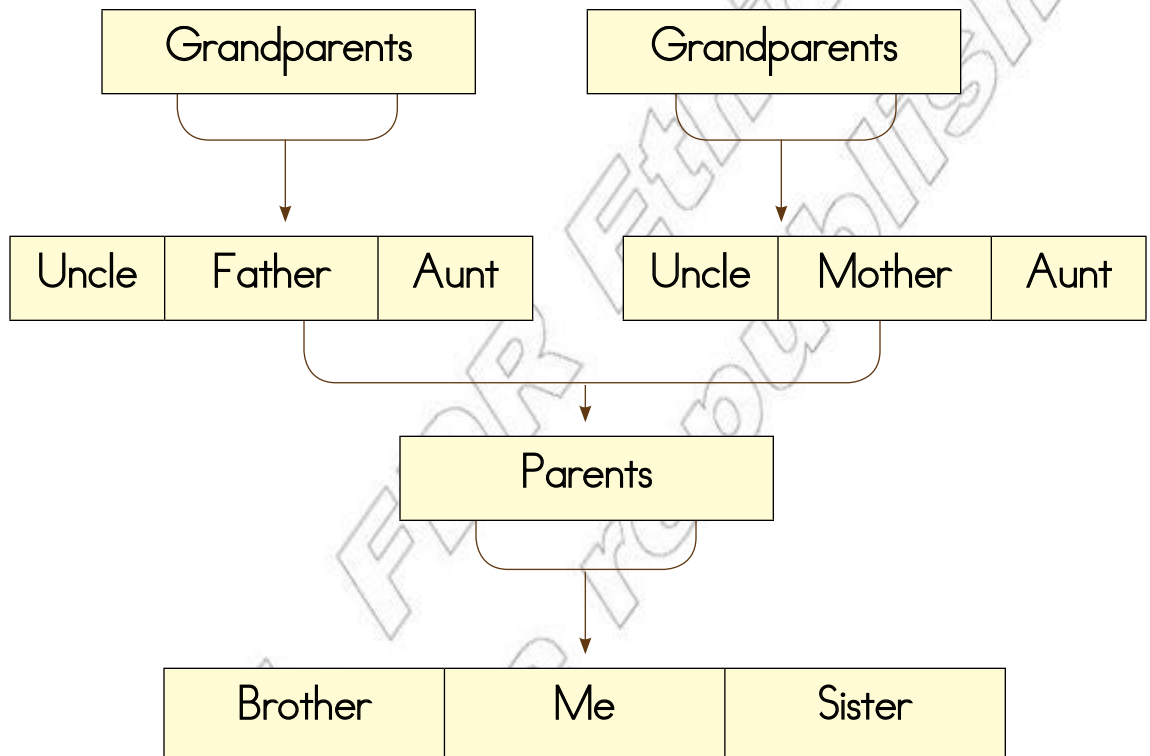


# UNIT 9: WHAT IS YOUR UNCLE'S JOB?

## LESSON ONE

### Activity

**Directions:** Copy the family tree into your exercise book. Listen to your teacher say the names of the family members and write the names in the correct spaces on the family tree.



## LESSON TWO

### Activity 1

**Directions:** Write numbers 1–8 in your exercise book. Then listen to your teacher read a dialogue between two students. Write the correct letter of each answer next to the numbers.

**Example:** 1 c

1. The classroom monitor is called _____.	a. a doctor
2. The new student's name is _____.	b. a secretary
3. Nebil lives in a condominium near _____.	c. Tesfahun
4. Tesfahun's father is _____.	d. Nebil
5. Nebil has a baby _____.	e. the bank
6. Nebil's mother is _____.	f. a school
7. Nebil's mother works in _____.	g. brother
8. Tesfahun wants to be _____.	h. a butcher

### Activity 2

**Directions:** Copy the paragraph below into your exercise book. Fill in the gaps choosing suitable words from the Word Bank to make sense.

Muna is a \_\_\_\_\_ student. She is in \_\_\_\_\_ four. She lives opposite the \_\_\_\_\_. Her mother is a \_\_\_\_\_ at the school and her father is a \_\_\_\_\_. Muna has three \_\_\_\_\_ and a baby \_\_\_\_\_. When Muna's \_\_\_\_\_ are at work, her \_\_\_\_\_ looks after the baby. Muna works hard at school and helps her \_\_\_\_\_ every day.

## Word Bank – Gaps

soldier	sister	grade	aunt	parents
teacher	school	family	new	brothers

## LESSON THREE

### Activity 1

**Directions:** Turn and talk to your partner about your family. Say what relatives and siblings live with you in your house and tell your partner their names. Tell your partner all you can about your aunts, uncles and cousins.

### Activity 2

**Directions:** Name the jobs of the people in the pictures, using words from the Word Bank. Say where they work.



Word Bank – Jobs			
butcher	carpenter	goatherd	plumber
shepherd	builder	barber	

### Activity 3

**Directions:** Copy the words from the Word Bank above into your exercise book in alphabetical order.

## LESSON FOUR

### Activity 1

**Directions:** With a partner talk about jobs, where people work and what they do. Use the words on the sash board or chalkboard to make sentences.

### Activity 2

**Directions:** Work together in your small group to write short paragraphs of three sentences about jobs, using the substitution table below. Each student should write one or two paragraphs about different jobs. Ask your teacher for help if you need it.

## Substitution Table

Kebede Jemila Shewit Roba Winta Aregai Mustafa Kibnesh Abola Tirfe		is a		nurse. teacher. farmer. barber. tailor. carpenter. plumber. goatherd. builder. butcher.
She  He	works	in a	clinic. shop. school. workshop. etc.	He  She  makes things. helps people. serves customers. grows food. cares for animals. etc.

## LESSON FIVE

### Activity 1

**Directions:** Practise with your teacher saying action words with final *-s*. Hold up one finger for the sound */s/*, two fingers for the sound */z/* and three fingers for the sound */iz/*.

### Activity 2

**Directions:** Unjumble the letters in the following job words and write them in your exercise book.

**Example:** lirbdeu = builder

- |             |              |
|-------------|--------------|
| 1. chereat  | 6. rmefra    |
| 2. cootrd   | 7. rideslo   |
| 3. blerump  | 8. chubret   |
| 4. derpsehh | 9. rabber    |
| 5. suner    | 10. searwits |

### Activity 3

**Directions:** Copy the word search into your exercise book. Try to find the listed words in the word grid. You will find the words printed horizontally or vertically. The first word is marked on the grid for you.

#### Jobs Word Search

s	c	h	p	q	s	g	l	l	o	s	t
e	p	v	w	q	h	t	l	f	n	d	e
c	l	j	a	v	o	k	t	a	q	i	g
r	v	z	i	n	p	r	m	r	s	r	o
e	t	n	t	t	k	r	k	m	n	e	a
t	c	a	r	p	e	n	t	e	r	c	t
a	l	i	e	h	e	w	v	r	i	t	h
r	l	m	s	j	p	x	j	t	o	o	e
y	r	i	s	h	e	m	y	u	f	r	r
b	f	t	m	f	r	l	s	i	u	i	d
p	o	l	i	c	e	m	a	n	c	i	f
b	u	i	l	d	e	r	v	q	d	p	r

#### Word Grid

##### Words to Find

- builder
- carpenter
- director
- goatherd
- fisherman
- farmer
- policeman
- secretary
- shopkeeper
- waitress





# LESSON SIX



## Activity I

**Directions:** Read the following dialogues as your teacher directs you. Then read them with a partner.

### Dialogue I

Student A	Who is this person?	
Student B	That is my mother.	
Student A	What is her job?	
Student B	She is a teacher. She teaches Grade 2 in a primary school.	
Student A	Who is this?	
Student B	That is my uncle. He is a plumber.	
Student A	Where does he work?	
Student B	He works in the new condominiums in the centre of town.	
Student A	What does he do?	
Student B	He puts bathrooms in the condominiums.	
Student A	Does he live in town?	
Student B	Yes, he has a small house for his family.	
Student A	How many children does he have?	
Student B	He has two sons and one daughter.	

## Dialogue 2

Student B	Who is this person?	
Student A	That is my aunt.	
Student B	Where does she live?	
Student A	She lives in Harar with my grandparents.	
Student B	Does she have any children?	
Student A	No, she isn't married. She is only 19 years old.	
Student B	Who is this?	
Student A	That is my grandfather. He is a coffee grower.	
Student B	Where does he work?	
Student A	He works on a coffee plantation near Harar.	
Student B	Does he live in town?	
Student A	No, he has a house with a small farm.	
Student B	How many children does he have?	
Student A	He has one girl and one boy.	

### Activity 2

Directions: In your exercise book draw your family tree.

### Activity 3

Directions: With a partner ask and answer questions about two or three of the people on your family tree.



## LESSON SEVEN

### Activity

**Directions:** Use the Substitution Table below to write in your exercise book a short paragraph about each of the two or three family members you talked about in Lesson Six, Activity 2.

Substitution Table

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

## LESSON EIGHT

### Activity I

**Directions:** Read the dialogue silently to yourself. Then read it out loud with a partner.

Student A	What do you want to be when you grow up?
Student B	I want to be a teacher.
Student A	Why don't you want to be a driver like your father?
Student B	Because I like working with children.
Student A	I want to be a mechanic like my uncle.
Student B	Why do you want to be a mechanic?
Student A	Because I like working with machines.

### Activity 2

**Directions:** In your exercise book write a short paragraph saying what you want to be when you grow up and giving reasons why. Use the dialogue above for ideas.

## LESSON NINE

### Activity 1

**Directions:** Write a paragraph about the job of a member of your family. Tell his/her name and age, describe him/her and write about the job he/she does. Say if you want to do the same job as your relative and give reasons why. Draw a picture to illustrate your paragraph.

### Activity 2

**Directions:** In a small group read your paragraph out loud and show your picture.

# LESSON TEN

## Activity 1

**Directions:** In a small group brainstorm household chores that are done either indoors or outdoors. (Your teacher will assign this activity.)

## Activity 2

**Directions:** Play the game, Guess the Chore? Mime household chores for other students to guess.

## Activity 3

**Directions:** In your exercise book arrange the frequency words in the Word Bank in order from most often to least often. Check your answers with your partner.

Word Bank – Frequency Words		
often	every day	rarely
sometimes	never	occasionally

## Activity 4

**Directions:** Tell your partner the chores that you regularly carry out. Use frequency words to say how often you do them.

## Activity 5

**Directions:** In your exercise book draw around your left hand with a pencil and write a phrase on each of the fingers to show five chores you do at home.

# LESSON ELEVEN

## Activity 1

**Directions:** Ask and answer questions with your partner about the chores your family members do and how often they do them. Start with the question words, **Who?** **What?** and **How often?** Use the questions your teacher has written on the chalkboard as a guide.

## Activity 2

**Directions:** Study the pictures below. Talk with a partner about what the members of the family are doing.



### Activity 3

**Directions:** Mime activities for your classmates to guess what you are doing.

### Activity 4

**Directions:** Copy the table into your exercise book and complete it to make pairs of sentences giving information about regular routines (present simple) and what people are doing now (present continuous).

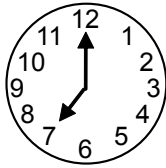

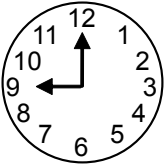









Regular Routines Present Simple	What people Are Doing Present Continuous
I clean the rooms.	
	My sister is fetching water.
My brother sweeps the compound.	
	My grandmother is washing the dishes.
	My grandfather is planting seeds in the garden.
My father plays with the baby.	
	My mother is preparing coffee.
I do the laundry.	
My big sister looks after the animals.	
	My little sister is feeding the chickens.

# LESSON TWELVE

## Activity I

**Directions:** Read the story, "A Busy Saturday," silently.  
In your exercise book, match the clocks to the pictures.

**Example:** 7:00 – I.

					
 1.	 2.	 3.			
 4.	 5.	 6.			



## A Busy Saturday

Today is Saturday. Debeli has many chores to do today because his sister and brother are both sick with malaria. He has to do all the chores of his siblings as well as his own.

At seven o'clock in the morning, Debeli goes to fetch water from the pump. On the way, he meets his friend Tolossa. "Come and play football on the football field," says Tolossa. "I'm sorry. I can't play football. I am fetching water from the pump," replies Debeli.

At eight o'clock, Debeli cooks breakfast for the family. His friend Mohammed comes to the gate. "Come and climb trees with me," says Mohammed. "I'm sorry. I can't climb trees. I am cooking breakfast," replies Debeli.

At nine o'clock, Debeli washes the dishes. His friend Obsie calls over the wall: "Come and jump rope with me," says Obsie. "I'm sorry. I can't jump rope. I am washing the dishes," replies Debeli.

At ten o'clock, Debeli sweeps the kitchen floor. His friends, Hawa and Dibaba, come to the door. "Come to the market with us," say Hawa and Dibaba. "I'm sorry. I can't come to the market. I am sweeping the kitchen floor," replies Debeli.

At eleven o'clock, Debeli washes his and his siblings'

clothes and hangs them out to dry. His friend Anteneh comes to his house. Anteneh asks Debeli: “Can you come to the river with me to fish?” “I’m sorry. I can’t come with you to fish. I am doing the laundry,” replies Debeli.

At twelve o’clock, Debeli’s mother calls to him, “Come and eat, Debeli. Lunch is ready.” Debeli doesn’t answer her. He is under the papaya tree. He is sleeping!

### Activity 2

**Directions:** Answer the questions your teacher asks you about the story.

### Activity 3

**Directions:** Work in groups to prepare to act out the story. Each person in the group will have a role. Try to learn by heart the words you will say. You will act out the story in the next lesson.

## LESSON THIRTEEN

### Activity 1

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

### Activity 2

**Directions:** Follow your teacher’s instructions to complete the revision activities.