

UNIT 12: A NURSE WORKS IN A CLINIC

LESSON ONE

Activity 1

Directions: Copy the list of People Who Do Jobs from Column A into your exercise book and match each one to the correct sentence in Column B.

Example: 1. Teacher d.

Column A – People Who Do Jobs	Column B – Job Descriptions
1. teacher _____	a. I work in an office for a person or a company.
2. policeman _____	b. I grow crops.
3. nurse _____	c. I help the doctor with sick people.
4. secretary _____	d. I help students to learn.
5. farmer _____	e. I prepare food for eating.
6. shopkeeper _____	f. I manage teachers and students.
7. school director _____	g. I keep people in order and try to prevent crime.
8. doctor _____	h. I drive motor vehicles.
9. dentist _____	i. I fly airplanes.
10. driver _____	j. I check people's teeth.
11. cook _____	k. I take care of very sick people.
12. pilot _____	l. I own a shop.

Activity 2

Directions: In your exercise book write the words in the Word Bank in alphabetical order.

Word Bank – People Who Do Jobs			
doctor	policeman	priest	imam
dentist	cook	waitress	housewife
driver	soldier	pilot	stewardess

Activity 3

Directions: Select any four of the words from the Word Bank above and write two sentences about each to tell what the people do and what they wear. Share your sentences in a small group.

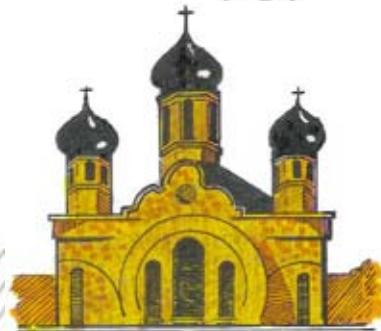
LESSON TWO

Activity 1

Directions: In your exercise book write numbers 1 – 12. Match the pictures of places where people work with the names of the places. Use the Word Bank to help you.



1



2



3



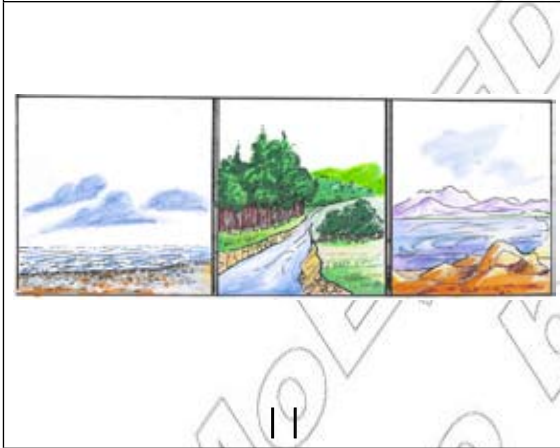
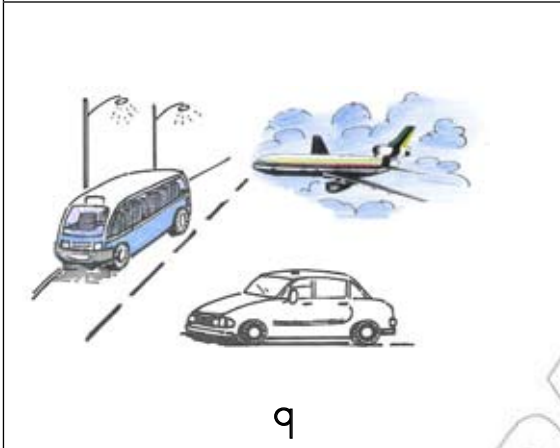
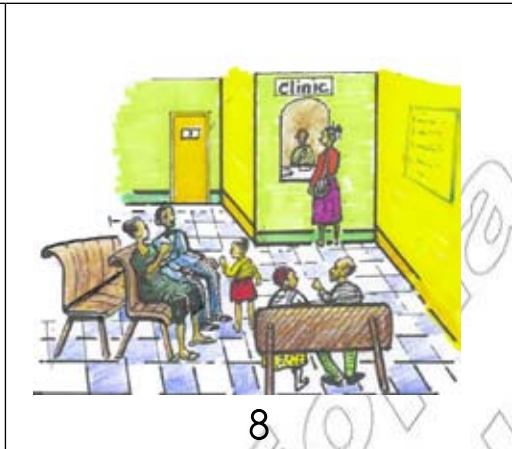
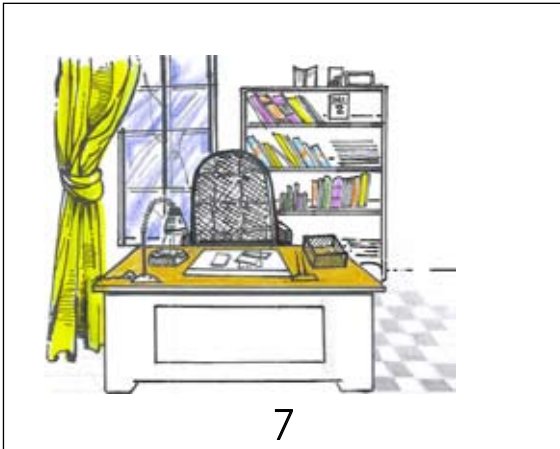
4



5



6



Word Bank – Work Places			
market	office	police station	church
mosque	river/sea/ lake	café/hotel/ restaurant	bus/taxi/ airplane
shop	clinic	school	farm

Activity 2

Directions: Decide which of the statements below are **true** and which are **false**. Write the sentences in your exercise book, changing all the false sentences into true sentences before you write them.

Example: 8. false: A teacher works on a farm.
true: A teacher works in a school.

1. A farmer works in a school.
2. A dentist works in a hotel.
3. A cook works in a kitchen.
4. A school director works in a mosque.
5. A nurse works in a clinic.
6. A driver drives a bus.
7. A pilot flies an airplane.
8. A teacher works on a farm.
9. A police officer works at a police station.
10. A waitress serves at a church.

LESSON THREE

Activity I

Directions: Read the “Jobs Poem” silently as your teacher reads it out loud. Read the Chorus after each verse of the poem out loud with your teacher.

Jobs Poem

I'm a tailor, I'm a tailor,
I make dresses, suits, and shirts.
I'm a doctor, I'm a doctor,
I can make you better when it hurts.

(chorus)

*People work in the country.
People work in the town.
People work by day and night
To make the world go round.*

I'm a farmer, I'm a farmer,
I have donkeys, cows and sheep.
I'm a dentist, I'm a dentist,
Come to me when you have painful teeth.

I'm a teacher, I'm a teacher,
I teach students how to read and write.
I'm a waitress, I'm a waitress,
I serve up the good food that you like.

I'm a carpenter, I'm a carpenter,
Come and buy a table or chair.
I'm a barber, I'm a barber,
I can shave your beard or cut your hair.

Activity 2

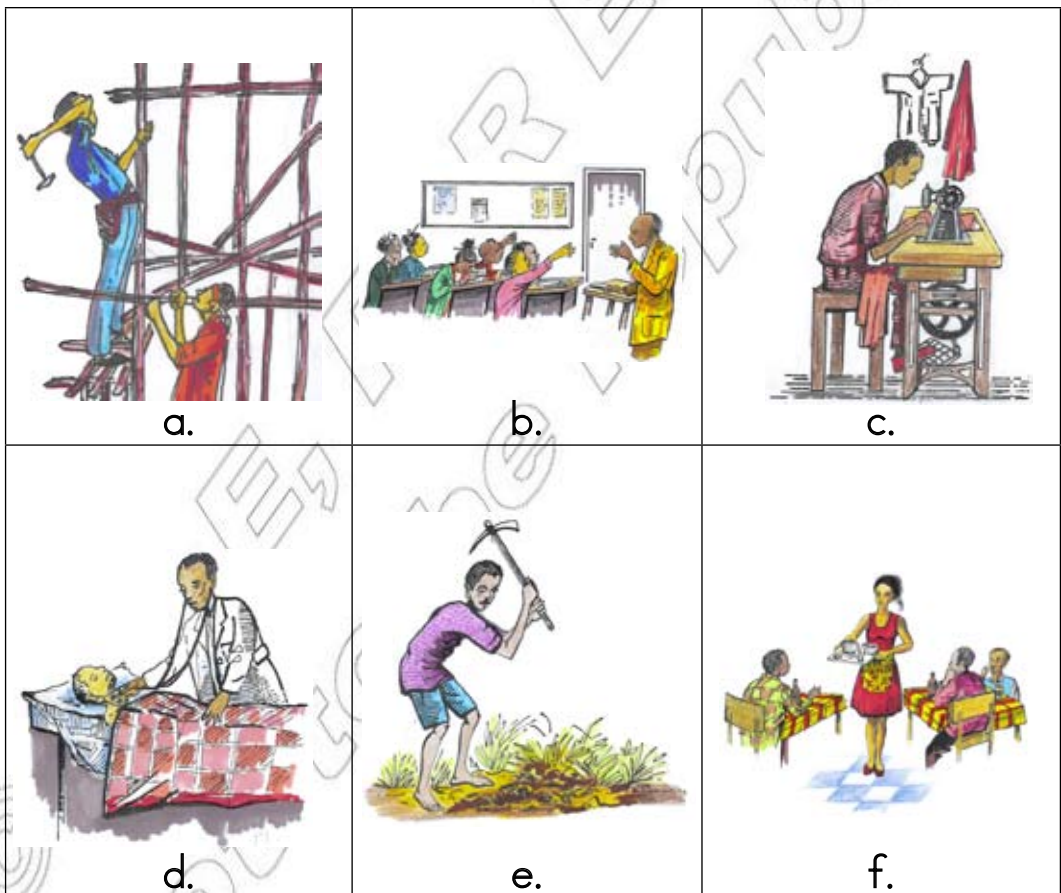
Directions: Read the “Jobs Poem” with your partner. Find in the poem the names of people who do jobs and the work that they do. Write them in your exercise book.

Activity 3

Directions: Study the pictures below. With a partner talk about what you see in the pictures.

Activity 4

Directions: In your exercise book write numbers 1–6. Decide on the order of the pictures from the poem. Write the letters next to the correct numbers.



Activity 5

Directions: Write the gap sentences in your exercise book and fill in the gaps with the correct words from the Word Bank.

Example: 1. A **nurse** works in a clinic.

1. A _____ works in a clinic.
2. A _____ works on a building.
3. A _____ works at a police station.
4. A _____ works in a school.
5. A _____ serves at a church.
6. A doctor works in a _____.
7. A mechanic works at a _____.
8. A shopkeeper works at a _____.
9. An imam serves at a _____.
10. A farmer works on a _____.

Word Bank – Jobs				
farm	mosque	shop	nurse	carpenter
teacher	priest	hospital	garage	police officer

LESSON FOUR

Activity I

Directions: Read the story, “Tirhas’s Family,” with a partner.

Tirhas’s Family

Tirhas lives in a village in Tigray with many relatives. They work hard every day.

Tirhas’s grandfather builds houses, buildings and fences and makes furniture. Grandfather is a carpenter.

Tirhas’s father is a farmer. On the farm he has sheep and cows. He plants teff to feed the family. He also sells some of the crop at the market.

Tirhas’s mother is a housewife. She bakes bread, cooks, cleans the house and takes care of the baby. She grows vegetables in the garden. She goes to the market on Tuesdays. She carries firewood to sell in the town. As she walks along the road, she sees different buildings.

Tirhas and her brother help their mother with the chores at home. They sweep the floor and wash the dishes. They help to take care of the vegetable garden. Tirhas hoes and pulls the weeds and her brother waters the plants.

Tirhas’s grandmother is a spinner of cotton. Every day she spins the cotton to make cloth for their clothes. In Tirhas’s family everyone does a job.

Activity 2

Directions: Study the pictures below. Tell your partner which member of Tirhas's family is shown in each picture and what he/she is doing.

Activity 3

Directions: Write the numbers of the pictures in the correct order as each happens in the story.



LESSON FIVE

Activity 1

Directions: Silently reread the story “Tirhas’s Family” from Lesson Four. Answer your teacher’s questions about the story.

Activity 2

Directions: Copy the following sentences into your exercise book and fill in the gaps with words from the Word Bank.

1. Tirhas’s grandfather is a _____. He builds _____ and makes _____.
2. Tirhas’ father is a _____. He grows _____ and sells some of his crop at the _____. He has _____ and cows on his farm.
3. Tirhas’s mother is a _____. She takes care of the _____. On Tuesdays, she carries _____ to the market.
4. Grandmother is a _____. She spins _____ to make _____.
5. The children help to wash the _____ and sweep the _____. They take care of the _____ garden.

Word Bank			
carpenter	spinner	sheep	teff
vegetable	market	houses	baby
housewife	cotton	furniture	floor
cloth	dishes	firewood	farmer

Activity 3

Directions: In a small group ask and answer the following questions about the jobs your family members do.

1. What does your father/mother do?
2. Where does your father/mother work?
3. Does your father/mother work in a school/shop/store?
4. Name some other jobs that people in your village/town do.
5. What job do you want to do?
6. What jobs do you do at home?
7. Do you like or dislike your jobs?

LESSON SIX

Activity 1

Directions: With a partner find in the Word Bank ten pairs of words that go together for different jobs. Write them together in your exercise book.

Example: 1. telephone–secretary

Word Bank				
spinner	telephone	classroom	secretary	bus
driver	doctor	clinic	airplane	cotton
farmer	plough	cook	kitchen	pencil
student	teacher	shop	shopkeeper	pilot

Activity 2

Directions: In your exercise book write three sentences about the work that one of your family members does. Read your sentences in a small group.

Activity 3

Directions: Work with a partner. Read each puzzle. In your exercise book copy the gap sentences and answer the questions.

<p>1. I sing here. I pray here. There is a cross or a crescent on the roof.</p> <p>Where am I?</p> <p>Answer: You are in a _____ or a _____.</p>	<p>2. I see patients. I work in a clinic. I wear a white gown/uniform.</p> <p>Who am I?</p> <p>Answer: You are a _____ or a _____.</p>
--	--

LESSON SEVEN

Activity I

Directions: With a partner read the story, “Jobs We Like and Dislike.”

Jobs We Like and Dislike

Roble, Tigist, Ismail, and Amelework live with their mother and father in a village in Dire Dawa. They like to play games about the things they will do when they grow up. Amelework says, “I want to be a pilot when I grow up. I like machines and I like the way the airplanes fly fast and high in the sky. The pilot’s uniform is beautiful. Don’t you think I will look smart in the uniform?”

“Oh yes, you will” says Roble. “I am afraid of flying, but I will grow all the delicious food you eat. I like farming because farmers help a lot of people stay healthy. I like the tools they use.”

“Well, well,” laughs Tigist, “I will take care of people who get sick. The nurse’s white uniform is beautiful. I also like the hat that a nurse wears on her head. I dislike farming or being a pilot because I dislike heights and planting things in the soil. I like to work indoors. I dislike working outdoors.”

Ismail says, “I can never be a pilot, a farmer or a nurse. Those jobs do not interest me. You do not get to meet a lot of people every day. I will see a lot of students every day. I love the way my teacher helps us learn. I want to teach children too. Writing on the chalkboard and wearing the white gown is fun.”

Activity 2

Directions: In your exercise book write numbers 1 – 10. Answer the questions, using the name of one of the students in the story, “Jobs We Like and Dislike.” Compare your answers with your partner’s.

Example: I. Roble

1. Who wants to help people stay healthy?
2. Who wants to care for sick people?
3. Who likes a pilot’s uniform?
4. Who wants to help students learn?
5. Who thinks wearing a white gown is fun?
6. Who wants to grow food?
7. Who is afraid of flying?
8. Who likes to wear a hat?
9. Who wants to write on the chalkboard?
10. Who likes to go fast?
11. Who likes working indoors?
12. Who wants to see a lot of people every day?

LESSON EIGHT

Activity 1

Directions: Draw a picture in your exercise book of a job you want to do when you grow up. Write the name of the job and three sentences saying why you want to do this job. Use the following language pattern:

I want to be a _____.

I like _____.

I like _____.

I also like _____.

I will _____.

Activity 2

Directions: Share your pictures and sentences from Activity 1 in a small group.

LESSON NINE

Activity 1

Directions: Read the poem from Lesson Three with your teacher. This time, mime the actions for the different jobs people do as your teacher directs you.

Activity 2

Directions: Copy the Word Search into your exercise book. Find the names of people who do jobs from the poem and draw a circle around each word.

















Word Search

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

LESSON TEN

Activity I

Directions: Study the pictures. With a partner take turns saying the name of the person who does each job. Tell your partner where the person works and what he/she does. Tell what they wear or tools they use on the job.

 1.	 2.	 3.	 4.
 5.	 6.	 7.	 8.
 9.	 10.	 11.	 12.
 13.	 14.	 15.	 16.

Activity 2

Directions: Copy the sentences into your exercise book. Fill in the missing letter or letters to complete each word. Fill in the letters from memory. When you have written all the sentences, use the Word Bank to check your spellings.

1. The f__mer grows teff.
2. My mother is a c__k.
3. The tea __er reads to us.
4. Father is a __ar__enter.
5. The pil __ __ flies the airplane.
6. The spinn__ spins cotton to make thread.
7. The __mam prays at the mosque.
8. The doct __ __ works at the hospital.
9. I see the w__ _tress at the café.
10. The pr__ _st sings songs in the church.

Word Bank – People Who Do Jobs				
priest	waitress	farmer	doctor	imam
spinner	pilot	carpenter	cook	teacher

Activity 3

Directions: With your teacher play the game “Who Am I?” Then play it in a small group.

Activity 4

Directions: Find out the jobs that three of your family members do. Write the names of the jobs in your exercise book. Bring your information to use in the next lesson.

LESSON ELEVEN

Activity 1

Directions: Do a class survey to find out the jobs that family members do.

Activity 2

Directions: Work with a partner to survey the jobs 10 students want to do when they grow up.

Activity 3

Directions: Draw a bar graph to record students’ responses to the survey from Lesson Eleven, Activity 2, and write three sentences about the survey using the language pattern your teacher gives you.

LESSON TWELVE

Activity 1

Directions: Read the following letter silently.

25th May 2011

Dear Kayime,

I hope you and your family are well. I am fine. In my class at school, we are studying about the jobs people do in our families. I want to tell you all about the jobs of my family members. Then you can tell me about your family.

My mother is a housewife. She always is busy in the house. She also has a small shop next to the gate of our compound. She sells all kinds of things there. Sometimes I help her in the shop after school.

My father is a driver. He works for a tour company. He is studying at college to be a tour guide. He learns all about Ethiopia so he can tell tourists interesting things about the places they visit.

My grandfather is a weaver. He works in small workshop near our house. My grandmother doesn't have a job now because she cannot work outside of the home. She does the cooking for all the family, looks after our small vegetable garden and feeds the animals in our compound. She gets up early in the morning to cook our breakfast, and she cooks a delicious meal for us to eat in the evening.

My brother, Salfore, wants to be a driver like our father. He likes machines. I like to help my grandmother in the kitchen. I think I will be a cook when I grow up.

What jobs do your family members do? What job do you want to do when you are grown up? Please write soon to tell me.

Your friend,
Arfasie

Activity 2

Directions: In your exercise book write numbers 1 – 10.

Answer the following questions with **yes/no**. Write a correct sentence for every **no** answer.

1. Arfasie's mother cooks breakfast every morning.
2. Arfasie's grandparents both have a job.
3. Arfasie's father drives a taxi.
4. Arfasie's brother wants to do the same job as his father.
5. Arfasie likes helping her grandmother to cook.
6. Arfasie's grandmother sells vegetables at the market.
7. Arfasie helps her mother after school.
8. Arfasie wants to be a shopkeeper.
9. Arfasie's grandfather works in a small workshop.
10. Arfasie's brother likes animals.

Activity 3

Directions: In your exercise book write a letter to Arfasie telling her the jobs two of your family members do and the job you want to do when you grow up. Give reasons why you want to do that job.

Activity 4

Directions: Exchange letters with a partner. Read each other's letters.

LESSON THIRTEEN

Activity 1

Directions: Copy the list of workplaces into your exercise book and match each one to its description.

Example: 1. hospital e. People stay here when they are very sick.

1. hospital ____	a. Sick people come here to get help.
2. school ____	b. Vegetables, crops and animals are here.
3. workshop ____	c. A mechanic mends cars here.
4. clinic ____	d. An airplane flies from this place.
5. airport ____	e. People stay here when they are very sick.
6. farm ____	f. A carpenter works here.
7. shop ____	g. You can buy oil, sugar and other things here.
8. garage ____	h. Children learn to read and write here.

Activity 2

Directions: Read the clues below. In your exercise book write the names of people who do jobs. Then copy the Word Search into your exercise book. Find the names of people who do the jobs in the puzzle and circle them.

Word Search Clues

1. She can fly an airplane.	7. He can grow vegetables.
2. She can make a chair.	8. He can take you to the market.
3. He can sew a suit.	9. She can take your temperature.
4. He can direct traffic.	10. She can prepare injera.
5. She can help students learn.	11. She can check your teeth.
6. He can help you get well.	

Word Search

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

Activity 3

Directions: Write a three sentence paragraph about jobs in Ethiopia. Use the topic sentence your teacher gives you.

UNIT B: REVISION

LESSON ONE (UNIT 7)

Activity 1

Directions: Chant or sing the song, “Days of the Week,” with your teacher. Say the correct names of the days in the gaps.

Days of the Week

Today is _____,

Today is _____,

All day long,

All day long.

Yesterday was _____.

Tomorrow will be _____.

Oh what fun!

Oh what fun!

Activity 2

Directions: With a partner talk about the weather for yesterday, today and tomorrow and in your exercise book write three sentences about the weather.

Activity 3

Directions: In your exercise book write numbers 1 – 12 and copy the list from Column A below. Beside each word write the correct ordinal number from Column B. use the Example.

Example: 1. First – 1st (c)

Column A

1. first
2. twelfth
3. third
4. eleventh
5. second
6. tenth
7. fourth
8. fifth
9. ninth
10. eighth
11. seventh
12. sixth

Column B

- a. 8th
- b. 7th
- c. 1st
- d. 2nd
- e. 12th
- f. 3rd
- g. 5th
- h. 11th
- i. 10th
- j. 9th
- k. 6th
- l. 4th

Activity 4

Directions: Write three sentences in your exercise book about a place in Ethiopia that you want to visit. Mark the place on the map you drew in Unit Seven.

LESSON TWO (UNIT 8)

Activity 1

Directions: In your exercise book draw the shapes and the jewellery that your teacher tells you.

Activity 2

Directions: In a small group list words you know under the heading that your teacher assigns to you.

Activity 3

Directions: In your exercise book write a description of a family member. Read your description to a partner.

Activity 4

Directions: Draw a picture of your partner in your exercise book. Write three sentences that describe what the partner is wearing.

Activity 5

Directions: In a small group take turns telling what clothes you like to wear on weekends and on special holidays.

LESSON THREE (UNIT 9)

Activity 1

Directions: In your exercise book write numbers 1 – 10. Find words in Column B to complete the sentences in Column A. Write the correct letter next to each number.

Example: 1. g.

Column A	Column B
1. A _____ gives us milk.	a. wood
2. Donkeys carry _____.	b. wool
3. _____ give us eggs	c. chickens
4. Dogs eat _____.	d. goats
5. A _____ kills rats.	e. plough
6. Bees give us _____.	f. honey
7. Oxen pull the _____.	g. cow
8. Goats eat _____.	h. meat
9. From sheep we get _____.	i. cat
10. From _____ we get leather.	j. leaves

Activity 2

Directions: With a partner whisper read the story, “A Farmer and his Animals,” in Lesson Five, Activity 2. Write five questions about the story in your exercise book.

Activity 3

Directions: Exchange exercise books with another pair and write the answers to the questions from Lesson Three, Activity 2.

Activity 4

Directions: Play a game in a small group. One student says the name of a farm animal and the other students make the animal's sound.

LESSON FOUR (UNIT 10)

Activity 1

Directions: Take turns asking and answering the following questions with a partner. Say at least three things you do at each time of the day. Use times and frequency adverbs in your answers.

Example: Student 1: What do you do in the morning?

Student 2: First, I go to the toilet. Secondly, I wash my hands and my face. Then, I eat my breakfast. Next, I brush my teeth. Finally, I come to school and learn.

1. What do you do in the morning?
2. What do you do in the afternoon?
3. What do you do in the evening?

Activity 2

Directions: Write five pairs of sentences in your exercise book about feelings. Include words from the Word Bank. Share your sentences with a partner.

Example: I am tired. I want to go to bed.

My brother is playing with my ball. I am angry.

Word Bank – Feelings		
hungry	thirsty	tired
cold	hot	excited
sad	happy	afraid

LESSON FIVE (UNIT 11)

Activity 1

Directions: Copy the chart into your exercise book. In the first column write the names of three family members. Use the Word Bank to fill in the likes and dislikes of each family member.

Likes and Dislikes						
Name	Choices	Staple	Drink	Fruit	Snack	Sport/ Game
	likes					
	doesn't like					
	likes					
	doesn't like					
	likes					
	doesn't like					

Word Bank – Food Categories	
Staples	rice, inset, maize, sorghum, teff (<i>according to region.</i>)
Drinks	juice, soda, soft drink, milk, coffee, water
Fruits	pineapples, peaches, avocados, bananas, mangoes, watermelons
Snacks	biscuits, sweets, lollipops, sugar cane, <i>kolo</i>
Sports and Games	football, volleyball, table tennis, jump rope, basketball, marbles, jacks

Activity 2

Directions: In a small group tell each other things your family members like and dislike, using **and** or **but**.

Example: My brother likes oranges, but he dislikes pineapple.
My mother likes coffee and kolo.

Activity 3

Directions: In your exercise book write four sentences about school. Tell two things you like and two things you dislike. Share your sentences with a partner.

Activity 4

Directions: In your exercise book write sentences about two animals you like and two animals you dislike. Tell why you like or dislike these animals. Share your sentences with a partner.

LESSON SIX (UNIT 12)

Activity 1

Directions: Unscramble the letters in the Word Bank to make the names of jobs people do and workplaces. Write the words correctly in your exercise book.

Word Bank – Jobs People Do		
1. tordoc	2. serun	3. koco
4. mami	5. dnestit	6. stprie
7. ertache	8. poshkeerep	9. eiclop ficoref

Word Bank – Workplaces		
10. chruhc	11. quemos	12. airnealp
13. ketmar	14. mfar	15. hosolc

Activity 2

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

1. An imam serves in a _____.
2. A housewife _____ in the kitchen.
3. A pilot flies an _____.
4. A driver drives a _____.
5. A student writes with a _____.

6. A doctor works in a _____.
7. A secretary works in an _____.
8. A police officer works in a _____.
9. A teacher works at a _____.
10. A priest serves in a _____.
11. A shopkeeper works in a _____.
12. A weaver weaves _____.

Word Bank			
cooks	office	pen/pencil	bus
cotton	church	clinic	school
shop	mosque	police station	airplane

Activity 3

Directions: In a small group talk about the job you want to do when you grow up. Give reasons for wanting to do this job.

LESSON SEVEN (UNITS 7–12)

Activity 1

Directions: Think back to the stories you have read and studied in previous lessons. Choose a favourite. In your exercise book write the topic sentence your teacher gives you and three sentences why you like the story.

Activity 2

Directions: In your small group think back to the poems, songs and chants that you have read and studied in previous lessons. Choose a favourite. Perform the poem, song or chant. Include actions.





USAID
FROM THE AMERICAN PEOPLE