

## LESSON ONE

### Activity 1

**Directions:** Chant or sing the song, “Days of the Week,” with your teacher. Use words from the Word Bank to fill 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!

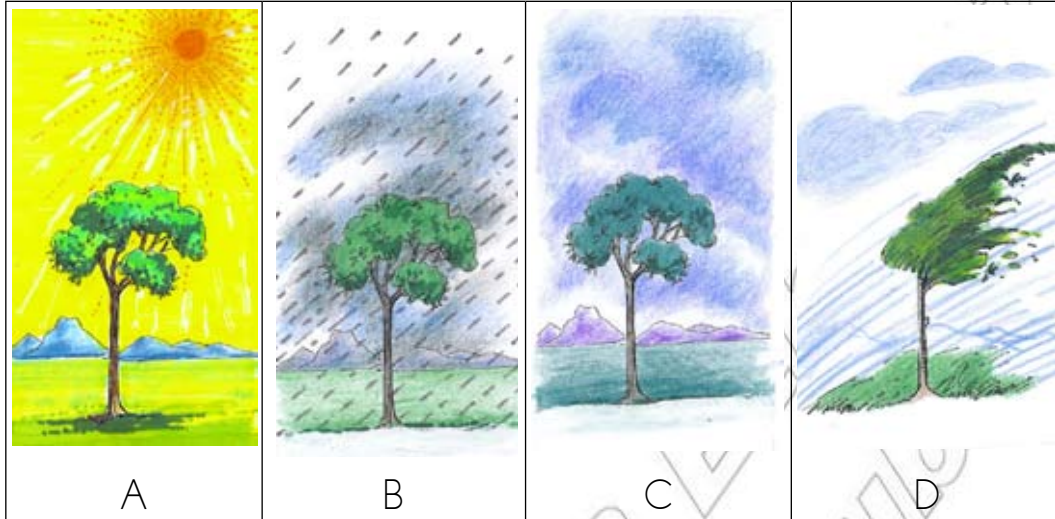
Oh what fun!

### Word Bank – Days of the Week

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
--------	---------	-----------	----------	--------	----------	--------

## Activity 2

**Directions:** Study the pictures below carefully and match them to the weather words in the Word Bank. Copy the words into your exercise book in the same order as the pictures.



Word Bank – Weather			
cloudy	sunny	windy	rainy

## Activity 3

**Directions:** Tell which of the above pictures show the weather for today and yesterday. Guess the weather for tomorrow. Copy the sentences into your exercise book. Fill in the gaps with a weather word from the Word Bank.

1. Today the weather is \_\_\_\_\_.
2. Yesterday the weather was \_\_\_\_\_.
3. I think tomorrow the weather will be \_\_\_\_\_.

## LESSON TWO

### Activity I

**Directions:** Study the English and Ethiopian calendars. Say the numbers and names of months with your teacher and then with your partner.

Month	Calendar	English Holiday	Month	Calendar	Ethiopian Holiday
1st	January	New Year	4th	Tahasas	Lidet/Gena
			5th	Tir	Timket
2nd	February		6th	Yekatit	Martyr's Day
3rd	March		7th	Megabit	Victory of the Battle of Adwa, Id al Fitr
4th	April	Easter	8th	Miyazia	Easter/Fasika, Id al Adha
5th	May	International Labour Day	9th	Ginbot	Liberation Day Labour Day
6th	June		10th	Sene	
7th	July	Independence Day USA	11th	Hamle	Mewlid
8th	August		12th	Nehase	Buhe
			13th	Pagume	
9th	September	Labour Day USA	1st	Meskerem	New Year/ Enqutatash Meskel
10th	October		2nd	Tikemet	
11th	November	Thanksgiving USA	3rd	Hidar	
12th	December	Christmas	4th	Tahasas	

## Activity 2

**Directions:** Copy the months of the year into your exercise book. Take turns reading them with a partner.

**Example:** This is the month of November.

### Months of the Year

January	February	March	April
May	June	July	August
September	October	November	December

## Activity 3

**Directions:** In your exercise book write a sentence with the correct ordinal number from the table beside the name of each month from Activity 2.

**Example:** November is the eleventh month of the year.

### Ordinal Numbers

first	seventh	third	eighth	twelfth	fifth
sixth	tenth	ninth	second	eleventh	fourth

## Activity 4

**Directions:** With a partner talk about the differences between the two calendars. Use the language patterns:

1. In the English calendar \_\_\_\_\_ is the \_\_\_\_\_ month.  
In the Ethiopian calendar it is the \_\_\_\_\_.
2. In the English calendar the holiday \_\_\_\_\_ is in the month of \_\_\_\_\_.  
In the Ethiopian calendar it is in the month of \_\_\_\_\_.

## LESSON THREE

### Activity 1

**Directions:** Read the “Days of the Month Rhyme” with your teacher and then write it in your exercise book.

#### Days of the Month Rhyme

Thirty days have September,  
April, June and November.  
All the rest have thirty-one,  
Except February alone.  
It has two or three days less.  
How many days?  
Can you guess?  
Twenty-eight/Twenty-nine days?  
Yes, yes, yes!

*Based on a traditional English rhyme*

### Activity 2

**Directions:** Copy the gap sentences from the following chart into your exercise book and match the number of days with the months. Copy the names of the months into the gaps.

Gap Sentences	Months
1. There are 31 days in _____.	• February.
2. There are 30 days in _____.	• January, March, May July, August, October and December
3. There are 28 days in _____.	• April, June September and November

## LESSON FOUR

### Activity 1

**Directions:** In your exercise book copy the names of the months and the gaps. Write the names of the missing months in the gaps.

January, \_\_\_\_\_, March, \_\_\_\_\_, May, \_\_\_\_\_  
July, \_\_\_\_\_, September, \_\_\_\_\_, November,  
\_\_\_\_\_.

### Activity 2

**Directions:** In your exercise book write the answer to each of the following questions. Copy the list of answers and fill in the gaps with the names of the months.

#### Questions:

1. Which months are rainy
2. Which months have less rain?
3. Which months are dry?
4. Which months are sunny?

#### Answers:

1. It is rainy in \_\_\_\_\_.
2. There is less rain in \_\_\_\_\_.
3. It is dry in \_\_\_\_\_.
4. It is sunny in \_\_\_\_\_.



### Activity 3

**Directions:** With a partner study the farm scene and use the words in the Word Bank to name the crops you can see in the picture. Point to crops for your partner to name.



#### Word Bank – Crops

wheat	corn
carrot	cabbage
barley	onion
beetroot	garlic
banana	papaya

## LESSON FIVE

### Activity I

**Directions:** Read the passage, “Thirteen Months of Sunshine,” together out loud and answer orally the questions that your teacher asks.

### Thirteen Months of Sunshine

In Ethiopia the sun shines in all the months. There is sunshine almost every day.



People come to visit Ethiopia from many other countries. They like to visit Ethiopia at any time; however, June, July and August are rainy months. There is usually rain until the end of September. The best time to visit Ethiopia is from October to April when the rain is over, but the countryside is still green.

Many tourists come to Ethiopia in September and January. In September it is green everywhere, and there are bright yellow flowers in the fields.



## Activity 2

**Directions:** Copy the sentence starters from Column A into your exercise book. Choose the correct ending from Column B to complete each sentence in your exercise book.

Column A Sentence Starters	Column B Endings
1. The sun shines	in January and September.
2. There are yellow flowers	in all the months.
3. The best time to visit Ethiopia is	in September.
4. Many tourists come to Ethiopia	from October to April.

## LESSON SIX

### Activity 1

**Directions:** Write the name of your favourite celebration or holiday in your exercise book. Write two sentences about the celebration. Share your sentences in a small group.

### Activity 2

**Directions:** Write the month in your exercise book in which each holiday is celebrated this year in Ethiopia.

1. Id al Adha is celebrated in \_\_\_\_\_.
2. Mewlid is celebrated in \_\_\_\_\_.
3. Easter is celebrated in \_\_\_\_\_.
4. Christmas is celebrated in \_\_\_\_\_.
5. Id al Fitr is celebrated in \_\_\_\_\_.

## LESSON SEVEN

### Activity 1

**Directions:** Read the story, “Nya and Ujulu Celebrate New Year,” silently as your teacher reads it out loud.

### Nya and Ujulu Celebrate New Year

Nya and her brother Ujulu live on a farm in Gambella. Nya is eleven years old. Ujulu is eight years old. Nya and her brother love to celebrate holidays with their family and friends. Tomorrow they will gather with their friends to celebrate the New Year. They are excited when they think about their new clothes and the delicious food.

Ujulu tell his sister that he will go to bed early. Ujulu does go to bed, but he is so excited that he can't sleep. He tosses and turns then he starts counting from one to a hundred. This takes him a very long time; and at the end of his counting, he is still awake. He starts counting again 1, 2, 3 ... 50, 51, 52, 53, 54, 55, 56, 57 ... and he finally falls asleep.

The next morning Nya calls to Ujulu to get out of bed quickly because she can hear their friends calling them. They put on their new clothes and run outside to join their friends.

After some time, Nya, Ujulu and all their family sit down to eat a delicious meal. They are very happy.

## Activity 2

**Directions:** Read the story, “Nya and Ujulu Celebrate New Year,” with a partner. Take turns retelling the story with your partner.

## Activity 3

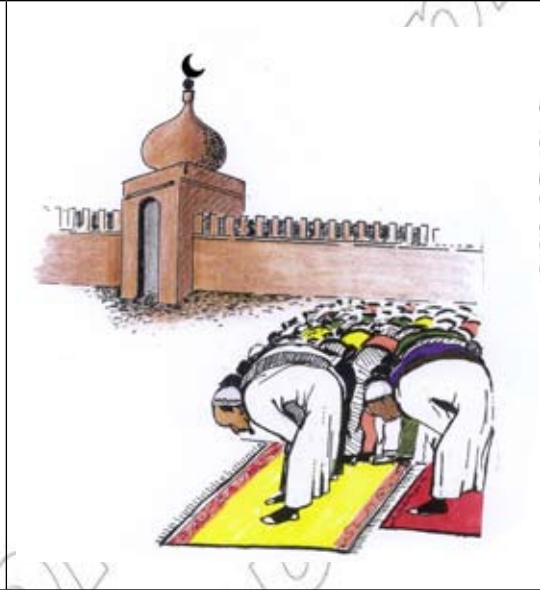
**Directions:** Copy the gap sentences into your exercise book. Find the words in the story, “Nya and Ujulu Celebrate New Year,” to fill in the gaps.

1. Nya and her brother Ujulu celebrate \_\_\_\_\_.
2. They live on a \_\_\_\_\_ in \_\_\_\_\_.
3. Ujulu is \_\_\_\_\_ so he can't \_\_\_\_\_.
4. The children wear new \_\_\_\_\_.
5. Nya and Ujulu join their \_\_\_\_\_ outside.
6. They eat a \_\_\_\_\_ meal.

## LESSON EIGHT

### Activity I

**Directions:** Study the pictures of Ethiopian holiday scenes below. Tell your partner what is happening in the pictures.



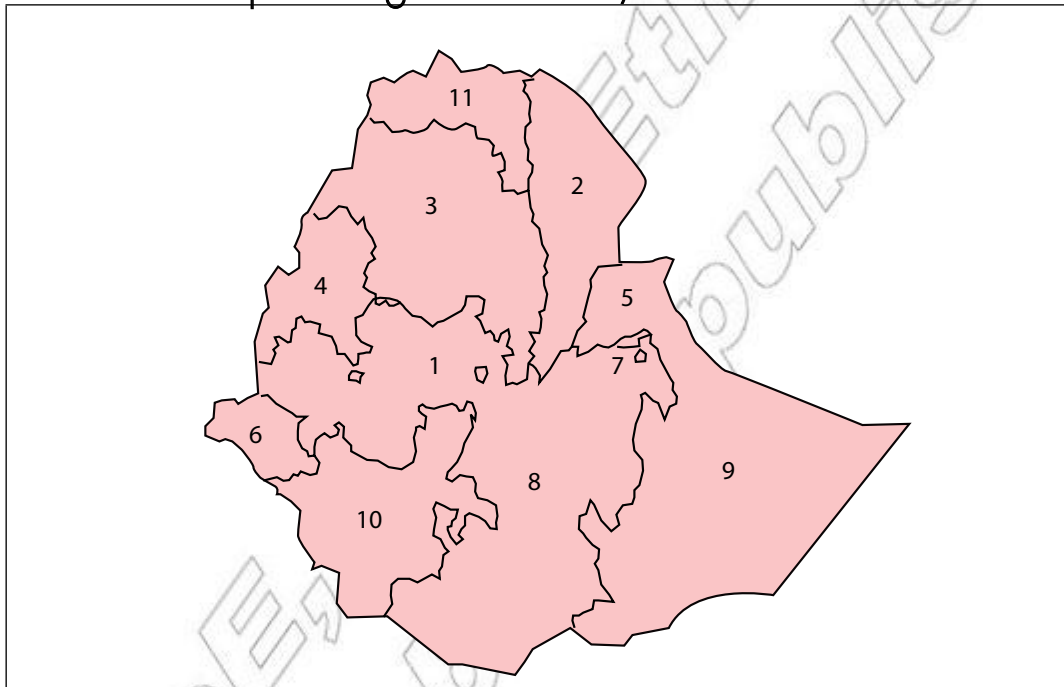
## Activity 2

**Directions:** Write two or three sentences in your exercise book about any two of the pictures above. Share your sentences with your partner.

## Activity 3

**Directions:** Copy the map of Ethiopia with its nine regions and two city administrations into your exercise book. Mark on your map each region and city administration. Use the Word Bank.

### Ethiopia's Regions and City Administrations



#### Word Bank – Name of Regions and City Administrations

Addis Ababa	Afar	Amhara
Benishangul-Gumuz	Dire Dawa	Gambella
Harari	Oromiya	SNNPR
Somali	Tigray	

## Activity 4

**Directions:** Share with a partner three important things you know about the region in which you live.

# LESSON NINE

## Activity 1

**Directions:** Read the chant, “Ethiopia Our Country,” with your partner.

### Ethiopia Our Country

You can take a trip from Addis Ababa  
To visit Bale Mountain Park in Oromia.  
You can go to Bahar Dar in Amhara  
To catch Nile Perch in Lake Tana,  
Or travel to Tigray to see the Temple of Yeha.

You can drive to Benishangul in the west  
And then to Gambella to take a rest.

Somali is now so very far,  
So are Awash National Park in Afar,  
Hawassa, Dire Dawa and Harar,  
When you travel by airplane, bus or car.

Follow the roads out of Addis we say,  
To learn all you can along the way,  
About Ethiopia North, South, East and West.  
Our country is the very best.



## Activity 2

**Directions:** Listen as your teacher reads about the activities Tola does in September, January, and February. Tell your teacher what he does in these different months of the year.

## Activity 3

**Directions:** In a small group tell each other what you do in different months of the year.

## Activity 4

**Directions:** Write four sentences in your exercise book about what you do in four different months of the year.

# LESSON TEN

## Activity 1

**Directions:** Read the fable, “The Wind and the Sun,” silently as your teacher reads it out loud.

### The Wind and the Sun

The Wind and the Sun are arguing about which is the stronger. Suddenly they see a traveller coming down the road, and the Sun says: “I see a way to settle our argument. Whichever of us can cause that traveller to take off his jacket is the stronger. You begin.”

So the Sun hides behind a cloud, and the Wind begins to blow as hard as it can upon the traveller. The harder it blows the more closely the traveller wraps his jacket round him until the Wind gives up.

The traveller is angry and unhappy. Then the Sun comes out and shines gently and the traveller unbuttons his jacket. As the Sun continues to shine, the traveller gets hot and finally takes off his jacket and goes on his way whistling a happy tune.

Adapted from the original fable by Aesop

### Activity 2

**Directions:** Take turns reading the fable, “The Wind and the Sun,” with your partner.

### Activity 3

**Directions:** Answer your teacher’s questions about the fable, “The Wind and the Sun.”

### Activity 4

**Directions:** Copy the sentences from the chart into your exercise book in the correct order to retell the fable, “The Wind and the Sun.”

The traveller takes off his jacket.
The traveller unbuttons his jacket.
The Sun shines on the traveller.
The traveller is happy.
The traveller wraps his jacket tightly around him.
The Wind blows on the traveller.
The traveller is angry.

## LESSON ELEVEN

### Activity

**Directions:** Write numbers 1–8 in your exercise book. Select the best answer for each question below based on the story. Write the letter of each correct answer in your exercise book. Compare your answers in a small group.

1. Name the person the Wind and the Sun used to settle their argument.
  - A. runner
  - B. traveller
  - C. rider
2. About what are the Wind and the Sun arguing?
  - A. Who is bigger?
  - B. Who is weaker?
  - C. Who is stronger?
3. What does the Sun want to make the traveller do to settle the argument?
  - A. He wants the traveller to take off his jacket.
  - B. He wants the traveller to laugh.
  - C. He wants the traveller to whistle.
4. The word **hides** means...
  - A. goes to sleep.
  - B. goes away.
  - C. goes out of sight.

5. What happens when the Wind starts to blow as hard as it can on the traveller?
  - A. The traveller runs down the road.
  - B. The traveller laughs.
  - C. The traveller wraps his jacket tightly around him.
6. How does the traveller feel as the wind is blowing?
  - A. He is angry and unhappy.
  - B. He is excited and happy.
  - C. He is sad and excited.
7. What happens as the Sun shines on the traveller?
  - A. The traveller wraps his jacket round him.
  - B. The traveller feels hot.
  - C. The traveller throws his jacket on the ground.
8. How do you know that the traveller is happy?
  - A. He goes on his way whistling a happy tune.
  - B. He shouts at the Sun.
  - C. He laughs at the Wind.

## LESSON TWELVE

### Activity 1

**Directions:** With a partner practise saying “Goodbye” in different ways by using the words and sentences your teacher has written on the chalkboard.

### Activity 2

**Directions:** In a group of three, act out the fable, “The Wind and the Sun,” using your own words. Your teacher will select some groups to perform the fable for the class.

## LESSON THIRTEEN

### Activity 1

**Directions:** Write the days of the week in your exercise book. Begin each day with a capital letter. Use the Word Bank in Lesson One to check your partner's answers.

### Activity 2

**Directions:** In your exercise book write the months of the year from memory. Begin each month with a capital letter. Use the Word Bank in Lesson Two to check your partner's answers.

### Activity 3

**Directions:** Work with a partner. Copy the gap sentences into your exercise book and fill in the days of the week or the months of the year.

**Example:** Monday is the first day of the week.

1. \_\_\_\_\_ is the first day of the week.
2. \_\_\_\_\_ is the first month of the year in the European calendar.
3. The last day of the school week is \_\_\_\_\_.
4. The sixth month of the year in the European calendar is \_\_\_\_\_.
5. Ethiopian New Year is in the month of \_\_\_\_\_.
6. The last three months of the year in the European calendar are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
7. The second, third and fourth days of the week are \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
8. My birth month in the European calendar is \_\_\_\_\_.

#### Activity 4

**Directions:** Choose your favourite month. Write three activities that you do in that month. Use the topic sentence: **My favourite month is \_\_\_\_.** Share your sentences in a small group.

#### Activity 5

**Directions:** On the map of Ethiopia in your exercise book from Lesson Eight, use symbols to show three places where tourists visit.

© MOE, FDR Ethiopia  
Not to be republished