

English for Ethiopia

Teacher's Guide

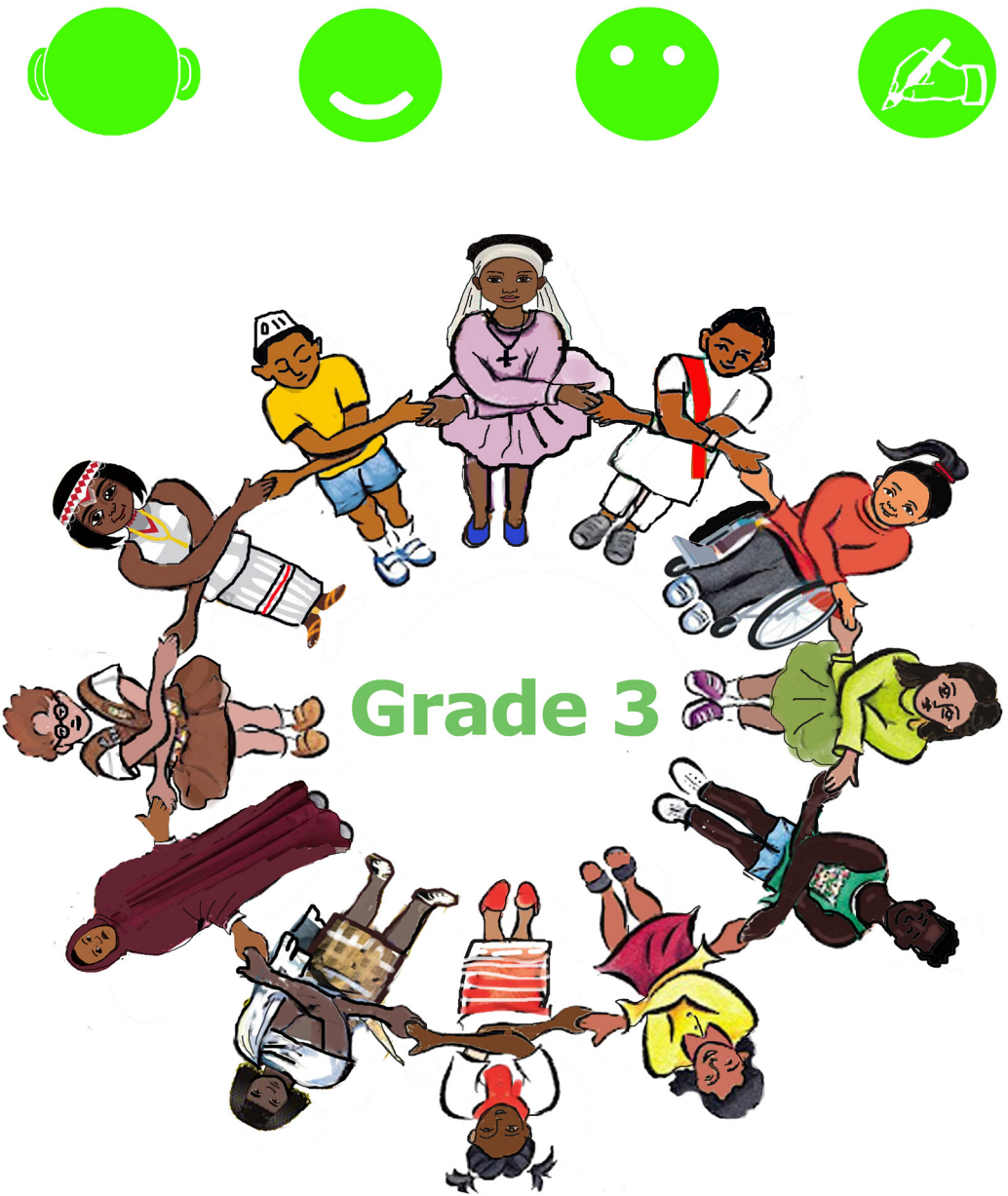
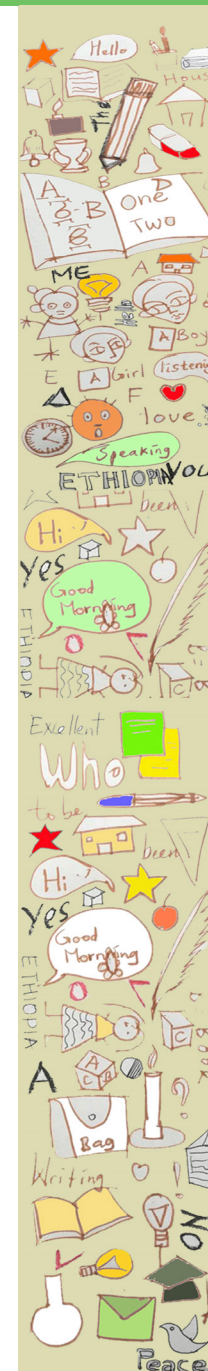
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Grade 3

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ISBN
Price

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Federal Democratic Republic of Ethiopia, Ministry of Education

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Federal Democratic Republic of Ethiopia

Ministry of Education

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First edition, 2014 (E. C.)

ISBN:

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CONTENTS

Unit 1	My school1
Unit 2	Months of the year14
Unit 3	Traffic signs21
Unit 4	Rivers31
Unit 5	Cash crops38
Unit 6	Cutting trees.....47
Unit 7	The national flag52
Unit 8	Clean surrounding60
unit 9	Respecting each other66
Unit 10	Pottery77

INTRODUCTION

The objective of teaching English in Ethiopia is to enable students use English for academic purposes. The teacher is therefore supposed to help students learn English in accordance to this objective. The teacher is expected to assist students to learn the macro and micro skills so that they could use English in their academic activities comfortably.

In the attempt to teach these skills, the teacher should bear in mind that all lessons should be done interactively; that the teacher should give opportunities to the students to use whatever English they have, in their attempt to communicate with their fellow classmates or do the given activities. The teacher should not follow a lecture method of teaching as it is believed that this approach does not help students develop the required skills. The teacher should not also strive to create native like users of English. This kind of attempt does not result in success. Usually this kind of effort may produce people who appear artificial and are not liked by other users of English. In addition, there is no need for the students to waste their time to appear like Ferenji/native speakers. What we want them is to be themselves and learn and use English as Africans or Ethiopians. In general it is very useful for the teacher to carefully observe the following notes organized under different themes or titles in his/her teaching of this subject.

1. FEEDBACK AND CORRECTION

Giving corrections of errors is one way of teaching the language. But when corrections are given, priority should be given to the student him/herself to correct his/her own errors. When this is not possible other students should be encouraged to give correction. The teacher should not be in a position to give straight away corrections by him/herself. The assumption behind allowing students to correct their own errors is that they can learn by themselves and thus they can correct their own errors. This has a motivating effect in empowering the students. The chance for self-correction must be given to students in all activities prior to the teacher making his/her corrections. It should be noted that correction must not be taken as a means for only awarding marks but as a means of teaching students; in other words, correction should provide students opportunity to learn from their mistakes and learn something new as well.

2. DIVERSITY MANAGEMENT (DIFFERENTIATION)

In addition, in order to maximize all students' learning achievement in class, students' diversity has to be given special attention. Diversity has to be managed both in the textbook and the actual teaching-learning process in class and the teaching-learning facilities. The different teaching techniques used in the textbook attempt to address student diversity issues such as the issues of students with various forms of disabilities (visual impairment, physical disabilities, etc.), student individual differences (slow-average and fast learners), gender issues (male-female) student background (rural -urban students, students from less developing regions, etc.), and learning styles and strategies differences (visual, auditory, kinesthetic learners, etc.). Students who are from these groups need special instructional treatment.

The teacher is advised to devise his/her own means of engaging students appropriately and effectively in the teaching learning process. This can be done by modifying activities given in the textbook and by developing alternative appropriate parallel activities. Parallel activities mean activities that are more or less the same with the given activities in the textbook but that might have some slightly different additional features and contents as well.

It is strongly recommend that the teacher should be very familiar with the latest pedagogical tools or techniques of teaching all the macro-skills given: listening, reading, vocabulary, writing, speaking, and grammar. Creating background knowledge or context for teaching each micro skill or activity is essential. The context can be either real life context or imaginary context made up or constructed by the classroom teacher for a specific context. It is advisable; for example, to pre teach the meaning of key words prior to teaching any listening or reading activity in the classroom. It is also good to draw on the students' background knowledge prior to teaching any topic or skill. Glossary of key words is included where necessary to help students read or listen to a text easily.

It is believed that no student should be left disadvantaged because of his/her own special needs for learning. The teacher is advised to keep abreast of time in reading up-to-date developments in the instruction of the special needs students and apply the knowledge and strategies he/she gets into the teaching of students in the classroom. It is therefore extremely important to properly address the needs of students with special needs both in the actual teaching of activities in the classrooms.

3. STUDENT-TEACHER RELATIONSHIP

The teacher is expected to be very kind, polite, and helpful to his/her students in the teaching learning process. Learning a foreign language is a difficult task compared to learning other subjects which are given in the learners' own languages. So the teacher should appreciate their problems and motivate them. He/she should not belittle or degrade these young learners when they fail to perform as expected. In fact it is his/her enthusiasm to sympathies with their situations that guarantees better performances. When the teacher behaves contrary to this situation the students would get demotivated and eventually their performances would fall. It is therefore it is recommended that the teacher should adopt a humanistic approach in his/her treatment of students both in class and outside of the classroom.

It is also highly advisable to involve all students in doing all the activities presented in the textbook. Some teachers have the tendency of focusing on very few clever students and go as fast as possible. This kind of tradition does not guarantee success in the teaching /learning process. It is not pedagogically acceptable as the teacher is expected to get along with all students.

4. CONTINUOUS ASSESSMENT

The teacher is advised to give tests to assess his/her students' performances. This assessment should be in relation to the skills and sub-skills, i.e. to assess students 'reading, writing listening, and speaking

skills and their grammar and vocabulary knowledge. There should be an acceptable distribution of marks for the skills and sub skills. More marks could be given to the skills special to the reading and writing skills as these are the main skills that students need to be successful in their studies. It should be noted that the teacher should not leave out any skill or sub-skill without formally assessing it. This understanding would help students give equal value to all the skills and sub-skills. Eventually, this would help the students develop all the skills and improve their knowledge of vocabulary and grammar. The traditional approach of assessment that is focusing on the grammar and vocabulary lessons alone should be totally abandoned. All skills and sub-skills should be consistently and continuously assessed. For this to happen the Department in the school should, at the beginning of the semester, issues a continuous assessment scheme or plan where marks are proportionally allotted across the different modes of assessment. It should be noted here that continuous assessment is essentially done to encourage the continuous learning of students or formative assessment. The teacher is also required to undertake a summative assessment at the end of the semester. Therefore both formative and summative assessment methods are encouraged to be used. Finally it would be advisable for the teacher to reserve some foreign or locally produced books in the library so that students could access them in their free times. In addition to making the students improve their English. This could indirectly make them develop the culture of going to the libraries.

5. THE USE OF ACTIVE LEARNING METHODS

The Student's Textbook has a variety of activities that promote intensive engagement of learners in their learning. There are individual, pair and group works across all the units. It is advisable however to supplement these activities with additional activities from the teacher or from outside sources and reference books. The teacher may bring to the classroom authentic materials for use, materials developed for genuine or real-life use but can be used for teaching purpose as well in the classroom. Whenever the teacher develops his/her own materials he/she has to always make sure that the activities comply with the principles of active learning in the sense that they engage students into some kind of interaction or communication and the use of English language. Therefore it is advisable to include activities such as information gap, story telling, jigsaw game, role play, etc. that are quite often considered as active learning methods.

6. WHERE TO WRITE DOWN STUDENTS' ANSWERS

All students are required to write down their answers to all questions in their own exercise books not in the textbook. No student is allowed to write his / her answers to the questions in the textbook itself or anywhere in the textbook. Teachers are advised to make their students write down in their exercise books.

Unit 1 My School

This unit will introduce students to their school environment. It will make them familiar with the most common vocabulary used in classroom and school context. Students are expected to engage actively in the teaching-learning process. Most of the activities given in this unit are to be done individually, in pairs and sometimes in groups. The unit is organized into six sections: Listening, speaking, reading, vocabulary, grammar and Writing. There are many activities given under each section. It is up to the teacher to plan how many activities can be done for a period of 40 minutes in classroom. In fact, the teacher has to always prepare a lesson plan to this effect. Teachers are expected to read all the activities in advance before class and get ready to do the activities in the most interactive way possible.

UNIT LEARNING OUTCOMES

Please note that the unit has the following learning outcomes:

- Pronounce words related to classroom objects.
- Listen for specific information.
- Form questions.
- Reply to questions.
- Pronounce the given words on classroom objects.
- Spell out the given words related to classroom objects.
- Tell about the importance of classroom objects.
- Read for details.
- Evaluate the meanings of sentences.
- Produce 3 word oral sentences.

SECTION 1: LISTENING

The listening section has three parts: pre-listening, while-listening and post-listening named as “Before you listen”, “As you listen”, and “After you listen” respectively. There are some activities students should do as preparatory activities for the actual listening. Those activities could motivate students to get ready for the main listening task. It is important to do them all before trying the main listening task. There are also activities that students should work out as they listen to the listening story. In other words, these activities can be done while listening to the story. Once the main listening is over, there are also activities that could be done as follow up activities or as consolidation activities. Please help your students to do all activities by clarifying the instructions given for each activity and by using the pieces of guidance you have been given under each section and activity in this Teacher’s Guide. You may also provide special support for students of visual disability as they cannot watch the pictures given in some of the activities. You can find the text of the listening story next page.

LISTENING TEXT

MY SCHOOL

I study in Grade 3 at a Public School. It is the best school of my area. My school is located at a distance of 500 meters away from my home.

My father drops me at my school regularly. My school has a wonderful double story building. All the rooms of my school are very wide and beautiful.

There are around 300 students in my school. My school has a big playground for students. There is a small garden also. My classmates are very kind and loving. Our teachers teach us with great care and kindness.

All classrooms in my school have blackboards, white boards, duster and chalk kits, charging plugs, ventilators, and arm-chairs. We all girls enjoy being at our school. I am very happy at my school and always pray for my school.

Adapted from My School ; [https://mystudentsessays.com/my-school-essays-paragraphs-\)speeches/](https://mystudentsessays.com/my-school-essays-paragraphs-)speeches/).

Activity 1

- Encourage students to look at the pictures given.
- Let them tell their partner the names of those pictures.
- Please provide a feedback at last.

SUGGESTED ANSWERS: 1: ball; 2: table; 3: Ethiopian flag; 4: football field

Activity 2

- In this activity, encourage students to list down both orally and by writing any five objects or items they could find both in classroom or around their school, or in their school compound.
- The words students list may also be words in the broader school context.

SUGGESTED ANSWERS: 1: desk; 2: duster; 3: chalk; 4: dirt bin; 5: ruler, etc.

Activity 3

- Expose students to standard pronunciation or Received Pronunciation /RP/ using if possible recorded materials such as video clips or audio clips.

- If these are not available pronounce the words yourself using a dictionary. The phonetic transcription in the dictionary can help you pronounce correctly .
- As you do this, let them look at the pictures given and match those words with the pictures.
- The activity requires students to improve their knowledge of meaning and pronunciation of the words in question.

SUGGESTED ANSWERS: A: 1; B: 2; C: 4; D: 3; E: 5

Activity 4

- This is a preparatory activity for the listening task.
- Students should be ready to listen to a story told by a certain student about a certain school.
- Encourage students to list down three things they expect to hear in the story.
- Let the students tell those three things to their partners...

SUGGESTED ANSWERS: The students may list any of the following points as answers:

About school life,
Classrooms,
Description of school compound
School students, etc.

Activity 5

- Invite student to listen to a story about a certain school.
- After they listen to it once, they are expected to discuss those questions here in pairs. You can read out the listening story yourself slowly only once at this stage.
- Or, you may record someone else reading the story and you can play it for the students. At this stage, students are expected to understand only main points not details.

SUGGESTED ANSWERS: 1: About a student and her school environment; 2: Yes; 3: female, the reason is the writer states as "we all girls".

Activity 6

- Invite your students to look at the picture of a school given there.
- Advise them to carefully look at those things indicated in the picture of the school.
- Let them list down in their exercise book those objects which are found in the story they listened to but not found in the picture. Example: chalk kits.
- The students may do this activity both in pairs and in groups instead of individually.

SUGGESTED ANSWERS: 1: whiteboard, 2: double story building

Activity 7

- For this activity, you are required to read out the listening story for the second time.
- As they listen, the students will work out the matching carefully.

SUGGESTED ANSWERS: 1: C; 2: G; 3: D; 4: B; 5: E; 6: A

Activity 8

- Students are expected to listen to the story for the third time.
- It is after this listening that they have to work out this activity.
- Let them first listen and then do the activity afterwards.
- Based on their notes and memory, students are expected to answer the questions given by putting a tick mark in the table.

SUGGESTED ANSWERS: 1: False; 2: True; 3: False; 4: False; 5: False; 6: False

Activity 9

- Encourage students to look at the two pictures of schools given.
- One is a picture of the school in the story and the other one is another school. • Let the students look at them and answer the questions set after the pictures.
- In other words, students will compare and contrast the two pictures of the schools.
- Encourage students to compare and contrast the two pictures based on the questions given there. Let them do the activity both individually and in pairs.

Activity 10

- For this activity you should organise a short visit of your students to their school compound.
- The school leaders can help you in doing that.
- Students are expected to spend some half an hour visiting their school compound. • After they finish visiting, they are required to complete this activity.
- Visiting your school compound, complete the following paragraph.

SUGGESTED ANSWER: Simply check that each student fills out the right information/details about himself or herself. Answers could vary from student to student. Check also that the completed paragraph is grammatically correct.

Activity 11

- In this activity, encourage students to make a sketch or a drawing of their own school compound in your exercise book.
- Let them indicate all facilities and services in the school as much as they can.
- Last, let them show the picture they drew to their partner and discuss in pairs .

SUGGESTED ANSWER: Check that each student is attempting drawing a sketch of map of his/her school environment. In the sketch, students are required to locate different offices, classrooms and service centers such as cafes and clinics.

Activity 12

- Encourage a few students to come out in front of their classmates and make a short speech about their school.
- They must use the framework or model they completed in activity ten above. • They can also use the listening story as a model.

SUGGESTED ANSWERS: let a few students come forward in front of their classmates and make a speech using the frame in Activity 10. Check that the speech they make is grammatically correct and give feedback.

Activity 13

- Let the students look at the picture of a modern school given for this activity. • The picture has many things for students and teachers.
- Let the students describe the picture to their partner.
- Let them also use the frame or structure given after the picture to describe the school in writing.

SUGGESTED ANSWERS: Responses could vary depending on each student's description of the picture. But all responses must be based on the picture and responses must be correct.

SECTION 2: SPEAKING

This section introduces basic structures for speaking such as introducing pronunciation in small units and constructing minimal conversations or dialogues. Students will practice speaking such as asking for locations and answering, describing things, and explaining what things are used for. Model dialogues and examples have been given to help students start doing the activities with confidence.

PRONOUNCING/READING ALOUD OBJECTS

Activity 1

- You may use flash cards where there are pictures of the objects listed or actual photos of objects mentioned in this activity. You may prepare these flash cards ahead of the class at home or in your school's pedagogical center. You may also advise your school to buy required commercial flashcards from the market if available.
- You are required to show each picture one by one so that all students in chorus can try and read aloud or pronounce the names of those objects.
- Encourage and motivate students to say the words correctly even if they make mistakes at the first trial.
- Provide feedback using standard pronunciation (or Received Pronunciation). You may refer to a dictionary of pronunciation to help you do this!

ASKING AND RESPONDING TO QUESTIONS

Activity 2

- Encourage students to ask oral questions about each object given and let their partner answer.
- But first let the students look at the pictures of Hanna and Mengistu given asking one another as example.
- In this activity students will make oral practice by taking turns for the roles indicated. Or, they will role play.
- The questions help students to identify the name of things and identify the direction or the place where an object is located.

SUGGESTED ANSWERS: You may have responses from the students such as the following:

- o What is this? This is a whiteboard.
- o What is that? That is a table.
- o What is this? This is a garden.

Activity 3

- Let the students look at the pictures given and take turns to act out the dialogue given.
- When they speak, let them indicate the right picture with their fingers.
- This is a purely mechanical dialogue practice.
- Practicing this will help students to learn the structure of sentences or grammar by habit formation.
- So, help them to take turns of the characters in the given dialogue and make practice the dialogue with their partner.

Activity 4

- Allow students to match each question with the correct answer.
- Let them write the questions and answers in their exercise book.
- The answers are supported with pictures.
- You should help students here to correctly match the direction questions with the right responses.
- The focus of the activity is both meaning and structure or grammar

SUGGESTED ANSWERS:

- The library is located between Classroom 2 and Classroom 3.
- The toilet is located beside the washroom.
- The staff room is located in front of Classroom 1.
- The director's office is located near the entrance.

Activity 5

- Please show the actual objects if you can or otherwise the pictures of the following objects to students:
- Duster, chalk, marker, ball, globe Let the students name or read aloud the objects as you show them one by one.
- Then let the students write down the spelling of each in the spaces below.
- Check that the spelling of each word above is written correctly by the students.

Activity 6

- Encourage the students to use the example given.
- First let the students write out sentences on the importance of the classroom objects and school objects given.
- Then let them make a short speech using the sentences they wrote to their class.
- Encourage the students to use the model conversation box and to provide as sensible answers as possible.

SUGGESTED ANSWERS: A table is used for writing or putting items on;

A window is used to let fresh air in; Or, A window is used to see things outside of a house, etc.

Activity 7

- Let the students match here the answers they gave with the pictures given for this activity.

SECTION 3: READING

Reading at Grade 3 stage is an early grade reading. It is both practices of loud reading/phonic reading (pronunciation and sound discrimination) and at the same time reading for meaning. Therefore, all activities under reading are designed to develop those skills in students. Like the listening section, the reading section is also divided into three stages: pre-reading, while,-reading and post-reading stages.

Activity 1

- The use of local or mother tongue in second or foreign language teaching is advised to be very minimal and at early stage of learning. It may however be important to use mother tongue only sometimes in order to motivate and inspire students.
- Encourage your students to tell the meanings of the words given in this activity to their partner in their local language.

Activity 2

- Let the students match the words given in Activity 1 above, with the pictures given.
- Let them do this in pairs.
- Provide feedback at last.

SUGGESTED ANSWERS: The names on the pictures may guide you to match the words with the pictures.

Activity 3

- Before the students read the passage given here, let them guess the meanings of the words given and let them tell their answers to their partners.
- Then let them match those words with the pictures given.

SUGGESTED ANSWERS: A: 3; B: 2; C: 1

Activity 4

- This activity is a scanning activity.
- Students scan the text entitled “At school” quickly and trace the words required.
- Encourage students to read the passage and underline the words

Activity 5

- This activity aims at encouraging students to read for detail. It is for detail reading.
- Invite students to read the text given again and let them fill in the table with the correct information from the reading passage.

SUGGESTED ANSWERS: • Libraries are used for reading books

- Cafes are used for drinking tea.
- Halls are used for meeting.

Activity 6

- This activity integrates reading with writing activity.
- It aims at improving students' skill of reordering words so that they become complete sentences.
- All the words have been taken from the reading passage given.
- As the activity is purely an individual activity, provide individual feedback to as many students as possible in their exercise books.

SUGGESTED ANSWERS:

- We drink milk at a café.
- Laboratories are used for doing experiments.
- There are two types of restrooms.

Activity 7

Here students are required to improve their vocabulary by guessing meanings from a given context;

- Students are required to complete the sentences using the most appropriate word for the given sentence from the list.

SUGGESTED ANSWERS: 1; school bag; 2: blackboard; 3: compass; 4: test tube; 5: scotch tape; 6: funnel; 7: flask; 8: clips; 9: set squares; 10: protractor; 11: desk; 12: teacher

Activity 8

- Encourage students to look at the given pictures.
- Let them match those pictures with the names of objects given in the table in Activity 7.
The answer should be: 1.protractor 2.clip 3.compass 4.flask 5.test tube 6. School bag

SECTION 4: VOCABULARY

PRONUNCIATION

Activity 1

- Encourage students to read aloud the words given in Activity 4 correctly. • To do this, first you should read each word loud correctly and two times.
- Then the students will follow you; imitate you. The students may do this one by one or in a chorus.
- In case students fail to correctly read aloud, please encourage them to try again and again until they reach the correct pronunciation.

Activity 2

- Invite students to look at the pictures given.
- Let them then write out (with the correct spelling) the words for the given pictures.
- Alternatively, you may show your students' flashcards or pictures of objects or materials available in your school.
- Then they will write out in their exercise books the correct spelling of each picture they looked at.
- Let them check their answers by comparing with a friend or from a dictionary. • Provide the necessary feedback at the end.

Activity 3

- This activity provides opportunity to students to practice figuring out the meanings of words from a context or how to use words in a context.
- In the box, you can find words taken from the listening and reading story in this unit. • Let your students use the most appropriate word to fill in the given blank spaces.
- You may discuss as a whole class the techniques of guessing meaning from context. • Suggested answers: 1: loving; 2: teaches; 3: wide; 4: charging; 5: located; 6: chalk kit

SECTION 5: GRAMMAR

ASKING FOR AND OFFERING PERMISSIONS

This section will introduce students to the basics of asking for permission and giving permission. Prior to starting the given activities, explain the notes given to your students. Where necessary you may also need to use mother tongue, the language students can understand other than English. You may give additional examples such as the following for asking permission:

1. May I use your pen?
2. May I speak in Amharic?

Activity 1

- This activity intends to provide students with adequate practice of the grammar of asking for permissions and granting/giving permissions.
- Encourage them to make as many questions as they can using the objects given and at the same time make as many responses as they can to a friend's request. This can be done in the form of a dialogue.
- Make sure that they properly use the phrase "may I...?"
- You may invite some students to make a dialogue using "May I" in front of their class.

Activity 2

- Encourage students to take turns in acting out the dialogue they constructed in Activity 1.
- Encourage some students to go in front of the class and role play the dialogues. This might encourage the entire class for more participation.

Activity 3

- Take fifteen minutes and explain to your students the notes given in the box which are about making polite requests.
- Explain also the types of services listed below the box.
- Allow your students to study the notes given in the box and ask permission to get the following services.
- Let them properly use: "Can, "Could" and "May"

THE USE OF CAPITAL AND SMALL LETTERS

Throughout the students' textbook capital letters and small letters are used. It is very important for students to learn how to use capital and small letters quite early in their grades. Therefore, the teaching of capital and small letters in this section is very important. It is also important to make sure that students are able to write capital and small letters properly.

Activity 1

- The aim of this activity is to help students write capital and small letters properly.
- It is important for the teacher to check that each student is able to write capital and small letters appropriately.
- Go around each student and check their letters.
- You may provide them with capital letters and small letters written out on the blackboard or in print.

Activity 2

- Prior to teaching this activity explain the use of capital and small letters to students.
- It may be important to tell the students that they may recall some of the rules of using capital and small letters by heart or orally.
- Ask students to copy down the activity in their exercise book and then capitalise those letters that must be converted to capital letters.
- Finally check individual answers and provide feedback to the class.

SUGGESTED ANSWERS:

1. India is the biggest democratic country in the world.
2. I love to visit Japan.
3. Dechassa and Demitu have moved to Nejo.
4. Do you know where Bontu lives?
5. Mohammed wants to be a doctor.
6. Yesterday I went to see Doctor Mustefe.
7. My brother and his family live in New York.
8. Sahara is the largest desert.
9. Kejela has a pet named Jet.

THE USE OF FULL STOP (PERIOD) AND QUESTION MARKS

The use of full stop and question mark is also one of the prerequisite skills students need to master at the earliest stage of their learning. They must be taught that writing correct sentences in English is impossible without understanding the use of full stop and capital letters. They have to note that a full stop is always put at the end of a complete declarative sentence in English. A question mark is also important to put at the end of all questions or interrogative sentences in English.

Please discuss with your students the examples given in the student's textbook. Provide also additional examples both from yourself and from the students if possible.

Activity 1

- Help students to recall the rules for the use of a full stop and a question mark. Make sure they know the rules for use of each.
- Let them work out the questions in this activity based on just the rules you discussed.
- Check individual answers by going around the class. Provide also class-level feedback by writing some answers on the blackboard.

SECTION 6: WRITING

Elementary skills of writing consist of spelling words correctly, reordering jumbled words and sentences, and composing simple one- verb sentences. Writing at this stage is at correct spelling, word reordering, and phrase formation stage. You are expected to provide adequate practice in these three aspects of writing in all activities.

KNOWING THE SPELLING OF CLASSROOM OBJECTS

Activity 1

- To run this activity you may have a recorded material consisting of the loud reading of the words indicated in advance, or you may read aloud those words several times so that the students can hear them very well and be able to discriminate the sounds.
- All words should be either classroom or school related words. You may have the following list as an option: classroom, chalk, basketball, library, lunch bag, office, toilet, flag pole, duster, laboratory, clinic, etc.
- Then encourage students to write down in their exercise books the correct spelling of each word they listen to.
- Provide feedback on correct spelling.

Activity 2

- This activity helps to improve students' ability to spell words correctly.
- Let them complete the words given with the missing letters
- Provide feedback at a class level.

SUGGESTED ANSWERS: 1: director; 2: classroom; 3: desk; 4: period

SENTENCE CONSTRUCTION

Activity 3

- Encourage students to write three complete sentences of their own. • Each sentence must have only three words.
- Let them use the given classroom materials to make up the sentences. • See the example given.

Unit 2 MONTHS OF THE YEAR

This unit aims at teaching the language by bringing the context to our local situation. It makes students learn new words in their attempt to understand their family's expenses in the month of September. Acting out a dialogue, using adverbs of time and writing a five-sentence paragraph are also parts of the lessons of this unit.

UNIT LEARNING OUTCOMES

At the end of this unit students should be able to:

- listen to a text and do different activities.
- tell what parents buy to their children in the month of September • respond to 'wh'- questions
- sing songs of months of the year
- use adverbs of time to express the sequence of months of the year • write a five-sentence paragraph

SECTION 1: LISTENING

In this section, the pre-listening and the while- listening activities could be done in the same period. In the first few minutes allow the students to read the pre-listening questions. Then read aloud the text in an acceptable speed and intonation. Then make them answer the while listening questions. Allow them to read the while listening questions before you read out the text for them. In the next class, read out the text once more and then make them answer the post listening questions.

As this activity is the first of its kind in teaching listening, encourage students to read carefully the questions and get ready for the listening. The teacher is highly expected to be as helpful as possible to his/her students in their struggle to cope with the demands of learning a foreign language. Finally you are expected to give the correct answers to the students.

In the next class, read out the text once more and then make them answer the post listening questions. Make sure that the students are ready to listen to you before you start reading out the text.

Activity 1

You should assist students in giving answers to the pre-listening questions. You should make sure that students are working in pairs or groups to answer the questions. Later, ask each group to give their answers to the class. Comment on the answers given and encourage others to participate.

LISTENING TEXT**THE MONTH OF SEPTEMBER**

September is the beginning month of the Ethiopian New Year. It is also the beginning of the winter season. The fields and mountains become flowery during this month. They are also covered by greenery. The sky becomes clear. The sun shines beautifully. Wild animals come out of the bushes attracted by the warmth of the sun shine. The birds sing and dance. Everything is attractive.

Before the celebration of the New Year holiday, parents buy for their children traditional clothes and shoes. Our schools open during this month. Parents buy bags and exercise books for their children. In addition, parents pay school fees during this month. They also buy school uniforms for their children. Therefore, parents spend a lot of money in this month.

Children become happy during this month. Parents become happy too. We Ethiopians happily celebrate the first day of the month. We exchange flowers during this day. We say to our families, "I wish you a happy New Year!"

Activity 2

Give 3-5 minutes to the students to read the questions first before you read out the text at a reasonable speed. Ask students to listen attentively and, where possible, jot down key words. Then after you have read out, tell them to answer some of the remaining questions.

SUGGESTED ANSWERS: 1. September 2. Yes 3. Clothes, shoes, and exercise books 4. False

Activity 3

Read out to the class for the second time. Then, when you have finished reading aloud, ask the class to answer the rest of the questions. Make each student give answers when asked to. Finally, give the correct answers.

SUGGESTED ANSWERS: 1. True 2. False 3. True 4. True 5. Yes 6. wear new clothe

SECTION 2: SPEAKING

As the activities in this section are production activities they should be given sufficient time. Every student should be involved in all of the activities. For this reason it would be better to spend a period for each of the activities given. The teacher should encourage the students to speak in English. At this stage it is not possible for the students to speak only in English. It is acceptable to use their own languages by mixing it with English

Activity 1

Make the students work in pairs and answer the questions. The questions are related to what parents buy them in the month of September. In their attempt to understand the expenses of their parents they will learn about their parents' tight situation as far as their expenses are concerned. Make sure students are working in pairs to answer and ask questions related to their expenditures. This will make them internalize the language as they try to answer genuine questions.

Activity 2

This activity like the other activities should be done in pairs. The students are meant to know the days of the week. The teacher should go around to each group to make sure that everybody is participating in the activity.

Activity 3

This activity is an extension of the previous activity on the days of the week. This will help them remember the days of the week.

SUGGESTED ANSWERS: 1. Sunday, Monday 2. Tuesday, Wednesday 3. Thursday, Friday 4. Saturday, Sunday

Activity 4

Again this activity makes students do more practice on the days of the week. They will get visual picture related to the days of the week. This makes the lesson exciting.

Activity 5

This pair work asks students to ask and answer questions like "What is the day today?" You should make sure that each pair is asking and answering. You should go around seeing how they are doing and assist them where they face difficulty. This should be done as often as necessary.

SUGGESTED ANSWERS: 1. - 2- 3. - 4. Seven days 5. Thirty days 6. Four weeks 7. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

SECTION 3: READING

In this section, the pre-reading and the while reading activities could be done in one period. The post reading activity could be done in another period. The rest of the activities could be done in the next three classes.

Activity 1

Make students work together in pairs or groups to answer the general questions. You should encourage students to participate in this activity. You should make students understand the objectives of having pre-reading questions. Then tell them to compare the answers they have given with the answers they get from the passage. The while reading activity could be done as they read the text. They should then compare the answers they gave with the information they get from the reading material. The post reading activity could be done in the next class.

SUGGESTED ANSWERS: 1. 13 months 2. 30 days 3. 4 seasons 4. January, July and August

Activity 2

The teacher makes students memorize the rhymes and sing together in chorus. The video of the song is available in the Internet. He says aloud to the class and makes students say after him. This will motivate the learners and make them enjoy the lesson.

SUGGESTED ANSWERS: 1. February, March and April 2. False 3. False

Activity 3

This activity has a double purpose, that is, it makes students remember the months and their occurrences and also gives them additional opportunities to use wh-questions by holding dialogues. The teacher should encourage students to actively participate in the pair work.

SUGGESTED ANSWERS: 1. September 2. Pagumen
3. July and August 4. October, November, December, and January

Activity 4

This activity helps students pronounce the months correctly. Make students say out the months after you. This would help them remember the names of months and their order of occurrences in the year.

Activity 5

This activity makes students know the number of days of the month in Gregorian calendar. Encourage students to remember the rhymes.

Activity 6

Pair up students to act out this dialogue. Make sure everybody is doing this activity. Make them act out similar dialogue on other months. You could give them additional activities where necessary.

Activity 7

This is a practice activity for students to remember the names and order of months. Make students complete the table individually and compare their answers in pairs.

SUGGESTED ANSWERS: 1. September, October, and November 2. December, January, and February 3. March, April, May, June 4. July, August

Activity 8

In this activity, students are required to complete the activity given. This could be done in pairs or groups.

SUGGESTED ANSWERS: 1. November 2. February 3. March, May 4. July 5.- 6.- 7.-

Activity 9

This activity is a continuation of the above activity to make students practice asking wh-questions related to the topic. Encourage students to work in pairs. Later ask each group to report their answers.

SUGGESTED ANSWERS: 1. Tuesday 2. Thursday 3. Sunday 4. Wednesday 5. Friday

Activity 10

In this activity students are required to work in pairs and ask and answer questions on the number of days in a month. Each pair asks and answers questions. This will make students remember the months and days. It will also help them practice asking and answering questions.

SUGGESTED ANSWERS: 1. 31 days 2- 3. 28 days 4. Seven days 5. They grow crops.

SECTION 4: VOCABULARY

This section could be done in three consecutive periods. In the first period students could be made to read the text to see the context in which the new words appear. You are expected to show them how the context helps them get meanings of words. In the next two classes, they should be given the time to remember the meanings of the new words and also practice their uses.

Advise the students to keep recording the new words in their exercise books so that they could remember them for their future English classes. Also advise them that they should know some words every day, and tell them that knowing new words is important in improving their English.

Activity 1

This pair work makes students find out situations related to each month. It has a double purpose. It makes students remember the names of months and it makes them find situations or season. This again helps them remember new words related to each season.

SUGGESTED ANSWERS:

Months	Situations/Season
September	flower
October	dry
November	dry
December	dry
January	dry

Activity 2

This activity requires students to get the meanings of some words taken from the passage. Ask them to go back to the passage and guess the meanings of the words given. This could be given individually as it is more of an individual activity than a pair or group work.

SUGGESTED ANSWERS: 1. Shower rain ...f 2. heavy....d 3. flood.. c
4. dry ...e 5.harvesting ...b

Activity 3

This activity gives more opportunity for students to remember days of the week. This activity could be done individually or in groups. You should finally give them the correct answers.

SUGGESTED ANSWERS: 1. rivers 2. flood 3. harvesting 4. heavy 5. flood

Activity 4

This activity could be done individually or in groups . Give the correct answers at the end..

SUGGESTED ANSWERS: 1. Tuesday 2. Tuesday 3. Sunday 4. Wednesday 5. Friday

SECTION 5: GRAMMAR

This section could be done in two classes. In the first class, you should explain what time conjunctions are. In the next class, you should make students do the given activities.

At the beginning of the class, you should explain the functions of time conjunctions following the examples given. If time allows you, you are expected to teach some more time conjunctions like ‘now’, ‘then’, ‘later’, etc that would be to their level of understanding. Try to be as simple as possible in your attempt to explain the grammar items.

Activity 1

This is an individual activity where students practice the use of time conjunctions like “before,” “after,” “next,” “first,” “last,” etc.

SUGGESTED ANSWERS: 1. Number 4 2. Number 9 3. Number 4 4. Number 8
5. Tuesday 6. Thursday 7. Saturday

Activity 2

In this activity students are required to complete the given sentences by time conjunctions. This is an individual activity. You should make students do the activity. Finally, give them the correct answers.

SUGGESTED ANSWERS: 1. Before 2. After 3. Before 4. Before

SECTION 6: WRITING

As writing is a productive activity, the students should be given sufficient time to produce clauses and short sentences. You should go around and see their progress and give the necessary guidance. Thus this activity could take two periods.

Activity 1

The students are asked to write a five-sentence paragraph. It asks them to remember what their parents buy them in September. This is an individual activity. The teacher encourages each student to remember what their parents buy them in September. As this is a writing activity you should write the students sentences on the board so that others could learn from them. The students could produce the following kinds of sentences.

Examples: Every September my parents buy for me a pair of shoes.

Every September my parents buy for me books and exercise books.

Every September my parents buy for me uniform clothes.

Every September my parents buy for me sports wear.

Activity 2

This activity asks students what they like to buy for the New Year Holiday. It asks them to produce their own sentences. Make sure that students are doing this activity.

Examples:

I like to buy a pair of shoes.

I like to buy a bag.

I like to buy a shirt.

SUGGESTED ANSWERS: Consider students’ attempt in writing out sentences.

Unit 3

TRAFFIC SIGNS

Road safety and pedestrians' well-being have become increasingly important in many growing towns and cities in Ethiopia. It is also important to teach children the basics of protecting themselves from car accidents and related breaches of traffic rules and road safety measures. This unit presents all the language skills for students to learn against the background of this extremely important theme: traffic safety. The listening and reading stories have been selected to be from this thematic area. Vocabulary, speaking, and grammar lessons have all been developed in the context of teaching young children traffic rules and road safety measures.

Therefore, the intention is while they learn basic traffic rules and road safety measures, students can also develop their language skills. Sooner or later students who live in rural schools will also have the chance to come across the hectic traffic in urban areas. So, it will be essential to teach them the basics of traffic rules and traffic lights using available resources such as Plasma TV, television, and the Internet. Like the previous unit, active learning methods are advised to be used all throughout the units and in all activities.

UNIT LEARNING OUTCOMES

Please check that the following learning outcomes will be met in this unit. At the end of unit, the learner will be able to:

- describe different types of colors that signal different traffic signs
- match different traffic rules with the color of traffic lights
- use simple present tense sentences such as “I have, He has” with different subjects
- use the newly learned words to fill in the blank spaces in the sentences
- write correct sentences using “how much” and “how many”

SECTION 1: LISTENING

This section like the previous listening section has three stages of listening skills lessons: pre, while and post listening phases. The teacher reads out a listening text loudly three times and then asks the students to work out a number of activities designed to meet the learning outcomes for this unit. You are encouraged to be flexible as to the order of activities to be done in the classroom.

LISTENING TEXT

TRAFFIC LIGHTS

Traffic signals are used to control traffic at intersections by guiding and regulating the flow of traffic. Drivers, cyclists, and pedestrians must obey and understand the different traffic signals. Traffic signals can be three colors (red, yellow, and green) that are either flashing or steady.

A red light means that you must come to a complete stop and remain stopped until the light turns green. Never run a red traffic light, it's very dangerous and also illegal.

A yellow light indicates that the green light is about to end – you must stop unless unable to safely do so. Treat a yellow light as the beginning of a red light, as opposed to the end of a green light.

A green light means 'GO'. Flashing Traffic Signals are generally used to warn road users of dangerous intersections. There are only two types of flashing lights: a flashing red light and a flashing yellow light. A flashing yellow light tells you to slow down and prepare to stop. It is used to warn drivers of danger ahead (e.g. a school crossing).

Activity 1

- This is one of the preparation activities for the listening task.
- Encourage students to look at the pictures presented below the questions.
- Then, let them answer the questions by writing and then let them also discuss their answers in pairs.
- You may provide feedback at the end of the discussion.

SUGGESTED ANSWERS: Please encourage students to speak out as many answers as possible. Encourage them to do so. Check that students answer questions based on their own contexts.

Activity 2

- This is to further motivate the students to get ready for the listening.
- Encourage the students to look at the pictures below the questions.
- The students are required to ask their parents or someone who knows about traffic lights.
- The teacher may assign them to do this activity one day prior to the start of the actual listening task in class.

SUGGESTED ANSWERS: Please encourage students to provide as many answers as possible. Check that their answers are reasonable and sensible. Provide them with further feedback. The following could be some possible answers:

1. Green, red ,yellow colours are used for traffic signs and sometimes flashing red and flashing yellow colours are used for traffic signs.
2. Yes, traffic colours/signs are useful for pedestrians.
3. Some of the common causes for car accident are drinking alcohol, holding mobile phone conversations while driving, disregard or not respecting traffic signs, etc.
4. Picture.

Activity 3

- As an immediate preparation for the listening task students are required to look at the colours of traffic lights and match them with their meanings given. They do this just by guessing.
- You may provide them with actual traffic light colours supported with pictures to make the task more vivid for the students.
- They can do the activity either in pair or in group.

SUGGESTED ANSWERS: 1: a; 2: c; 3: b; 4: d; 5: e

Activity 4

- Let the students look at the pictures and match them with the right people the pictures represent.
- This activity can best be done in pairs or groups as may be convenient.

SUGGESTED ANSWERS: 1: cyclist ; 2. mechanic 3. Pedestrian 4. driver

Activity 5

- Now, the students will listen to the short story for the first time.
- This is a while listening activity; meaning, students should do the activity while they listen to the story at the same time.
- As they listen, they are required to match the words and ideas on the right with those on the left. When the listening is over, they must also finish working out the activity.
- When the listening is over, they must also finish working out the activity.
- The listening text may be prepared either in the form of a pre-recorded material or as text to be read out by the teacher/you in the classroom in front of the students.
- Provide feedback of correct responses.

SUGGESTED ANSWERS: 1: h; 2: d; 3: f; 4: g; 5: e; 6: c; 7: b; 8: a

Activity 6

- Encourage students to look at the pictures given for this activity.
- Let them identify those pictures that show respect for traffic lights and those pictures that do not respect traffic lights rules.
- Please go around their desk and help them workout this activity.

Activity 7

- The words in Column A are taken from the listening story the students listened to. • Let them listen to the story again and guess the meanings of those words.
- Students are expected to match those words with their most appropriate meanings given in column B.
- Let them write down their answers in their exercise book.
- This activity is to test students understanding of the meaning of words from the context.
- Students are expected to guess using context.
- Encourage students are expected to guess meanings using the context
- Check if there is more than one answer.

SUGGESTED ANSWERS: 1. B; 2: D; 3: E; 4: C; 5: A

The following are the sentences the teacher will read out:

1. If you see green traffic lights, please go ahead or drive.
2. It is dangerous not to obey red traffic lights.
3. When it turns yellow, it is a signal of warning to stop.
4. There are no blue traffic lights.
5. There are also no orange traffic lights.

Activity 8

- At this point, students are expected to have listened to the story several times. And now they do not need to listen to it gain.
- This is a post listening activity.
- They are required to answer the given questions by putting a tick mark in the table. • Students are expected to understand details.
- Help them to decide if the statements given about the listening story are true or false. • Answers must be given only according to the listening story. Provide correct feedback.

SUGGESTED ANSWERS: 1. True; 2: False; 3: True; 4: False; 5: True; 6: True; 7: True

Activity 9

- For this activity, students are required to interview their parents or any traffic police around their village.
- They have to find out what each of the given road sign and symbol mean for drivers.
- Help students to understand the given example.

SUGGESTED ANSWERS: from top down: 2: Turn or crossing; 3: Train station
4: pedestrian crossing ahead 5. End of speed limit

SECTION 2: SPEAKING

The teacher says out different colors and then asks the students to tell him/her the corresponding meanings. Encourage the speaking activities at individual student level as much as possible.

IDENTIFYING TRAFFIC SIGNAL COLORS

Activity 1

- Show your students different flash cards that contain different traffic lights colours. Or alternatively you show them videos or actual photos. Then read aloud/pronounce the colours of those signs correctly one by one.
- Let students write the meaning of each sign or colour as they look at the photos.
- In other words, the students will say what each colour they hear means to a driver or a cyclist while driving.

Activity 2

- This is a continuation of the previous activity.
- Students look at the given colours and match them with their names..
- So, the activity is just colour- name matching. The aim is to help students identify the names of different types of colours.

SUGGESTED ANSWERS: 1. c; 2. b; 3: F; 4: d; 5: a; 6: e

ASKING AND RESPONDING TO QUESTION

Activity 3

- This is dialogue practicing. So, it is an oral activity.
- Students role play taking turns with their partners.
- The activity helps them to further consolidate their understanding of the meaning of traffic light colours to users.
- Please make sure that the students are using grammatical sentences when they Answer the questions.
- The activity may begin by inviting volunteer students to role play in front of their classmates.

SECTION 3: READING

In this section, there may be two types of reading; oral or loud reading or silent reading, as the case may be. Or both types of reading may be practiced turn by turn. This reading section like the reading in unit 1 has three phases of activities: pre, while and post reading activities.

Activity 1

- As a warm up activity, let students answer the questions given just by guessing.
- At this stage they are not allowed to read the passage and answer by reading it. They should simply guess.
- They can do the activity better in groups or in pairs. • Accept any kind of answer at this stage.

Activity 2

- Let the students look at the illustrations given.
- They are required to match the illustrations with the pictures of the people given.
- Let the students do this activity either in pairs or in groups.

SUGGESTED ANSWERS: 1. e; 2. b; 4. C; 5. a

Activity 3

- Students are now allowed to read the passage once individually. Then they will check if the answers they gave in the previous activity are correct or not.
- Provide a feedback as a whole class.

Activity 4

- This is also a while reading activity.
- Let the students look at the picture of traffic police.
- Let them tell their partners what the traffic police are doing.
- Then, let them read the passage given and fill in the table that follows with the correct information from the passage.
- As they read, students will find out correct details or information to complete the table given.
- Let them do this individually and then in pairs. • Provide correct feedback as a whole class.

SUGGESTED ANSWERS:

Functions/ jobs	People who walk or go on foot	People who drive cars	People who control traffic
They are called	Pedestrians	Motorists or drivers	Traffic police

Activity 5

Suggested answers:

1. It is about traffic light and the people who control traffic or movement of cars.
2. The traffic police controlled traffic before the coming of traffic lights.
3. Using traffic light made the flow cars easier.
4. The first traffic light was used in Britain.

Activity 6

- This is a story reconstruction activity.
- Let the students take turns to retell the story of the reading passage to their partner.
- Let them use the illustrations given to help them remember the main points of the text.

Activity 7

- This activity depends on loud reading of sentences unlike the previous activities which relied on silent reading.
- Read aloud the five sentences given for you to read out. In all the sentences there is at least one colour name.
- Let students write down the name of that colour as they listen to you.
- Read out the sentences several times to make the task clear for students.

The following are the sentences to be read out:

- o 1. Bad drivers drive even when they see the red traffic light.
- o 2. My favourite colour is green.
- o 3. There is no black traffic light colour.
- o 4. Yellow is a warning traffic light colour.
- o 5. My teacher always wears blue shirt.

SECTION 4: VOCABULARY

The teacher reads out the text loudly to students and then asks them to match colours from the pictures with words. This section encourages students to understand words contextually.

WORDS IN CONTEXT

Activity 1

- Allow students to reread the passage.
- Let them match the words in column A with their contextual meanings in Column B.
- Check if there is more than one answer or similar answers.

SUGGESTED ANSWERS: 1. Cross: E; 2. Pedestrians: A 3. Easier: C 4. Accident: B 5. Trucks: D

Activity 2

- Allow students to look at the words given, all taken from the a passage. • Let them find at least one opposite word to each one of them.
- The jumbled sentences are meant to give some hints to students about the opposite words.

SUGGESTED ANSWERS: 1. interesting, 2. after; 3. modern; 4. slow; 5. rarely

SECTION 5: GRAMMAR

USING THE VERBS “HAS, HAVE, HAD” TO SHOW POSSESSION: Expressing what you have and what you do not

The aim of this section is to help students express what they have and what they do not have in English. This is called expressing possession. You advised to teach verbs such as “has, have, had, etc.” which show possession and the negative forms that are used with these verbs. You may start with the examples given in the student’s textbook and proceed with giving further examples to the students from other sources. It is advisable to start from real situations such as what the students have in the classroom and what they do not actually have. In this case, you may invite some students from the class to tell the whole class what they have and what they do not have using the correct verb and its forms.

Activity 1

- The focus of this activity is to make students practice or learn some grammatical structures of possession.
- Let students read out those sentences first.
- Let them also look at the given pictures.
- Make some explanations about the examples given.
- Finally allow students to write out their own sentences following the examples.
- All the sentences they write should show possession only; what they have or what they do not have..

- Check variety in the students' sentences.
- Please mark/correct sentences made by some of the students in class.
- Write them out on the blackboard and make corrections with the rest of the class.

Activity 2

- Invite students to look at the pictures given.
- Let them put a tick mark in front of the item they possess or they have only. • Provide a feedback.

Activity 3

- This is a continuation of practicing grammar used for expressing possession.
- Here you will use a substitution table.
- Explain what substitution table is for students. The definition is found in their textbook.
- Allow students to use the substitution table and write out or produce as many sentences as they can from the table.
- Check that the sentences the students make are all grammatical and show possession. • Provide students as many examples as possible to make the activity clearer.

THE USE OF "A, AN, THE, AND ZERO" ARTICLES

Like capital letters and full stops, students at this grade level should be familiar with the use of articles in English. Read the notes given in the student's textbook and any additional reference books on the rules how to use of articles in English. Then start the lesson on articles by explaining the different rules to the students. You may also ask students to give you additional examples of their own showing the different uses of articles.

Activity 1

- This activity will offer opportunity to the students to check their understanding of the use of different articles in English.
- Again revise the different situations in which each type of article is used
- Ask students to try to answer individually the questions given in this activity.
- Let the students compare and contrast their answers at the end and following this pair work provide feedback to the whole class.

SUGGESTED ANSWERS

- | | | | | |
|--------|----------------|---------|---------|----------------|
| 1. An; | 2. No article; | 3. The; | 4. A; | 5. No article; |
| 6. The | 7. The | 8. An | 9. The' | 10. The |

SECTION 6: WRITING

Give students different model sentences with the verb “to have” and then ask them to fill in the blank space in each sentence with the correct form. Students will start composing their own sentences however short the sentences are at this stage.

WRITING CORRECT SENTENCES

Activity 1

- Encourage students to write their own short sentences using the words given.
- All words given have been taken from the listening and reading texts used in the unit.

Activity 2

- Allow students to make further practice of writing their own sentences.
- This time they are required to write their own sentences using possessive structures given in the instruction.
- Check that their sentences are grammatically correct.
- Discuss some sample sentences by writing on the blackboard with the rest of the class and give feedback.

Unit 4 Rivers

UNIT LEARNING OUTCOMES

At the end of the unit the learners will be able to:

- Listen to and respond to the listening activities
- Take part in conversation/dialogue activities in pairs
- Talk about their surroundings
- Explain what people are doing at a certain moment
- express uncountable things using quantifiers
- Use new words in the context of the topic
- write complete sentences by rearranging jumbled sentences
- Complete a guided paragraph

SECTION 1: LISTENING

This section could take three sessions. In the first class the pre and while listening activities could be done. In the second session the post listening activity could be done. Give time to students to read the pre- and while-listening questions before you read the text aloud to the students. Then In the third session the remaining activities could be done.

LISTENING TEXT

THE ABAY RIVER

The Abay River starts in the small mountains of Gojam. Small streams from Gondar and Gojam join and flow together downstream, making the big Abay River.

The Abay River is also formed by the tributaries that come from West Shewa Zone. It also gathers some other smaller rivers from Gambella and flows down to the Sudan. In Khartum, the Blue Nile merges with the White Nile that comes from Lake Victoria. The volume of the Blue Nile becomes huge and flows down to Egypt. Finally, it ends in the Mediterranean Sea.

Ethiopia contributes 85 percent of the volume of the Abay River. The remaining 15 percent comes from other east African countries to form the Blue Nile.

Now, our country is constructing the Grand Ethiopian Renaissance Dam on the Abay River. It is believed to generate more than 5000 mega watt electric energy. The dam is found in the Benishangul Region at a place called Guba. This power will help Ethiopia develop its economy. By selling electric power, Ethiopia will get about one billion dollars every year.

Activity 1

Make students sit in small groups of three or four and discuss the pre-listening questions. You should assist them in explaining about the Abay River. You should also tell them that their discussion is related to the listening text.

Activity 2

This activity makes students learn new words that appear in the listening text. Encourage students to learn as many new words as possible from the listening texts.

Activity 3

This is an activity to be completed as students listen to the text. This would make their listening purposeful. Make them read the questions first and listen to the text to be read.

Activity 4

This is a post-listening activity but students could be given another opportunity to listen to the text. So tell them to complete what they can and listen to the text again and do the rest of the activities.

The teacher could extend the lesson to making students know and name other rivers. He/She could ask them what other rivers they know, where they are located and whether or not they are being used by the people in the surrounding. This kind of activity makes students go beyond what they have learned and make connections to the real world.

Activity 5

This activity helps students to know about the places through which Abay River passes.

Activity 6

This activity is aimed at integrating their understanding with what is available in their surroundings. You should encourage students to tell the class what rivers they know and what experiences they have.

SECTION 2: SPEAKING

This lesson is meant to make students explore their surroundings and talk about them. This could be done in a class.

Activity 1

This is a pair work meant to increase students' participation. It is related to what they know in their surroundings. You should make each pair of student ask and answer what they know. You should monitor this by going around and reaching all pairs and assisting them.

SECTION 3: READING-THE AWASH RIVER

The pre-reading and while reading activities could be done in the same class whereas the post- reading could be done in the next class. The rest of the activities could be done in other two classes. This obviously depends on the capacity of the students to exploit the topic and their competence in integrating what they know with what they have read.

Activity 1

Students sit in groups to discuss the pre-reading questions. This will make their reading purposeful and stimulates them to read the material. Ask one or two groups to report their answers to the class and hold the discussion at the whole-class level.

Activity 2

Make students complete the information individually as they read through the material. Then let students compare their answers in pairs. Ask one or two pairs to report their answers to the class and give feedback at the end.

Activity 3

As this is a while-reading activity, you should encourage the learners to do the activity by referring to the reading material. This could be done either individually or in pairs. When they work in pairs make sure that everybody is actively involved in the process.

Activity 4

This is an extended activity meant to motivate students to know other rivers in Ethiopia. This kind of activity helps students to explore about something local. In the meantime, they learn where to get reliable information. They also learn how to ask for some information. So you should motivate students to do the activity.

SECTION 4: VOCABULARY

This section could take two periods. In this section you should as much as possible assist the students in knowing the meanings of words, remembering them and using them in different contexts.

Activity 1

This is a matching activity meant to increase students' knowledge of vocabulary in the surroundings in which they live. So encourage students to explore their environment.

Activity 2

This activity is a completion activity and let students do it individually. At the end give them the correct answers.

1. originates 2. generate/ produce 3. stream 4. constructing 5. generates /produces

Activity 3

This activity helps students become independent learners. It makes students look up a dictionary to find out the meanings of certain items. Encourage students to have their own dictionary. Finally give them the correct answers.

Activity 4

Explain to the students how a context could be useful to get the meanings of words.

Activity 5

This activity is similar to activity 4. Motivate the students to do it. If you tell students the different advantages a dictionary may have in addition to looking for the meanings of words, they might be motivated.

SECTION 5: GRAMMAR

This section should take four periods. Attempts should be made in order that the students internalize the meanings and functions of the present continuous tense in different contexts. .Where students can not see the exact meaning of the present continuous tense, you could make some demonstrations by doing some activities in class. This could be like walking, jumping, writing, reading, cleaning the board, etc. and asking the students to tell you what you are doing. Avoid too much explanation which would complicate the matter.

Activity 1

Explain the meanings and functions of the present continuous tense. Also show them the structure of the sentences as is presented in the examples. In the same way ask students to give you similar sentences.

Activity 2

Make students refer to the pictures to write out sentences by using the correct forms. Let students compare their sentences in pairs. Some students can read their sentences to the class. Write the sentences on the board and discuss with the class.

Activity 3

Encourage students to produce sentences of their own about what they see in class.

1. B 2.A 3.C 4 B

Activity 4

Ask students to work in pairs or groups to match the activities with the sentences. At the end you should give them the correct matching.

Activity 5

This activity reinforces the previous activities. Make students work together to produce sentences based on the given pictures.

Activity 6

In this lesson you should explain what quantifiers are and how they can be used in sentences. Give also some examples of your own to show the use of quantifiers

Activity 7

Ask students to count the objects they see in class . Explain also the kind of measurement to be used to quantify things. Finally write out grammatically correct sentences on the blackboard and let students copy them.

Activity 8

Make students complete the sentences given by the words. This should be done individually. Then, let students compare their answers in pairs or groups. Finally, later give them the correct answers.

1. a lot of 2. some 3. any 4. many 5. few

SECTION 6: WRITING

This section could be done in two periods. The students should first do the guided activity in the first period. Sufficient time should be given to students to see each other's work and make improvements as necessary. The other activity could be done in the next class. In this activity the students could make a lot of errors in spelling, grammar and mechanics. Take this as a natural learning process. Never degrade them for failing to do as expected. Where there are unique problems in the teaching and learning process take it as a point for your future concern to explore as to why such kind of problem appears.

Activity 1

Ask students to use the given notes on the uses of water to produce five sentences. Show them how they write out sentences in the given space in their exercise books.. Encourage them to work together in pairs.

Activity 2

Make students do this activity individually. You should explain what reordering means and how the correct order could be achieved, that is, from the earliest to the latest or vice versa. Then, give them the correct order and let them copy it into their notebooks.

ANSWER KEY: UNIT 4

Section 1-Listening

Activity 1. Consider students' attempt in writing out sentences

Activity 2. Consider students' attempt in writing out sentences

Activity 3. 1. Abay 2. Egypt 3. Wollega, Shoa, Gondar, and Gojam 4. Khartum 5. Guba 6. Mediterranean Sea 7. More than 5000 Mega watts

Activity 4. In Khartum 2. More than 5000 Megawatts 3. False 4. False 5. False 6- Consider students' attempt.

Activity 5. Consider students' attempt.

Activity 6. Consider students' attempt.

Section 2: Speaking

Activity 1. See students' attempt to answer dialogues orally.

Section 3-Reading

Activity 1. Consider students' attempt.

Activity 2. Name of river-Awash Originates in- West Shewa Zone high land Uses—for irrigation, for electricity, and for drinking Ends in-Danakil depression

Activity 3. 1. West Shewa Zone high lands 2. Danakil depression 3. for drinking and irrigation 4. during the Hailesilassie regime 5. About 400 Mega 6. Consider students' attempt.

Section 4-Vocabulary

Activity 1. 1. Begins.....E 2. build...F 3. Produce....A 4. Sinks....B 5. desert...D 6. central...C 7. ends...G

Activity 2.

1. originates 2. join 3. generate/produce 4. stream 5. constructing 6. produces/generates

Activity 4.

1. stream 2. tributaries 3. merge 4. generates 5. huge

Activity 5.

1. streams 2. merge 3. source 4. generate 5. volume 6. tributary

Activity 6.

1. river 2. flows 3. tributaries 4. small 5. water 6. long 7. flood 8. tributaries 9. streams

Section 5-Grammar

Activity 2. 1. are 2. is 3. are 4. is 5. is 6. is

Activity 3. 1. picture 4 2. picture 2 3. Picture 1 4. picture 3

Activity 5. 1. picture c 2. picture b 3. picture a 4. picture d 5. picture e 6. Picture h 7. picture f 8. picture g

Activity 6. Consider students' attempt in writing out sentences

Activity 7. few/many/some/a lot of 2. Some 3. some/ a lot of 4. many/few/some/ 5. some/few/many/a lot of

Activity 9. 1. a lot of 2. some 3. any/much 4. few/many/a lot of 5. Few

Section 6-Writing

Activity 1. Consider students' attempt in writing out sentences

Unit 5 CASH CROPS

Ethiopia is emerging as one of the popular nations in the world in producing cash crops such as coffee. Especially the Western, the South western, and the Northern parts of the country are very famous in the production of cash crops. In this unit students will become familiar with popular cash crops in Ethiopia. Taking the context of cash crops, several language improvement activities have been developed in the unit. Students are expected to develop their listening and reading skills, both at scanning and skimming levels based on listening stories that talk about cash crops. They will also learn vocabulary related to cash crops.

The speaking and grammar activities consist of several functions such as expressing likes and dislikes, forming plural nouns, and constructing sentence. There are a number of model conversations and dialogues students are expected to work out. Like the other units in this unit also active learning methods where the students take active participation are encouraged to be used in classrooms. All the listening and reading activities have to be done in classrooms as much as possible.

UNIT LEARNING OUTCOMES

Please note that at the end of this unit students will be able to:

- express their opinions on cash crop matters
- interact with people in English both face to face and on the telephone
- express their likes and dislikes
- write complete and meaningful sentences

SECTION 1: LISTENING

In this section, students will say whether given statements are True or False based on the listening story. They put a tick mark against statements based on the listening story. They also match words with pictures. Here also, follow general directions made for other listening sections. The pattern for all listening sections is more or less similar.

LISTENING TEXT

THE COFFEE PLANT

Coffee is one of the most popular drinks in the world. It is also one of the World's major export commodities. The coffee plant is native to subtropical Africa and islands in southern Asia, where it was then exported to other countries to cultivate. Coffee originated from Ethiopia, where it was first cultivated. The earliest drinking of coffee is recorded in Yemen. Today coffee beans are mainly produced in developing countries. These are areas like South and Central America, the Caribbean, Africa, Asia and Latin America. In Latin America Brazil is the world's leading producer and exporter of green coffee and instant coffee. United States of America is one of the most coffee dependent countries on Earth.

Activity 1

- This activity will help students to identify coffee plant, distinguish it from other plants.
- Allow students to look at the different plant types in the picture and to tell you which one is a coffee plant.
- This activity may motivate students to be ready for the listening.

Activity 2

- This activity exposes students to a very interesting activity they might love, called “interviewing”
- This activity helps students to practice tag questions or give short responses to questions, positive or negative responses.
- Check that they give short appropriate responses.
- Do not allow them to simply say “yes” or “no” and then stop. • Encourage students to make mistakes if necessary.
- Provide them with some examples.
- Let them interview their partner about his or her likes and dislikes.
- Let them ask him/her the questions given in the activity and let him/her say “Yes, I do.” or “No, I don’t.”
- Students should take turns with a friend during the interview process.

Activity 3

- In this while listening activity, students are encouraged to understand specific points. • Then allow them to match items in Column A with items in Column B.
- Provide correct responses after the students finish working out the activity.

SUGGESTED ANSWERS: 1: e; 2: d; 3: f; 4: A; 5: c; 6: b ; 7: G

Activity 4

- This activity aims at improving the skills of students in learning the meanings of words from context.
- Allow students match the words in the Left column with those that are found on the right.
- Make sure that the answers the students give are based on how the words are used in the text, not other meanings that the students may know
- There might be meanings of those words which are not contextual.
- The focus here is on the ability to guess the meanings of words as used in context.

SUGGESTED ANSWERS: 1: d; 2: e; 3: a; 4: b; 5: c

Activity 5

- This is a vocabulary development activity.
- Let the students match the pictures given with the appropriate words

SUGGESTED ANSWERS: a: 2 b: 1 c: 4 d: 3

Activity 6

- This is a post listening activity that encourages students to remember details from the story after they finish listening.

Students are required to understand very specific points and to use also the notes they might have taken during the listening and decide if those given statements are true or false.

SUGGESTED ANSWERS: 1.True 2.True 3. False 4.False 5. False

SECTION 2: SPEAKING

This section focuses on familiarizing students with short dialogues on various topics such as likes and dislikes, the coffee plant, or causal conversations on the phone. Students are required to imitate model conversations and dialogues in many cases and then build their own conversations or dialogues.

TALKING ABOUT COFFEE

Activity 1

- Let the students look at the picture of coffee ceremony given. • Then, let them describe the picture to a partner.
- Their description should focus on what is happening, who is making coffee, and who are drinking cups of coffee.

Activity 2

- Let the students look at the picture of Muna and Tulu facing each other to talk. • Make students imitate the dialogue presented as a role play activity.
- Let them take turns of the characters and play out the dialog.
- Finally ask students in pairs to develop or prepare their own simple dialogues following the model.
- Their topic for the dialogue is either coffee or tea.

Activity 3

- This is an extension of the activity above..
- Here students are required to be able to express their likes and dislikes in English using short phrases.
- Encourage them to talk with their partner about their individual likes and dislikes using the phrases given in the example and the topics of likes and dislikes indicated.
- The students should also write out those oral sentences they construct. • You may provide them with more examples.

Activity 4

- Let the students match the actions given in this activity with the pictures that describe the actions.

SUGGESTED ANSWERS: 1: a; 2: c; 3: b

Activity 5

- Let the students take turns with their partner to practice the given phone conversation between Bezabih and Tagessech on likes and dislikes as shown in the picture.
- You may invite some students to come to the front of the class and play the roles as model conversation just to motivate other students.

DESCRIBING THE COFFEE CEREMONY IN ETHIOPIA Activity 6

- This activity extends the students' abilities to talk about likes and dislikes.
- First students are required to read or study the given text which is about the popular Ethiopian coffee ceremony.
- Then by imitating words and phrases from the text, some students may be invited to go to the front of the class and talk about the coffee ceremony.
- Encourage them to memorise some of the details in the ceremony and tell that to their classmates.
- Let them use the speech frame presented in their textbook to structure their talk.
- Following this example all students in class will be organised into pairs to talk about the coffee ceremony by taking turns.
- Check that the students use the right vocabulary and grammar for expressing likes and dislikes.
- You may give them further examples of expressing likes and dislikes.
- You may also encourage students to talk about any other popular cultural ceremony they know.

Activity 7

- Let the students describe the three stages of serving traditional coffee mentioned in the passage given in the three languages indicated if possible.
- Let them fill in the table.

Activity 8

- Allow students to look at the illustration of a boiling pot or “Jebena” given for making coffee.
- Let them study also the description of “Jebena” presented again.
- Based on the two sources, let them prepare a short speech that describes Jebena to their classmates.
- Finally, let them present the speech or make a short speech to the whole class.

SECTION 3: READING

This section has a similar pattern with the reading lessons in other units. Follow the general procedures which were mentioned before to properly run the activities in this section also. Here also students are required to read short texts and provide answers to the various types of questions that have different purposes. Make sure all activities will be done only in class.

Activity 1

- This activity is a pre-reading brainstorming activity that helps to arouse the students’ interest and make them interested to read the passage.
- The topics of the reading text are all about cash crops.
- Encourage students to answer those pre-reading questions only by guessing. They do not need to look at the text at this stage.
- Make sure they write down answers in their exercise book for later discussion with their partners.
- After the students finish answering, please provide feedback.

Activity 2

- For this activity, students are provided with pictures consisting of both major cash crops and minor crops in Ethiopia.
- They are required to put a “Yes” mark for major cash crops and a “No” mark for minor or non-cash crops.
- They have to give their reasons to their partner.
- Then, let the students discuss their answers with you at a class level.

Activity 3

- At this activity students are required to do silent reading.
- The purpose of the reading is to get general understanding or main points about the passage.
- But while they read or as they read, they also fill in the correct information from the passage into the blank spaces in the table.

SUGGESTED ANSWERS:

Cash crops are used for	Subsistence crops are used for	Examples of cash crops
It is an agricultural crop. It is grown to sell for profit	Those fed to the producer's own livestock or grown as food for the producer's family	Coffee, pulses and oilseed, flowers, cotton, grains, sorghum, millet, and corn

Activity 4

- This activity aims at helping students develop micro reading strategies such as inferring and referring and understanding detailed points about the passage.
- Allow students to first read silently and carefully and then after they finish reading let them decide if the statements given in the table are true or false.
- They may re-read the text several times if they wish to get correct answers.
- Once the students finish answering, let them discuss their answers with their partners. • Give feedback at a class level.

SUGGESTED ANSWERS:

1. True
2. True
3. False
4. True
5. True
6. True
7. True
8. True

Activity 5

- This activity exposes students to further detailed reading skills for deeper understanding or comprehension.
- Let them answer the following questions first by writing and then discuss orally their answers with other students in class.
- Their answers are expected to be in short phrases and some times in one word only.

SUGGESTED ANSWERS:

1. Crops such as coffee, flowers, and cotton which are produced for selling to get income.
2. We get income or money.
3. Because they need money in exchange as they are poor.
4. Invite students to tell you if there are farmers in their area, who produce cash crops.
5. Subsistence crops are produced for family consumption. Market crops are cash crops which are produced for earning money.

SECTION 4: VOCABULARY

This section focuses on improving students' skills of understanding words in context. Students may need to refer back to the reading story so that they can guess best the meanings of those words underlined from the context.

WORDS IN CONTEXT

Activity 1

- Help students to look at the underlined words in the reading passage.
- Allow them to match those words in the left with those on the right based on the way those words in the left are used in the passage.
- Provide feedback of correct answers at the end.

SUGGESTED ANSWERS: 1. Profit: B

2. Usually: E

3. Subsistence: D

4. Needs: G

5. Rich: H

6. Decrease: C

SECTION 5: GRAMMAR

This section focuses on the grammar of plural formation of nouns. Students are required to either convert plural nouns to singular nouns or singular nouns to plural nouns.

PLURAL FORMATION

Activity 1

- Allow students to look at the illustrations and the examples given.
- Let them identify which nouns are singular and which are plural by putting a “tick” mark in the table.
- Help students to identify which nouns are singular and which nouns are plural in this activity.
- Signal to the students the plural markers as much as you can with further examples.

SUGGESTED ANSWERS:

	Nouns	Singular	Plural
1	boy	√	
2	tree	√	
3	potatoes		√
4	men		√
5	women		√
6	girls		√

Activity 2

- Let the students match the plural nouns on the right with the pictures given on the left side.

SUGGESTED ANSWERS: 1: d; 2: a; 3: c; 4: f; 5: b; 6: e

Activity 3

- Allow students to change the above plural nouns into singular ones.

SUGGESTED ANSWERS: 1: Tooth; 2: sheep; 3: ox; 4: bird; 5: donkey; 6: cow

SECTION 6: WRITING

WRITING CORRECT SENTENCES

Activity 1

- Explain to the students that the words here have been taken from both the listening and the reading texts used in the unit.
- Help students make up five short sentences of their own using those words.

- Their sentences should have less than four or five words.
- Let the students write down their answers in their exercise books.
- Provide feedback to the sentences written out by some students.

Activity 2

- Encourage students to make up ten sentences of their own using singular and plural nouns given for this activity (see the list of those nouns there) and the right verbs with them.
- Provide feedback to as many individual students as possible regarding correct grammar.

Unit 6 CUTTING TREES

UNIT LEARNING OUTCOMES

At the end of this unit learners will be able to:

- listen to a short text and complete information accordingly
- explain what people do in their environment
- give contextual meaning for the words in the text balloon
- comprehend the main idea in the reading text
- complete sentences /text using correct words
- Write short and simple sentences about the uses of trees

SECTION 1: LISTENING

As usual, the first class could be used for the pre and while listening activities. The post listening activity could be done in another class. The third class could be used for doing the other activities. Make sure that the students are ready to listen to you before you start reading out the text.

LISTENING TEXT

WHY DO PEOPLE CUT TREES?

People cut trees for different purposes. Some people cut trees to get fire wood for cooking their foods. Other people cut trees to get land for growing crops. Some other people cut trees for construction purposes, that is, for building their houses.

All these activities destroy the forests we have. They result in dry places and deserts. There will not be rain. Animals will die or migrate to neighboring countries. The people cannot grow crops. They then migrate to another country in search of a better place for their survival.

To control this problem, people should not cut trees. They should not also burn them down. On the contrary, all people should protect trees. They should also plant seedlings.

Ethiopia is having a Green Campaign every summer. This campaign will make Ethiopia get back its lost forest coverage. This in turn will improve its climate and agriculture. This will result in the growth of the economy.

Activity 1

Make students form groups and discuss the pre-listening questions. You should also give them the meanings of the new words presented. You could also check their understanding about effects and causes.

Activity 2

As students listen they are required to jot down the effects of cutting down trees in their exercise books. Alert them about what is expected of them. Then read aloud the text once or twice.

Activity 3

It is a post listening activity where students are required to complete their notes. Finally, give them the full note. They, then, could be made to write out complete sentences in their exercise books given space.

SECTION 2: SPEAKING

This section could take four sessions. Two of the periods could be used for doing the first two activities and the other two periods could be used for doing the two other activities. This does not however include the time students spend in interviewing people in their areas. This should be given as homework.

Activity 1

In this activity engage students by giving the question and interviewing people about the uses of trees in the students own areas and report the uses in the next class. For this particular time make students interview each other about what uses they know. Then make them write out sentences.

Activity 2

In this activity pair up students to practice on how introduce someone to a friend. Later three volunteer students could be used to demonstrate a similar dialogue. Encourage students to use whatever English they have to carry out the activity.

Activity 3

This activity is an extension of the previous activity. Make each pair of students do this activity by themselves.

Activity 4

Explain the conversation on parting. Show the language used for this purpose and let. Then make them practice parting in having a similar dialogues

Activity 5

This completion activity should be done individually.

SECTION 3: READING

In this section you could take two periods. The first period could be used to do the pre-reading and the while reading activities. In the next class the post reading activity could be done. Where necessary, the teacher could lead the discussion with the whole class for the pre-reading activity

Activity 1

Group students to discuss the pre-reading questions. Go around seeing the extent to which students are discussing the questions. Then you should move on to the while reading activity. In the next class deal with the post reading activity.

SECTION 4: VOCABULARY

In the first session draw students' attention to how they can guess the meanings of words from context. They should be made to see the contextual meanings of words. You should show them how they can do this using examples from the reading text. could be able to get their meanings from the context. In the next class the other activities could be done. Before you give the answers to the students you could encourage them to give you the answers to the meanings of the words that are taken from the passage. Keep on reminding students to register the new words they come across in the reading and listening texts.

Activity 1

This activity makes students find the meanings of some words as they are used in the reading text. Later give them the correct answers.

Activity 2

This is a practice activity on the new words taken from the reading passage. After students have tried, give them the correct answers.

Activity 3

In this activity, let students work individually and fill another group of words are given to be filled in the blank spaces with the correct words given. Then, in pairs, they compare their answers. Give the correct answers at the end.

SECTION 5: GRAMMAR

This section could be done in two periods. In the first period, you should explain the concept of comparing and contrasting two or more things. You should also make them attempt writing out sentences that show the comparison and contrast. In the next class, they should write the sentences that show the full information about the comparison and contrast. Also feedback could be given in this same session.

Activity 1

Make a comparison on the advantages and disadvantages of cutting down trees. You should also explain how the sentences are constructed using the example sentences.

SECTION 6: WRITING

This section needs three sessions. In the first session the students should be made to brainstorm on the uses of water and write out sentences. Then, let them compare their sentences with those of another group's sentences. Following the comments and lessons they got, they could be made to write similar sentences on the uses of forests. This could take another session.

You may consider the following kinds of sentences.

Examples: Forests are useful to protect soil erosion.

Forests are useful for sheltering wild animals.

Forests can give us oxygen.

Activity 1

Explain to students how they write out sentences on the uses of water. Give them some time to write their sentences. Later, show them how they use these sentences to form a paragraph. You may consider the following kinds of sentences.

Examples: We use water for drinking.

Water can grow crops.

We use water to wash our clothes.

Water is used to prepare our foods.

Activity 2

This activity like the preceding activity requires students to write sentences on the uses of forests. using the notes given. Encourage them to write their own sentences and develop them into a paragraph.

ANSWER KEY: UNIT 6

Section 1- Listening

Activity 1. Consider students' attempt. Activity 2. Consider students' attempt. Activity 3. Consider students' attempt.

Section 2-Speaking

In all of the activities consider students' attempt.

Section 3: Reading

Activity 3

The effects of cutting are: 1. Change of climate

2. Washes away the top soil

3. Wild animals flee to other neighbouring countries 4. Tourists don't visit such places

Section 4-Vocabulary

Activity 1

1. bad....b 2. results...d 3. migrate ..c

4. attractive. a

5. famine.....e

Activity 2

1. attractive 2. hot 3. desert 4. dry 5. washes away 6. results 7. survival

Activity 3.

1. climate 2. tourists 4. hot 5. land 6. area

Section 5-grammar

Consider students' attempt.

Section 6- Writing

Consider students' attempt.

Unit 7 THE NATIONAL FLAG

Children need to develop strong sense of responsible citizenship and love for their country right from their times of early schooling. The teacher has a unique responsibility to help children develop love for their country, people and the national flag. One way of doing this is by teaching them respect for their country and people through respect for their country's national flag. This unit has a number of collections of listening and reading texts that feature the national flag of Ethiopia. All language skills development and grammar and vocabulary activities have been organized around this theme of the Ethiopian national flag.

UNIT LEARNING OUTCOMES

At the end of this unit, learners will be able to:

- Describe colours and symbols;
- Discuss issues with their partners;
- Read and do comprehension questions;
- Use the simple present tense to talk/write about general truth;
- Use new vocabulary to produce their own sentences; and
- Write correct simple sentences

SECTION 1: LISTENING

In this section learners will listen to a listening story which is about the Ethiopian national flag. Like the other listening sections, students will work out various pre-, while and post listening activities. Usually students are expected to do the activities first in pairs and then in small groups. You may develop your own listening material by recording yourself in advance the given text or you may read out the listening story to the students in class.

LISTENING TEXT

THE ETHIOPIAN NATIONAL FLAG

The Ethiopian national flag is one of the most recognizable in the world. It is a horizontal tri-color of green, yellow and red. The green color is equated with labor, development, and fertility. Yellow stands for hope, justice, and equality. Red represents sacrifice for freedom and equality.

The flag has the National Emblem at the center. This emblem is designed to symbolize the unity and diversity of Ethiopia. The national emblem at the center is a golden pentagram on a blue disc. The star represents the unity of all Ethiopian nationalities; its rays show the bright prospects and prosperity of Ethiopia.

The First official flag of Ethiopia was adopted in 1897; it features the green-yellow-red horizontal tricolor with the crowned Lion of Judah at the center.

Activity 1

- As preparation for the listening, you are expected to bring into the class as many national flags as you can find or bring into the class pictures of various flags such as the ones indicated in the students' textbook before this activity begins.
- Invite the students to look at each flag one by one and then answer the questions set as regards those flags they look at before them.
- First students attempt to answer the questions individually and then they will discuss the answers in pairs.
- As this issue of national flag is very sensitive you should be very careful in your words when you discuss the national flags with students.
- Respect whatever opinion students may have as regards the flags.

SUGGESTED ANSWERS:

1. Most of the countries are from the central and eastern parts of Africa.
2. Green, yellow and red colours are found in the flags of countries such as Ethiopia, Mauritius, Seychelles, and Zimbabwe
3. Blue, yellow and black from top down.
4. At the center of Somalia's national flag we find a white star mark. o 5. Both flags have blue colour and a star.
6. Only two.

Activity 2

- This activity is a game activity based on nationality and national flags.
- By simply looking at the national flag, students may speak their nationalities.
- Let them look at the national flags' given in the table and the example presented and then make conversations with their partner.
- Let them ask where you from are and respond I am from.....!
- It is just a factious role play.
- Check their grammar while they do this .

Activity 3

- Bring the current national flag of Ethiopia into the classroom or use the picture of a flag given for this activity in the students' textbook, and invite your students to describe the flag such as its colours, what is at the center, the meaning of the colours, etc.

- Allow students to ask their parents or refer to a book in the library about the meanings of the three colours of the national flag (perhaps as homework) for better understanding.
- Accept as many opinions as possible.
- For more clarity of speech, students may use the frame of speech or description given in the activity.

SUGGESTED ANSWERS: The national flag of the Federal Democratic Republic of Ethiopia has got three colours. These are green, yellow and red. The green colour symbolizes or shows development, labour and fertility while the yellow colour symbolizes hope, justice and equality. The red colour symbolizes patriotism, sacrifice for freedom and equality. The emblem at the center of the flag symbolizes the unity and diversity of peoples, nations and nationalities of Ethiopia.

Activity 4

- Allow students to speak or find out what colours the regional states (where they live) flags have from top down?
- Let them explain to their partners the meaning of each colour.
- In case students may not be able to speak the colours of their regional flag; allow them to ask anyone or refer to relevant sources and find out the correct information.

Activity 5

- In this activity students are required to listen for details.
- The listening text is entitled “The Ethiopian national flag”
- In the meantime they can also look at the picture of Ethiopian national flag given for the activity with the Ethiopian map.
- As they listen, they must do the activities here; match the ideas and contents in the left with those in the right.

SUGGESTED ANSWERS: 1.F 2.E 3.B 4. C 5. D 6. A

Activity 6

- This activity aims at improving students’ skill of understanding contextual meaning.
- Allow students to listen to the story again and let them fill in the blank spaces with the most appropriate word from the word bank. .
- Finally, provided feedback for correct answers.

SUGGESTED ANSWERS: 1: designed; 2: tricolor; 3: represents; 4: unity; 5: equated

Activity 7

- At this point, students must have listened to the story several times.
- But in case the students wish to listen to the story once more, they may be allowed for a further critical listening.
- After completing listening as many times as required, students will decide if the statements given are true or false.

SUGGESTED ANSWERS: 1: True; 2: False; 3: True; 4: false; 5: True

SECTION 2: SPEAKING

TALKING ABOUT THE MEANINGS OF THE COLORS OF ETHIOPIAN NATIONAL FLAG

Activity 1

- Let the students study the dialogue given about the Ethiopian national flag.
- They can look at the picture of Beshir and Medina who are talking about the flag. • Let all students take turns with their partners to read out the dialogue as it is.
- Finally invite two students to come to the front of the class to role play as a model activity.
- Encourage and appreciate students' attempt however poor the attempt might be.

DESCRIBING THE PURPOSE OF THE NATIONAL FLAG

Activity 2

- The aim of this activity is to support students make a description of something.
- In this case they will be invited to describe the purpose of the Ethiopian national flag. • Before, they start describing the purpose of the flag themselves they are required to read carefully the notes given and study them.
- Then, they will reorganise the notes in the form of a short speech.
- Finally each student will make a speech that describes the purpose of the Ethiopian national flag.
- Students need not recall all points. It is enough if they recall just a few that might be sufficient for their speech.

SUGGESTED ANSWERS: Dear classmates,

Now, I am going to tell you some of the purposes of the Ethiopian national flag. First, the flag can be taken as one of the common official national symbols. Second, the flag represents and symbolizes the entire country and people. Third, the flag is flown by us all citizens of Ethiopia. Fourth, it is also an emblem for freedom. Therefore our flag is the most cherished symbol for our country.

SECTION 3: READING

The reading lessons in this section have similar structures and functions with the previous reading lessons. Follow the same procedures and patterns.

Activity 1

- At this stage as a preparation for reading, invite students to answer the questions given simply by guessing.
- Encourage also students to look at the picture of a rainbow and the picture of a flag raising ceremony by students at school.
- Their guess can be correct or not. This does not matter.
- Let them write down their answers in the spaces provided or in their exercise books.

Activity 2

- Allow students to read the passage which is about the Ethiopian national flag.
- As they read, they use information from the reading text and fill in the blank spaces given in the table.
- Some information is already given in the table to help students start.

SUGGESTED ANSWERS:

Time	Activity /the kind of flag introduced	Action done by
October 6, 1897	The first official flag of Ethiopia was established	by Emperor Menilek II
In 1987	Marxist symbol to the Ethiopian national flag was added	The revolutionary government
1996	a central blue disk with a yellow outlined and rayed star was introduced	Federal Democratic Republic of Ethiopia

Activity 3

- Now students are expected to do detailed reading.
- After they complete reading as many times as they can, they have to decide if the statements given in the activity are true or false according to the information in the passage.

SUGGESTED ANSWERS: True; 2. True; 3. True; 4. True; 5. false

Activity 4

- This is an extension of reading for comprehension.
- Students are required to show their understanding of the text by answering the given comprehension questions individually.

- Let them write down their answers in their exercise books.
- Finally provide correct feedback as a class.

SUGGESTED ANSWERS:

1. Due to changing governments and parties
2. No.
3. No
4. Yes, flag day and nation & nationality day

Let each student sing the national anthem aloud.

SECTION 4: VOCABULARY

WORDS IN CONTEXT

Activity 1

- Invite students to look at the underlined words in the text; then let them match in pairs or groups those words given on the right to their contextual meanings on the left.
- Provide class-level feedback at last.

SUGGESTED ANSWERS: 1. g; 2: i; 3:d; 4:b; 5:a; 6:f;7: c

SECTION 5: GRAMMAR

THE USE OF SIMPLE PRESENT TENSE

Activity 1

- This activity aims at familiarising students with both the structure and the various uses of the simple present tense in English..
- Allow students to study the chart given; let them discuss patterns and let them use the examples given.
- Allow students to write out as many sentences as they can from the chart in the spaces provided after the chart.
- Prior to this however, you may make some explanations about the use and structure of simple present tense on the blackboard to the whole class.

Activity 2

- This activity helps students to practice the structure of simple present tense. • It also helps students understand the meaning of simple present tense.
- It is presented in the form of a game. • Help your students play the game.
- Give them sufficient time.

- Encourage them to use alternative expressions as shown in the example.
- Make sure that each student is able to tell the time using the chart and the dialogue form given.

Activity 3

- This activity further provides opportunity for students to practice both the structure and the function of simple present tense.
- Focus on the general truth function among other functions of simple present tense here.
- The substitution table will help students to construct as many sentences as they could using the present tense.
- Check that the students are using the correct subject verb agreement in simple present tense.
- Provide students with as many examples as they wish to build their confidence.
- Help students to study the summary table on simple present tense and explain to them any points of difficulty with examples.

Activity 4

- Allow students to look at Alfred's daily routine in the chart given
- First, let the students in cooperation with you; answer activities 1, 2 & 3 given in the chart..
- Let them write down their answers in their exercise book.
- Then, let them describe their daily activities in one paragraph using simple present tense and following Alfred as an example.
- You may bring to class additional examples of students telling their daily activities.

Activity 5

- Encourage your students to make up six simple present tense sentences using the verbs given (all taken from the listening and reading texts above) about the meanings of the colours of the Ethiopian flag.
- Make sure again that all the sentences use the simple present tense and written in correct simple present tense grammar. they write are not very long; they must be less than five words.
- Please mark or correct some of the sentences the students write and provide feedback on the blackboard to the whole class.
- Do not let students use verbs other than those given there.

SECTION 6: WRITING

WRITING CORRECT SENTENCES

Activity 1

- Encourage your students to write five sentences of their own about the meanings of the colours of the Ethiopian National Flag using the words given.
- Check that all the sentences they have written are grammatically correct.

Activity 2

- This activity aims at improving students' knowledge of the structure of simple present tense.
- First, let them copy the chart below into their exercise book.
- Then let them write one major activity that they do regularly on each day of the week. • Provide them with as many examples as possible.

Unit 8 CLEAN SURROUNDING

UNIT LEARNING OUTCOMES

Upon a successful completion of this unit children will be able to:

- listen and respond to the given questions
- listen for specific information
- form questions in the given context
- reply to questions
- pronounce the given words
- write out the given words related to classroom objects
- tell about the importance of a clean surrounding
- read for details
- evaluate the meanings of sentences
- produce 2-3 word sentences on their surroundings

SECTION 1: LISTENING

This section could take two periods. In the first class the pre- and while- listening activities could be done. Make sure that all students are involved in the discussion of the pre- listening activity. You should go around to monitor their participations and to assist them.

In the next class the post listening activity could be done. Where you think it is necessary you can read out the text for the third time after the students tried the activity.

LISTENING TEXT

KEEPING OUR SURROUNDING CLEAN

We should always keep our environment clean. We should put plastics, used bottles, scrap papers and other waste materials in dirt bins. We should always clean the dirt in our compounds. When we have clean environments, our feelings to ourselves and to others will be good or positive.

If we do not clean our compounds and our environment regularly, we will be affected by diseases. We may catch Common Cold or Asthma due to the bad smell. Also, we may be sick with diarrhea, tuberculosis, typhus, or typhoid fever.

If we do not clean our surroundings, we will not like the place we live in. Cleaning our environment will also make tourists like and visit our country. If tourists do not come to our country, we will not get enough hard currency (dollars/pounds, etc.). Having a clean environment is also a sign of modernity. Therefore, cleaning our environments and compounds should be our day- to- day activity.

Activity 1

Put students in groups to answer the pre-listening questions. Then make students report their answers to the class. Also, some words are given for students to practice pronouncing them. Make students pronounce the words after you. You could do this as often as necessary.

Activity 2

In this activity students are required to answer the questions as they listen to the text. Give them some time to read and understand the questions before you read aloud the text.

Activity 3

After you have read out the text for the second time, make students answer the questions that follow. Encourage all students to attempt the questions.

SECTION 2: SPEAKING

This section would take four periods. Students should be given enough time to learn new structures of speaking and to make use of them. They should also hold dialogues and practice saying them out. They are required to ask and answer wh-questions. Also, they are required to name some animals that they may not get their names from each other. They should then seek assistance from the teacher or consult their dictionaries. This then takes up their time. There are also group activities that take up much time. It is always advisable for you to make sure that all students are involved in all of the activities. Do not focus only on the few clever students. Motivate others to participate actively.

Activity 1

Make a pair of students read out the dialogue turn by turn. This should be done by all students in their own groups. Tell them that everybody should participate in the activity by using wh-questions. You should also make each pair ask and answer questions about what the animals are. You could make them refer to the names of these animals that are presented in their textbooks.

Activity 2

Make students work in groups to name the animals presented in pictures.

Activity 3

This activity makes students name some other animals. This would help them know additional names. Encourage students to know the names of as many animals as possible.

Activity 4

This activity requires students to work in groups to list down the benefits of having a clean environment. Make students actively participate to identify the advantages.

Activity 5

This activity makes students give their own opinions about their schools. Encourage everybody to participate actively.

SECTION 3: READING

Reading means reading and understanding a material. It is done silently either individually or sometimes in pairs where students try to collaboratively understand what is written. So this kind of activity should be done by the students themselves and not by the teacher as is traditionally done by some teachers. This section takes three sessions. In the first session, the pre and while reading activities could be done. In the second session, the post reading activity could be done. In the last session the description of animals could be done.

Activity 1

Group students and make them answer the pre-reading questions about the story. Later ask the students for their answers. Give the correct answers by motivating them for their attempt.

Activity 2

After students have read the story, make them answer the given questions.

Activity 3

Make students sit in pairs or groups to describe the tortuous and rabbit. Make students use the points given in their textbook.

SECTION 4: VOCABULARY

This section would take two periods. In the first session the new words and their meanings and pronunciation could be done. In the second session, the practice activities could be done.

Activity 1

This is a pronunciation activity. First say the words aloud to the class. Then make students repeat after you. This kind of lesson should not be overemphasized as pronunciation is not as such a big problem for our students. Do not spend too much time to make students produce native like pronunciation. In some of the cases it may not be possible for the learners to produce perfect pronunciation. Let them produce African/Ethiopian English.

Activity 2

This activity makes students find out words from the reading passage that are difficult for them. Once students have identified these words give their meanings and write them on the board and make students copy them into their exercise books.

Activity 3

This is additional practice exercise on some of the new words. Let each student do this exercise individually. Then if time allows, let students work together.

Activity 4

In this activity students learn to reorder alphabets to form words and phrases. This kind of activity helps students learn many new words.

SECTION 5: GRAMMAR

This could be done in a period where students are meant to learn what reordering is and how to achieve it. They should also be made to reorder the sequence of events given.

Activity 1

This reordering exercise makes students learn to construct sentences. Make them compare their answers with those of another group.

1. Our English teacher is coming.
2. Merima is riding a bicycle.
3. Dawit is playing the guitar.
4. The students are doing their homework.
5. The boys and girls are going to school.
6. Always keep your environment clean.
7. Tourists like clean areas.

SECTION 6: WRITING

In this activity students could be made to write short and simple sentences like these:

There are trees.

There is a river.

There is a mountain.

There is a school.

This section could be done in a period where students are required to write about their environment.

Activity 1

Make students realize how clean their environment should be, besides learning the language.

ANSWER KEY: UNIT 8

Section 1-Listening

Activity 1. Consider students' attempt.

Activity 2. 1. false 2. True 3. False 4. false

Activity 3.

1. scraps, waste papers, etc.
2. catch diseases like typhus, diarrhea, and typhoid fever
3. put dirty materials in a waste basket

Section 2-Speaking

Consider students' attempt.

Section 3-Reading

Activity 2.

1. Rabbit
2. She was relaxed 3. The tortoise
4. was won by the tortoise
5. We should always be alert/watchful of our contesters/enemies

Activity 3. Consider students' attempt.

Section 4: Vocabulary

Activity 3 1. race 2. reach 3. relaxed 4. woke up 5. arrived 6. received 7. deep 8. modernity

Activity 4. 1. uncle 2. duster 3. board 4. Dirty 5. green 6. desk 7. table 8. window 9. pen 10. book

Section 5: Grammar

Encourage students to give you their answers before you give them the correct answers. Appreciate students' attempt. When a student fails to give the correct answer, allow others to improve what the first student has tried. This should be the principle to be followed for other activities too. Never give the answers straight away by yourself without allowing the students to try.

Activity 2.

1. There are many students in class. 2. Our English teacher is coming. 3. Merima is riding a bicycle.
4. Dawit is playing the guitar.

5. The students are doing their homework. 6. The children are singing the song.
7. The boys and girls are going to school. 8. Always keep your environment clean. 9. Put dirty materials in a basket.
10. Tourists like clean areas.

Section 6-writing

As writing has no single way of writing, you should consider each student's attempt. This time you should go around to see each student's attempt. Do not put an x-mark on the student's exercise books. This has a demotivating effect. Where possible you may consider avoiding red ink for corrections. However, if you think it would be used for signing and for other affirmative activities, you could use it.

Unit 9

RESPECTING EACH OTHER

The 21st century in which we live requires developing in our students the skills and competencies of what is known as global citizenship. Local, national and international cooperation and collaborations are important to bring all people together and live in unity and harmony. The building blocks for greater cooperation and partnerships are understanding people's interest and respecting others. Our students should respect themselves, respect one another and respect people in their communities and even those who live in distant places. Without respecting other people's preferences, opinions and attitudes, we cannot be respected and we are not able to lead stable social life. Respecting others is one of the best instruments to manage diversity issues. This unit attempts to teach our students the skills of respecting others and how to live with others peacefully.

UNIT LEARNING OUTCOMES

Please check that the following learning outcomes are met in this unit. The learner will be able to:

- use simple present tense sentences such as "I have, He has" with different subjects
- use the newly learned words to fill in the blank spaces in the sentences
- write correct sentences using "How much" and "How many"

SECTION 1: LISTENING

This section focuses on the theme of respect. All language activities have been organized around this theme. Students listen and read about respecting themselves and about respecting each other. The grammar, speaking, writing and vocabulary activities have language inputs that will enable students to talk and write about respect in English. The teaching strategies you follow are more or less the same with other units. But this unit appears to be more demanding in terms of cognitive skills as other units are believed to have so far increased students' level of understanding language skills and abilities.

Activity 1

- Before you begin this activity, invite students to look at the two posters presented for this activity.
- Let them do the activities in the two posters.
- Then, allow students to try answering the questions given first in writing and individually and then discuss their answers with their partner in pairs or groups.
- Encourage them to provide whatever answer they think is correct.
- Ask them the differences and similarities between the two posters.
- Encourage students to respect their partners' answers whatever the answers are. Respect begins from here!
- Tell the students that they are making preparations to listen to a story about respect ahead.

LISTENING TEXT**RESPECT**

Respect is a broad term. Experts interpret it in different ways. Generally speaking, it is a positive feeling or action expressed towards something. Furthermore, it could also refer to something held in high esteem or regard. Showing respect is a sign of ethical behavior. Unfortunately, in the contemporary era, there has been undermining of the value of respect. Most noteworthy, there are two essential aspects of respect. These aspects are self-respect and respect for others.

Self-respect refers to loving oneself and behaving with honor and dignity. It reflects respect for oneself. An individual who has self-respect would treat himself with honor. Furthermore, lacking self-respect is a matter of disgrace. An individual, who does not respect himself, should certainly not expect respect from others. This is because nobody likes to treat such an individual with respect.

Activity 2

- please note that Ethiopia is a country of different ethnic groups living together. And explain this fact to your students. You may arrange cultural events such as “The food I eat on a cultural holiday” where students bring some food stuff and invite their classmates to just taste it. Or, you may have a cultural holiday where students come to class with their own costumes and sit together and discuss and appreciate the differences in dressing observed.
- The pictures given there demonstrate the dressing culture of different ethnic groups in Ethiopia.
- Make the students aware of the cultural differences as shown in the pictures.
- Let the students look at the picture and answer the questions that follow. Ask the students to do this in group .
- Encourage them to provide as many different responses as possible. • Tell them to respect other students answers as well.

Activity 3

- Invite students to look at the proverb billboard presented there “Respect Yourself and the others will Respect you.”
- You may bring other similar proverbs on respect if you have to the classroom and share with the students either in English or in the languages the students know.
- You may also request students to tell the class if they have other proverbs on respect in their own mother tongues.

- Allow them to discuss the questions set there in pairs and first orally.
- Then after they discussed the answers in pairs encourage them to write down their answers in their exercise book.
- Encourage all students to respect others' answers and opinions!
- Tell the students that now they are ready for listening the text given below.

SUGGESTED ANSWERS:

1. A proverb is a short sentence that people often quote, which gives advice or tells you something about life
2. Meaning, if you do not respect yourself first, others will not respect you. So the beginning of getting respect is to respect oneself.
3. Confucius who was a Chinese philosopher, poet and politician.

Activity 4

- Now the students should be ready to listen to the story/see the listening story above/.
- Get them ready for the listening by making them read the questions there before they start listening.
- Make sure they understand all the questions there. And ask them if they have any problem.
- Now start reading out the listening text or play the tape if it is recorded ‘
- Let the students listen to the story and at the same time or parallel answer the questions.
- Let them circle the correct answer from the given choices.
- Finally provide feedback on the correct answers.

SUGGESTED ANSWERS: 1: c; 2: a; 3: d; 4: c

Activity 5

- Let the students listen to the story for the second time. • Tell them to take notes down as much as possible.
- After they finish listening to the story, help them identify the main ideas of the listening story by using the outline given in the box in the activity.
- Then, let them discuss their answers in pairs. .

SUGGESTED ANSWERS:

The story is about respect. First it gives the definition of respect. It defines respect as a positive feeling or action expressed towards something. Then it mentions two types of respect. Finally the story explains self-respect as loving oneself and behaving with honour and dignity. If we do not respect others, we are told in the story that we should not expect respect from others as well.

Activity 6

- In this activity you find words taken from the listening story.
- As one of the objectives of exposing students to a listening story is also to teach them vocabulary in context, allow students to guess the meanings of the words as used in the listening story. Then ask students to complete the blank spaces in the given sentences with the most appropriate word.
- Before students try answering try and answer the questions, encourage them students to first read silently all the sentences given.
- This activity is purely an individual activity.
- Finally provide the correct answers to the whole class.

SUGGESTED ANSWERS: 1. regard; 2: individual; 3: disgrace; 4: honor; 5: self-respect; 6: broad; 7: positive

Activity 7

- For this activity to be done, students should listen to the story for the third time.
- This time you are advised to read out the story with a reasonable speed, not too fast as students are required to extract details from the story.
- After completing listening to the story, students will answer the true/false questions individually.
- Finally let the students compare their answers with those of their partners.

SUGGESTED ANSWERS: 1: true; 2: true; 3: false; 4: False; 5: true

Activity 8

- Tell your students the different forms of respect.
- In addition to what is mentioned in the listening story there are also other forms of respect.
- Let the students Look at the pictures given for this activity and match them with the types of respect given.

SUGGESTED ANSWERS: 1: a; 2: c; 3: e; 4: b; 5: d

SECTION 2: SPEAKING

The speaking section plans to provide vocabulary and content inputs to students so that the students engage themselves in short conversations and dialogues. They are encouraged to use words from the stories used for listening and writing purposes in this unit. The teacher needs to downplay grammatical and vocabulary accuracy as long as the students are confident to engage in their own way in the activities, dialogues, role plays and questions and answers.

TALKING ABOUT RESPECTING PARENTS AND TEACHERS

Activity 1

- This activity lets students to share their interests and views with their classmates.
- While they do this make sure that the students respect other student's interest and opinions as well.
- Respecting others begins from knowing others' interest. Encourage the students to respect others' interest.
- Encourage students to first tell their interests regarding the topics given to their partners and let their partners do the same. This is a kind of role play.

Activity 2

- In this activity students will take turns to play a dialogue.
- So the activity is entirely a pair work.
- Go around each desk or chair and check that all students are taking turns in working out this activity.
- Finally focus their attention to the expressions and words in the dialogs that show or signal politeness or respect to the audience.
- Make a list of those words and phrases and teach the students how to use them.
- Look also at the table that contains advice on how to respect people in conversations.
- Please discuss all the points given there with the students.
- You may also sometimes use mother tongue to explain those concepts for the students

Activity 3

- Invite students to again look at the conversation in Activity 2 between the teacher and the student.
- Let them list down in their exercise book the words and phrases that show respect or politeness.
- Go around the class and check that the students are doing the activity as per the instruction.

SUGGESTED ANSWERS: Words and phrases such as “ my pleasure, thank you, respect, could, kindly, sir, etc.” show respect.

SECTION 3: READING

Gradually emerging from phonic reading and loud reading, in this section students are required to engage in silent reading of very small and short texts of not more than five paragraphs. The students are required to go through all the phases of teaching and learning reading so that eventually they become good readers in terms of reading and best comprehending a given text. Remember the purpose of silent reading is just comprehension, reading and then understanding and taking action. The reading text in this section is also exploited for improving students' knowledge of vocabulary and writing in context.

Activity 1

- Let the students answer the questions set for this activity before they read the passage about respect.
- The questions are all brainstorming questions that prepare the students for the reading task.
- Encourage them to forward any idea or answer they have in freedom.

SUGGESTED ANSWERS:

- o 1. Respecting each other o 2. Five paragraphs
- o 3. Paragraph five, because it once more stresses the importance of respect.

Activity 2

- This is a while-reading activity where students read and at the same time answer questions that do not need critical reading.
- The content of the reading story is mutual respect.
- Encourage your students to read and as they read extract details from the reading passage and fill in the blank spaces of the table.
- Some answers or details have already been given to encourage students.

SUGGESTED ANSWERS:

Topic/idea	Location of the topic/idea
Listening to people is good.	Paragraph 2
Respect for people in authority	Paragraph 4
Respecting religious/political views	Paragraph 3
List of people to be respected	Paragraph 1
Conclusion	Paragraph 5

Activity 3

- Encourage students to read the passage again reasonably slowly but not too slowly and decide if the statements given in this activity are true/false.
- This is an individual activity, but they may discuss their answers with their partners after they finish answering individually.
- Finally provide correct answers as feedback.

SUGGESTED ANSWERS: 1: False; 2: true; 3: true; 4: true; 5: true; 6: true; 7: true

Activity 4

- This is a post reading activity.
- Now the students have tuned off the reading story as they have read it several times.
- They are required to answer the comprehension questions set here solely based on their memory and recall capacity.
- Check the students are using short phrases and sentences when they answer the questions.
- What is very important in this activity is just to show a mark of understanding on the students' side irrespective of grammar correctness.

SUGGESTED ANSWERS:

1. We cannot live peacefully and they do not respect us.
2. They are important people who have deep knowledge and advice about religion and living together.
3. By respecting their opinions and interests and by listening to them.
4. Examples include heads of big institutions, mayors, ministers, etc.

Activity 5

- This activity is a continuation of Activity 2 above.
- Encourage students to complete the given blank spaces with the correct information about the passage.
- Doing this will allow the students to capture the summary of the reading story as this is a post reading activity.
- Finally provide answer to the entire class.

SUGGESTED ANSWERS: This passage is about respecting each other. It tells us that respect is essential or important for living peacefully with other people. The passage also tells us that we need to respect people such as parents, relatives, teachers, friends, fellow workers and authority figures. According to the passage one of the ways of showing respect is listening to others' opinions and ideas. We have to give chance to other people to express their ideas and interests freely. Other peoples' religion or political views must also be respected.

SECTION 4: VOCABULARY

This section aims at teaching vocabulary items in context. The listening and reading stories provided in this unit are believed to have provided students with a reasonably good context for students to learn vocabulary in context. We have two types of context: sentence level context and text level context. A number of activities are given to encourage students to learn words in their contexts or to learn words as they are used in contexts. In cases where sufficient context appears to be lacking, the teacher is advised to provide for the students more sentence and text level contexts from his own store.

WORDS IN CONTEXT

Activity 1

- This activity depends on text level context.
- It encourages students to guess the meanings of individual words from the context of the passage.
- Thus, encourage the students in this activity to match words with their contextual meanings.
- First let each student do the activity individually
- Then let them compare their answers with those of a friend's.
- Finally provide correct answers on the black board.

SUGGESTED ANSWERS: 1: g; 2: f; 3: d; 4: c; 5: b; 6: e; 7: a

Activity 2

- This activity extends the range of learning vocabulary of students. • It should be done as homework.
- It invites students to also learn vocabulary not only from context but also from dictionaries as well.
- Encourage students to refer to a monolingual English dictionary and make a list of all synonyms they find for the word “respect”
- In the following day, please check that they have done this homework.
- List down on the BB together with your students all common synonyms the students have brought to the classroom for the word “respect”

SUGGESTED ANSWERS: The following are some of the synonyms of the word” respect”: But check also some other synonyms the students might bring to the class by referring to different dictionaries. Encourage those students who did.

o friendly

o sisterly/brotherly

o love

Equality

o regard

o appreciation o

SECTION 5: GRAMMAR

Grammar at Grade 3 level is best taught through two steps: first mechanical practice of structure or pattern of the grammar item and next the use of that item in context or functions of the grammar item. In order to help students learn pattern or structure or form a number of examples and substitution table drills have been provided in this section. Following the structural practice however students are required to learn the function of that particular grammar item in a context or in a situation. The teacher is required to bring additional activities and tasks to the classroom from the various grammar books. The teacher is also required to provide students with as many grammar inputs as possible for the students to be able to master and use a particular structure either in their speaking or in their writing.

THE USE OF THE FUTURE TENSE

Activity 1

- This activity assumes that students have already mastered or have knowledge and application of other tenses such as simple present and simple past tense.
- The activity builds on this background knowledge of students.
- Allow the students to study the worksheet given for this activity.
- Then, let them study the examples given and change the tenses of the sentences into simple future tense.
- Let them write the answers in their exercise books.

- | | | | | |
|--------------|---------------|--------------|---------------|---------------|
| 2. will mow | 3. will watch | 4. will pack | 5. will bake | 6. will paint |
| 7. will hike | 8. will wave | 9. will cook | 10. will play | |

Activity 2

- This is a discussion activity about the simple future tenses
- The activity will give students chance to know both the structure and function of simple present tense.
- Encourage students to study the substitution table and discuss in pairs the difference they find between simple past, simple present and simple future tense.
- Let them write down their answers in their exercise books.

Activity 3

- Before the students try this activity, explain to the students what substitution tables are.
- Let the students look at and study the substitution table given for the activity.
- Give some examples of possible sentences from the substitution table given.
- Let the students write five sentences from the substitution table.
- Encourage students to construct as many sentences as possible from the substitution table.

SECTION 6: WRITING

This section attempts to provide students with learning activities that focus on sentence and paragraph level writing. Both the sentences and the paragraphs they write however are expected to be very short and simple based on their own understanding of the world; in this case respect and mutual respect. Encourage students to try all activities and in some cases where the activities appear to be more challenging you may simplify the activities. Or, in cases where the activities appear to be difficult you may increase their rigor by adding additional requirements and language inputs.

WRITING CORRECT SENTENCES

Activity 1

- This activity encourages students to use both words and grammar items they studied in the unit and make their own sentences using those inputs.
- Encourage students to write their own sentences on self-respect and mutual respect using the words given in the box for the activity..

Activity 2

- This activity aims at further building the students' ability of writing sentences into writing simple paragraphs.
- Encourage students to write a short paragraph about a person they respect.
- Let them explain in their paragraph how they treat the person they respect and how the person they respect treats them.
- Let them write a paragraph of 50 words or less. • Let them write the paragraph individually.
- When they finish you may invite some students to read out their paragraph to their classmates in the classroom.

Unit 10 POTTERY

UNIT LEARNING OUTCOMES

At the end of this unit learners will be able to:

- Listen to and match a story with objects
- Use words related to clay objects and construct sentences
- Talk/write about similarities and differences, and
- Write sentences using comparative adjectives

SECTION 1: LISTENING

This section could be done in two periods. In the first period, the pre and while listening activities could be done. In the next period, the post listening activity could be done.

LISTENING TEXT

A COFFEE POT

A Coffee pot is a locally produced small round object made from clay soil. It has a long neck and a handle. On the circular part of its body, there is a narrow spout to pour the boiled coffee drink into cups.

Water and coffee powder are added to the pot. It then goes down to the circular part of the pot. At the top of its neck, there is a lead which closes the mouth of the coffee pot.

A coffee pot is used to prepare coffee. Coffee drink prepared by coffee pot has good odor and taste. So people like to prepare coffee drink by a coffee pot.

Activity 1

As this activity is a pre-listening activity the meanings of some of the words that appear in the listening text are given. Make students learn these words before you go to the reading aloud. Make sure that all students are ready to listen to you before you start reading out the material. Depending upon the kind of students you have, it may be necessary to read out the text twice or thrice. It would be advisable to make students answer some of the pre-listening questions. It would also be important to make students practice taking short notes as they listen to the text.

Activity 2

Make students match the meanings of the words vis-à-vis the pictures. You could extend this lesson by making students name some other objects they know and make them learn their names in English.

Activity 3

This is a post listening activity. You should make students read the text before you read aloud the text. Make sure that students have understood them and know what is expected of them.

Activity 4

Make students answer the post listening questions. Later give them the correct answers.

SECTION 2: SPEAKING

At the beginning of this class convince students that they can learn to speak English only by trying to speak in English. You should not go against them for failing to satisfy you as this is a beginner class for learning English. This section would take three periods. In the first period the students could brainstorm on the differences and similarities of objects. In the next class they could be made to write out their sentences. They should also discuss what they have done against what others have done. This would then take some time making the total time three periods.

Activity 1

Put students in groups to identify the differences and similarities between water pot and clay kettle. Later write on the board what students tell you about their similarities and differences. Finally make them copy the sentences into their exercise books.

Activity 2

This activity should be done like the above activity.

Activities 3

Follow the same procedure in doing these activities.

SECTION 3: READING

As presented in the previous units reading is more of an individual activity. However for the sake making students help each other they could do this kind of activity in pairs or even in groups..This section would take two periods. In the first period, the pre and while reading activities could be done. In the next period the post reading activity can be done.

Activity 1

Put students in groups to discuss the pre-reading questions. Make sure everybody is actively involved.

Activity 2

In this activity first students read the questions. Then, let them try to answer them as they read.

1. In Addis Ababa 2. Two children 3. making pot 4. five thousand birr
4. Debitu and Misanesh

Activity 3

After students have read the text, they should check if the answers they gave at the pre-reading stage match with the information in the text. answer the given pre-reading questions. Go around monitoring the students' progress in their attempt to answer the questions.

1. no 2. how can we learn from others
3. Misanesh 4. Yes

SECTION 4: VOCABULARY

This section would take only a period. The students could be made to match the new words with the functions given in a single session. Always remind them to record the new words so that they could remember them in future.

Activity 1

Put students in pairs or groups to match the meanings of the words with their functions. You may need to tell the names of the objects in students' own language .Finally give the correct answers.

Activity 2

In this activity ask students to match the new words taken from the reading and listening texts. Then, let the students give you their answers.

SECTION 5: GRAMMAR

For any grammar lesson memorization of rules by heart does not help the students become successful users of the language. Rather it is advisable to make them use the new rules and new grammar items and make them use them in various opportunities.. This section could be done in a period. Where possible the teacher is advised to use additional activities for this or another section.

Activity 1

In this activity, explain the meaning and function of comparison between two or more things. Explain the example sentences. You could further develop your explanation by making three or more students come out in front of the class and by asking students to make comparisons among them. Encourage students to give you comparative sentences. Write the sentences on the board.

Activity 2

Ask students to complete the sentences in pairs or in groups. Then ask each student to give you the correct answers.

SECTION 6: WRITING

This activity could be done in three periods. The concept of comparison and the grammar related to making comparison could be done in a period. In the next class comparing real people in class could be done. By using fiction characters, you could ask students to make comparisons. In this activity students would be fully involved as everybody is expected to make such comparisons.

Examples: Tadesse is taller than Hailu.

Martha is younger than Abebech

Lemma is as young as a Damena. In the third period the students would be required to compare objects in class. You should appreciate their effort and assist them where they require some assistance.

Examples: This book is heavier than this exercise book.

This bag is larger than that one.

This pencil is sharper than that one.

Activity 1

In this activity, let the class compare the pictures of the students given in the table, with respect to their age, weight, height, etc. Encourage students to write as many sentences as possible. Assist students by giving them some vocabularies that they need for their comparisons.

Examples:

o For Age: older, younger, oldest, and youngest.

o For Weight-Heavier, heaviest

o For Height-taller, shorter, the shortest, the tallest

Pre- teaching the above vocabularies could help them write their own sentences.

Activity 2

In this activity, students are required to compare two of their classmates. Go around and motivate them to do the activities as required.

Activity 3

In this activity, you should put students in groups to compare objects. The comparison should be in relation to the size, weight, material they are made of, function, strength/durability of the materials compared. Write one or two sentences on the board so that students could take them as examples.

ANSWER KEY: UNIT 10

Section 1 –Listening

Activity 3. 1. false 2. false 3. false 4. false 5. About all of the pictures. Activity 4. Consider students' attempt.

Section 2- Speaking Consider students' attempt.

Section 3-Reading

Activity 1. Consider students' attempt. Activity 2.

1. The suburbs in Addis Ababa 2. two children
3. Ato Ayalew 4. soldier
5. No
6. Makes clay pots, clay dish, coffee pot, etc. Activity 3.
1. in the suburbs in A. A 2. Ato Ayalew
3. two
4. makes pots
5. She cannot feed them. 6. No
7. Consider students' attempt. 8. Consider students' attempt.
9. to organize and assist them to work for themselves.

Section 4-Vocabulary

Activity 1.

1. clay tray. .b 2. clay dish...c 3. coffeepot...a 4. clay pot...e 5. flower pot ..d

Activity 2.

1. rural...g
2. income...d 3. pension...f 4. breakfast...c 5. prepare ..e 6. holiday...a

7. wedding ceremony...i 8. funeral...h

9. bring up...j

10. surrounding ..b 11. taste...k

Section 5-Grammar

Activity 2. 1. taller 2. heavier 3. lighter 4. fatter 5. cleverer 6. older 7. more intelligent 8. shorter 9. as old as

Section 6-writing

Consider students' attempt in writing out sentences.