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English for Ethiopia

Student Textbook

Grade 4 Book 1

International Consultant:

Mary W. Spor, PhD

National Consultants:

Fekadu Mulugeta, PhD

Jemal Mohammed, PhD

Authors:

Adhanom Meles

Ayana Alemayehu

Hamid Mustefa

Mebea Fetene, Asst. Prof.

Mulu Meressa

Editor:

Fisseha Motuma



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UNIT 1 School

Week 1 Day 1

My First Day at School

1. Listening

Pre-listening

Read the following sentences and guess the meanings of bold words.

1. I am having problems passing tests. My teacher gives me **advice** to study hard.
2. We **arrive** at school before the bell rings.

While listening

A. Listen to the text as your teacher reads aloud. As you listen write the names of classroom objects in your exercise book.

B. Listen to the text titled "At the Flag Ceremony" as your teacher reads it aloud again. Then answer the following questions:

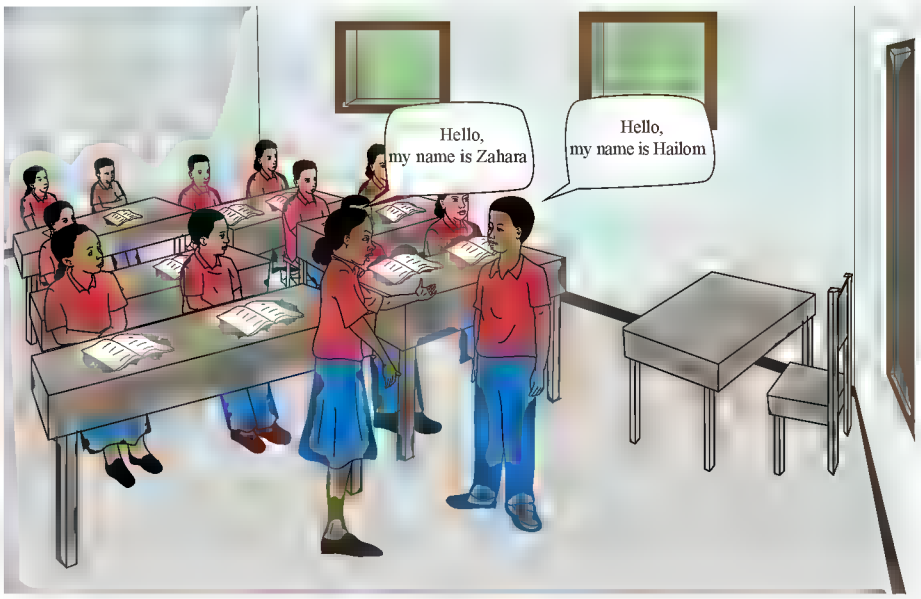
1. Who gives advice to the students at the flag ceremony?
2. How many pieces of advice does the person give?
3. What advice does the person give at the beginning of the speech about arriving at school?
4. What advice can help students pass to the next grade?

Post listening

Think of advice to give students so that they do well in school. Tell your partner what advice you think is important for doing well in school.

2. Speaking

A. Read and study the speech bubbles in the following pictures. Use the speech bubbles as a model to introduce yourself to a partner.



B. Copy the following questions into your exercise book and ask your partner to complete the missing information.

A	B
1. What is your name?	1. My name is _____
2. What is your father's name?	2. My father's name is _____.
3. How old are you?	3. I am _____ years old.
4. Where are you from?	4. I am from _____.
5. What grade are you in?	5. I am in grade _____.

Week 1 Day 2

3. Word Study

A. Blend the sounds on the left with the sounds on the right and write the words in your exercise book.

1. br- -oom = broom
2. cl- -ass = _____
3. br- -ing = _____
4. cl- -ing = _____

B. Write two words that begin with **br-** and **cl-** and write sentences using the new words.

Example:

broom: She cleans with a broom.

4. Reading Comprehension

Pre-reading

Look at the picture and predict what the text titled "Halima's First Day of School" is about. Share your predictions with a partner.



While Reading

A. Read the following text titled "Halima's First Day of School" silently and find out if your predictions are correct.

Halima's First Day of School

Today is the first day of school. Halima is starting grade four. She wakes up early and washes her face. She puts on her school uniform: a shirt, sweater, skirt and sandals. She gets her bag and walks to school.

Halima becomes happy because she meets many friends at the gate. She hurries to her classroom. Her teacher, Ato Robel, greets her at the door. Then he says, "Please sit down at a desk." She is happy that her teacher is friendly.

Halima sits down and looks around the classroom. She sees many objects. There are two windows and one door. There are many desks and benches. The teacher has a chair and a table. On the table, there are papers, books, chalks, pens and a ruler. There is also a big chalkboard on the wall. She feels that it's going to be a great school year.

B. Read the text again and write the answers in complete sentences in your exercise book for each question.

1. What does Halima wear to school?
2. Why is Halima happy?
3. Who greets Halima at the door?
4. What objects does Halima see in the classroom?
5. Why does Halima think it will be a great year?

Post-reading

In small groups discuss how you felt on your first day of school.

5. Vocabulary

Fill in the gaps with the correct words from the table to complete the text. Write your answers in your exercise book.

door	floor	wall
windows	board	bench

The bell rings and the teacher comes into the classroom opening the _____. He greets the students and tells them to open all the _____. He puts his book on the table and asks one of the students to clean the _____. Then the teacher takes out a picture of the school from the cupboard and hangs it on the _____.

Week 1 Day 3

6. Reading Fluency

Listen carefully as your teacher fluently reads the text "Halima's First Day of School." Then, read the text titled "Halima's First Day of School" with your teacher.

7. Grammar

A. Read the paragraph below and write short answers to the questions.

The boy meets his friends on the way to school. Many students carry their bags, but some of them do not carry a bag. When the bell rings, many students run to school, but one boy does not run because he does not feel well.

Example:

Student A: Does the boy go to school?

Student B: Yes, he does.

Student A: Do the students run home?

Student B: No, they don't.

1. Does the boy meet his friends?
2. Do all students carry bags?
3. Does the boy run to school?
4. Do many of the students run to school?

B. Write **does** or **do** in the gaps to complete each of the following sentences.

1. We _____ not go to school on Sundays.
2. I _____ not play football on the street.
3. He _____ not shout in class.
4. You _____ not come to school late.
5. _____ they study in the library?
6. _____ she clean the room with a broom?
7. _____ you go to the library?

C. Study the picture and complete the sentences with the words: **many**, **one**, **much**, **all**, **any**, **both**, **some**.



Example:

There are <u>many</u> desks in the class.

1. There is _____ chair in the class.
2. There is not _____ picture on the wall.
3. There is _____ water in the bottle.
4. There is _____ water in the glass.
5. _____ the boy and the girl are near the board.
6. _____ the students have exercise books.
7. There are _____ pieces of chalk on the teacher's desk.

Grammar Spot

This is……

Yes, I do.

No, I do not (don't).

Yes, he does.

No, he does not (doesn't).

some, any, much, many, all, both.

Use **many** with countable nouns, use much with uncountable nouns.

Use **some** with both countable and uncountable nouns.

Use **any** with negative and interrogative statements.

Example: There are many pencils.
There are some pencils.
I have much money.
I have some money.
Do you have any money?
I don't have any money

Use **both** to talk about two persons, things, objects.

Use **all** to talk about three and more persons, things or objects.

Example: Both the boy and the girl are my friends.
I have three friends and like all.

Week 1 Day 4

8. Vocabulary

Write sentences in your exercise book that contain the following words: **floor, duster, wall, window, roof**. You may use more than one word in a sentence. Exchange your exercise books with a partner. Read your partner's sentences aloud.

Example:

I cannot touch the **roof**.

9. Speaking

Work in a group of three and introduce one member of the group to the other.

Example:

Hi Abebe, this is my friend. His name is _____. He is from _____. He is in grade four.

Week 1 Day 5

10. Reading Fluency

Listen to the teacher read the text, "Halima's First Day of School." Your teacher will read with expression. Then, take turns reading it with a partner. Use expression when you read.

11. Writing

A. Rewrite the following sentences using apostrophes ('s). The first one is done as an example for you.

Example:

Kebede has a book.

It is Kebede's book.

1. The teacher has a duster.
2. Chaltu has a bag.
3. Hagos has a pencil.
4. The boy has an exercise book.
5. The girl has a ruler.

B. Complete the following paragraph. Write your answers in your exercise book. Compare your answers with a group.

Before I go to school, I do many activities. First, I wake up early in the morning. Second, I _____ my clothes. Third, I wash _____.Then, _____ breakfast. Finally, I _____ my bag and go _____.

Week 2 Day 1

School Compound

1. Listening

Pre-listening

Listen to a text titled "Kebede's School." Before listening, discuss the questions.

1. What clubs are there in your school?
2. What do students do in the clubs?

While listening

A. Your teacher will read a text. As you listen, take notes about how your school and the school described in the text are alike and different. Discuss the similarities and differences with a partner.

B. Listen to the text that your teacher reads aloud. While you listen answer the following questions.

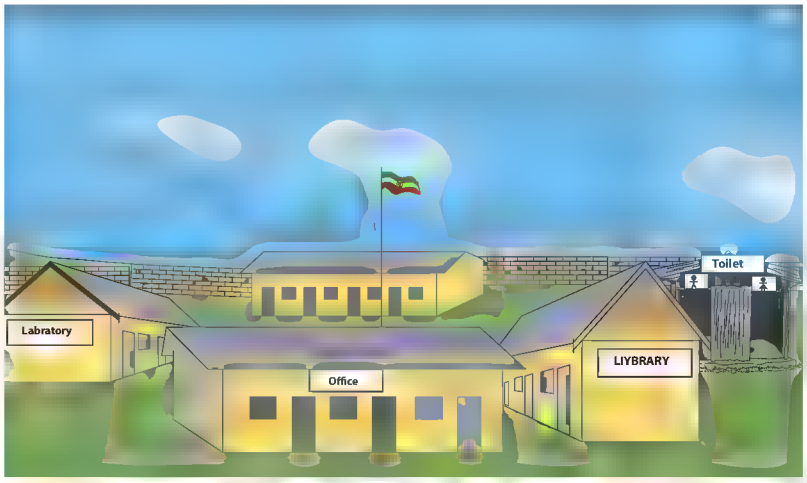
1. Where does Kebede learn?
2. What do members of the environment club do?
3. How much money does the club plan to make?
4. Why do environment club members put fences around the plants?

Post listening

In a group discuss the advantages of growing plants in a school compound.

2. Speaking

Look at the picture as your teacher reads a description. When your teacher's description does not match the picture, raise your hand. If you are called upon, say the correct description using complete sentences.



Example:

Teacher: The school has three classrooms.

Student: No, it doesn't have three classrooms. It has four classrooms.

Week 2 Day 2

3. Word Study

A. Your teacher will read the following words. Listen to your teacher and repeat the words and sounds together aloud.

boy - /oy/	boil - /oi/
cloud - /ou/	down - /ow/

B. As you listen to your teacher read a group of words, identify the word which sounds different. Say the different word together aloud.

1. toy, oil, now
2. proud, soil, brown
3. join, aloud, coin

4. Reading Comprehension

Pre-reading

Read the title of the text. Predict words that could be found in the text. Share your predictions with a partner.

While Reading

A. Read the text and check your predictions.

Biritu's School

Biritu is a grade four student at Ambo Primary School. She likes her school, her teachers and classmates. There are many buildings and places in her school. In front of the school gate, there is a flagpole where students gather to celebrate the flag ceremony every day. The director's office is located on the left of the flagpole. The sports field is in front of the director's office, and the garden area is next to the sports field. The staff room is next to the director's office. Classrooms are found behind the staff room. The library is behind the classrooms. The laboratory is across from the library. The girls' and boys' toilets are next to the library. There are about 100 metres between the two toilets. Biritu's school has many buildings and places.

B. Read the text again and answer the questions.

1. What is the name of Biritu's school?
2. How many buildings are there in Biritu's school? List them in your exercise book.
3. Where is the sports field?
4. Where is the library?
5. Where is the girls' toilet?
6. Do you think it would be easy to find places in the school compound? Explain your answer to a partner. Be ready to discuss your opinion with the class.

Post-reading

Use a T-Chart to compare your school to Biritu's school. Copy the T-Chart into your exercise book and complete it. Discuss the things that are alike and different with your small group.



5. Vocabulary

Match each of the descriptions below with the words/phrases on the right. Write the number of the sentence and the letter that represents the matching word/phrase. Compare your answers with a partner.

A	B
1. This room has a board, benches and desks.	a. staff room
2. There are many books in this room.	b. gate
3. This room is where teachers go to work and rest.	c. library
4. This is the area where students play football.	d. fence
5. This is where the director works.	e. sports field
6. Students walk through this when they come to school and when they go home.	f. flagpole
	g. director's office
7. This is around the school.	h. classroom
8. The Ethiopian flag flies on this.	

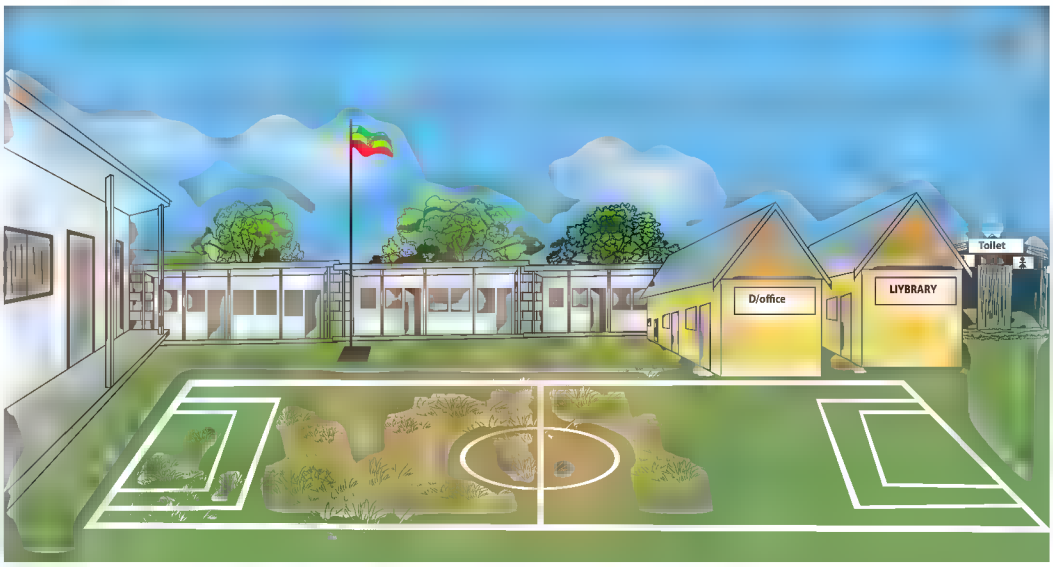
Week 2 Day 3

6. Reading Fluency

Listen as your teacher fluently reads a text titled "Biritu's School." Then, practise reading the text aloud with the class.

7. Grammar

A. Study the picture and answer the **yes/no** questions. If the answer is **no**, please write the correct location in your exercise book next to the number. If necessary go back and reread the text to find your answers.



Example:

Is the sports field in front of the flagpole?

Yes, it is in front of the flagpole

1. Is the classroom building next to the sports field?
2. Is the director's office in front of the classroom building?
3. Is the library opposite the director's office?

B. Use information from the chart below to write sentences about your classroom. Compare your answers with your group.

My classroom	is	next to	the director's office.
		near	the staff room.
		in front of	the toilet.
		behind	the sports field.
		opposite	the third grade classroom.
			the flagpole.
			the school gate.

Grammar Spot

Prepositions (Position words)

in front of/opposite this/that/near,

behind/next to/at the back/ on, in

Week 2 Day 4

8. Vocabulary

Write numbers 1-6 in your exercise book and choose the words from the table to complete the following personal letter. Compare your answers in groups.

gate	sports field	library
staff room	classrooms	fence

15th March

Dear Obse,

Hello! How are you? Do you like your school this year? I want to tell you about my school. It is in a compound with a _____ (1) around it. I have to walk through a _____ (2) to get into the compound. There is a big _____ (3) where we play. I like to play football at break time. My teacher works or rests in the _____ (4). There are five _____ (5) where students learn.

My favourite day is Monday. We visit the_____ (6) on Monday at 9:30. There are many books to read in this building. I also enjoy listening to the radio programme every Monday at 11:30. Please, write to me and tell me about your school.

Sincerely,

Hanna

9. Speaking

Ask a partner where different buildings are located in the picture. Use the expression below the picture.



Asking for Direction	Telling/Showing Direction
Where is the _____? Please, tell me where the _____ is? Can you tell me where the _____ is? Can you show me where the _____ is?	It is _____ the bank/church/ mosque It is near/opposite/next to/behind/ in front of the _____.

Week 2 Day 5

10. Reading Fluency

Listen as your teacher reads the text titled "Biritu's School." Listen to the speed and accuracy with which he/she reads, as well as the sound of his/her voice (expression). Then, take turns reading aloud the text "Biritu's School" with a partner and give feedback to each other about fluency.

11. Writing

Using the reading text,"Biritu's School," as a model, write a short paragraph about your school. Compare your work in groups.

Week 3 Day 1

On the Playground

1. Listening

Pre-listening

Look at the title of the listening text written on the board and predict the main idea of the text. Share your predictions with the whole class.

While listening

A. Listen to the text titled "Students at Break Time," as your teacher reads check if your predictions are correct.

B. Read the text and answer the questions. Compare your answers.

1. What are the students doing at break time?
2. Why are some students running to the water taps?
3. Where are the students doing their homework?

Post listening

In small groups discuss the questions.

1. What activities do you do at break time?
2. Why are students doing different activities at break time?

2. Speaking

Look at the picture with a partner. Ask and answer questions about what people are doing in the picture.



Example

Student A: What are the students doing?

Student B: They are playing football.

Week 3 Day 2

3. Word Study

A. Listen as your teacher reads the words: **chat**, **throw**, and **shout**. Identify the consonant digraphs at the beginning of each word.

B. Write words with each digraph (two letters making one sound). Write sentences in your exercise book using each word.

4. Reading Comprehension

Pre-reading

Look at the picture and write words that you think will be in the text titled "A Football Match." Share your predictions with a partner.



While Reading

Read the text below silently and answer the questions that follow.

A Football Match

It is a bright Sunday. Students are walking to school. Today there is a football match between Shone and Saja primary schools. The match is taking place at Shone Primary School. Many students are happily running here and there. Others are cleaning and decorating and are putting up a large banner at the gate of the school. Flags are flapping on both sides of the street all the way to the playground.

Students of Saja Primary School are taking a tour. They are visiting the school's classrooms and buildings.

Many students from both schools are standing around the football field. The players of the two teams are getting closer to the football field. They whistle and shout to welcome all players. The players from both teams greet each other and the match starts. Students around the field are clapping, shouting and singing to encourage the players to play well. The Saja Primary School team scores three goals and wins the game.

1. Why are students going to the school on Sunday?
2. What are students of Shone Primary School doing at their school?
3. Why are students of Saja Primary School visiting classrooms and buildings?
4. Which team does score goals?
5. Why are students clapping, shouting and singing?

Post-reading

In pairs discuss how people feel when they win and lose games.

5. Vocabulary

Match the words from Column A with their opposites in column B. Write the matching words in your exercise book. Compare your answers with a group. Write sentences in your exercise book using the words in Column A.

A	B
1. run	A. rest
2. win	B. stand
3. sit	C. lose
4. laugh	D. cry
5. play	E. walk

Example:

win → lose

They think they will <u>win</u> the game.

Week 3 Day 3

6. Reading Fluency

A. Listen to what the teacher says numbers starting at 100 and adding nine to the next number. Students will say: "Stop" when the teacher adds less or more than nine to each number.

B. Add or subtract a fixed number from a starting number.

Example:

1. Counting up: 100, 110,120, 130, 140.. (the fixed added number is 10)
2. Counting down: 500, 480, 460, 440, 420.. (the fixed subtracted number is 20)

Play the following games in groups.

A. Count up starting at 150 by adding 15.

B. Count down starting at 500 by subtracting 25.

7. Grammar

A. Write sentences in your exercise book using words from each column in the table. Write as many sentences as you can.

Example: I am drinking water

			water.
I		washing	football.
We	am	playing	my face.
He	is	drinking	under the tree.
She	are	sitting	his hands.
You		doing	her face.
			homework.
			classwork.

B. Study the picture and write sentences about what students are doing.

Example: The students are playing football.



Grammar Spot

Present Continuous Tense

Is/am/are doing

What is he/she doing?

He is doing....

They are doing....

Use the present continuous tense to talk about an action that is happening now.

Week 3 Day 4

8. Vocabulary

Choose words from the table to fill the gaps in each of the following sentences. Write the answers in your exercise book. Do the activity individually and then compare your answers with a partner.

ball	rope	throw
watch	chat	tap

1. They are throwing the _____ to me.
2. She is using the _____ to tie pieces of wood.
3. They are sitting under the tree to _____ the game.
4. She is opening the _____ to drink water.
5. The students are gathering to _____ with one another.

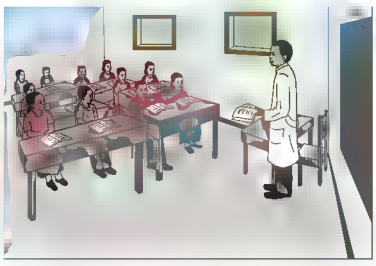
9. Speaking

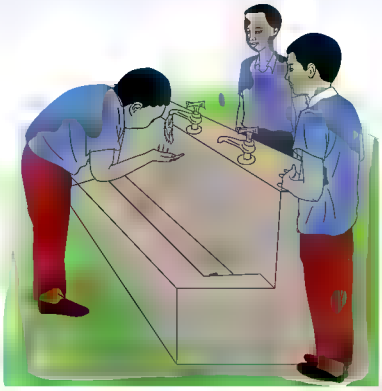
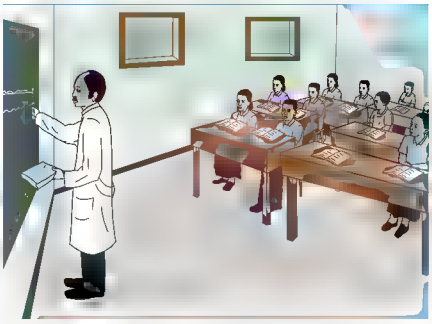
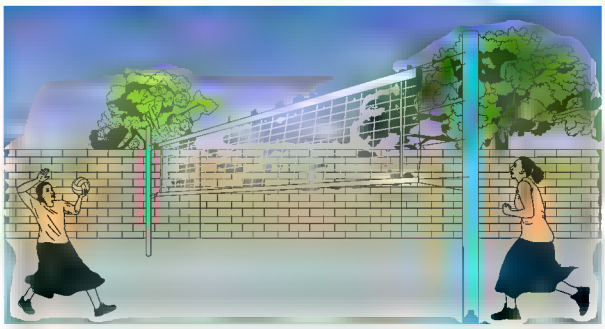
There are two groups of pictures. One is labelled Picture A and the other Picture B. Work in pairs. One student will look at the drawings in the Picture A section and the other student will look at the drawings in the Picture B section. The students will take turns asking and answering questions about what is happening in the pictures.

Picture A








Picture B		
		
		

Example:

Student A: What are the girls doing together?

Student B: They are playing volleyball.

Week 3 Day 5

10. Reading Fluency

Listen as your teacher reads aloud the text titled "A Football Match." Then fluently read along with your teacher. Then take turns reading the text titled "**A Football Match**" aloud with a partner.

11. Writing

Look at the picture and write sentences about what the students are doing?



UNIT 2 People

Week 4 Day 1

How Tall Are You?

1. Listening

Pre-listening

Work in small groups and talk about your age, height and weight using sentences like the sentences in the example.

Example:

I am ten years old.

I am one metre tall.

My weight is 30 kilos.

While listening

You will listen to a text your teacher reads aloud titled "My Friends." Before you begin listening, copy the following table into your exercise book. Complete the table while your teacher reads.

Name	Age	Height	Weight
Almaz			
Chot			
Gadisse			
Shami			

Post listening

Draw pictures of Almaz, Chot, Gadisse and Shami. Describe your drawing to a partner.

2. Speaking

Interview a partner and describe that partner to the class. Use the following questions as a guide.

1.	How old are you?	→	She/he is 10 years old.
2.	How tall are you?	→	She/he is one metre tall.
3.	What is your weight?	→	She/he is 30 kilos.

Week 4 Day 2

3. Word Study

Add **-er** to the following words. Write sentences in your exercise book using the completed words.

1. big
2. fat
3. thin

Example:

big → bigger

An elephant is bigger than a lion.

4. Reading Comprehension

Pre-reading

In groups discuss any dream you have had while you were sleeping.

While-reading

Anito and His Dream

In the southern part of Ethiopia, there is a family that has three children. Anito is one of the children. He is the youngest son. Anito is unhappy because he wants to work without help. He fetches water with his sister. His brother washes Anito's body, but Anito wants to do everything by himself. His sister and brother always tell him that he is too small to do these jobs on his own.

One night, Anito is sleeping. In his dream, he sees pink sugar cane growing in a field. He is eager to taste it. He cuts a piece and chews it. While he is walking home, he feels that his body is getting taller and heavier!

When he returns home, his family thinks that a stranger is coming. Anito feels sad because his family does not know him. He walks back to the field. He cuts a piece of pink sugar cane and chews it. It makes him shorter and lighter again. Then Anito wakes up. He understands it is only a dream. He is happy to be small.

A. Read the story titled "Anito and His Dream" silently and then put the sentences in the correct order. You do not need to write the sentences in your exercise book, order the numbers that represent each sentence.

1. Anito is getting taller and heavier.
2. His family thinks that a stranger is coming.
3. One night, Anito is dreaming.
4. Anito wakes up.
5. Anito is getting shorter and lighter.

B. Read the text again and answer the questions. Using complete sentences write the answers in your exercise book.

1. How does Anito feel at the beginning of the story?
2. What does Anito do with his sister?
3. Why doesn't Anito's family know him?
4. How does he feel at the end of the story? Why?

Post-reading

Give your opinion in groups by discussing if you **like** or **dislike** the story. Explain why or why not.

5. Vocabulary

Choose words from the boxes to replace the underlined words in each of the following sentences. You will choose words with similar meaning to the underlined words.

knows	little	sad	brings

1. Anito feels <u>unhappy</u>.
2. Anito <u>fetches</u> water from the river.

3. Anito understands it is only a dream.
4. Anito's sister and brother tell him that he is small.

Week 4 Day 3

6. Reading Fluency

Listen as your teacher reads "Anito and His Dream." Listen to how your teacher reads the story with fluency (rate, accuracy, expression). Then repeat the parts after your teacher.

7. Grammar

A. In your exercise book, write the correct **wh-** question words (**when**, **where**, **what**, **how**, **who**, **why**) to fill in each gap. Remember capital letters.

1. _____ old is she?
2. _____ are you doing now?
3. _____ domestic animal do you like most?
4. _____ do you go to school?
5. _____ is the library?

B. Below is an interview between Abrehet, the school director, and Hagos, a clever student. Complete the interview with a partner using **wh-** words.

Abrehet: _____ is your name?

Hagos: My name is Hagos Akelom.

Abrehet: How do you spell your father's name?

Hagos: It is spelled A-K-E-L-O-M.

Abrehet: _____ subject do you like most?

Hagos: I like English.

Abrehet: _____ do you like English?

Hagos: I like English because my mother is an English teacher.

Abrehet: _____ do you study your lessons?

Hagos: I study every day before I go to bed.

Abrehet: Thank you very much.

Hagos: You're welcome.

Grammar Spot

Talking about Personal Details

How tall are you?

What is your weight?

I am /I'm and __centimetres tall.

I am __ kilos.

Week 4 Day 4

8. Vocabulary

In your exercise book, fill in the gaps with words of your own to complete the paragraph. The first one is done as an example.

In the eastern part of Ethiopia, (1) there is a family with _____ (2) child. Jafar is the only child for the family. _____ (3) is thirteen years old. Jafar is _____ (4) because he does not have a brother or _____ (5) to play with and help. He does everything himself. He fetches _____ (6). He looks after the goats and _____ (7). He washes his _____ (8). He is _____ (9) in his lessons. He stands first in his class.

9. Speaking

In small groups describe someone in the group. Describe that person to another group. Ask the other group members to guess who is being described.

Example:

Student 1: She is thin and short. Her hair is long.
Her face is oval. Her eyes are big, but her ears are small.
Who is the student?

Student 2: I think she is Tsehay.

Student 1: No, I don't think so. She is not Tsehay because Tsehay's face is not oval.

Student 2: Is she Aminat?

Teacher: Yes, you're right. She's Aminat.

Week 4 Day 5

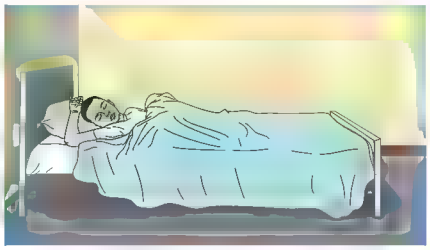
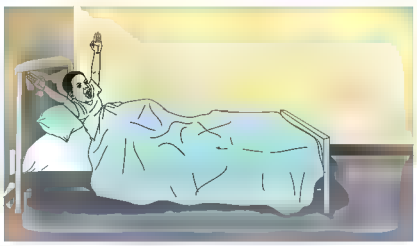
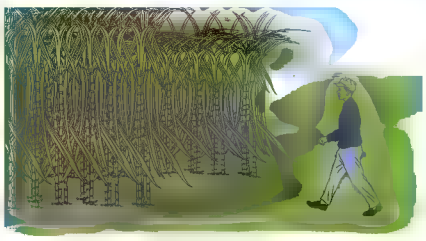
10. Reading Fluency

A. Listen to your teacher read "Anito and His Dream." Listen carefully for reading rate, accuracy and expression (fluency).

B. With a partner take turns reading "Anito and His Dream." Give feedback about each other's reading rate, accuracy and expression.

11. Writing

A. Look at the pictures and put them in the order they happened in the story.

		
1	2	3
		
4	5	6
		
7		

B. In your exercise book, rewrite the story based on the correct order of the pictures.

Week 5 Day 1

I Am Shorter Than You

1. Listening

Pre-listening

You are going to listen to a text titled "Girls' Football Team." Before you listen, work in groups to compare the group members' height and weight.

Example: Chala is shorter than Alemu.

While listening

Listen to the text as your teacher reads it aloud and write down comparative words in your exercise book.

Listen to the text again. Write the answers the questions in your exercise book.

1. How many team members are there on the girls' football team?
2. Is the writer a member of the football team? Why or why not?
3. Who are the four team members in the story?
4. Who plays in the front line?
5. Who jumps higher Zebiba or Birtukan?

Post listening

In groups discuss your favourite games and tell why they are favourite.

2. Speaking

A. Ask your partner who is taller, shorter, younger and older in his/her family. Look at the following example as a model.

S1: Who is taller in your family?

S2: My father is taller than my mother. Who is taller in your family?

S1: I am taller than my sister.

S2: What about your mother?

S1: She is taller than I, but shorter than my father.

B. Compare the pictures with a partner. Use comparative words to describe the people.



Week 5 Day 2

3. Word Study

Add **-er** to each of the words in the chart. Write the answers in your exercise book, then compare your answers with your partner's answers.

Example

easy → easy + er = easier

funny → funny + er = funnier

1. happy → _____
2. heavy → _____
3. lazy → _____
4. noisy → _____
5. silly → _____

4. Reading Comprehension

Pre-reading

Sing English songs learned in earlier grades with the whole class.

While-reading

A. Listen and read silently as your teacher reads a poem. Then read the poem silently.

Three of My Teachers

I like my teachers,
Who teach me different subjects,
But vary in their features.
Ato Aziz is fat and tall,
Miss Almaz is thin and small.
Miss Ariat is in between,
Not fat, not thin,
Just in between.
She is fatter than Miss Almaz,
But thinner than Ato Aziz.
Miss Ariat is younger than Ato Aziz,
But older than Miss Almaz.

B. Read the poem again and answer the following questions. Write the answers in your exercise book.

1. Who are the teachers described in the story?
2. Who is older than Miss Almaz?
3. Ato Aziz is _____ than Miss Ariat.
4. Who is thin and small?
5. Miss Almaz is _____ than Miss Ariat.

Post-reading

Choose two of the teachers in the poem and draw them on a piece of paper. Show the pictures to your partner. Ask your partner to guess which teachers you drew.

5. Vocabulary

Match each of the words in **A** with its similar meaning in **B**. Compare your answers with a partner.

A	B
1. big	a. high
2. tall	b. large
3. fast	c. quick
4. slim	d. behind
5. small	e. thin
6. back	f. little

Week 5 Day 3

6. Reading Fluency

Listen as your teacher reads the poem. Pay attention to the rate, accuracy and expression (fluency) your teacher uses when he/she reads. Read the poem with your teacher aloud.

7. Grammar

Study the following table and complete each of the sentences that follow, using your own words, based on the information in the column under each category. The first is done as an example.

Name	Age (years)	Height (metres)	Weight (kilogrammes)
Zeberga	11	1.10	35
Mulu	12	1.20	36
Hirut	9	1.00	28
Kahssay	10	1.25	31
Shewit	12	1.20	25
Eden	13	1.00	32

1. Mulu is taller than Zeberga, but he is shorter than Kahssay. (height)
2. Shewit is _____ than Hiriut, but she is _____ than Eden. (age)

3. Zeberga is _____ than Kahssay, but he is _____ than Mulu. (weight)
4. Shewit is _____ than Kahssay, but she is _____ than Eden. (height)
5. Hirut is _____ than Shewit, but she is_____ than Eden. (weight)

Grammar Spot

Comparative Degree

_____ is taller than _____.

_____ is shorter than _____.

Use comparative adjectives to compare one person/thing/object with another. We add **-er** for the comparative of one syllable adjectives. we also use **-er** with some two syllable adjectives, especially adjectives ending in **-y**.

Example: funny/funnier, easy/easier

Week 5 Day 4

8. Vocabulary

Fill in the gaps with the correct words from the boxes. Write the answers in your exercise book. Compare your answers with the whole class.

old	young	near
heavy	short	

1. He cannot reach the top of the shelf because he is _____.
2. He doesn't walk a long distance to school because his house is _____ the school.
3. He is ten years old so he is _____.
4. My mother is 90. She is _____.
5. He cannot lift the box because it is _____.

9. Speaking

A. Ask group members questions about the following sentences. The first one is done for you as an example.

Example:

Aster has six brothers and two sisters.

How many brothers and sisters does Aster have?

1. Aster has six brothers and two sisters.
2. Hana is 110 centimetres tall.
3. Gemechu is 75 years old.
4. Aligaz weighs 80 kilos.
5. Okelo is 184 centimetres tall.
6. Ayana weighs 70 kilos.
7. Adem has three sisters.
8. Alemu's father is 56 years old.

B. You are going to read one of the two texts. Your partner will read the other. Take turns asking questions to complete both texts. Write your answers in your exercise book.

Example:

Student A: How tall is Abeba?

Student B: Tolesa is 160 centimetres tall.

Student A: What is Tolossa's weight?

Student B: Tolossa weighs 40 kilos.

Text A

Fetene has two brothers and three sisters. Almaz lives with a larger family. She has _____ (1) brothers and five sisters. Fetene is the third son in his family. He is 16 years old. Almaz is _____ (2) years old. She is the fifth child in her family. In Fetene's family, Tolossa is 175 centimetres tall, but he is not taller than his older brother Habtamu. He is 185 centimetres tall and he weighs 30 kilos. In Almaz's family, Abeba is taller than Yonas. Yonas's height is _____ (3) centimetres. Abeba is _____ (4) centimetres tall. Almaz's height is in between. She is _____ (5) centimetres tall. Alemnesh, one of Fetene's sisters, weighs more than Tolossa. Tolossa weighs 40 kilos. Alemnesh's weight is 45 kilos. Almaz is heavier than Abeba. Abeba weighs 35 kilos. Almaz weighs _____ (6) kilos.

Text B

Fetene has _____ (1) brothers and three sisters. Almaz lives with a larger family. She has four brothers and five sisters. Fetene is the third son in his family. He is _____ (2) years old. Almaz is 18 years old. She is the fifth child in her family. In Fetene's family, Tolossa is _____ (3) tall, but he is not taller than his older brother Habtamu. He is _____ (4) centimetres tall and he ways 30 kilos. In Almaz's family, Abeba is taller than Yonas. Yonas's height is 150 centimetres. Abeba is 160 centermetres tall. Almaz's height is in between. She is 155 centimetres tall. Alemnesh, one of Fetene's sisters, weighs more than Tolossa. Tolossa weighs _____ (5) kilos. Alemnesh's weight is _____ (6) kilos. Almaz is heavier than Abeba. Abeba weighs 35 kilos. Almaz weighs 42 kilos.

Week 5 Day 5

10. Reading Fluency

Read silently as your teacher fluently reads the poem "Three of My Teachers." Then, read it aloud with a partner. Use correct rate, accuracy and expression.

11. Writing

A. Write sentences from the Substitution Table.

I	am	thinner fatter taller shorter older younger	than my	brother. sister.
My (body part)	is/are	long (er) short (er)		brother's. sister's.

Example:

I am fatter than my brother.

My legs are longer than my brother's.

B. In a group of four, write at least four sentences comparing your age, height and weight to that of four friends. Exchange exercise books with a partner. Read his/her comparison sentences and give feedback.

Example:

I have four friends _____, _____, _____ and _____.

_____ is younger than I am. _____ is heavier than I am.

Week 6 Day 1

She Has Long Hair

1. Listening

Pre-listening

You are going to listen to a poem as your teacher reads. Before listening tell your partner what you feel when you see yourself in a mirror.

While listening

Listen as your teacher reads a poem. Think about the author while you listen. Then listen to the poem again and answer the questions.

1. Where is the mirror?
2. What does **I** refer to in the poem?
3. What are the words that describe hair?
4. What does the word **you** refer to in the poem?

Post listening

In pairs discuss why people want to see their faces?

2. Speaking

A. Study the pictures and describe them to a partner.

		
1	2	3
		
4	5	6

Example:

She is a girl. She has a long hair.

Her face is round and she has small ears.

B. In pairs talk about your face, hair, eyes, ears, nose and build. Take turns using the following as a model.

Example:

My name is _____. I have a short hair and my nose is straight. My feet are smaller than my brother's, but bigger than my little sister's. I am thin, but I want to be fat.

Week 6 Day 2

3. Word Study

Listen to your teacher read the words that have **-ir**, **-er**,, and **-ur**. Listen for the sounds these letters make.

ir	er	ur
girl	her	curve
third	verse	church
bird	germ	hurt
stir	mother	turn
first	father	curl

4. Reading Comprehension

Pre-reading

In small groups discuss what physical features make people alike or different. Share your ideas with the whole class.

While-reading

A. Read the dialogue between Sitina and Nesru. Look for describing words as you read. Read parts of Sitina and Nesru with a partner.

Sitina and Nesru

Nesru: Tell me about your family. Who do you look like?

Sitina: I look like my older sister, Hawa. She is three years older than I am. Hawa is thirteen. Who do you look like?

Nesru: I look like my father Debebe. Tell me more about your sister, Hawa?

Sitina: Hawa is tall. She is 130 centimetres tall. She is fatter and heavier than I. She weighs 30 kilos. She has long hair like mine. Her face is oval. Do you look like any of your brothers?

Nesru: No, I don't look like any of them. I look like only my father.

Sitina: Oh, really? Tell me more about your father, please.

Nesru: He is 35 years old. He is tall and thin. He is 175 centimetres tall and weighs 70 kilos. He has short hair and his face is square like mine. Who don't you look like, Sitina?

Sitina: I don't look like my sister, Jemila.

Nesru: Is she younger or older?

Sitina: Jemila is five years younger than I am. She is also shorter. She is 95 centimetres tall. She is thinner and lighter. She weighs 19 kilos. Her hair is not long and her face is round.

B. Copy the following table into your exercise book. Complete the table with the correct information from the dialogue.

Name	Age	Weight	Height	Faces Shape
Hawa				
Debebe				
Jemila				

Post-reading

In small groups discuss who you look like in your family. Say the name of the person you look like and tell the group describing features that are similar.

5. Vocabulary

A. Match the words in column A with the words in column B. Check your answers with a partner.

A	B
1. oval	a. ear
2. big	b. hair
3. long	c. eye
4. blue	d. face
5. straight	e. nose

B. Write sentences comparing yourself to your family members.

Example:

My sister has long hair. My hair is shorter than my sister's.

Week 6 Day 3

6. Reading Fluency

Listen as your teacher fluently reads phrases from the dialogue between Sitina and Nesru. Then, fluently read the phrases below aloud with a partner.

1. look like, Sitina
2. fatter and heavier
3. like mine
4. long hair
5. your brothers
6. my father
7. Oh really?
8. your father, please.

7. Grammar

A. Choose one of the words at the end of each sentence to fill the gaps. Share your answers with a partner.

1. _____ go to school from Monday to Friday. (Me, I)
2. _____ looks like his father. (He, Him)
3. _____ like to play foot ball at break time. (Us, We)
4. My teacher calls _____. (I, me)
5. The teacher tells _____ to arrive at school on time. (they, them)

B. Replace the underlined words with a pronoun (**we**, **he**, **she**, **they**, **them**, **her**, **him**). Check your answers with a partner.

Example: My brother and I look like our mother.

Answer: We look like our mother.

1. Alemu is a grade four student.
2. Sitina has a sister.
3. Sitina looks like Hawa.
4. Sitina and Hawa live with their parents.
5. You and I look like our grandmother.

C. Put the words in the correct order to make meaningful sentences.

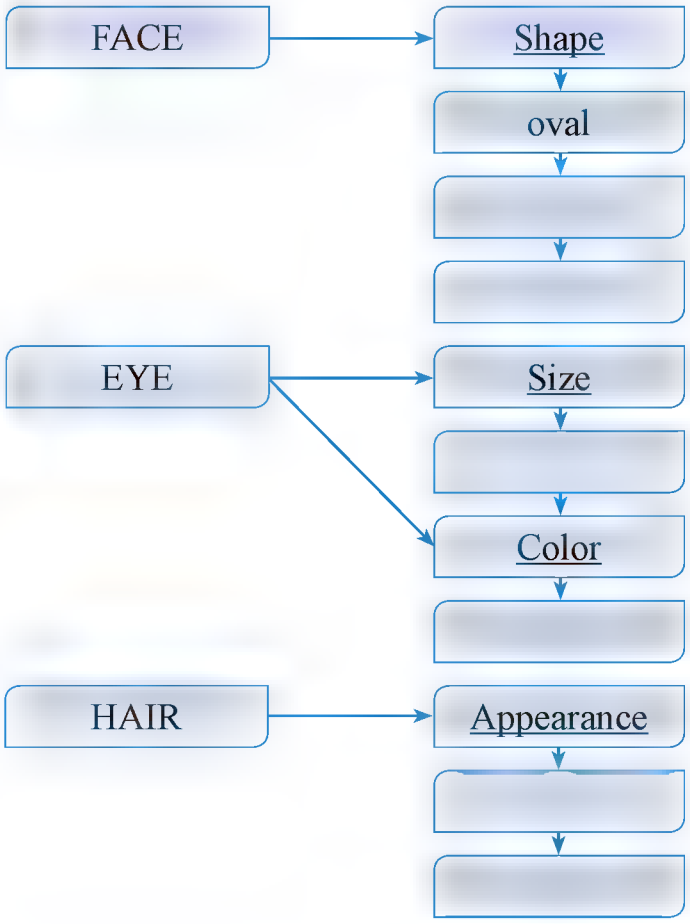
1. has/oval/face/She/an
2. hair/short/She/has
3. big/are/My/ears
4. are/than/They/me/shorter/

Week 6 Day 4

8. Vocabulary

Study the following words in the boxes and put them in the correct place in the graphic organiser.

large	oval	blue	black
wide	square	curly	long



9. Speaking

In a small group, describe someone standing at the front of the classroom. Share your description with the class then ask students to guess who you described.

Example:

His face is round.

He has small ears.

His hair is thick.

Who is he?

Week 6 Day 5

10. Reading Fluency

A. Listen as your teacher reads parts of the dialogue. Listen for his/her rate, accuracy and expression.

B. With a partner read parts of Sitina and Nesru's dialogue. Try to use the same rate, accuracy and expression as your teacher.

11. Writing

A. Look back at the pictures under the speaking section and write sentences to describe each picture. Compare your sentences with a partner.

B. In a small group, decide on a person you would like to describe. Make a list of ideas to use in the description in your exercise book. Use the ideas to write a description about the person you chose. You will write a first draft. Then you will revise the first draft and write a final draft.

UNIT 3 Environment

Week 7 Day 1

What a Rainy Day!

1. Listening

Pre-listening

In small groups discuss the uses of trees. Share your answers with the class.

While listening

A. You are going to listen to a story titled "Two Travellers and a Large Tree." As you listen think about what will happen to the two travellers and the large tree.

B. Listen to the story as it is read again. Answer the questions.

1. Why does the sky become dark?
2. Why do the two men run to the tree?
3. Why does the man look up?
4. How do the two men protect themselves from the heavy rain?
5. What does the traveller say about the tree?

Post listening

In small groups discuss how people feel when they feel hungry and tired.

2. Speaking

A. Study the following dialogue. Then, with a partner, act it out together. After acting out one role, exchange roles.

Today's Weather

A: Good morning.

B: Good morning, what is the weather like today?

A: Today, it is raining.

B: Is it also foggy?

A: Yes, what is the temperature?

B: It is very cold. It's below nine degree centigrade.

A: It is cold! Let's have a cup of tea. It will keep us warm.

B: Thanks. That is a good idea.

B. Study the dialogue above and discuss today's weather with a partner.

Week 7 Day 2

3. Word Study

Work on your own and add the letter **y** at the end of the words. Write sentences in your exercise book using each new word.

Example:

rain + y = rainy

Today is rainy.

1. rain
2. sun
1. wind
2. cloud
3. fog
4. storm

4. Reading Comprehension

Pre-reading

You will read a story titled "The Rain Maker." Before you read the story, look at the title and predict what the text is about. Share your predictions with a partner.

While Reading

A. Read the story silently. Think about the main idea of the story as you read.

The Rain Maker

There is a big village where people live happily. The rain comes every rainy season, and the sun shines every dry season. But for two years, the rain stops falling. Rivers dry up. Plants and seeds do not grow. People and animals have no food. The village elders are very worried and talk about the problem.

The elders hear that there is a woman called Kinchiwot in the next village. She is a rain maker. They agree to send three people to talk to her. The men tell her their problems and ask her to help them. After listening to their problems, she says, "I will try to help you now, but you have to protect your environment. You must plant trees so that the rain will always come."

They thank her and go back to their village. When they arrive home, they are very surprised the rain is falling. It rains for many days until the rivers are full of water and the plants begin to grow.

The people of the village plant trees to protect their environment. Then they never have a drought again.

B. Write the following sentences in the correct order in your exercise book.

1. It rains for many days.
2. The people of the village plant trees.
3. The elders send three people to Kinchiwot.
4. They never have a drought again.
5. The village elders talk about the problem.
6. Plants and seeds do not grow.
7. Kinchiwot gives them advice.
8. It stops raining.

Post-reading

Work in a small groups. Discuss the lesson learned by the villagers after talking with Kinchiwot.

5. Vocabulary

Match each of the words below with the correct description. Write the letters next to the matching numbers in your exercise book.

	A		B
1.	foggy	a.	frozen rain that falls from the sky
2.	sunny	b.	sun is shining and there are no clouds
3.	snow	c.	a short period of rain
4.	shower	d.	with many clouds in the sky
5.	cloudy	e.	with dark clouds and dull light
6.	gloomy	f.	thick clouds close to land

Week 7 Day 3

6. Reading Fluency

Listen carefully as your teacher reads a story titled "The Rain Maker." Then practise reading the story aloud with fluency in small groups.

7. Grammar

A. Study the words in table 1. Write questions using the words. Then, use the words in the in table 2 to answer the questions you wrote from Table 1. Check your questions and answers with a partner.

Table 1

What	is	it	like	outside?
How		the	weather temperature	today?

Table 2

It's	a fine	day.
	a windy	afternoon.
	a sunny	morning.
	a cloudy	evening.
	drizzling	outside.
	snowing	
	raining	

Example:

Question: What is the weather outside?

Answer: It's snowing outside.

B. Fill in the gaps with the correct form of the verbs.

Example:

The rain is _____ down. (fall)

The rain is falling down.

It _____ windy. (be)

It is windy.

1. It _____ raining outside. (be)
2. The sun is _____ now. (shine)
3. The clouds _____ thick. (be)
4. The snow is _____ down. (fall)
5. It _____ foggy. (be)

Grammar Spot

Simple Present (Verb to be)

It's sunny. = It is sunny.

Present Continuous (is/am/are + verb)

It's raining. = It is raining.

We use the simple present tense to talk about things in general. But, if we want to talk about things happening as the time of speaking, we use the present continuous tense.

Week 7 Day 4

8. Vocabulary

Choose the correct word and complete each of the following sentences. Write your answers in your exercise book. Compare your answers with a partner.

1. It is _____ today. (sun, sunny)
2. The _____ is shining now. (sunny, sun)
3. We cannot play outside because of the _____. (rainy, rain)
4. It is a _____ day. (rain, rainy)
5. It is not _____ today. (cloud, cloudy)

9. Speaking

A. Act out the dialogue with a partner.

Cold and Warm Weather

A: Hello, good afternoon.
B: Good afternoon sir. How are you?
A: I am fine, thank you. And you?
B: I'm very well, thank you. Why are you shivering?
A: It's very cold, isn't it?
B: I don't think it is. Where are you from?
A: I'm from Asayita.
B: What is the weather like in Asayita?

A: Very hot, it is hot throughout the year.

B: Oh, that's why you feel cold. Today, the weather is good here in Mezezo.

A: Is the weather like this throughout the year?

B: Oh no, if you come in November, it is colder and foggy. It is so foggy we cannot see each other!

B. Work with your partner and imagine that the characters from the dialogue meet in Asayita. Prepare a dialogue and act out it.

1. You may use the expressions from "Cold and Warm Weather" to help you write a dialogue.
2. Include some of the following information in your dialogue.

   The weather is hot throughout the year.

   It is very hot in May.

   On average, the temperature is 38 degrees centigrade, but above 40 degrees centigrade in May.

   People wear white and light clothes.

   People wear sandals.

Week 7 Day 5

10. Reading Fluency

A. Listen as your teacher reads the story "The Rain Maker." Pay attention to how your teacher reads fluently with rate, accuracy and expression.

B. Work in pairs. Take turns with a partner and read the story "The Rain Maker" aloud. Give feedback to each other about rate, accuracy and expression (fluency).

11. Writing

Work in small groups. Summarise the story "The Rain Maker." Describe what happens at the beginning, in the middle and at the end of the story. Then write a short summary about the story using not more than five sentences.

Week 8 Day 1

There Are Some Clouds

1. Listening

Pre-listening

Work in a small group. Study the following riddle and discuss possible answers. Then share your answer with the class.

There is a black blanket all over the sky. It hides the sun. What is it?

While listening

A. Listen as your teacher reads a story titled "Which One is Stronger."

B. Listen to the story again and match the sentences under Column A with the words under Column B. Write the answers next to the numbers in your exercise book.

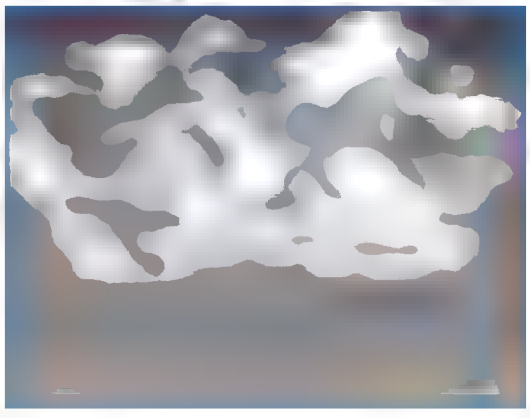
A	B
1. The mountain blocks it.	a. sun
2. It hides the sun.	b. rain
3. People sit under trees to escape from it.	c. wind
	d. cloud

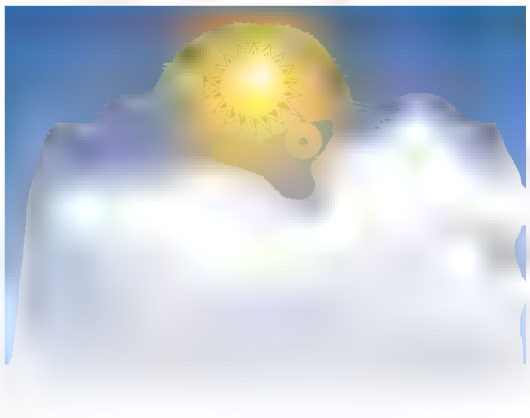
Post listening

Work in small groups and discuss the advantages of weather forecasting for urban and rural people.

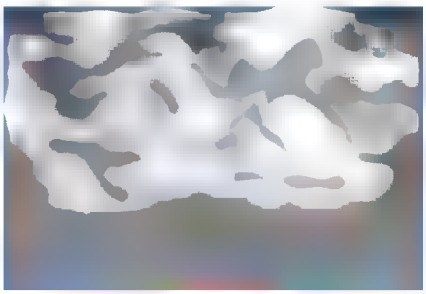
2. Speaking

A. Work in pairs. Look at the following pictures and predict the weather for each.





B. Study the following pictures of predicted weather for each city/town. Ask and answer questions about the weather in each.

Addis Ababa		Jigjiga	
Adama		Dire Dawa	
Hawassa		Mekele	
Gambella		Bahir Dar	
Asossa		Asayita	

Example:

A: What is the weather going to be in Addis Ababa?

B: It's going to be cloudy.

Week 8 Day 2

3. Word Study

1. Listen as your teacher reads each of the following words aloud. Clap your hands when you hear each syllable (part of a word).

- rainy
- windy
- cloudy
- sunny

2. Copy the words above into your exercise books and put a line between the syllables in each word.

Example:

rainy = rain/y

4. Reading Comprehension

Pre-reading

You are going to read a text titled "Clouds." Before reading the text, copy the following sentences into your exercise books and write **A** for "Agree" or **D** for "Disagree" at the end of each statement.

1. A cloud is a collection of water droplets. _____
2. Rain and snow are types of clouds. _____
3. All clouds bring rain. _____
4. There are three types of clouds. _____
5. All clouds have the same shape. _____
6. Clouds are the result of water evaporation from lakes, rivers and other water sources_____

While Reading

1. While reading the text, check your answers.
2. With a small group of students, look back at the sentences in the pre reading part. Compare your answers with the correct answers. Support the correct answers with facts from the text.

Clouds

A cloud is made up of a large group of tiny water droplets that we can see in the air. These tiny droplets of water come from lakes, rivers and other water sources. They evaporate into the sky. The droplets of water rise and cool. Then, they come together to form clouds. A cloud contains a lot of water. The water falls from the clouds in the form of rain or snow.

There are different types of clouds. They have different features. One type of cloud is shaped like flat sheets. Another type of cloud is shaped like a balloon full of air. It looks like it floats in the sky. The third type of cloud is thin and light, and it appears high in the sky. Some types of clouds do not hide the sun and some do not make rain.

Post-reading

Work in small groups. Discuss what people might do on a cloudy day.

5. Vocabulary

Identify words from Table 1 that describe weather and the words that do not describe weather. Copy Table 2 into your exercise book. Organise the words. Check your completed table with a partner.

Table 1

wet	high	big	dry	warm	happy
cool	rainy	slim	brown	snow	sunny
water	cloudy	river	forecast	mountain	foggy

Table 2

Words That Describe Weather	Words That Do Not Describe Weather

Week 8 Day 3

6. Reading Fluency

Listen carefully as your teacher reads "Clouds." Notice how she/he reads fluently with the correct rate, accuracy and expression. Read the text on your own.

7. Grammar

A. Copy the sentences into your exercise book. Rewrite the sentences using the example as a model.

Example:

It will be cloudy tomorrow.

It is going to be cloudy tomorrow.

1. It will be windy next week.
2. The clouds will be thick.
3. It will be rainy.
4. It will be foggy.
5. The sky will be clear.

B. Complete the following dialogue with the words and phrases **will, is going to and are going to**.

1. **A:** Look! The sky is clearing.

   B: Yes, it _____ be sunny.

2. **A:** Can you see the clouds over there?

   B: Yes, I think it _____ rain soon.

3. **A:** There is heavy rain outside.

   B: Yes, I think the rivers _____ flow over the bridges.

4. **A:** Look! There is a strong wind!

   B: Yes, it _____ destroy the roofs of many huts.

5. **A:** It's very windy this morning.

   B: Yes, I think it _____ be moving the clouds across the sky.

C. Work with a partner. One of you will act as a weather forecaster. The other will listen to the weather forecast and reply.

Example:

Forecaster: It will be cold tomorrow.

Person Listening: Oh, I will wear my sweater.

Grammar Spot

be going to (am/is/are going to...)

will be…

will be and **be going to** are used interchangeably to talk about predictions based on the present situations

Week 8 Day 4

8. Vocabulary

Read the sentences. Complete each sentence with a weather word from the chart. Write the completed sentences in your exercise book. Compare your sentences with a partner.

sunny	rainy
windy	cloudy

1. It is hot and bright. My cap shades my face. It's _____.
2. There is no sun today. I need my coat. It's _____.
3. I am cold. My hat is blowing away. It's _____.
4. I take my umbrella. I am getting wet. It's _____.

9. Speaking

A. Work in pairs and discuss what you do on rainy, windy, sunny and cold days.

Example:

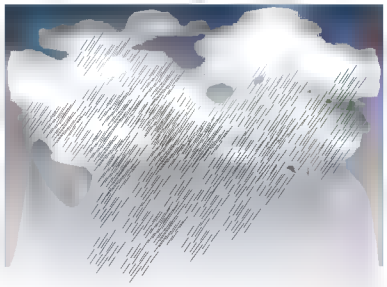
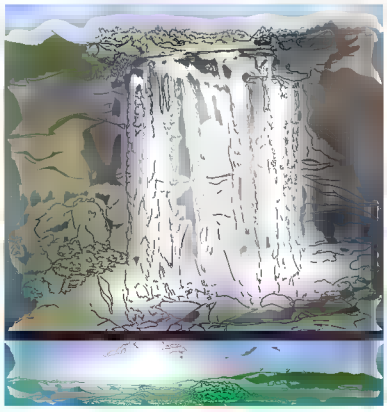
Student A: What will you do on a rainy day?

Student B: I will use my umbrella.

Student A: What will you do on a sunny day?

Student B: I am going to sit under a tree.

B. Work in small groups and look at the pictures. Order the pictures. Then meet with a small group and explain why you chose to order the pictures as you did.

		
1	2	3
		
4	5	

Week 8 Day 5

10. Reading Fluency

Listen as your teacher reads a text titled "Clouds" aloud to you. Notice his/her fluency. Then, take turns reading. Read fluently using the correct rate, accuracy and expression. Give you partner feedback about his/her fluency.

11. Writing

Look back at the pictures under the speaking section and write about the weather in each place.

Week 9 Day 1

It Was Sunny Yesterday

1. Listening

Pre-listening

1. In your exercise book write the name of the day before today (yesterday) and the day after today (tomorrow).
2. Copy the table into your exercise book. Next to each number, write the name of the corresponding day.

Ordinal Number	Day
1st	
3rd	Wednesday
5th	
7th	
6th	
2nd	
4th	

While listening

Copy the chart into your exercise book. Then listen as your teacher reads the weather report. As your teacher reads the weather report aloud again, write the days of the week under the correct column.

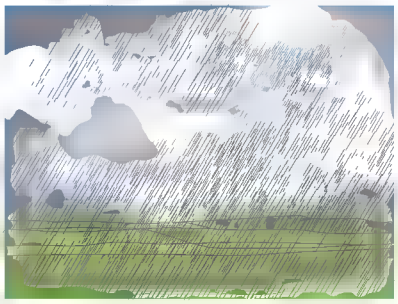
Sunny Days	Cloudy Days	Rainy Days

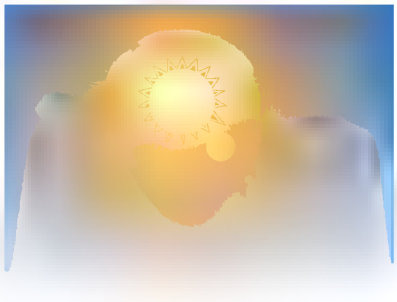
Post listening

Work in small groups and discuss the advantages of a weather report. Share your answers with the whole class.

2. Speaking

In pairs look at the pictures below. Ask and answer questions with a partner about what the weather was like on each day.

Day	Pictures
Saturday	
Sunday	

Day	Pictures
Monday	
Tuesday	

1. What was the weather like on Monday?
2. What was it like on Sunday?
3. Did most children play outside on Sunday?
4. Did it rain on Tuesday?
5. What was the weather like on Tuesday?

Week 9 Day 2

3. Word Study

A. Read the words in the chart slowly and pay attention to each word family sound.

at	an	ap	ad
bat	can	cap	bad
cat	fan	map	dad
mat	pan	clap	sad
fat	van	tap	pad

B. Write sentences with a partner using one word family sound from each column in the chart.

Example: The cat sits on a mat.

4. Reading Comprehension

Pre-reading

You are going to read a weather report about the town of Assosa. Write words that you think will be in the report. Share the words with a small group.

While Reading

A. Read the weather report silently and check your predictions.

Weather Report

Good morning. My name is Samira. I am going to tell you the weather as it was recorded in the town of Assosa for the week of July 26. The beginning of the week was rainy and cold. There was rain all day Monday, Tuesday, Wednesday and Thursday. On Friday, the sky was cloudy, but there was no rain. The sun was in the sky all day on Saturday and for part of the day on Sunday. Sunday was sunny and then cloudy and windy. That was the weather in Assosa for the week of July 26th.

B. Read the report again and decide if each of the following sentences are **True** or **False**.

1. The beginning of the week was cloudy and windy in Assosa.
2. Monday, Tuesday, Wednesday and Thursday were rainy.
3. There was rain on Friday.
4. Sunday was sunny and then cloudy and windy.

Post-reading

In a small group, discuss the weather in your area during the last three days.

5. Vocabulary

A. Match the following words on the left (Column A) with their antonyms (opposites) on the right (Column B). Write the matching words in your exercise book.

A	B
1. bright	a. dry
2. clear	b. warm
3. cloudy	c. foggy
4. wet	d. sunny
5. chilly	e. dark

B. Write sentences using the words from the chart. Write the sentences in your exercise book.

Example:

clear = foggy

It was foggy yesterday.

Week 9 Day 3

6. Reading Fluency

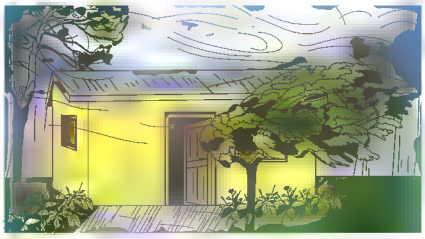
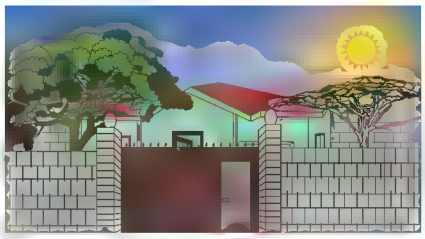
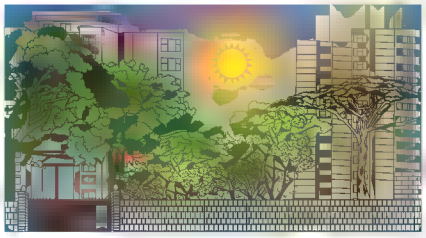
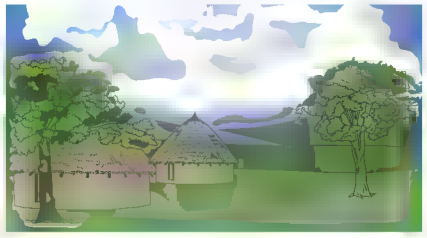
Listen as your teacher reads the weather report aloud. Notice her/his rate, accuracy and expression. Then, take turns reading the weather report with a partner. Give each other feedback.

7. Grammar

A. Study the pictures and answer the questions. Write complete sentences when answering the questions.

Example:

What day was rainy? Friday was rainy.

		
Sunday	Monday	Tuesday
		
Wednesday	Thursday	Friday
		
Saturday		

1. How many days were sunny?
2. What was the weather on Wednesday?
3. What was the weather two days before Wednesday?
4. What was the weather three days after Wednesday?

B. Write at least five questions about the weather based on the above pictures. Then write the answers to the questions.

Example:

1. Was Friday a rainy day?

   Yes, it was. Friday was a rainy day.

2. Were Monday and Wednesday rainy days?

   No, they were not. Monday and Wednesday were not rainy days.

Grammar Spot

Simple Past (Was/Were)

1. What was the _____?
2. How was the _____?
3. What day was _____?
4. Was _____?
5. Were _____?

We use the simple past tense to talk about events in the past.

Week 9 Day 4

8. Vocabulary

Copy the Word Search into your exercise book. Find the words from the Word Bank hidden in the word search and circle them. Compare your answers with a partner.

The first word **cloudy** is shaded on the word search as an example. Instead of shading the word, you will circle the word.

Word Search

s	u	n	n	y	c	h	s
t	o	n	d	o	o	o	u
w	i	n	d	y	l	t	w
m	a	r	r	t	d	t	i
s	u	m	m	e	r	n	n
e	c	l	o	u	d	y	t
d	r	y	o	d	o	r	e
r	a	i	n	y	n	y	r

Word Bank - Weather

cloudy	cold	dry
hot	rainy	summer
sunny	windy	winter

9. Speaking

Look back at the pictures under the grammar section. Work with a partner and ask and answer questions about what people might have done on each day.

Example:

Student A: What did people carry on Friday?

Student B: They carried their umbrellas on Friday.

Student A: Why?

Student B: The weather was rainy.

Week 9 Day 5

10. Reading Fluency

Listen as your teacher reads a weather report from the reading section. Pay attention to how fluently the report is read.

In pairs take turns reading the weather report fluently. Give feedback to each other about how fluently the report was read.

11. Writing

Read the words in the Substitution Table. Use the words in the Substitution Table to write sentences about the weather report using the words. Turn to a partner and share your sentences.

Weather Report

<table>
<tr><td rowspan="7">There</td><td rowspan="4">was</td><td>one</td><td rowspan="4">sunny</td><td rowspan="14">day(s).</td></tr>
<tr><td>two</td></tr>
<tr><td>three</td></tr>
<tr><td>four</td></tr>
<tr><td rowspan="3">were</td><td>five</td><td rowspan="3">windy</td></tr>
<tr><td>six</td></tr>
<tr><td>seven</td></tr>
<tr><td>Monday</td><td rowspan="7">was</td><td rowspan="7">a</td><td rowspan="3">cloudy</td></tr>
<tr><td>Tuesday</td></tr>
<tr><td>Wednesday</td></tr>
<tr><td>Thursday</td><td rowspan="4">rainy</td></tr>
<tr><td>Friday</td></tr>
<tr><td>Saturday</td></tr>
<tr><td>Sunday</td></tr>
</table>

Example:

There were two sunny days.

Wednesday was a rainy day.

UNIT 4 Health and Safety

Week 10 Day 1

Let's Keep Fit

1. Listening

Pre-listening

Work in a small group and in your exercise book list names of famous Ethiopian athletes. Share your list with the whole class.

While listening

A. Listen as your teacher reads a text titled "Women First." As you listen, predict advice that famous athletes might give.

B. Listen to the text again. Answer the questions. Compare your answers with a partner and then with the class.

1. Why do people run?
2. How long is the race?
3. When is International Women's Day celebrated?
4. Who runs in the race?
5. What do the runners do before the race?

C. Work with a partner. Order the pictures from the text "Women First" from beginning to end. Then take turns retelling the story using your own words.



1



2



3



4

Post listening

Discuss the following question in a small group.

Do you want to be an athlete? Why or why not?

2. Speaking

A. Work with a partner. Take turns giving each other commands. For example if you say: **Touch your head**. Your partner will touch her/his head.

B. In a small group, you are going to play a game called Solomon Says. The group leader will give five commands. You will follow the command only when the leader says **Solomon Says** before saying the command. If the leader does not say **Solomon Says** before saying the command, you will **NOT** follow the command. Always listen for the word **Solomon Says** before following the command.

Week 10 Day 2

3. Word Study

A. Listen as your teacher says the word **thigh**. Repeat words with the same vowel sounds after your teacher says them. In groups think of at least three more words that have the same vowel sound that you hear in the word **thigh**.

Example:

Teacher: = thigh

Student: = tie

B. Copy the following words into your exercise book. Underline the word that has a different vowel sound than the other words.

Example: sigh, buy, soil, die

1. my, lie, boy, tie
2. time, day, nine, fine
3. fly, high, sky, rain
4. sign, seat, site, like
5. find, mind, kind, main

4. Reading Comprehension

Pre-reading

Tell a partner what time you get up in the morning and the activities you do at that time of day. Share your answers with the whole class.

While Reading

A. Read the text below silently. As you read, think about the activities of the writer.

Keeping Fit

I am very healthy and feel strong because I always do physical exercises. I want you to do the same. I get up at 6:00 am. I run for about 15 minutes and skip rope for another 15 minutes. After taking a shower, I have my breakfast. Walking to school takes about 30 minutes. Normally, class starts at 8:00 am and ends at 12:15 pm. I walk home and I eat my lunch at 1:00pm. Then, I rest. At 2:00 pm, I walk back to school to read some books in the library. After reading, I play football and talk with my friends. Dinner is at 8:00 pm and bed time is at 11:00 pm. It is important to get enough sleep. My schedule helps to keep me fit and healthy.

B. Read the text again. Answer the following questions in complete sentences in your exercise book. Look back in the text if you need help with the answers to the questions.

1. What does the writer do at 6:00 am?
2. How long does he walk to school?
3. When does the class start and end?
4. How does the writer keep his/her health and strength?

C. Copy the following table into your exercise book and complete it with the appropriate information from the text. Compare your work with a partner.

Activity	Time
gets up, runs, skips rope	_____
_____	8:00 am to 12:15 pm
has lunch	_____
_____	2:00 pm
goes to bed	_____

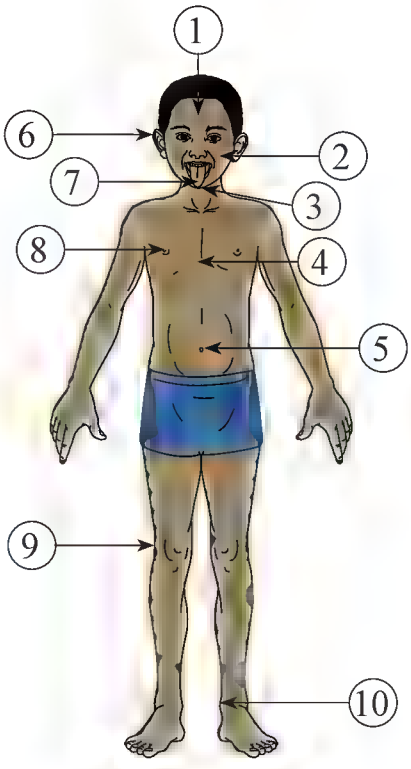
Post-reading

In groups discuss if you like to go to bed early and get up early or to go to bed late and get up late. Tell why.

5. Vocabulary

Study the diagram with a partner. Match the body part words in the Word Bank with the numbers on the diagram. Write the answers in your exercise book.

Word Bank: Body Parts				
cheek	chin	knee	ankle	nipple
navel	tongue	ear	chest	forehead



Week 10 Day 3

6. Reading Fluency

Listen as your teacher reads the text titled "**Keeping Fit.**" Pay attention to how fluently the teacher reads Then, read aloud the text with your teacher. Practise your fluency as you read.

7. Grammar

A. Complete each of the following dialogues with the correct **wh-** words.

1. **Student A:** _____ do you do with your nose?

   Student B: I use my nose to smell.

2. **Student A:** _____ do you go to school?

   Student B: I go to school on foot.

3. **Student A:** _____ do you do physical exercise?

   Student B: I do physical exercise every morning.

4. **Student A:** _____ do you do physical exercise?

   Student B: I do physical exercise because it keeps me healthy and strong.

5. **Student A:** _____ do you take shower?

   Student B: I take shower in a bathroom.

B. Match the situations under Column A with the negative imperatives under Column B. Write the answers in your exercise book.

A	B
1. I am getting heavier and heavier.	a. Don't go to bed late.
2. I cannot get enough sleep.	b. Don't eat too much.
3. I arrive late to school.	c. Don't wear a sweater.
4. My ankle hurts.	d. Don't get up late.
5. Today is very hot.	e. Don't play football.

C. Study the example below. Work in groups and give advice. Use positive or negative imperative forms.

Example:

I am getting heavier and heavier.

Do physical exercise every day.

Don't eat too much.

1. I always arrive school late.
2. Today I feel tired.
3. Our team will have a football match tomorrow.
4. There are only ten minutes left before the start of class.
5. The road is very muddy. We can't walk fast.

Grammar Spot

Imperative:

Do..... (positive)

Do not ..... (negative)

Example: Do open the door.

Don't shout.

Use the imperative to give a direct order. The positive form is used to tell people to do things. If we want them not to do things, we use the negative form.

Week 10 Day 4

8. Vocabulary

A. In your exercise book, list the body part words from the Word Bank. Order the words from the top to the bottom of the body.

Word Bank - Body Parts			
hair	knee	neck	stomach
chin	face	foot	shoulder
nipple	navel	ankle	chest

B. Write numbers 1-16 in your exercise book. Unscramble the letters to make the names of body parts (1-8) and movement words (9-16). Numbers 1 is done for you as examples. Write the answers in your exercise book.

1	ecnk	neck	9	lwka	_____
2	hinc	_____	10	trast	_____
3	tofo	_____	11	thacc	_____
4	seno	_____	12	worth	_____
5	knela	_____	13	pots	_____
6	cabk	_____	14	upjm	_____
7	shatomc	_____	15	nru	_____
8	pli	_____	16	wsmi	_____

9. Speaking

A. Sing the song, "Hokey Pokey" with your teacher. Then perform the actions while singing.

Hokey Pokey

You put your right foot in,

You put your right foot out.

You put your right foot in,

And you shake it all about.

You do the Hokey Pokey,

And you turn yourself around.

That's what it's all about.

B. Sing the song again substituting the following body parts for the underlined words.

left foot

right hand

left hand

right shoulder

left shoulder

right ear

left ear

whole self

C. Study the following dialogue. Work with a partner and write a similar dialogue about what you do with your body parts.

Example:

Student A: What do you do with your legs?

Student B: I skip rope with my legs.

Student A: What else can you do with your legs?

Student B: I can kick with my legs. What do you use your hands for?

Student A: _____

Week 10 Day 5

10. Reading Fluency

Listen as your teacher fluently reads "Keeping Fit." Then, work with a partner. Take turns reading "Keeping Fit." When listening check for correct rate, accuracy and expression.

11. Writing

Read the words in the Word Bank. Choose five body part words and write a sentence about each. Compare your sentences with a partner.

chin	shoulder	eye	nose	lip
foot	neck	hair	leg	tongue

Week 11 Day 1

Wash Your Hands Before You Eat

1. Listening

Pre-listening

A. What should you do before eating your breakfast, lunch or dinner?

B. Look at the following song. Study the words of the song and sing it with your teacher. As you sing the song, think about the message.

Washing Hands

We'll wash our hands all through the day,
Before we eat and after we play.
After touching pets, or when we cough and sneeze,
And after using the bathroom, soap and water, please.

While listening

A. Listen to the text as your teacher reads it aloud. Listen for three ways of keeping healthy. Turn to a partner and share your answers.

B. Write the answers to the questions in your exercise book. Then compare your answers with a partner.

1. What are the three ways of keeping healthy?
2. Why should we wash our hands?
3. Why should we wash the objects we use to eat and drink?
4. What should we do when we cough and sneeze?
5. What causes disease?
6. What would be a good title for the text?

Post listening

Work in a small group. Discuss the importance of water to people.

2. Speaking

A. Act out the following dialogue with a partner and study the use of **should** and **should not**.

Son: Mother, I feel hungry, I want to eat something.

Mother: You **should** wash your hands before you eat.

Son: I'm just coming from playing football. My hands are clean.

Mother: No. You **should** wash your hands. Didn't you go to the toilet?

Son: Yes, I went.

Mother: You **should not** eat any food before you wash your hands after using the toilet.

B. Imagine that you are visiting a friend who is suffering from a bad cold. Give your friend advice using **should** or **should not**. Share your advice with a partner.

Week 11 Day 2

3. Word Study

A. Listen as your teacher reads the words and repeat them.

1. boil
2. boy

B. Study each of the following groups of words carefully. Copy them into your exercise book. Your teacher will read each word aloud. Underline the word that has a different vowel sound than the others.

Groups of Words

1. toilet, soil, boy, cry
2. soil, lie, oil, toy
3. my, coin, join, point

4. Reading Comprehension

Pre-reading

Work in a small group and discuss the following question. Share your answers with the whole class.

When do you need to wash your hands? Why?

While Reading

A. Read the following list of advice silently. As you read think about the activities that help you to stay healthy.

Ways to Keep Fit and Healthy

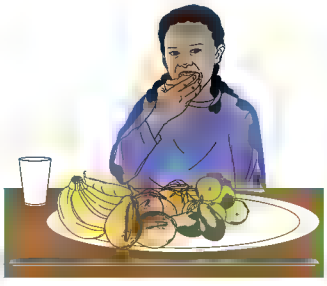
1. You should walk or ride a bicycle to go to places that are near.
2. You should exercise every day. Do not be lazy.
3. You should make healthy choices when you eat. Choose fruits and vegetables instead of candy.
4. Drinking clean water is something you should do every day. You shouldn't drink soft drinks instead of water.

5. You shouldn't eat with dirty hands. You should wash them before each meal.
6. You should keep your fingernails and hair clean.
7. You should always be clean and neat. You shouldn't let your body and clothes get dirty.
8. You shouldn't forget to brush your teeth daily.

B. Reread the advice. Copy the following sentences into your exercise book. Write **True** or **False** next to each sentence. If the sentence is false change it to make it true.

1. Soft drinks are important to a person's health.
2. It is good to walk and ride a bicycle to stay healthy.
3. Eating with dirty hands is not harmful.
4. We feel healthy when we keep our hair clean.
5. Brush your teeth every day.

C. Study the following pictures and match each picture with the description in "Ways to Keep Fit and Healthy." Write numbers 1-8 in your exercise book. Then write the letter of the matching picture next to each number.

			
a	b	c	d
			
e	f	g	h

Post-reading

Work in groups and discuss the things you **should do** and **should not do** to be healthy.

5. Vocabulary

Choose a word from the Word Bank to fill the gap in each of the following sentences. Check your answers with a partner.

Word Bank		
sweep	wash	comb
brush	latrines	bathe
nails	boil	sink

1. I _____ my hands before I eat my lunch.
2. He is lazy. He doesn't _____ his teeth regularly.
3. They _____ water before they drink.
4. It is not good to cut your _____ with your teeth.
5. I _____ my hair every morning.
6. People use pit _____ in rural areas.
7. We use a broom to _____ the floor.

Week 11 Day 3

6. Reading Fluency

Listen as your teacher fluently reads "Ways to Keep Fit and Healthy." Read it fluently to a partner. Remember to use the correct rate, accuracy and expression.

7. Grammar

Complete each of the following sentences using **should** or **should not**. Write the answers in your exercise book. Compare your answers with a partner.

1. You _____ wash your hands before lunch.
2. You _____ eat your lunch before you wash your hands.
3. You _____ brush your teeth regularly.
4. You _____ share a toothbrush with another person.

5. You _____ keep the room clean.
6. You _____ take tablets without the doctor's advice.
7. You _____ go to the doctor when you feel sick.

Grammar Spot

should/shouldn't

We use should/shouldn't for giving advice to do something or not to do it.

Example: You **should** see a doctor.

You **shouldn't** touch your eyes with dirty hands.

Week 11 Day 4

8. Vocabulary

Match the words on the left with the descriptions on the right. In your exercise book write sentences using the words.

Example: I cut my nails every week.

A	B
1. nails	a. to clean by using a broom
2. sink	b. an object used for holding water for washing
3. sweep	c. a room containing a bathroom, water closet or pit latrine
4. bathe	d. to clean oneself in water
5. toothpaste	e. a soft mixture used for cleaning teeth
6. toilet	f. parts at the end of a finger

9. Speaking

Work with a partner. Use the following sentences to ask for and give advice.

1. I feel pain in my back.
2. There is no pipe water in our village.
3. People are suffering from diarrhea in our village.

Example:

Student A: I feel pain on my back. What should I do?

Student B: Oh, that's too bad. I want you to go to a clinic.

Student A: Thank you. I will go soon.

Student B: You're welcome.

Use the expressions in the following boxes to ask for and give advice.

Asking for Advice	Giving Advice
What should I do?	You should.....
How do I?	You should not.....
When do I.	I want you to.....

Week 11 Day 5

10. Reading Fluency

Listen as your teacher reads "Ways to Keep Fit and Healthy" aloud. Pay attention to your teacher's rate, accuracy and expression. Then work with a partner and read parts of "Ways to Keep Fit and Healthy." Take turns reading and give feedback to each other about rate, accuracy and expression.

11. Writing

Work in small groups. Study the topic sentence. Discuss ideas you would use to write a paragraph based on the topic sentence. Then organise your ideas. Write the first draft. Revise it. Rewrite and edit it. Then write the final version. Use the following as a model.

I always try to stay healthy. I wash my hands and face with soap and water before each meal. This keeps me free from disease. I brush my teeth and drink clean water daily. My actions help me to stay healthy.

Week 12 Day 1

Visiting a Doctor

1. Listening

Pre-listening

Work in a small group and discuss the question below.

Why do people go to clinic or hospital?

While listening

A. Listen as your teacher reads aloud a text titled "What Do Doctors Do?

First predict the kinds of instruments a doctor uses. Share your predictions with the class. While your teacher reads, listen for the names of the instruments the doctor uses.

B. Listen to the text and answer the following questions. Compare your answers with a partner.

1. Who do treat sick people?
2. What do doctors use to examine sick people?
3. What does a doctor order to help sick people?

C. Listen to the text again and decide whether each of the following statements are **True** or **False**.

1. Our body can sometimes heal itself.
2. A doctor doesn't order laboratory tests.
3. A doctor checks the heartbeat of a sick person.

Post listening

Work in small groups and discuss the following questions.

1. Where do people go when they feel sick?
2. What are the common diseases in your area?
3. What does the sentence "Prevention is better than a cure" mean?

2. Speaking

A. Work on your own. Copy the chart into your exercise book. Follow the instructions to complete the chart.

Put ✓ or X under **I to show the things you can do.**

I can …	I	My Partner
run fast		X
walk a long distance		
lift a box		
push the car		
ride a bicycle		
swim		
play tennis		

B. Work with a partner. Put ✓ or X under **My Partner** after asking him/her questions to show things she/he can do. Compare your list of abilities with each other.

Example:

Student A: Can you run fast?

Student B: No, I can't. What about you?

Student A: Oh, I can run fast. Can you walk a long distance?

Student B: Yes, I can. Can you?

Week 12 Day 2

3. Word Study

A. Look at the following words as you listen to your teacher reads them. Identify the consonant digraph at the end of each word. Read each word to a partner and then use it in a sentence.

1. sick
2. pick
3. check
4. lick

B. With a group of students, read each set of words. Copy them into your exercise book. Underline only the words that don't end with consonant diagraphs than the others in the row. Then say each word out loud.

1. lick, walk, tick, sick
2. lack, back, sack, chalk
3. talk, clock, kick, duck,

4. Reading Comprehension

Pre-reading

A. Work in a small group and discuss the question below.

How do people get hurt?

B. Read the dialogue silently. As you read the dialogue, think about a title.

While Reading

Omar:	Good morning, Kedaffo.
Kedaffo:	Good morning, Omar.
Omar:	You did not come to school yesterday. What happened to you?
Kedaffo:	I was not feeling well.
Omar:	What was wrong with you?
Kedaffo:	I fell off the camel I was riding.
Omar:	Oh, I'm sorry. Can't you ride well?
Kedaffo:	I can ride well, but I don't know how it happened.
Omar:	Did you get badly hurt?
Kedaffo:	I am ok. I hurt my right arm.
Omar:	Can you move your arm?
Kedaffo:	Yes, it has been only small injury, but I still feel pain.
Omar:	Didn't you go to a clinic?
Kedaffo:	No, I didn't.
Omar:	Why? You should go to a doctor.
Kedaffo:	Maybe I will wait another day and see how I feel.
Omar:	No, you shouldn't wait. You should see a doctor today.
Kedaffo:	Thank you for your advice. I will go to a doctor soon.

Read the dialogue again and answer the questions.

1. Who was injured?
2. How did the injury happen?
3. Which part of Kedaffo's body was injured?
4. Who did gave the advice?
5. What was the advice given?
6. Was it good advice? Why or why not?

Post-reading

Work in small groups. Discuss the questions.

1. What are the advantages of listening to advice?
2. How should people protect themselves from injury?

5. Vocabulary

A. Match the words on the left to their meanings on the right. Write the answers in your exercise books.

A	B
1. doctor	a. large buildings where seriously ill people get treatment and medical care
2. pharmacy	b. a doctor who is trained to take care of teeth
3. patient	c. a place where people can buy medicine
4. dentist	d. a person who is trained to heal sick people
5. hospital	e. a person who is sick

B. Work with a partner. Study the words in the Word Bank and group them into categories. Then share the reasons for the groupings with the whole class. Use a graphic organiser to present your work.

Word Bank		
clinic	dentist	health post
doctor	pharmacy	dresser
hospital	nurse	health centre

Week 12 Day 3

6. Reading Fluency

Listen as your teacher reads the dialogue aloud. Pay attention to how she/he reads it with rate, accuracy and expression. Then, work with a partner and take turns reading the parts of Omar and Kedaffo.

7. Grammar

A. Write as many sentences as you can using the Substitution Table. Share your sentences in a small group.

He She I We They You	can	swim. lift the bag easily. play football. draw a picture. sing a song.
	can't	push the wall. carry a sack of teff. drive a car. read without glasses. walk very far.

B. Use **can** or **cannot** to fill in the gaps.

People _____ (1) move any part of their body. Children can stretch and fold their bodies easily. But when they grow up, they _____ (2) move their bodies as easily. When people feel sick or hurt, they _____(3) move their body much. For example, they _____ (4) nod their head when they suffer from severe headache. When their fingers are hurt, they _____ (5) stretch or fold them without feeling pain. If they hurt their legs, they _____ (6) walk fast. People can avoid all sorts of injuries by taking great care of themselves.

Grammar Spot

Can…

Can't…

We use **can** and **can't** to talk about what we **can** and **can't** do (general ability)

Week 12 Day 4

8. Vocabulary

Choose words from the Word Bank to complete the sentences.

Word Bank			
check up	medicine	tablets	ache
shake	examination	pain	feel

1. The pharmacist told me to take three _____ a day.
2. Take a _____ killer; you will feel better soon.
3. Don't take any medicine before your _____ because medicines can harm our body.
4. We should have an _____ every year to keep ourselves healthy.
5. _____ the bottle well before you take the syrup.
6. Keep the _____ out of the reach of children.
7. I _____ cold today.
8. After hitting her head on the ground, she has an _____ in her head.

9. Speaking

Work with a partner. Use the action words to talk about what you can or you can't do. Take turns asking and answering questions.

1. play
2. draw
3. jump
4. swim
5. sing
6. dance
7. read
8. write
9. ride

Example:

Student A: Can you play the piano?

Student B: No, I can't. But I can play the flute very well.

Week 12 Day 5

10. Reading Fluency

Listen as your teacher reads the dialogue between Omar and Kedaffo. Notice their rate, accuracy and expression. Then, with a partner fluently read the dialogue. You should each take turns reading the dialogue for Omar and Kedaffo. Give each other fluency feedback.

11. Writing

Think about five things that you **can do** well and five things that you **can't do** well. Then in your exercise book, write sentences about the what you can and can't do. Compare your sentences with a partner.

UNIT 5 Objects

Week 13 Day 1

My House

1. Listening

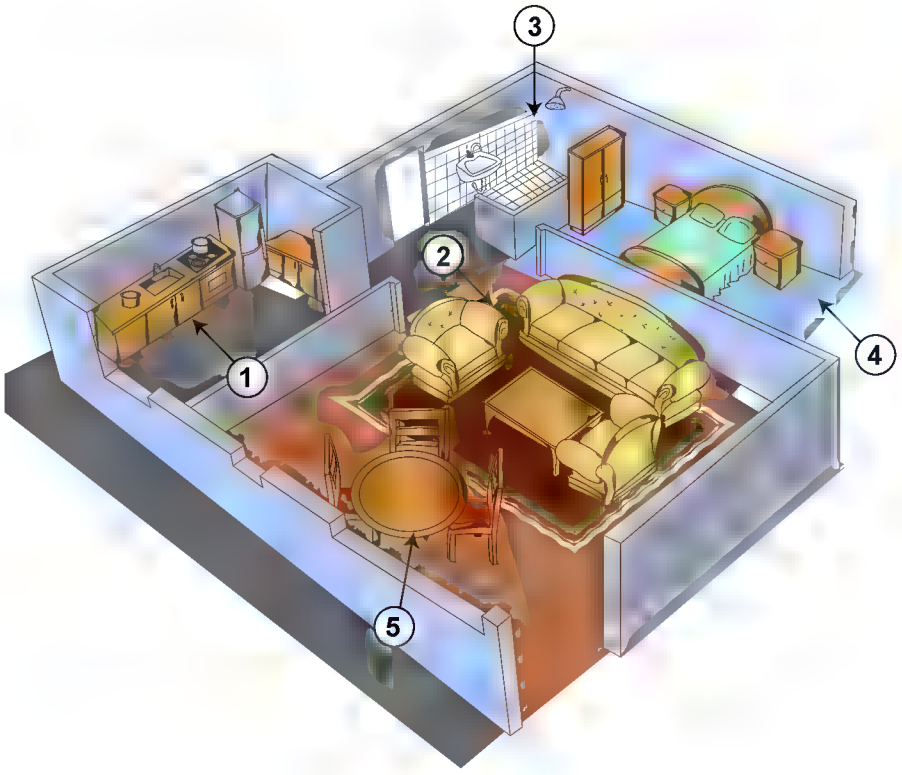
Pre-listening

Work on your own. Draw a picture of your house. Then describe it to a partner.

While listening

A. Listen to the text as your teacher reads it aloud. As you listen, take notes in your exercise book about the rooms in the house.

B. Write numbers 1-5 in your exercise book. Look at the rooms of a house in the picture and label them while your teacher reads the text again.



Post listening

Work in small groups. Discuss the following question.

What are the advantages of having different rooms in a house?

2. Speaking

Take turns talking with a partner about your house and objects inside the rooms.

Example:

Student A: How many rooms do you have in your house?
Student B: There are four rooms in my house.
Student A: What are they?
Student B: They are living room, bedroom, kitchen and toilet.
Student A: What objects do you have in the living room?
Student B: There are chairs, table, a sofa and a television.

Week 13 Day 2

3. Word Study

A. Read the words in the chart slowly and pay attention to each word family sound.

op	ot	ow	et	in	ill
hop	hot	grow	pet	bin	hill
stop	dot	crow	wet	pin	fill
mop	coat	row	get	tin	pill
top	pot	know	jet	win	still

B. Write sentences with a partner using one word family sound from each column in the chart.

Example: That pot is hot.

4. Reading Comprehension

Pre-reading

Work in small groups. Discuss the question before you read the text titled "Wubit's House."

What materials do people use to build a house?

While Reading

Wubit's House

Wubit's house is a hut. It has only one room, but it is divided into three sections. The three sections are bedroom, kitchen and pantry.

A bed and a big wooden box are in the bedroom. Wubit sleeps in the bed and keeps her clothes in the box. There is a fireplace in the kitchen. There are also cooking-pots and a clay disk with a lid in the kitchen. Wubit puts the cooking-pot on the fireplace when she cooks food. She puts the clay disk on the fireplace when she bakes injera or bread. She eats in the kitchen.

There are water jars, a coffee-pot and cups in the pantry. Wubit keeps water in the jars. She uses the coffee-pot and the coffee cups when she makes coffee in the kitchen. A food table, a tray and dishes are in the pantry. Wubit keeps injera or bread on the food table. She also serves meals with the tray and the dishes.

A. Read the text silently. After you read, answer the questions below in your exercise book.

1. How many rooms are in Wubit's house?
2. Where does Wubit keep her clothes?
3. What objects does Wubit keep in the pantry?
4. What does Wubit use when she makes injera?
5. Compare Wubit's house to yours.

B. Read the text again and match the activities on the left with the rooms of the house on the right. Answers can be used more than once.

A	B
1. placing water jars and coffee pot	A. bedroom
2. making injera or bread	B. kitchen
3. serving and eating food	C. pantry
4. putting away clothes	
5. making coffee	

Post-reading

Work in small groups and discuss the question.

Do rural and urban people live in similar houses? Why or why not?

5. Vocabulary

Copy the following words in your exercise book. Choose words from the word bank and put them under the right headings.

The first one is done as an example.

Bedroom	Bathroom	Kitchen	Dining Room	Living Room
bed				

Word Bank				
table	cooking fire	blanket	sink	plate
chair	bowl	pillow	towel	spoon
pan	box	clothes	soap	cup
broom	bed	tooth brush	pot	jug

Week 13 Day 3

6. Reading Fluency

Listen as your teacher reads "Wubit's House." Then, read it aloud fluently with your teacher. Remember rate, accuracy and expression.

7. Grammar

A. Complete the following sentences with the correct **wh-** question words.

1. _____ many rooms are there in your house?
2. _____ is outside your house?
3. _____ do you do in the kitchen?
4. _____ house do you like best?
5. _____ do you like your house?
6. _____ do you keep your clothes?

B. Complete the dialogue below using the appropriate expressions. The first one is done as an example for you.

1. **Feria:** Can I go to the toilet?

   Teacher: Yes, you can.

2. **Tona:** Can I go to the library now?

   Teacher: _____. It's class time.

3. **Ali:** _____

   Teacher: Yes, you can take it.

4. **Marta:** Can I come in?

   Teacher: _____ because you are too late.

5. **Tirhas:** Can I have a piece of paper?

   Teacher: _____, I don't have any.

Grammar Spot

Wh- question Words:

can

What …

When…

Where…

Which...

How…

Why

Can I

Ask **wh-** questions to get more information.

Use **can** to ask permission or request.

Week 13 Day 4

8. Vocabulary

A. Match the words on the left to their meanings on the right. Write your answers in your exercise book.

Column A	Column B
1. salon	a. a room in a private house used for general social activities
2. pantry	b. a room for preparing food
3. dining room	c. a large room especially one used to receive and entertain guests
4. living room	d. a room in a house where meals are eaten
5. kitchen	e. any private or inner room

B. Choose words from the Word Bank to complete each of the following sentences.

1. My father cooks food in the _____.
2. She receives the guests in the _____.
3. People in rural areas keep their clothes in the _____.
4. We sit in the _____ to discuss social issues in our family.
5. They eat their lunch in the _____ of the hotel.

Word Bank		
dining room	pantry	living room
salon	kitchen	

9. Speaking

A. Work with a partner. Talk about what people do in each of the following rooms.

1. living room
2. bedroom
3. kitchen
4. dining room
5. bathroom
6. pantry

A: What do people do in the living room?

B: They read in the living room. They talk to their family and friends in the living room.

B. Imagine that you are going to celebrate New Year's Day. In small groups, discuss the activities and preparations you and your family members will do for the celebration.

Week 13 Day 5

10. Reading Fluency

Listen as your teacher reads "Wubit's House." Pay attention to your teacher's fluency. Then, work in pairs and read it. Take turns and give feedback to each other about rate, accuracy and expression.

11. Writing

A. With a partner, study the advertisements of the houses for rent. Then with your partner, complete the following Venn Diagram using the information from the advertisements.

Advertisement One: Rent a Hut!

Parts:

- A bedroom section with bed, a dresser and a wardrobe;
- A living room section with a television;
- A kitchen section with a cupboard, refrigerator and a stove;
- An outside bathroom with a sink, a bathtub and a hot shower; and
- A flower garden in a shared compound.

Services: Water, electricity and telephone

Location: Near tourist sites in Ethiopia

Get it for only 2000 ETB a month! Contact Kedir at 0999301919 for more information.

Advertisement Two: A New House for you!

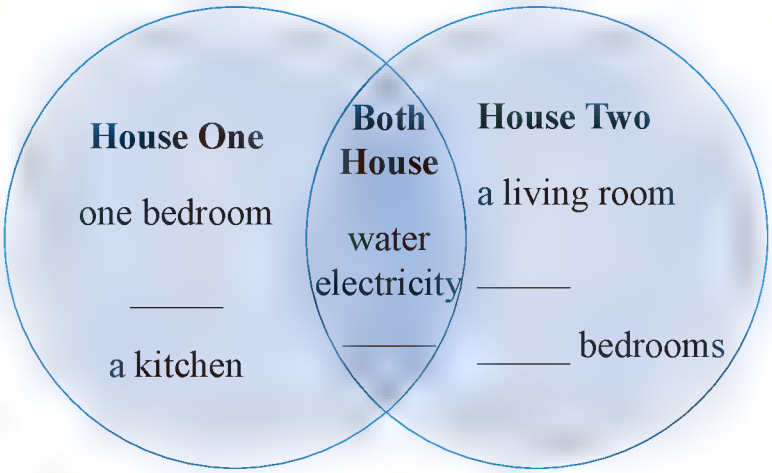
Only 2500 birr a month. Two bed rooms, a kitchen, a living room and a bathroom.

Water, electricity, telephone,

In private compound

At Arat Kilo

Mobile 0999131313



B. In your exercise book, write a paragraph comparing the two houses using the following topic sentence.

The advertised houses have similarities and differences.

Week 14 Day 1

She Stirs Tea With a Spoon.

1. Listening

Pre-listening

Work in a small group and list ten household objects. When you finish listing ten household objects, shout **BINGO**. The first group who shouts BINGO and has a list of ten household objects will be the winner.

While listening

A. Listen to the text as your teacher reads it aloud. Predict the uses of a spoon. Listen for the how a spoon is used.

B. Listen to the text again and answer the questions.

1. What materials are a spoon made from?
2. What are the two parts of a spoon?
3. What shape can a bowl have?
4. How do people use a spoon while preparing different food items?
5. What do people eat with a spoon?

Post listening

Work in small groups and discuss the questions.

1. What kinds of food are common in your area?
2. How do people prepare and eat food?
3. Is a spoon needed? Why or why not?

2. Speaking

Study the pictures. Work with a partner. Talk about what people do with each object. Take turns to ask and answer questions.



Example:

Student A: What do we do with a fork?

Student B: We can eat spaghetti with a fork.

Week 14 Day 2

3. Word Study

A. Read the group of words and **underline** the word that does **not** have a silent consonant letter. Follow your teacher's instructions.

Number one is done for you as an example.

1. knife, knob, <u>kiss</u>
2. wait, wrinkle, wrestle
3. lamb, comb, grab
4. goat, gnat, gnaw

B. Copy the words into your exercise book. Write at least two words that have the same silent consonant letters as each word.

1. knife _____ _____
2. wrist _____ _____
3. comb _____ _____
4. gnat _____ _____

Example:

knife = know

4. Reading Comprehension

Pre-Reading

Work in small groups. List the names of hot drink items.

While Reading

A. Read the poem silently as your teacher reads it out loud. Before you read, predict the objects people might need to make hot drinks. As you read, think about the objects named in the poem.

What is it?

Made of clay or metal,
It is big or small,
It has a curved handle,
to make tea or coffee for all
It can boil water,
You just fill it up,
Put it on the fire,
Sit together and share a cup.
One might be enough,
To keep the sleep away.
It is there in the morning or at night,
To use any time any day.

B. Read the poem again and choose the best answer for each question.

1. What is the object that the poem describes?
   A. cup
   B. pan
   C. bottle
   D. kettle
2. One of the following is not the use of the object.
   A. to make porridge
   B. to make tea
   C. to make coffee
   D. to boil water
3. Why do people drink tea or coffee?
   A. to sleep
   B. to stay awake
   C. to meet friends
   D. to make exercise
4. When do people make tea or coffee?
   A. only in the morning
   B. only at night
   C. only at noon
   D. at anytime

Post-reading

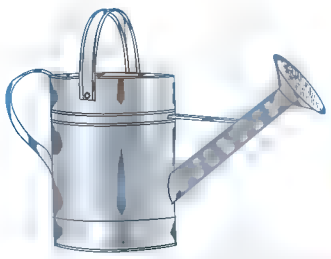
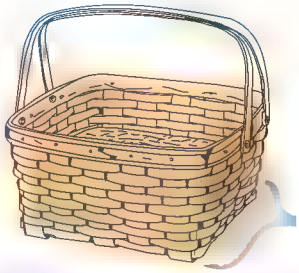
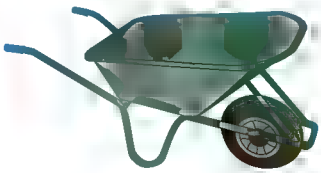
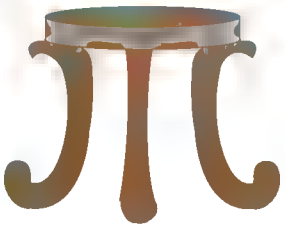
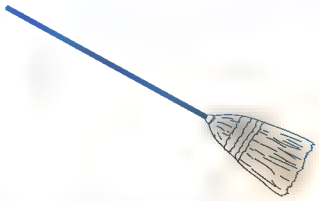
Work in small groups and discuss the following questions.

1. What objects do people use to make and serve tea?
2. How do people make tea?

5. Vocabulary

Write numbers 1-8 in your exercise book. Look at the pictures. Match the words to the pictures. Write the letter of the picture next to each number.

1. broom _____
2. ladle _____
3. stool _____
4. watering can _____
5. basket _____
6. wheel barrow _____
7. sauce pan _____
8. bowl _____

			
A	B	C	D
			
E	F	G	H

Week 14 Day 3

6. Reading Fluency

Listen as your teacher fluently reads the poem titled "What Is It?" aloud. Then, read the poem aloud with your teacher to practise reading a poem with fluency.

7. Grammar

A. Choose words from the boxes to complete the questions.

do	does	is	are	am

1. What _____ you do with a spoon?
2. What _____ he do in the kitchen?
3. What _____ I to use to chop the onion?
4. What _____ he do with a glass?
5. _____ she sweep the floor with a broom?
6. _____ the cup white?
7. _____ the chair made of wood?
8. _____ the forks in the cupboard?
9. _____ they wash the glasses?
10. Where _____ the kettle?

B. In your exercise book, complete the dialogue with the helping verbs do or does. Compare your answers with a partner.

Student A: _____ you see the boy over there? He is reading a book under the tree.

Student B: How often _____ he do that?

Student A: Oh, he _____ it every day.

Student B: _____ you see the girl next to him. She is doing her homework.

Student A: How often _____ she do that?

Student B: Oh, she _____ it sometimes.

Grammar Spot

verb to do: **do/ does**

verb to be: **am/ is/ are**

Use auxiliary/ helping verbs do/does/is/are to ask questions in English.

Week 14 Day 4

8. Vocabulary

Write numbers 1-10 in your exercise book and choose words from the Word Bank to complete the paragraph. Write the answers next to the numbers. Compare your answers with a partner.

Word Bank				
plate	tray	spoon	stools	coffee pot
broom	cups	jar	kettle	bucket

In Our Home

Our mother gives us different activities to do. For example, my older sister uses a _____ (1) to fetch water from a nearby river. It is made of clay. In towns, people use _____ (2) made of plastic or metal to collect water from water taps. I clean the house with a _____ (3). Then my mother allows me to play with friends. When it is time to eat, our mother calls us to come home. We understand that she needs our help. When my younger sister brings glasses on a _____ (4), I bring cups and water with a kettle. Later my older sister makes coffee with

a _____ (5) and tea with a _____ (6). My mother serves injera and wat on a large _____ (7). We all sit on _____ (8) around the dining table. As we are eating our lunch, the coffee is getting ready. After we eat, my older sister puts sugar in the cups. She pours the coffee into the _____ (9). My sister gives the cups to our mother and father with a _____ (10) to stir the sugar into the coffee. My sister also makes tea for the rest of us.

9. Speaking

Work in small groups. Talk about your favourite household objects. Study the example.

My favourite household object is my radio because I love listening to dramas. The radio is in my living room. It is about ten years old now. It is not very big, so I can take it with me when I go out on weekends.

Week 14 Day 5

10. Reading Fluency

Listen as your teacher fluently reads the poem titled "What Is It?" aloud. Then, work with a partner. Take turns reading it fluently.

11. Writing

Use the sentence starters to write a paragraph about your favourite household object. Compare paragraphs with a partner. Share your paragraph with the class.

My favourite household object is _____. I like it because…

Week 15 Day 1

I Chop the Wood with an Axe.

1. Listening

Pre-listening

Work in groups. List as many hand tools as you can. Share your list with the whole class.

While listening

A. Listen as your teacher reads a text titled, "Hand Tools." As you listen, check if the items you listed appear in the text.

B. Listen to the text again and answer the questions.

1. What are the hand tools named in the text?
2. What do we use to climb up to a roof?
3. What causes an accident?
4. What do we use to cut trees?

Post listening

Work in small groups. Discuss what people should do to protect themselves from accidents when using hand tools.

2. Speaking

Work with a partner. Look at the pictures below. Ask your partner what people do with each tool.

Example:

Student A: What do people do with an axe?

Student B: They chop wood with an axe.



Week 15 Day 2

3. Word Study

Study the following words and write their plural forms in your exercise book.

1. camera _____
2. bus _____
3. glass _____
4. bush _____
5. watch _____
6. lorry _____
7. key _____
8. day _____
9. potato _____
10. candy _____

4. Reading Comprehension

Pre-Reading

Read the title of the story "The Wood Cutter" and predict what the story is about.

While Reading

Read the story titled "The Wood Cutter" silently and write **True** if the statement is correct and **False** if it is not correct.

1. The wood cutter works in a factory.
2. The wood cutter has his own axe.
3. The wood cutter cuts 14 trees on the second day.
4. The wood cutter cuts 15 trees on the third day.
5. The boss asks the wood cutter to sharpen the axe.

The Wood Cutter

There is a very strong wood-cutter living in a village. One day, he gets a job to cut trees for a factory. His boss gives him an axe and shows him where to work.

The first day, the wood-cutter cuts down 18 trees. His boss is very happy and says, "Well done. Keep it up." The next day, he only cuts down 14 trees. Day after day the wood-cutter cuts down fewer and fewer trees. His boss tells him to chop down more trees or he will lose his job. So, he tries harder and harder, but still he cannot cut down enough trees. Finally, his boss tells him he can not longer work on the job. The wood-cutter feels sad and gives back the axe. The boss looks at the axe and asks, "When is the last time you sharpened your axe?"

"Sharpen my axe?" the wood-cutter replies. "I don't sharpen my axe. I am too busy trying to cut down trees." Then his boss says, "Oh, I understand the problem. Sharpen the axe and you can go back to your job."

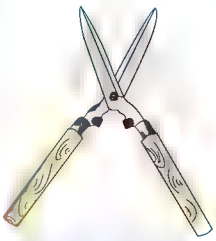
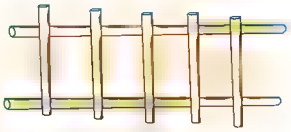
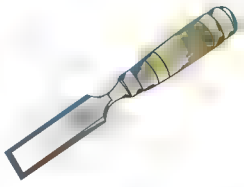
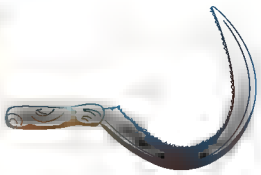
Post-reading

Work in small groups. Discuss the lesson learned from the story titled "The Wood Cutter."

5. Vocabulary

Write numbers 1-10 in your exercise book. Read the words in the list below and match them to the correct pictures. Write the letter of the picture that matches each word on the line next to each number.

1. shovel _____
2. rake _____
3. axe _____
4. broom _____
5. shears _____
6. hammer _____
7. ladder _____
8. saw _____
9. chisel _____
10. sickle _____

				
A	B	C	D	E
				
F	G	H	I	J

Week 15 Day 3

6. Reading Fluency

Listen to your teacher fluently read the story titled "The Wood Cutter." Your teacher will read with rate, accuracy and expression. Then, work in small groups and take turns reading the story aloud fluently.

7. Grammar

A. Choose the correct articles (**a** or **an**) to complete each sentence. Write the answers in your exercise book.

1. He has (a/an) axe and (a/an) sickle.
2. (A/An) ladder is tall.
3. We use (a/an) saw to cut wood.
4. While I chop wood, I see (a/an) airplane fly high in the sky.
5. There is (a/an) apple on the table for me when I am finished.

B. Fill in the gaps with a or an. Write the answers in your exercise book. Then compare your answers with a partner.

Once there was _____ (1) old man. He liked to work in the garden. Everyday he gathered his tools before going to the field. First he got _____ (2) axe. Then a got _____ (3) sickle He picked up _____ (4) pair of shears and _____ (5) saw. He sharpened them all. He chose the tools he would need for the day and carried them into the garden.

C. Replace the underlined noun with the plural form. Write the corrected sentences in your exercise book.

1. She has two <u>stamp</u>.
2. The two <u>man</u> are cutting the wood with a saw.
3. The <u>glass</u> are full of water.
4. They clean the street with the <u>branch</u> of trees.
5. The man is standing near the two <u>lorry</u>.
6. The <u>child</u> are drinking water from the tap.
7. The <u>key</u> are in the man's pocket.
8. The <u>woman</u> work in the big building.

Grammar Spot

a/an … a book/an axe

a and an are indefinite articles and are used when to say about not a definite person, place or thing.

It's a	hammer. sickle. broom.

We use **an** before a vowel sound.

It's an	axe. apple. English book.

Remember:

1. If a noun ends in the letters **s**, **ss**, **sh**, **z, x** or **ch** the letters **es** are added to make the noun plural.

bus	=	buses
glass	=	glasses
bush	=	bushes
watch	=	watches

2. If the noun ends in a consonant +**y** the **y** changes +**ies**

   Example:

   lorry= lorries

3. Some nouns are irregular

   Example:

   man= men

   child= children

Some nouns have different forms for their plurals. We don't have rule for them. we should study and practise them.

Week 15 Day 4

8. Vocabulary

Match the words on the left to meanings on the right. Use the words to write sentences in your exercise book. Share your sentences with the class.

Example: Farmers cut grass with a sickle.

Column A	Column B
1. sickle	a. a tool with a heavy head and a long handle
2. hammer	b. a tool having a semi-circular blade and short handle
3. saw	c. a tool with a toothed blade used for cutting wood or metal.
4. sieve	d. a portable frame of wood used for climbing
5. ladder	e. a tool to separate grain from sand or soil

9. Speaking

A. Work with a partner. Take turns acting out the dialogue.

Student A: Hi, good morning.

Student B: Good morning. How are you?

Student A: I am fine, thank you. Do you see the farmers over there?

Student B: Yes, of course.

Student A: What are they doing?

Student B: They are cutting crops down with sickles.

Student A: What? What do you mean by sickles?

Student B: Have you not heard the word sickles?

Student A: No, I don't think so. Can you tell me the description?

Student B: A sickle is a common hand tool in rural areas. It is made of metal. It has a semicircular blade and a short handle. People use sickles to cut grass and crops.

Student A: Oh, I understand now. Some people also have sickles in urban areas.

B. Work with a partner. Take turns asking and answer the riddles.

1. I am made of wood and metal. I have a straight wood handle and a sharp metal head. People use me for cutting. What am I?
2. I am made of wood. I have legs. People use me to climb. What am I?
3. I am made of wood and metal. I have a wooden handle with a long piece of metal. I have teeth used for cutting. What am I?
4. I am made of wood and metal. I have a heavy head with fingers. People use me to hit things. What am I?

Week 15 Day 5

10. Reading Fluency

Listen as your teacher reads the story titled "The Wood Maker." Pay attention to how your teacher reads with the correct rate, accuracy and expression. Then, work in pairs. Take turns reading the story aloud. Give feedback to your partner about his/her fluency.

11. Writing

Work on your own. Write a paragraph about a favourite hand tool. Use the topic sentence. Write at least three sentences about why you, your father or your mother like this hand tool best.

My/My father's/My mother's favourite hand tool is _____.