| Word Bank | | |
|---|---|---|
| customer | price | shopkeeper |
| buys | sells | |

1. The man is a _____. He sells oranges, bananas and vegetables.
2. The woman is a _____to the shopkeeper. She buys fruits from him.
3. The woman asks the _____ of the fruits.
4. The man _____ some fruits to the woman.
5. The woman _____ the fruits for her family.

# Week 9 Day 3

## 6. Reading Fluency

Read **Aryat and Hamid Go to the Market** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 7. Grammar

A. Copy the sentences into your exercise book. Fill in the gaps with **some** or **any**.

**Example:**

I would like **some** coffee beans. I don't have **any** at home.

1. She has _____ friends.
2. He doesn't have _____ friends.
3. There aren't _____ tomatoes in the market.
4. I am hungry. Please, given me _____ bread and _____ tea.

5. The classroom has _____ desks and chairs. It does not have _____ tables.
6. The library does not have _____ books.

**Example Dialogue:**

**Shopkeeper:** Do you want **any** oranges?

**Customer:** No, I don't need **any**. Do you have **any** carrots?

**Shopkeeper:** Yes, I have **some**.

B. Work with a partner to produce a dialogue between a shopkeeper and customer. Use **some** and **any** in your dialogue.

**Grammar Spot**

**Some and any**

We use **some** for positive statements and questions.

We use **any** for negative statements and questions.

**Examples:**

Can you please give me **some** bananas?

Do you have **any** money to buy fruit?

## Week 9 Day 4

### 8. Vocabulary

A. Work with a partner to read the short story out loud.

Hodan has a shop. She sells foods and drinks to people. She is a **shopkeeper**. Jemal has no shop. He always buys foods and drinks like rice and milk from Hodan's shop. He is Hodan's **customer**.

B. Write short sentences using the words **customer** and **shopkeeper**.

## 9. Speaking

Read the dialogue and practise saying it with your partner.

**Example:**

**Student:** May I have a kilo of oranges?

**Shopkeeper:** Yes.

**Student:** How much is it?

**Shopkeeper:** It is 24 birr.

**Student:** Do you also sell pen and paper?

**Shopkeeper:** No. You can buy them in that shop over there.

# Week 9 Day 5

## 10. Reading Fluency

Tell your partner what you remember from the story **Aryat and Hamid Go to the Market**.

Read **Aryat and Hamid Go to the Market** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 11. Writing

A. Use the table and write correct sentences.

| | | | |
|---|---|---|---|
| There | is<br>are | teff<br>lemons<br>oranges<br>carrots<br>onions<br>wheat<br>bananas | in the market. |

**Examples:**

There are onions in the market.

There  is teff in the market.

B. Write short sentences about items you might find in the market.

**Example:**

There are onions and bananas in the market.

# UNIT 4 Activities

Week 10 | Day 1

## Classroom Activities

### 1. Listening

### Shemsia's Activities

#### Pre-listening

A. Make a prediction about the story based on the title, Shemsia's Activities and the picture.



B. Talk with a partner about the activities you do in the classroom.

### While listening

Copy the sentences into your exercise book. Listen to the story and write the numbers 1 to 6 based on what Shemsia does in the correct order.

_____ She checks materials in her bag.

_____ She learns from corrections the teacher makes.

_____ She wakes up early in the morning.

_____ She eats breakfast.

_____ She copies homework from the board.

_____ She shows her work to her teacher.

### Post listening

Write the answers in your exercise book.

1. Why should students show their work to their teachers?
2. Do you always like to do classwork or homework? Why?

## 2. Speaking

Look at the pictures. Talk with a partner about what is happening in each picture.



A. Read the dialogue and practise saying it with your partner.

**Example Dialogue:**

**Student A:** What activity do you do in the classroom?

**Student B:** I do different activities.

**Student A:** What are they?

**Student B:** I write notes, answer questions and help my group members. What do you do in the classroom?

**Student A:** I also copy notes from the board and I help cleaning the classroom.

B. Work with a partner to produce a similar dialogue about what activities you do during the day.

## Week 10 Day 2

### 3. Word Study

Read the following words and identify the underlined sound.

| | |
|---|---|
| watch | catch |
| match | fetch |

### 4. Reading

#### Pre-reading

Make a prediction about the story based on the title, Bagzi's Classroom and the picture.



### While reading

As you read the story, list the first three things Bagzi does when he gets to school.

1st: _____

2nd: _____

3rd: _____

**Bagzi's Classroom**

Bagzi learns at a primary school in Kemashi. He is a grade four student. He arrives at his school early in the morning. At the beginning of the class, he takes out his exercise books and textbooks from his bag. He then follows along as his teacher revises the lesson of the previous day. Next, he copies notes and corrections his teacher writes on the board. The teacher regularly gives classwork. Bagzi does his classwork fast. He always participates in asking and answering questions. He also works with others in group activities.

### Post reading

Discuss the following questions with a partner.

1. What do you do in the classroom that is the same as Bagzi?
2. What should students do before class starts?

## 5. Vocabulary

A. Read the short story with a partner. Choose which word or phrase in the table has the same meaning as the underlined word in the story. Use clues in the story to help you.

| | | |
|---|---|---|
| write | give a reply for | listen to |

Bagzi's teacher tells him to <u>follow</u> her instructions carefully. She tells him first to <u>copy</u> the questions into his exercise book. Then, she tells him to <u>answer</u> each question.

B. Write three sentences about the pictures using the following words:

| | | |
|---|---|---|
| write | notes | ask |

**Example:**

The girl in picture 2 is reading her note.

| | |
|---|---|
|  |  |
| 1 | 2 |

## Week 10 Day 3

### 6. Reading Fluency

Read the text, **Bagzi's Classroom** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

### 7. Grammar

A. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

| Word Bank | | |
|---|---|---|
| lastly | then | first |

Shito likes learning words. When she gets a new word, she _____ writes it in her word book. She _____ practises saying it correctly. _____, she writes its meaning next to the word.

B. Work with a partner to ask and answer questions about what you do on Saturdays. Use words such as **first, second, third, then, next** and **lastly.**

**Example:**

**Student 1:** What do you do on Saturdays?

**Student 2:** **First,** I wake up and help my father make breakfast. **Second**, I sweep the house. **Next**, I revise my lessons for the week. **Lastly**, I play games with my friends outside.

### Grammar Spot

We use words such as **first, second, third, next, then, after** and **lastly** when we want to tell the order that activities happen.

**Example:**

**Student A:** What are the two things you do when you answer questions?

**Student B:** **First**, I think about the question carefully. **Next**, I raise my hand. **Finally**, I give an answer.

## Week 10 Day 4

### 8. Vocabulary

A. Read each word out loud correctly.

| | | |
|---|---|---|
| breakfast | lunch | dinner |

B. Write three sentences using these words.

**Example:** Bontu eats her **breakfast** in the morning.

## 9. Speaking

A. Read the dialogue and practise saying it with your partner.

**Example Dialogue:**

**Teacher:** Good morning, Aryat. Please, open your book.

**Aryat:** Ok, teacher.

**Teacher:** Look at the pictures and copy the sentences into your exercise book

**Aryat:** Should I copy all the sentences?

**Teacher:** Yes. Then listen carefully as I read a story.

B. Work with a partner to produce a similar dialogue between a teacher and student.

# Week 10 Day 5

## 10. Reading Fluency

Read the text, **Bagzi's Classroom** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 11. Writing

A. Copy the sentences into your exercise book **in the order** that you do the activities every morning.

I wash my hands and face.

I attend flag ceremony.

I eat my breakfast.

I carry my bag and go to school.

I get up early in the morning.

B. Work with a partner to list sequence words that tell the order.

C. Write short sentences about your daily activities at school using sequence words.

**Example:** First, I copy notes. Next, I play outside during break.

# Week 11 Day 1

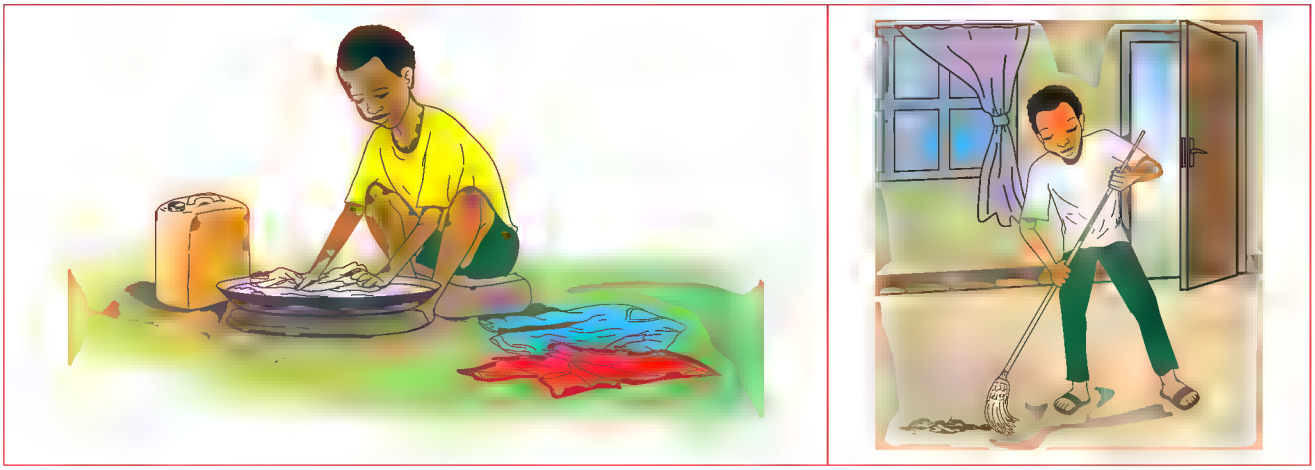
## On Weekends

## 1. Listening

### My Weekend Duties

### Pre-listening

A. Make a prediction about the story based on the title, My Weekly Duties and the pictures.



B. Talk with a partner about two activities you do on weekends.

### While listening

Copy the table into your exercise book. As you listen to the story, match the time of the day with the activities Kebadu does.

| | |
|---|---|
| 1. Morning | a. He reads his book. |
| 2. Afternoon | b. He washes his uniform. |
| 3. Evening | c. He revises his school lessons. |
| 4. Night | d. He watches football games on TV. |

### Post listening

Write the answers in your exercise book.

1. What activities do you do on Saturday?
2. Are the activities you do on Saturday similar to or different from Kebadu's? Explain your reason.

## 2. Speaking

A. Read the dialogue and practise saying it with your partner.

**Example Dialogue:**

**Hailu**: What do you do on Saturday?

**Jemila**: I do my homework. I also cook dinner.

**Hailu**: What do you do on Sunday?

**Jemila**: I wash my school uniform and visit my grandmother.

B. Work with a partner to produce a similar dialogue about what you do on the weekends. Report to the class orally.

# Week 11 Day 2

## 3. Word Study

Read the compound words as separate words and then as one word.

| **Example:** | |
|---|---|
| **Separate words** | **Compound words** |
| class + room | classroom |
| foot + ball | football |
| home + work | homework |

# 4. Reading

## Pre-reading

Make a prediction about the story based on the title, My Weekly Duties and the picture.



## While reading

Copy the table in your exercise book. Read the story and fill in the table with Sara's activities during the day.

| Time of the day | | | |
|---|---|---|---|
| Morning | Afternoon | Evening | Night |

### My Weekly Duties

My name is Sara. I am a grade five student. I live with my mother. In the morning, I clean my bedroom. I also wash my face and eat my breakfast. After breakfast, I always brush my teeth. Then I wear my school uniform. I prepare my school bag and go to school. In the afternoon, I leave school and go back home to eat lunch. In the evening, I usually do my homework and wash my feet. At night, I always study for one hour before I go to bed.

### Post reading

Discuss the following questions with a partner.

1. What activities do you do every day after school?
2. Are the activities you do every day similar to or different from Sara's?

## 5. Vocabulary

Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

| Word Bank | |
|---|---|
| club | study |
| homework | classwork |

1. **Student A:** Where do you do your_____?

   **Student B:** I always do it in the classroom. I need my teacher to check it immediately.

2. **Student A:** You always get 10 out of 10. How do you do that?

   **Student B:** I work hard and usually use my _____ programme properly.

3. **Student A:** Do you do your _____ in the classroom?

   **Student B:** No, I don't. I always do it at home. I have no free time to do it in the classroom.

4. **Student A:** Which school _____ do you like?

   **Student B:** I like the mini-media. It provides me information about football games and important news.

# Week 11 Day 3

## 6. Reading Fluency

A. Tell one or two things you do in a week.

B. Read the text, **My Weekly Duties** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 7. Grammar

Write five sentences about your daily activities that you do after school using the words from the Word Bank.

| Word Bank | | |
|---|---|---|
| every day | always | sometimes |
| usually | never | |

**Example:** I **never** drink beer. I **always** drink tea in the afternoon.

### Grammar Spot

We use **always, usually, sometimes**, **never** and **every day** to show how often actions happen. These are called frequency adverbs.

**Example:**

I live with my mother in the countryside. My mother **always** makes coffee. She **usually** makes coffee in the morning and at night. She **sometimes** enjoys the coffee ceremony with our neighbours. My mother **never** spends a day without making coffee. She drinks coffee with salt **every day.**

# Week 11 Day 4

## 8. Vocabulary

Read the dialogue and practise saying it with your partner. Say each compound word correctly.

**Tsehay**: Do you eat bread for **breakfast**?

**Gebre**: Yes, I **sometimes** eat bread for **breakfast**.

**Tsehay**: With whom do you play **football**?

**Gebre**: I usually play **football** with my friends.

**Tsehay**: Does your mother help you with your **homework**?

**Gebre**: Yes, she always helps me with my **homework**.

## 9. Speaking

A. Read the dialogue and practise saying it with your partner.

**Example Dialogue:**

**Sofya:** Do you study English on Monday?

**Hummed:** Yes, I do. I also study maths.

**Sofya:** Do you play football on Friday?

**Hummed:** No, I don't. I help my mother clean our home.

**Sofya:** Do you do your homework in class?

**Hummed:** No, I don't. I do it at home.

B. Work with a partner to produce a similar dialogue about what you do from Monday to Sunday. Practise in the classroom.

# Week 11 Day 5

## 10. Reading Fluency

Read the text, **My Weekly Duties** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 11. Writing

A. Copy the table into your exercise book. Write an activity you do on every day of the week.

| The day of the week | The activity you do |
|---|---|
| Monday | |
| Tuesday | |
| Wednesday | |
| Thursday | |

| The day of the week | The activity you do |
|---|---|
| Friday | |
| Saturday | |
| Sunday | |
| | |

B. Write short sentences about activities you do on different days of the week. Use some of the ideas you wrote in your table.

**Examples:**

On **Wednesday** I clean the house.

I play football with my friends on **Saturdays**.

# Week 12 Day 1

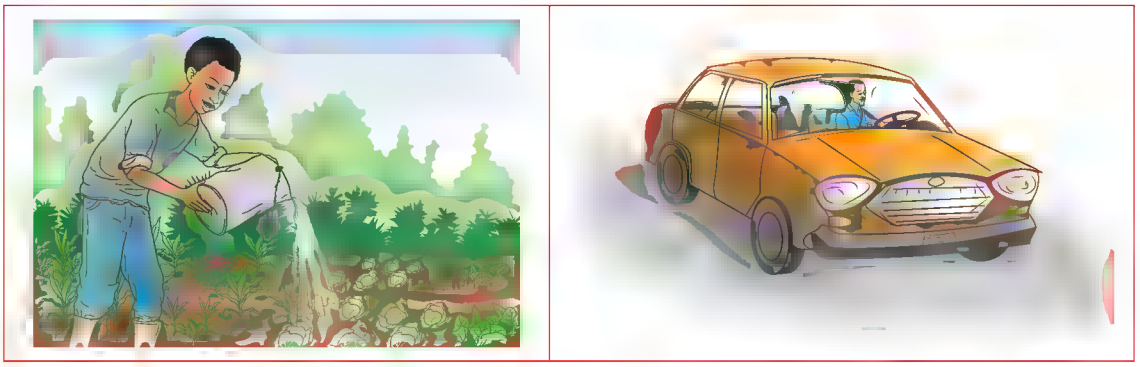
## People at Work

## 1. Listening

### Teklaye and His Uncle

### Pre-listening

A. Make a prediction about the story based on the title, Teklaye and His Uncle and the pictures.



B. Discuss the meanings of these words with your partner:

| | |
|---|---|
| morning | evening |
| afternoon | night |

### While listening

Copy the table into your exercise book. As you listen to the story, write the name of the person that does each activity.

| Name | Activity |
|---|---|
| 1. | drives a taxi |
| 2. | cleans the shop on Saturdays |
| 3. | works in the shop |
| 4. | takes care of the plants |

### Post listening

Write the answers in your exercise book.

1. Who does the most activities in your family?
2. Why do people take care of plants and flowers in their gardens?

## 2. Speaking

A. Read the dialogue and practise saying it with your partner.

**Example Dialogue:**

**Student 1:** What does your father do at home?

**Student 2:** He washes clothes. Can you tell me what your father does?

**Student 1:** Yes, my father cooks breakfast in the morning. What does your father do for living?

**Student 2:** He drives a bus. Can you tell me where he works?

**Student 1:** **Yes,** he works at a garage. He fixes cars.

B. Work with a partner to produce a similar dialogue about your family member's different duties at work and home. Practise in the class.

# Week 12 Day 2

## 3. Word Study

Say each of these words out loud. Identify the sound you hear at the end of each word.

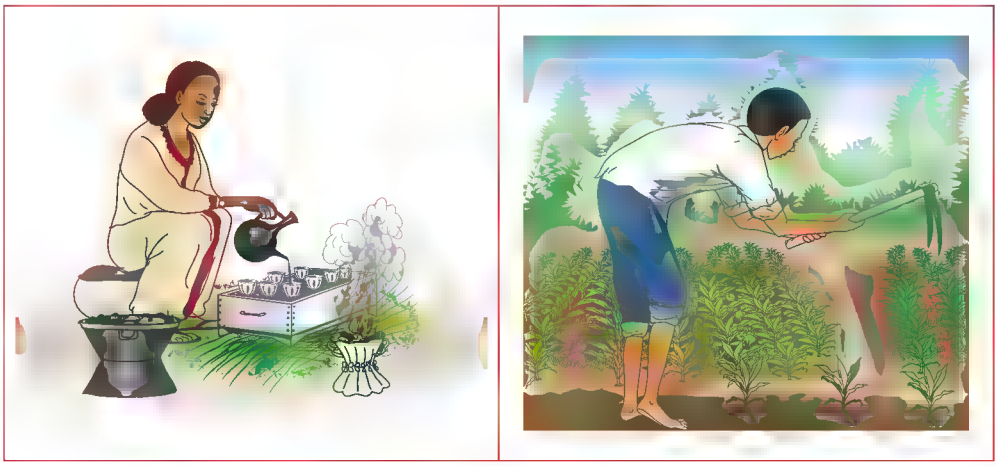
| | | |
|---|---|---|
| washing | digging | king |
| cleaning | ring | sing |

## 4. Reading

### Pre-reading

Talk with a partner about the following:

1. Make a prediction about the story based on the title and picture.



2. Talk about the activities you do at home.

### While reading

Read the story and write the answers to the questions in your exercise book.

1. How does Rowda help her father in the morning?
2. With whom does Rowda water plants in school?
3. Why do students go to Kedir's garden?

## What are Rowda and Her Father Doing?

Rowda is a grade six student. She is always busy at home and school. At home, she washes her clothes and cleans her bedroom. She makes coffee for her father in the morning. At school, she writes notes in the classroom. After school, she waters plants in the school compound with her friends.

Rowda's father, Kedir, goes to work early in the morning. He works as a gardener at a school. He digs the land to plant fruits, vegetables, roses and other beautiful flowers. He also waters the fruits, vegetables and flowers. Students go to the garden to see and smell the colourful flowers.

### Post reading

Discuss the following questions with a partner.

1. Why is Rowda a good daughter?
2. What activities do you do before you go to school?

## 5. Vocabulary

With you partner pronounce the words in the Word Bank correctly. Then choose the correct word to fill in the gap in each sentence. Look at the pictures to help you choose the correct word for each sentence.



| Word Bank | | |
|---|---|---|
| sweeping | planting | making |
| washing | digging | watering |

1. The boy is _____ his uniform.
2. The girl is _____ plants with a bucket
3. The boy is _____ the floor.
4. The girl is _____ trees.
5. The girl is _____ coffee.
6. The man is _____ soil.

## Week 12 Day 3

### 6. Reading Fluency

Read the text, **What are Rowda and Her Father Doing?** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

### 7. Grammar

A. Look at the pictures. Work with a partner to ask and answer questions about what the people are doing in each picture.

**Example:**

**Student 1:** What is the woman in picture 2 doing?

**Student 2:** She is **cooking**.

| | | |
|---|---|---|
|  |  |  |
| 1 | 2 | 3 |
|  |  |  |
| 4 | 5 | 6 |

B. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

| Word Bank | |
|---|---|
| is cutting | are watching |
| am cooking | is studying |

1. Don't talk. Almaz _____ for her exam.
2. Akalu and Chuchu are not at home. They _____ a football game.
3. I bought onions and tomatoes and now I _____ dinner.
4. The man _____ wood with an axe.

## Grammar Spot

**Present continuous tense**

We use the present continuous tense to talk about actions happening right now.

We form the present continous tense like this:

| | | |
|---|---|---|
| Subject | is<br>am<br>are | verb **-ing** |

**Examples:**

I am **walking**. I'm **walking**

She is **planting**. She is **reading**

We are **learning**.

# Week 12 Day 4

## 8. Vocabulary

A. Read the dialogue and practise saying it with your partner. Say each underlined word correctly.

**Example Dialogue:**

**Student 1:** What is your father doing?

**Student 2:** He is watering vegetables in the garden.

**Student 1:** Where is your sister?

**Student 2:** She is at home. She is cleaning our home.

**Student 1:** Today is Sunday. What is your brother doing?

**Student 2:** He is washing his uniform.

**Student 1:** Why are you digging here?

**Student 2:** I am planning to plant some flowers.

**Student 1:** Are you planting now?

**Student 2:** No, I am not planting.

B. Write short sentences about what you do at home. Use action words that end in **-ing**.

## 9. Speaking

A. Look at the following 'yes' or 'no' questions.

**Student 1:** Do you help your family?

**Student 2:** **Yes**, I do.

**Student 1:** Do you fetch water from a river?

**Student 2:** **No**, I don't.

**Student 1:** Can I have your broom, please?

**Student 2:** **Yes**, you can.

B. Work with a partner to ask and answer 'yes' or 'no' questions.

C. Look at the examples of questions that begin with **Wh** words.

**Examples:**

**Student 1:** How do you help your family?

**Student 2:** I clean the dishes and wash the floors of our home.

**Student 1:** Why don't you fetch water from a river?

**Student 2:** The river is far away. We get our water from a well.

**Student 1:** Where is your broom?

**Student 2:** My broom is in the closet.

D. Work with a partner to ask and answer **Wh** questions.

# Week 12 Day 5

## 10. Reading Fluency

Read the text, **What are Rowda and Her Father Doing?** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 11. Writing

A. Write the following numbers in words in your exercise book.

55, 56, 57, 58, 59, 60

**Example: fifty five**

B. Write a sentence describing what is happening in each picture. Use action words that end in **-ing**.

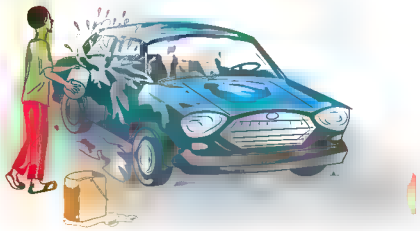
**Example:** The man in picture 3 is **washing** a car.



1



2



3



4



5

# UNIT 5 Social Issues

Week 13 | Day 1

## What I Like

### 1. Listening

### I Like Shoes

#### Pre-listening

A. Make a prediction about the story based on the title, I Like Shoes and the picture.



B. Talk with a partner about what colour shoes you like.

### While listening

Copy the questions into your exercise book. Listen to the story and write the answers.

1. With whom does Habtamua live?
2. Where do the characters go in the story?
3. Whom does the mother buy white sport shoes for?
4. Whom does the mother buy black flat shoes for?

### Post listening

Write the answers in your exercise book.

1. What type of shoes do you like?
2. With whom do you go shopping to buy shoes?

## 2. Speaking

A. Tell your partner what food and drinks you like and dislike.

**Example:**

I like beans and meat.

I dislike chicken and soft drinks.

B. Read the dialogue and practise saying it with your partner.

**Example Dialogue:**

**Student A:** Do you like dogs?

**Student B:** Yes, I like them because they are friendly.

**Student A:** Do you like riding bicycles?

**Student B:** No, I don't. I am scared to ride them.

C. Work with a partner to produce a similar dialogue about what you like and dislike.

# Week 13 Day 2

## 3. Word Study

Read the first and second part of each word, then read the whole word.

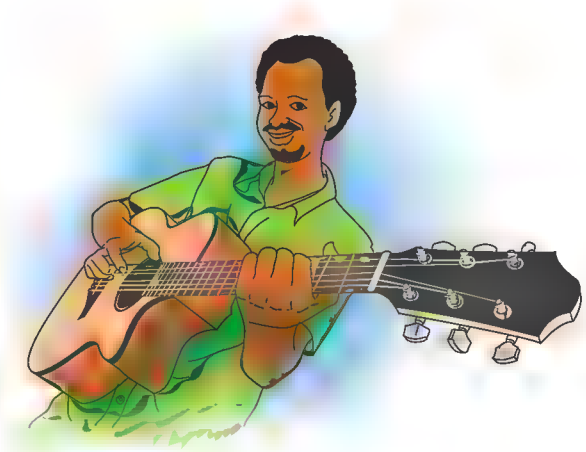
| dis + word | new word |
|---|---|
| dis + obey | disobey |
| dis + like | dislike |

## 4. Reading

### Pre-reading

Talk with a partner about the following:

1. Make a prediction about the story based on the title, **What Does Yohannes Like?** and the picture.



2. Talk about the foods you like and dislike.

### While reading

Copy the sentences into your exercise book. Decide if the sentences are true or false as you read the text.

1. Yohannes likes to eat potatoes.
2. Yohannes grew up in Addis Ababa.

3. Yohannes likes to drink tea and milk.
4. Yohannes likes to eat porridge.
5. Yohannes dislikes fruit.

### What Does Yohannes Like?

Yohannes was born in Tigraye. He now lives in Addis Ababa. Yohannes is 26 years old. He likes playing guitar. He plays guitar very well. Many people like his music. People call Yohannes the music man.

Yohannes likes some food and drinks. He likes eating porridge, but he dislikes potatoes. He loves chocolate. He likes drinking tea and milk. He also likes drinking sodas (soft drinks). In the morning, he has tea and bread. But he dislikes eating fruit and drink juice.

### Post reading

Discuss the following questions with a partner.

1. Do you like listening music?
2. What foods do you like?

## 5. Vocabulary

Write three sentences using the following words about the food and drinks you like.

| | | |
|---|---|---|
| tea | food | drink |

**Example:**

I like **drinking tea** in the morning.

# Week 13 Day 3

## 6. Reading Fluency

Read the text, **What Does Yohannes Like?** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 7. Grammar

**Example Dialogue:**

**Student A**: What do you like eating?

**Student B**: I like porridge.

**Student A**: What do you dislike drinking?

**Student B**: I dislike milk. What do you like eating?

**Student A:** I like oranges. What does your sister like to eat?

**Student B:** She likes cabbages.

A. Work with a partner to produce a similar dialogue. Ask and answer questions about the foods and drinks you and your partner like and dislike.

B. Work with a partner to ask questions about the foods and drinks you like and dislike.

**Examples:**

Do you like_____? Yes, I do.

Do you like _____? No, I do not.

# Week 13 Day 4

## 8. Vocabulary

A. Read the dialogue and practise saying it with your partner. Say each underlined word correctly.

**Student 1:** Do you help your mother <u>cook</u>?

**Student 2:** Yes, I help my mother cook.

**Student 1:** Do you like drinking tea at night.

**Student 2:** No, I don't like drinking tea at night.

**Student 1:** Which food do you like better, pasta or bread?

**Student 2:** I like bread because it gives us energy.

**Student 1:** Which animals do you like?

**Student 2:** I like dogs and cats because they are friendly.

B. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

| Word Bank | | |
|---|---|---|
| cooks | like | tea |

I _____ to eat porridge and to drink _____. My sister usually prepares them while my mother _____ food in the kitchen.

## 9. Speaking

A. Read the dialogue and practise saying it with your partner.

**Example Dialogue:**

**Student 1:** Do you like banana?

**Student 2:** Yes, I like it because it is sweet.

**Student 1:** What kind of food do you like?

**Student 2:** I like milk because I drink it every day.

B. Work with a partner to produce a similar dialogue about what you like and dislike.

# Week 13 Day 5

## 10. Reading Fluency

Read the text, **What Does Yohannes Like?** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 11. Writing

A. Copy the table into your exercise book. Write three food items you like and three food items you dislike. Then write three drinks you like and three drinks you dislike.

| Foods I like | Foods I dislike | Drinks I like | Drinks I dislike |
|---|---|---|---|
| 1. | 1. | 1. | 4. |
| 2. | 2. | 2. | 5. |
| 3. | 3. | 3. | 6. |

B. Write one sentence about the three food items you like.

C. Write one sentence about the three food items you dislike.

**Examples:**

1. I like _____, _____ and _____.
2. I dislike _____, _____ and _____.

I like bananas, porridge and injera.

I dislike macaroni, bread and eggs.

D. Write one sentence about the three drinks you like.

E. Write one sentence about the three drinks you dislike.

**Example:**

1. I like _____, _____ and _____.
2. I dislike _____, _____ and _____.

**Example:**

I like tea, water and milk.

I dislike coffee, beer and tej

# Week 14 Day 1

## Our Clean House

### 1. Listening

### Diriba Cleans A House

#### Pre-listening

Make a prediction about the story based on the title, **Diriba Cleans A House** and the picture.

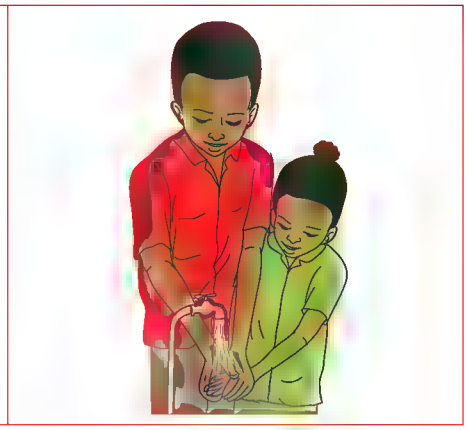


#### While listening

Listen to the story and write sentences to describe each picture.







### Post listening

Write the answers in your exercise book.

1. What would you do if your little sister or brother touches dirt things?
2. What do you do when your house is dirty?

## 2. Speaking

A. Name items you can use to clean the house.

**Examples:**

cloth, water, broom

B. Read the dialogue and practise saying it with your partner.

**Example Dialogue:**

**Student 1:** Do you clean your house?

**Student 2:** Yes, I do.

**Student 1:** How often do you clean?

**Student 2:** I clean three times in a week.

**Student 1:** What do you use to clean?

**Student 2:** I use a broom to clean the floor. I use water and a piece of cloth to clean the windows.

C. Work with a partner to produce a similar dialogue about what you clean and the items you use to clean your house.

# Week 14 Day 2

## 3. Word Study

Say each of these words out loud. Identify the sound you hear at the beginning of each word.

| | |
|---|---|
| clean | collect |
| scan | scarf |

## 4. Reading

### Pre-reading

Talk with a partner about the following:

1. Make a prediction about the story based on the title, **Keeping Our House Clean** and the pictures.



2. How many people do you see in the pictures?
3. What are the people in the pictures doing?

### While reading

Copy the table in your exercise book. Read the story and fill in the gaps in the table.

| Person | Cleaning activity |
|---|---|
| Mulatu's father | |
| | washes the floor with water twice a week |
| Mulatu and his sister | |
| | washes the windows |

## Keeping Our House Clean

I am Mulatu. I live with my mother, father and sister. There is always dirt in our house. Sometimes, we can see it, but sometimes we cannot see it. We always clean the house so it does not get too dirty. We also collect pieces of paper from the floor and put them in a waste basket.

Our father sweeps the floor with a broom, and he cleans the ceiling. My mother washes the floor with soap and water twice a week. She also washes the windows. My sister and I always clean our bedroom in the morning. We work together to keep our home clean.

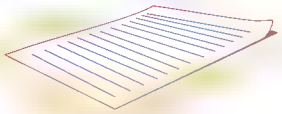
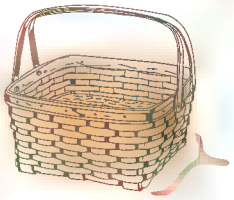
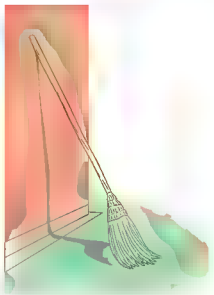
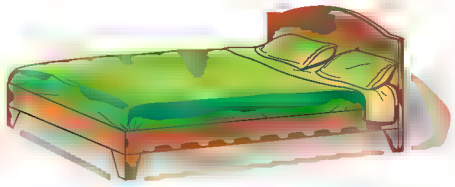
### Post reading

Discuss the following questions with a partner.

1. How do you share activities in your house?
2. Where do you put dirty things in your house?

## 5. Vocabulary

A. Match each word with a picture. Write the answers in your exercise book.

| Word | Picture |
|---|---|
| 1. floor | A.  |
| 2. basket | B.  |
| 3. ceiling | C.  |
| 4. bed | D.  |
| 5 paper | E.  |
| 6. broom | F.  |

B. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

| Word Bank | |
|---|---|
| basket | roof |
| broom | bed |

1. What object does your family use to clean the floor of the house?

   We use a _____.

2. Where do you put dirty papers?

   We put dirty papers in a _____.

3. Where do you sleep?

   I sleep in a _____.

4. Can you touch the _____ of this classroom?

   I can't reach it. I am too short and it is very high.

## Week 14 Day 3

### 6. Reading Fluency

Read the text, **Keeping Our House Clean** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

### 7. Grammar

A. Read the dialogue and practise saying it with your partner.

**Example Dialogue:**

**Student 1:** What kinds of objects does your family use to clean the house?

**Student 2:** **Excuse me**?

**Student 1:** What kinds of objects does your family use to clean the house?

**Student 2:** We use a broom, a piece of cloth and water.

**Student 1:** **Pardon me**. Where is the broom?

**Student 2:** It is outside. Shall I bring it to you?

**Student 1:** Yes, please.

B. Work with a partner to produce a similar dialogue using the words **excuse me** and **pardon me**.

C. Copy the sentences into your exercise book. Fill in the gaps with **and** or **but**.

**Examples:** I eat carrots but I do not eat cabbages.

1. She cleans tables,_____ she doesn't clean windows.
2. He studies hard _____ he answers every question correctly.
3. She watches films, _____ she doesn't play tennis.
4. The water is pure _____ I want to drink it.
5. She drinks tea,_____ she doesn't drink coffee.

## Grammar Spot

We use **excuse me** and **pardon me** to ask someone for information. It is a polite way of asking someone to repeat themselves or give you information.

**Examples:**

**Excuse me**? What did you say?

**Pardon me**. Can you tell me where to find the toilet?

We use **and** and **but** to join parts of a sentence or two sentences together. These are called conjunctions. The word **and** adds more information. The word **but** gives different or unexpected information.

**Examples:**

I like tomatoes **and** my brother likes carrots.

My mother would like to go to the market, **but** she cannot.

# Week 14 Day 4

## 8. Vocabulary

A. Say each word correctly. Write the meaning of each word in your exercise book.

| | | | |
|---|---|---|---|
| floor | roof | collect | window |
| basket | broom | morning | together |

B. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

| Word Bank | |
|---|---|
| together | morning |
| windows | basket |

1. I feel hot. Please, open the _____.
2. I always get up at 7 a.m. in the _____.
3. We do not want to see pieces of paper on the floor of our house. We always put them in a _____.
4. She lives _____ with her mother, father, brother and sister.

## 9. Speaking

A. Practise asking and answering questions about what objects you use to clean the house.

**Example:**

**Student 1:** I use soap and water to clean the tables and windows. What about you?

**Student 2:** I use a piece of cloth to clean the tables.

B. Practise asking and answering questions about what objects your family members use to clean the house.

**Example:**

**Student 1:** What do your family members use to clean the dishes?

**Student 2:** My sister uses soap to clean the dishes. What about your family?

## Week 14 Day 5

### 10. Reading Fluency

Read the text, **Keeping Our House Clean** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

### 11. Writing

A. List objects that you use for cleaning.

**Example:** broom

B. Work with a partner to rewrite the pairs of sentences below. Join them using either **and** or **but**.

**Example:**

**Original:** She always washes her face with warm water. She never washes her face with cold water.

**Rewritten:** She always washes her face with warm water, but she never washes her face with cold water.

1. Fatuma goes to school on foot. Jemila goes to school by bus.
2. Abeba chooses a white t-shirt. My sister chooses a red t-shirt.
3. Gemeda goes to the market in the morning. Assefa goes to market in the afternoon.

C. Write short sentences about what you do or don't do to get ready in the morning. Use the words **and** and **but** in your sentences.

**Example:**

I brush my teeth **and** I comb my hair. I drink milk at breakfast, **but** I do not drink juice.

# Week 15 Day 1

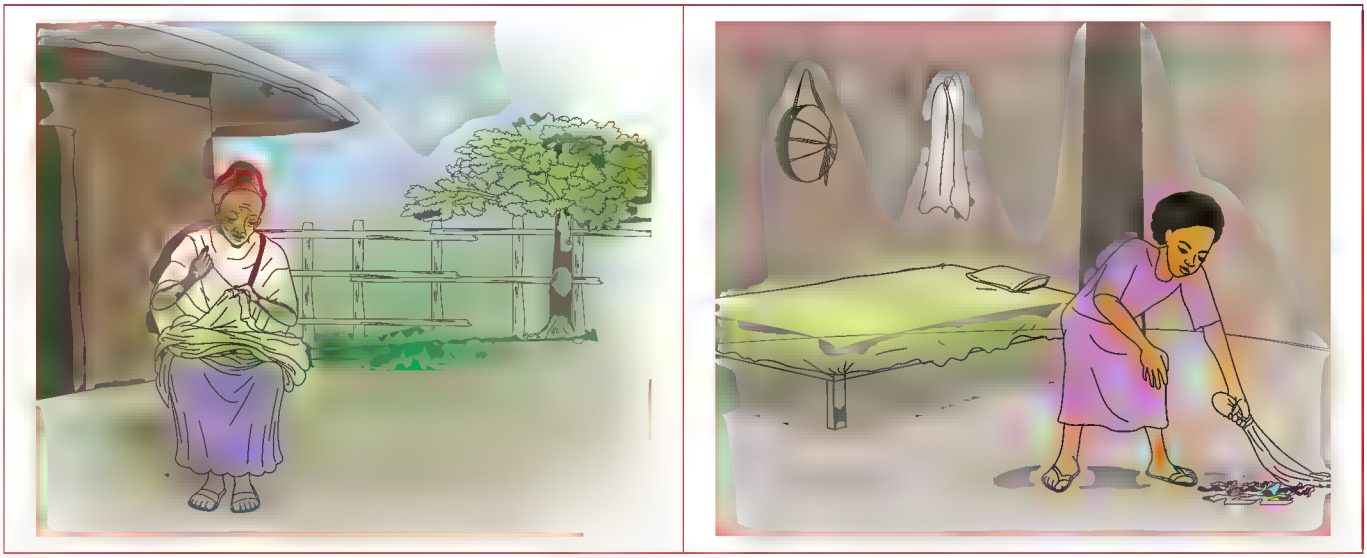
## Helping Others

### 1. Listening

### Almaz and the Old Woman

#### Pre-listening

Make a prediction about the story based on the title, Almaz and the Old Woman and the pictures.



#### While listening

Read the following sentences. Decide if they are true or false as you listen to the story.

1. The old woman makes dresses for children.
2. The woman does not make a lot of money from her job.

3. Almaz does not want to help the old woman.
4. Almaz makes tea for the old woman.

### Post listening

Write the answers in your exercise book.

1. Did you like the story? Why?
2. What would you do if an old person asked you to make them coffee?

## 2. Speaking

A. Read the dialogue and practise saying it with your partner.

**Example Dialogue:**

**Student 1:** Do you help others?

**Student 2:** Yes, I do.

**Student 1:** How do you help them?

**Student 2:** I wash clothes and fetch water for the older people in my community.

**Student 1:** How do you feel when you help them?

**Student 2:** I am happy and I feel good.

B. Work with a partner to produce a similar dialogue about what you do to help others and how it makes you feel to help others.

# Week 15 Day 2

## 3. Word Study

Say each of these words out loud.

| | | | |
|---|---|---|---|
| spoon | stop | study | small |
| sport | smart | smell | |

# 4. Reading

## Pre-reading

Talk with a partner about the following:

1. Make a prediction about the story based on the title.
2. Discuss how to help people who need your help.

## While reading

Copy the questions into your exercise book. Read the story and write the answers.

1. How many people are in the story? Who are they?
2. Why is the old man on the road?
3. How do Tizeta and Kemal help the old man?
4. How do Tizeta and Kemal feel after helping him?

### An Old Man

Tizeta and Kemal are friends. They live in a small town in Ethiopia. They are in grade seven and they walk to school together every day. One day, Kemal sees an old man sitting by the road. He is very old and he looks confused. Kemal asks the old man if he needs help. The old man tells Kemal and Tizeta that he came to the market with his daughter, but now he cannot find her. Kemal waits with the old man while Tizeta goes to find the daughter. Tizeta finds her and brings her to the old man. The old man and his daughter are happy to see each other. They thank Kemal and Tizeta for their help. Kemal and Tizeta feel good that they could help.

## Post reading

Discuss the following questions with a partner.

1. Do you like to help people? Why?
2. What do you learn from the story?

## 5. Vocabulary

A. Match each word with a picture. Write the answers in your exercise book

1. fetch _____
2. hut _____
3. clothes _____

| | | |
|---|---|---|
|  |  |  |
| A | B | C |

B. Read the words in the Word Bank and choose the correct word to fill in the gaps in the sentences.

| Word Bank | |
|---|---|
| fetch | clothes |
| huts | look after |

1. Children sometimes _____ water from the river.
2. People wear _____ to stay warm.
3. Some people in the countryside live in _____.
4. Parents _____ their children and keep them safe.

# Week 15 Day 3

## 6. Reading Fluency

Read **An Old Man** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 7. Grammar

### Grammar Spot

**The wh- words**

We use the words **who**, **what**, **where**, **when**, **why, which** and **whom** to ask questions and find out information about people, things and places.

A. Read the dialogue and practise saying it with your partner.

**Abeba:** What do you do on Saturdays?

**Belete:** I help my friend. I read my notes for him.

**Abeba:** Why do you read your notes for him?

**Belete:** We are in the same grade. He does not have the notes.

**Abeba:** Why doesn't he copy the notes from the board?

**Belete:** He is blind. He can't see. I always help him. Helping others make me happy.

**Abeba:** It is good to help people. You are a good friend.

**Belete:** Thank you!

**Abeba:** You're welcome!

B. Work with a partner to produce a similar dialogue asking and answering questions using the words **who**, **what**, **where**, **when**, **why, which** and **whom**.

C. Work with a partner to ask and answer questions about what you both do in your free time. Use the words **who**, **what**, **where**, **when**, **why, which** and **whom**.

**Example:**

**Student 1**: What do you do when you are free?

**Student 2**: I study and do my homework.

**Student 1**: When do you do your homework?

**Student 2**: I do my homework in the evening.

## Week 15 Day 4

### 8. Vocabulary

A. Read the words in the Word Bank and choose the correct word to fill in the gaps in the dialogue.

| Word Bank | | |
|---|---|---|
| gates | neighbour | alone |

**Boy:** Excuse me. With whom do you live?

**Old man:** I am_____. I have no wife and children.

**Boy:** How many _____ does your house have?

**Old man:** It has only one. It is made of wood.

**Boy:** Who is your _____?

**Old man:** The man who lives next to this house?

**Boy:** Yes, What is his name?

**Old man:** His name is Debebe.

B. Write sentences using the following words.

| | | |
|---|---|---|
| gates | neighbour | alone |

## 9. Speaking

A. Read the dialogue and practise saying it with your partner.

**Student A:** Excuse me? What are you doing?

**Student B:** I am studying.

**Student A:** What subject are you studying?

**Student B:** I am studying English.

**Student A:** Pardon me? What do you say?

**Student B:** I am studying English.

**Student A:** Can I, please, study with you?

**Student B:** Sure. Please, join me.

B. Work with a partner to produce a similar dialogue using the words **excuse me** and **pardon me** to ask for information or for someone to repeat themselves.

# Week 15 Day 5

## 10. Reading Fluency

Read the text, **An Old Man** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

## 11. Writing

Write short sentences about what you do to help others and you feel when you help others.

**Example:**

I fetch water from the river for my family. It makes me feel happy to help my family.