


# UNIT 6: WHAT TIME IS IT?

## LESSON ONE

### Activity 1

**Directions:** With a partner read the conversations out loud. Make up similar dialogues, using different classroom objects.

#### In the classroom

Akalu	Can I borrow your rubber?
Fatuma	Sure. Here you are.
Akalu	Thanks. 
Fatuma	You're welcome.



Obsie	May I use your ruler, Bulti.
Bulti	I'm sorry Obsie. I'm using it myself.
Obsie	Never mind. I'll ask Gadissie.

### Activity 2

**Directions:** Work with a partner and take turns being a teacher and a student. Use the classroom expressions and other expressions you know to ask and answer questions about classroom activities.

**Example: Teacher:** What does the word, **pencil** mean?

**Student:** Sorry, I didn't understand the question.  
Can you repeat it please?

### Sample Classroom Expressions

Can I go to the toilet please?	Please work with a partner.
Can I borrow your _____?	Can we work together?
Please open the door.	How do you spell _____?
What is _____ called in English?	Can I open the window?
What does _____ mean?	I don't understand. Can you repeat that please?

### Activity 3

**Directions:** Read the example. Work with a partner and write the sentences in the two dialogues below in the correct order in your exercise book.

#### Example:

1. It's a play thing, Gere.
2. Oh, I understand the picture now.
3. What does the word, **kite** mean, teacher? (The correct order is 3,1,2)



#### Dialogue 1

1. What does the word **model** mean?
2. Let's ask the teacher.
3. I'm sorry. I don't understand.

#### Dialogue 2

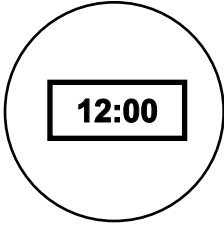

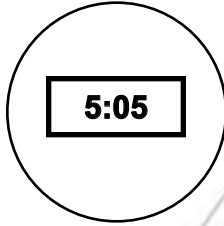

1. It is spelled BATHROOM.
2. How do you spell **bathroom**?
3. Ok. Now let's compare our answers.

# LESSON TWO

## Activity 1

**Directions:** Read the times on the clocks in the chart below. Write numbers 1–4 in your exercise book and copy the digital time and the matching time given in the Word Bank next to the appropriate number.

**Example:** 6:20 – It's twenty past six.

 1.	 2.
 3.	 4.

### Word Bank – Time

It's eight thirty.	It's five past five.
It's twelve o'clock.	It's a quarter past twelve.

## Activity 2

**Directions:** Draw six blank digital clocks in your exercise book. Listen to your teacher carefully and write the time he/she says on each clock. Compare your answers with a partner.

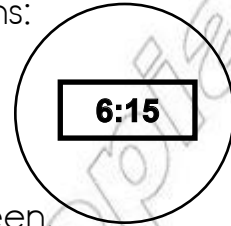
### Activity 3

**Directions:** With a partner point to one of the clocks you have drawn in your exercise book for Activity 2. Tell the time it shows, using the following question and answer patterns:

**Example:**

**Question:** What time is it?

**Answers:** It's a quarter past six. or It's six fifteen.



## LESSON THREE

### Activity 1

**Directions:** Ask and tell the time with a partner. Take turns asking and answering the questions.

**Example:**

What time is it?

It's five o'clock.



5:00



6:05

9:55

12:15

5:45

7:40

## Activity 2

**Directions:** In your exercise book write numbers 1–5. Copy the written times below into your exercise book.

1. seven forty
2. two fifty-five
3. twelve forty-five
4. eleven thirty-five
5. nine fifty

## Activity 3

**Directions:** In your exercise book match the times below to the times in Activity 2.

- A. five to three
- B. twenty-five to twelve
- C. ten to ten
- D. twenty to eight
- E. a quarter to one

## Activity 4

**Directions:** Copy the table into your exercise book. Write the correct digital time under each written time.

1. six ten	6. ten to ten
2. four forty-five	7. five to three
3. eight fifty-five	8. quarter to one
4. two twenty-five	9. twenty-five to twelve
5. seven fifteen	10. twenty to eight

## LESSON FOUR

### Activity 1

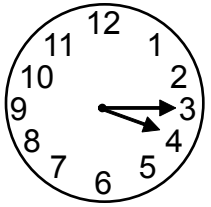
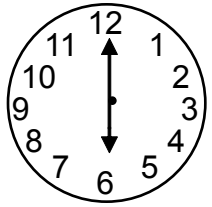
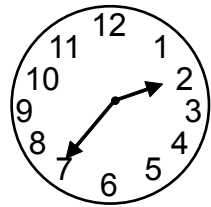
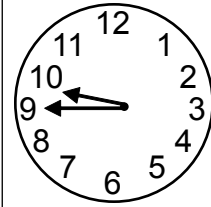
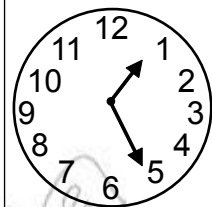
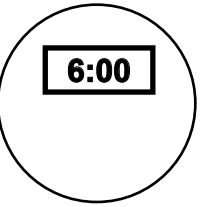
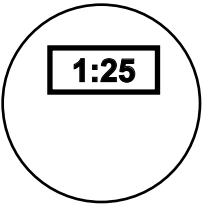
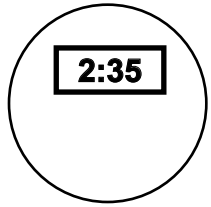

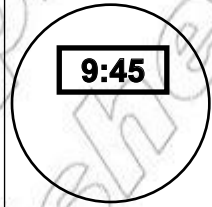
**Directions:** With a partner take turns to read digital times out loud and write them in your exercise book.

<i>Student A reads as Student B writes:</i>	one thirty half past nine eleven ten a quarter to seven eight forty
<i>Student B reads as Student A writes:</i>	a quarter past three twenty past four two thirty-five ten to five seven fifty

### Activity 2

**Directions:** Write numbers 1–5 in your exercise book. Match the times shown on the analogue clocks to the times on the digital clocks. Write the correct letter next to the corresponding number.

**Example:** 1. D


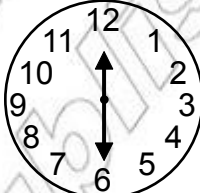
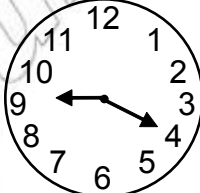
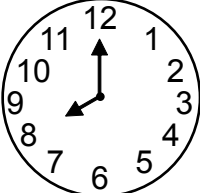
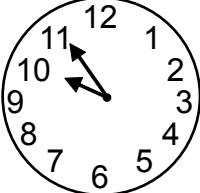
				
1. ___	2. ___	3. ___	4. ___	5. ___
				
A.	B.	C.	D.	E.



# LESSON FIVE

## Activity 1

**Directions:** Read what Gadissie does on Mondays. Work in pairs to match the activities with the times. Write the numbers and matching letters in your exercise book.

1. She goes to school at eight o'clock.	(a) 
2. She studies English at twenty past nine.	(b) 
3. She has break at five to ten.	(c) 
4. She studies maths at a quarter to eleven.	(d) 
5. She has lunch at half past twelve.	(e) 

## Activity 2

**Directions:** In your exercise book write three sentences about your school activities and the times that they occur.



## LESSON SIX

### Activity I

**Directions:** Read the following passage about Rahima and Ujulu silently as your teacher reads it out loud.

### Rahima and Ujulu

**Rahima** wakes up at 6:00 in the morning. She takes a shower at 6:15 and gets dressed. After that, she has breakfast at 6:45. Then she does housework. Later, she takes the bus to school at 8:00. She gets back home at 3:00 in the afternoon. She has her lunch at 3:15.

Rahima goes to fetch water at 3:30. She feeds the hen at 4:30. After that, she studies at 5:00. She cooks dinner for the family at 6:30 in the evening. She has dinner with her family at 7:30. Then she washes the dishes and cleans the kitchen. She watches television with her family at 8:00 and finally she goes to bed at 9:30.

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

## Activity 2

**Directions:** Copy the table into your exercise book and complete Rahima's schedule with your teacher. Then with a partner complete Ujulu's activities in the correct order.

	Rahima		Ujulu	
	Time	Activity	Time	Activity
Morning	6:00	wakes up	6:15	wakes up
Afternoon				
Evening				

## LESSON SEVEN

### Activity 1

**Directions:** Use the table of activities you wrote in your exercise book for Lesson Six, Activity 2 to ask and answer questions about Rahima and Ujulu in a small group. Follow the example below.

**Example:** Student A: What time does Ujulu wake up?

Student B: He wakes up at quarter past six.

Student B: What time does Rahima watch television?

Student C: She watches television at eight o'clock.

Student C: What time does.....?

### Activity 2

**Directions:** With a partner discuss activities you do at different times of the day.

**Example:** Partner A: What do you do at 6 o'clock?

Partner B: I get up at six o'clock.

Partner B: What do you do at \_\_\_\_\_ o'clock?

## LESSON EIGHT

### Activity 1

**Directions:** With a partner ask and answer questions about your daily activities. Ask the questions using connected speech. Say what time you do your daily activities.

**Example:** Partner A: What time do you (*d'you*) get up?

Partner B: I get up at **six o'clock**.

Partner B: What time do you (*d'you*) eat breakfast?

Partner A: I eat breakfast at **half past six**.

## Activity 2

**Directions:** Write numbers 1–8 in your exercise book. Listen as your teacher reads Dadimo’s daily activities out loud. Match the activities in list A with the times in list B.

**Example:** 1. d

List A – Activities	List B – Times
1. gets dressed	a. 2:00
2. takes the cattle to the river	b. 6:30
3. goes to bed	c. 5:30
4. gets out of bed	d. 5:45
5. lights the fire	e. 6:15
6. studies his lessons	f. 9:00
7. cooks breakfast	g. 8:30
8. goes to the forest to collect firewood	h. 12:00

## Activity 3

**Directions:** Work in pairs. Ask and answer questions about Dadimo, using connected speech.

**Example:** Student A: What time does he (*dazy*) get out of bed?

Student B: He gets out of bed **at half past five.**

Student A: What time does he (*dazy*) go to the forest?

Student B: He goes to the forest **at nine o’clock.**

## Activity 4

**Directions:** In your exercise book write seven correct sentences using the following Substitution Table. Add **-s** or **-es** to the verb when necessary.

**Example:** I wake up at 6:30.

Obsie does homework at 5:30.

Substitution Table

			6:00.
	wake up		6:30.
	get dressed		7:25.
Obsie	take a shower		11:00.
I	walk to school		12:45.
He	brush teeth		1:00.
Dadimo	do homework	at	4:00.
We	cook dinner		5:00.
She	eat dinner		5:30.
They	walk to school		5:45.
	play football		8:00.
			9:00.

## LESSON NINE

### Activity 1

**Directions:** Work in a group of three. Read Tollosa's and Seble's daily activities in the tables below. Then, in your exercise book put the activities in the correct order. Use the letters to show the order.

**Example:** Tollosa 1. a, 2. c

Seble	Tollosa
a. I have lunch at school.	a. I get up.
b. I go to bed.	b. I have breakfast.
c. I have tea after lunch.	c. Before breakfast, I feed the animals.
d. I wake up.	d. I get dressed.
e. I have my breakfast with my brother.	e. I go to school.
f. After school, I walk home with my brother.	f. I have dinner
g. I walk to school with my brother.	g. After lunch, I have English class.
h. I go to class.	h. I go to bed.
i. I study after breakfast	i. I do my homework.

## Activity 2

**Directions:** In your group of three discuss and agree about the times that Seble and Tolossa do their daily activities.

**Example:** **Question:** What time does Seble wake up?

**Answer:** She wakes up at 6:00.

**Question:** What time does she have breakfast?

**Answer:** She has breakfast at 6:30.

## Activity 3

**Directions:** Compare with another group the times of Seble and Tolossa's activities.

# LESSON TEN

## Activity 1

**Directions:** Copy the times your teacher writes on the chalkboard into your exercise book. Next to each time list the activity you do at that time.

## Activity 2

**Directions:** Write a paragraph about your daily activities. Start your paragraph with the topic sentence: **I have many daily activities.**



# LESSON ELEVEN

## Activity

**Directions:** Read the daily activities of Mimi and Negga.

Copy the sentences into your exercise book. Use one of the words in the Word Bank below to complete each sentence. Compare your answers with a partner's.

		Mon	Tue	Wed	Thu	Fri	Sat	Sun
Mimi	eat breakfast	√	√	√	√	√	√	√
	watch TV						√	√
	go bicycling		√	√		√	√	√
	exercise	√	√				√	
Negga	eat breakfast	√	√	√	√	√	√	√
	watch TV						√	√
	go bicycling							
	exercise			√				

1. Mimi eats breakfast \_\_\_\_\_.
2. Mimi \_\_\_\_\_ watches TV.
3. Mimi \_\_\_\_\_ goes bicycling.
4. Mimi \_\_\_\_\_ exercises.
5. Negga eats breakfast \_\_\_\_\_.
6. Negga \_\_\_\_\_ watches TV.
7. Negga \_\_\_\_\_ goes bicycling.
8. Negga \_\_\_\_\_ exercises.

Word Bank – Adverbs of Frequency		
always	usually	often
sometimes	rarely	never

## LESSON TWELVE

### Activity 1

**Directions:** In your exercise book write 6 questions using each of the adverbs of frequency in the Word Bank above. In a small group, ask and answer the questions you have written. Take a note of what your friends do.

**Examples:** **Question:** What do you always do?

**Answer:** I always do my homework.

**Question:** What do you usually do at 7 o'clock?

**Answer:** I usually take a shower at 7 o'clock.

### Activity 2

**Directions:** Report to the class how often the students in your group do things.

**Examples:** Habib takes a shower every day.

Hiwot never wears a T-shirt.

Haile rarely walks to school.

# LESSON THIRTEEN

## Activity 1

**Directions:** Listen to your teacher and follow the instructions for taking a spelling test.

## Activity 2

**Directions:** Work in pairs. Make five sentences from the Substitution Table. Remember you may have to add **-s** or **-es** to the action word.

**Example:** My sister usually makes the coffee.

Substitution Table

I	usually	eat onions
My brother	often	clean the house
My sister	sometimes	make the coffee
My father	rarely	tend the cattle
My mother	occasionally	go to market
	never	go swimming
		fetch water
		collect firewood
		cook the dinner

### Activity 3

**Directions:** Copy the chart into your exercise book. Fill in the column about yourself, using an adverb of frequency. Then ask questions to find other students in your class who do each activity as often as you do. Write the other students' names in the last column.

How often do you...?	Your answer	Students' names
milk the cows		
eat chocolate		
go to the cinema		
take a taxi to school		
walk to school		
look after the cattle		
play football		
feed the chickens		
work on the farm		
watch TV		
study English		
collect firewood from the forest		
fetch water		
do housework		

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# REVISION UNIT A

## LESSON ONE (UNIT 1)

### Activity 1

**Directions:** With a partner role play introductions. Then give each other classroom commands.

### Activity 2

**Directions:** In your exercise book write the answers to each question using the words on the chalkboard to fill in the gaps.

1. The ruler is \_\_\_\_\_ the chalkboard.
2. The ruler is \_\_\_\_\_ the desk.
3. The ruler is \_\_\_\_\_ the pen.
4. The ruler is \_\_\_\_\_ the ceiling.
5. The ruler is \_\_\_\_\_ the book bag.
6. The ruler is \_\_\_\_\_ the piece of chalk.

### Activity 3

**Directions:** In your exercise book write a paragraph using the words on the chalkboard to describe the items on your teacher's desk. Use the topic sentence: **There are many classroom objects on my teacher's desk.**

## LESSON TWO (UNIT 2)

### Activity 1

**Directions:** Locate the comparative words in each sentence. Add **-er** to each comparative word and read the completed sentences to a partner.

1. Wezir is old\_\_ than Nebil.
2. Rowda isn't light\_\_ than Hewan.
3. Ferdosa isn't young\_\_ than Hayider.
4. Hayider is old\_\_ than Ferdosa.
5. Hagos isn't fatt\_\_ than Kiros.

### Activity 2

**Directions:** In your exercise book write numbers 1–5. Read each sentence in Activity 1. If the sentence is positive write a **P**. If the sentence is negative write an **N**.

### Activity 3

**Directions:** Use the positive and negative sentences in Activity 1 to join two sentences using the word **and** and to join two sentences using the word **but**.

### Activity 4

**Directions:** Read the sentence on the chalkboard. If the sentence is positive, write a **P** in your exercise book. If it is negative, write an **N**. Then copy the sentence. Substitute the names for pronouns. Then add a sentence using the conjunction **but**.



## LESSON THREE (UNIT 3)

### Activity 1

**Directions:** Read the sentences. In your exercise book write **is**, **was** or **were** to fill in the gaps.

1. What \_\_\_\_\_ the sunny days last week?
2. \_\_\_\_\_ Sunday sunny?
3. \_\_\_\_\_ it sunny today?
4. What \_\_\_\_\_ the weather like yesterday?
5. \_\_\_\_\_ Monday and Thursday sunny?

### Activity 2

**Directions:** Use the weather information on the chalkboard to write five complete sentences using **is**, **was** and **were** in your exercise book.

## LESSON FOUR (UNIT 4)

### Activity 1

**Directions:** Discuss body parts with a partner using the following language patterns:

**Student A:** This is my \_\_\_\_\_. That is your \_\_\_\_\_. Touch your \_\_\_\_\_. What are you touching?

**Student B:** I'm touching my \_\_\_\_\_.

### Activity 2

**Directions:** Write a paragraph about ways to keep fit and healthy. Use the topic sentence: **There are many ways to keep fit and healthy.** Write five sentences using the words **should** and **shouldn't** to support the topic sentence.

## LESSON FIVE (UNIT 5)

### Activity 1

**Directions:** Study each household activity. Write numbers 1–5 in your exercise book. Next to each number write the area of the house or compound where the activity takes place.

1. hoe
2. sleep
3. eat
4. wash
5. cook

### Activity 2

**Directions:** Read the passage “Rowda’s House.” In your exercise book write two questions about Rowda’s House for a partner to answer. The questions should start with the words **Does** and **Is**. Give a partner your exercise book. Your partner will answer your questions using complete sentences. You will answer his/her questions in your partner’s exercise book.

#### Rowda’s House

Rowda lives in a village near Dire Dawa. Her house is made of stone and is a rectangular shape. She has a metal roof. She hoes in the garden that is in the compound. She cooks, eats and sleeps in the living room. Rowda washes in the bathroom.

### Activity 3

**Directions:** Reread the advertisements for houses. In your exercise book draw a picture of the house you like least. Share your drawing with a partner or in a small group.

## LESSON SIX (UNIT 6)

### Activity 1

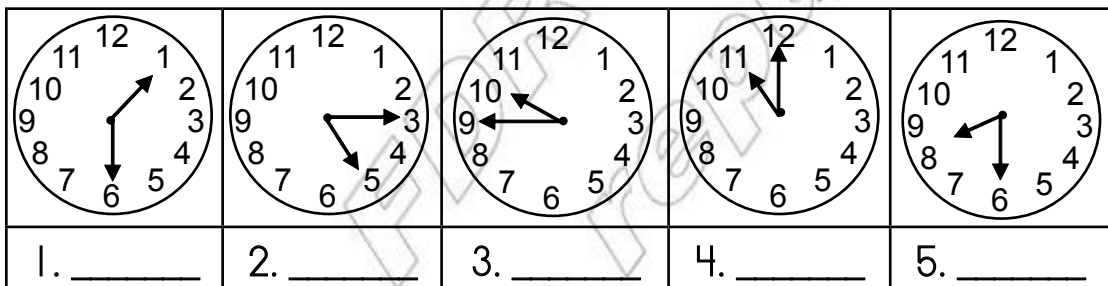
**Directions:** Read the following times. Draw digital clocks in your exercise book showing the correct times.

1. eleven fifteen
2. twelve thirty
3. four o'clock
4. nine forty-five

### Activity 2

**Directions:** Study the analogue clocks. Write the times in your exercise book as digital clocks.

**Example:** 1. 1:30



### Activity 3

**Directions:** Copy the chart into your exercise book. Interview three students about how often they do the activities. Fill in the chart using the adverbs of frequency on the chalkboard. Copy the topic sentence from the chalkboard. Then write a paragraph of four or five sentences using the information gathered as modelled.

How often do you ...?	Student 1	Student 2	Student 3
make coffee			
collect firewood			
work on the farm			
clean the house			
make your bed			
eat “chiko”			
tend the cattle			
go to the market			
fetch the water			

## LESSON SEVEN

### Activity 1

**Directions:** Ask your partner to spell ten spelling words from Units 1–6.

### Activity 2

**Directions:** Read your favourite story with a partner. Listen as your partner reads his/her favourite story. Then write a paragraph about why it is your favourite story as modeled on the chalkboard. Use the topic sentence: **My favourite story this semester was \_\_\_\_\_.** Share your paragraph with a partner.