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English for Ethiopia

Student Textbook

Grade 3 Book 2

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Table of Contents

Unit 6: Time 1

Week 16: Days of the Week 1

Week 17: Months of the Year 9

Week 18: Seasons of the Year 15

Unit 7: People **23**

Week 19: Clothing 23

Week 20: Clothes for Holidays 31

Week 21: Uses of Clothes 37

Unit 8: Jobs **44**

Week 22: My Family Members' Jobs 44

Week 23: Family Members' Workplaces 51

Week 24: What We Do at Home 58

Unit 9: Domestic Animals **66**

Week 25: Food for Domestic Animals 66

Week 26: Domestic Animal Products 73

Week 27: Domestic Animal Uses 79

Unit 10: Health and Safety **86**

Week 28: Brushing Your Teeth 86

Week 29: Cleaning Our School 93

Week 30: Let's Stay Safe 99

UNIT 6 Time

Week 16 Day 1

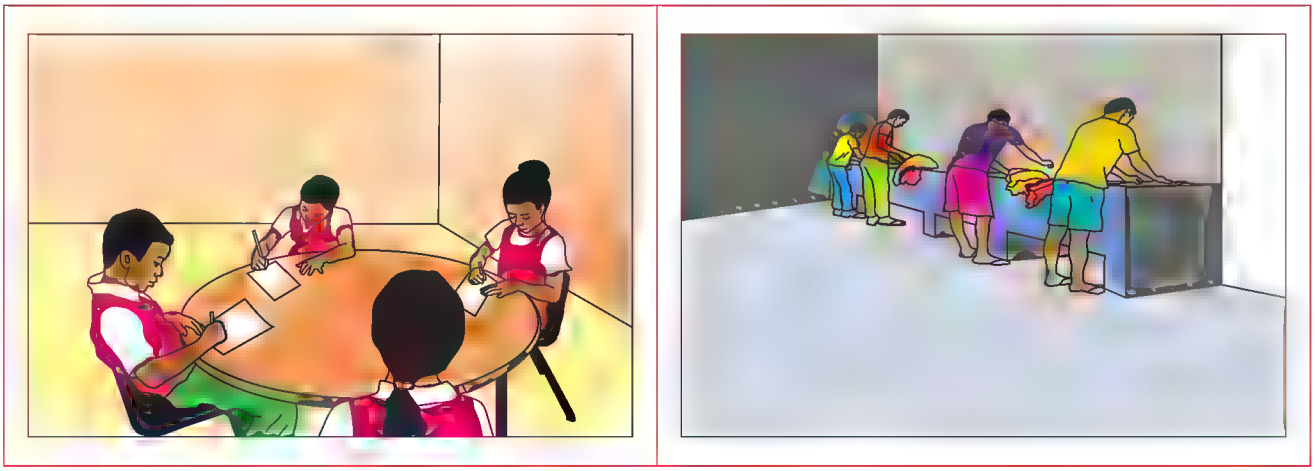
Days of the Week

1. Listening

Seven Days

Pre-listening

A. Make a prediction about the text based on the title, **Seven Days** and the pictures.



B. Talk with a partner about your favourite day of the week and why it is your favourite.

While listening

Read the questions and answers. Listen to the text and choose the correct answers.

1. The students study in groups and make reports for their homeroom teacher on _____.

   A. Monday
   C. Wednesday
   B. Tuesday
   D. Thursday

2. The students play football and volleyball on _____.

   A. Friday
   C. Wednesday
   B. Thursday
   D. Monday

3. On _____ the students arrange their exercise books and textbooks for the new school week.

   A. Saturday
   C. Sunday
   B. Friday
   D. Monday

4. The students have English day on _____.

   A. Friday
   C. Monday
   B. Wednesday
   D. Tuesday

Post listening

Write the answers in your exercise book.

1. What games do you play on Saturdays?
2. What is your favourite day during the school week? Why?

2. Speaking

A. Practise asking and answering questions about what year, month and day you were born.

Example:

Student 1: What year were you born?

Student 2: I was born in 2007. What month and day were you born?

Student 1: I was born on 1st July.

B. Practise asking and answering questions about what year, month and day your family members were born.

Example:

Student 1: What month was your sister born?

Student 2: She was born in December. What month and day was your brother born?

Student 1: He was born on 8th August.

Week 16 Day 2

3. Word Study

Read the separate words and then read as one word.

Separate words			Compound words
day	+	time	daytime
night	+	time	nighttime
mid	+	night	midnight
mid	+	day	midday
after	+	noon	afternoon

4. Reading

Pre-reading

Talk with a partner about the following:

Make a prediction about the story based on the title, **What People Do During the Day and Night** and the pictures.



While reading

Read the questions and answers. Read the text and choose the correct answers.

1. According to the text, most people do their activities_____.
   - A. during the nighttime
   - B. during the daytime
   - C. on Thursday and Friday
   - D. in the afternoon
2. What do people usually do in the night?
   - A. move from place to place
   - B. sleep for a long time
   - C. dig in the garden
   - D. work in the office
3. When does the sun shine and give light?
   - A. in the daytime
   - B. in the nighttime
   - C. for 24 hours
   - D. for one hour in the morning

What People Do in the Day and Night Time

A day has 24 hours. In the daytime, the sun shines. There is sunshine on most days, except when there are clouds. Almost all people do their activities during the daytime. For example, farmers go to the fields to dig in the garden, weed and harvest crops. Similarly, most merchants go from one place to another to buy and sell goods. Office workers also do their office tasks during the daytime. Students go to school and learn their lessons during the day.

In the nighttime, it is dark. Most people do not move from place to place at night because it is dark. They usually sleep at night for many hours.

Post reading

Discuss the following questions with a partner.

1. What do you do during the daytime?
2. What do you do during the night time?

5. Vocabulary

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

Word Bank	
noon	moon
sun	daytime

The Earth has one sun and one moon. The _____does not shine at night. It gives us light in the _____. The sunshine becomes hot at _____. People usually stay at home when it is hot. When the sun sets and stops giving light, the _____ takes its place. It shines at night.

B. Write sentences using the following words.

noon	sun
moon	daytime

Week 16 Day 3

6. Reading Fluency

Read the text, **What People Do During the Day and Night** 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 the number of people in your family. Use the words **how many**.

Example:

Student A: **How many** cousins do you have?

Student B: I have five cousins. **How many** cousins do you have?

Student A: I have four cousins.

B. Work with a partner to ask and answer questions about time. Ask questions about minutes, hours, days, weeks, months and years. Use the words **how many**.

Example:

Student A: **How many** minutes does an hour have?

Student B: An hour has 60 minutes. **How many** hours are in a day?

Student A: There are 24 hours in a day.

Grammar Spot

How many

We use **how many** to ask about quantity of someting.

We use it for countable nouns.

Example:

Teacher: **How many** brothers do you have?

Student: I have two brothers.

Teacher: **How many** friends do you have?

Student: I have five friends.

Teacher: **How many** dogs do you have?

Student: I have one dog.

Week 16 Day 4

8. Vocabulary

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

sixty, sixty-one, sixty-two, sixty-three, sixty-four, sixty-five, sixty-six, sixty-seven

B. Work with a partner to read the dialogue out loud. Be careful to pronounce the underlined words correctly.

Today is Monday. It is the first day of the week. Tomorrow is Tuesday. The day after that is Wednesday. The fourth day of the week is Thursday. It is followed by Friday. It is the last day of the school week. Next comes Saturday and Sunday. They are weekends.

9. Speaking

A. Look at what Abebe does each afternoon.

Day	Abebe's afternoon activities
Monday	helps his mother in the kitchen
Tuesday	looks after the cattle
Wednesday	studies English and maths
Thursday	visits his sister
Friday	studies environmental science and mother tongue
Saturday	plays football with his friends
Sunday	washes his uniform

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

Example Dialogue:

Student 1: What does Abebe do on Wednesday afternoon?

Student 2: He studies English and maths.

C. Work with a partner to produce a similar dialogue about what you do each afternoon.

Example Dialogue:

Student 1: What do you do on Monday afternoons?

Student 2: I play games with my sister outside.

Week 16 Day 5

10. Reading Fluency

Read the text, **What People Do During the Day and Night** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

11. Writing

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

Example: Monday

B. Look at Arega's study plan. Write your own sentences using Arega's study plan.

Example:

He studies English on Monday and Saturday.

He studies environmental science on Wednesday.

Arega's Study Plan	
Monday	English
Tuesday	Maths
Wednesday	Environmental science
Thursday	Mother tongue
Friday	Art and music
Saturday	English
Sunday	Maths

C. Fill out the table with your own study plan. Then write five or six sentences describing it.

My Study Plan	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Week 17 Day 1

Months of the Year

1. Listening

Pre-listening

Days in a Month

Talk with a partner about the following:

1. Make a prediction about the text based on the title.
2. Do you think that all months have the same number of days?

While listening

Copy the questions into your exercise book. Answer the questions as you listen to the text.

1. Which months have 30 days?
2. Which month has 28 or 29 days?
3. December and January have _____ days.

Post listening

Write the answers in your exercise book.

1. Which month is your favourite? Why?
2. How many days does it have?

2. Speaking

A. Practise asking and answering questions about the holidays people celebrate in your area.

Example:

Student 1: How often do people celebrate New year?

Student 2: They celebrate it once a year.

Student 1: When do Ethiopians celebrate the New year?

Student 2: They celebrate it in September.

B. Practise asking and answering questions about the holidays and events that happen each month.

Example:

Student 1: When do Ethiopians celebrate the Battle of Adwa?

Student 2: I think we celebrate it in March.

Student 1: You are correct. It is on the 2nd of March.

Week 17 Day 2

3. Word Study

Practise reading words that begin with **spl-** and **spr-**.

split	spring
spleen	sprint

4. Reading

Pre-reading

Talk with a partner about the following:

1. Make a prediction about the story based on the title, Holidays in Fekadu's Area.
2. Which holiday do you like most? Why?

While reading

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

1. What are the two types of holidays mentioned in the story?
2. What do people do on holidays?
3. Why do people wear new clothes on holidays?

Holidays in Fekadu's Area

Fekadu lives in a small town. In his town, people celebrate different holidays. Most holidays are either national or religious. Everyone celebrates holidays in several ways. Most people celebrate holidays by wearing new clothes, preparing different foods and having coffee ceremony.

Wearing new clothes on the new year is considered as a sign of change and bright future. On the same day, people eat and drink special foods and drinks. These make the holiday more colourful and full of joy. Neighbours and relatives exchange best wishes and gifts on the holidays. Some people visit elder family members. Others also spend the day with the poor. Holidays are times to support each other.

Post reading

Discuss the following questions with a partner.

1. How do you celebrate holidays?
2. What do your parents do on holidays?

5. Vocabulary

Read the word bank and complete sentences with them.

Word Bank		
celebrate	neighbour	bright
sign	joy	poor

Student A: Do you know how I plan to _____ the coming new year?

Student B: May be by going to your _____ house and giving them gift.

Student A: Right! gifts are _____ of your care and love to others.

Student B: Of course, it makes life full of _____.

Student A: But for me visiting the _____ is the shelter makes me happy.

Student B: That is a good idea. I will go with you to our village child feeding centre.

Student A: We will have happy new year with people who need our help.

Week 17 Day 3

6. Reading Fluency

Read **Holidays in Fekadu's Area** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

7. Grammar

Grammar Spot

Present simple tense

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

Examples of repeated actions:

1. The sun **rises** in the east.
2. Students always **wear** school uniforms on school days.

Examples of facts:

1. I **am** a teacher.
2. They **are** grade six students.
3. She **is** a doctor.

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

Word Bank		
are	am	is

My name(1) _____ Tufa. I (2)_____ a grade four student. My brother, my two little sisters and I learn in the same school. My brother (3)_____ a grade seven student. My two little sisters (4)____ grade two students. I(5) _____ happy because we go to school together. I enjoy school because it (6)_____ fun for me. We(7) _____ good students.

B. Work with a partner to ask and answer questions about the holidays and events that happen in the different months of the year.

Student 1: What holiday do we celebrate in September?

Student 2: We celebrate the New Year.

Student 1: What event do we celebrate in February?

Student 2: We celebrate the Battle of Adwa.

Week 17 Day 4

8. Vocabulary

A. Work with a partner to read the text out loud. Be careful to pronounce the underlined words correctly.

The year has twelve months. People celebrate holidays in different months. For example, we celebrate the Ethiopian New Year in September. It is a holiday for all Ethiopians to celebrate.

B. Write sentences using the following words.

months	September	holidays	celebrate

9. Speaking

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

Example Dialogue:

Student 1: My family always celebrates the New Year.

Student 2: What do you do for the New Year?

Student 1: I give pictures of flowers to my neighbours. They give me coins or birr.

Student 2: What do you do with the birr?

Student 1: I usually buy marbles and play with my friends. What about you?

Student 2: I sing songs with the children who live next to my home.

B. Work with a partner to produce a similar dialogue about what you do on different holidays.

Week 17 Day 5

10. Reading Fluency

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

11. Writing

A. Write the months of the year in your exercise book with correct spelling and capital letters.

Example: September

B. Write short sentences about what you do during the different months of the year.

Examples:

In July, I help my family on a farm.

In September, I go back to school.

Week 18 Day 1

Seasons of the Year

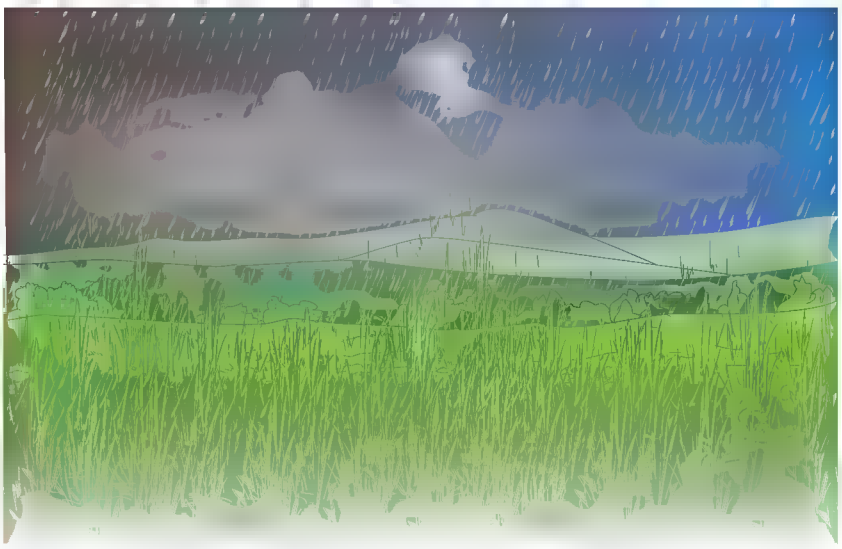
1. Listening

Seasons in Ethiopia

Pre-listening

Talk with a partner about the following:

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



2. Do animals get enough food to eat in March?

While listening

Copy the table into your exercise book. As you listen to the story, match the description with the season.

	Description	Season
1.	There is a lot of rain.	Spring
2.	The leaves start to change their colours.	Winter
3.	The weather is mostly hot and sunny.	Summer
4.	The weather is cold and windy.	Autumn

Post listening

Write the answers in your exercise book.

1. Do you prefer when the weather is hot and sunny, or when it is rainy?
2. Which season is your favourite? Why?

2. Speaking

A. Look at the pictures. Talk with your partner about what is happening in the pictures.

Example:

The people in the first picture are weeding with their hands.

		
1	2	3

B. Practise asking and answering questions about what you do in the summer.

Example:

Student 1: What do you do in the summer?

Student 2: I visit my grandparents in July. They live far from us.

Student 1: What else do you do?

Student 2: I help my family look after our goats and sheep. What do you do?

Student 2: I study English in a language school. I also clean our home.

Week 18 Day 2

3. Word Study

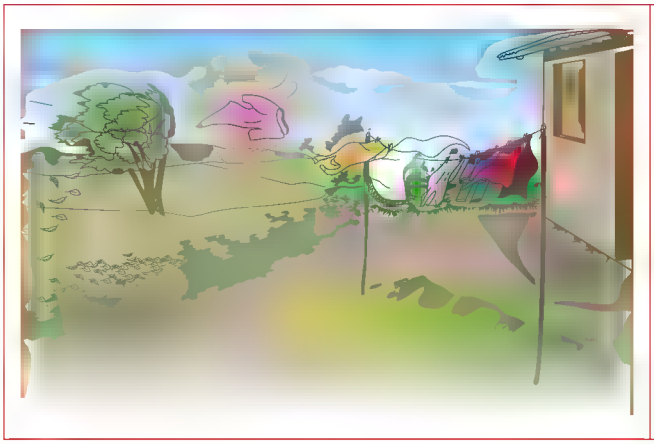
Say each of these words out loud. Identify the sound you hear at the end of each word.

sunny	cloudy
windy	rainy

4. Reading

Pre-reading

Make a prediction about the text based on the title, 'Weather in Ethiopia' and using the pictures given below.





While reading

Copy the table into your exercise book. Read each of the nine sentences. Read the story and write each sentence under the correct season. The first one is done for you.

Rainy season	Dry season
	The weather is very warm.

1. The weather is very warm.
2. The weather is very cold.
3. The wind moves branches in the trees.
4. People wear light clothes.
5. Farmers plant trees.
6. There is a lot of rain.
7. There are water shortages.
8. The weather is cold in the evening.
9. People wear jackets.

Seasons in Ethiopia

There are rainy and dry seasons in Ethiopia. In the rainy season, a lot of rain falls. The weather is very cold. The land gets wet. People feel cold in this season. They wear jackets and sweaters. During the rainy season, farmers plough the land, plant trees, sow crops and grow vegetables.

During the dry season, there is usually water shortage. Some trees lose their leaves. Many plants stop growing. The weather is very warm during the daytime and cold in the evening. It is also sunny and windy. People feel warm and wear light clothes. When the weather is sunny, many people would find it hard to walk. The weather can also be windy. The wind blows strongly in different directions. It moves branches of the trees.

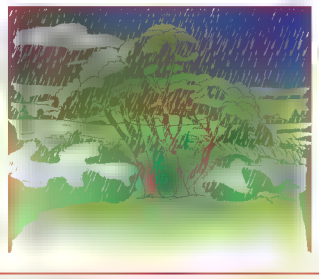
Post reading

Discuss the following questions with a partner.

1. Which months have the most rain in your area?
2. Which clothes do you wear when the weather is cold?

5. Vocabulary

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

			
1	2	3	4

A. cloudy _____ C. sunny _____

B. windy _____ D. rainy _____

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

Word Bank	
hot	dry
wet	cold

There is a lot of rain in August in most areas of Ethiopia. The land is(1)_____ and the weather is(2) _____. People usually wear jackets and sweaters. They do not usually wear t-shirts and shorts because the weather is not (3)_____. Many people wear shoes and boots to keep their feet(4) _____.

Week 18 Day 3

6. Reading Fluency

Read the text, **Weather in Ethiopia** 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 talk about what happens during the different months and seasons in Ethiopia. Use the word **in**.

Example:

I was born **in** July. I celebrate my birthday **in** the summer.

We celebrate the Victory of Adwa **in** March.

B. Read the words in the Word Bank. Choose the correct word to fill in the gap in each sentence. A word can be used more than once.

Word Bank			
is	are	am	in

June, July and August (1)_____ rainy months in Ethiopia. People call them summer. Summer (2)_____ a rainy season for us.(3) _____ summer, students do not go to school for regular classes. (4)____ July, I usually go to town to visit my brother. My brother (5)_____ always happy when I visit him. I(6) _____ happy, too. I stay with him until September. I must go back to school (7)_____ September.

Grammar Spot

In

We use the word **in** before talking about months and seasons of the year.

Examples:

In July, there is a lot of rain.

It is very hot and sunny **in** winter.

We go back to school **in** September.

Week 18 Day 4

8. Vocabulary

A. Read the text. Look at how the underlined words are used in the text and guess the meaning of each word.

Students in Ethiopia begin to go to school in <u>autumn</u>. They are happy because they go to school after celebrating the Ethiopian New Year. They study hard for their first semester's final examination in <u>winter</u>. They take school vacation and resume classes in <u>winter</u>. They continue to study hard for their second semester's examination in <u>spring</u>. They take their final examination and know whether they pass to the next grade at the beginning of <u>summer</u>.

B. Write sentences using these words.

spring	summer	autumn	winter

9. Speaking

A. Practise asking and answering questions about what happens during the different seasons of the year.

Example:

Student 1: What do farmers do in the summer?

Student 2: Farmers grow crops in the summer. What do they do in the autumn?

Student 2: They harvest their crops in autumn.

B. Practise asking and answering questions about what people in the city and the countryside do in the different seasons of the year.

Example:

Student 1: What do people in the countryside do in the summer?

Student 2: There are farmers in the countryside. They weed their farms in the summer. What do people in the city do in the summer?

Student 1: People in the city plant flowers in the summer.

Week 18 Day 5

10. Reading Fluency

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

11. Writing

A. Write the seasons of the year in your exercise book with correct spelling.

Examples: summer

B. Write short sentences about what you do during the different seasons of the year.

Examples: I weed my family's garden in the summer.

UNIT 7 People

Week 19 Day 1

Clothing

1. Listening

Pre-listening

Ojulu and Akilo Choose New Clothes

A. Make a prediction about the story based on the title, Ojulu and Akilo Choose New Clothes and the picture.



B. Talk with a partner about what types of clothes you wear.

While listening

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

1. _____ chooses red and blue trousers.
2. _____ chooses red and yellow dresses.
3. _____ and _____ choose new clothes.

4. Akilo chooses long, short and _____ dresses.
5. Ojulu chooses _____, small and medium trousers.

Post listening

Write the answers in your exercise book.

1. Is your colour choice similar to or different than Ojulu's and Akilo's choices?
2. When do you buy new clothes?

2. Speaking

A. Practise asking and answering questions about the clothes people wear in different kinds of weather.

Example:

Student 1: What do people wear when it is hot?

Student 2: People usually wear white t-shirts. White t-shirts reflect the light. What do people wear when it is cold?

Student 1: People wear coats, jackets and sweaters so they can stay warm.

B. Practise asking and answering questions about the types and colours of clothes students are wearing in your class.

Example:

Student 1: What is Belaynesh wearing?

Student 2: She is wearing a red shirt and a white coat. What is Girma wearing?

Student 1: He is wearing white trousers and a brown sweater.

Week 19 Day 2

3. Word Study

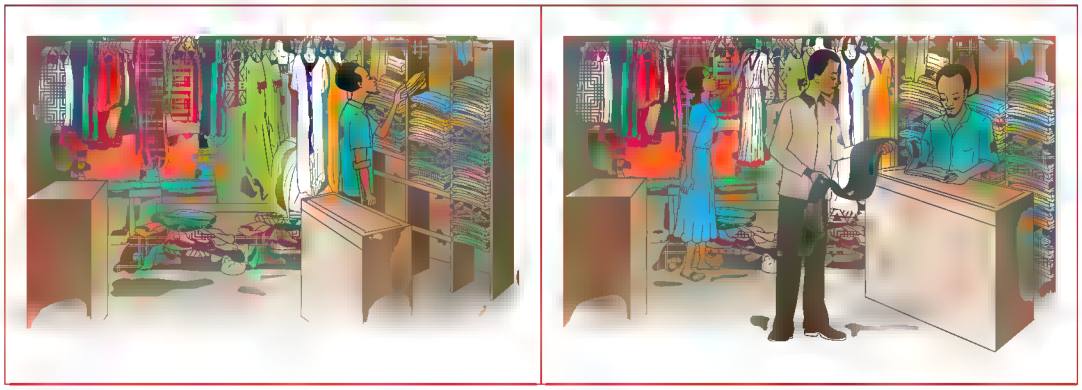
Identify the sounds you hear at the end of the words. Read them accurately.

laugh	cough	enough	rough

4. Reading

Pre-reading

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



B. Tell your partner when you wear woolen clothes.

While reading

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

1. Rahel and Zelalem go to market on _____ to buy new clothes.
2. _____ buys a blue scarf and a purple _____.
3. Zelalem buys a red _____.
4. Zelalem buys a _____ jacket.

Rahel and Zelalem Go Shopping

Rahel and Zelalem live in a village in Ethiopia. It is rainy season and Rahel needs to buy more warm clothes because the weather is cold. She asks her older brother, Zelalem, to go with her to buy new clothes.

On Saturday, Rahel and Zelalem go to the market to buy clothes. They walk around the market to choose new clothes with different colours and sizes. Rahel buys a blue scarf and black trousers. She also buys a purple jacket. Zelalem wants to buy a red sweater. He also wants to buy a woolen jacket and a white shirt. Rahel and Zelalem now have warm clothes and they are ready for the rainy season.

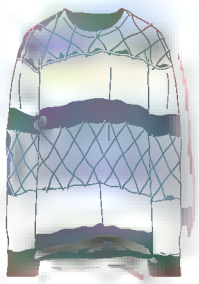
Post reading

Discuss the following questions with a partner.

1. What clothes does your family wear in the rainy season?
2. Where do you go to buy new clothes?

5. Vocabulary

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

Word	Picture
1. scarf	A. 
2. shorts	B. 
3. shirt	C. 
4. sweater	D. 

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

Word Bank	
different	skirts
similar	shorts



1. The girls are wearing blue _____.
2. The colours of the boys' T-shirts are _____.
3. The colours of the girls' shirts are _____.
4. The boys are wearing white and black _____.

Week 19 Day 3

7. Reading Fluency

Read the text, **Rahel and Zelalem Go Shopping** 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. Write sentences about what the people are wearing in each picture.

Example:

The woman in picture 1 **is wearing** a scarf.

			
1	2	3	4

B. Work with a partner to ask and answer questions about what the people in the pictures are wearing.

Example:

Student 1: What is the man in the third picture wearing?

Student 2: He is wearing red trousers and a black jacket.

Grammar Spot

The present continuous tense

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

He	is	verb + -ing
She		
It		

Example:

She is cooking food.

You	are	verb + -ing
We		
They		

Example:

They are watching films.

I	am	verb + -ing

Example:

I **am drinking** tea.

Week 19 Day 4

8. Vocabulary

A. Work with a partner to read the short story out loud. Be careful to pronounce the underlined words correctly.

I usually see Alem and Abinet wearing different clothes such as trousers, sweaters, scarves, skirts and shorts. Alem usually wears a skirt, a sweater and

a scarf when she goes out of her home. Abinet usually wears shorts, trousers, a sweater and a shirt when he leaves home.

B. Write sentences using the following words.

trousers	sweater	scarf

9. Speaking

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

Example Dialogue:

Student 1: Your shirt is really nice. Where did you find it?

Student 2: In a shop at Arat Kilo.

Student 1: Wow! That is interesting. I will buy one like yours.

Student 2: I think you will look good if you buy one and wear it.

Student 1: Thank you.

B. Work with a partner to produce a similar dialogue for giving and receiving compliments about clothing.

Week 19 Day 5

10. Reading Fluency

Read the text, **Rahel and Zelalem Go Shopping** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

11. Writing

A. Write the names of clothes in your exercise book with correct spelling.

Example:

jacket

T-shirt

B. Write short sentences about the types and colours of clothing you have.

Example: I have two jackets. One is black and one is red.

Week 20 Day 1

Clothes for Holidays

1. Listening

Traditional Clothes in Ethiopia

Pre-listening

A. Make a prediction about the text based on the title.

B. Talk with a partner about when you and your family wear traditional clothes.

While listening

Decide if the sentences are true or false as you listen to the text.

1. Traditional Ethiopian clothes represent cultures.
2. Craftmen use shiny threads to make traditional clothes less attractive.
3. Some traditional Ethiopian clothes are made from cotton.
4. Most Ethiopians do not wear traditional clothes for wedding ceremonies.
5. Ethiopian clothes do not have patterns.

Post listening

Write the answers in your exercise book.

1. What are the traditional clothes you like most made of? Why?
2. Which person in your family likes to wear traditional clothes the most?

2. Speaking

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

Example Dialogue:

Student 1: I like to wear a black suit with a red tie on every holiday. What do you like to wear?

Student 2: I always wear white clothes. What do you wear for the Ethiopian New Year?

Student 1: I wear yellow trousers with a green shirt on the Ethiopian New Year. What do you wear?

Student 2: I usually wear **traditional cotton dress** on the Ethiopian New Year.

B. Work with a partner to produce a similar dialogue about the clothing you wear on holidays.

Week 20 Day 2

3. Word Study

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

clothes	holidays
shops	sandals

4. Reading

Pre-reading

Talk with a partner about the following:

1. Make a prediction about the text based on the title, **Clothes People Wear on Holidays**.
2. What type of clothes do you wear on holidays?

While reading

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

1. What holiday does the text talk about?
2. What kind of clothes do people prefer to wear on holidays?
3. Why do people wear special clothes on holidays?
4. What changes are mentioned in the text?

Clothes People Wear on Holidays

Clothing has connections with holidays. People wear special clothes to mark them. For example, on the Ethiopian New Year, which is celebrated at the beginning of September, most Ethiopian people prefer to dress in the traditional clothes made of cotton. They do so because they feel that wearing traditional clothes make holidays more colourful and interesting.

The types of clothes people wear for holidays vary from place to place, and culture to culture. It is not common to see people on their casual or informal clothes on holidays. Most people prefer to look smarter and more attractive on holidays than the regular days.

People are wearing the traditional clothes with different colours and designs. Local weavers make coats, trousers, shirts, hats and dresses of different designs and colours from the traditional garment. People wear these clothes for holidays and for special occasions such as wedding and national meetings. There are also attempts to make the traditional clothes as clothes of all occasions.

Post reading

Discuss the following questions with a partner.

1. Do you think people must wear new clothes to celebrate holidays? Explain your response.
2. Do you like the text? Why?

5. Vocabulary

Work with a partner. Read the text and match words written under **A** with the similar meaning under **B**.

A	B
1. mark	A. clothing
2. vary	B. indicate
3. occasion	C. times
4. garment	D. differ

Week 20 Day 3

6. Reading Fluency

Read the text, **Clothes People Wear on Holidays** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

7. Grammar

Grammar Spot

Present continuous tense

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

Examples:

She **is wearing** a scarf.

I **am wearing** shoes.

They **are wearing** traditional dresses.

Work with a partner and pretend you are at a wedding or another traditional ceremony. Practise describing the traditional clothes you see people wearing.

Example:

Student A: We are at my aunt's wedding. That woman is wearing a *netela*.

Student B: That woman is wearing a dress with a beautiful pattern.

Student A: Look at that woman! She is wearing gold bracelets.

Week 20 Day 4

8. Vocabulary

A. Work with a partner to read the sentences out loud. Be careful to pronounce the underlined words correctly.

1. Weavers make traditional clothes with different designs.
2. He likes wearing a blue black suit on a holiday.
3. There are different occasions in Ethiopia that people celebrate.
4. Most people in Ethiopia wear traditional clothes to celebrate holidays or occasions.

B. Write sentences using the following words.

traditional	occasion

9. Speaking

A. Look at the pictures. Talk with your partner about what the people are wearing in the pictures.

Example:

The woman in the second picture is wearing a yellow *scarf* and a black dress.

			
1	2	3	4

B. Work with a partner to practise giving and receiving compliments about your clothing.

Example:

Student 1: I like the colour of your shirt.

Student 2: Thank you. I like your trousers.

Student 1: Thank you.

Week 20 Day 5

10. Reading Fluency

A. Tell your partner what you remember from the text **Clothes People Wear on Holidays**.

B. Read the text, **Clothes People Wear on Holidays** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

11. Writing

A. Write the items of clothing people wear on holidays.

B. Write short sentences about the items of clothes people wear on holidays in your area.

Week 21 Day 1

Uses of Clothes

1. Listening

School Uniforms

Pre-listening

A. Make a prediction about the text based on the title, **School Uniforms**.

B. Do all schools have the same colour of school uniforms? Talk with a partner.

While listening

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

1. Students wear uniforms in both _____ and _____ schools.
2. The_____ of uniform differ from school to school.
3. School uniforms make all students in a school wear the _____ clothing style.
4. _____ help other people to identify among students, teachers and other workers in a school.

Post listening

Write the answers in your exercise book.

1. Do you think students should wear school uniforms? Why or why not?
2. Do you like the colour of your school uniform? Why or why not?

2. Speaking

A. Talk with your partner about the different uses of clothes.

Example:

We use clothes to keep warm. We use clothes to celebrate special holidays.

B. Practise asking and answering questions about the uses of different clothes.

Example:

Student 1: Why do people wear sweaters?

Student 2: People wear sweaters to stay warm. Why do people wear hats?

Student 1: People wear hats to protect themselves from the sun.

Week 21 Day 2

3. Word Study

Look at the segmented words then read the whole word faster. Identify the sound you hear at the end of each word.

Root	+	suffix	Whole word
cold	+	er	colder
tall	+	er	taller
long	+	er	longer

4. Reading

Pre-reading

Talk with a partner about the following:

1. Make a prediction about the text based on the title, **Clothes People Wear** and the pictures.



2. What clothes do you wear in cold and warm weather?

While reading

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

1. Why do we wear clothes?
2. Why do people wear white and light coloured clothes when the weather is hot?
3. Why do people wear jackets?
4. What are the items of clothes in the text? List them.

Clothes People Wear

People use clothes for different purposes. They wear clothes to cover their bodies. They also use clothes to protect themselves from rain, hot and cold weather.

People wear different clothes that fit to the weather condition. In hot weather, people wear clothes such as skirts, t-shirts, shirts and shorts. People also wear white and light coloured clothes because they reflect sunlight and keep the body cooler. Some people wear sandals. Some people use hats to protect them from the sun.

People wear jackets, coats and sweaters when the weather is cold. They wear these to keep warm. They also wear heavy, thick clothes to protect them from the cold. People wear shoes to keep their feet safe from sharp objects.

Post reading

Discuss the following questions with a partner.

1. When do you wear heavy clothes such as jackets and coats? Why?
2. Do you prefer cold or warm weather? Why?

5. Vocabulary

A. Work with a partner to read the dialogue out loud. Be careful to pronounce the underlined words correctly.

Student A: Good morning.

Student B: Good morning.

Student A: I think you must be new to this place. Is this your first time to come here?

Student B: Yes, it is. How do you know?

Student A: It is because of the way you dress. Today the weather is hot. People usually wear white clothes when it is hot, but you are wearing a jacket. People do not wear clothes like jackets and coats here.

Student B: Why do people here wear white clothes?

Student A: White clothes reflect sunlight. They make us feel cooler even though it is so hot here. We always wear shorts, t-shirts and sandals.

Student B: Thank you for your information. I will be here for the next two months. I will buy white and light coloured clothes soon.

B. Write sentences using the following words.

white	light	jacket	coat

Week 21 Day 3

6. Reading Fluency

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

7. Grammar

A. Look at the table showing the temperatures in each city or town. The higher the number, the hotter the temperature is.

B. Write sentences comparing the temperatures in two cities or towns. Use the words **hotter than** and **colder than**.

Cities/Towns	Average temperature in degrees Celcius
Addis Ababa	23
Adama	27
Assossa	29
Bahir Dar	27
Dire Dawa	27
Gambela	39

Cities/Towns	Average temperature in degrees Celcius
Hawasa	27
Harar	22
Jigjiga	26
Mekelle	23
Semera	32

Examples:

Gambela is **hotter than** Semera.

Harar is **colder than** Assossa.

Grammar Spot

Words that compare

We use the word **than** to compare two things.

Examples:

Semera is hotter **than** Assossa.

She is older **than** me.

I have more brothers **than** you.

Your car is nicer **than** mine.

Week 21 Day 4

8. Vocabulary

A. Work with a partner to read the sentences out loud. Be careful to pronounce the underlined words correctly.

Students in both cold and hot areas wear uniforms in school. Students in hot areas choose light uniforms. Most of the uniforms are white in colour. The students wear white shirts so they can stay cool. Students in cold areas usually wear jackets and coats. These items of clothing keep them warm.

B. Write sentences using the following words.

uniform	cool	warm

9. Speaking

Practise asking and answering questions about the different clothes people wear in hot and cold weather.

Example:

Student 1: What do people wear in hot weather?

Student 2: People wear white clothes. What do they wear on their feet?

Student 1: People in hot weather wear sandals. What do people wear in cold weather?

Student 2: They wear jackets to keep their body warm.

Week 21 Day 5

10. Reading Fluency

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

11. Writing

A. Write the items of clothing people wear every day.

Examples:

coat

shirt

B. Write short sentences about what items of clothing people wear every day and how clothes help us stay warm or cool.

Examples:

I wear a white shirt and a hat when it is hot outside.

My mother wears a purple coat when it is rainy and cold.

UNIT 8 Jobs

Week 22 Day 1

My Family Members' Jobs

1. Listening

Abeba's Family Jobs

Pre-listening

Talk with a partner about the following questions.

1. Make a prediction about the story based on the title, **Abeba's Family Jobs**.
2. Tell your partner about the jobs your family members do.

While listening

Copy the table into your exercise book. As you listen to the story, write the names of Abeba's family members and the jobs they do.

Abeba's family member	Job
mother	dentist
	teacher
husband	
sister	
	carpenter
uncle	
	waiter
grandfather	

Post listening

Write the answers in your exercise book.

1. Do your family members do any of the same jobs as Abeba's family members? Which ones?
2. Do you agree that all jobs are equally important? Why or why not?

2. Speaking

Practise asking and answering questions about the jobs your family members do outside of the home.

Example:

Student 1: What is your mother's job?

Student 2: She is a teacher. She teaches in a school.

Student 1: What is your elder brother's job?

Student 2: He is a waiter. He works in a hotel.

Week 22 Day 2

3. Word Study

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

words	New words
police + man	policeman
shop + keeper	shopkeeper

4. Reading

Pre-reading

Talk with a partner about the following:

1. Make a prediction about the text based on the title, **People's Jobs**.
2. Discuss what jobs your family members do.

While reading

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

1. Who does keep people safe?
2. Who does help people when their teeth are painful?
3. Who does make tables and chairs?
4. Who does sell different goods?

People's Jobs

I'm a policeman, I'm a policeman,
I work to keep people safe from harm.
I'm a doctor, I'm a doctor,
I can make you better when you feel sick.
I'm a teacher, I'm a teacher,
I teach students how to read and write.
I'm a farmer, I'm a farmer,
I have donkeys, cows and sheep.
I'm a dentist, I'm a dentist,
Come to me when you have painful teeth.
I'm a cook, I'm a cook
I prepare food you like.
I'm a waitress, I'm a waitress,
I serve you food you like.
I'm a waiter, I'm a waiter,
I serve drinks you like.
I'm a carpenter, I'm a carpenter,
I make you a table or a chair.
I'm a shopkeeper, I'm a shopkeeper,
I sell different goods to you.

Post reading

Discuss the following questions with a partner.

1. Why are policemen important?
2. Why are doctors and dentists important?
3. Why are farmers important?

5. Vocabulary

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

Word Bank		
farmer	dentist	waiter
cook	waitress	

1. A man works in a restaurant and serves people. He provides them coffee, tea and food when they order. He is a _____.
2. She helps people when they are sick. She treats people when their teeth hurt. She is a _____.
3. I see a woman ploughing the land. She grows wheat, teff, corn and sorghum. She is a _____.
4. He prepares food in a hotel. Many people go there to eat his food. He is a good _____.
5. A woman works in a hotel and serves people. She brings them coffee, tea, soda and food when they order. She is a _____.

Week 22 Day 3

6. Reading Fluency

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

7. Grammar

Grammar Spot

Simple Present Tense

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

In the present simple tense, use singular nouns with singular verbs. Use plural nouns with plural verbs.

Regular singular nouns do not add **-s** or**-es.** Singular verbs add **-s** or **-es**.

Singular nouns	Singular verbs
teacher	works
doctor	drives
driver	asks

Regular plural nouns add **-s** or **-es**. Plural verbs do not add **-s** or **-es**.

Plural nouns	Plural verbs
teachers	work
doctors	drive
drivers	ask

Examples:

A teacher helps students.

The birds fly in the sky.

Write sentences using the words in the table.

A farmer	treat	food
A cook	prepares	English
School directors	drive	sick people
Nurses	grows	buses
Drivers	teaches	schools
A teacher	manage	corn

Examples:

A farmer grows corn.

Drivers drive buses.

Week 22 Day 4

8. Vocabulary

A. Say each word correctly with a partner.

teacher	doctor
farmer	carpenter

B. Write sentences using these words.

9. Speaking

A. Look at the examples of yes/no questions. Close-ended questions have a yes or no answer.

Examples:

Student 1: Is your mother a teacher?

Student 2: No.

Student 1: Is your brother a driver?

Student 2: Yes.

B. Work with a partner to ask and answer yes/no questions about your family member's jobs.

C. Practise asking and answering questions about the jobs your family members do outside of the home. Use words like **who, what, where, when, why, which** and **whom**.

Example:

Student 1: What is your mother's job?

Student 2: She is a shopkeeper. She sells trousers, shirts, t-shirts, and dresses.

Student 1: What other things does she do?

Student 2: She cooks food. She looks after her children.

Student 1: What is your father's job?

Student 2: He is a farmer. He plants different crops.

Week 22 Day 5

10. Reading Fluency

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

11. Writing

A. Write four jobs you remember from the text **People's Jobs**.

Example: policemen

B. Write short sentences about what jobs your family members do outside of the home.

Example

My father is a teacher. He teaches English.

My mother is a farmer. She grows vegetables, fruits, wheat, corn and teff.

My brother is a tailor. He makes dresses.

Week 23 Day 1

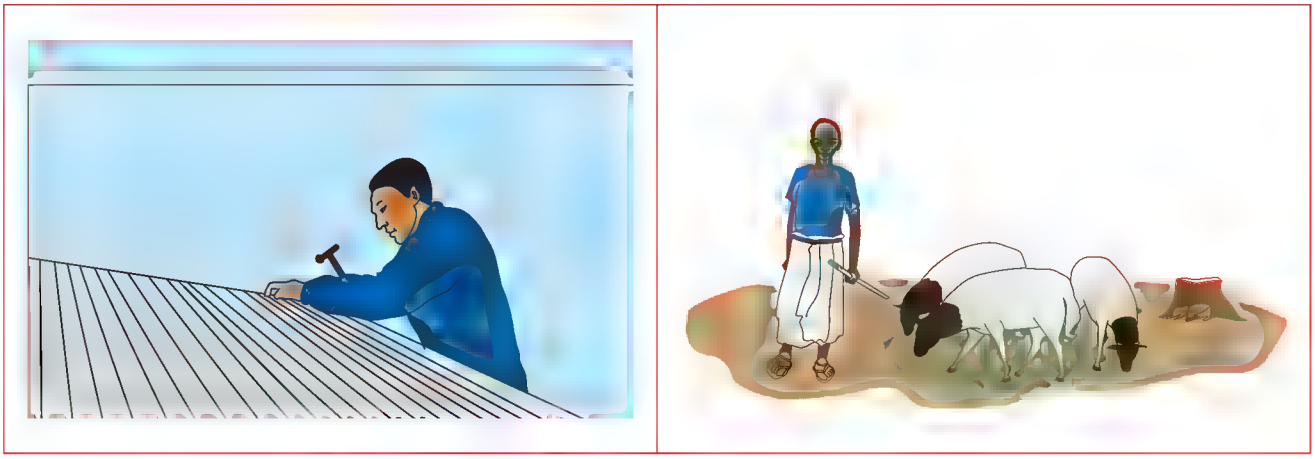
Family Members' Workplaces

1. Listening

Tirunesh's Family

Pre-listening

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



B. Talk with a partner about what jobs your family members do.

While listening

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

1. Turinesh's uncle grows _____ and _____ in the family's garden.
2. Turinesh's _____ sells vegetables and fruits in the market.
3. Turinesh makes _____ because she is a seamstress.
4. Turinesh's brother keeps _____ because he is a shepherd.

Post listening

A. Write the answers in your exercise book.

B. Which job do you want when you grow up? Why?

2. Speaking

A. Practise asking and answering questions about the jobs your family members do.

Example:

Student A: What is your brother's job?

Student B: He is a business man.

Student A: What is your sister's job?

Student B: She is an engineer.

B. Practise asking and answering questions about your family members' workplaces.

Example:

Student A: Where does your father work?

Student B: My father is a farmer. He works in a farm. What about your father?

Student A: He is a teacher. He teaches in a school.

Week 23 Day 2

3. Word Study

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

Words			New words
work	+	place	workplace
police	+	man	policeman
air	+	port	airport

4. Reading

Pre-reading

Talk with a partner about the following:

1. Make a prediction about the story based on the title, **Tolla's Family** and the pictures.



2. Discuss where your family members work.

While reading

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

1. Tolla's mother is a _____. She works in a _____ and treats people when they are _____.
2. Tolla's father is a _____. He teaches in a _____ school at grade _____.
3. Tolla's uncle is a _____. He works in a _____ and serves _____ and _____ to customers.
4. Tolla's sister is a _____. She works in an _____.

Tolla's Family

I am Tolla. I live with my family. My family works in different workplaces. My mother is a nurse. She works in a clinic. She treats people when they are sick. My father is an English teacher. He teaches at grade three in a government school. My brother is a policeman. He works in a police station. He keeps our community safe. The police station is near the school.

My uncle is a waiter. He works in a hotel in front of the police station. He serves food and drinks to customers. My sister is a bank manager. She works in an office. She manages the daily activities and the workers at the bank. Her office is on the first floor of a tall building in the city.

Post reading

Discuss the following question with a partner.

Can you name and describe other workplaces?

5. Vocabulary

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

Word Bank		
police station	office	hotel
clinic	school	

1. A nurse works in a _____. She helps sick people.
2. A teacher works in a _____. He helps students to learn.
3. A police officer works at a _____ _____. She keeps people safe and tries to prevent crime.
4. A secretary works in an _____. He opens letters and answers the phone.
5. A waitress works in a _____. She serves people food and drinks.

Week 23 Day 3

6. Reading Fluency

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

7. Grammar

A. Write sentences using the words in the table.

Example:

Farmers work in a garden.

Doctors		a school.
A teacher		a shop.
Farmers	works in	a garden.
A mechanic	work in	a hospital.
Shopkeepers		a hotel.
A waitress		a garage.

B. Work with a partner to ask and answer questions about your family member's workplaces. Use the words **who, what, where, when, why** and **which**.

Example:

Student 1: What does your father do?

Student 2: He is a carpenter.

Student 1: Where does he work?

Student 2: He works in a carpentry shop.

Grammar Spot

Present simple tense

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

Example:

A doctor works in a hospital. She helps sick people stay healthy.

Week 23 Day 4

8. Vocabulary

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

near	next	first floor
opposite	ground floor	in front of

B. Work with a partner to read the sentences out loud. Be careful to pronounce the underlined words correctly.

My brother is an engineer. He constructs roads. His office is <u>in front of</u> a bank on a <u>first floor</u>. He usually takes a break every day on the <u>ground floor</u>. The office is <u>opposite</u> to a school. It is <u>near</u> a post office and <u>next</u> to the Basha Hotel.

9. Speaking

A. Practise asking for and giving directions to different places.

Example:

Student A: Can you tell me where to find the director's office?

Student B: Yes, it is in front of section D.

Student A: I do not know where section D is.

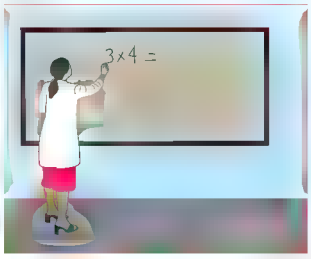
Student B: It is over there. Turn left after that building.

Student A: Thank you.

B. Look at the pictures. Talk with your partner about the job each person does.

Example:

The man in the picture is a pilot.

			
1.	2.	3.	4.

Week 23 Day 5

10. Reading Fluency

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

11. Writing

A. List the different jobs that your family members do in your exercise book with correct spelling.

Examples:

teacher

farmer

driver

B. Write short sentences about the different jobs that your family members do.

Examples:

My elder sister is a manager. She works in an office.

My father is a teacher. He teaches at a school.

Week 24 Day 1

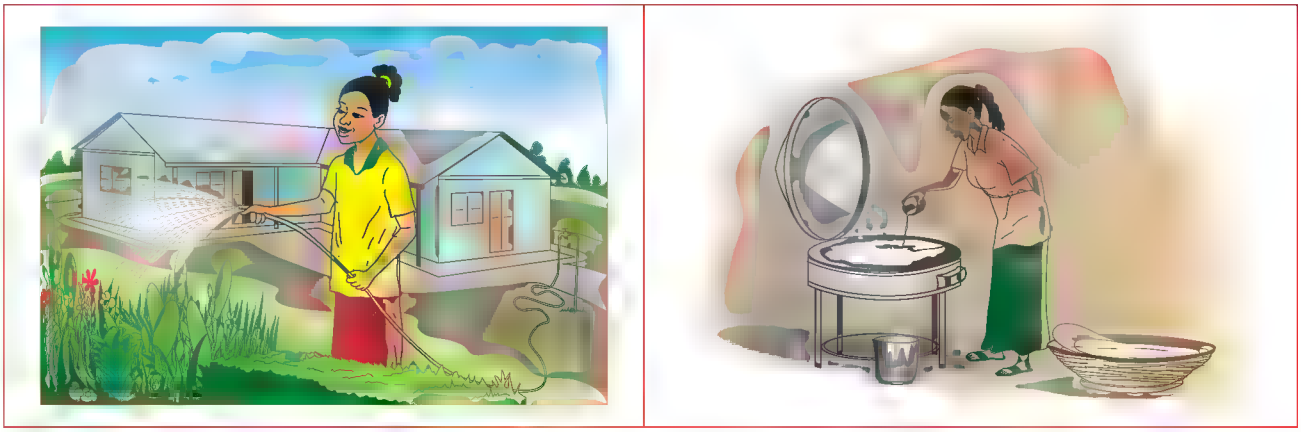
What We Do at Home

1. Listening

Children's Roles at Home

Pre-listening

A. Make a prediction about the story based on the title, **Children's Roles at Home** and the pictures.



B. Talk with a partner about what chores you do at home.

While listening

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

1. Aster and Gemeda prepare the table for _____.
2. Aster gives food to the _____ and _____.
3. Aster sweeps dirt and puts it into a waste _____.
4. Aster and Gemeda water the vegetables and the _____ plants.

Post listening

Write the answers in your exercise book.

1. What are some things Aster and Gemeda do to help their family?
2. What do you do to help your family at home?

2. Speaking

A. Practise asking and answering questions about the jobs you do at home.

Example:

Student A: What do you do at home?

Student B: I wash my socks. I clean my shoes. What about you?

Student A: I collect firewood. I fetch water.

B. Practise asking and answering questions about the jobs you can and cannot do at home.

Example:

Student A: What jobs can you do at home?

Student B: I can sweep the floor of our house.

Student A: Can you carry 25 kilos of wheat?

Student B: No, I cannot carry that much.

Week 24 Day 2

3. Word Study

Say each of these words out loud.

sweat	sweep
sweet	swim

4. Reading

Pre-reading

Talk with a partner about the following:

1. Make a prediction about the story based on the title, **Household Jobs**.
2. Discuss what activities you do at home.

While reading

Read the story and fill in the table with Robel's family's members and household jobs.

Family member	Household job
	repairs chairs, beds and tables
Robel	
	cleans the tables and makes the bed
	spins cotton to make clothes
Robel's mother	

Household Jobs

Robel lives in a small village. He lives with his father, mother, sister, brother, grandfather and grandmother. In Robel's family, everyone does a job in the house. They work hard every day. Robel's father has a home garden. He plants cabbages and tomatoes. He removes the weeds using a hoe. Robel's grandfather repairs chairs, beds and tables at home. Robel sweeps the floors. He also washes dishes in the kitchen. Robel's sister cleans the tables and makes the beds. She also washes clothes. Robel's mother cooks food. She also waters the plants in the garden. Robel's grandmother is a spinner. She spins cotton to make clothes for the family.

Post reading

Discuss the following question with a partner.

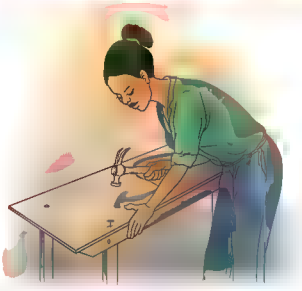
What activities do your family members do at home?

5. Vocabulary

Match each word with a picture. Then write a sentence about each picture in your exercise book.

Example:

The man is making 'injera'.

A	B
1. repair	A. 
2. make	B. 
3. spin	C. 
4. cultivate	D. 

Week 24 Day 3

6. Reading Fluency

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

7. Grammar

Grammar Spot

Present simple tense

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

Examples of repeated actions:

1. I always **make** coffee.
2. She usually **goes** to school by car.
3. They often **swim** in the river.

Examples of facts:

1. The teacher **works** in a school.
2. There **are** many doctors at the hospital.

Read the paragraph and underline the verbs. Write your own paragraph about what jobs you do around the home. Use the present simple tense.

Kemal and Ababu are brothers. They usually help their parents. Kemal washes dishes, pots and towels. Ababu makes coffee. He usually waters plants in the garden. Kemal and Ababu sometimes collect firewood.

Week 24 Day 4

8. Vocabulary

A. Work with a partner to read the dialogue out loud. Be careful to pronounce the underlined words correctly.

Student A: Are there plants in your garden?

Student B: I do not have a garden. My parents have a farm with a lot of plants. Do you have a garden?

Student A: Yes, I have one.

Student B: Who waters your garden?

Student A: I usually water the garden, but my elder sister sometimes helps.

Student B: What do you do with the vegetables in your garden?

Student A: We sell some of them and we cook the rest for eating.

B. Write sentences using the following words.

cook	water	plant

9. Speaking

A. Look at the pictures. Talk with your partner about what each person is doing in the pictures.

Example: A woman in the first picture is watering her plants.



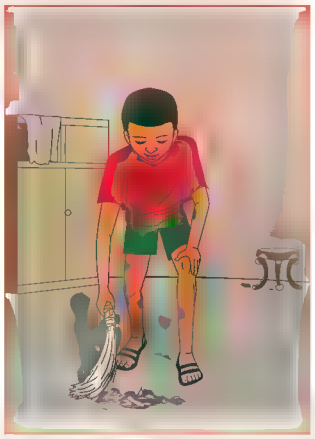
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2



3



4

B. Practise asking and answering questions about what the people in the pictures above are doing.

Example:

Student 1: What is the boy doing?

Student 2: He is sweeping the dirt from the floor.

Student 1: Why is he doing that?

Student 2: He wants to help his family and clean the house.

Week 24 Day 5

10. Reading Fluency

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

11. Writing

A. List the activities you do at your home.

Examples:

watering plants

making the beds

B. Write short sentences about the activities you do at your home.

Examples:

I always make the beds. Then I clean my bedroom.

Every evening after school, I water the plants.

UNIT 9 Domestic Animals

Week 25 Day 1

Food for Domestic Animals

1. Listening

Bogale's Visit

Pre-listening

A. Make a prediction about the story based on the title, **Bogale's Visit** and the pictures.



B. Talk with a partner about the kind of food sheep and goats eat.

While listening

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

1. _____ lives in the town and Aminat lives in the _____.
2. Aminat's father has _____, _____ and _____.

3. Aminat's father feeds his sheep and goats grains in _____.
4. Goats and sheep eat grains such as barley, _____ and _____.

Post listening

Write the answers in your exercise book.

1. Do you know someone who keeps goats, donkeys or sheep? Who is it?
2. What do goats eat in your area?

2. Speaking

A. Talk about all of the domestic animals you know with a partner.

B. Practise asking and answering questions about domestic animals and the kind of foods they eat.

Example:

Student A: What domestic animals do you know about?

Student B: I know about goats.

Student A: What kind of food do goats eat?

Student B: Goats eat leaves of trees.

Week 25 Day 2

3. Word Study

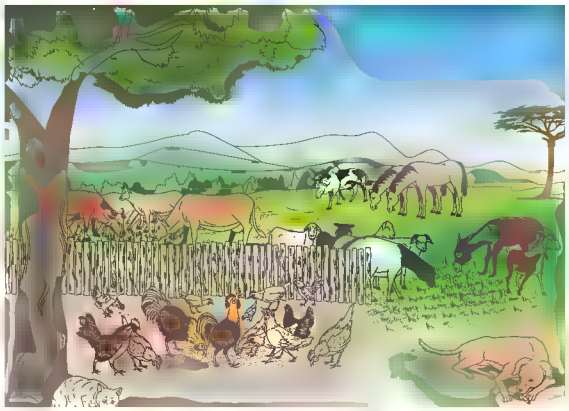
Say each of these words out loud. Identify the sound you hear at the beginning of each word.

grass	goat	gnaw
green	grain	gnome

4. Reading

Pre-reading

A. Make a prediction about the text based on the title, **Types of Food Domestic Animals Eat** and the picture.



B. Name the different domestic animals that you know.

While reading

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

1. Where do domestic animals live?
2. Which animals do graze grass?
3. What do cats eat?
4. When do cows, donkeys, horses and mules eat hay or dry grass?

Types of Food Domestic Animals Eat

Domestic animals are animals that live around people. Examples of domestic animals include cows, cats, camels, donkeys, goats, horses, mules and hens. These animals eat different types of food such as grass, leaves, grains and meat. Some of the domestic animals that graze grass include cows, donkeys, horses and mules. They graze green grass in the rainy season. They also eat hay or dry grass in the dry season. Camels and goats eat leaves of trees. Cats eat meat. Hens eat grains such as maize, wheat and barley.

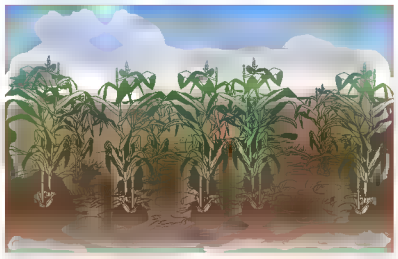
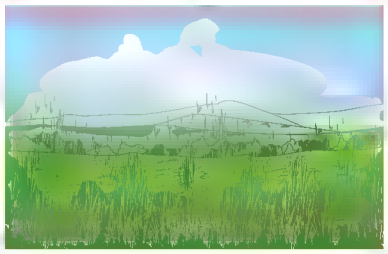
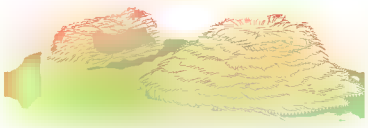
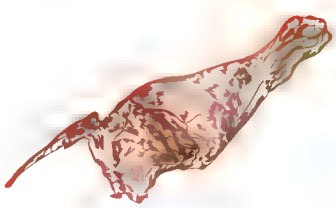
Post reading

Discuss the following questions with a partner.

1. Can you name any other domestic animals?
2. What type of food do they eat?

5. Vocabulary

A. Match each word with a picture.

Name		Picture	
1.	hay	A.	
2.	grass	B.	
3.	meat	C	
4.	maize	D.	
5.	wheat	E	

B. Draw lines to match each description with the correct animal.

Description	Animal
It barks.	cat
It eats leaves of trees.	sheep
It drinks milk.	dog
It has wool.	camel

Week 25 Day 3

6. Reading Fluency

Read the text, **Types Of Food Domestic Animals Eat** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

7. Grammar

Grammar Spot

Present simple tense

We use the present simple tense to talk about facts.

Examples of facts:

1. Sheep graze grass.
2. Goats eat leaves of trees.
3. Camels eat leaves of bushes.

Read the paragraph and identify the verbs. Write your own paragraph about animals using the present simple tense.

Semira watches the sheep, donkeys, oxen and cows eating grass in the field. The goats and the camels eat leaves. She also watches a dog and cat eating meat at her neighbour's gate.

Work with a partner to rewrite each sentence so that the verb is correct.

Example:

Original: Cows grazes grass.

Rewritten: Cows **graze** grass.

1. Dogs eats meat.
2. Cats drinks milk.
3. A dog bark.
4. A dog eat meat.

Week 25 Day 4

8. Vocabulary

Work with a partner and say each word out loud.

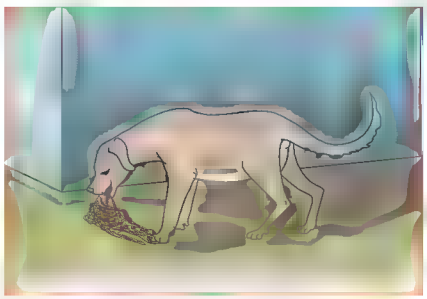
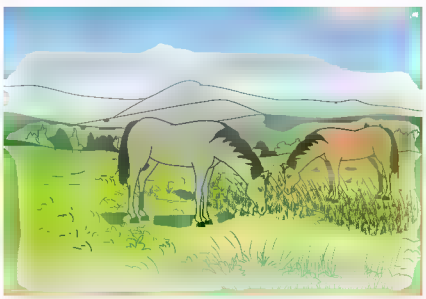
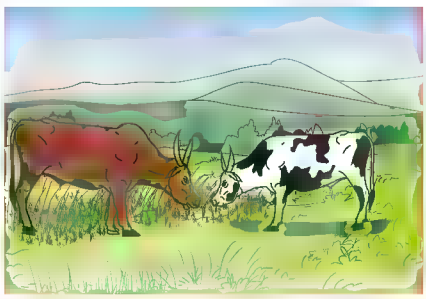
Singular	Plural
cow	cows
camel	camels
mule	mules
horse	horses
hen	hens
donkey	donkeys

9. Speaking

Look at the pictures.

Talk with your partner about what is happening in the pictures.

Example: There are two cows in picture 6. They are grazing grass.

		
1.	2.	3.
		
4.	5.	6.

Week 25 Day 5

10. Reading Fluency

Read the text, **Types of Food Domestic Animals Eat** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

11. Writing

A. List the different domestic animals you know.

Examples:

cows

dogs

cats

B. Write short sentences about domestic animals.

Examples:

I like camels because they are friendly.

Week 26 Day 1

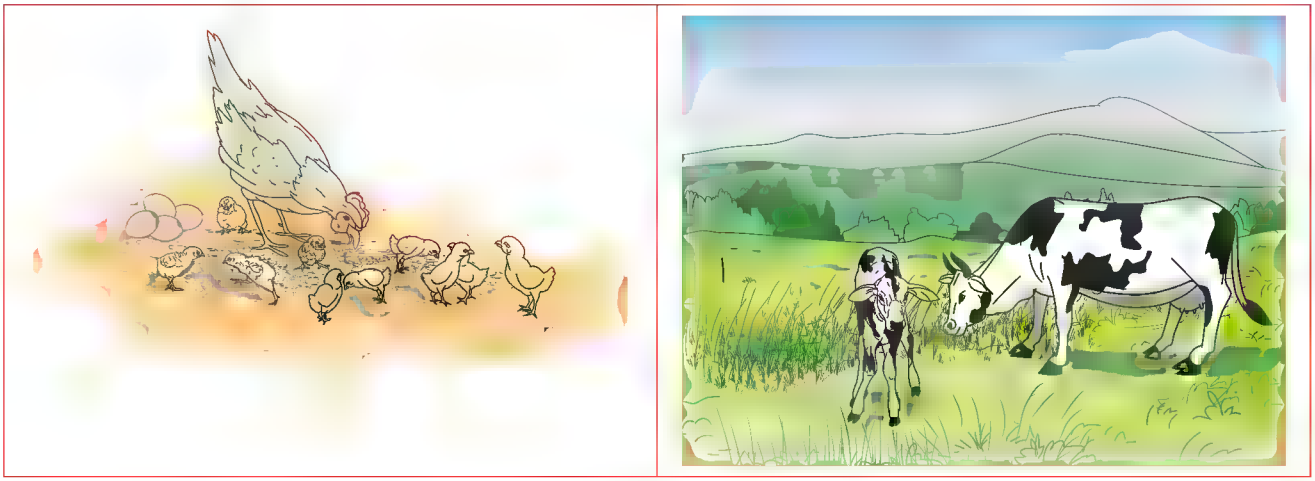
Domestic Animal Products

1. Listening

Hens and Cows

Pre-listening

A. Make a prediction about the story based on the title, **Hens and Cows** and the pictures given below.



B. Talk with a partner about what food or products we can get from cows.

While listening

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

1. Hiwot gets eggs from _____.
2. Hiwot gets milk from _____.
3. People use _____ from cows to make clothes, bags, belts and shoes.
4. Hiwot uses the cow dung as _____ and _____.
5. Hiwot gets _____ from eggs and meat.

Post listening

Write the answers in your exercise book.

1. What products do you get from hens?
2. What products do you get from cows?
3. Would you like to raise hens or cows? Explain your reason.

2. Speaking

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

Example Dialogue:

Student 1: My family owns five cows.

Student 2: Why do you own cows?

Student 1: Cows give us a lot of products. They are useful animals.

Student 2: What products do you get from them?

Student 1: We get milk, meat and leather.

Student 2: I want to own a cow someday.

B. Work with a partner to produce a similar dialogue about what products we get from hens, sheep, goats or cows.

Week 26 Day 2

3. Word Study

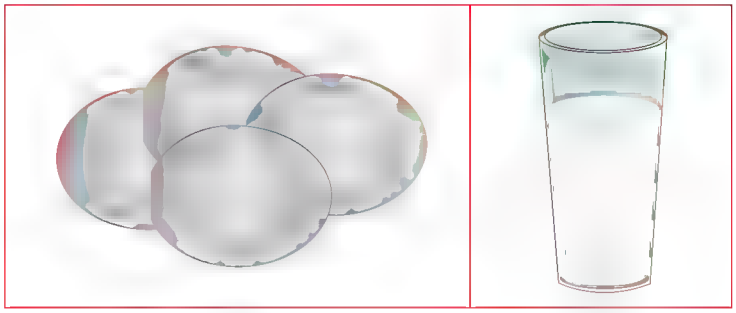
Read the following words and identify the underlined sounds.

knowledge	judge
edge	porridge

4. Reading

Pre-reading

A. Make a prediction about the story based on the title, **Mahlet Cares for Animals** and the pictures.



B. Name the different animals that give us milk.

While reading

Copy the table into your exercise book. Read the story and fill in the gaps in the table with the products we get from animals.

Animal	Products we get
Camel	
Cock	
Cow	
Hen	
Sheep	
Goat	

Mahlet Cares for Animals

Mahlet Cares for animals. She has cows, sheep, camels, goats and hens. She feeds and cares for them regularly. The food and care she provides to her animals keeps them healthy. It also improves the amount of meat and milk she gets from them.

Mahlet gets meat from the sheep, cows, hens and goats. She also gets milk from the camels, cows and goats. She drinks the milk and eats the meat. Mahlet gets eggs from the hens. She also makes butter and cheese from the cow's milk. She sells the milk, cheese and butter at a market. Mahlet can get products like leather from the skin of sheep, cows, and goats. She also gets wool from the sheep. She sells the leather and wool to make money.

Post reading

Discuss the following question with a partner.

What products does your family get from animals?

5. Vocabulary

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

Word Bank	
wool	hen
cock	leather

Student 1: Can we get eggs from a cock?

Student 2: No, we cannot. We get meat from cock.

Student 1: Where do we get eggs from?

Student 2: We get it from _____.

Student 1: What do we get from a _____ because it doesn't give us eggs?

Student 2: We get meat. Its meat is delicious.

Student 1: Can we get _____ and _____ from a cock and a hen?

Student 2: No, we cannot. They have feathers. They do not have fur or skin.

Week 26 Day 3

6. Reading Fluency

Read the text, **Mahlet Cares for Animals** 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 produce a similar dialogue about what products you can get from animals.

B. Think of an animal. Tell a partner to ask yes/no questions and guess the animal you are thinking about.

Fatuma: Does it live in the forest?

Goshu: No, it doesn't.

Fatuma: Does it eat grass?

Goshu: No, it doesn't.

Fatuma: Does it drink milk?

Goshu: Yes, it does.

Fatuma: Does it have horns?

Goshu: No, it doesn't.

Fatuma: Is it a cat?

Goshu: Yes, it is.

C. Write sentences about animals and their products using the words in the table.

Names of animals	Products of animals
A cow	gives us meat and wool.
A sheep	gives us honey.
A bee	gives us milk, meat and leather.
A hen	gives us meat and calves.
A goat	gives us meat and eggs.

Example: A cow gives us milk, meat and leather.

Week 26 Day 4

8. Vocabulary

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

cows	goats
oxen	camels

B. Work with a partner to read the short text out loud. Be careful to pronounce the underlined words correctly.

Cows, camels, goats and oxen are domestic animals. They live around us. Cows, camels and goats give us milk, meat and leather. Oxen give us meat.

9. Speaking

Look at the pictures. and talk with your partner about what is happening in the pictures.

Example: The hen has laid an egg.



Week 26 Day 5

10. Reading Fluency

Read the text, **Mahlet Cares for Animals** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

11. Writing

A. List the products we get from domestic animals.

Examples:

eggs

milk

B. Write short sentences about the products we get from domestic animals.

Examples:

We get eggs from hens.

We can make cheese and butter from cow's milk.

Week 27 Day 1

Domestic Animal Uses

1. Listening

Meseret's Horses

Pre-listening

Talk with a partner about how people use horses.

While listening

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

1. Meseret uses her first horse for _____ in the fields.
2. Meseret uses her second horse to transport _____ from one place to another.
3. Meseret uses her third horse to pull a _____ and to transport people.

Post listening

Write the answers in your exercise book.

1. Do you like horses? Why or why not?
2. What do people use for transportation in your area?

2. Speaking

Read the dialogue about how animals are used for work.

Example:

Student A: What animals do people use in your community?

Student B: We use oxen.

Student A: What do people use oxen for?

Student B: Farmers use oxen for ploughing farmland.

Look at the pictures. Talk with your partner about how each animal can be used for work or travel.

Example:

The camel is used to carry heavy items.



Week 27 Day 2

3. Word Study

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

blank	ant	lift
bank	pant	left

4. Reading

Pre-reading

Discuss the different types of animal transport in your area.

While reading

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

1. Zeleke uses _____ and _____ for transportation.
2. He uses _____ and _____ to transport farm products to his house and the market.
3. Zeleke uses _____ and _____ to thresh crops.
4. He gets _____ from the goats and sheep.

Zeleke's Animals

Zeleke lives in the countryside. He is a farmer and has a big farm. He breeds animals. He has many domestic animals like camels, cows, oxen, donkeys, mules, goats and sheep. He uses his animals for different purposes.

Zeleke uses mules and donkeys for transportation. He uses donkeys to transport wood to his house. He also uses donkeys to transport farm products to his house and a market. He uses mules for riding in the field. Zeleke uses cows and oxen to thresh crops. He also uses the oxen for ploughing his farm. He gets meat from the goats and the sheep.

Post reading

Discuss the following questions with a partner

1. How do people use their domestic animals?
2. Why do farmers take good care of their animals?

5. Vocabulary

A. Look at the pictures.



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

Word Bank		
pulling	threshing	food
farm	ploughing	

1. The three sheep are eating grass on a _____.
2. The oxen are _____ the land.
3. The horse is _____ a cart.
4. There are four different plates of _____.

B. Write sentences using these words.

Week 27 Day 3

6. Reading Fluency

Read **Zeleke's Animals** 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.

Student 1: **Can** you ride a horse?

Student 2: No, I cannot.

Student 1: **Can** you ride a bicycle?

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

B. Work with a partner to produce a similar dialogue about what you can and cannot do.

C. Work with a partner to produce sentences about what you can and cannot do.

Examples:

I **can** write with my left hand.

I **cannot** play volleyball.

Grammar Spot

Word that show ability

We use the word **can** to show what is possible.

We use the word **cannot** to show what is not possible.

Examples

1. I **can** climb a tree. My father **can** climb a mountain.
2. I **cannot** speak four languages. She **cannot** go outside to play.

Week 27 Day 4

8. Vocabulary

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

Singular	Plural
cow	cows
camel	camels
mule	mules
horse	horses
hen	hens
donkey	donkeys

B. Write sentences using the following words.

camels	donkeys	horses
cows	hens	mules

9. Speaking

A. Look at the pictures. Talk with your partner about what is happening in the pictures.

Example:

The oxen are ploughing the field.



Week 27 Day 5

10. Reading Fluency

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

11. Writing

A. List the uses of domestic animals.

Examples:

transportation

ploughing the land

B. Write short sentences about the uses of domestic animals.

Examples:

Farmers use oxen to plough.

People use horses for transportation.

UNIT 10 Health and Safety

Week 28 Day 1

Brushing Your Teeth

1. Listening

Good Teeth, Bad Teeth

Pre-listening

Talk with your partner:

1. How do you keep your teeth clean?
2. How often do you brush your teeth?

While listening

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

1. The colour of Tibebu's teeth is _____.
2. _____ uses a local stick to clean his teeth.
3. Biniam's teeth are _____ and neat.
4. _____ doesn't use a local stick or a toothbrush to brush his teeth.

Post listening

Write the answers in your exercise book.

1. When do you brush your teeth?
2. What do you use to brush your teeth?

2. Speaking

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

Example Dialogue:

Student 1: I can't attend the lesson. I have a toothache. What should I do?

Student 2: You should see a dentist. You **should** also brush your teeth every day.

Student 1: Why **should** I brush my teeth?

Student 2: It keeps your teeth healthy and prevents from toothaches.

Student 1: Thank you for your advice.

B. Work with a partner to produce a similar dialogue that gives advice. Use the words **you should.**

Week 28 Day 2

3. Word Study

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

wash	brush
rush	toothbrush

4. Reading

Pre-reading

Talk with a partner about the following:

1. Make a prediction about the story based on the title, Hiwot Keeps Her Teeth Clean.
2. When do you brush your teeth?

While reading

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

1. How many children does Hiwot's family have?
2. Who does Hiwot live with?
3. When does Hiwot brush her teeth?

Hiwot Keeps Her Teeth Clean

Hiwot lives in a countryside. She lives with her mother. She doesn't have sisters or brothers. She is the only child. Hiwot takes care of her health. She keeps her teeth clean. She uses a toothbrush or local stick to brush her teeth. She always brushes her teeth after breakfast, lunch and dinner to remove remains of food. She also keeps her toothbrush clean.

Hiwot reads books about how to clean teeth. She knows how to keep her teeth healthy. She gives advice to her mother about how to keep her teeth clean. She tells her to buy and use toothbrushes. She also advises her classmates to clean their teeth after they eat food.

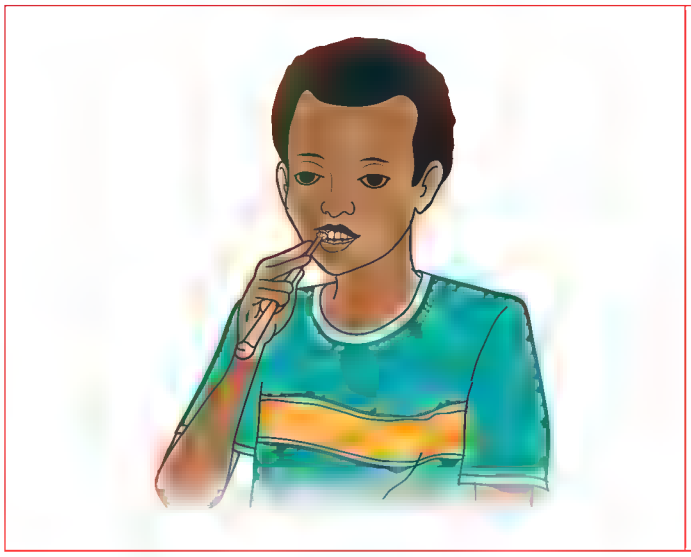
Post reading

Discuss the following questions with a partner.

1. What do you use to clean your teeth?
2. What have you learnt from the story?

5. Vocabulary

Look at the pictures.





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

Word Bank		
stick	toothbrush	brushing

1. The boy and the girl are _____ their teeth.
2. The girl is cleaning her teeth with a _____.
3. The boy is cleaning his teeth with a _____.

Write sentences using the following words.

stick	brush	toothbrush

Week 28 Day 3

6. Reading Fluency

Read the text, **Hiwot Keeps Her Teeth Clean** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

7. Grammar

A. Read the poem. Talk with your partner about the instructions you are given in the poem.

Always Brush

In the morning, in the morning
brush your teeth, brush your teeth.
Keep your teeth healthy everyday.
In the afternoon, in the afternoon
brush your teeth, brush your teeth.
Make them shine and sparkle.
Use toothpaste! It has a nice taste!
Use a toothbrush. Don't rush!
Always brush!

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

Example:

A student does not wash his hands before he eats.

Advice: He **should** wash his hands before he eats.

1. The students are always late for school.

   Advice: _____

2. The boy is disturbing the class.

   Advice: _____

3. The girl does not wash her face before school.

   Advice: _____

4. The children do not help their parents.

   Advice: _____

Grammar Spot

Imperatives

We use imperative sentences to give someone instructions and advice.

Examples of instructions:

1. Wash your hands before you eat.
2. Brush your teeth after you eat.

Examples of advice:

1. You should brush your teeth to keep them healthy.
2. You should study hard to be first in the class.

Week 28 Day 4

8. Vocabulary

A. Work with a partner to read the text out loud. Be careful to pronounce the underlined words correctly.

You should use a toothbrush to keep your teeth clean. You can also use water and toothpaste to clean your teeth. Always keep your teeth healthy. Having healthy teeth is important for a healthy life.

B. Write sentences using the following words.

teeth	toothbrush	healthy

9. Speaking

Look at the pictures. Talk with your partner about what is happening in the pictures.

Example:

A boy and girl are washing their hands with soap and water.



Week 28 Day 5

10. Reading Fluency

Read **Howit Keeps Her Teeth Clean** out loud to your partner. Say all words correctly and read with feeling so your listener is interested.

11. Writing

A. List reasons why you should brush your teeth.

Example:

to have fresh breath

B. Write short sentences about brushing your teeth.

Examples:

I brush my teeth three times a day.

I brush my teeth to remove remains of food.

Week 29 Day 1

Cleaning Our School

1. Listening

Keeping Mihret's School Clean

Pre-listening

Talk with a partner about where you throw away rubbish at school.

While listening

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

1. Students put pieces of papers, leaves and grass in a _____.
2. The school _____ waters the plants and flowers in Mihret's school.
3. _____ and _____ give support to keep the school tidy.
4. Most parents _____ their children to this school.

Post listening

Write the answers in your exercise book.

1. Are you responsible for cleaning your school? How?
2. Why do parents send their children to school?

2. Speaking

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

Example Dialogue:

Teacher: This is a wastepaper basket. You **must** throw pieces of paper in it.

Student: Why do we throw pieces of paper in the wastepaper basket?

Teacher: We **must** keep the classroom clean.

Student: I understand. Look! The windows are dirty.

Teacher: You **must** clean the windows.

B. Work with a partner to produce a similar dialogue about what students must do to keep the classroom clean.

C. Practise asking and answering questions about items used to clean the classroom.

Example:

Student 1: What do you use to clean the floor of your classroom?

Student 2: We use water to wash the floor of our classroom.

Student 1: What do you use to clean your school library?

Student 2: We use a broom to sweep our school library.

Student 1: What do you use to clean benches in your classroom?

Student 2: We use a piece of cloth to clean benches in our classroom.

Week 29 Day 2

3. Word Study

Say each of these words out loud.

broom	door	sweep	cloth
roof	wood	floor	dirt

4. Reading

Pre-reading

Talk with a partner about the following:

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



2. List ways that you keep your classroom clean.

While reading

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

1. Students in Arega's classroom sweep dirt with a _____.
2. They collect pieces of papers and put them in a _____.
3. Students in Arega's classroom clean tables and chairs with pieces of _____ and water.
4. Students in Arega's classroom are _____ and _____.

Arega's Classroom

Arega is a grade three student. His classroom is always clean. Arega and his classmates clean the class every day. They remove dirt from the floor with a broom. They clean tables and chairs with a piece of cloth. They put pieces of paper in a wastebasket. After they collect the pieces of paper, they burn them far away from the classroom.

Arega and his classmates also keep the windows and the ceiling clean. They use pieces of cloth and water to clean the windows. They use brooms to clean the ceiling. There is no dirt in their classroom. All the students in the class are happy and healthy. Teachers like teaching in their class. Students like attending their lessons.

Post reading

Discuss the following questions with a partner.

1. How often do you clean your home?
2. Why should students clean their classrooms every day?

5. Vocabulary

Work with a partner to read the sentences out loud. Be careful to pronounce the underlined words correctly.

Habtamu lives in a house. The house has a floor and a roof. He cleans the house to keep his family healthy. He uses a broom to sweep the floor of his house.

Week 29 Day 3

6. Reading Fluency

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

7. Grammar

A. Read each of the rules. Decide which rules you **must do** and which rules you **must not** do. Write each rule under the correct column. The first one has been done for you.

Must do	Must not do
Sweep the floor.	Put dirt on the floor.

Rules	
Shout at your friends.	Raise your hand to ask permission.
Put papers on the floor.	Throw stones at a classmate.
Study for a test.	Listen carefully.

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

Students **must** wear their uniforms in school days.

Students **must not** come late to their school.

Grammar Spot

We use the words **must** and **must not** to give rules or advice.

Examples:

Parents **must** take care of their children.

A child **must not** shout in the library.

Week 29 Day 4

8. Vocabulary

Work with a partner to read the sentences out loud. Be careful to pronounce the underlined words correctly.

We always clean our classroom. We clean the floor and the ceiling. We always sweep the floor with a broom. We sometimes wash it with water. We also wash the windows with water. We clean the tables and desks with pieces of cloth.

Look at the pictures. Match each sentence to a picture.

1. The man is sweeping the floor with a broom.
2. The boy is sitting on the floor.

	
a.	b.

9. Speaking

Look at the pictures.

Talk with your partner about what is happening in the pictures.

Example: Students are sweeping the classroom.





Week 29 Day 5

11. Reading Fluency

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

11. Writing

A. List the things you use to clean your classroom.

Examples: broom

B. Write short sentences about how you clean your classroom.

Examples: We use brooms to clean the ceiling.

Week 30 Day 1

Let's Stay Safe

1. Listening

Almaz Stays Safe

Pre-listening

Talk with your partner about the following:

1. Make a prediction about the story based on the title, Almaz Stays Safe.
2. How do you stay safe from accidents?

While listening

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

1. Almaz never plays football on the _____.
2. Almaz only plays football in the school _____.
3. Almaz's friends do not listen to her _____.
4. One day, a player got broken his _____ and _____ in a car accident.

Post listening

Write the answers in your exercise book.

1. Do you agree that children can play on a road.
2. What do you do to stay safe in your community?

2. Speaking

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

Example Dialogue:

Student A: Do you play football on a road?

Student B: No, I do not.

Student A: Why don't you play on the road?

Student B: I may get a car accident.

Student A: Yes, you are correct. One of our friends was hurt because he was playing football on the road.

Student B: Yes, I know. I always tell my friends to stay out of the road.

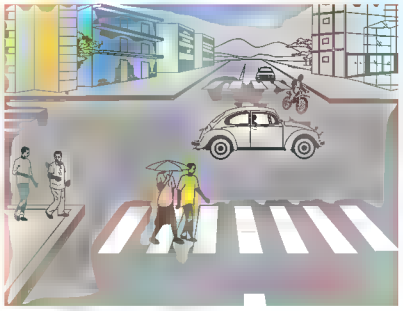
B. Work with a partner to produce a similar dialogue about how to stay safe from accidents.

Look at the pictures.

Talk with your partner about what is happening in the pictures.

Example:

The boys in the first picture are playing football on the road. They may get car accident.

		
1	2	3

Week 30 Day 2

3. Word Study

Say each of these words out loud.

razors	needles	forks

4. Reading

Pre-reading

Talk with a partner about the following:

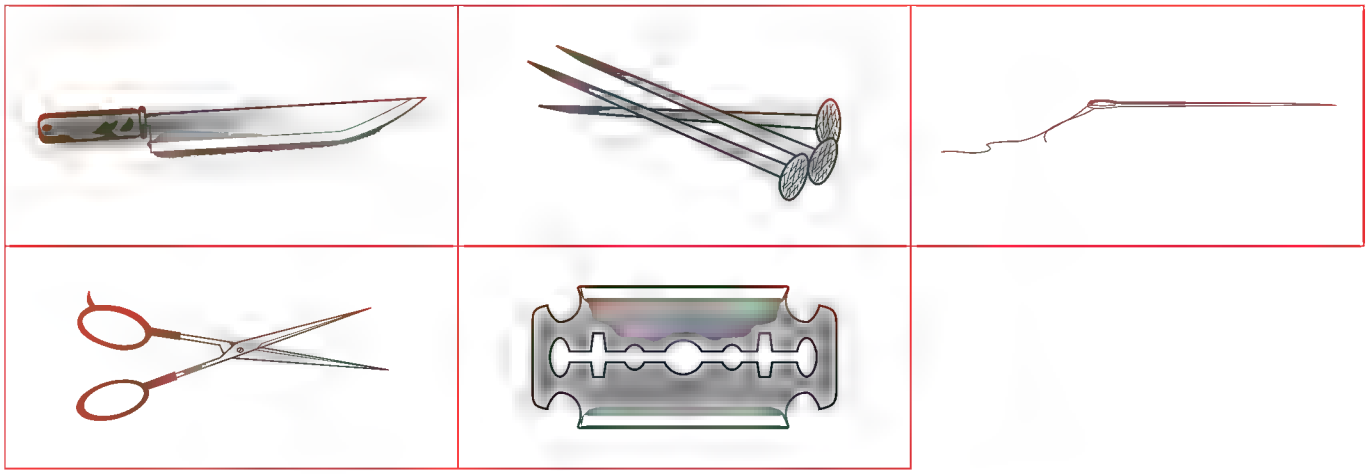
1. Make a prediction about the story based on the title and the pictures.
2. List the different sharp objects that you can find around your home.

While reading

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

1. The boy _____ himself when he uses sharp objects.
2. The girl never uses sharp objects such as _____ and _____.
3. The boy is not _____ when he uses sharp objects.

4. The girl is never _____ from class.



Sharp Objects

A boy and a girl go to the same school. The boy is a grade six student. He is not careful. He uses sharp objects like razor blades to cut his fingernails. Sometimes, he cuts himself when he uses sharp objects. He bleeds and his fingers hurt. Sometimes, he is absent from class because he has hurt himself.

The girl is a grade seven student. She is very careful. Unlike the boy, the girl never uses sharp objects like razor blades and needles. She is very careful when she uses a knife to cook. She advises children not to play with sharp objects because they may cut themselves. Since she is a very careful girl, she never gets hurt. She is always healthy and is never absent from class.

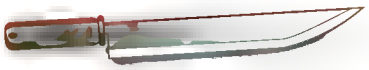
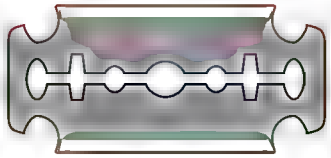
Post reading

Discuss the questions below with a partner.

1. How do you protect yourself from sharp objects?
2. What did you learn from the story?

5. Vocabulary

Match each word with a picture.

A	B
1. razor	A. 
2. needle	B. 
3. knife	C. 
4. nail	D. 

Copy the lists of descriptions and items into your exercise book. Draw lines to match each description with the correct item.

Item	Description
razor	a tool people use to join pieces of wood together
needle	a small object people use to remove hair
nail	an object people use for sewing cloth or clothes

Week 30 **Day 3**

6. Reading Fluency

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

7. Grammar

Look at the pictures and give advice to your friends for how they **should** or **should not** use each object.



Examples:

You **should not** touch a rusted nail with your fingers.

You **should** use a needle carefully.

Grammar Spot

Words that give advice or permission

We use **should** or **should not** to give advice to do something or not to do something.

Example:

You **should** go to a clinic if you are sick.

You **should not** touch a rusted razor blade with your fingers.

Week 30 Day 4

8. Vocabulary

A. Work with a partner to read the short story out loud. Be careful to pronounce the underlined words correctly.

My mother always uses a knife to remove onion skins. She also uses the knife to cut the onions into small pieces. My father sews clothes. He uses scissors

to cut cloth. My sister and I collect the onion skins and leftover cloth. Then we put them in the garbage can.

B. Write sentences using the following words.

pieces	collect	garbage
scissors	knife	

9. Speaking

Look at the pictures.

Talk with your partner about how to stay safe when using sharp objects.

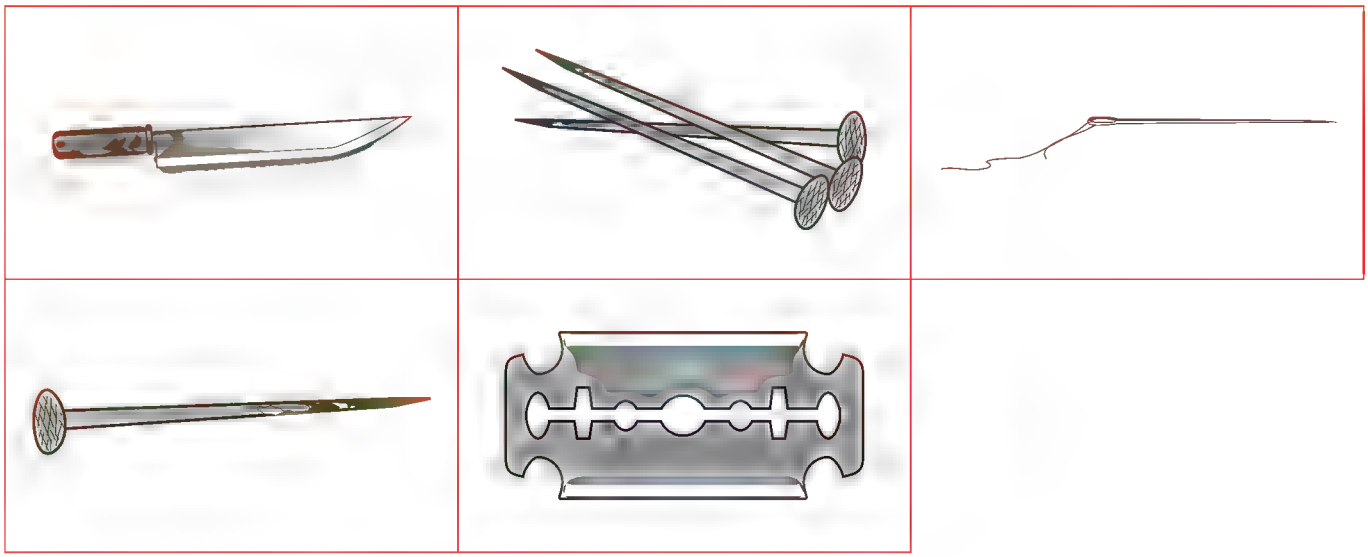
Example:

Student 1: Do you use razors?

Student 2: No, I don't.

Student 1: Why don't you use them?

Student 2: They are sharp and could hurt me. I only use them when I am with an adult.



Week 30 Day 5

10. Reading Fluency

A. Tell your partner what you remember from the story **Sharp Objects**.

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

11. Writing

A. List the sharp objects you can find in your home.

Examples:

nails

B. Write short sentences about how you can stay safe.

Examples:

I never play on a road.

I do not play with sharp objects like razors.