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English for Ethiopia

Student Textbook

Grade 4 Book 2

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UNIT 6 Time

Week 16 Day 1

Telling Time

1. Listening

Pre-listening

Work in groups and match the digital time on the left with the time expression on the right. Write the answers in your exercise book.

Column A	Column B
1. 6:15	A. half past, or 30 minutes past five
2. 5:30	B. a quarter, or 15 minutes to six
3. 5:45	C. five minutes past seven
4. 6:35	D. twenty five minutes to seven
5. 7:05	E. a quarter, or 15 minutes past six

While listening

A. As you listen to the text think about the length of a day, an hour, a minute and a second.

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

1. When does time start for a person?
2. What are the three ways of describing time?
3. What are the two parts of the day?
4. In which part of the day does the moon appear?
5. Which is longer, an hour or a minute? Explain your answer.

Post listening

Read and answer the questions. Then work in groups and discuss your answers to the questions.

1. How many hours do you stay at school?
2. Change your school hours into minutes.

2. Speaking

Study the pictures of the faces of watches. Work in pairs and practise asking for and telling time.

			
1	2	3	4
			
5	6	7	8

Example 1:

Student A: What time is it ?

Student B: It is two o'clock.

Example 2:

Student A: Excuse me, can you tell me the time please?

Student B: Yes, of course. It's half past five o'clock or five thirty.

Week 16 Day 2

3. Word Study

A. Listen as your teacher reads the words. As you listen, identify the silent consonant letters in the words.

1. night
2. light
3. bright
4. right
5. sight

B. Read the following words. Identify the words with silent consonant letters. Write them in your exercise book. Underline the silent consonant letters.

1. light, neck, clock
2. sack, bright, block
3. pack, lock, night

4. Reading Comprehension

Pre-reading

Work in groups and solve the riddle.

I have a face and hands, but no feet. What am I?

I always run and never stop. What am I?

While reading

A. Read the dialogue titled "Tell me the difference." As you read, think about how the hour, minute and second hands move.

Tell Me the Difference

Son: Dad, may I ask you a question?

Father: Yes, of course. Go ahead.

Son: Can you tell me the difference between clocks and watches?

Father: Yes, my little son. In fact both clocks and watches measure and show time. But, clocks are usually larger than watches and can be found hanging on a wall or placed on a table.

Son: What about watches?

Father: They are small in size? People wear them on their arm or carry them in their pockets.

Son: It is clear now. Can you tell me how they work?

Father: It is a good question. They use power from the sun (Solar) or battery. The power makes the hour, the minute and the second hands move to keep track of time.

Son: Can you tell me more about the hour, the minute and the second hands?

Father: Yes. The three hands move at different speeds. The hour hand always tell the hour. For example, we can say five o'clock. The minute hand tells what minute it is within the hour. For example, we can say five minutes after five o'clock. Finally the second hand tells how many seconds have passed during each minute. For example, we can say five minutes and forty-five seconds after five o'clock.

Son: Do they have the same size?

Father: No. The hour hand is the shortest, the second hand is usually the next longest and the minute hand is very long and thin. It is, in fact, the longest. All move around the dial and clock.

Son: Thank you very much, dad. I can now do my home work.

B. Read the dialogue again and answer the questions. Write the answers in your student book.

1. Where are clocks usually placed?
2. What is the use of a battery in a clock or a watch?
3. What are the three hands of a watch or clock?
4. Which one of the clock hands or watch hands can we see best when it moves?
5. Which clock hand is the shortest?
6. Which clock hand do you think is the fastest? Tell why?

Post reading

Work in a small group and discuss how people can tell time without using clocks and watches.

5. Vocabulary

A. Match the phrases below to the correct pictures. Write numbers 1-4 in your exercise book and write the letters of the picture next to the matching number. A phrase can have more than one picture match.

	
A	B
	
C	D

1. analogue
2. digital
3. wrist watch
4. wall clock

B. Match the phrases on the left with the descriptions on the right.

Column A	Column B
1. one year	A. seven days
2. one month	B. twenty four hours
3. one week	C. twelve months
4. one day	D. sixty minutes
5. one hour	E. sixty seconds
6. one minute	F. thirty days

Week 16 Day 3

6. Reading Fluency

Listen as your teacher sings the song. Then sing the song with your teacher.

Time

How many seconds in a minute?
Sixty, any way you spin it!
How many minutes in an hour?
Sixty, to be sure!
How many hours in a day?
Twenty-four, for work and play!
How many days in a week?
Seven, help you reach your peak!
How many weeks in a year?
Fifty-two, to be clear.

7. Grammar

Write **on**, **in** or **at** in the gaps to complete the text. Write the answers in your exercise book.

September is a unique month. A new year begins _____ (1) September 1st every year. We celebrate 'Meskel' _____ (2) the 17th of September. Schools open _____ (3) September. The classes start _____ (4) Monday. _____ (5) the first day of school, we meet our friends at the gate and chat. We gather at the flag square _____ (6) a quarter to eight. We run to our classrooms as morning class begins. We are in our seats and ready to learn _____ (7) eight o'clock. We stay in school for about four hours. Finally we go out for lunch _____ (8) a quarter past twelve.

Grammar Spot

Prepositions of Time

at - for specific or particular time (and/or place)
on - for days and particular dates (and/or place)
in - for months and year (and/or place)

Week 16 Day 4

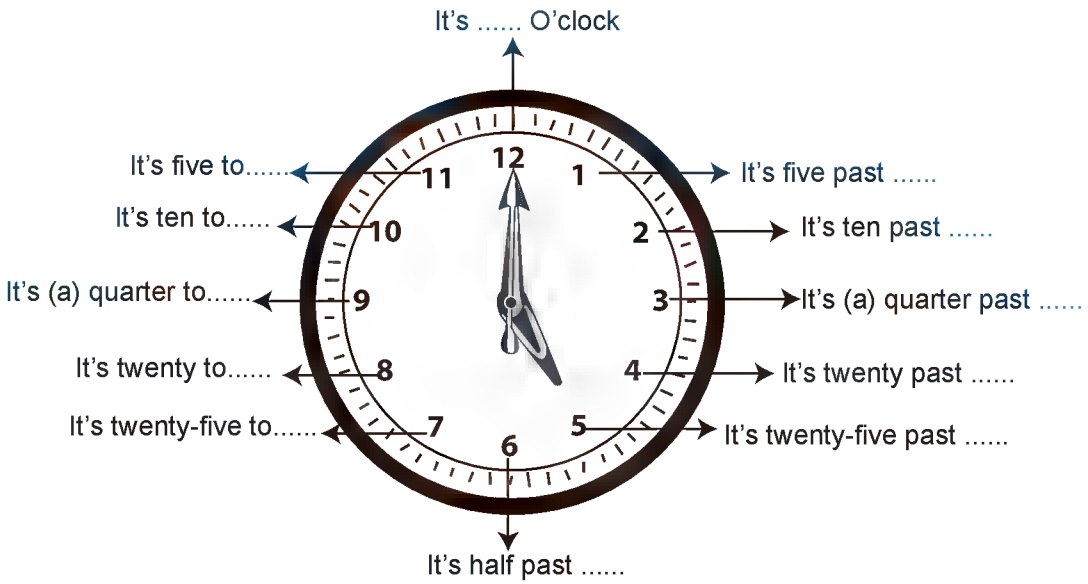
8. Vocabulary

Get with a partner. One of you will copy the Word Search into your exercise book. Look for the words from the Word Bank in the Word Search. They are printed vertically, horizontally and diagonally. Circle the words when you find them. Compare your answers with a another pair of students. The first one is done as an example.

Time By the Hour - Word Search										
V	F	I	V	E	W	X	P	O	J	S
U	N	I	N	E	T	E	N	B	C	I
F	S	N	B	T	W	O	I	A	W	X
O	E	Q	O	A	P	A	O	G	T	E
U	V	D	U	O	P	J	G	N	H	G
R	E	R	Z	I	N	P	G	M	E	T
E	N	T	W	E	L	V	E	T	I	S
M	H	V	Q	V	K	T	H	R	E	E

Word Bank			
EIGHT	NINE	SEVEN	THREE
FIVE	NOON	SIX	TWELVE
FOUR	ONE	TEN	TWO

9. Speaking



A. Look at the digital times. Work in pairs and practise asking for and telling time in turns. Use the following expressions.

- What time is it?
- What is the time?
- Can you tell me the time please?
- It's _____ o'clock.
- It's _____.

1. 8:40
2. 9:00
3. 11:30
4. 12:45
5. 10:25

B. Work in pairs to complete the exercise. Student A will read only Text A and Student B will read only Text B. Each text is missing some information. Take turns asking questions to complete the text.

Example:

Student A: At what time does Emebet get up?

Student B: She gets up at 6:00 a.m.

At what time does Tadesse get up?

Student A: He gets up at 6:30 a.m (half past six).

Text A

Emebet has a twin brother, Tadesse. They are quite different in many ways. Emebet always gets up at _____ (1). Tadesse gets up at 6:30 a.m. He eats his breakfast at 7:00 a.m. Emebet eats her breakfast at _____ (2). She leaves her house at _____ (3) to meet her friends. She reaches school at _____ (4). Tadesse leaves at 7:20 a.m. to meet his friends. He walks with his friends for about 35 minutes. He arrives his school at 7:55 a.m. When Tadesse comes back home, he does not like to get home quickly. He usually comes home at 2:30 p.m. Emebet comes home immediately. She reaches home at _____ (5). Then she eats her lunch at _____ (6). Tadesse eats his lunch at 3:00 p.m. Emebet and Tadesse also go to bed at different times. Tadesse sleeps at 10:00 p.m., but Emebet goes to bed at _____ (7).

Text B

Emebet has a twin brother, Tadesse. They are quite different in many ways. Emebet always gets up at 6:00 a.m. Tadesse gets up at _____ (1). He eats his breakfast at _____ (2). Emebet eats her breakfast at 7:15 a.m.. She leaves her house at 7:35 a.m. to meet her friends. She reaches school at 7:50 a.m. Tadesse leaves at _____ (3) to meet his friends. He walks with his friends about 35 minutes. He arrives his school at _____ (4). When Tadesse comes back home, he does not like to get home quickly. He usually comes home at _____ (5). Emebet comes home immediately. She reaches home at 12:40 p.m. Then she eats her lunch at 1:00 p.m. Tadesse eats his lunch at _____ (6). Emebet and Tadesse also go to bed at different times. Tadesse sleeps at _____ (7), but Emebet goes to bed at 11:00 p.m.

Week 16 Day 5

10. Reading Fluency

A. Sing the song titled "Time" with your teacher. Use the correct rate, accuracy and expression.

B. Work in a group of three. Take turns fluently singing the song with your group.

11. Writing

Choose your favourite day of the week. Use the topic sentence to write a paragraph about your favourite day of the week Write at least four supporting sentences giving reasons why you have chosen it as your favourite day.

My favourite day of the week is _____.

Example:

My favourite day of the week is Saturday. I like Saturday because I play football with my friends. I can play all day because I do not go to school.

Week 17 Day 1

What Do You Do Every Day?

1. Listening

Pre-listening

Work with a partner. Take turns talking about two things you do every day.

While listening

Copy the table into your exercise book. Listen as your teacher reads a text titled "My Day." Complete the table as your teacher reads "My Day" a second time.

Activity	Time
gets up	
	6:45
walks to school	
	12:15

Post listening

Work in a group. Take turns talking about your favourite daily activity.

2. Speaking

A. With a partner read the dialogues aloud. Use different classroom objects and continue the dialogues with your partner.

Akalu: Can I borrow your rubber?

Fatuma: Sure. Here you are.

Akalu: Thanks.

Fatuma: You're welcome.

Obssie: May I use your ruler, Bulti?

Bulti: I'm sorry Obssie. I'm using it myself.

Obssie: Thank you. I'll ask Gadissie.

B. Work with a partner and take turns acting as a teacher and student. Use the expressions in the example dialogue, and add other expressions you already know, to ask and answer questions.

Example:

Teacher: What does the word **eraser** mean?

Student: Sorry, I don't understand the word. Can you repeat it, please?

Teacher: Eraser. Do you know the word rubber? Eraser is another word for rubber.

Student: How do you spell it?

Teacher: E-R-A-S-E-R

Student: Thank you teacher.

Sample Expression:

Can I borrow your _____?

Please open the _____.

What does _____ mean?

Can we work together?

How do you spell _____?

Can I open the _____?

I don't understand.

Can you repeat that please?

Week 17 Day 2

3. Word Study

A. Listen as your teacher reads the words. As you listen, identify the silent consonant letters.

thumb plumb lamb

B. Copy the words into your exercise book. Get with a partner and take turns reading the words aloud. Underline the words with silent consonant letters.

1. scrub, climb, rob
2. bulb, globe, comb
3. dumb, sob, rub

4. Reading Comprehension

Pre-reading

With a partner take turns talking about one of your family member's daily schedule.

While reading

Read the text titled "Rahima and Ujulu" silently as your teacher reads it aloud. As you read compare the activities of your family members with those of Rahima and Ujulu.

Rahima and Ujulu

Rahima wakes up at 6:00 in the morning. She washes her face and she has breakfast at 6:45 a.m. Then, she takes the bus to school at 7:30 a.m. She gets back home at 12:30 p.m. She has her lunch at 1:00 p.m. Rahima goes to fetch water at 3:30 p.m. She feeds the chickens at 4:30 in the afternoon. After that job is done, Rahima studies at 5:00 p.m. She cooks dinner for the family at 6:30 in the evening. Rahima has dinner with her family at 7:30 in the evening. Then, she washes the dishes and cleans the kitchen. She watches television with her family from 8:00 to 9:00 p.m. Finally, she goes to bed at 9:30 p.m.

Ujulu wakes up at 6:15 a.m. He brushes his teeth and washes his hands and face at 6:30 a.m. He has breakfast at 6:45 in the morning. Then he walks to school at 7:15 a.m. Ujulu gets back home at 12:30 in the afternoon. After lunch, he takes a rest. Then he plays with his friends. Later he does his homework at 5:00 p.m. He cooks dinner for the family at 7:00 in the evening. He has his dinner at 8:00 p.m. He washes the dishes at 8:30 p.m. Then he plays and talks with his siblings. Finally, he goes to bed at 10:00 at night.

Copy the table into your exercise book and complete Rahima's schedule with your teacher. Then with a partner, complete Ujulu's schedule.

	Rahima		Ujulu	
	Time	**Activity**	**Time**	**Activity**
Morning		wakes up		wakes up
Afternoon				
Evening				

Post reading

Work in a group. Discuss answers to the questions.

1. Do you think boys or girls do more housework? Why do you think this happens?
2. Do boys and girls do the same type of work in your family? Why or why not?

5. Vocabulary

Fill in the gaps with words from the Word Bank.

I don't have the habit of going to sleep early. I don't like to go to bed before _____ (1). I look at my _____ (2) to know the time. When the hour _____ (3) strikes 12:00 a.m, I stop reading or writing. I sometimes take a shower _____(4) I go to sleep. I usually _____ (5) at about 11:30 a.m. That is almost _____ (6). I wash my face, _____ (7) my hair and get dressed before my wife comes home at lunch _____ (8). She usually arrives home when the 12:00 p.m. news _____ (9). Then we go out _____ (10) having lunch together.

Word Bank		
noon	wake up	before
midnight	watch	after
comb	begins	break
	hand	

Week 17 Day 3

6. Reading Fluency

A. Listen as your teacher fluently reads the time expressions.

1. five minutes past eight
2. ten minutes past eight
3. fifteen minutes past eight
4. twenty minutes past eight
5. twenty-five minutes past eight
6. thirty minutes past eight
7. twenty-five minutes to nine
8. twenty minutes to nine
9. fifteen minutes to nine
10. ten minutes to nine
11. five minutes to nine
12. nine o'clock

B. Work in a group. Take turns reading the time expressions aloud in your group. Give each other fluency feedback.

7. Grammar

A. In your exercise book, write seven sentences using the following Substitution Table. Add **-s** or **-es** to the verbs when necessary. Add a.m. or p.m. to the time to match the activity.

Example:

I wake up at 6:30 a.m.

She does her homework at 5:30 p.m.

Obssie	wake up		6:00
I	get dressed		6:30
He	take a shower		7:25
Dadimo	walk to school		11:00
We	brush teeth	at	12:45
She	do homework		1:00
They	eat dinner		4:00
	play football		5:00
	watch film		8:00

B. Read the daily activities of Mimi and Negga. Copy the sentences into your exercise book. Use one of the words in the Word Bank to complete each sentence. Compare your answers with a partner.

1. Mimi _____ eats her breakfast.
2. Mimi _____ watches television.
3. Mimi _____ listens to the radio.
4. Mimi _____ does exercises.
5. Negga eats breakfast _____.
6. Negga _____ watches TV.
7. Negga _____ listens to the radio.
8. Negga _____ exercises.

		Mon	Tue	Wed	Thu	Fri	Sat	Sun
Mimi	eat breakfast	✓	✓	✓	✓	✓	✓	✓
	watch television						✓	✓
	listen to the radio		✓	✓		✓	✓	✓
	exercise	✓	✓				✓	
Negga	eat breakfast	✓	✓	✓	✓	✓	✓	✓
	watch television						✓	✓
	listen to the radio							
	exercise			✓				

Word Bank		
always	usually	often
sometimes	rarely	never

Grammar Spot

Verb to do

I do .....

They do .....

He does .....

Use the auxiliary verbs do and does to ask questions and make negative statements. Use do with **I, You , We** and **They. Does** is used with **He, She** and **It.**

Example: Do I go to school?

Does she go to school?

Week 17 Day 4

8. Vocabulary

Study the words in the Word Bank. Write sentences with each word. Share your sentences with the class.

Example: I wake up at 6 o'clock every morning.

Word Bank		
noon	wake up	before
midnight	watch	after
comb	begin	
break	hand	

9. Speaking

A. In your exercise book, write six questions using each of the adverbs of frequency in the Word Bank. In pairs, ask and answer the questions. Compare your answers.

Example:

Question: What do you always do?

Answer: I always do my homework.

Question: What do you usually do at 7:00 p.m.?

Answer: I usually take a shower at 7:00 p.m.

Word Bank		
always	usually	often
sometimes	rarely	never

B. Ask students in a group questions using the words in the Word Bank. Report to the class what the students do and how often.

Example:

Habib sometimes watches film.

Hiwot never wears trousers.

Haile rarely walks to school.

Week 17 Day 5

10. Reading Fluency

A. Read Rahima's part in "Rahima and Ujulu" aloud with your teacher. Use the correct rate, accuracy and expression.

B. Work in pairs and take turns reading Ujulu's part in "Rahima and Ujulu." Give feedback to each other about fluency (rate, accuracy and expression).

11. Writing

Copy the chart into your exercise book and complete the column about yourself using adverbs of frequency. Then write sentences about yourself using the information from the chart.

Example: I never milk a cow.

How Often I …?	Adverbs of Frequency
milk the cow	never
eat sugarcane	
go to the cinema	
take a taxi to school	
walk to school	
look after the cattle	
collect firewood from the forest	
fetch water	
play football	
feed the chickens	
work on the farm	
watch television	
listen to the radio	
study English	
do housework	

Week 18 Day 1

When Do You Study English?

1. Listening

Pre-listening

Work in groups. List the activities you usually do in a single day.

While listening

A. Listen as your teacher reads aloud "Time is Valuable." Listen for the two things that Sinzaro could have had or done.

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

1. Why isn't Sinzaro a clever boy?
2. What does Sinzaro's father want to teach him?
3. What does Sinzaro promise his father?
4. What does Sinzaro's father promise Sinzaro?
5. What are the two things that Sinzaro could have had or done?
6. Why didn't Sinzaro get the rewards?

Post listening

Work in a groups. Discuss the questions.

1. Why does Sinzaro's father keep Sinzaro's reward secret?
2. Do you think Sinzaro will postpone things in the future?
3. Why is it usually not good to do things late?

2. Speaking

Look at Aster's study programme. Turn to a partner and take turns asking and answering questions about her programme.

Day	Subjects			
	Amharic	English	Math	Environmental Science
Monday		6:30p.m.-7:30 p.m.		
Tuesday			6:30p.m.-7:30 p.m.	
Wednesday	6:30-7:30 p.m.			
Thursday				6:30-7:30 p.m.
Friday	6:30-7:30 p.m.			10:00-11:00 a.m.
Saturday		8:00-9:00 a.m.	10:00-11:00 a.m.	
Sunday		10:00-11:00 a.m.	8:00-9:00 a.m.	

Example:

Student A: What subject does Aster study on Monday?
Student B: She studies English on Monday.
Student A: What time does she study?
Student B: She starts at 6:30 pm and finishes at 7:30pm.
Student A: How long does she study?
Student B: She studies for one hour.

Week 18 Day 2

3. Word Study

Look at the following words. Add **re-** at the beginning and/or **-ful** at the end of the words to create new words. With a partner use the words you made in sentences.

Example:

harm = harmful
form = reform

1. write
2. success
3. use
4. read
5. start

4. Reading Comprehension

Pre-reading

Work in groups and discuss the questions.

1. How many subjects are you learning in grade 4?
2. How do you study those subjects?

While reading

A. Read the text titled "Use Your Time Wisely" silently as your teacher reads it aloud. As you listen, think about how a successful student studies his/her lessons.

Use Your Time Wisely

There are 24 hours or 1440 minutes in one day. Because you have many activities to do, you must plan your day if you want to be successful. Some important activities include attending classes, revising your lessons, playing with friends, helping family and getting sleep. These activities take different amounts of time to do each day.

As a student, you should pay attention to your studies. Start revising your notes from the beginning of the school day. Set a programme for your daily activities. Plan and study at a regular times every day. Pay attention to the amount of time you study and give enough time to all subjects. Sometimes, your study time may need some changes depending on your daily activities. Try to work according to your programme. Plan time for all activities. This will help you use your time wisely and will help you to be successful.

B. Read the text silently again and answer the questions.

1. Why can't you do only one activity in a single day?
2. Why must students pay attention to their studies?
3. When should students start revising their notes?
4. What will happen if you do not use your time wisely?

Post reading

Work in groups and take turns talking about your study habits. Compare your study habits to those of your group members.

5. Vocabulary

Choose words from the Word Bank to complete the text. Write the answers in your exercise book.

I always do well at school because I use my _____ (1) plan regularly. The _____ (2) is for doing homework and _____ (3) my notes. I usually _____ (4) working on my lessons at 5:30 p.m. If I don't have any work to do in the _____ (5), I go and play with my friends.

Word Bank		
study	evening	plan
revising	start	week

Week 18 Day 3

6. Reading Fluency

Listen as your teacher reads "Use Your Time Wisely" aloud. Pay attention to how fluently your teacher reads. Then, read the text with fluency together aloud.

7. Grammar

A. Write questions using the words in the table. Then match the questions and answers by writing them in your exercise book.

1. When	do you study English?	a. I study English with my friend.
2. Where	does she study English?	b. I study English to pass the exam.
3. What	does she study?	c. She studies English in her class.
4. Why	do you study with?	d. I study English in my free time.
5. How		e. She studies English by reading her short notes.
6. Who		f. She studies English.

B. Copy the sentences into your exercise book. Use the correct form of do to complete the sentences. Compare the answers with the whole class.

Example:

I work as hard as he does.

He does not like fruits, but I like them very much.

1. I study maths as regularly as she _____.
2. I like to study in the library as much as they _____.
3. She _____ like eggs, but I like them very much.
4. They _____ go to school on foot, but I do.
5. I do a lot of housework just as my little sister _____.

Complete the dialogue below with the correct form of do. Write your answers in your exercise book.

Student A: Where _____ (1) you want to study?

Student B: I want to study in the library. What about you?

Student A: I want to study outside in a quiet place. What about your friend Kidist? Where _____ (2) she study?

Student B: Oh, Kidist! She _____ (3) care about the place. She studies anywhere, even in a noisy place.

Student A: That's interesting. My friend is quite different from Kidist. Dawit likes it to be quiet. He _____ (4) want to study in a place where someone is sitting next to him.

Grammar Spot

Simple Present Tense

verb: do

I/we/you/they do …

He/she/it does...

Do and **does** refer to words that describe actions.

Example: A: Do you play football every week?

B: Yes, I do.

Here '**do**' stands for the action verb "**play**".

Week 18 Day 4

8. Vocabulary

Study the words and write sentences with each word. Write the sentences in your exercise book. Compare your answers with a partner.

Example: I write a letter to my sister every month.

1. write
2. read
3. revise
4. start
5. programme
6. noon
7. midnight
8. study
9. night
10. o'clock.

9. Speaking

Use Aster's study programme as a guide to write your own study programme. Work with a partner. Take turns asking and answering questions about each other's study programmes.

Example:

Student A: What do you study on Monday?
Student B: I study _____ on Monday.
Student A: What time do you study?
Student B: I start at _____ and finish at _____.
Student A: How long do you study?
Student B: I study for _____ hours.

Week 18 Day 5

10. Reading Fluency

Listen as your teacher reads "Use Your Time Wisely" with the correct rate, accuracy and expression. Then, work in pairs and take turns reading it.

11. Writing

Review your written study programme. Write a paragraph of four or five sentences using the information in your programme. Remember a topic sentence and supporting sentences. Compare your paragraph to a partner's.

UNIT 7 Food

Week 19 Day 1

I Like Vegetables

1. Listening

Pre-listening

Work in a small group. List the types of vegetables grown in your area.

While listening

A. Listen as your teacher reads a story titled "Vegetables." As you listen, check if all of the vegetables on the list you wrote with the small group are in the text. Add the vegetables that are not on the list, but are named in the story.

B. Copy the table into your exercise book. Listen to your teacher read the text. Then, complete the table.

With Vitamins	Without Vitamins
don't get sick often	

Post listening

Work in groups and discuss the meaning of the saying, "An apple a day keeps the doctor away.

2. Speaking

A. Read the dialogue silently as your teacher reads it aloud.

In a Restaurant

Waiter: What would you like to eat?
Customer: I'd like spicy mutton stew with injera.
Waiter: I'm sorry, we don't have spicy mutton stew. Would you like fried mutton?
Customer: Yes, please.
Waiter: What would you like to drink?
Customer: Please bring me water.
Waiter: Here you are.
Waiter: Is the food good?
Customer: Yes, it's delicious.
Waiter: Do you want more?
Customer: No, thank you.
Waiter: Is that all?
Customer: Yes, thanks. Please, bring me the bill.
Waiter: Thank you for eating here. Please, come again.

B. Read the dialogue with a partner. Take turns being the waiter and customer.

Week 19 Day 2

3. Word Study

Write the plural form of the words. Check your answers with a partner. Write sentences using the plural words. Write the sentences in your exercise book. The first one is done for you as an example.

Example: Mohammed has three children.

1. child Children
2. man _____
3. woman _____
4. foot _____
5. tooth _____

4. Reading Comprehension

Pre-reading

Work in groups. Take turns reading and solving the riddle.

I am green or red, spicy and hot.
I am in the vegetable group.
What am I?

While reading

Healthy Eating

To be healthy, we need to eat vegetables, cereals, meat, pulses and fruit. The food we eat every day is called staple food. In the northern highlands of Ethiopia, farmers grow cereals such as wheat and teff for making bread and injera. In the south, farmers grow maize and sorghum to make porridge, kinche, kita and injera. They also grow enset to make kocho. Ethiopians eat these staple foods with fresh vegetables such as cabbage and spinach or with meat or pulses such as chick peas and lentils. Farmers throughout Ethiopia grow many different kinds of vegetables to provide healthy food for their families to eat and to sell at the market.

People who are lucky enough to live near a lake or river often catch fresh fish to eat and to sell. Vegetables, fish, milk and meat from animals help children to grow up fit and strong. Some families in Ethiopia raise their own sheep, goats and cattle which they sell and sometimes butcher for food.

Many more families have a few chickens in their compound. Their eggs are always fresh and good to eat. Children in every region love to pick ripe fruits from the trees such as papaya, oranges, bananas, mangoes and avocados. All of these fruits help them to stay healthy and fight off disease.

Use the text to answer the questions. Compare your answers with a partner and then with the class.

1. What foods will help us to be healthy?
2. What does staple food mean?
3. Where does teff grow?

4. Where do maize and enset grow?
5. What is the purpose of raising cattle?

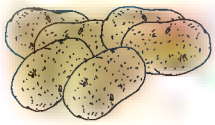
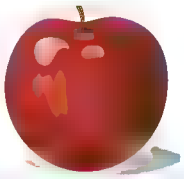
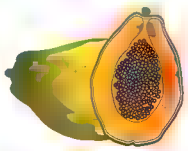
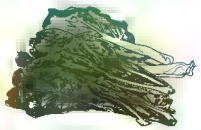
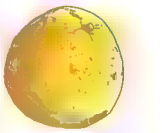
Post reading

In a group, discuss the questions.

1. What staple foods do you eat in your family?
2. Discuss how one of the staple foods your family eats is prepared.
3. What is your favourite staple food. Why is it your favourite?

5. Vocabulary

Write the letters from the pictures in your exercise book. Match each word from the Word Bank to the correct picture by writing the word next to the matching letter.

					
A	B	C	D	E	F
					
G	H	I	J	K	L
					
M	N	O	P	Q	R

Word Bank			
tomatoes	oranges	potatoes	carrots
cabbage	lettuce	pumpkin	mangoes
chilis	papaya	beets	watermelon
strawberries	avocadoes	bananas	spinach
apples	guava		

Week 19 Day 3

6. Reading Fluency

Listen as your teacher reads "Healthy Eating" aloud. Pay attention to your teacher's fluency. Then, work in a group. Take turns fluently reading parts of it.

7. Grammar

A. Study the following dialogues and complete them with the correct form of do or don't. Compare your answers with a partner.

1. **Student A:** Do you like cabbage?

   Student B: Yes, I like it very much.

   Student A: So _____ I.

2. **Student A:** Does your sister like oranges?

   Student B: She likes them very much.

   Student A: So _____ my sister.

3. **Student A:** Do you like bananas?

   Student B: Oh, I don't like them

   Student A: I _____ like them either.

4. **Student A:** _____ your father like tomatoes?

   Student B: Yes, he likes them a lot.

   Student A: My father likes them, too.

5. **Student A:** _____ you like mangoes?

   Student: B: Yes, I like them very much.

   Student A: I like them, too.

6. **Student A:** Does your brother like chillies?

   Student B: No, he _____ not like chillies.

   Student A: But I like them very much.

B. In your exercise book, write a sentence to agree or disagree with each of the following sentences. Number one is done for you. Compare your sentences with a partner.

1. I like bananas. I do/don't like bananas.
2. I don't like mangoes. _____
3. She likes strawberries. _____
4. We like bananas. _____
5. She likes tomatoes. _____

C. Write a sentence to disagree with each of the sentences. Number one is done for you. Compare your answers with a partner.

1. He likes papaya. I don't like it.
2. I like vegetables. _____
3. She loves mangoes. _____
4. They like biscuits. _____
5. She enjoys eating bread. _____

Grammar Spot

I like….
So do I ……
I like it too
I don't like it either
But I like it.

Week 19 Day 4

8. Vocabulary

Study the words in the Word Bank below and put them into two groups: Vegetables or Fruits. Use the following table. You will need to leave more spaces under each heading in order to have enough space for all of the words.

Word Bank					
apple	cabbage	tomato	chilli	mango	pumpkin
watermelon	lettuce	papaya	spinach	carrot	potato
pineapple	strawberry	orange	banana	beet	

Vegetables	Fruits

9. Speaking

A. Work in pairs and act out the dialogue.

Waitress: What would you like to eat?

Customer: What kind of cultural foods do you have?

Waitress: 'Doro wat', 'shiro wat' and 'dulot' which one would you like to have?

Customer: 'Dulot', please.

Waitress: How do you like your 'dulot'?

Customer: Well done, please.

Waitress: What would you like to drink?

Customer: Mineral water, please.

Waitress: Here you are.

Customer: Thank you.

B. Use the dialogue under the speaking section as a model. Work with a partner and write a similar dialogue using the information in the section "At the Restaurant." Then act out the written dialogue.

At the Restaurant

- A waiter/waitress greets you and politely asks you to order food.
- You order food.
- A waiter/waitress brings you the food and politely asks you what you would like to drink.
- A waiter/waitress gives you a bill.
- You pay the bill and the waiter/waitress gives you the change.

Week 19 Day 5

10. Reading Fluency

Listen as your teacher fluently reads "Healthy Eating." Then work in pairs. Take turns fluently reading it aloud. Give your partner feedback about his/her fluency.

11. Writing

Write a dialogue using the following situation. It will be similar to the dialogue you wrote in Day 4. Use correct punctuation. Read the new dialogue to, or with, a partner.

good evening
what would you like to drink
I'd like soft drink
here you are
what would you like to eat
do you have any burger
yes
is the food good
it's delicious
please bring the bill

Week 20 Day 1

She Drinks Milk.

1. Listening

Pre-listening

Work in a group. Discuss why milk is important to our bodies.

While listening

A. Listen as your teacher reads a text titled "Milk." Listen for the names of the minerals that we get from milk. Write the names of the minerals in your exercise book.

B. Copy the paragraph into your exercise book. As your teacher reads the text again, fill in the gaps with the correct words. Compare your answers with a small group.

Milk is a very common _____ (1) all over the world. Billions of people drink milk _____ (2). We can get milk from _____ (3), goats and camels. We drink milk because it is rich in _____ (4) and minerals. One of the minerals is calcium. Calcium is useful for our _____ (5) growth and strength. Our bones stop growing and changing as we get _____ (6). Eating enough _____ (7) products and doing physical exercises can help keep our bones strong and healthy.

Post listening

Work in a group. Discuss what milk products people use where you live.

2. Speaking

Work with a partner. Take turns as waiter and as customer in each of the following dialogues.

1. **Waiter:** May I take your order?
   Customer: Yes, I'd like 'doro wat'
   Waiter: And what would you like to drink?
   Customer: I'd like a cup of coffee, please.
2. **Waiter.** Hello, how can I help you?
   Customer: I'd like to have lunch.
   Waiter: Great. What would you like to eat?
   Customers: I'd like spaghetti. Is it good?
   Waiter: Yes, it's very good. Would you like something to drink?
   Customer: Just water, please.
   Waiter: Is there anything else I can do for you?
   Customer: I can't read this menu. How much is the spaghetti?
   Waiter: It's 15 birr.
   Customer: Thank you.

Week 20 Day 2

3. Word Study

A. Listen as your teacher reads the words. Identify the consonant digraph you hear at the beginning of each word. Write each word in your exercise book. Underline the letters that make the beginning sounds in each word.

1. phone
2. phonics
3. pharmacy

B. In a group write words that begin with consonant digraph **ph-**.

Example: phone, phonics, pharmacy

4. Reading Comprehension

Pre-reading

Work in a group. Discuss why water is important to our bodies.

While reading

A. Silently read the text titled "Why Do We Need Water?"as your teacher reads it aloud. While you read think about the sources of water that are available.

Why Do We Need Water?

Water is very important to our bodies. Sixty-five percent of our body is water. Water makes up most of our blood. Life can continue for weeks without food, but life can last only eight to ten days without water. Eight to ten glasses of water are needed each day to replace the water used.

Water does many things inside our body. Water helps the blood carry oxygen and food to all parts of a person's body. It cools the body when it is hot. Water helps us to remove wastes through urine and sweat.

Much of the water needed by the body comes from the pure water. Other sources for water include milk or juice and foods such as juicy fruits. Water comes from many sources and is important for a person's body.

B. Read the text again silently. Then read the questions and write the letters that represent the correct answers in your exercise book.

1. Which one of the following is **correct**?
   A. Almost 3/4 (three fourths) of our body is water.
   B. Almost 2/3 (two thirds) of our body is water.
   C. Almost 1/2 (half) of our body is water.
2. How long can someone live without water?
   A. 7 days B. 11 days C. 9 days
3. How many glasses of water does someone need to drink every day?
   A. 8-10 B. 11-13 C. 5-7
4. Which of the following is **not** the advantage of water to our body.
   A. removing wastes
   B. giving vitamins
   C. balancing body temperature
5. Which of the following food types does **not** have much water?
   A. roasted grains B. juicy fruits C. tea

Post reading

Work in small groups and discuss why not drinking enough water is a not a good choice.

5. Vocabulary

Study the words in the Word Bank. Copy the chart into your exercise book. Add extra spaces under each heading to allow for more words. Write each word from the Word Bank under the correct category in the chart. Turn to a partner and compare your work.

Vegetables	Dairy	Drinks	Fruits

Word Bank				
coffee	cheese	grapes	broccoli	juice
butter	water	apples	mangoes	spinach
yoghurt	cream	carrots	tea	
soft drink	milk	lettuce	lemons	

Week 20 Day 3

6. Reading Fluency

Listen as your teacher fluently reads "Why Do We Need Water?" with the correct rate, accuracy and expression. Then, fluently read a text aloud with your teacher.

7. Grammar

A. Complete the blank spaces with the correct forms of the words given in bracket.

Milk _____ (1.give) calcium and vitamins as well as protein and other essential nutrients. It also _____ (2.provide) phosphorous, potassium, magnesium and Vitamin B12. The calcium in milk, yoghurt and cheese _____ (3. be) important to have strong bones, but most people don't _____ (4.get) calcium and vitamin D each day. Therefore it_____ (5.be) important to drink milk and eat milk products daily. A diet rich in protein and vitamin D _____ (6.make) bones healthy and strong.

B. Work with a partner. Read the text. Write at least five questions in your exercise book about the text. Then write the answers to the questions.

> Elsa is from a rural area. She always walks to school because the school is not far away from her village. She doesn't feel tired. She is strong and healthy. When people ask her what makes her strong and healthy, she always says she is strong and healthy because she drinks milk and does physical exercise every day.

Example:

Question: Where is Elsa from?

Answer: She is from a rural area.

Grammar Spot

Simple Present Tense

Use the simple present tense to talk about where people live now.

Week 20 Day 4

8. Vocabulary

Fill in the gaps with the correct words from the Word Bank to complete the sentences. Compare your answers with a partner.

Word Bank			
water	juice	butter	cheese
coffee	milk	breast	yoghurt

1. A baby should feed on _____ milk until it is six months old.
2. People usually put pepper into _____ before they drink it.
3. Porridge is served with _____ in most parts of Ethiopia.
4. I enjoy eating doro wat with _____ on holidays.
5. I don't like to drink _____ after dinner because I can't sleep well.
6. We usually have _____ and bread for breakfast.
7. I take the tablet with a glass of _____.
8. I like lemon _____ very much. It is rich in vitamin C.

9. Speaking

Work in a group. Complete the menu. Then practise giving and taking orders by acting as a waiter/waitress and as a customer. Use the expressions listed.

Food	Price
1. kitfo	65.00
2. spaghetti	25.00
3. shiro	25.00

Drink	Price
1. soft drink	10.00
2. milk	5.00
3. orange juice	15.00

…. Exactly	
Can I see the menu please?	Can I take your order?
Can I have ….?	What would you like to eat/ drink/ order?
I'd like to order ….	Would you like to see the menu?
Excuse me, but I didn't order this.	Do you enjoy the meal?
Can I change my order please?	Here is the bill.
Can I/we have the bill please?	Let me bring you the bill.

Week 20 Day 5

10. Reading Fluency

Read fluently "Why Do We Need Water?" together with your teacher. Then, work in pairs. Take turns reading the text and give feedback to each other about reading fluency.

11. Writing

Think about the beverage/drink you like most. Write at least three reasons why you like it in your exercise book. Use your reasons to write a paragraph. Begin your paragraph with the following sentences.

I like _____ very much. I like it because _____.

Week 21 Day 1

Baking Bread

1. Listening

Pre-listening

Work in a group. List the ingredients people in your community use for baking bread.

While listening

A. Listen as your teacher reads aloud a story titled "Mother Monkey." As you listen think about the actions of the characters in the story.

B. Listen to the story again. Decide if each sentence is **True** or **False**.

1. The fox buys a bagful of flour for Mother Monkey.
2. The mouse makes bread for Mother Monkey.
3. The fox, the rabbit and the mouse want to eat bread.
4. Mother Monkey eats all the bread.
5. Everyone is happy.

Post listening

Work in a group. Discuss the lesson learned from the story.

2. Speaking

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

Student A: Can you tell me what ingredients we use to make bread?

Student B: Yes, of course. I watch what my mother did.
She uses wheat flour, salt, oil and water.

Student A: Oh, I see. If I want to bake bread, What will I do first?

Student B: That is very simple. Wash the bowl. Then, put yeast in the bowl. Mix it with water.
Next, add the flour into the bowl and mix it with the water and the yeast. Wait until it rises. Do you understand how to do it?

Student B: Yes, you are very clear. I think it's time for class. Let's stop here. Thank you.

Student A: You are welcome, good bye.

Student B: Good bye.

Week 21 Day 2

3. Word Study

A. Write numbers 1-5 in your exercise book and complete each word with the consonant digraph **ph** or **gh**.

1. cou…
2. …one
3. lau…
4. al…abet
5. rou…

B. Turn to a partner. Tell him/her the sound **ph** and **gh** make. Say the sound several times together with the whole class.

4. Reading Comprehension

Pre-reading

Work in a group. Discuss how people bake bread.

While reading

A. Read the recipe titled "Baking Bread" silently. As you read write three of the steps used for baking bread. Think about if they are the same steps used to bake bread where you live.

Baking Bread

Recipe

1. Mix warm water, yeast and oil in a large bowl. Let it wait for five minutes. Then add the salt and egg. Stir all together.
2. Add the flour one cup at a time, stirring together after each cup. By the fifth cup the dough begins to come together, pulling away from the sides of the bowl, and forming a ball.
3. Put the dough onto a clean, floured surface and begin kneading the dough. Add a little more flour as the dough becomes slightly sticky. Knead for three to five minutes until smooth, firm and elastic.
4. Wait until the dough rises.
5. Divide the dough into loaves or rolls. Put a little oil on a loaf pan.
6. Put the loaf pan on the stove or fireplace.
7. Wait for some time until the loaf pan gets hot. Then place the dough in the loaf pan.
8. Bake the loaves for 25-30 minutes or the rolls for 15 minutes. They should be golden brown on the top and on the bottom when done.
9. Wait for some time until the bread gets cool and then it is ready to serve.

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

1. What ingredients do we use to make bread?
2. How much flour do we add at a time?
3. How long does it take to knead the dough?
4. What colour does the bread have when it is done?

Post Reading

Work in a group. Discuss the social and cultural occasions in your area in which people use bread. Share your answers with the class.

5. Vocabulary

Match the words on the left with their meanings on the right.

A	B
1. bake	a. a building where bread is made and sold
2. bakery	b. a mixture of flour, yeast, water, salt and egg that is used to make bread
3. crust	c. make bread using an oven
4. dough	d. grow bigger and bigger because of the air created from adding yeast
5. knead	e. a substance that helps make dough rise
6. yeast	f. prepare dough by pressing it continuously
7. rise	g. powder of cereal grains
8. flour	h. a block of bread after baking
9. loaf	i. the outer part of bread

Week 21 Day 3

6. Reading Fluency

Listen as your teacher reads the recipe titled "Baking Bread." Listen for his/her rate, accuracy and expression. Then, read the recipe aloud with your teacher. Use the same rate, accuracy and expression as your teacher.

7. Grammar

A. Choose the correct forms of the verbs to write a set of instructions for a recipe.

1. _____ the onion and peppers into small pieces. (Chopping/Chop).
2. _____ some olive oil in a pan and fry the onion and peppers. (Heat/Heating)
3. _____ garlic, tomatoes and water and cook for 20 minutes. (Adding/Add)
4. _____ the pasta in a pot of boiling water. (Cooking/Cook)
5. _____ the pasta with the sauce and bread, enjoy. (Serving/Serve)

B. With a partner choose words from the Word Bank to complete the text. Use the correct forms of imperatives (positive or negative). Compare your answers with a partner.

Word Bank		
leave	raise	read
do	check	

__1__ the instructions very carefully before you try to answer the examination questions. __2__ make any noise until you leave the exam room. If you have any questions, __3__ your hands to ask for support. Before you give the exam paper back to your teacher, __4__ if you have answered all the questions. Finally, __5__ the room quietly.

Grammar Spot

Imperative

Use the base form of the verb (imperative) to give instructions.

Question: Where is Elsa from?

Answer: She is from a rural area.

Example:

mix salt and water

Stir the mixture with a spoon…..

Week 21 Day 4

8. Vocabulary

Copy the Word Search into your exercise book and find the hidden words. Use the words in the Word Bank. Compare you answers with a partner.

Word Bank			
wheat	lentil	bean	rice
teff	sorghum	pea	

WORD SEARCH						
P	R	B	H	G	R	S
E	W	E	B	O	S	O
A	H	C	L	R	T	R
L	E	N	T	I	L	G
P	A	T	M	C	K	U
F	T	O	P	E	E	M
B	E	A	N	S	T	L
T	F	S	A	O	R	V
G	F	T	N	Q	T	W

9. Speaking

A. Work with a partner to act out the dialogue. Take turns being the customer and the baker.

Customer: Good morning. I'd like to buy some bread.

Baker: Hello, you've come at the right time. I was about to leave. What would you like?

Customer: can I have a loaf of whole wheat, three white loves and ten rolls, please? How much will that cost?

Baker: The whole wheat loaf is 1.00 birr. The white loves are 75 cents each, and the rolls are 50 cents.

That makes 2 birr and twenty five cents.

Customer: Thank you.

Baker: Here's your change, 75 cents.

Customer: Thank you and have a nice day!

B. Study the dialogue in Exercise 1. Work in pairs and write your own dialogue. Take turns as a shopkeeper and a customer. Use the chart to help you ask and answer questions.

Items found in the shop:

- flour of wheat - 12.00 a kilo,
- sugar - 18.00 a kilo,
- salt - 5.00 a kilo,
- yeast - 2.00 a spoon,
- oil - 12.00 a liter,
- egg - 3.50 each
- spices - there is not any

Expressions:

Asking for

- Is there _____?
- Can you give me _____?
- How much does _____ cost?

Yes, there is.

No, there isn't.

Yes, here are _____.

It costs _____.

Week 21 Day 5

10. Reading Fluency

A. Listen as your teacher reads the recipe titled "Baking Bread."

B. Work with a partner. Take turns reading the recipe to each other.

11. Writing

Work on your own. Choose your favourite food. List ingredients for your favourite food. Then write a recipe.

UNIT 8 Job

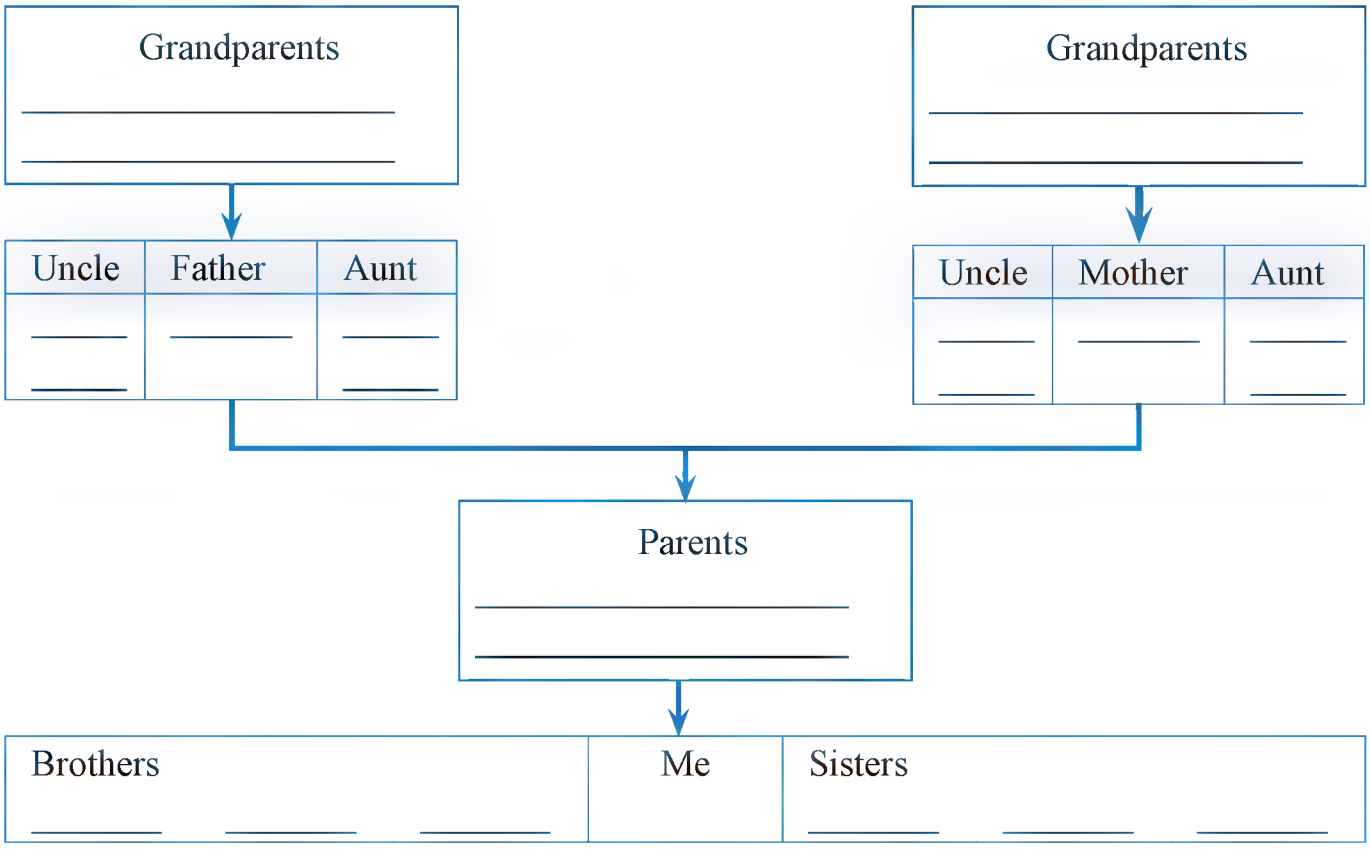
Week 22 Day 1

My Aunt's Job

1. Listening

Pre-listening

Copy the family tree into your exercise book. Write the names of your family members in the correct spaces.



While listening

A. Listen as your teacher reads a text titled "The Shop Keeper." Pretend that Martha is your family member. As you listen think about where you would write Martha in your family tree.

B. Listen to the text again and choose whether the sentences are **True** or **False**.

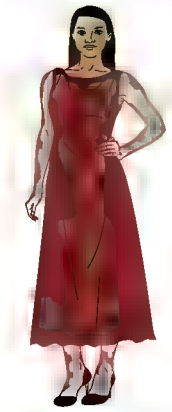
1. Martha is a nurse.
2. Martha sells onions on the street.
3. Martha is kind and generous.
4. Customers give her some grains.
5. Martha has customers from the countryside.

Post listening

Work in a group and discuss why Martha tells her customer to come back tomorrow.

2. Speaking

Work with a partner. Take turns acting out the dialogue. Then tell your partner about someone in your family.



Student A: Who is that person?
Student B: That is my aunt.
Student A: Where does she live?
Student B: She lives in Harar with my grandparents.
Student A: Does she have a child?
Student B: No, she isn't married. She is single. She is only 19 years old.



Student A: Who is this?
Student B: That is my grandfather. He is a coffee grower.
Student A: Where does he work?
Student B: He works on a coffee plantation near Jimma.
Student A: Does he live in town?
Student B: No, he has a house with a small farm.
Student A: How many children does he have?
Student B: He has two children, a girl and a boy.

Week 22 Day 2

3. Word Study

Add **-r** or **-er** at the end of the words below. And make a sentence with each words.

Example:

Farm - farmer

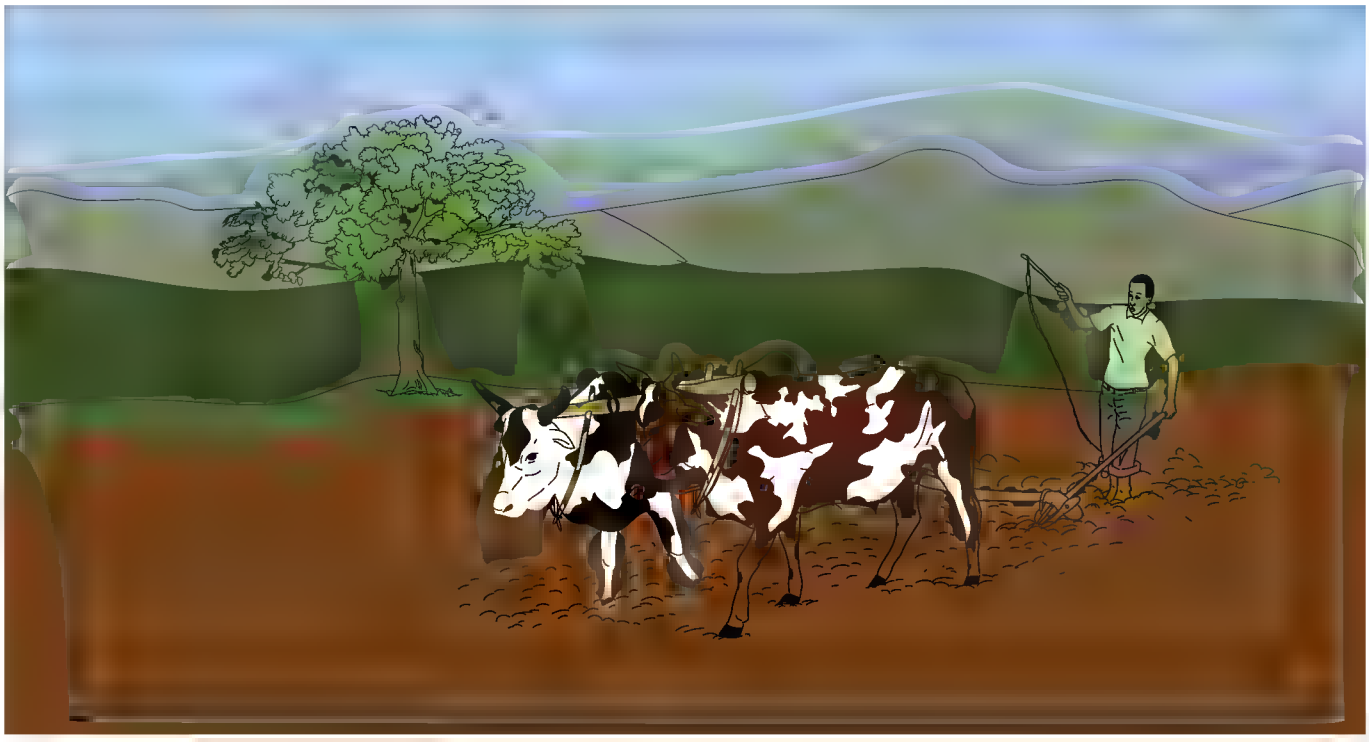
My father is a farmer.

1. farm
2. teach
3. drive
4. manage
5. sing
6. keep

4. Reading Comprehension

Pre-reading

Look at the picture and guess what the text is about.



While reading

A. Read the text titled "A Busy Farmer" silently. While reading check if your predictions are correct.

A Busy Farmer

My father is a busy farmer. He wakes up early every morning. He goes to the barn and checks the cattle. Then, he takes the oxen to the manger where they feed on hay. After feeding them, he carries the plough and yoke and goes to the farm with the oxen. On the way to the farm, he stops the oxen near the river so they can drink water.

When he arrives at the farm, he puts the yoke on the shoulders of the oxen, connects it to the plough and ties them with a position pin. Then he starts ploughing the land. He drives the oxen with the help of a whip and waves the lash over the oxen to make them move faster. Sometimes, he praises the oxen with traditional songs.

At noon, his wife brings him lunch. He unties the plough and yoke and takes the oxen to the field near the farm. There he leaves them free to feed on the grass. He sits under the tree with his wife and have lunch together.

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

1. Why does the farmer go to the barn?
2. What does the farmer carry when he goes to the farm?
3. Where do the oxen drink water?
4. Who brings lunch for the farmer?
5. When does the farmer take rest?

Post reading

Work in small groups and discuss ways of improving farming in rural areas.

5. Vocabulary

Copy the paragraph into your exercise book. Fill in the gaps by choosing words from the Word Bank.

Word Bank				
soldier	sister	grade	aunt	parents
teacher	school	family	new	brothers

Muna is a _____ (1) student. She is in _____ (2) four. She lives opposite the _____ (3). Her mother is a _____ (4) at the school and her father is a _____(5). Muna has three _____ (6) and a baby _____(7). When Muna's _____ (8) are at work, her _____ (9) looks after the baby. Muna works hard at school and helps her _____ (10) every day.

Week 22 Day 3

6. Reading Fluency

Listen as your teacher fluently reads "A Busy Farmer." Then, work in a group and take turns fluently reading it.

7. Grammar

A. Write sentences using the words in the Substitution Table. Compare your answers with a partner.

Kebede			nurse.
Jemal			farmer.
Shewit			barber.
Roba			tailor.
Winta			actor.
Aregai	is	a/an	teacher.
Mustafa			artist.
Kibnesh			carpenter.
Abola			plumber.
Tirfe			goatherd.
			butcher.
			shopkeeper.
			engineer.

B. Copy the paragraph. Fill in the gaps with words from the Word Bank. Write the words in their correct forms.

Word Bank		
start	be	work
leave	keep	stop

Hiwot _____ (1) in a factory. She _____ (2) an accountant. She _____ (3) a financial record of the factory. She _____ (4) work at half past eight in the morning every working day. She _____ (5) work and _____ (6) her offices at half past five in the evening.

Grammar Spot

He is a ....

She is an....

Simple present

Use the simple present tense to talk about our current job.

Example: I am a teacher.

I am an engineer.

Week 22 Day 4

8. Vocabulary

Match the names of professionals on the left with the types of jobs/professions on the right. Write the matching letter next to each number in your exercise book. Compare your answers with a partner.

A	B
1. teacher	A. baking
2. potter	B. nursing
3. baker	C. sculpting
4. nurse	D. engineering
5. farmer	E. teaching
6. engineer	F. farming
7. beekeeper	G. beekeeping
8. housekeeper	H. singing
9. singer	I. driving
10. driver	J. housekeeping

9. Speaking

Work in pairs and take turns asking questions to complete your assigned table. Share your answers with the class.

Table A

Name	Age	No of children	Job
Kedir		3	
Ariat	28		
Kuma			actor
Konjit	32	2	engineer

Table B

Name	Age	No of children	Job
Kedir	35		teacher
Ariat		1	manager
Kuma	41	4	
Konjit			

Example:

Student A: How old is Ariat?

Student B: She is 28 years old.

Week 22 Day 5

10. Reading Fluency

A. Fluently read "**A Busy Farmer**" aloud with your teacher. Then, work with a partner and take turns reading it aloud and give feedback about each other's fluency.

11. Writing

Use the Substitution Table to write a short paragraph about one of your family members. Write a topic sentence and at least three detail sentences.

This is my	grandmother	Her name is _____.
	mother	She is _____ years old.
	aunt	She lives in _____.
	sister	She is a _____.
	cousin	She is/isn't married.
	grandfather	She has _____.
	father	His name is _____.
	uncle	He is _____ years old.
	brother	He is a _____.
		He is/isn't married.
		He has _____.

Week 23 Day 1

She Works in a Clinic

1. Listening

Pre-listening

Look at the picture and predict what the poem is about.



While listening

A. Listen as your teacher reads the poem aloud. As you listen find out if your predictions are correct.

B. Listen to the poem again and say **True** or **False** after your teacher reads the sentences.

1. The writer likes his job.
2. The writer dislikes his boss.
3. The writer likes his workmates.
4. The writer does not like the location of his office.
5. The writer likes to go on vacation.

Post listening

Work in a group and discuss why some people do not like their jobs.

2. Speaking

With a partner take turns reading and solving the riddles. Share your answers with the class.

1. I wear a uniform.
   I walk or ride a bicycle.
   I deliver mail.
   I don't like dogs.
   What am I?
2. I wear a white hat.
   I work in a hotel.
   I prepare food.
   What am I?
3. I work with scissors.
   I work in a salon.
   I wash, dry and brush.
   I cut hair.
   What am I?
4. I work near home.
   I grow vegetables.
   I have animals in the field.
   What am I?
5. I wear a uniform.
   I care for people.
   I work in a hospital.
   I help a doctor.
   What am I?

Week 23 Day 2

3. Word Study

A. Copy the chart into your exercise book. Listen as your teacher reads words aloud. Write the words in the correct place in the chart. Then repeat after your teacher.

/s/	/z/	/iz/

1. finishes
2. does
3. cooks
4. goes
5. washes

B. Work with a partner and take turns reading the words aloud. Then write sentences in your exercise book using the words.

4. Reading Comprehension

Pre-reading

Read the title of the text and predict what the text is about. Write your predictions in your exercise book. Share and compare your predictions with a small group.

While reading

A. Read the text titled "Caring for People" silently. As you read check if your predictions are correct. Then you will write sentences about whether your predictions were correct or not.

Caring for People

Azeb is a nurse. She works in a clinic. She loves her job very much. Her son, Alemayehu doesn't like her job because he misses her when she works at night. Azeb understands her son's feelings.

One day, when she is at home on leave, he asks her," Why don't you look for another job, Mom? I don't want to be alone when you are at work." After a moment of silence, she replies," Oh, my beloved son, I love my job very much. There is no job more satisfying than

helping people who are very sick." Alemayehu replies "What a surprise! Can you please tell me how nurses help sick people?"

"Sure!" says Azeb to her son. Then, she takes out a piece of paper and writes how nurses care for patients. She gives him the paper to read. Alemayehu reads what his mother has written for him.

- Nurses help bring babies into the world, and they take care of new moms before and after childbirth.
- Nurses help sick and injured people get better, and they help healthy people stay healthy.
- Nurses perform physical examinations.
- Nurses give medications and treatments ordered by doctors.
- Nurses are concerned with the emotional, social, and spiritual conditions of their patients.
- Nurses teach and counsel patients, as well as family members and explain what they can expect.
- Nurses provide health care, teaching and counseling in the community.

As soon as he finishes reading, Alemayehu shouts, "Great job! Mom, I want to be a nurse when I grow up."

B. Read the text again and answer the questions.

1. What is Azeb's job?
2. Where does Azeb work?
3. Why does Azeb's son dislike his mother's job?
4. Why did Alemayehu change his mind about disliking his mother's job?

Post reading

Work in a small group and talk about what you want to be in the future. Tell why.

5. Vocabulary

Match the jobs on the left with the places on the right. Write the answers in your exercise book.

A	B
1. nurse	A. garage
2. teacher	B. police station
3. postman	C. restaurant
4. cook	D. post office
5. policeman	E. library
6. pilot	F. farm
7. mechanic	G. school
8. librarian	H. hospital
9. farmer	I. office
10. clerk	J. airport

Week 23 Day 3

6. Reading Fluency

Listen as your teacher fluently reads the text titled "Caring for People." Then, fluently read it aloud with a small group.

7. Grammar

A. Fill in the gaps with **a** or **an** to complete the paragraph. Discuss your answers with the class.

My name is Kinfe. I am _____ (1)teacher. I have three friends. One of my friends is _____ (2) engineer. He works in a private company. The second one works in _____ (3) bank. He is _____ (4) accountant. The third one is _____ (5) pilot. He flies _____ (6) airplane.

B. Complete the dialogue with the correct forms of the verbs.

work	do	be

Mehari: Hello, my name is Mehari.
I am a carpenter. What _____ (1) your job?

Belay: Oh, I am a shopkeeper. By the way, _____ (2) you married or single?

Mehari: I _____ (3) married with two children.

Belay: What _____ (4) your wife do?

Mehari: She _____ (5) a nurse.

Belay: Where _____ (6) she work?

Mehari: She _____ (7) in a private clinic.

Grammar Spot

Indefinite articles (a/an):

- Use **an** before nouns starting with a vowel.
- Use **a** before nouns starting with a consonant.

Simple Present:

Verb to be: am/is/are

Verb to do: do/does

Week 23 Day 4

8. Vocabulary

Fill in the gaps with names from the Word Bank. Compare your answers with a partner.

1. A _____ drives a lorry.
2. A _____ sells meat
3. An _____ performs actions.
4. A _____ teaches at school.
5. A _____ builds houses.

Word Bank		
carpenter	butcher	teacher
actor/actress	driver	

9. Speaking

Study the dialogue between a manager and an employee. Then fill in the gaps using the expressions given. Work with a partner and act out the dialogue.

Manager: Good morning.

Employee: Good morning.

Manager: How are you?

Employee: I am fine. Thank you.

Manager: (1)_____

Employee: Yes, I am.

Manager: As you may know, there is an open position in my company. I need to fill the position as soon as I can.

Employee: (2)_____

Manager: It's a new position. You would work as an assistant manager.

Employee: (3)_____

Manager: The job requires a four year college degree in management.

Employee: What kind of experience do you need?

Manager: (4)_____

Employee: I have worked in an office.

Manager: (5)_____

Employee: I was a manager of a private organisation. I graduated with a Bachelor's Degree in Management.

Manager: That's good. Let's stop here for a break.

Employee: (6)_____

Manager's Expressions:	Employee's Expressions:
• That's good. Let's start the interview. Are you ready? • Tell me a little more about yourself. • It would be great to hire someone who has worked in an office.	• Ok, thank you. • What type of qualifications do you require? • Please tell me a little bit about the position.

Week 23 Day 5

10. Reading Fluency

Fluently read the text titled "Caring for People" aloud with your teacher. With a partner take turns reading the text aloud. Give feedback to each other about fluency.

11. Writing

Write a paragraph about what you want to be when you grow up and give reasons. Your paragraph should have at least one topic sentence and four supporting sentences.

Week 24 Day 1

My Uncle Goes to Work on Foot

1. Listening

Pre-listening

With a group discuss how people get to work in rural areas. Brainstorm a list of ideas with your teacher.

While listening

A. Listen as your teacher reads the text titled "On Horseback." Decide if the discussion from Exercise 1 helped you understand the text.

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

1. How does the farmer usually go to work?
2. When does the farmer ride a mule?
3. What does the farmer feed his horse and mule?
4. Why does the farmer ask "How long will it take them to reach home?"
5. Why do you think the farmer goes to a low land area?

Post listening

Work in a group and discuss what kinds of transportation people use in urban and rural areas. Write a list in your exercise book.

2. Speaking

Work with a partner and take turns acting out the dialogue.

Student A: Hi, good afternoon.

Student B: Good afternoon. How are you?

Student A: Fine, thank you. And you?

Student B: I'm very well, thank you.

Student A: Can you tell me your father's job, please?

Student B: Yes, of course. He is a policeman. He works in a police station.

Student A: Oh, that's good. How does he get to work?

Student B: He usually goes to work on foot. Sometimes, he takes a bajaj to go to the police station. What about your father? What is his job?

Student A: He is an accountant in a private bank. He works in Addis Ababa. He usually goes to work by a taxi. Sometimes, he goes to work by train.

Student B: That's interesting. I love to see people going by train.

Student A: So do I. I always ask my father to take me to see trains.

Student B: He will one day.

Student A: I hope so.

Week 24 Day 2

3. Word Study

Choose words from the Word Bank to form compound nouns. A word can be used more than one time.

Example:

book + keeper = book keeper

Word Bank			
sales	shoe	hair	shop
shine	dresser	keeper	man

4. Reading Comprehension

Pre-reading

Work in a group and discuss how people get to work in urban areas. Write the group's ideas in your exercise book.

While reading

A. Read the text titled "A Secretary" silently. As you read notice how people go to work in urban areas.

A Secretary

Menkir is a secretary and works for a private company. **He** gets up early every working day. He eats his breakfast with his wife and children and then he has a cup of coffee. A taxi comes at seven thirty to take the children to school and it brings **them** back home at three-thirty. Sometimes, he goes to work by taxi with his children. But most of the time he goes to work in the office car.

He usually leaves the house at ten past eight because the office car always arrives at this time. He often reaches his office early. He gets out of the car and walks to his office. He usually stays outside until the janitor finishes cleaning the room.

Most of the time he starts work before his boss. His boss, Miss Helen, always reaches the office at eight-thirty. **She** does not come to office by car. She always comes on foot because she lives in the company's house near to the office. Before his boss arrives, Menkir first checks the letters. He responds to some of the letters himself. Once Miss Helen arrives, he talks to her about the important ones before taking any action. He types all letters and takes them to her for her signature.

B. Read the story again. In your exercise book write **True** or **False** for the sentences. Compare your answers with the class.

1. Menkir works in a private company.
2. Menkir goes to work on foot.
3. Menkir's boss goes to work by car.

C. Match the pronouns on the left with the words from the text on the right. Write the letter next to the correct pronoun in your exercise book. Compare your answers with the class.

A	B
1. **he** (paragraph one, line one)	A. Helen
2. **them** (paragraph one, line four)	B. children
3. **she** (paragraph three, line two)	C. Menkir

Post reading

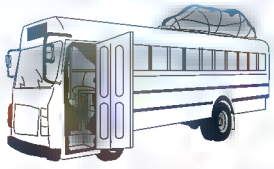
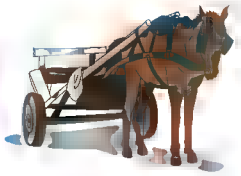
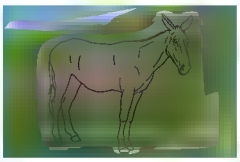
Work in a group. Discuss different types of transportation people use on land and in water. Use the chart below.

Land Transportation	Water Transportation

5. Vocabulary

Match the words with the correct pictures. Write the letter of the picture next to the matching number in your exercise book.

1. taxi
2. bus
3. airplane
4. horse
5. mule
6. camel
7. cart
8. ship
9. train
10. lorry

				
A	B	C	D	E
				
F	G	H	I	J

Week 24 Day 3

6. Reading Fluency

Listen as your teacher reads the text "**A Secretary**." Then, read it aloud with your teacher. Try to be as fluent as your teacher when you read.

7. Grammar

A. Copy the text into your exercise book. Fill in the gaps using **in**, **by** or **on** to complete the paragraph.

I always go to work _1_ foot. My friend goes to work _2_ bus. Sometimes my neighbour gives me a lift. When I am _3_ his car, I feel very happy.

B. Choose words to complete the paragraph. Write the words in their correct forms. Compare your answers with a partner.

ride	drive	take

Alemu has a car. He ___1___ to work every morning. Kebede and I don't have a car. We ___2___ the city bus to work. Aster has a bicycle, so she _3_ her bike to work.

C. Complete the following dialogue with the correct forms of the verbs. Then act out the dialogue with a partner.

Student A: What are you doing here?

Student B: We are _1_ (wait) for our sister.

Student A: Where does your sister work?

Student B: She_2_ (work) in a bank.

Student A: How _3_ she _4_ to work (do/go)?

Student B: She usually _5_ (go) to work by train. Today she wants to take a taxi.

Student A: Look! There's a taxi _6_ (wait) over there. Let's go.

Student B: Ok! Thank you.

Grammar Spot

- by car/bus/train/plane/air/bicycle
- on foot/ horseback

Present continuous tense:

I am waiting….

You/they/we are waiting……

He/she/it is waiting ……

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

Week 24 Day 4

8. Vocabulary

Choose words from the Word Bank to complete the text. Compare your answers with a small group.

Word Bank			
plane	mule	bus	train
horse	taxi	foot	

Many people in rural areas walk a long distance on _____ (1). Some people use animals for travel. They ride on a _____ (2) or _____ (3). People in cities and towns usually use public transportation to get around. They take a city _____ (4) or _____ (5) because it costs less than a taxi. Some people take a _____ (6) because it is more comfortable than buses or trains. If people want to go abroad, they can fly by _____ (7).

9. Speaking

Complete the dialogue using the expressions given. Take turns acting out the dialogue.

Student A: Look over there! What are those people waiting for?

Student B: _____(1)

Student A: Why don't they go on foot?

Student B: _____ (2)

Student A: I see. Why don't they take a taxi?

Student B: _____ (3)

Student A: How much is the bus fare?

Student B: _____ (4)

Expressions:

Oh, it is very cheap.

They may not be able to pay the taxi fare.

They may not be able to get where they are going on time if they go on foot.

They are waiting for a bus.

Week 24 Day 5

10. Reading Fluency

Listen as your teacher fluently reads the text titled "**A Secretary**."Then, with a partner take turns fluently reading it aloud.

11. Writing

Choose one of your parents and write a paragraph not more than five sentences about him or her.

UNIT 9 Animals

Week 25 Day 1

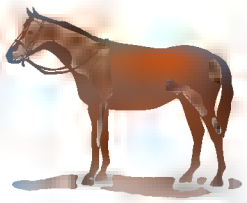
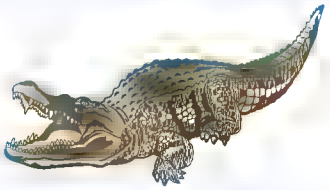
Listen! A Lion is Roaring.

1. Listening

Pre-listening

Look at the pictures and match the names of animals with the correct pictures.

hyena	lion	hippopotamus	fox	donkey	snake
crocodile	giraffe	horse	elephant	cat	zebra

			
A	B	C	D
			
E	F	G	H
			
I	J	K	L

While listening

A. Listen as your teacher reads a text titled "The Hyena and the Lion." Listen for the name of the type of animal that takes a large number of cows.

B. Write numbers 1-8 in your exercise book. Listen as your teacher reads the story again and fill in gaps with the correct words from the listening text.

Nine hyenas and a _____ (1) go hunting. They catch ten _____ (2). The hyenas become angry when the lion tells them that he will _____ (3) nine cows for himself. The _____ (4) go home and tell their father how many cows the lion took. Their _____ (5) becomes very angry. He tells his cubs the lion does not deserve _____ (6) cows. The hyena family takes the cow and goes out to look for the lion. When the hyenas _____ (7) the lion, he shivers with fear. The hyenas goes back home feeling sad when and the lion becomes very _____ (8).

Post listening

Work in a group and discuss why some people become selfish.

2. Speaking

A. Work with a partner. Take turns reading and solving the riddles.

1. I'm very big.

   I like to eat peanuts and hay.

   I have four legs and big ears.

   My long nose is called a trunk.

   I am an _____.

2. I'm a soft and furry pet.

   I have sharp teeth and claws.

   I like to chase mice.

   I am a _____.

3. I have four legs.

   I'm very smart.

   I like to play.

   I like to smell things.

   I can wag my tail.

   I am a _____.

4. My skin is green and slippery.

   I have four legs and webbed feet.

   I eat bugs and little fish.

   I can swim under water and hop on land.

   I am a _____.

Week 25 Day 2

3. Word Study

Repeat the words after your teacher. Write the plural forms of the verbs in your exercise book. You will add **s, es** and **ies**.

1. go _____
2. wash _____
3. play _____
4. do _____
5. eat _____
6. give _____
7. study _____
8. carry _____
9. catch _____
10. kiss _____

4. Reading Comprehension

Pre-reading

Work in groups and talk about the differences between domestic and wild animals.

While reading

A. Read the text titled "Lions" silently and find out how lions get their food.

Lions

Lions are big cats. They live in areas where long grasses grow. Lions do not live in thick forests. It is easier to find food outside of thick forests where they can catch animals more easily. Lions get their food by hunting antelopes, zebras, giraffes and other animals.

Lions have huge shoulders, strong front legs and forceful jaws. Their paws have long, sharp claws. To keep their claws sharp, lions pull them in when they are not in use.

Male lions are large and powerful. They weigh from 150 to 250 kilos and are about 1.2 metres tall at the shoulder. Female lions are smaller than males. Male lions grow a kind of fur called a mane. The mane grows around their head, neck, and shoulders. As the lion gets older, the mane becomes longer, darker and fuller. It makes a lion appear larger and stronger to his enemies.

Lions live in groups called prides. A pride can consist of about 35 members that include males, females and cubs. All the females in the pride hunt and care for their cubs together.

B. Read the text again and answer the questions. Write the answers using complete sentences.

1. Where do lions live and why?
2. How do lions get their food?
3. What do we call the male lion's fur around its neck?
4. Who do care for lion cubs?
5. What does a pride consist of?

Post reading

Work in a group. List the names of animals which are found only in Ethiopia.

5. Vocabulary

A. Copy the sentences into your exercise book. Choose words from the Word Bank to complete the sentences.

Word Bank			
water	meat	grass	thick
land	fruits	short	strong
forest	leaves	long	sharp

Example:

This is an elephant. It lives on the land. It eats leaves. It has strong tusks.

1. This is an elephant. It lives on the _____ It eats _____ It has _____ tusks.
2. This is a fox. It lives on the ground. It eats _____. It has _____ teeth. It has a _____ tail.
3. This is a hippopotamus. It lives in _____. It eats grass. It has _____ legs.
4. This is a monkey. It lives in the _____. It eats fruits. It has a _____ tail.
5. This is a rhinoceros. It lives on the ground. It eats _____. It has _____ skin and _____ legs.

Week 25 Day 3

6. Reading Fluency

Listen as your teacher fluently reads the text titled "Lions." Then, read it aloud with your teacher. Try to read with the same fluency as your teacher.

7. Grammar

A. Copy the sentences into your exercise book. Fill the gaps with the correct comparative form of the words in the boxes. Gaps can have more than one correct answer.

small	big	fat	thin	tall

Example:

This is a lion. It is bigger than a hyena.

1. This is a lion. It is _____ than a hyena.
2. This is a hyena. It is _____ than a zebra.

3. This is a hippopotamus. It is _____ than a giraffe.
4. This is a giraffe. It is _____ than a rhinoceros.
5. An elephant is _____ than a lion.
6. A lion is _____ than an elephant.
7. A giraffe is _____ than a fox.
8. A crocodile is _____ than a hippopotamus.

B. Work in pairs. Take turns asking and answering **yes** or **no** questions using the Substitution Table.

Example:

Student A: Does a monkey live in the water?

Student B: No, it doesn't. Does a hippopotamus live in water?

Student A: Yes, it does.

Substitution Table			
Does	a monkey a fox a lion an elephant a hippopotamus	live	in the mountain? in trees? on the ground? in the forest? in water?

Week 25 Day 4

8. Vocabulary

Copy the sentences into your exercise book. Fill in the gaps using words from the Word Bank.

1. A lion lives with other lions in a _____.
2. A male lion has a _____ around its neck.
3. A lion has _____ teeth.
4. A lion is not domesticated. It is a _____ animal.
5. It's paws have sharp _____.
6. A lion makes a loud _____.

Word Bank							
forceful	mane	roar	beast	pride	wild	paw	frightened
claws	strong	teeth	kill	sharp	long	huge	king

9. Speaking

Work with a partner. Think of an animal. Your partner will try to guess the animal by asking **yes/no** questions. Take turns. Use the dialogue as an example.

Example:

Student A: I have an animal in my mind. Can you guess what it is?
Student B: Does it live in water?
Student A: Yes it does.
Student B: Does it eat grass?
Student A: No, it doesn't
Student B: Does it have short legs?
Student A: Yes, it does.
Student B: Does it have sharp teeth.
Student A: Yes, it does.
Student B: Is it a crocodile?
Student A: Yes, it is.

Week 25 Day 5

10. Reading Fluency

Fluently read the text titled "Lions" aloud with your teacher. Then, take turns reading it with a partner and give your partner feedback.

11. Writing

Put the scrambled sentences in the correct order to make a complete paragraph.

1. There are also about 306 species of birds.
2. Omo National Park is very large and beautiful.

3. Animals such as buffalo, elephants, giraffes, zebras, monkeys, lions, cheetahs and leopards are found there.
4. In addition to animals, there are hot springs in the park.
5. There are many different animals in the park.
6. The Omo River, with its water falls and rapids, runs through this national park.

Week 26 Day 1

A Zebra Eats Grass

1. Listening

Pre-listening

Work in a small group and discuss the question.

Which wild animal looks like a donkey?

While listening

A. Listen as your teacher reads the story titled "How Zebras Get Their Stripes." As you think about the main characters.

B. Listen to the story again and complete the summary of the story by filling the gaps with words from the listening text.

Once there were two donkeys which worked for a man. They got tired of working all day and decided to try to solve their problem. They __1__ a wise old man and told him they were tired of hard work. The wise old man __2__ to help them. He thought for a moment and an __3__ came to his mind. He went out for a few minutes and returned with two pots of __4__. Then he painted the two __5__. First, he painted them with white paint and then painted stripes with __6__ paint. When he finished painting the donkeys, he told them he would given them a new name __7__. No one ever saw the donkeys again.

Post listening

Work in a group. Discuss what people do when they have a problem.

2. Speaking

Work with a partner. Talk about the animals listed in each row. Write the letters that represent the three animals with similarities in each row. Explain how they are alike.

1. A. fish B. crocodile C. frog D. bird

   A fish, a crocodile and a frog live in water, but a bird lives on land.

2. A. cow B. crocodile C. horse D. lion
3. A. horse B. zebra C. donkey D. snake
4. A. cat B. dog C. eagle D. hen
5. A. zebra B. hippopotamus C. cat D. giraffe

Week 26 Day 2

3. Word Study

Unscramble the letters below to form meaningful words that begin with gr consonant blends.

1. sasgr _____
2. aezrg _____
3. nereg _____
4. undrgo _____
5. porug _____

4. Reading Comprehension

Pre-reading

Work in a small group and take turns talking about what zebras look like and how they live.

While reading

A. As you read the text silently, think about two ways that zebras protect themselves from their enemies.

Zebras

Zebras are not only interesting to look at, but they have interesting lives. They are like donkeys and horses. Zebras live in grassy flat land. They travel in herds. They walk and gallop. Zebras eat grass. Unlike horses, zebras have black and white stripes all over their body, except on their stomachs. No zebras have exactly the same stripes.

Zebras have many enemies such as hyenas, lions and leopards. Crocodiles also attack zebras when zebras go to rivers or lakes to drink. Zebras have different ways to protect themselves from their enemies. Living in large herds is one way zebras protect themselves. Being a part of a herd provides great protection for them because it is harder for their enemies to attack a group zebras than to attack a single zebra. Zebras use their eyes, ears and noses in the herd to let others know the presence of an enemy. Their stripes help them to hide from their enemies, especially at night.

Zebras can run up to 35 kilometres per hour. When their enemies chase them, they run from side to side to make catching them difficult. Zebras have excellent eyesight. Their eyes are on the sides of their head. This gives them a wide field of view. Zebras also have strong ability to hear. They can turn their ears in any direction from which they hear sound.

B. Read the text again and write **True** or **False** for the sentences.

1. Zebras are like lions.
2. Zebras have black and white stripes.
3. Zebras can run up to 35 metres per hour.
4. Zebras have excellent eye sight.
5. Zebras can't turn their ears easily.

Post reading

Work in a group and discuss the meaning of the saying, "Unity is strength."

5. Vocabulary

Choose words from the Word Bank to complete the paragraph. Compare your answers with a partner.

A mother zebra goes to a primary school to teach different animals. The mother zebra says, "It is the first day of school, I want you to introduce yourselves. We will listen carefully and repeat each of your names." The little lion __1__ and introduces himself. The little elephant __2__ and sits. The snake raises its head and __3__ aloud. The cat __4__. The donkey takes a turn to__5__. The mother zebra points to the dog. The dog __6__ twice and sits. The sheep __7__ before the cow takes its turn. Then the cow __8__. At the end the mother zebra whinnies and then start the lesson.

Word Bank		
baas	barks	trumpets
hisses	roars	bray
moos	barks	mews

Week 26 Day 3

6. Reading Fluency

Listen as your teacher fluently reads the text titled "Zebras." Then, fluently read parts of it aloud with your teacher.

7. Grammar

Copy the text into your exercise book. Choose words from the Word Bank to complete the text. A word can be used more than one time.

I usually __1__ to the zoo every Sunday. There I __2__ a __3__ of lions, a __4__ of monkeys, a __5__ of zebras, a __6__ of leopards and a crash of rhinoceros. I __7__ to my home in the afternoon. On the way home I see a shepherd driving a __8__ of cattle, a __9__ of camels and a __10__ of goats.

Word Bank		
see	troop	caravan
return	go	leap
herd	pride	

Grammar Spot

Collective nouns

Example:

A herd of cattle

A pride of lions

A troop of monkeys

Simple present tense.

Use simple present tense to say something is true in general. A collective noun describe a group of things or people as a unit.

Week 26 Day 4

8. Vocabulary

Read each sentence and choose the answer. Check your answers with a partner.

1. It has a long nose.

   A. giraffe B. kangaroo C. elephant D. zebra

2. It has a big neck.

   A. lion B. giraffe C. rhino D. hippo

3. It has black and white stripes.

   A. elephant B. crocodile C. tiger D. zebra

4. It has no legs.

   A. lion B. snake C. giraffe D. hippo

5. It is grey, big and lives in water.

   A. tiger B. kangaroo C. hippo D. zebra

6. It has black and orange stripes.

   A. tiger B. crocodile C. rhino D. zebra

7. It is a meat eating animal that lives in water.

A. hippo B. lion C. tiger D. crocodile

8. It is the king of animals.

A. elephant B. lion C. giraffe D. snake

9. It has a sack on its abdomen to carry its baby.

A. rhino B. crocodile C. kangaroo D. hippo

10. It has a horn on its nose.

A. hippo B. rhino C. elephant D. snake

9. Speaking

Work with a partner. Take turns asking and answering questions about animals.

Example:

Student A: What animal do you like most?

Student B: I like zebras the most.

Student A: Why do you like them?

Student B: I like them because they are beautiful. They have beautiful stripes.

Week 26 Day 5

10. Reading Fluency

Fluently read the text titled "Zebras" with your teacher. Then, work with a partner and take turns reading it with the correct reading rate, accuracy and expression.

11. Writing

Use the following paragraph as an example to write a paragraph about an animal you like. Remember to write a topic sentence and several supporting sentences.

I like my dog very much. He is very friendly. I play with him every day. He wags his tail when he sees me. My parents like him too.

Week 27 Day 1

A Bird Flies High

1. Listening

Pre-listening

Work with a partner. Discuss the answer to the riddle.

There are two ducks in front of two other ducks.

There are two ducks beside two other ducks.

How many ducks are there?

While listening

A. Listen as your teacher reads a text titled "The Singing Bird." As you listen think about the characters in the story.

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

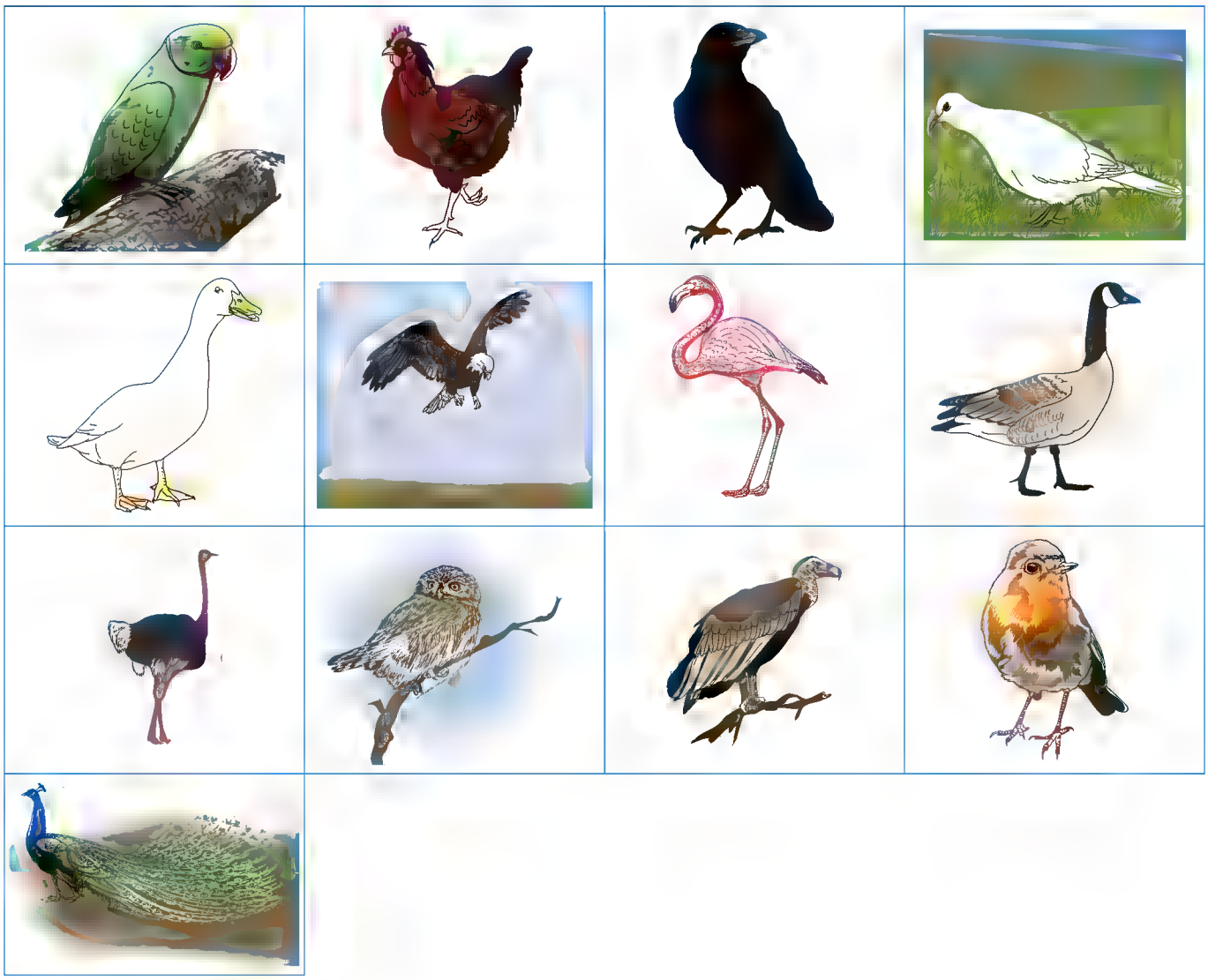
1. Where does the little bird sing a song?
2. When does the little bird sing a song?
3. What does the little bird see?
4. How does the little bird learn to sing a song?

Post listening

Work in a group and talk about how you feel when you hear birds singing.

2. Speaking

Work with a partner. Take turns asking and answering questions about each picture.



Example:

Student A: What kind of bird is it?

Student B: Oh, it is an eagle.

Student A: What does it eat?

Student B: It eats meat.

Student A: Does it have big or small wings?

Student B: It has big wings.

Student A: Does it lay eggs?

Student B: Yes, it does.

Student A: Can it swim?

Student B: No, it can't swim.

Week 27 Day 2

3. Word Study

Copy the words into your exercise book. Listen as your teacher reads each word aloud. Identify each silent letter by circling the silent letter in each word.

1. castle
2. listen
3. rustle
4. nestle

4. Reading Comprehension

Pre-reading

A. With a partner take turns telling a story about birds.

B. Write numbers 1-5 in your exercise book. Read the sentences and write **Agree,** if you agree with the sentence, or **Disagree,** if you disagree with the sentence, next to each number in your exercise book. Then read the text and check your answers.

1. All birds can fly forwards and backwards.
2. Ostriches can run 97 kilometres in an hour.
3. Chickens are the most common birds in the world.
4. There are five thousand types of birds.

While reading

Birds

There are about 10,000 species of birds in the world. Birds have many things in common with each other. They have feathers, wings and they lay eggs. Most of them have hollow bones which help them to fly.

Different bird species have some special features. Ostriches are the largest birds. They can't fly. Ostriches lay the largest eggs. They can run 97 kilometres in an hour. A hummingbird is the only bird that can fly both forwards and backwards. The smallest bird is a bee hummingbird. It has a length of five centimetres. The most common bird in the world is a chicken. Twenty percent (20%) of birds move long distances from one place to another in search of food and good weather.

C. Read the text again silently as your teacher reads aloud. Review the sentences from Exercise 2. Decide if any of your predictions are correct.

D. Read the text again and choose the best answer for each question.

1. How many bird species are there in the world?

   A. 10,000 B. 5000 C. 9700

2. What helps birds to fly?

   A. having legs

   B. laying eggs

   C. having hollow bones

3. What do all birds have in common?

   A. fur B. wings C. teeth

4. Which one of the following bird species does not fly?

   A. hummingbird B. ostrich C. chicken

5. Why do birds move from one place to another?

   A. in search of food

   B. in search of eggs

   C. in search of nests

Post reading

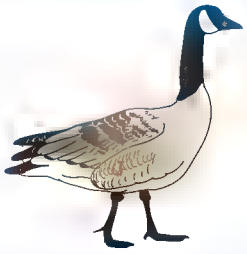
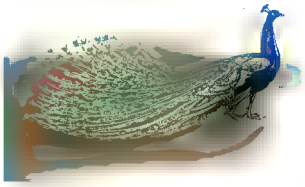
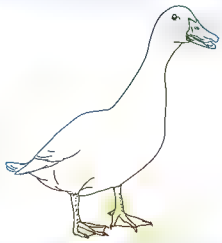
Work in a group and discuss the questions.

1. Where do birds build their nests?
2. What do birds use to build their nests?

5. Vocabulary

Match the name of animals with their pictures. Compare your answers with a partner.

1. eagle	5. flamingo	9. chicken
2. ostrich	6. peacock	10. goose
3. parrot	7. owl	11. scavenger
4. duck	8. dove	12. crow

			
A	B	C	D
			
E	F	G	H
			
I	J	K	L

Week 27 Day 3

6. Reading Fluency

Listen as your teacher fluently reads a text titled "Birds." Then, read the text aloud with your teacher. Use the right rate, accuracy and expression with your teacher.

7. Grammar

Choose verbs from the boxes to complete the paragraph. Put the verbs in their correct forms when necessary.

have	do	live
be	lead	appear

There __1__ some funny facts about ostriches. An ostrich __2__ the largest eyes of any bird in the world. Their eyes are two inches across. They __3__ very small brains. They __4__ not really bury their heads in the sand. They lie on the ground and stretch their necks out to

hide when trouble __5__. They __6__ powerful legs and clawed toes. They __7__ in a small flocks. One male and one female ostrich __8__ the flock.

Grammar Spot

Simple Present Tense

Use the simple present tense to describe people, animals, objects.

Example: A bird has wings. (This is fact.)

Week 27 Day 4

8. Vocabulary

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

Word Bank		
1. GOOSE	4. PARROT	6. OWL
2. DUCK	5. PIGEON	7. EAGLE
8. DOVE		

E	D	O	V	E	P	G	B
A	U	S	P	A	A	O	A
D	C	F	I	G	R	O	T
L	K	R	G	L	R	S	O
P	S	I	E	E	O	E	W
O	P	C	O	W	T	V	L
C	F	H	N	L	R	X	Z

9. Speaking

Work in pairs and take turns solving the riddles.

1. I am the most common bird.

   I walk around the compound.

   You can eat my eggs. What am I?

2. I am the smallest bird.

   I can fly forward and backward.

   My wings move quickly. What am I?

3. I am the largest bird.

   I can't fly.

   I lay the largest eggs. What am I?

4. I am a bird.

   I fly in the sky.

   I am white.

   I am a symbol of peace. What am I?

Week 27 Day 5

10. Reading Fluency

Fluently read the text titled "Birds" aloud. Work with a partner and take turns reading the text aloud fluently. Give feedback to each other about reading rate, accuracy and expression.

11. Writing

Write a paragraph of four or five sentences describing any kind of bird. Remember a topic sentence and several supporting sentences.

Example:

A hummingbird is a small bird. It lives in trees. It flies forward and backward. It moves quickly.

UNIT 10 The Past

Week 28 Day 1

When Were You Born?

1. Listening

Pre-listening

Work with a partner and take turns solving the riddle.

Mamo's father, Ato Bekele, has three children. The first one is Meskerem. The second one is Nehase. Who is the third child?

While listening

A. Listen as your teacher reads a text titled "Derartu Tulu." As you listen, find out when Derartu had an injury.

B. Listen to the text again and complete the sentences. Copy the sentences into your exercise book and fill in the gaps with the correct words.

1. She grew up looking after her family's cattle in _____.
2. Derartu won the _____ metres competition in Barcelona.
3. She returned to her athletic career in _____ after a knee injury.
4. She won in the _____ and _____ marathons in 2001.
5. Derartu won a total of _____ gold, 12 silver and _____ bronze medals.

Post listening

Work in a group. Take turns talking about a famous person who is a role model.

2. Speaking

Work with your partner and write a dialogue. Your dialogue should include the following items. Then practise the dialogue.

Name
Grandfather's name
Age
Date of birth
Place of birth
Number of brothers and sisters
Hobbies

Week 28 Day 2

3. Word Study

Listen as your teacher reads the words and repeat each word.

1. fought
2. bought
3. brought
4. thought

4. Reading Comprehension

Pre-reading

Work in a group and talk about ways parents help their children.

While reading

A. Read the story titled "The Father and His Sons" silently. As you read find out what the sons sowed in the fields.

The Father and His Sons

Once upon a time, there was a hard-working farmer with a wife and two sons. He was quite rich because he worked hard. His family had a good life, but he never made his sons work. He and his wife did all the work. Even after his wife died, he didn't teach his children to work. He continued doing the field labour and all the housework himself.

As time passed, he became old and sick. He started to worry about what would become of his children when he died. He thought about this for a long time. He called his sons and said, "Look, my gift to you is gold. I've hidden all my gold in the fields, so it's up to you to plough them and find the gold."

When their father died, the brothers didn't want another person to take the gold. They started the digging themselves. They dug one field after another. After they had dug all the fields, they couldn't find any gold.

The brothers sat down and one asked the other, "Do you think our father cheated us?" The brother replied, "No, I think our father wanted to say that farming is a golden profession. If we plough all the fields, we can become rich." They sowed wheat in the fields, they ploughed and then became very rich.

B. Read the story again and answer the questions in your exercise book.

1. Who was the hard worker in the family?
2. Why didn't the sons learn how to work?
3. Who did help the father after the death of his wife?
4. What was the father's gift to his sons?
5. What did the two brothers learn when digging the fields?
6. How did the sons become rich?

Post reading

Work in a small group and discuss the message of the story.

5. Vocabulary

Choose words from the boxes to complete the text. Compare your answers with a partner.

scientist	pilot	artist
athlete	poet	

Once there was a meeting in the forest. The first speaker was Mr. Lion. He said, "I am a _____. I work day and night to invent new technologies." All the animals shouted and clapped their hands. The second speaker was Miss Rabbit. She said, "I am an _____. I run on the track to see our flags flying higher." All the animals shouted, "Bravo! Bravo! Bravo!" The third speaker was Mr Eagle. He said "I am a _____. I fly passengers to places all over the world faster than any vehicle on the ground." All the animals stood up and cheered. The fourth speaker was Miss Bird. She said, "I am an _____. I am always with you whether you are happy or sad. I was born to entertain you with my lovely songs." All the animals shouted, "Sing! Sing!" The Miss Bird sang a short song. The last speaker was Miss Frog. She said, "I am a _____. I am here to give you my lovely rhymes." All the animals shouted, "Speak! Speak!"

Week 28 Day 3

6. Reading Fluency

Listen as your teacher reads the poem. Then read it with your teacher.

Days in a Month

Thirty days have September, April, June and November.
All the rest have thirty-one,
Except February alone.
February has only twenty-eight,
But every four years it has twenty nine.
In a leap year it has an extra one.

7. Grammar

Choose words from the Word Bank to complete the text. Answers can be used more than one time. Compare your completed text with a partner.

I ___1___ born ___2___ the 21st of January, 1982 E.C. When I ___3___ seven years old, I went to the nearby primary school. I started grade one ___4___ September. I ___5___ many friends in grade one. We ___6___ together in the school compound at recess. Sometimes we ___7___ with each other. When the bell ___8___, we all ___9___ to the classroom.

Word Bank			
on	played	quarreled	was
rang	ran	had	in

Week 28 Day 4

8. Vocabulary

A. Match the words with their synonyms.

A	B
1. famous	A. runner
2. athlete	B. author
3. singer	C. popular
4. poet	D. researcher
5. scientist	E. musician

B. Write sentences with the words under Column A. Read the example.

Example:

Haile Gebresilassie is a famous athlete.

9. Speaking

A. Work with a partner. Take turns asking and answering the questions.

1. What is your name?

   I'm _____.

2. Where were you born?

   I was born in _____.

3. In which month were you born?

   I was born in _____.

4. How old were you last year?

   I was _____.

B. Work in pairs to ask for information about your partner using the following information.

Friend's name
How old she/he was last year
Birth date
Birth place
Educational background (what grade she/he was in last year)
His/ her number of uncles/aunts

Week 28 Day 5

10. Reading Fluency

Listen as your teacher sings the "Was and Were" song. Then, sing it with your teacher.

Was and Were

I am. I was
You are. You were
We're learning everyday.
Get out of your seat and sing with me.
We're learning what to say
He is. He was
She is. She was
We are learning every day.
Get out of your seat and sing with me.
We are learning what to say.
We are. We were.
They are. They were.
We are learning every day.
Get out your seat and sing with me.
We are learning what to say.

11. Writing

Write a short paragraph about yourself. Include the following information. Write a topic sentence followed by supporting sentences.

Your name
Where you were born
When you were born
In which month you were born
How old you were last year

Week 29 Day 1

What Did You Do Yesterday?

1. Listening

Pre-listening

Work with a partner and take turns talking about what you did yesterday.

While listening

A. Listen to a set of past activities read by your teacher. As you listen think about the actions that match each activity.

B. Listen as your teacher reads the activities again. Use your body parts to repeat the action of each activity your teacher shows you.

Example:

Teacher: I woke up, stretched and yawned.

Students: Stretch their hands and yawn.

Post listening

Think about activities you have done in the past. Work in a group and talk about the activities that you liked most.

2. Speaking

Work with a partner. Write a dialogue about an activity you did with someone. Use the model dialogue as an example. Take turns acting out the dialogue.

Student A: What did you and your sister do yesterday?

Student B: We watched television.

Student A: Where did you watch it?

Student B: We watched it in the living room. We usually watch television there.

Student A: What did you think about the programme?

Student B: We didn't think the programme was good.

Student A: Would you watch it again?

Student B: No, I would prefer to do my homework than to watch that programme again.

Week 29 Day 2

3. Word Study

A. Read the words that have silent letters after your teacher read them out loud.

c	h	t	u
muscle	what	listen	build
scene	when	fasten	guess
scent	where	whistle	guitar
scissors	why	castle	guest

B. Write one sentence using the word from the chart.

Example: She has scissors.

4. Reading Comprehension

Pre-reading

Work with a partner. Take turns talking about what one of your family members did last week.

While reading

A. Read the text titled "My Mother Was Sick" silently. As you read, think about where the father was when the mother was sick.

My Mother Was Sick Last Week

Last week was hard for my mother. She was too sick to work at her office. On Monday she went to the clinic. She was with the doctor for about 15 minutes. In the afternoon, she went to the pharmacy for some medicine. The pharmacy was somewhere near the market. Then she went back home and took the medicine, but she did not feel well until Thursday. She lost her appetite. She did not sleep well.

On Thursday my mother and I went to the hospital for better medication. She always went to hospital with my father when she was sick, but that day I went with her because my father was away. After she got treatment in the hospital, she felt better.

On Saturday evening, my father phoned me. He said that he enjoyed his week away. He was with his workmates visiting the Ethiopian Great Renaissance Dam in Guba, Benishangul Gumuz Regional State. He told me that he was very happy with the project site. He liked the landscape very much. He admired the workers' effort. He said, "I am proud of being an Ethiopian."

He didn't ask me about my mother. I didn't tell him how she and I spent the week. I didn't want him to worry about us.

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

1. Why was last week hard for the mother?
2. Where was she on Monday?
3. How long did she stay with the doctor?
4. Why did the mother go to pharmacy after visiting her doctor?
5. When did she feel better?
6. Why did the father go to the Great Renaissance Dam?
7. How did the father feel about the Great Renaissance Dam?

Post reading

Work in a group and discuss the role of the health extension workers who work in every kebele.

5. Vocabulary

Choose words from the Word Bank to complete the text. Compare your answers with a partner.

When I was a child, my mother helped me to __1__ up early and __2__ on my school uniforms. She told me to __3__ my hands and face with water and soap before and after each meal. She even told me to __4__ pasta with a fork and to __5__ tea with a spoon when it is hot. She didn't want me to __6__ naughty children on the street. She wanted me to __7__ to school with clever students.

Word Bank			
meet	go	eat	put
drink	get	wash	

Week 29 Day 3

6. Reading Fluency

A. Listen as your teacher calls out numbers starting at 500 and adding 30 to each number. Shout **Stop!** Whenever the teacher makes a mistake.

B. Read the text titled "My Mother was Sick Last Week" together with your teacher.

7. Grammar

Complete the text below with the correct form of the verbs. Compare your answers with a partner.

Yesterday I __1__ (wake) up in the morning at half past six. I __2__ (get) dressed and __3__ (go) out of bedroom. Then I __4__ (wash) my hands and face with water and soap. My mother __5__ (make) me breakfast. I __6__ (have) my breakfast at 7:00 a.m. I __7__ (put) my exercise book and text books in my school bag. I __8__ (leave) the house at half past seven.

Grammar Spot

Simple past

Example:

I **got** up …

I **went** to …

I **was** …

They **were** …

Use the simple past to talk about something that happened at a definite time in the past.

Example: I washed my clothes yesterday.

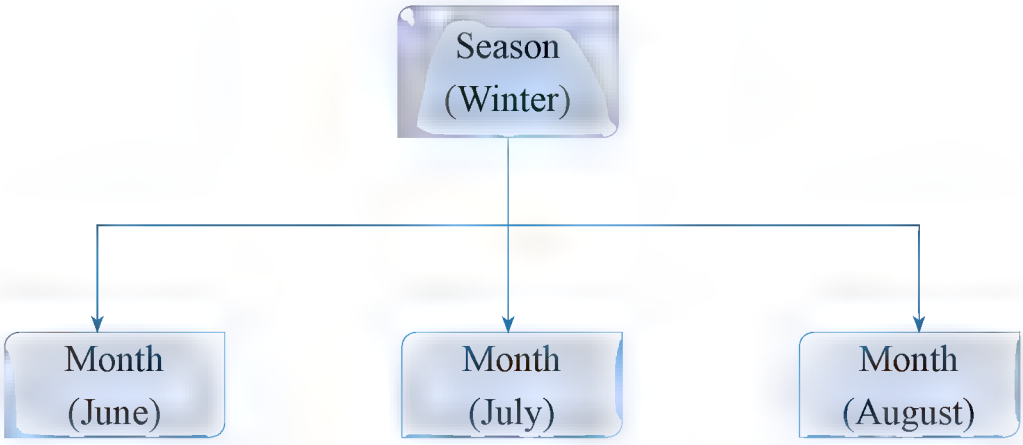
Week 29 Day 4

8. Vocabulary

Copy the chart below four times in your exercise book. Write the English words for each season and the three months in each season. Write a sentence about what your family members do in each season.

Example:

My father grows 'Teff' in the winter. It was the last rainy season.



9. Speaking

Work with a partner. Write a dialogue using the situation sentences. Then take turns acting out the dialogue.

Your friend fell down and injured his leg.
You took him to a nearby clinic.
You took him to see the doctor.
The doctor examined and treated him.
Then you took him home.

Week 29 Day 5

10. Reading Fluency

With a partner look at the numbers. Play the number game. Take turns calling out the missing numbers in the series.

1. 540, 580, _____, _____, 700, 740, _____, _____, _____.
2. 635, 700, _____, 830, 895, _____, _____.
3. 525, 580, _____, 690, _____, _____, _____.

11. Writing

A. Read the ordinal numbers and number words to partner. Then in your exercise book write the numbers and number words in the correct order.

1st first	17th seventeenth	8th eight
20th twentieth	28th twenty-eighth	24th twenty-fourth
13th thirteenth	2nd second	19th nineteenth
21st twenty-first	29th twenty-ninth	6th sixth
3rd third	16th sixteenth	30th thirtieth
11th eleventh	26th twenty-sixth	9th ninth

5th fifth	10th tenth	7th seventh
15th fifteenth	18th eighteenth	22nd twenty-second
12th twelfth	4th fourth	27th twenty-seventh
25th twenty-fifth	23rd twenty-third	14th fourteenth

B. Use the information in the Speaking Exercise to complete the following text.

My friend fell and got injured when we played football. First we helped him to get up from the playground. Second we _____. Third _____.Fourth, _____. Fifth _____.

Week 30 Day 1

Why Did the Mouse Help the Lion?

1. Listening

Pre-listening

Read the title of the story and predict what the story is about.

While listening

A. Listen as your teacher reads Part One of the story titled "The Lion and the Mouse" and see if your predictions are correct.

B. Listen as your teacher reads Part Two of "The Lion and the Mouse." Then tell your partner what you think will happen when the hunter comes back to get the lion.

C. Listen to the first and second parts of "The Lion and the Mouse." Then answer the questions. Write your answers in your exercise book using complete sentences.

1. Where did the lion catch the mouse?
2. Why didn't the lion eat the mouse?
3. What did the hunter use to catch the lion?
4. How did the lion get out of the net?

Post listening

Work in a groups and discuss the questions.

4. What is the message of the story?
5. Which character do you like most? Why?

2. Speaking

Complete the dialogue using the expressions. Then work with a partner and take turns acting out the dialogue.

Student A: (1) _____
Student B: Yes, he was hungry.
Student A: (2) _____
Student B: He hunted all day.
Student A: (3) _____
Student B: No, he didn't catch anything to eat.
Student A: (4) _____
Student B: Oh, he caught the poor mouse!
Student A: (5) _____
Student B: No, he didn't.
Student A: Oh, the mouse was very lucky!

Expressions:
Did he eat the mouse?
Did he catch some animals to eat?
Was the lion hungry?
What did he do after not catching anything?
What did he do?

Week 30 Day 2

3. Word Study

Add **-ed** or -d or **-ied** to each of the verbs.

1. clean _____
2. wash _____
3. ask _____
4. live _____
5. like _____
6. cry _____
7. play _____

4. Reading Comprehension

Pre-reading

Look at the picture below and predict what the story is about.



While reading

A. Read the story titled "Keep Your Eyes Open" silently. As you read find out if your predictions are correct.

Keep Your Eyes Open

Once upon a time there was a lion. He grew very old. He was unable to hunt for his food. So he said to himself, "I must do something, otherwise I will die of hunger." He kept thinking and thinking and at last an idea came to his mind.

He decided to lie down in the cave and pretended to be ill. He expected that some animals would visit him and he could eat them. The old lion put his plan into practise. Many animals went to the cave to see the lion and got killed. But one day a fox went to visit the lion. The fox stood near the cave and looked at the lion. The fox called out to the lion from outside the cave, "How are you Sir?" The lion replied, "I am not feeling well at all. Why don't you come inside?" Then the fox replied, "I would love to come in, Sir! But I see many footprints going into the cave and none coming out. I would be foolish to come in." Then the fox stood outside the cave and told the other animals not to be tricked by the lion any more.

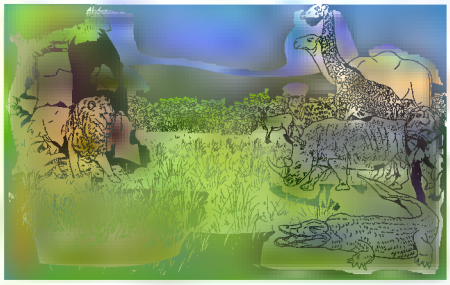
B. Look at the pictures and put them in the correct order as they happened in the story.



1



2



3



4

Post reading

Work in a group and discuss the questions.

1. Which of the animals in the story is clever? Why?
2. What is the message of the story?

5. Vocabulary

Match the words on the left with their definitions on the right. Write the answers in your exercise book. Compare your answers with a partner.

A	B
1. mane	A. a curved, pointed, horny nail of animal
2. claw	B. the soft foot of an animal
3. paw	C. longer hair that grows on back an animals neck
4. cave	D. any land animal
5. powerful	E. a place with a hole for animals to live
6. beast	F. strong
7. roar	G. very large
8. huge	H. a sound that a lion makes
9. wild	I. not a domestic animal
10. pride	J. a group of lions

Week 30 Day 3

6. Reading Fluency

Listen as your teacher fluently reads a story titled "Keep your Eyes Open." Then read it aloud with your teacher.

7. Grammar

Complete the story using the correct form of the verbs. Compare your answers with a partner.

A boy named Lemma __1__ (be) used to take care of some sheep not far from a forest. He was told to call for help if there __2__ (be) any danger. One day he __3__ (cry) out for fun, "The wolf is coming! The wolf is coming!" The men of his village __4__ (come) with their spears to save the boy and his sheep from the wolf. When they __5__ (see) nothing, they __6__ (go) back to the village. The next day Lemma shouted out, "The wolf! The wolf!" The men came again, but not as many ran to help as did the day before. Again the men __7__ (find) no wolf. Lemma __8__ (laugh) at the men as they turned to walk back to the village. The men saw him laughing and __9__ (nod) their heads as they went back home. On the third day, a wolf __10__ (appear) from the forest. Lemma cried out, "Help! Help! The wolf!" But this time not a single man __11__ (arrive) to help. The wolf killed and __12__ (eat) some of Lemma's sheep.

Grammar Spot

Simple Past

Example:

Regular verbs:	wash	-	washed
	clean	-	cleaned
Irregular verbs:	keep	-	kept
	think	-	thought

Most verbs add **-d** or **-ed** to form their past forms in English. Some verbs have different past forms. We don't have rules for them. We should study them.

Week 30 Day 4

8. Vocabulary

Complete the story. Use your own words.

One night three thieves stole a lot of ___1___ from a rich man's house. They put the ___2___ in a bag and went to the ___3___ . They felt very hungry. So one of ___4___ went to a nearby village to buy ___5___ . The other two remained in the___6___ to take care of the bag of ___7___ . The thief that went to buy ___8___ ate his lunch in a hotel. Then he bought food ___9___ his friends in the forest.

9. Speaking

Work with a partner. Take turns telling a story that you know.

Week 30 Day 5

10. Reading Fluency

Fluently read the story titled "Keep Your Eyes Open" together with your teacher. The, work with a partner and take turns reading it aloud fluently.

11. Writing

Work in a small group and complete the story.

Once up on a time a little boy went to the forest. While in the forest he saw a lion coming.