New

English for Ethiopia

Teacher's Guide

Grade 4

Federal Democratic Republic of Ethiopia, Ministry of Education

English for Ethiopia

Teacher's Guide

Grade 4

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FOREWORD

Education and development are closely related endeavors. This is the main reason why it is said that education is the key instrument in Ethiopia's development. The fast and globalized world we now live in requires new knowledge, skills, attitudes, and values on the part of each individual. It is with this objective that the curriculum, which is a reflection of a country's education system, must be responsive to changing conditions.

It has been more than twenty years since Ethiopia launched and implemented the education and training policy. Since then our country has made remarkable progress in terms of access, equity and relevance. Vigorous efforts also have been made, and continued to be made, to improve the quality of education.

To continue this progress, the Ministry of education has developed a curriculum for development. The framework covers all pre-primary, primary, general secondary and preparatory subjects and grades. It aims to reinforce the basic tenets and principles outlined in the education and training policy, and provide guidance on the preparation of all subsequent curriculum materials- including this teacher guide and the student textbook that comes with it, to be based on active learning methods and a competency – based approach.

Publication of a new syllabus and revised textbooks and teacher guides are not the sole solutions to improving the quality of education in any country. Continued improvement calls for the efforts of all stakeholders. The teacher's role must become more flexible ranging from lecturer to motivator, guide and facilitator. To assist this, teachers have been given, and will continue to receive, training on the strategies and activities that would bring about the desired outcomes in the reaching and learning of English.

I. General Introduction

The newly revised Grade 4 English textbook and teacher's guide are organized around six sections: listening, speaking, reading, vocabulary, grammar and writing.

The Listening section is further divided into three subsections: Pre-listening, which is intended to activate the students' prior knowledge; While-listening, which mainly concerned with understanding what is listened to; and Post- listening, which provides students with opportunities to reflect on the information in the listening text and relate it to their personal experiences. Similarly, the reading section has three subsections: Pre-reading, While- reading and Post-reading.

The Speaking section presents a variety of activities that help students to practice speaking in English. The Vocabulary section deals with the consonant digraphs, blends and word formation. In addition, it presents activities on word meanings to help students increase their vocabulary knowledge

The Reading Fluency section deals with reading at a reasonable speed, accuracy and expression. The reading texts from the reading section are used to practice reading fluency.

The grammar section presents activities in context for the students to practice language structures to reinforce both meaning and form.

The writing section provides activities which gradually take students from phrase and short sentence writing to paragraph writing.

II. Methodology

As a teacher it is advisable for you to model how to do activities through meaningful examples. Encourage students to practice because application of learning helps to build comprehension of concepts taught.

Transfer the responsibility to students by letting them work on their own to apply what you have taught them. Try to engage them in personalizing what they learn and to extend classroom activities to out of class activities. Help them so that they link the lessons to their future learning, in general. Pre-teach some key words and give models and /or example expressions needed for doing activities and for facilitating more students' success in the activities that are to follow.

Try to give the summaries of main points of every unit addressed in the teaching and learning.

III. Assessment and Support

It is important to use continuous assessment techniques to assess students' learning. Continuous assessment provides information that is important for lesson planning. It provides knowledge of whether additional support or re-teaching may be needed for concepts to be mastered. Thus, ask students during and at the end of teaching and learning for the purpose of diagnosing learning problems. When you identify gaps in the students learning and understanding plan and re-teach areas of serious problems as a remedial work.

Below are some informal and formal continuous assessments techniques with which the students are familiar from mother tongue instruction.

- Observation: A teacher circulates through the room and writes notes during a lesson to assess learning as students work in groups, pairs, or individually.
- Turn and Talk: Students turn to each other and share their predictions, responses and reactions with one or two students. The teacher moves around the class to monitor progress.
- Informal Monitoring: The teacher moves around the room to assess which children need support.
- Presentation: students have an opportunity to demonstrate their skills and understanding to the teachers and/ or to the class.

- Summaries and Reflections: Students stop and reflect, make sense of what they have heard or read, and derive personal meaning from their learning experience.
- Formal Continuous Assessment: Class work, homework, quizzes, tests, and examination
- Support: The primary purpose of continuous assessment is to gather information about students learning so as to make interventions for students who need immediate support or acceleration.
- Enrichment: Some students may perform beyond the expected level of performance. Once identified, some additional challenging tasks should be provided.

IV. Issues of Diversity

The classroom is very diverse. Therefore, students may have varying learning needs. Some students are visual learners. Others are auditory learners, and still some are kinesthetic /tactile learners. There are also students with multiple intelligences (linguistic, mathematical, logical, musical, spatial, and others. Moreover, different learners use various learning strategies such as memorization, asking questions, talking to classmates, using dictionaries, listening, writing and reading. Therefore, you, the teacher should try to consider these issues during your preparations and while teaching. You also need to be aware of some students who may have mental or physical disabilities like visual and hearing impairments. In such cases, you may ask students to support one another or make other alternative activities for those who have special needs.

As a teacher, you need to consider these diverse situations in your classroom. For example, for students with visual impairment, visual prompts are not suitable. Apart from getting support from a Braille expert, it is recommended to convert the activities into the ones that meet students' abilities. For instance, pictures could be described orally. An able partner could read the text aloud when students work in groups or pairs. Similarly, for students with a hearing impairment, in addition to the support you may get from a sign language expert, audio prompts could be changed to visual prompts. For students who perform beyond the expected level, refer to the suggestions given in the assessment section. Regarding issues related to gender, avoid assigning roles that are traditionally believed to be the role of only one sex (stereotyping).

In organizing students into groups and pairs, it is important to consider the different levels of students' abilities and paces so that teaching and learning can take place successfully.

UNIT 1 PEOPLE AND THEIR WORK

In grade three students have been doing many activities to develop their English ability in:

- Listening,
- Speaking,
- Reading,
- Vocabulary,
- Grammar, and
- Writing.

In grade three, again they will continue to do more activities under the above six areas. By doing the planned activities in their grade four textbook they will build on and develop their English language ability further. At the end of grade three Unit Ten, the students have done activities under the topic 'Pottery'. In the first unit of grade four textbook, they will do more activities under the topic 'People and Their Work". The activities are prepared under six different sections: listening, speaking, reading, vocabulary, grammar and writing. So help them to develop their English language ability in depth in the six areas stated above.

UNIT OBJECTIVES

At the end of the unit, students will be able to:

- listen to a passage and complete information accordingly
- explain what people do in their home and work place
- give contextual meaning for the new words in the text
- locate the right place of things using prepositions
- comprehend the main idea in the reading text
- complete sentences/ text using the correct words
- write short and simple sentences about people and their work
- describe how one can get to a place

WEEK 1-DAY 1

SECTION 1: LISTENING (40 MINUTES)

Before you ask your students to listen to the following texts about jobs, consider the students in your class who have hearing problems. Think of alternative activities in which they can be engaged. In case those students have no visual problems, you might prepare visual activities to compensate their hearing problems.

Pre-Listening (10 minutes)

Activity 1

Ask students to tell you some of the jobs people do in different villages or towns. . If they fail to tell you some of the jobs people do in their village or town, help them by giving some examples about different jobs that could be carried out by people in different villages and towns.

Possible Answers:

1. a) Farmer b) Teacher c) bus driver. You can accept jobs such as: merchant, baker, police officer, barber, shopkeeper, nurse, cleaner, butcher, driver, etc.
2. 2. Students might tell you some jobs that they know such as gardener, postman, nurse, secretary, photographer, chef, cook, guard, soldier, doctor, school director, pilot etc.
3. 3. Encourage students to tell their friends what they want to be when they grow up. Accept as many answers they give you as possible and write it on the blackboard,

While-listening (15 minutes)

Activity 2

Read the text entitled "Jobs" to the class. Tell students to write the names of the different jobs described in different text as they listen to you.

Possible Answers:

1. Waiters (for men)/ waitresses (for women) 2. Dentists 3 farmers 4. Astronauts 5. Veterinarians

6. Cashier 7. Carpenters 8. Actors (for men) / actresses for (women) 9. Journalists

LISTENING TEXT

Jobs

1. They work in a restaurant and take people's orders and bring their foods. If you ask them nicely they refill your drink.
2. They work in an office and clean your teeth. If you have a cavity, they will fix it.
3. They work in the country side and take care of the land. They grow many things like fruits and vegetables.
4. They work in space and fly in space craft. Sometimes they go to the moon.
5. They work in animal clinic and take care of dogs and cats.
6. They work in a variety of places such as supermarkets, retail stores, gas stations, movie theaters and restaurants. They use cash register, ring up their clients take their money and give them their change and a receipt.
7. They work with wood and make tables, bookshelves and many other things.
8. They work in movies and TV shows. If they are really good they become famous and everyone knows their names.
9. They report news on TV and in the newspapers. Some people like to listen to them every day.

Post –listening (15 Minutes)

Activity 3

Ask students to think of different jobs that people do in their school. Tell them to discuss in groups and why people do these jobs and which jobs the students like to do themselves and why. The students share their answers

Answers:

Students might give you the following jobs. Write them on the blackboard and help them to learn.1. Guard (A guard takes care of the school security)

2. Gardner (A gardener takes care of the flowers in the school.
3. Teacher (A teacher teaches at school
4. Storekeeper
5. Cleaner
6. Janitor

WEEK 1-DAY 2

SECTION 2: SPEAKING

If you have some students who are visually impaired consider the case and ask the students who have no visual problems to tell and support the pictures and help them to learn cooperatively. Or else prepare alternative activities for the visually impaired students.

Activity 1

Tell students to look at the pictures in their students' textbook and talk about the jobs of the different people in the pictures. Encourage the students to come up with different jobs by looking at the pictures and tell what they do.

Answers:

A. Nurse (She takes care of a patient's health.
B. Dentist (A dentist treats teeth).
C. Pilot and co-pilot (They fly airplane).
D. Mechanic (He maintains cars).
E. Fire fighter (A fire fighter puts out the fire).
F. Tour guide (A tour guide shows the sightseeing to the tourists.

Activity 2

Ask the students to be in pairs and tell them that they meet someone on their way to school. Then, they complete the following dialogue. Tell them to take turns and ask and answer the questions in the dialogue using their own information. Give the dialogue for model practice.

Answers:

1. What is your name?	My name is Naol.
2. What is your father's name ?	My father's name is Gemeda.
3. How old are you?	I am nine years old
4. Where are you from?	I am from Bishoftu.
5. What grade are you in?	I am in grade four.

Before you conclude the daily lesson ask a few questions to check that students have understood the main points taught and/or learned. Help the students if you find out that they did not understand. Take time and do remedial work to support them.

WEEK 1-DAY 3

Prepositions (40 minutes)

Activity 3

Tell students to look at the picture in their student book and ask them to describe the location of the buildings using the prepositions such as "next to, opposite, behind, in front of, at the back and near". Ask students to copy the questions into their exercise books and complete the dialogue by asking the missing information from their partner. Encourage the students to look at the pictures and describe the locations of the offices.

Answers :
1. The pharmacy is behind the police station.
2. The supermarket is opposite to the police station.
3. The post office is near the pharmacy.
4. The school is near the super market.
5. The movie theatre is at the back of the bus station. The movie theatre is near the post office
5. The movie theatre is at the back of the bus station. The movie theatre is near the post office

WEEK 1-DAY3

Conversation related to situation (40 minutes)

Activity 4

Organize the class in pairs and ask them to introduce themselves to each other as in the dialogue. Invite one student to come to the front of the class and ask him or her questions to complete information that is requested when greeting someone.

Student A: Good Morning. What is your name?
Student B: Good Morning. My name is Firaol.
Student A: I see you are carrying a backpack. Are you student?
Student B: Yes, I am.
Student A: what is the name of your school?
Student B: It is called Dandi Boru School.
Student A: Where is your school? It is behind the hospital.
Student B: Which grade are you in?
Student A: I am in grade four.
Student B: what are the subjects your learn.
Student A: I learn Maths, English, Afaan Oromo and Environmental sciences and Social Sciences.
Student B: which subject do you like most?
Student A: I like Math. Or say my favourite subject is Mathematics.

The above dialogue is given as a model but the students will give different answers .so accept their answers as far as they are grammatically correct and related to the context of the questions.

WEEK 1-DAY 4

Pronunciation drill and talking about jobs (40 minutes)

Activity 5

Ask the students to drill pronouncing the words in the left-hand column correctly. Then, ask them to describe the kind of job the person does.

Answers :	
pilot	A person who flies an airplane.
engineer	An engineer is a person who constructs roads, buildings, bridges etc.
farmer	A farmer is a person who grows plants and crops
cook	A cook is a person who prepares food for consumers.
fire fighter	A firefighter is a person who put out accidental fires to save life and property
teacher	A teacher is a person who teaches students different subjects.
doctor	A doctor is a person who treats patients or sick persons.
nurse	A nurse is a person who supports doctors to treat patients.
waiter	A waiter is a person who serves food and drink to customers.
cashier	A cashier is a person who gives changes for the clients after he pays.
baker	A baker is a person who bakes bread and cake for consumers.
dentist	A dentist is a person who takes care of people's teeth.
actor	An actor is a person who take part in movies or theatre as a participant or character.
painter	A painter is a person who draws pictures and paint images.
secretary	A secretary is a person who writes document in the office

WEEK 1-DAY 5

SECTION 3: READING (25 MINUTES)

Pre- reading (5-Minutes)

Activity 1

Ask students to study the pictures and read the title of the passage "people and their work" and predict what the text is about. Model predicting by creating an imaginary situation. Example: Look! I see a picture of a man cutting a boy's hair. What do you think the text will be about? It could be about a barber. Ask students to share their predications with a partner.

While- reading (15 minutes)

Activity 2

Ask students to read the passage silently and find out if their predictions are correct. Then, ask students to read the text again and answer the questions. Encourage students to provide complete answers for comprehension questions.

Activity 3

Ask the students to read the passage silently again and tell them to answer the comprehension questions in complete sentences. Tell them to work individually and match the jobs and the names of the persons. mentioned in the text. Then, compare their answers with their partner.' Tell them to read out their complete sentences to the class.

Answers:
1. Robera 2. Emebet 3. Tigist 4. Ledamo 5. Selamawit

Post - reading (5 minutes)

Activity 4

Organize the class in small groups and ask them to discuss which jobs they like most and the jobs they want to do when they grow up. Accept as many correct answers that students give you after discussions.

Fluency reading (15 minutes)

Activity 5

Read the passage entitled "People and Their Work" aloud with proper expression by asking students to listen to you attentively. Pause when necessary (after comma, and full stop).Ask the students to listen to you as you read the text entitled "People and their work" aloud. Then, ask them to read some paragraphs of the text aloud with proper expressions to each other and get feedback. At the end of the lesson, the whole class discussion can look back at where pronunciation could be improved.

WEEK 2-DAY1

SECTION 4: VOCABULARY (20 MINUTES)

Activity 1

Ask students to complete the sentences in their student book by filling in the gaps with correct words from the table. Tell them to write their answers in their exercise books.

Answers:				
1. grow	2.feed	3. teach	4. speak	5. sing

Word parts study (20 minutes)

Activity 2

Give example words that begin with initial consonant clusters br- and cl-(bring, clean). Draw students' attention to cl- i.e. the name of the first letter is c but the actual sound it makes is/k/. Say the sound of the letter c in the word 'clean' aloud and ask the students to repeat after you.

Ask the students to blend initial consonant clusters br- and cl- with their endings. Ask them to write the full words in their exercise books.

Tell the students to write two more words that begin with br- and cl-. Then use the words to write sentences.

Answers: A	
1. br+oom=broom	2. Br+ing= Bring
3.cl+ear+ clear	4. cl+ass=Class
6. cl+ing=cling	
Answers: B	
2.cl+ean= clean	3. br+own= brown
4. Club= club	5. br+ush= brush
Answers: C	
1.cl+ip= clip	2 .br+isk= brisk
3. Br+ight+ bright	4. cl+ose=close
5.br+and= brand	
Answers: D	
1. Cl- 2. Br- 3.bl- 4 cl-	

WEEK 2-DAY2

Section 5: Grammar (40 minutes)

Activity 1

Tell students to look at the pictures in their textbook and decide which article should be used for each picture. Ask them to share their answers with their partners.

Answers :				
1.an	2. an	3.an	4.a	5.a
6.a	7.an	8.a	9.a	10.a

Activity 2

Ask students to read and complete the dialogue with the right articles: "a, an, or the". The focus of this activity is for students to learn to use articles a/ an/ and /the/ correctly.

Answers :			
1 A. a	1 B. the	2. A a	2 B. the
3 A. an	3 B an	4 A an	4 B an
5 A. a	5. B a	6 A a	6 B the/ the
7 A no gap to be filled		7 B an	

Activity 3

Ask students to correctly fill in the gaps with the article "a, an," or "the" in the sentences given in their textbook.

Answers :					
1.a	2. a	3. an and the	4. the	5.the	6. an

WEEK 2-DAY3

Activity 4

Let students work in pairs and, in turns, tell each other what he/she does every day using the simple present tense verbs. Ask the students to report their friends' everyday activities to the class.

Answers :
The students come up with different answers and you can encourage them and support them to speak their daily activities using simple present tense.

WEEK 2-DAY4

Verb be (40 minutes)

Activity 5

Ask students to write short sentences using the verb <be> in simple present tense (am, is, and are) about their families' jobs and where they work.

Answers :
1. My father is a farmer. He works in the field.
2. My brother and my sister are teachers. They work at school.

Encourage the students to write short sentences of their own using the verb 'to be'. Accept as many correct sentences as constructed by the students and praise them for the good work and give them feedback..

WEEK 2-DAY 5

Grammar (40 minutes)

Activity 6

Tell the students to copy down the information in the table from their textbook into their exercise books. Then, ask them to write short sentences in simple present tense about what they usually do at home, at school and in their villages. Then, ask the students to read their sentences to the class. Some possible answers of the students are suggested for your references. Encourage students to construct their own sentences about what they do at home, school and in their villages.

Answers : at home
1. I help my dad in farm works.
2. I help my mother in the kitchen.
3. I study my lessons at home.
4. I watch Tv with my family .
5. I fetch water from a distant river
At school
1. I practice speaking English.
2. I learn seven different subjects.
3. I talk to my teacher.
4. I answer questions
5. I respect my teachers.
6. I clean the blackboard for my teachers.
In the village
1. I play football.
2. I ride my bike in the village.
3. I listen to elders' advice.
4. I clean the blackboard for my teachers.
5. I learn telling stories from elderly people.

WEEK 3-DAY 1

Grammar-Simple Present and Present Continuous Tense (40 minutes)

Activity 7

Ask students to fill the gaps with the appropriate simple present tense verb forms. Then, tell them to read their sentences to the class.

Answers :					
1. lives	2.learns	3. likes	4. is	5. wants	6. is

Activity 8

Ask students to look at the pictures and write short sentences using the present continuous tense about what the people in the picture are doing. Encourage the students to describe what the person in the picture is doing now.

Answers :
1. Picture 1: A man / he is ploughing the plot of land.
2. Picture e2: A teacher/ she is teaching English to her students in the class.
3. Picture 3: The boy/He is painting a picture.
4. Picture 4: The girl/ She is doing her homework.
5. Picture5: The boy / He is reading his English textbook.

WEEK 3-DAY 2

Grammar Simple present and Present Continuous Tense (40 Minutes)

Activity 9

k students to fill in the gaps with correct simple present tense forms of the verb do/does. The focus of this activity is for the students to learn to use (do/does, don't, doesn't) correctly. correctly.

Answers :			
1. No, he doesn't.	2. No, they don't	3. No, he doesn't.	4. Yes, they do.

Activity 10

Ask the students to fill correctly in the gaps with the simple present tense verb forms of the verb (do, and does). Tell the students to discuss in pairs.

Answers :	
1. We do not go to school on Sunday.	5. Do they study in the library?
2. I do not play football on the street.	6. Does she clean the room with a broom?
3. He does not shout in the class.	7. Do you go to the library?
4. You do not come to school late.	

WEEK 3-DAY 3

Simple present and present continuous tense (40 Minutes)

Activity 11

Ask students to read the text on the students' text book and use the correct forms of the simple present tense of the verbs in the brackets. Tell them to compare their answers and report it to the whole class.

Answers :				
1. learn	2. wake up	3. eat	4.go	5. is
6. is	7. studies	8. does	9. have	10. go

WEEK 3-DAY 4

Grammar -Quantifiers (40 minutes)

Activity 12

Ask the students to change the verbs in the bracket into correct forms of the present continuous tense. Tell them to copy the activity into their exercise books.

Answers :				
1.are using	2. are spending	3. are working	4. are using	5. are scoring

Activity 13

Ask the students to fill the gaps with right quantifies given in the box to complete the sentences. You can encourage the students to look at the pictures and construct sentences using the quantifiers given: (some, any, both all, one and much). Accept the correct sentences the students tell you and give them feedbacks.

Answers :

1. There are many desks in the classroom.
2. There is some water in the bottle.
3. There is some water in the glass.
4. Both the boy and the girl sit near the blackboard.
6. All the students have exercise book.
7. All the students sit at their desks.
8. There are many objects in the classroom.

Activity 14

Ask the students to fill the gaps with right quantifies given in the box to complete the sentences.

Answers :				
1. much	2 both	3. many	4. All	5. One

WEEK 3-DAY 5

SECTION 6: WRITING 40 MINUTES)

Activity 1

Ask students to fill in the right information and write the paragraph about Merartu. Tell them to compare their answers and read their paragraph to the class.

Answers :
Her name is Marartu. She is 9 years old. She learns at Jimma University Community School. Her favourite subjects are English and Mathematics. Her hobbies are watching children's cartoon films and reading folktales.

WEEK 4-DAY 1

Activity 2

Ask the students to use Marartu's note and write one paragraph about themselves. Tell them to use the information in the table for themselves and write about themselves. Tell them to do it individually and compare their paragraph with their partners'. Ask them to read their paragraph to the whole class.

Answers :
My name is Kedefo. / I am Kedefo. I am nine years old. I learn at Dubti Primary School. My favourite subjects are Afaraf, English and Mathematics. My hobbies are reading children storybooks and playing football.

WEEK 4-DAY 2

Writing short sentences (40 Minutes)

Activity 3

Ask the students to look at the pictures and write short complete sentences that describe the picture. Then, ask the students to read their sentences to the class.

Answers:
Picture 1: The girl /she is reading a book. Picture 2: The girl /she is running. Picture 3: The boy and the girl are writing their homework in the library. Picture 4: The boy/he is jumping the rope. Picture 5: The children/They are playing football in the street. Picture 6: The man/he is watering the flower.

WEEK 4-DAY 3

Grammar- Punctuation Marks (40 Minutes)

Activity 4

Ask students to correctly provide the sentences in Enku's letter written to Nasise to make the sentences meaningful with appropriate punctuation marks.

Answers:

Nasise,

Hi, how are you? I am having a great time at Camp. Every day I swim, play basketball and sing songs. I have made many new friends. How is your summer? I can't wait to see you in the fall.

Your friend,

Enku

1.Comma (,) 2. Question mark(?) 3.Full stop(.) 4.Comma(,) 5. Full stop(.)
6. question(?) 7 exclamation mark (?) 8. Comma (!) 9 comma (,)

WEEK 4-DAY 4

Activity 5

Ask the students to provide the sentences with the right punctuation marks.

Answers:

1. question mark (?) 2. Fullstop (.) 3. Question mark (?) 4. exclamation mark (!) 5. Question mark (?)

6. Full stop (.) 7 full stop (.) 8. Full stop (.) 9. Exclamation mark (!) 10. Question mark (?)

WEEK 4-DAY 5

Dictation (40 minutes)

Activity 6

Ask students to write down the following sentences for dictation. Tell students to listen to the sentences carefully. Inform them to write the spelling correctly. Remind them to use capital letter at the beginning of the sentence and a full stop and a question mark at the end of the sentences. Dictation text to be read by the teacher:

1. He is a teacher.
2. She is a doctor.
3. They are cooks.
4. They are farmers.
5. He is a barber.
6. She is a chef.
7. He is a mechanic.
8. They are bakers.
9. We are nurses.
10. He is a chef.
11. We are nurses.
12. He is a pilot.
13. She is a fire fighter.
14. He is a cleaner.
15. They are engineers.
16. They are secretaries.
17. She is a flight attendant.
18. My brother is a police officer.
19. He is a mailman.
20. She is a bus driver.

UNIT 2 RAINY SEASON

UNIT OBJECTIVES

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

- listen to a short paragraph about rainy seasons and reflect.
- use common expressions for farming activities.
- infer the main idea of a given text.
- read passage about rainy seasons and answer questions related to it.
- guess the meanings of words in boldface in the passage.
- express daily activities of people at home and around.
- pronounce words correctly.
- write short and simple sentences.

Ask students during and at the end of teaching and learning for the purpose of diagnosing learning problems. If you identify problems of learning from students' responses, plan and re-teach areas of serious problems.

WEEK 5 DAY 1

Ask the students to discuss in groups, what they know about rain and season. Then, pre-teach them the meanings of key words to help them understand the passage they are going to listen to.

Activity 1

Ask students to answer the three questions given in the student textbook by writing short sentences in their exercise book individually. Their short sentences could vary because the questions are open-ended in nature. (15 minutes)

Activity 2

Instruct students to be in pairs. Let them ask and answer the three questions given under Activity 1 in their textbook. Ask them to take turns and do this activity in the form of a dialogue following the given examples in your textbook. Ask some pairs to act out the dialogue at the class level. (25 minutes)

WEEK 5 DAY 2

Activity 3

You are going to read a text entitled 'Activities in Rainy Seasons' and students are going to listen to you. Tell them to listen to you when you read and write down 3 indoor and 3 outdoor activities in the following table. Let them copy down the table into their exercise books and be ready for the listening.

Help them to understand exactly what they are going to do before you start reading the text for them. Finally, check their understanding and read the text. (15 minutes).

Finally, check their understanding and read the text. **(15 minutes).**

Answers:
Indoor Activities: playing chess, reading, watching TV, cooking, cleaning,
Outdoor Activities: clearing land, plowing, sawing seeds, planting, playing in the rain, splashing water

LISTENING TEXT

Activities in the Rainy Season

There are different activities which **take place** during the rainy seasons. During these seasons, some people like to stay at home and read books. Others prefer to watch films on television. Still others are interested to play **indoor** games like chess. There are also people who like cooking, cleaning and doing other domestic activities. During these seasons, the land becomes wet enough for doing agricultural activities. Some of these **outdoor** farm activities are clearing land, plowing or preparing it and sawing seeds. Planting seedlings is also another activity during the rainy season. This is done to make the environment green and to expand forests. Children do different **enjoyment** activities during the rainy seasons. They jump, chase one another, run here-and-there laughing, chatting and shouting. They get themselves wet in the rain and enjoy. They splash the surrounding **abundant** water onto one another and play. The sun sometimes appears but often disappears in the sky, and it also seems to play a hide-and-seek game.

Activity 4

Next, tell students to listen for the second time to finalize and refine their answers to questions presented under Activities 3 and 4 in their text book. Then, read the listening text entitled 'Activities in the Rainy Season' for the second time. (10 minutes)

Finally, ask students to be in pairs and compare their answers with those of their partners. Following that, ask some students to go to the front and report their answers to the class. (10 minutes)

Answers to Questions under Activity 4: 1- True; 2-False.3. True

WEEK 5 DAY 3

Activity 5

Ask students to look at the different pictures presented in their 'Student Textbook' under Activity 5 and match the activities presented in a table in their book by writing the letters of the pictures which are related to the activities. They need to write their answers (or, letters) under the pictures column in the table given. Please carefully explain that they should do the activity in their exercise books. (25 minutes)

Answers:
Pictures C , B, D and A, consecutively.

Activity 6

Organize students to be in groups of three or four and discuss the main idea of the listening text and what they have learned from the listening text. **(15 minutes)**

Assessment:
Concept maps: students draw diagram or the mental connections they make between the major concept (rainy seasons) and other concepts (people's activity during this time) they have learned.

SECTION TWO: SPEAKING

WEEK 5 DAY 4

Activity 1

Dialogue (question and answer)

Ask students to read and understand the dialogue which takes place between Selam and Milky under Section Two, Activity 1 in their text book. Then, let them complete the dialogue individually. Go around and check students' answers for this activity. (25 minutes)

Activity 2

In pairs, students extend and practice the dialogue which deals with their feelings of the surrounding weather. Then, invite some pairs of students to make similar dialogue on their feelings of the weather in front of the class. (15 minutes)

Assessment: Invented (imaginary) dialogue; Observation and feedback

WEEK 5 DAY 5

Activity 3

Asking for Permission or Requesting using 'May'

Instruct and encourage students to study the given three examples of ways of asking for permission or polite request under Section Two, Activity 2. Make them ready to follow the examples given in your student's textbook. Then ask for permission and give responses in similar ways. (20 minutes)

Organize students in pairs and tell them to ask for permission and give responses, taking turns. Inform them that responses can be positive or negative, but that they should be expressed politely. In other words, one of the pairs will ask for permission and the other will give response. Both of them should be polite in the dialogue or con**ver**sation. (20 minutes)

Assessment: Observe and check students' individual and pair work

SECTION THREE: READING

WEEK 6 DAY 1

Pre-reading (15 minutes)

Activity 1

Let students individually read the three questions given under Section Three, Activity 1 and think of the answers. Then, organize them in groups of three or four so that they discuss their answers to the three questions given.

Activity 2

Before students read the passage about the 'Rainy Season' tell them to copy the table given in their text book under Section Three, Activity 2. The table is about the benefits of the rainy season and ways in which it is important.

While-reading (25 minutes)

Then, as they read the passage, let them complete the table by writing down the required information in the table under the ' effects of a rainy season' column and also under the column given for 'doers of the activities during a rainy season'. Check their understanding of what to do and then let them read and do the activity given.

Possible Answers:
Receivers of the impact of a rainy season are: animals, plants, people, etc. Effects of a rainy season: it gives cool feeling, food production, source of water, making the environment green, etc.

WEEK 6 DAY 2

Activity 3

Once again let students individually read the passage entitled 'Rainy Season' and say whether statements given are True or False. Tell them to write down the statements and their answers in their exercise books. (15 minutes)

Answers:				
1. True;	2. False;	3. True;	4. False;	5. False

Activity 4

Organize students in groups of three or four and let them discuss to answer the three questions given under Section Three, Activity 4 in their text book.

After their discussion ask some students to report their answers to the class. **(25 minutes)**

Assessment: Record students' performance

WEEK 6 DAY 3

Activity 5

Reading Fluently

Ask students to listen carefully and attentively to you when you read the first paragraph of the passage entitled 'Rainy Season' aloud. Read it with the necessary expressions (pauses, full stops, intonation …) correctly and fluently so that your students listen and repeat loudly following you. (15 minutes)

Then, let them individually read the paragraph loudly making the necessary expressions when needed. Move around and support them as needed. (15 minutes)

Finally, ask some students to read the paragraph aloud to the class. (10 minutes)

Assessment: Listen to students when they read aloud using expressions and give feedback

SECTION FOUR: VOCABULARY

WEEK 6 DAY 4

Activity 1

Using Topic Related Words

Tell students to work individually and write a sentence using each of the eight topic related words given under Section Four, Activity 1. Let them write down the sentences in their exercise books following the sentence constructed using one of the words as an example. **(25 minutes)**

Then, ask some of the students to read their sentences to the class. **(15 minutes)**

Assessment: Listen to students when they read their sentences and provide feedback.

WEEK 6 DAY 5

Activity 2

Tell students to fill the gap with the right words given in the table from the passage to complete the text. Order them to work individually. (5 minutes)

Finally,ask some students to read their answers to the class and support them giving encouraging feedback. (15 minutes).

Finally ask some students to read their sentences to the class and support them giving encouraging feedback. **(15 minutes)**

Activity 3

Ask students to copy the table presented under Section Four, Activity 3 in their text book in their exercise books.

Then order them to match the words in Column A which are taken from the reading passage with their meanings presented in Column B of the table.

Let them choose the appropriate meanings and write the letters of the chosen meanings on the blank spaces in Column A against the words. **(10 minutes)**

Lastly ask them to compare their answers in pairs and provide them the feedback. **(10 minutes)**

Answers:
E, B, D, C, A, and A respectively

Assessment: Check and give feedback for students' work

WEEK 7 DAY 1

Activity 4

Segmenting Words

Encourage students to study and understand the note and examples given about segmenting words. Give them some minutes so that they read the given note and examples under Section Four, Activity 4 in their text book. (15 minutes)

Then ask them to work individually and segment the five given words into their components. Let them follow the given example for the segmentation. (15 minutes)

If there is some more time, you can also give more appropriate words so that students can do the segmentation and extend the practice and awareness on the point. **(10 minute)**

Answers:		
classroom = class + room;	underestimate = under + estimate;	timetable = time + table;
overview = over + view;	overcoat = over + coat	

Assessment: Check and give feedback for students' work

WEEK 7 DAY 2

Activity 5

Ask your students, individually, to think of and write down in their exercise book more words that can be segmented. Then, let them show how the words can be segmented by writing down their segments or components. Help the students to segment the words and show them by segmenting the words that the students tell you in a whole classroom discussion. (5 minutes).

Activity 6

Encourage students to study and understand the note and examples given about blending words under Section Four, Activity 6 in their text book. Give them some minutes so that they read the given note and examples and do the five words given. (10 minutes)

Then ask them to work individually and blend words to result in five words as required under Activity 6 of Section Four. Let them follow the given example for the blending. (10 minutes)

If there is some more time, you can also ask students to blend more and more words that result in single words to extend the practice and gain more awareness on blending. (5 minutes)

Organize students in pairs and ask them to compare their answers so as to learn from each other. Then, give chance to some students to show the blending to the whole class. (10 minutes)

Answers:
1. bedroom 2. rainbow 3. Overcoat 4. raindrops5. sunset

SECTION FIVE: GRAMMAR

WEEK 7 DAY 3

Forming Questions Using Wh-words

Encourage your students to read, study and understand the note and examples given about the use of wh-words or question words under Section Five, Activity 1. Let them read the note and examples for some minutes. (10 minutes).

Activity 1

Next, organize students in pairs so that they complete the dialogues between student 1 and student 2. Let them take turns so that one will act like Student 1 and the other like Student 2. **(15 minutes)**

Finally, ask some pairs of students to go to the front and act out the dialogue. Student 1 asks questions using wh-words or question words and the other responds appropriately. **(15 minutes)**

Assessment: Give class work or homework and provide constructive feedback

WEEK 7 DAY 4

Pronouns (we, he, she, they, I, him, them, her, me, us ….)

Tell students that pronouns are words that replace nouns**.**

Let students write down in their exercise books and study the given example~~s~~ sentences under Section Five, Activity 1. Remind them that pronouns are used in the given example sentences. Furthermore, inform them that those given sentences focus on the activities or practices which take place at home or in the surroundings. **(10 minutes)**

Activity 2

Ask students to write down five short statements in which pronouns are used. The statements should focus on activities or practices that are done at their homes or in their surroundings. **(15 minutes)**

Next, organize the students in pairs so that they read their statements for their partners. **(15 minutes)**

Assessment: Give class work, homework and provide constructive feedback.

WEEK 7 DAY 5

Possession: 'Whose (object) is that?'

Activity 3

Remind your students to carefully and seriously study the note, pictures, and example sentences given under Section Five about 'Possession'. (5 minutes)

Then, organize them in pairs so that one of them will ask a question using a wh-word or a question word ('whose') and the other will answer using the right pronoun following the given examples. (20 minutes)

Finally, ask some pairs of students to go to the front and make the question-answer dialogue focusing on the description or use of 'possession'. There answers are: 3. Bontu has a book. It is her book.4. Taye has a ball. It is his ball. 5. Dawit has a graduation gown. It is his gown. 6. Ujulu has a cap. It is his cap. (15 minutes)

Assessment: Annotated (commendable) portfolios

WEEK 8 DAY 1

Activity 4

Simple Present (Verb to be, verb to have, verb to do)

Ask students study the pictures and the short sentences constructed using simple present under Section Five, Simple Present topic.

Let them match the pictures with the short sentences written in simple present by writing the number given to the picture on the blank space provided next to each sentence. Tell them that the first one is done for them as an example to follow (10 minutes)

Then let them be in groups of 3 or 4 and compare their answers. Next, invite some students to report their answers to the class. (10 minutes)

Activity 5

AAsk the students to look at the table with two columns put under Section Five, Activity 5 in the Student Text Book. In the first column some daily activities are presented. In the second column people who perform (do) the activities are listed.

Let the students match the activities with the people who do the activities by writing the appropriate letters in the given blank spaces. Inform them that the first is done for them as an example to follow. (10 minutes)

Organize students in pairs and ask them to compare their answers. Finally, ask some students to report their answers to the class. (10 minutes)

Answers:
1/ E; 2/ D; 3/F; 4/ C; and 5/ A

Assessment: Annotated (commendable) portfolios

WEEK 8 DAY 2

Activity 6

Present Continuous (is/am/are + verb +…ing)

Let your students look at and understand or study the pictures under Section Five, Activity 6 in their textbooks.

Then, ask them to work in pairs so that one will ask about what is happening in one of the pictures and the other will give the appropriate answer. They need to take turns and do the activity using present continuous tense. Tell them that the first one has been done as an example. (20 Minutes)

Later, if there is time you ask some students about the classroom situation so that they will answer using present continuous tense.

For example, if there is a student in the classroom wearing a jacket, your question could be 'Who is wearing a jacket in this classroom?' (20 minutes)

Answers	
Picture B: He / the boy is running.	Picture C: She / the girl is riding the bike/bicycle.
Picture D: He / the boy is reading a book.	Picture : The cows are grazing grass in the field. They are grazing grass in the field.

Assessment: Annotated (commendable) portfolios

WEEK 8 DAY 3

SECTION SIX: WRITING

Writing short sentences on everyday activities

Activity 1

Ask and guide students so that they gather information either from their partners or prepare their own information about the routine daily activities like waking up, going to toilet, washing hands and faces, eating breakfast ….. (10 minutes)

Then, ask them to write down short sentences about their partner's or their own routine daily activities. Let them follow the given examples under section Six, Activity 2 in their textbook. Furthermore, ask them to extend the activity and write more short sentences. (10 minutes)

Organize them in groups of three or four and instruct them to read their short sentences to their groups. (10 minutes) Finally, ask some students to read their short sentences for the class. (10 minutes)

Assessment: Listen to students' sentences (performance) and provide constructive feedback

WEEK 8 DAY 4

Writing Guided Paragraph

Support and prepare your students so that they, individually, complete the guided paragraph given in their textbook under Section Six, Activity 3. The guided paragraph is about Sofia's daily routine activities. Inform them that the first blank space is filled for them as an example. (20 minutes)

Ask the students to compare their answers, in pairs, and make discussion on the answers to learn from each other. (10 minutes) Finally, invite some students to read their complete paragraph to the class. (10 minutes)

Answers for the guided paragraph:				
2/ washes;	3/eats;	4/wears;	5/to school;	6/learns

Assessment: Listen to students' complete paragraph when they read and provide constructive feedback.

WEEK 8 DAY 5

Writing a short paragraph on everyday activities

Activity 3

Instruct and guide your students so that they write short paragraphs on their everyday activities. First of all, let them write down some short sentences about their everyday activities as required in student textbook under Section Six, Activity 3. (10 minutes)

Next, let them use their short sentences and write short paragraphs about their everyday activities. The first sentence is written to guide their paragraph writing activity. Ask them to follow the first sentence given as a guide. Tell them to write the paragraphs in their exercise books. (15 minutes)

Lastly, ask your students to be in pairs and read their paragraphs to each other. Let them compare their paragraphs. Then, ask some students to read their paragraphs for the class. (15 minutes

Assessment: Listen when students read their written short paragraphs and provide feedback

UNIT 3 TRAFFIC SAFETY

UNIT OBJECTIVES

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

- listen to a short paragraph about safety drive and reflect.
- talk about safety drive and its importance for the wellbeing of a community.
- use common expressions of suggestions and recommendations.
- use likes and dislikes (prefer x to y) in their daily involvement.
- infer the main idea of a given text.
- guess the meanings of words in boldface in the passage.
- express activities that people do frequently.
- use regular and irregular plurals for their daily activities.
- express what students are able to do or unable to do
- use definite an indefinite articles.
- write short and simple sentences.

WEEK 9-DAY 1

SECTION 1: LISTENING (40MINUTES)

Pre-listening (10 minutes)

Activity1

In the pre listening phase or stage, pre-teach some new words such as zebra, traffic light, traffic and highways to help them understand the listening text during listening.

Ask the students to look at the title of the text and the picture in their textbook and predict what the text is going to be about. Encourage the students to predict what the passage is about. Check if the students are familiar with the meaning of highways and the concept of traffic lights and crossing highways or roads safely. Give examples of highways. Then, read the text on "Crossing highways" to the students. Tell especially students from rural areas to carefully observe the zebra crossing and the traffic lights when they go to nearby cities. The answers for activity 1 vary; so, encourage and help the students to answer the questions.

LISTENING TEXT

Crossing Highways

Road safety rules prescribe how to cross highways for pedestrians. It is mandatory to follow the road safety rules to avoid road accidents on crossing highways. At all crossings, always check that the traffic has stopped before you start to cross or push a pram on to a crossing. Don't cross at the side of the crossing or on the zig-zag lines, as it can be dangerous. You have to avoid loitering on any type of crossing. It is advisable to cross on the zebra markings. Give traffic plenty of time to see and to stop before you start to cross. Vehicles need more time when the road is slippery. Wait until traffic has stopped from both directions and the road is clear before crossing. Remember that traffic does not have to stop until someone has moved onto the crossing. Keep looking both ways, and listening in case a driver or rider has not seen you and attempts to overtake a vehicle that has stopped.

While-listening (20 minutes)

Activity 2

Ask students to read the questions before they listen to the text. This will help students focus on important information while listening. It also provides them with a purpose for listening. Tell students that they are going to listen to a text about "Crossing Highways". Tell them that it will be read to them three times. Ask students to take notes as they listen about how to cross the highways described in the text. Tell them to orally respond to comprehension questions after they listen to the text.

Answers:

1. False	2. False	3. True	4. True	5. True	

Post-listening (10 minutes)

Activity 3

Ask students to read the following statements on their textbooks and choose the main idea of the text you have listened to under activity 2. Encourage students to discuss their answers in small groups and report their answer to the class.

Answer: B

WEEK 9-DAY 2

SECTION 2: SPEAKING (40 MINUTES)

Activity 1

Organize the class in pairs. Tell students to look at the pictures about people's experiences on highways. They can give different answers to you. Encourage the students to talk more about the pictures in their text book related to their daily experiences and observations on highways. Then, ask students to read the model dialogue and act out the roles as student A and Student B.

Activity 2

Explain to students the use of can and cannot to express ability and inability. Ask them to construct positive, negative and interrogative sentences using the information given in the table in students' textbook. Tell them to write their own sentences using can and cannot. Tell them to write the sentences into their exercise books. Students can write different sentences using can and cannot. So, check they have written grammatically correct sentences.

Activity 3

Organize the class in pairs. Tell the partners to ask questions using **'please can I'** and **'excuse me'** Organize the class in pairs. Tell the partners to ask questions using 'please can I' and 'excuse me' or 'may' to make polite request. Ask the students in pairs to act out the dialogue.

WEEK 9-DAY 3

Activity 4

Ask students to look at the chart given. Then, let them write sentences individually about what the students 'can' or 'can't' do. Tell students that the tick mark stands for 'can' and the cross mark stands for 'can't' in the chart. Go around the room to support students who don't understand the instruction. Let students show their sentences to their partners. Ask some students to read their sentences to the class.

WEEK 9-DAY 5

Activity 5

Ask students to fill in the gaps with should or should not. Tell them to write the answers in their exercise books. Ask them to compare their answers with a partner. Model the activity. Write example sentences on the board and draw the students' attention to should go and should not go, etc.

Answers:			
1. should	2. shouldn't	3. should	4. shouldn't
5. A. Should	5. B. shouldn't	6. should	7 should

SECTION 3: READING

Pre-reading (10 minutes)

Activity 1

Ask students to look at the pictures and the passage entitled "Safety Drive. Tell them to discuss the pictures in pairs. Ask them to report their point of discussions to the class. Ask students to talk about the pictures and safety drive.

Answers:
Students might come up with different talks.
Picture A is safe driving. She is wearing seat belts and looking straight to the front and driving.
Picture B is not safe driving; he is using mobile and he doesn't use seat belt. So, he might be exposed to accidents.

While reading (20 minutes)

Activity 2

Ask students to read the passage silently. While reading individually, students complete the missing information in the blank spaces. Then, ask students to answer comprehension questions based on the information in the passage. Encourage them to refer back to the text if they can't remember some facts.

Answers :
1. enjoyable and pleasant but is also stressful and dangerous. 2. Driving 3. In Ethiopia 4. driving license. 5. their fitness to drive. 6. alcohol or drugs risks. 7. speak over the mobile phone or read or send text messages, or do any other activities while driving.

WEEK 10-DAY 1

Post reading (15 Minutes)

Activity 3

Organize the class in pairs and tell students to discuss what they think how to avoid road accidents and the road safety. Move around the class and support students during their discussions. Encourage them to come up with how to avoid road accidents. Ask them to reflect their ideas to the class.

SECTION 4: VOCABULARY

Activity 1

Ask students to read the sentences silently and tell them to fill the gaps with the words given in the boxes to complete the sentences. Ask them to compare their answers with their partners.

Answers :

1. seatbelt	2. speed
3. accident and policeman/police officer	4. highway
5. zebra marking / zebra crossing	6. traffic
7. pedestrian	

WEEK 10-DAY2

Activity 2

Ask students to match the words with their opposites. Tell them to write down their answers in their exercise books. Encourage them to compare their answers with group members

Answers :

1. risk	2. cautious
3. allowed	4. increase
5. slowness	6. careless,
7. refuse	

WEEK10-DAY 3

Activity 3

Ask students to match the words with their definitions. Tell them to write their answers into their exercise books. Encourage them to compare their answers with those of their partners.

Answers :

1.H) Operate and control the movement of a motor.
2.E) free from danger or risk.
3.G) highway.
4.B) disaster.
5.C) Vehicles moving on a public highway.
6.F) Police officer.
7.D) stroll
8.A) The rate at which someone or something moves.

WEEK10-DAY 4

Activity 4

Ask students to choose the words from the word bank to complete sentences in the related to road safety. Review the answers together.

Answers :		
1.helmet	2. Footbridge or zebra crossing	3. Seatbelt
4. green	5.stop	6. look
7. left	8.window	9. phone

WEEK 10-DAY5

SECTION 5: GRAMMAR

Activity 1

Ask students to write about their daily habits and activities at home using the simple present tense. Tell them to compare their answers with their partners. Ask them to read their sentences to class.

Answers :	
1. I brush my teeth every morning.	2. I wash my face every morning
3. I usually go to school every day.	4. I do my homework after class every day.
5. I play football with my friends daily.	6. I go to school by bus every morning.
7. I dance in the afternoon every day.	8. I drink milk in every morning.
9. I often go to market every Saturday.	10. I go to Mosque every Friday.

WEEK11-DAY 1

Activity 2

Ask students to fill in the blanks with the correct simple present tense forms of the verbs in the brackets. Tell them to compare their answers with those of their partners. Encourage them to read the sentences to the class.

Answers :	
1. is	2. lives
3. comes	4. likes
5. reads and writes	6. stays
7. does and plays	8. are
9. produces	10. works

WEEK11-DAY 2

Grammar (40 minutes)

Activity 3

Ask the student to write the correct forms of the simple present tense verbs in the bracket individually. Then ask them to compare their answers with their partners. Encourage the students to read their sentences to the class.

Answers :	
1. gets	2. do/feel
3. do not	4. does/visit
5. do not	6. does not

WEEK11-DAY 3

Activity 4

Ask the students to write the correct simple present tense forms of the verbs given in the brackets to complete the facts about Chaltu in the text. Tell students to compare their answers with their partners. Encourage them to read the text about Chaltu to class.

Answers :	
1. is	2. teaches
3. does not	4. lives
5. have	6. love
7. do not	8. live
9. speaks	10. does not

WEEK11-DAY 4

Explain to students the nouns in English including the regular and irregular nouns such as those nouns that add –s- es, ies.

Ask them to write sentences using both the singular and plural forms of the nouns given in their textbook. Ask them to write sentences using both singular and plural forms of the verbs in their sentences.

Activity 5

Ask them to write the correct sentences in both plural and singular nouns of the given on the students' textbook. Tell them to write one singular sentence and one plural sentence using the given nouns. Tell them to compare their sentences in groups.

Answers :

Sentences with singular nouns	Sentences with plural nouns
1. She has a car.	1. She has two cars.
2. I bought a sheep.	2. I bought three sheep for holiday.
3. We are in one class.	3. There are ten classes for all grades.
4. They have one ox.	4. They have many oxen.
5. She visits a new city.	5. We have visited five cities.
6. The man is my teacher.	6. The men are our teachers.
7. I bought a shoe.	7. We bought shoes from a new shop
8. She has a match tomorrow.	8. I play two matches this week.
9. The leaf is green.	9. The leaves are green.
10. I feel pain in my foot.	10. I have got injuries on my feet.

WEEK 11-DAY 5

Grammar (40 minutes)

Activity 6

Explain to students the English noun plural formation. Review for students the regular and irregular nouns plural formations. Organize the class into groups and tell them to discuss and write the plural forms of the given nouns in English into their exercise books. Encourage them to tell the class their answers.

Answers :

1. dogs	2.guitars
3. bags	4. phones
5. umbrellas	6. queens
7. snakes	8. tomatoes
9. carrots	10. jackets
11. photos	12. cups
13. owls	

Activity 7

Ask students to study the singular and plural nouns in a table and sort them into singular and plural nouns. Tell them to do the activity individually first. Encourage them to report to the whole class.

Answers :	
Singular	Plural
1.house	1. books
2. coat	2. computers
3. pencil	3.giraffes
4. pig	4.pens
5. phone	5. buses
6. television	6.bikes
7. chair	7. Keys
8. lion	8. rulers
9. rubber	
10. table	
11.radio	

Activity 8

Ask the students to write their own sentences using the given choices. Tell them to construct their own sentences using the given options. Accept all reasonable answers. Walk around the room and monitor the students' interactions. Model the activity by writing an example on the board.

Example: I **like** injera. I **dislike** bread. I **prefer** bread **to** Injera.

Answers :
1. I like milk
2. I prefer tea to coffee.
3. I prefer bus to Bajaj.
4. I like film
5. I dislike drama.
6. I prefer studying at home to studying in the library
7. I prefer apples too ranges.
8. I prefer studying alone to studying with other students.
9. I like cats.
10. I dislike dogs.

WEEK 12-DAY1

Grammar (40minutes)

Activity 9

Ask students to look at the pictures in the text book. Tell them to write short sentences about what they like and dislike from the pictures. Encourage them to compare their answers with their partners. Model the activity by giving examples: Example: I like mangoes. I dislike cauliflower.

WEEK 12-DAY 2

Activity 10

Ask students to choose the correct words from the parenthesis to show preferences in complete sentences. Tell them to compare their answers with their partners.

Answers :

1. I prefer to photograph people rather than places.
2. Some people would prefer to be happy rather than rich.
3. Haddas prefers learning English to French.
4. She would prefer listening to Mozart to Bach.
5. I prefer to play tennis rather than do my homework.
6. Tolesa and Michael would prefer to eat out at night.
7. I prefer going to the cinema to sitting at home.
8. The man prefers going back to sitting in the corridor.
9. His sister prefers sleeping to going to gym.
10. They would prefer studying English to playing football.

WEEK 12-DAY 3

Activity 11

A. Ask students to copy the activity6in to their exercise book and fill in the blank with appropriate words given in the box to give instructions. Tell them to compare their work with a partner.

Answers :

1. open	2. give	3.draw	4. touch
5.pass	6.point	7.write	8. shut
9. close			

B. Prepare these traffic signs given on the book on pieces of papers. First teach the students the meanings of the traffic signs given in their book. To do this activity organize the class in pairs. Make the students write their answers in their exercise books. Ask the students to look at the traffic signs in the student book. Then, show to the class the traffic signs one by one. Tell them to write instructions

with imperative verbs for the traffic signs. Call some students to the front and show them the signs and ask them to tell what the signs stands for. Model the activity by writing an example on the board.

Example: Don't park here.

Answers:		
1. Don't Park here!	2. Don't stop!	3. Don't turn left
4. Don't turn right	5. Don't go forward.	7. Don't walk to cross.

WEEK 12-DAY4

SECTION SIX: WRITING

Activity 1

Organize the class in small groups. Ask them to look at the pictures about people in the middle of the road and around highways. Tell them to discuss and talk about what the people in the middle of the road are doing. Have them organize their ideas. Move around the room and help students go through the process of writing (drafting, revising, rewriting and editing).

WEEK 12-DAY5

Activity 2

Organize the class in small groups. Ask them to study the pictures in their textbook. Tell them to discuss pictures on the highways and around highways to develop road safety advice using should and should not. Have them organize their ideas. Move around the room and help the students to construct sentences that advise people what they should do and what they shouldn't do on the highways and zebra crossing in particular. Model this using the example. Accept all reasonable answers from the students. Then, ask them to develop posters and post in the school compound for traffic safety.

Example: You shouldn't stand on the zebra crossing.

You should look left and then right and cross the highway when you use roads.

UNIT 4 SOIL

UNIT OBJECTIVES

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

- listen to a short paragraph about the types and importance of soil and reflect.
- talk about types and importance of soil.
- participate in dialogue (social expressions).
- infer the main idea of the text.
- read a passage about the type and importance of soil and answer questions related to it.
- guess the meanings of the words written in boldface in the passage.
- use prepositions in sentences.
- pronounce words and phrases fluently.
- use contracted forms of words in sentence.
- write short and simple sentences.

SECTION 1: LISTENING

WEEK 13 DAY 1

Soil protection

Activity 1

Ask students to think just for a few minutes and write down whatever they know about soil in their exercise books. (5 minutes)

Then ask them to be in groups of three and discuss the uses of soil. (10 minutes)

Activity 2

Organize students in groups of three. Ask them to discuss and identify which activities in the given pictures under 'Soil Protection' in their textbook help as a means of soil protection. (1minutes)

Ask some students from some groups to report the result of their discussion to the class. (5 minutes)

Activity 3

Ask students to, individually, match the four given words in the left column of the table in their textbook with their meanings given in the right column of the table. Let them write the letters of their answers beside the words on the given blank spaces in the left column. (10 minutes)

Answers:
1. B; 2. D; 3. A; and 4. C

Assessment: Use peer and/or self assessment methods to check if students complete the pre-listening activities.

WEEK 13 DAY 2

Activity 4

Let students copy the table presented in their textbook into their exercise books and complete it while they listen to you when you read the text entitled 'Soil Protection'. Ask them to listen to you and write down appropriate short answers in the right column of the table. Tell them strictly that their answers should be relevant to the questions or issues written in the left column of the table. (15 minutes)

When students are ready, read the following text entitled "Soil Protection" twice for the students so that they listen and complete the table they have copied. (25 minutes) Help them to copy the table and fill in with the information from the listening text. Then, tell them the missed information from the text if they fail to writer down.

Assessment: Use peer and/or self assessment methods to check if students complete the while-listening activities.

LISTENING TEXT

Soil Protection

The Thematic Strategy on the protection of soil was adopted by the European Commission on 22 September 2006. Its roots are in the Sixth Environment Action Programme which is a European Union (EU) action on the environment with key objectives covering a period of ten years (2002-2012). The priorities of the programme are climate change, nature and biodiversity, health and quality of life, and natural resources and waste. It calls for the development of seven thematic strategies, including a strategy on the protection of soil. The overall objective is the protection and sustainable use of soil, based on the following two guiding principles: (1) Restoring degraded soil to a level that enables at least its current or intended use. (2) Preventing further degradation of soil and preserving its functions. This means (a) when soil is used and its functions are exploited, action has to be taken on the use and management patterns, and (b) when soil acts as a sink of the effects of human activities or environmental phenomena, action has to be taken at source. In general, protecting soil is protecting environment at large because soil is all about life on earth.

WEEK 13 DAY 3

Activity 5

After the pair work, ask some students to go to the front and report the discussion result on each of the given points of discussion. **(15 minutes)**

Assessment: Use peer and/or self-assessment methods to check if students complete the post-listening activities.

2/ Classroom opinion polls (survey): students indicate degree of agreement or disagreement with a statement.

3/ Use oral reflection upon the completion of the activities

SECTION 2: SPEAKING

WEEK 13 DAY 4

Activity 1

Question and Answer (Dialogue)

Let the students be in pairs to study and practice the given dialogue. The dialogue or conversation is about the importance of soil. Ask them to take turns and practice the dialogue or conversation encourages some pairs of students to go to the front of the class and act out the dialogue of their own later.

Activity 2

Ask the students to be in their pairs again and make similar conversation or dialogue about **soil erosion and its consequences**. Let them remember to begin the conversation by greeting each other and take turns to ask questions and give answers. **(25 minutes)**

Assessment: Observe and check their work.

WEEK 13 DAY 5

Questions and Answers (Dialogue)

Activity 3

Let your students be in pairs and make dialogue on why to protect soil, and how to protect soil as required in the student textbook. One student will ask questions about the points given for

conversation and another will give answers. Tell them to follow the example given (the dialogue between Mesay and Nega) to begin the dialogue and then continue the dialogue as much as

possible. (20 minutes)

Then, let them continue the dialogue focusing on how to protect soil. After enough practice of the conversation in pairs, ask some pairs of students to go to the front and act out the dialogue on the points of conversation given. (20 minutes)

SECTION 3: READING

WEEK 14 DAY 1

Activity 1

Pre teach some new words that are vital to the comprehension of the reading passage.

Ask the students to, read and answer individually the four questions in their textbook which deal with soil. (5 minutes)

Then, let them be in pairs and try to ask and answer those four questions. Inform them to take turns and continue asking and answering expressing their opinions. Let them check their answers when reading the passage entitled 'Soil'. (35 minutes)

Assessment: Observe and give constructive feedback when students complete the pre- reading activity

WEEK 14 DAY 2

Activity 2

Ask the students to read the passage entitled soil and identify the main idea of the passage from the alternatives given.(10 minutes)

Answers:		
1.True	2. True	3. False

Activity 3

From the four words or phrases taken from the reading passage and presented in a table in the student textbook, one of the words or phrases is not mentioned in the passage. Let students identify that word or phrase and write it on the blank space given. (5 minutes)

Answer: Soil conservation

Assessment: Observe and give constructive feedback when students complete the pre- reading activity

WEEK 14 DAY 3

Activity 4

Prepare your students so that they, individually, answer the three questions asked in their textbook. **(20 minutes)**

Then, let them be in groups of three or four and compare their answers so that they learn from one another through discussion. **(10 minutes)**Finally, ask some students to report their answers to the class. **(10 minutes)**

Answers:
1. The word is soil. It is used 10 times. 2. soil can be studied in terms of its structure, composition and classification

Assessment: Observe and give constructive feedback when students complete the reading activities

WEEK 14 DAY 4

Activity 5

Completing a Table with Information from the Passage

Ask your students to, individually, complete the table with appropriate information from the reading passage. First, let them copy down the table into their exercise books. Then, ask them to write down the necessary information in the right column of the table. Remind them that the information to be written should be relevant to the given information in the left column of the table. (20 minutes)

Next, organize them in groups of three so that they compare their answers and discuss to learn from each other. Finally, ask some students to report their answers to the class. (20 minutes)

Answers:
1. A reservoir, medium for filtration and breaking down of injurious wastes, and a participant in the cycling of carbon and other elements. 2. Structure, composition and classification 3. natural resources 4. Soil erosion, and soil pollution 5. paragraph 3

Assessment: Observe and give constructive feedback when students complete the reading activities

WEEK 14 DAY 5

Activity 6

Guessing the Meanings of Words

Let students copy the words written in bold type in the passage entitled 'Soil' into their exercise books. Tell them the meanings of the words in bold. Tell them the contextual clues that enable to guess the meaning of each word in the passage. Write the contextual clues you have used to guess the meanings of the words on the blackboard. Encourage them to use contextual clues in their future reading to guess the meanings of new words. (20 minutes)

Activity 7

Fluency reading

Organize students in groups of three or four, and tell them to take turns and read the passage entitled 'soil' aloud to each other. Move around and give them the necessary support. Then, ask some students to read some of the paragraphs in front of the class. (20 minutes)

Assessment: Observe and give constructive feedback when students complete the reading activities

WEEK 15 DAY 1

SECTION 4: VOCABULARY

Activity 1

Ask students to copy the words into their exercise books. Then tell them to match the words in the box with their meanings given in their text book. Tell them to write the letters of the word the correct words on the blank spaces given against their meanings. (20 minutes)

Answers:
1. D; 2. B; 3.C; 4. A;

WEEK 15 DAY 2

Activity 2

Recycling Thematic words

Ask your students to copy the table in their textbook into their exercise books and match the seven words in the left-hand column with their possible meanings given in the right hand. Let them write down the letters of their answers on the blank space beside the words in the left column.(20 minutes)

Organize students in groups of three or four and order them to compare their answers and then to report to the class. (20 minutes)

Answers:
1. G; 2. F; 3. D; 4. E; 5. C; 6. A; 7. B

Activity 3

Ask students to copy the five words taken from the passage into their exercise books and construct a sentence using each of them. Then, let them read the sentences to their partner. Finally, ask them to read their sentences to the class. (20 minutes)

Assessment: Give class work and homework and provide constructive feedback

SECTION FIVE: GRAMMAR

WEEK 15 DAY 3

Prepositions

Remind students to pay attention and study the five sentences given at the beginning of Section Five containing prepositions. In addition, let them look at the various pictures put under the section. Then, let them copy the ten given sentences with blank spaces to be filled with the appropriate prepositions given in their textbook under Activity 1 into their exercise books.

Next, ask them to: Fill in the blank spaces with the appropriate prepositions given in the word bank on the students' textbooks. Then, match the pictures with the appropriate sentences that describe them. Tell them to compare their answers in pairs. Underline and tell them that the first is done as an example to follow. Next organize students in pairs and let them compare their answers

Next organize students in pairs and let them compare their answers.

Answers:	
1. … on … picture A;	2. … to … pict. B;
3. … on… pict. J;	4. … on … with … pict. I;
5. … between … pict. G;	6. … across … pic. F;
7. … above/over … pict. H;	8. … in … pict. D;
9. … under … pict. E;	10. … up … pict. C

Assessment: Give class work and home work and provide constructive feedback.

WEEK 15 DAY 4

Teacher, explain the meanings and grammatical structure of interrogative and negative sentences to the students before they work on this activity. Give enough examples for these two kinds of sentences to help the students learn identifying the sentences.

Activity 1

Interrogatives and Negative Sentences

Organize students to work individually and construct 5 interrogative sentences and five negative sentences.

Then, ask them to be in groups of three or four and compare their interrogative and negative sentences. Next, let some students read their sentences to the class.

Activity 2

Negative Sentences with Contracted Forms

Let students follow the given examples under Activity 1 in the students' textbook and write their own five negative sentences with full forms and five negative sentences with contracted forms.

(20 minutes)

Then, in pairs, ask them to compare their sentences. (10 minutes)

Finally, invite some students to present their sentences to the class by reading. (10 minutes)

Assessment: Give class work and home work and provide constructive feedback.

WEEK 15 DAY 5

Activity 3

Ask the students to copy the negative sentences into their exercise book and change them into contracted forms. Then, the students to compare their answers in pairs. Ask them to read it out the sentences with the contracted forms orally to the whole class.

Activity 3

'Wh-' Questions

Ask your students to carefully read each of the ten sentences with blank spaces under Activity 4 in their textbook and complete the blank spaces using the appropriate 'wh-' words or question words from those given in the list**. (25 minutes)**

Let the students be in pairs and compare their answers. Then, ask some students to report their answers to the class. **(15 minutes)**

Answers:
1. Where; 2. When; 3. How; 4. What; 5. Why; 6. Whose; 7. Which; 8. who; 9. Who; 10. how

Assessment: Give class work and home work and provide constructive feedback.

SECTION SIX: WRITING

Completing and Writing Short Sentences

WEEK 16 DAY 1

Activity 1

Let your students study the pictures in their text books at the beginning of Section Six which are all about the uses of soil in different industries and be ready for the next activity. (5 Minutes)

Then, let the students carefully look at those different pictures and read the incomplete sentences written under Activity 1 of the section. Ask them to copy those incomplete sentences in their exercise books. (15 minutes)

Next, ask them to complete the sentences with the appropriate words from the given lists. Then, in pairs, let them compare their answers. (20 Minutes)

Answers:			
1. Road construction	2. clay	3. fertilizers	4.Plants;

Assessment: Observe students' performance and provide constructive feedback

WEEK 16 DAY 2

Activity 2

After completing the above sentences ask students to match the pictures mentioned with the completed sentences based on the relationships they have. Let them do the matching by writing down the letters of the appropriate pictures against the sentences. The overall message of the sentences or the pictures will make up a story about the various uses of soil in different industries.

(15 Minutes)

Next, let them be in groups of three or four and compare their answers. (15 minutes) • Finally, ask some students to report their answers to the class. (15 minutes)

Answers:			
1. C;	2. D;	3. B;	4. A

Assessment: Observe and listen to students' performance give constructive feedback

WEEK 16 DAY 3

Activity 3

A. Ask students to write a paragraph in their exercise books about the various uses of soil in different industries as stated in the sentences completed and as represented in the pictures.

They can begin their paragraphs using the given topic sentence. Then, ask them to write a paragraph using the correct order of the sentences. (25 minutes)

Then in pairs let them read their paragraphs to each other and finally ask some students to read their paragraphs for the class. (15 minutes)

Assessment: Observe and listen to students' performance and provide constructive feedback

WEEK 16 DAY 4

Activity 4

B. Ask the students to discuss in pairs and then, in pairs let them read their paragraphs to each other and finally ask some students to read their paragraphs for the class. (15 minutes)to

Let students put the sentences given under Section Six, Activity 4 in the right order by arranging their letters (A, B, C …). (15 minutes).

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

Assessment: Observe and listen to students' performance and provide constructive feedback

WEEK 16 DAY 5

Organize students in groups of three and ask them to compare the paragraph they have written. (15 minutes)

Finally, ask some of the students to read their paragraphs loudly for the class. (25 minutes)

UNIT 5 VEGETABLES

UNIT OBJECTIVES

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

- listen to a short paragraph about the types and importance of vegetables and reflect.
- talk about types and importance of vegetables.
- participate in dialogue (social expressions).
- infer the main idea of a given text.
- read a passage about the type and importance of vegetables and answer questions related to it.
- guess the meanings of words in bold face in the passage.
- ask and give answers for questions during conversation.
- use contracted forms of sentences in writing.
- pronounce words correctly.
- write short and simple sentences.
- write short and simple sentences.

WEEK 17-DAY1

SECTION 1: LISTENING

Activity 1

Pre-listening (10 minutes)

Organize the class in pairs. Ask the students to look at the pictures of vegetables in the student's text book and tell their names to their partners. Tell them to discuss and answer the questions in the student's textbook. Encourage them to talk about the vegetables in the pictures and the type of vegetables they know in their areas, its importance and if their families grow them.

While listening (30 minutes)

Activity 2

Ask the students to listen as you read the text titled "Types and Importance of Vegetables". Tell the students to take notes in their exercise books about the types of vegetables and their importance as they listen. Tell them to broadly classify the types of vegetables as they listen to the text. Tell them to broadly classify the types of vegetables as they listen to the text.

Answers :

1. Yes? (This depends on what students have listed in Activity1.)
2. Swiss chard, 3 kale, 4. head Cabbage, 5. spinach, 6. beetroot, 7. radish, 8. shallot, 9. cauliflower, 10. Green beans, 11. peas, 12 cucumbers

Root vegetables: Carrot, beet root, reddish, and sweet potato
Leafy vegetables: Lettuce, Swiss chard, kale, head cabbage, and spinach
Tuber vegetables: Potato
Fruit vegetables: Tomatoes, green been, peas, cucumber
Flower vegetable: Cauliflower

LISTENING TEXT

Types and importance of vegetables

Vegetables are a category of food which can be obtained from any part of plant which is edible. The edible parts can be stem, leaves, flowers, roots, tubers, bulbs, and fruits. There are many different types of vegetables and they are often classified based on their edible parts that are used for culinary purposes. Vegetables can be categorized into leafy, root, tuber, bulb, flower and fruit vegetables. Leafy vegetables include vegetables such as lettuce, Swiss chard, kale, head cabbage and spinach. Root vegetables are like carrot, beet root, radish and sweet potato, while potato is tuber producing vegetable. Bulb vegetables include onion, shallot, and garlic. Cauliflower is flower vegetable, while tomatoes, green beans, peas and cucumbers are fruit vegetables. Vegetables have lots of vitamins in them. Eating different types of vegetables helps to keep you healthy and help you to grow.

Post listening (15 minutes)

Activity 3

Answers :

The well-known saying "an apple a day keeps the doctor away" has a very straight forward, literal meaning, that the eating of fruit maintains good health. If you use more fruits and vegetables, you will remain healthy.

WEEK 17-DAY2

SECTION 2: SPEAKING

Activity 1

Ask the students to listen to the teacher reading the sample dialogue in a restaurant. Tell them to read the dialogue for themselves silently too.

Organize students in pairs. Ask students to act out the dialogue with a partner. Tell students to take turns being a waiter and a customer. Tell the students some of the meanings of the food items in the dialogue such as spicy mutton and fried mutton.

WEEK 17-DAY3

Speaking (40 minutes)

Ask students to write a similar dialogue using the information given in the student's textbook. Tell them to act out the dialogue they have written in pairs. Tell them to take turns being a waiter and a customer. Encourage students to write different dialogues using the information in the table in pairs. Move around the classroom and monitor their discussion and dialogue writing. In the sample dialogue explain the meanings of the words such as cucumber salad, salad, roasted salad, roasted vegetable to the students.

Answers :

Read the following dialogue with a partner. Take turns being the waiter and the customer.

Waiter: Good evening. May I take your order? Customer: Yes, please. Can I see the menu please? Waiter. Sure, here you are.

Customer: Thank you

Waiter: What would you like to eat? Customer: Can I have fruit salads?

Waiter: I 'm sorry; we don't have fruit salads? Would you like r boiled green vegetables? Customer: Yes, please.

Waiter: Would you like something to drink? Customer: I'd like coke.

Activity 3

Ask the students to write the similar dialogue using the information given in the table with their partners. Then, ask them to act out the dialogue they have written together. Tell them to act in front of the class.

WEEK 17-DAY4

SECTION 3: READING

Pre-reading (15 minutes)

Activity 1

Before the students read the passage pre-teach some new words such as healthy eating, premature, recipes and diet that help the students to comprehended the text. Organize the class in pairs. Ask them to discuss the question in the student book. Encourage the students to tell their answers to the class after the discussion. Please help the students to grasp the meaning of the healthy eating passage.

Activity 2

Organize the students into small groups. Ask them to take turns to read and solve the riddle in the student book. Move around and facilitate the discussion. Encourage the students to share their answers to the whole class.

Answers :

1. pepper
2. carrot
3. tomato

While-reading (25 minutes)

Activity 3

Ask students to read the text silently. Then tell them to use their exercise books to write their answers for activity 3. Review the answers together.

Answers :

1. a balanced diet
2. 80%
3. heart disease and stroke
4. eating a healthy diet and being physically active. 5. Vegetables and fruits
6. orange and dark green

WEEK 17-DAY5

Post-reading (15 minutes)

Activity 4

Organize the class into small groups. Ask students to discuss the main idea of the text entitled "Types and Importance of vegetables" and write the summary of the text. Tell them to answer the questions in their exercise books. Ask students also to discuss the remaining two questions and report their answers to the class.

Reading fluency (15 minutes)

Activity 5

Ask the students to listen as you read the text entitled "Healthy Eating" Ask them to pay attention to how you read with accuracy, rate and proper expression. Organize the class into pairs. Ask them to read the text. Have them take turns reading the text aloud and provide each other with feedback about fluency.

SECTION 4: VOCABULARY (10 MINUTES)

Activity 1

Ask the students to guess the meanings of the words taken from the reading text. Use contextual clues to guess the meanings of the topic related words.

WEEK 18-DAY1

Activity 2

Ask the students to choose the correct forms of the words in the box to fill the gaps. Tell them to do the exercise individually, and then compare their answers with their partner. Review the answers together at the whole class level.

Answers :

A healthy diet is important (1) for children as well as adults. When adults have poor eating habits, their children usually do, too. After all, children eat the same way as their parents. When parents eat healthy (2) food, the children will learn to enjoy it, too. Then they will develop good eating habits. Doctors advise (3) parents to give their children healthier snacks such as fruit, vegetables, and juice. Everyone wants to live along, healthy life. We know that the food we eat affects (4) us in different ways. For instance, doctors believe that fruit and vegetables can actually prevent (5) many different diseases. On the other hand, animal fat can cause disease (6). We can improve our diet (7) now and enjoy many years of healthy living (8).

WEEK 18-DAY2

Activity 3

Ask the students to read the words in their textbook. Tell them to match the words in the table with pictures of the vegetables given in the student book.

Answers :

1. B Tomato	2. H Potato	3. G carrot	4. C cauliflower
5. A onion	6. F garlic	7. D lettuce	8. E pea

WEEK 18-DAY3

Activity 4

Ask the students to construct sentences with the words taken from the reading passage. Tell them to write the sentences in their exercise book. Then compare their answers with their partners.

Answers :

First wash and clean all fruits.Next, cut them into pieces. Third, place them in a cooking pot. Fourth, mix them. Finally, eat and enjoy.

WEEK 18-DAY 4

SECTION 5: GRAMMAR (40 MINUTE)

Activity 1

Ask students to look at the pictures of the two groups of fruit and vegetables in the student's text book. Let them tell their partners which fruit or vegetable they like and the fruits or vegetables they don't like. Tell them to write the sentences into their exercise books. Let students compare their answers in pairs. Ask them to act out in turn in telling their likes and dislikes to their partners.

WEEK 18-DAY 5

Activity 2

Put the students into pairs and tell them to study the pictures in their books. Tell them to ask and answer questions with a partner about what fruits or vegetables they like.

Example: A: Do you like cabbage?
B: Yes, I like it very much.
A: so, do I.

WEEK 19-DAY 1

Activity 3

Ask the students to work in pairs. Then tell them to show their agreement using different expressions such as so…I, (so am I) / so do I / and so can I etc. Ask the students to complete the dialogue with the correct agreement.

Answers :	
1.So do I.	2.So do I.
3. So does Smith.	4.So is he.
5. So does she.	6. So do I.
7. So does she.	8. So does he.
9. So does he.	10. So do I

WEEK 19-DAY2

Grammar (40 Minutes)

Activity 4

Ask the students to complete the conversation with Melat if what she says is true for you. Tell them to put so…..I or I….. either. Choose the right auxiliary you need to complete the conversation. Tell them to compare their answers with a partner. Model this activity.

Answers :	
1. So do I.	2. So do I.
3. So does	4. So is he Almaz.
5. So does she.	6. So do I.
7. So does she.	8. So does he.
9. So does he.	10. So do I
11. I did not either.	12. He did not either.
13. So does he.	14. I won't have either.
15. He is not either	16. So did he.
17. So do I.	18. So would I.
19. I would not either.	20. So does Bontu.

WEEK 19-DAY3

Grammar (40 Minutes)

Activity 5

Organize the class in small groups. Discuss and model how to give instructions using imperatives. Ask the students to complete the blank space with the right imperative verbs using the recipes given for fruit salads preparation. Tell them to compare their answers to their partners. Move around and monitor the students' discussion.

Answers :
First wash and clean all fruits. Next, cut them into pieces. Third, place them in a cooking pot. Fourth, mix them. Finally, eat and enjoy.

Activity 5

Ask the students to write instruction on how to prepare vegetable salad. Tell them to ask their mother the process of making vegetables salads and the steps to be followed to produce the dish. Ask them to compare their writing with their partners. Tell them to share their writing to their class. Accept all reasonable writing of preparing the vegetable salads. Give the meanings of what salads are and what they are made of usually.

Answers :
First, peel the cucumber and wash in normal water along with tomato. Next, cut the beetroot,tomato and cucumber into pieces .Third, sprinkle some salt and chaatmasala or some fresh lime juice to make your salad more flavorful. Finally, serve the nutritional salad with any meal.

WEEK 19-DAY4

Explain how to form comparative adjectives to compare two things. Ask students to add-er to each of the words in the chart and write them in their exercise books. Remind students that when changing an adjective ending in the letter y into a comparative form, y is changed to the letter i before adding –er.

Use the following as examples. Write the word easy on the board. Cross out the y. Then, add+er=easy-easier.

Write the word funny on the board. Cross out the y. add+er=funnier. Encourage students to do activity based on example given in the student book. Ask them to compare their answers with a partner..

WEEK 19-DAY5

Grammar (40 Minutes)

Activity 7

Ask the students to study the pictures in their student book and compare the pictures using comparative adjectives of height and size. Tell the students to write sentences in their exercise book about the pictures in comparative adjectives. Tell them to compare their answers with their partners. Model the activity as an example.

Example: Abraham is shorter than Yoyo.

Write the example sentence on the board and ask students to read it aloud. Point out the comparative form of the word short (shorter) in the sentence. Write both words on the board. First point to the word short and ask the students to repeat after you. Then point to the word shorter and ask the students to say it aloud several times after you say it.

Answers :
1.Yoyo is taller than Abraham. 2.Almaz is thinner than Docho 3.Docho is fatter than Almaz.

WEEK 20-DAY1

Activity 8

Ask the students to look at the charts in pairs. Then ask them to choose the correct comparative adjective form to fill in the gaps. Model the activity. Give an example and read the sentence aloud with the whole class. Ask students to do the activity on their own. Encourage them to construct more sentences from the charts using the given criteria of comparison such as age, height and weight. Then ask them to compare their answers with a partner.

Answers :
1. Argaw is younger than Jilalo. 2. Okello is taller than Obse. 3. Jilalo is shorter than Argaw. 4. Obse is older than Okello 5. But Okello is heavier than Argaw. 6. Jilalo is lighter than Argaw.

WEEK 20-DAY 2

Grammar (40 minutes)

Activity 9

Ask the students to choose words from the bracket and fill in the blank spaces with the right comparative adjectives. Ask the students to do the activity on their own. Then ask them to compare their answers with a partner.

Answers :

1. higher	2. faster
3. stronger	4. brighter
5. smarter	6. bolder
7. clever	8. colder
9. greater	10. kinder
11. longer	12.smaller
13. sweeter	14. taller
15. younger	

WEEK20-DAY 3

Grammar 40 minutes

Activity 10

Ask the students to choose words from the bracket and fill in the blank spaces with the right comparative adjectives. Ask the students to do the activity on their own. Then ask them to compare their answers with a partner.

Answers :

1. older	2.taller
3. farther	4. higher
5. faster	

WEEK 20-DAY 4

Activity 11

Ask the students to study the contracted forms of each pair of words. Tell them to add apostrophe to join the words. Ask the student to repeat the pronunciation of the contracted forms after the teacher.

Answers :

1. They‘ve	2.She ‘s	3.We’ve
4. He’s	5.I’m	6. You’re
7. She’s	8. She‘s	9. they’re
10 they shouldn’t	11 couldn’t	12. They haven’t

WEEK 20-DAY 5

SECTION SIX: WRITING (40 MINUTES)

Organize the class into small groups. Ask students to discuss the table in the student’s book. Tell them to refer to the chart and write what the students, whose names are given in the chart like, don’t like or does not like. Model the activity by writing an example on the blackboard.

Activity 1

Abera and Chaltu like riding bikes.

Meron and Chaltu don’t like playing chess.

Answers :

1. Abera and Dawit like playing chess.
2. Dawit, Okello, Meron and Chaltu don’t like riding a bike.
3. Abera likes cooking.
4. Dawit doesn’t like cooking.
5. Meron and Chaltu don’t like cooking.
6.Chaltu likes watching films.
7. Abera, Dawit, Okello and Meron don’t like watching films.
8. Abera, Okello, Meron and Chaltu like going shopping.
9. Dawit doesn’t like going shopping. 10.Okelloand Meron like gardening.
11.Abera, Dawit, and Okello like reading comics.
12.Okello, Meron, and Chaltu like surfing internet.
13.Aberaand Chaltu like traveling abroad.
14. Dawit, Okello and Meron do not like traveling. abroad.
15.Okelloand Meron like gardening.

Activity 2

Ask the students to copy the sentences into their exercise book. Ask them to rewrite the sentences with correct capital letters and punctuation makers. Tell them to begin the sentence with capital letters and end the sentences with correct punctuation marks.

Answers :

1.Today we have English, Arabic and Art.
2. Sara lives in Addis Ababa.
3. Monet took this photo during her holiday in Mekelle.
4. Where are the rugs from?
5. How long did you study for the quiz.
6. I like to take my children to Koyisha Eco-tourism Resort.
7. Did Ramadan start on Friday?
8. Milko watched the news on Euro Channel.
9. We will have our Summer Holiday on June.
10. Mohammed has pasta soup and salad for his dinner yesterday.

UNIT 6 CLEAN WATER

UNIT OBJECTIVES

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

- listen to a short paragraph about the importance of water and reflect.
- talk about the importance of water.
- participate in dialogue (social expressions- Telling Time and using numbers).
- infer the main idea of a given text.
- read a passage about Importance of clean water and answer questions related to it.
- guess the meanings of bold words in the passage.
- use action verbs and linking verbs according to their functions.
- write short and simple sentences.
- pronounce words correctly.
- write short and simple sentences.
- write short and simple sentences.

SECTION1: LISTENING

Importance of Water

WEEK 21 DAY 1

Activity 1

Pre-teach some key words in the listening text for the students better understanding of the listening text.

Ask students to work individually and answer the questions Activity 1 in preparation for what they are going to listen. Let them answer the given five questions in their textbook by writing down their short answers in their exercise books. (25 minutes)

Organize students in groups of three or four so that they compare their answers. Then, ask some students to go to the front of the class and share their answers with the class. (15 minutes)

Assessment: Use peer and/or self assessment methods to check if students complete the pre-listening activities.

WEEK 21 DAY 2

Activity 2

Let students copy the five statements in Activity 2 in their exercise books. Then, tell them to listen to the passage entitled 'The Importance of Water', which you are going to read to them. Then, let them say whether the given statements are 'True' or 'False.' Students write their answers in their exercise books as you read the passage. (10 minutes)

Answers:				
1 True	2.False;	3.False;	4.True;	5.False

Assessment: Use peer and/or self assessment methods to check if students complete the while listening activities.

LISTENING TEXT

Importance of Water

Water is one of the most important resources on the planet-Earth. The unique qualities of water, along with its abundance on the planet (approximately 71% of the Earth's surface is made up of water), make it a crucial resource for plants, animals, and human beings. Water is a very good solvent because it has the ability to dissolve many substances. The water in the oceans absorbs heat from the sun during the day and helps maintain the temperature during the night. Water is necessary for the irrigation of crops and is, therefore, an integral part of agriculture. It is widely used in cooking activities since it boils at a temperature of 1000C. Humans make use of water for a wide range of other domestic activities such as washing and cleaning. Water also serves as a medium for the transportation of cargo. That is, goods are transported from one continent to the other via ships. Water helps improve the circulation of oxygen throughout the body. It also plays a crucial role in the digestion of food. Water is a very important component of saliva, which helps break down food. In general, life without water is not possible.

WEEK 21 DAY 3

Activity 3

Ask students to listen to the text and fill in the blank spaces with appropriate words from the listening text. Read to them the text twice. Tell the students to do the filling in the first listening and checking their answers during the second reading. Then, tell them to compare their answers in pairs. (20 minutes)

Answers:	
1.preparing	2. human beings
3. resource	4. agricultural
5 .domestic	

Assessment: Use peer and/or self assessment methods to check if students complete the post listening activities.

WEEK 21 DAY 4

Activity 4

Reflecting on the listening

A. Organize students in pairs. Tell them to discuss the important uses of water in the areas of health, agriculture, domestic activities and in life in general. 15 minutes). Then, report your answers to the whole class.

B. Ask the students to be in small groups and reflect on whether or not the message in the listening is relevant to their lives, is clear to understand, and is important as required in activity 4 A of the section in student's textbook. (15minutes).

Let them stay in their pairs and talk about what they plan to do in their future lives in relation to the proper use of water and water care. (15 minutes)

Finally, let them be in groups of three or four and share their ideas about the above points of discussion. (10 minutes)

Assessment: Use peer and/or self assessment methods to check if students complete the while listening activities.

SECTION TWO: SPEAKING

WEEK 21 DAY 5

Activity 1

Making Conversation (Dialogue)

Let students individually study the conversation made between A and B which is about water pollution under Section Two Activity 1 in their textbook. (5 minutes)

Activity 2

Then, in pairs, let them act out the conversation taking turns and practice it. **(15 minutes)**

Activity 3

Finally, in the same pairs, ask them to make their own conversation on the importance or uses of water. Remind them to begin the conversation by greeting each other. **(20 minutes)**

Assessment: Use oral reflection and give feedback upon the completion of the activities.

WEEK 22 DAY 1

Activity 4

Telling Time

First, let students individually study the clock in their text books and the English words and phrases for telling time. Remind them to pay special attention to how to tell the time in the conversation on the students' textbook page 83. Then, teach them and give them more examples how to express time. Bring the picture of the clock and the time indicated and the phrases used for telling the time to class. For example, half past two. A quarter to three, twenty to three etc. Furthermore, bring to the class grade 4 teaching time table so that the students can use and talk about time for each subject they learn every day.

Activity 5

Remind students to study the information presented in the table under Activity 4 of Section Three

in student textbook. Then let them match the information on the left with that on the right in the table. Inform students that the first has been done for them as an example. (20 minutes)

• Organize students in pairs so that they compare their answers and some of them report to the class. (20 minutes)

Assessment: Use oral reflection and give feedback upon the completion of the activities.

SECTION THREE: READING

Clean Water

WEEK 22 DAY 2

Activity 1

Let students individually think of the answers to the four questions given under Activity 1 of Section Three before they read the text entitled 'Clean Water'. (20 minutes)

Next, ask students to be in groups of three or four and discuss their answers to the questions. Then, let some students from some groups report and share their answers to the class. (20 minutes)

WEEK 22 DAY 3

Activity 2

Ask students to copy down the five sentences into their exercise books. Then, let them read the text entitled 'Clean Water' and write "True" or "False" against each of the sentences based on their reading. (15 minutes)

Activity 3

Furthermore, while they read the text, let them fill in the blank spaces of the three sentences given under Activity 3 of the section in their textbook. **(15 minutes)**After reading the passage let students be in pairs and compare their answers for the True/False and gap filling questions presented under Activity 4 of the section. Then ask some students to report their answers to the class. **(10 minutes)**

Answer:
'True/False' Questions: 1. False; 2. False; 3. False; 4. True; 5. True
'Gap Filling' Questions: 1. pure/clean; 2. fresh, clean; 3. germs and pathogens

Assessment: Observe students performance and give constructive feedback to the while and post reading activities

WEEK 22 DAY 4

Activity 4

Organize students in pairs. Tell them to discuss the main idea of the passage they have read about clean water. Ask some of them to report their answers to the class. (15 minutes).

Activity 5

Remind students to study the information presented in the table under Activity 4 of Section Thre in student textbook. Then let them match the information on the left with that on the right in the table. Inform students that the first has been done for them as an example. (20 minutes)

Organize students in pairs so that they compare their answers and some of them report to the class. (20 minutes)

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

WEEK 22 DAY 5

Activity 6

Fluency Reading

Ask your students to carefully and attentively listen to you reading the text on 'Healthy Eating' fluently and correctly using appropriate expressions

Then, in pairs let them read the text aloud to each other following your reading as a model.

Assessment: Observe and listen to students' performance and give constructive feedback to their fluency reading.

WEEK 23 DAY 1

Activity 7

Using words to construct sentences

- Ask students to use words written in bold type in the reading text entitled 'Clean Water' and construct their own sentences. Inform them that the first word (safe) has been shown as an example, which they can follow. (20 minutes)
- Next, let them be in groups of three and compare the sentences they have constructed. Then ask some students to read their sentences to the class. (20 minutes)

Partial Answers: The words written in bold are safe, odour, bathing, basic, coupled, hygiene.

Assessment: Listen to students sentences and provide constructive feedback.

SECTION FOUR: VOCABULARY

WEEK 23 DAY 2

Activity 1

Using topic related words to complete sentences.

Let students copy the ten topic-related words and the incomplete sentences under Activity 1 in their exercise books. Then, ask them to choose the appropriate words from the given list and write their answers in the blank spaces of the sentences. (20 minutes)

Ask students to work in pairs and compare their answers. Tell some students from some pairs to report their answers to the class. 20 minutes)

Answers:			
1. harm;	2. drink;	3. armless;	4. Water;
5. polluted;	6. dirty; health;	7. clean; importance;	8. diseases

Assessment: Observe, check and give constructive feedback when students complete the activities.

WEEK 23 DAY 3

Guessing the meanings of new and difficult words

Activity 2

Ask students to, individually, select words which are new and difficult for them from the reading text entitled 'Clean Water'. Let them write the words down in their exercise books and try to guess the meanings of the words as used in the reading text. (10 minutes).

- Then let them try to construct short sentences using at least five of the new and difficult words. Remind them to tell you one of those words so that you will construct a meaningful short sentence using the word as an example for them. (15 minutes)
- Finally, ask them to be in pairs and compare the words they have selected and the sentences they have constructed using the words. (15 minutes)

Assessment: Observe, check and give constructive feedback when students complete the activities.

SECTION FIVE: GRAMMAR

WEEK 23 DAY 4

Simple Present Tense (Verb 'do' and 'does')

Remind students to study how auxiliary verbs 'do' and 'does' are used to ask questions and to make negative statements as noted under Activity 1 of Section Five in student textbook. **(5 minutes)**

Activity 1

Ask students to work individually and complete the sentences in Activity 1. Tell them to write the correct form of '**do**' on the blank spaces given. **(15 minutes)**

Let them be in pairs and compare their answers and ask some students to report their answers to the class. **(20 minutes)**

Answers:				
1. do;	2. does;	3. does not;	4. does;	5. do not

Assessment: Observe, check and give constructive feedback when students complete the activities.

WEEK 23 DAY 5

Activity 2

Using Action Verbs

Remind students to study the notes given about action verbs under Section Five, in the student's textbook. Then let them copy down in their exercise books the ten sentences given and identify the sentences which have action verbs. Let them write down the numbers of the sentences which have action verbs. (25 minutes)

Then let them be in pairs and compare their answers. Finally, ask some of them to present their answers to the class. (15 minutes)

Answers to questions under A:
1, 4, 6, 8, and 9.

Assessment: Observe, check and give constructive feedback when students complete the activities.

WEEK 24 DAY 1

Activity 3

Using Adverbs of Frequency

• Ask students to work individually and write sentences which express actions or events that happen frequently. Let them follow the examples given under Activity 3 of the section in their textbook and write six sentences in their exercise books using adverbs of frequency (sometimes, always, usually, rarely, most of the time, never) as required. (25 minutes)

• Next, let them be in pairs and read their sentences to each other. Then, ask some students to go to the front and read their sentences to the class. (15 minutes)

Assessment: Observe, check and give constructive feedback when students complete the activities.

WEEK 24 DAY 2

Nouns ending with the letters s, ss, sh, z, x, or ch)

Activity 4

Let students work individually and add as many example nouns as they can to each of the five groups given under Activity 4 of the section in student textbook. **(10 minutes)**

Answers:				
1.Beaches	2. Washes	3. Lunches	4. Brushes	5. Glasses

Activity 5

Then, ask students to take one plural noun from each group and construct a sentence using the noun. **(15 minutes)**

Finally, let them be in groups of three and compare their sentences by reading them for the group. **(15 minutes)**

Answers:
1. dresses 2. buses 3. foxes 4 brushes 5. Jazzes 6. crashes 7. watches

Assessment: Observe, check and give constructive feedback when students complete the activities.

WEEK 24 DAY 3

Activity 6

Nouns ending in the consonant 'y' and Irregular Nouns

Ask students to write the plural forms of the five nouns given under this topic in the student's textbook and construct sentences using the nouns. (20 minutes).

Then, let students be in groups of three read and compare their sentences.

Finally, ask some students to read their sentences for the class. (20 minutes)

Assessment: Observe, check and give constructive feedback when students complete the activities.

SECTION SIX: WRITING

WEEK 24 DAY 4

Activity 1

Guided Writing: Writing short sentences about given pictures

Ask students to carefully study the pictures that deal with the various uses of water presented in Section Six. Remind them that understanding the pictures is important for doing the activities that follow.

Then, let students construct short sentence individually for each of the picture, focusing on the importance of water. Let them do the activity in their exercise books. Inform them that they have been given a sentence as an example to follow. (25 minutes)

Ask students to be in pairs and compare their answers by reading the sentences they constructed for each other. (15 minutes)

Assessment: Observe, check and give constructive feedback when students complete the activities.

Answers:

1. She uses water for washing clothes. (Picture A)
2. He uses water for mopping he floor (picture B
3. We use water for transportation (picture C)
4. He uses water for growing / watering flowers and plants (picture D)

WEEK 24 DAY 5

Activity 2

Let students write down one short paragraph in their exercise books using the short sentences they constructed about the importance of water. Remind them not to forget using the right punctuation marks like commas and full stops in writing the paragraph. The first sentence of the paragraph is already given in their textbook to start writing the paragraph. **(20 minutes)**

Then, let them be in pairs and compare the paragraphs they have written about the importance of water. Ask them to take turns and read their paragraphs to their partners. Then invite some students to read their paragraphs for the class. **(20 minutes)**

Assessment: Observe, check and give constructive feedback when students complete the activities.

UNIT 7 MY COUNTRY, ETHIOPIA

UNIT OBJECTIVES

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

- listen to a short paragraph about famous people in Ethiopia and reflect.
- talk about famous people they know.
- participate in dialogue (social expressions).
- infer the main idea of a given text.
- read a passage about "My Country" and answer questions related to it.
- guess the meanings of new words written in boldface in the passage.
- use linking verbs appropriately.
- write short and simple sentences.

WEEK 25-DAY 1

SECTION1: LISTENING (40 MINUTES)

Activity 1

Pre-listening (15 Minutes)

Organize the class into small groups. Tell them to look at the picture. Ask them to discuss and answer the questions in the student text book. Tell students to list in their exercise books the names of famous Ethiopian athletes. Encourage them to list other famous people in their areas and share their lists with the whole class.

Answer:

1. 1. Abebe Bikila, 2. Mamo Wolde 3. Mirutsefiter,4. Derartu Tulu, 5. Haile G/ sillassie

6. Fatuma Roba 7. Tirunesh Dibaba 8. Kenenisa Bekele 9. Sileshi Sihin 10. Meseret Defar.

2. Athelet Abebe Bikila
3. Athelet Tirunesh Dibaba

While listening (25 Minutes)

Activity 2

Ask the students to listen to the text and identify the main idea or gist of the listening text from the choices given. Then, tell them to compare their answers with their partners in the class.

Answers:
1. A) Tirunesh Dibaba's athletic championships.

LISTENING TEXT

Tirunesh Dibaba

Trunesh Dibaba was born on June 1, 1985 in Bokoji Arsi Oromia, Ethiopia. She is an Ethiopian athlete who competes in long distance track events and international road races. She was the 5000 meters (outdoor track) world record holder. She has won three Olympic track gold medals, five world championship track gold medals, four individual World Cross Country (WCC) adult titles, and one individual WCC junior title. She is nicknamed the "Baby Faced Destroyer "at the 2005. At 2005 IAAF world Championships in Helsinki Finland, she became the first woman to win the 5000m and10,000 meters at the same championship. She is one of the two women (the other Sonia O'Sullivan) who won the short and long course world cross country title at the same championships (2005 in Saint Galmier, France). With her 2003 world championship title, she became the youngest world champion at the age of 18 years and 90 days.

WEEK 25-DAY 2

Post listening (10 Minutes)

Activity 3

A. Organize the class into small groups. Then, ask the students to discuss in pairs and complete the blank spaces with words and phrases from the listening text. First ask them to complete the table. Here is the notes for their verifications.

Name: Tirunesh Dibaba

Year of birth: June 1,1985

Place of birth: Bokoji, Arsi, Oromia

Citizenship: Ethiopian

Number of gold medal in Olympic:

Number of gold medal in world champions:

Number of cross-country adult titles:

Number of individual cross-country junior titles

The first woman to win 5000m and 10,000meters.

She is world champion in Helsinki, Finland

Answer

Athlete Tirunesh Dibaba (1) was born in Arsi, (2) a place called Bokoji, (3) Arsi, which is found in (4) Oromia region. She won 5000 and 10,000 (5) three Olymipc gold tracks. (6) five world champion track gold and (7) four world cross country adult title and one (8) individual world cross country junior. At 2005 IAAF world Championships in (9) Helsinki, Finland, she became the first woman to win the (10) five thousand and ten thousand meters at the same championship

SECTION 2: SPEAKING (30 MINUTES)

Activity1

Organize the class into pairs. Tell them to look at the pictures of famous people in Ethiopia. Ask them to tell each other what they know about famous people. Based on the model dialogue ask the students to practice a similar dialogue about some famous people in Ethiopia shown in the pictures. Move around and monitor the students' activity and give them support when they talk about these celebrities and famous people.

Answers:

Student A: Do you know any famous person in these pictures?
Student B: Yes, I know Aster Awoke.
Student A: What do you know about her?
Student B: She is a famous musician/ singer.
Student A: Do you know when she was born?
Student B: I think she was born on _____
Student A: Do you know where she was born?
Student B: I am afraid; I don't know her birthplace.
Student A: Does she live in Ethiopia?
Student B: No she lives in the United States of America.

WEEK 25-DAY 3

Activity 2

Tell students to look at the pictures of the people in Activity 1. Then, let them match the names of the persons in the pictures with the label of the pictures given.

Answer	
1. picture 8;	2. picture 5;
3. picture 7;	4. picture 3;
5. picture 2;	6. picture 1;
7. picture 4;	8. picture 6

WEEK 25-DAY 4

Activity 3

Organize the class into pairs. Tell them to practice the dialogue in the student textbook. Tell them to take turns and ask each other and give answers to the questions. Encourage the whole class to practice the dialogue in pairs to assimilate the idea of conversation in turn taking in the class. Move around and monitor their activities and encourage them to go to the front of the students and act out turn by turn.

Answer
Dechasa: How are you Tamiru?
Tamiru: I am fine, thank you. How about you?
Dechasa: I'm fine. How are you doing?
Tamiru: Not bad.
Dechasa: How are things?
Tamiru: Great.
Dechasa: How's life?
Tamiru: Could not be better!
Dechasa: What's going on?
Tamiru: Not much of interest.

Activity 4

Organize the class into pairs. Tell them to practice the dialogue in the student textbook. Tell them to take turns and ask each other and give answers to the questions. Encourage the whole class to practice the dialogue in pairs to assimilate the idea of conversation in turn taking in the class. Move around and monitor their activities and encourage them to go to the front of the students and act out turn by turn.

Answer
Okello: How's everything? Obang: Everything is good. Okello: What are you up to now? Obang: Nothing much Okello: What's up? Obang: I have been busy. Okello: What's new? Obang: Same as always. Okello: How is everything? Obang: Couldn't be better. Okello: How are you holding up? Obang: Well. Not so great. Okello: What's happening? Obang: Nothing important. .Okello: What have you been up to lately? Obang: Nothing much

WEEK 25-DAY 5

Activity 5

Organize students in to pairs. Then tell them to practice the dialogue. Ask them to take turns and answer the questions in their pairs. Move around the class and encourage them to come out and act in front of the class turn by turn in pairs.

Ali: Hello Desta. How are you?

Desta: I am fine. What about you?

Ali: I am fine too. What are you doing?

Desta: I am doing my homework.

Ali: What is your homework about?

Desta: It is about famous people in Ethiopia.

Ali: Wow! What an interesting topic!

Desta: Yes, it is a very interesting topic I learned a lot about famous people.

Ali: Keep up with your good work.

Desta: Thanks and see you later.

WEEK 26-DAY 1

SECTION 3: READING (40 MINUTES)

Activity 1

Pre-reading (10 minutes)

Pre-teach some new words that are very important to understand the reading text before they read. Then organize the class in pairs and ask them to discuss the questions in the students' textbook about Ethiopia. Encourage them to talk about their country, Ethiopia from what they know and what they have read before.

While-reading (30 Minutes)

Activity 2

Ask the students to copy the questions from their students' book into their exercise books and say True or False based on the information given in the text. Ask students to read the text silently. Move around and monitor the students' activity. Encourage them to read and answer the questions individually and check their answers and give them corrections.

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

WEEK 26-DAY 2

Post reading (40 Minutes)

Activity 3

Ask students to complete the sentences with the words taken from the passage they have read. Tell them to complete the sentences with the words given in the box in their exercise book.

Answers:
1. plants and wild life 2. agriculture 3. cultivation 4. extensive 5. international

WEEK 26-DAY 3

VOCABULARY (40 MINUTES)

Guessing the meanings of words as used in the reading text. (20 Minutes)

Organize the class into pairs and ask them to discuss and complete the summary text? from the reading passage. Ask each pair to share their answers to the class.

Activity 4

Ask the students to read the passage individually again. Tell them to guess the meanings of the words in bold as used in the passage. Tell them to use contextual clues in the passage to guess the meanings. Move around the class and support the students with the techniques used for guessing meanings from context. Ask the students to tell the class what strategies or techniques they used to work out the meaning of the words in the context.

Answers:
1. endowed 2. appropriate 3 huge 4. survival 5. Flowing 6. rare

WEEK 26-DAY 4

Activity 5

Reading fluency (15 minutes)

Ask the students to listen to you as you read the first paragraph of the text entitled "My country, Ethiopia". Tell them to read as fluently and accurately as you did turn by turn.

SECTION 4: VOCABULARY (25 MINUTES)

Activity 1

TellstudentstocopythetableinActivity1intotheirexercisebook.Then, ask students to work individually and match the words in column A with their synonyms or similar meanings in column B. Then, compare their answers with a partner. Provide an example on the board. Tell them to draw a line to match the synonyms

Answers:								
1. I	2. E	3. D	4. G	5. H.....6. C	7. B	8. A	9. F

WEEK 26-DAY 5

Vocabulary (40minutes)

Activity 2

Ask students to read the passage about "My Country "again. Then, tell them to write the words in bold into their exercise books. Tell them to fill in the blank spaces with the correct words. Ask them to show to you and compare their sentences with their partner. Provide an example on the board. Move around and monitor their activities and provide them support.

Answers				
1. abundant	2. suitable	3. arable land	4. plants and animals	5. Endemic

WEEK 27-DAY 1

Reading and vocabulary (40 minutes)

Activity 3

Dialogue reading and acting out (20 Minutes)

Organize the class in pairs. Tell them to read the dialogue together. Assign students as A and B. All those assigned as A will read only Text A and Student B will read only Text B. Then ask the students to act out the dialogue in front of their class. Then ask students write similar dialogue in pairs about Ethiopia. Tell them to act out in pairs in the class. Move around the class to monitor their work and provide assistance. Assess the dialogue they have produced and give them comments for correction.

Vocabulary (10 minutes)

Activity 4

Ask students to choose words from the boxes to fill in the gaps. Give an example and read the sentence aloud with the whole class. Ask students to do the activity on their own. Then, ask them to compare their answers with a partner.

Answers:				
1.world	2.country	3.colonized	4.foreign	
5.their	6. proud	7. live	8.flag	9. abroad

WEEK 27-DAY 2

SECTION 5 : GRAMMAR (40 MINUTES)

The focus of this exercise is on auxiliary verbs. Explain that auxiliary verbs are helping verbs. Remind them to notice that auxiliary verbs are used to make questions in English. Walk around the room and assist individual students who need support. Review the answers.

Activity 1

Explain to students that linking verbs are words that express state of being. They are verbs that give information about the subject's condition, or relationship. These are verbs such as verbs to be (am, are, is, was, were) and verbs like look, become, smell, taste seem and appear). Tell them to write their answers in their exercise books. Ask them to circle the linking verbs in their exercise books. Ask the students to discuss their answers with their partners.

Answers:				
1. Is	2. Were	3 smells	4 was	5. look

WEEK 27-DAY 3

Grammar (40Minutes)

Activity 2

Ask students to do this activity individually. Tell them to fill the blank spaces with the correct linking verbs. Tell them to copy the activity in to their exercise book. Explain that auxiliary verbs are linking verbs and there are some other words that are used as linking verbs too. Model the activity by providing examples to the students. Then, tell them to fill in the gaps with the right linking verbs and tell them to compare their answers with those of their partners. Ask them to report their answers to the class.

Answers:				
1.are	2. were	3. are	4.was	5.was

WEEK 27-DAY 4

Activity 3

Ask the students to fill in the gap using the linking verbs such as (look, taste, appear, seem, smell, feel, sound, and become). Tell them to use the right linking verbs from the given ones. Ask them to compare their answers with those of their partners. Tell them to report their answers to the class.

Answers:				
1. look	2. appears	3. look	4. seems	5.looks
6.smells	7. feel	8. look	9. smells	10. feels

Grammar (40 minutes)

Activity 4

Tell students to copy the sentences into their exercise books. Then ask them to choose and fill in the gaps with the correct linking verbs given. Tell them to discuss their answers in groups after they have done it individually first. Ask them also to report their answers to the class from their respective groups.

Answers:					
1.C	2.C	3. A	4.A	5. C	6.B

WEEK 27-DAY 5

Activity 5

Explain to students' preposition of time and place such as (in, on, and at). Ask them to fill in the gaps with the correct preposition of time and place like in on, and at. Tell them to write the answers in their exercise book. Do the first example in the exercise as an example.

Example: They caught the fugitive at the corner of the street.

Write the example on the board and read it aloud with the students. When students are finished, ask them to read the sentences aloud.

Answers:				
1. at	2.on	3. on	4.at	5. on

WEEK 28-DAY 1

Grammar (40minutes)

Activity 6

Ask the students to fill the gaps with the right prepositions of time and place. Tell the student to choose from (in, on, at) and do it individually. Tell them to compare their answers with a partner. Then, in pairs they compare their answers. Move around the class and give support to those students who need additional support.

Answers:				
1.at	2.at	3.at	4.at	5.in
6. at	7. in	8.at	9.on	10.at

WEEK 28-DAY 2

Activity 7

Organize the class into pairs .Ask students to copy the activity in to their exercise books.Tell them to read the sentences carefully in pairs and fill in the gap with the right prepositions of time and place. Tell them to share their answers to the whole class.

Answers:				
1.on	2.on	3.on/at	4.in/at/in	5.on/in
6. on	7. on	8.at	9.at /in	10.in

WEEK 28-DAY 3

SECTION 6 WRITING (40 MINUTES)

Activity 1

Ask the students to copy the information in the table about Ali Birra in to their exercise books. Then, tell them to write a short paragraph about Ali Birra using the information in the table they have copied into their exercise books. Then ask them to read their paragraph to their partners. Tell them to read the paragraph to their classmates. Move around and encourage the students to change the information in the table into sentences to write a short paragraph. Give them support to those who need additional help. Accept correctly written paragraph that incorporated the information in the table. You can give

them this paragraph as a model for the students to cross check their paragraphs.

Answers:

Ali Birra was born on 19 September 19 47 in Dire Dawa in a village called 'Ganda Kore.'. Ali attended Arabic school, where he learned the Arabic language and some other languages such as Afaan Oromo and Amharic. At the age of 13 he joined the 'Afran Qallo' cultural groups to develop the Oromo culture. In 1965, Ali moved to Addis Ababa and engaged in singing in different languages. He produced his first album in Afaan Oromo in1971.He is a famous singer.

WEEK 28-DAY 4

Activity 2

Ask students to study the pictures of famous people in the student's book. Tell students to write sentences that describe these famous people in Ethiopia. Ask students to do the exercise individually, and then share their work in small groups and give feedback to each other. Write example sentences on the board and ask the students to read them aloud to the class. Move around the class and help the students construct a sentence about the person in the picture and the caption given under each picture. Later, ask them to write a short paragraph description with proper punctuation marks.

Example: He was born in Woliso.

He was born on September 29, 1940.

Tilahun Gessesse is a famous Ethiopian singer.

UNIT 8 HEALTH AND SAFETY

UNIT OBJECTIVES

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

- listen to a short paragraph about waste management and reflect.
- talk about waste management and related issues.
- participate in dialogue (social expressions).
- infer the main idea of a given text.
- read a passage about waste disposal and answer questions related to it.
- guess the meanings of new words in the passage.
- use auxiliary and helping verbs accordingly.
- write short and simple sentences.

SECTION ONE: LISTENING

Cleaning our Environment

WEEK 29 DAY 1

Activity 1

Ask students to study the pictures presented under Activity 1 individually. Then, let them do the matching exercise before they listen to you reading a text about 'Cleaning Our Environment'. Let students be in pairs and compare their answers.(40 minute

Answers:
1: picture A; 2. Picture C; 3. picture B; 4. picture D

Assessment: Use peer and/or self-assessment methods to check students' pre-listening activities

WEEK 29 DAY 2

Let students think of what people are doing in the pictures presented under Activity 2 of the section. Then, ask students to be in pairs and discuss what the people are doing in the six pictures. Next, let some students go to the front and tell what the people in each picture is doing.

Possible Answers (the activities):
Picture A. Cleaning their surroundings using brooms
Picture B. Cleaning their surroundings using brooms
Picture C. Gathering rubbish or waste
Picture D. Digging rubbish holes
Picture E. Throwing waste into a rubbish hole
Picture F. Going to the toilet

Assessment: Use peer and/or self-assessment methods to check students' pre-listening activities.

WEEK 29 DAY 3

LISTENING TEXT

Cleaning our Environment

Be environment-friendly and contribute to this by adopting the following simple strategies: (1) plant trees in your society. If you can't plant more trees, plant a single tree and look for it to grow. Planting enough trees in your society will help increase the availability of fresh air to breath for you and your kids. (2) Recycle the plastic products. Don't just throw or burn the plastic products as it takes years for plastic products to decompose and they are a huge cause of pollution. Therefore, instead of throwing or burning them, adopt a recycling process so as to keep and maintain a safe and healthier environment. (3) Adopt eco-friendly measures. Store water and don't become a participant to waste water. Try to use cars when necessary. Use bicycles instead that are non-contributor to environmental pollution and also will keep you fit and healthy. In general, to keep and attain a clean and green clear environment that is dust free, smell free and disease free, we have to exert our contribution. By doing this, we can get reduced pollution, fresh air, a peaceful and healthier environment without any problems. In short, we can get an environment that is human-friendly and that will add value to life by increasing the average life.

Activity 3

Inform students that they are going to listen to a text about having clean environment. Let them copy down the table and the True/False questions put under Activity 3 of the section into their exercise books and answer them while they are listening. The activities are completing a table and writing 'True' or 'False'. Tell them that they will listen to the text two times to complete their answers. (10 minutes)

1. While they listen to you let them complete the right side of the table considering what is stated in the left column and using the appropriate information from the listening text. (15 minutes)

2. Ask them to write 'True' or 'False' on the given blank spaces against the five statements while they listen. (10 minutes)

Answers for Activity B:	
A. Three simple strategies proposed to contribute to clean environment are:	1. plant trees in your society 2.Recycle the plastic products
	3. adopt eco-friendly measures
	3.adopt eco-friendly measures
B. Clean environment is the environment which is free from:	1.dust
	2.smell
	3.disease
C. Two advantages of using bicycles instead of cars are:	1. non-contributor to environmental pollution
	2. keeping fit and healthy

Answers for Activity B:				
1.False	2. True	3. False	4. False	5. True

Assessment: Use peer and/or self-assessment methods to check students' while- listening activities.

WEEK 29 DAY 4

Let students be in pairs and compare their answers to the while listening activities. Then, ask some students to report their answers to the class. (15 minutes)

Activity 5

Organize students in groups of three and let them discuss and summarize the main points of the listening text. (10 minutes)

Being in the same groups let them discuss whether the message of the text is clear, important, difficult or simple enough to understand. (15 minutes)

SECTION TWO: SPEAKING

Activity 1

Questions and Answers in a Dialogue

WEEK 29 DAY 5

Remind students to copy the dialogue under Activity 1, Section Two in their student's textbook into their exercise books. Then, let them read and study the dialogue for some minutes. (10 minutes)

Next, ask them to be in pairs and practice the dialogue taking turns and acting out in the same way as Student A and Student B. (10 minutes)

Activity 2

Staying in their pairs let students complete and practice acting out the dialogue that takes place between Shami and Tulu which deals with having clean environment and is presented under Activity 2 of the section in student textbook. Remind them not to forget to begin the dialogue by greetings. Finally ask some pairs of students to act out their dialogues in front of the class. **(20 minutes)?**

Assessment: Use oral reflection and provide feedback upon the completion of the activities.

WEEK 30 DAY 1

Activity 3

Using 'Should' and 'Shouldn't'

• Ask students to be in pairs and read by taking turns the dialogue between a mother and her son which is presented under Section Two, Activity 3 in student textbook. Then, let them identify and underline 'should' and 'shouldn't' used in the dialogue. (20 minutes)

Answers:

Mother: Wake up my son. You shouldn't be late for school.

Son: Ok, Mom. Let me go to the toilet first.

Mother: You should wash your hands after going to the toilet.

Son: Ok, but why do you always tell me this?

Mother: It is because I don't want you to be infected with bacteria that cause disease.

Son: Ok! That is right, Mom. I should always wash my hands after using the toilet.

Mother: Good!

Provide the following model speech and let student individually repeat and practice in their own time. **(20 minutes)**

The Model Speech

There are things we should do and should not do. For instance, we should be kind. That is, we should support the helpless ones. We should work hard to survive. We also should keep our environment safe and clean. On the other hand, we should not be self-centered. Also, we should not lie and we should not steal. We should not waste time. Furthermore, we should not pollute our environment. In other words, we should not pollute water, soil, air and so on.

Assessment: Check and give feedback for students' work

SECTION THREE: READING

Personal Hygiene

WEEK 30 DAY 2

Activity 1

Pre teach some key words to help the learners understand the reading passage.

Let students individually answer the three questions under Activity 1 in the student's textbook before they read the next passage. (20 minutes)

Next, organize students in groups of three and let them discuss their answers to the questions. After the group discussion, let some students go to the front and report the results of their discussion to the class. (20 minutes)

Assessment: Reading Rating Sheets: Students complete a form that rates the effectiveness of the assigned readings

WEEK 30 DAY 3

Activity 2

Ask students to answer the five True/False questions given under Activity 2 in their textbook as they read the passage entitled 'Personal Hygiene'. Let them copy the questions into their exercise books before they read.

Remind them to write 'True' or 'False' in the blank space given against each statement.

Answers:				
a. False;	b. False;	c. False;	d. True;	e. True

Assessment: Reading Rating Sheets: Students complete a form that rates the effectiveness of the assigned readings

WEEK 30 DAY 4

Ask students to be in pairs and compare their answers to **Activity 2,** in student's textbook. Let some students report their answers to the class.**(15 minutes)**

Activity 3

Tell students that there are ways or strategies in the reading passage for maintaining personal hygiene. Ask students to indicate the paragraph of the reading passage in which the way or strategy is presented. Let them copy down the strategies given in their exercise books and write the number of the paragraph (1, 2, 3…) in the spaces given against each of the strategies. (20 minutes)

Answers:
1. Paragraph 3; 2. Paragraph. 1 and 2; 3. Paragraph. 3; 4. Paragraph. 2; 5. Paragraph. 3

Assessment: Reading Rating Sheets: Students complete a form that rates the effectiveness of the assigned readings

WEEK 30 DAY 5

Activity 4

Let the students read the passage quickly again and answer the three questions under this Activity.

Answers:	
1. Slowing the spread of COVID – 19	2. Paragraph 2
3. They should buy us soaps and other chemicals that we use for cleaning our clothes and body	

Activity 5

Ask your students to listen carefully when you read the first paragraph of the passage entitled 'Personal hygiene'. Remind them to follow your reading and repeat after you loudly using appropriate expressions (pauses, intonations …). (20 minutes)

Then, let them individually practice the fluency reading loudly. Move around and provide the necessary support if needed. (20 minutes)

Assessment: Observe and record if students can complete the reading activities

SECTION FOUR: VOCABULARY

Contextual meanings of New Words

WEEK 31 DAY 1

Activity 1

Inform students that the words in the left hand column of the table put under Section Four, Activity 1 are from the passage entitled 'Personal Hygiene'. Their contextual definitions are presented in the right column. Let them match the words with their definitions writing the letter of their answers on the space given at the left against the words. **(25 minutes)**

Ask students to be in pairs and compare their answers. Then, some of them will report their answers to the class.**(15 minutes)**

Answers:
1. F; 2. E; 3. G; 4. A; 5. D; 6. C; 7. B

Assessment: Give classwork, homework and provide constructive feedback.

WEEK 31 DAY 2

Activity 2

Reading with Fluency

Ask the students to work individually and find out the words written in bold in the reading passage entitled 'Personal Hygiene' and write them in their exercise books. Then let them guess the contextual meanings of the words as required under Activity 5 of the section. (20minutes)

Words in boldface:
1. Hygiene; 2. Infectious; 3. Tissue; 4. Disinfect; 5.Well being

Assessment: Observe and check if students can complete the fluency reading activities

WEEK 31 DAY 3

Activity 3

- Ask students to use the words written in bold in the reading passage entitled 'Personal Hygiene' and complete the short paragraph given under Section Four, Activity 3 in the student textbook. Before they complete the paragraph, ask them to copy the guided paragraph into their exercise books. (25 minutes)
- Then, tell them to compare their answers in pairs. Finally, ask some students to read their complete paragraphs to the class. (15 minutes)

Answers:
1. hygiene; 2. Well-being; 3. infectious; 4. disinfecting;

Assessment: Give classwork, homework and provide constructive feedback.

SECTION FIVE: GRAMMAR

Helping Verbs

WEEK 31 DAY 4

Activity 1

Remind students to study the given list of helping verbs under Section Five, Activity 1 in student textbook. **(10 minutes)** Then, let them individually add more helping verbs to the list.**(10 minutes)** Finally let them be in pairs and compare their answers and then ask some students to report their answers to the class. **(5 minutes)**

Possible Answers:
is, are, was, were, isn't, weren't, am, am not, aren't, has, had, have, do, did, does …

Activity 2

Ask students to complete the seven sentences given under Section Five, Activity 2 in student textbook by writing the most appropriate forms of helping verbs. **(15 minutes)**

Possible Answers:		
1 am getting;	2. are reducing;	3. is knocking ;
4. are not wasting;	5. do not;	6. does not hate

Assessment: Give classwork, homework and provide constructive feedback.

WEEK 31 DAY 5

Modal Auxiliary Verbs

Activity 3

Ask students to work individually and complete the list of modal auxiliary verbs as required under Section Five, Activity 3 in the student textbook following the given examples.

Possible Answers:			
will;	would;	shall;	should;

Activity 4

Let students copy down the given list of auxiliary verbs and the ten incomplete sentences given under Activity 4 of the section.

Next, instruct the students to complete the given ten sentences with the most appropriate modal auxiliary verbs from the list given.

Ask students to work in pairs and compare their answers. Then invite some students to go to the front and report their answers to the class.

Answers:				
1. may;	2. can;	3. should;	4. could;	5. must;
6. can;	7. will;	8. could not;	9. may;	10. would

Assessment: Give classwork, homework and provide constructive feedback.

WEEK 32 DAY 1

Singular verbs

Activity 5

• Ask students to study the given examples preceding Activity 5 of this section. Then let them carefully listen to you pronouncing the ten different verbs given under Section Five, Activity 5 in student

textbook. Then, tell them to repeat what they hear and write down the verbs by adding'-s", or '-es', or '- ies' in their exercise books. (20 minutes)

Write the plural forms on the black board and ask the students in turn to pronounce these words

1. washes 2. Plays 3. closes 4. catches 5. buys

6. carries 7. worries 8. leaves 9 cries

Assessment: Give classwork, homework andprovide constructive feedback.

SECTION SIX: WRITING

Sequencing and Writing Short Sentences

WEEK 32 DAY 2

Activity 1

Ask students to study the six pictures presented preceding Activity 1 of Section Six in student textbook carefully. The pictures are about Elsa's every school day morning activities. And there are six sentences each dealing with one of Elsa's activities represented by one of the pictures. Tell students to copy down the six sentences into their exercise books. (20 minutes)

Then, ask students to look at the pictures and read each of the six sentences. Finally, tell students to match the sentences with their corresponding pictures. (20 minutes)

Answers:

1. Picture E; 2. A; 3. F; 4. C; 5. D; 6. B

Assessment: Give classwork, homework and provide constructive feedback.

WEEK 32 DAY 3

Activity 2

After matching the sentences with the pictures, let students write down the sentences in the order in which the activities take place. (20 minutes)

Let students be in pairs and compare their sentences matched with the pictures and put in the order of the activities. Ask some students to report their answers to the class. (20 minutes)

Correct Order	Sentence	Picture
1st Activity	Elsa wakes up early in the morning.	B
2nd Activity	She goes to the toilet.	F
3rd Activity	Next, she washes her hands and face.	D
4th Activity	After that she eats her breakfast.	C
5th Activity	Then, she wears her uniform.	E
6th Activity	After doing all these Elsa goes to school.	A

Assessment: Give classwork, homework and provide constructive feedback.

WEEK 32 DAY 4

Activity 3

Let students individually copy down the guided paragraph given Under Section Six, Activity 3 in student textbook into their exercise books and complete it. The text is about Elsa's every school day morning activities. Let students use the sentences they rearranged under **Activity 1** of this section. **(20 minutes)**

Organize students into pairs and let them compare their answers. Then, ask some to report their answers to the class. **(20 minutes)**

Answers:
1. activities; 2. school; 3. the toilet; 4 . hands and face; 5. eats; 6. goes

Assessment: Give classwork, homework and provide constructive feedback.

WEEK 32 DAY 5

Punctuation Revision

First of all, order students to copy down the five given sentences under Activity 4 of Section Six in student textbook. (5 minutes)

Ask students to write a period (.), questions mark (?) or an exclamation mark (!) in each box given against the five sentences stated under Activity 4 of Section Six in the student textbook. (10 minutes)

Organize students into groups of three and compare their answers. (15 minutes) • Finally invite some students to report their answers to the class. (10 minutes)

Answers:		
1. Question mark (?);	2. Full stop (.);	3. Exclamation mark (!);
4. Full stop (.)	5. Question mark (?)	

Assessment: Give class work, homework a**nd provide constructive feedback.**

UNIT 9 APPRECIATING COMMONALITIES AND DIFFERENCES IN ETHIOPIA

UNIT OBJECTIVES

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

- listen to a short paragraph about cooperation and reflect.
- talk about cooperation and related issues.
- participate in a dialogue (social expressions).
- read a passage about commonalities and differences and appreciate it.
- guess the meanings of words in bold in the passage.
- use irregular verbs according to their function.
- write short and simple sentences about famous people in Ethiopia.

WEEK 33-DAY 1

SECTION 1: LISTENING (40 MINUTES)

Activity 1

Pre-listening (10-minutes)

A. Ask the students to look at the pictures in the student's textbook and the title of the text and predict what the text will be about.

B. Organize the students in small groups and tell them to discuss the three questions given under activity one in their textbooks. Accept all reasonable responses. Encourage them to think about the meaning of the word commonality.

While-listening (30 minutes)

LISTENING TEXT

Ethiopian Commonalities

Despite their diversity in language, culture, ethnicity and religion Ethiopians have some things in common. In general, Ethiopians are renowned for being welcoming, patriotic, considerate and cooperative peoples.

They have strong culture of hosting guests politely and respectfully. They treat guests and provide them with all necessary food and drinks. Besides, they are considerate and cooperative in their social relations. They support persons who are in dire need of financial, moral and material wants.

Ethiopians have strong patriotic feelings for their country. They also have strong national feelings to protect their territorial integrity from enemies. They have strong bond of love and cooperation in the face of threat posed to their pride and national identity. As a result, they have long years of patriotism to defend their national pride and territorial integrity. Aduwa is a case in point. They are ready to sacrifice their lives to their beloved country whenever the national security and integrity is at stake. They stand against all odds in the face of danger together. They have strong unity in diversity.

In sum, though diverse in linguistics, culture and ethnicity, Ethiopians have commonalities which deserve appreciation and must be cherished for the coming generations.

Activity 2

Ask students to listen as you read the text titled "Ethiopian Commonalities" aloud to them again. Tell them to listen to the passage silently. Have them turn to a partner and share their answers. Ask students to fill in the blank spaces with the missing information from the listening text. Encourage them to share their answers with a partner.

Answers:

1. religion	2. cooperative
3. hosting	4. foods and drinks
5. lives	6. appreciation

WEEK 33-DAY 2

Activity 3

Post listening (25 minutes)

Organize the students into small groups. Ask students to discuss the question in the students' book. Walk around the room and monitor their discussions.

Dictation (15 minutes)

Activity 4

Organize the students in pairs. Ask students to listen to the words taken from the listening text. Tell them to listen to the words and write them down with correct spelling. Tell them also to guess the meanings of the words as used in the text.

Words in the listening text selected for dictation and contextual meaning guessing						
diverse	hosting	threat	pride	appreciation	cherished	sacrifice

Activity 5

Ask students to fill in the blank spaces with the right words from the reading passage given in the table. Tell them to use the right word in the gap and make a summary of the main idea of the listening text. Ask them to guess the meaning of these words as they listen to the text in context.

Answers:			
1. diversity	2. unity	3. proud	4. defend
5. patriotism	6. pride	7. love	8. sacrificed

WEEK 33-DAY 3

SECTION 2: SPEAKING (40 MINUTES)

Activity 1

Organize the class in pairs and ask students to take turns and read and act out the dialogue. Move around the room to assess and monitor this activity.

Activity 2

Put the students in pairs and ask them to write similar dialogues about Ethiopian commonalities they observe in their village or city. Tell them to start the dialogue by exchanging greetings. Ask the students to act out the dialogue. Move around the class and monitor their activity and provide support to those who need your support.

Answers:

Olana: Good morning, Balcha

Balcha: Good morning, Olana

Olana: Can you tell me what the people who live in your village have in common?

Balcha.Yes, People in my village have some features in common. For instance, they have the same religion, same culture, language and ethnicity. How about your village, Olana?

Olana: People in my village are diverse. They speak different languages; they have different cultures and I think they also have different ethnicity. They are all urban people and they come here from different parts of the country.

Balcha: I think urban people are very diverse; they are not like rural people. In rural areas people have many things in common. She works in common, and they plough together.

Olana: Bye Balcha, it is time for class. We will discuss this issue more after class.

Balcha: Bye, Olana. Have a nice class. See you later.

WEEK 33-DAY 4

SECTION3: READING (40 MINUTES)

Activity 1

Pre-reading (10minutes)

Organize the class in pairs and tell them to predict about the reading passage by looking at the title of the passage "Appreciating Commonalities and Differences in Ethiopia". Ask them to discuss and answer the questions in the student's textbook.

While –reading (20 minutes)

Activity 2

Ask the students to read the text silently. Then tell them to use their exercise books to write the answers for the questions. Fill in the missing information from the passage and write down the answers correctly. Review their answers together in pairs.

Answers:

1. More than eighty ethnic groups live in Ethiopia.
2. Among all linguistic groups one can observe patriotism, cooperation and support.
3. The contrasts common across Ethiopia are like language, ethnicity, and religion.
4. Pride, patriotism, tolerance, patience and community-focused support.
5. Language, ethnicity and religion.
6. Respecting and appreciating the commonalities and differences in Ethiopia plays a vital role for unity in diversity of the country.

Post reading (10 minutes)

Activity 3

Organize the class in small groups. Ask them to discuss the commonalities and differences they have read in the passage and write the main idea of the passage. Tell them to report the main ideas of the passage they have summarized to the whole class. Go around the room and monitor their discussion and look at what they wrote about the main idea of the passage. (10 minutes)

Answers:

1. The common features and differences in Ethiopia are discussed as the main idea of the passage.
2. Pride, patriotism, tolerance patience and community focused support.
3. The obvious differences in Ethiopia are language, ethnicity and religion.
4. The main commonalities mention in the last paragraph are pride, patience, and community-focused support.

WEEK 33-DAY 5

SECTION 4: VOCABULARY (40 MINUTES)

Activity 1

Tell the students to read the text once again. Ask them to copy the activity into their exercise books. Tell them to match the words in column A with their meanings given in column B based on the information provided in the text. Review the answers at class level.

Answers:

1.Commonalities	J
2.Culture	I
3. Diversity	D
4. Difference	E
5. Patriotic	A
6. Generosity	C
7. Pride	H
8. Independence	F
9. Unity	B
10.Tolerant	G

Activity 2

Ask students to guess the meanings of the words written in bold in their textbooks and taken from the reading passage entitled 'Appreciating Commonalities and Differences in Ethiopia'. Tell the students to use the contextual clues and work out the meanings of the words in the passage. Move around and encourage the students to use the clues in the text to work out the meanings from its context

Activity 4

Ask the students to read the reading passage silently. Then, tell them to find out words given in their student's book with similar meaning (synonymous meanings) in the paragraph mentioned.

Answers:			
1.commonalities	2. old people	3. honoured	4. Clear

SECTION FIVE: GRAMMAR

WEEK 34-DAY 1

Activity 1

Tell the students to copy the affirmative sentences in their textbook. Then, ask students to change the present simple affirmative sentences into negative and interrogative sentences. Tell them to compare their answers in pairs. Move around the class and provide support to those who need your help.

Answers:	
Negative sentence	Interrogative sentence
1.You don't think.	Do you think?
2.We don't think.	Do we think?
3.They don't think.	Do they think?
4.She doesn't think.	Does she think?

Activity 2

Ask the students to fill in the blank spaces with the correct form of the verbs in simple present tense. Tell them to read their sentences to the class.

Answers:	
1. I always help my friends.	2. She likes tea but not coffee.
3. He studies very hard for his examination.	4. You eat very little. It's not good for you.
5. The students need the teacher's help.	6. We live near the railway station.
7. She leaves office at 5p.m.	

WEEK 34-DAY 2

Activity 3

Ask students to choose the correct simple present tense verb forms. Tell them to compare their answers with their partner. Ask them to work individually and read the sentences to the class.

Answers:				
1. doesn't like	2. doesn't live	3. is not	4. doesn't cook	5. are not

Activity 4

Ask the students to write the negative forms of the sentences using the verbs in the parenthesis. Tell the students to compare their answers with their partners.

Answers:				
1. doesn't like	2. doesn't live	3. is not	4. doesn't cook	5. are not

WEEK 34-DAY 3

GRAMMAR (40 MINUTES)

Activity 5

Ask students to copy sentences into their exercise books and tell them to rewrite them as in the example provided. Write the examples on the board and underline the negative and interrogative forms of the sentences. Tell them to report their sentences to the class.

Example:

Sifan and Shimekit **do not** do their homework every day.
Do Sifan and Shimekit do their homework every day?

Answers:

2 Senait doesn't wash her hair every morning.
Does Senait wash her hair every morning?
3. A fisherman does not catch fish.
Does a fisherman catch fish?
4. The Sun does not give us light and heat.
Does the Sun give us light and heat?
5. My mother does not help me with my lesson.
Does my mother help me with my lesson?
6. The stars do not twinkle at night.
Do the stars twinkle at night?
7. The students do not wear their uniforms.
Do the students wear their uniforms?

WEEK 34-DAY 4

Grammar (40 minutes)

The focus of this exercise is on past tense forms of the irregular and regular verbs. Explain to students the past tense forms of the regular and irregular verbs. Tell the students to identify the difference between the irregular and regular verbs. Write two sentences on the board and show students the simple past tense of the regular and irregular verbs. The regular verbs add**'d'** or **ed** on the base forms. Tell them to do the activity individually first and then they will do the activity with the whole class.

Examples of regular:	clean	cleaned
	fold	folded
Example of irregular verbs	go	went
	be	was /were

Activity 6

Ask the students write the simple past tense forms of the verbs in the sentences. Tell them to do them individually and then compare their answers with their partner. Ask them to report their answers to the whole class.

Answers:

1. They helped Dad in the garden.
2. The students studied for the test.
3. The girls played a piano.
4. We danced at the farewell party.
5. She took part in the peace conference

WEEK 34-DAY 5

Activity 7

Ask the students to fill in the blanks with the correct forms of the simple past tense. Tell them to do the activity individually and then compare their answers with their partner. Ask them to report their answers to the class.

Answers:

1. Sena stood next to Tigist on the stage.
2. I bought a bunch of apples yesterday.
3. They sat on the carpet to hear the announcement.
4. Rahel hid behind the door.
5. Haddas told Emebet a secret.

WEEK 35-DAY 1

Grammar (40 minutes)

Activity 8

Ask students to choose the correct past tense forms of the verbs to complete the sentences. The focus of this activity is for students to learn the past tense forms of the regular and irregular verb forms correctly. Tell them to write the correct from of the simple past tense forms from the brackets on the blank spaces

Answers:

1. taught	2. spread	3. shut	4. tried	5. went	6. ran

WEEK 35-DAY 2

Grammar (40 minutes)

Activity 9

Ask students to read a short paragraph about Mr.Ararsa. Tell them to fill in the gap with the right words from the table and complete the paragraph. Tell the students to do the activity individually and then compare their answers with their partner. Later tell them to read the paragraph to the whole class turn by turn.

Answers:

1. work	2. delivers	3. walk	4. rides	5. rests
6. goes	7. walks	8. fish	9. jog	10. enjoys

WEEK 35-DAY 3

Activity 10

Ask the students to complete the conversation with the verbs in the table. Tell the students to work on this activity in pairs and then ask them to report their answers to the class.

Answers:

Mirgisa: Hi, Birtukan. How are you ?
Birtukan: I'm good , thanks. How are you?
Mirgisa: I'm great. But I <u>didnot sleep</u> much last night .
Birtukan: Why? That's terrible!
Mirgisa: To be honest, I don't know. By the way, did you <u>read</u> that book?
Birtukan: No, I don't like that kind of book. Did you <u>see</u> Esmael yesterday?
Mirgisa: Yeah, I <u>went</u> to the mountains with him.We <u>swam</u> in a river .
Birtukan : Wow! That's good. I <u>made</u> a cake with Sinknesh, we <u>had</u> a great time together.
Mirgisa: I love cakes too.

WEEK 35-DAY 4

Grammar (40 minutes)

Activity 11

Tell students what collective nouns are and how they are used as group names for people, animals and things. Tell the students to look at the pictures in their text book to understand collective nouns through the soccer team players together. Ask the students to work on this activity individually. Then, tell them to fill the gap with appropriate collective nouns from the box. Later, tell them to compare their answers with those of their partners.

Answers:		
1. a herd of cattle	2. a team of players	3. a bunch keys
4. a bunch bananas	5. a pride lions	6. a flock of birds

Activity 12

Tell students to fill the blank spaces with the correct collective nouns from the word bank provided in the text book. Ask them to compare their answers with their partner.

Answers:					
1. a box	2. the herd	3. colony	4. crowed	5. pack	6. pad

WEEK 35-DAY 5

Grammar (40Minutes)

Activity 13

Ask the students to fill in the blank spaces with the correct collective nouns from the word bank. Tell them to do the work individually. Then tell them to compare their answers with their partner. Ask them to report their answers to the class.

Answers:				
1. team	2 . band	3.bunch	4. class	5. pride
6. school	7. swarm	8.pack	9. flock	10. herd

WEEK 36-DAY 1

SECTION 6: WRITING (40 MINUTES)

Activity 1

Organize the students in pairs. Tell them to look at the incomplete paragraph and fill the gaps with the appropriate word given in the box in students textbook. Tell the students that when they fill the paragraph with the right words from the box, it becomes meaningful and complete and describes the shared features of Ethiopian peoples.

Answers:

Commonalities of Ethiopian Peoples

Ethiopians have many things in common irrespective of their cultural, ethnic and linguistic differences. For example, they respect elderly people. They also host guests and treat them very well. It is common cultural daily practice that Ethiopians greet each other every day. They are proud and love their country. Moreover, most Ethiopians are respecting their creator and law abiding people.

WEEK 36-DAY 2

Activity 2

Tell the students to copy the table into their exercise books. Ask them to write a paragraph using the information given in the table about what people in Decha village have in common. Tell them to show their paragraph to their partners to read and give them feedback and comments. Then tell them to rewrite the paragraph again and show it to you.

Answers:

People in Decha village

People living in Decha village have many things in common. For instance, all the people in the Decha village speak the same language, namely, Kafanino. All the villagers are followers of the Orthodox Christianity. There mode of living is based on farming and their typical staple foods are root crops and maize.

UNIT 10 WOODWORK

UNIT OBJECTIVES

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

- listen to a short paragraph about Wood Technology and reflect on it.
- talk about Wood Technology and related issues.
- participate in dialogue (social expressions).
- infer the main idea of the given text.
- read the passage about waste disposal and answer questions related to it.
- guess the meanings of words written in bold in the passage.
- express progressive events using present continuous tense.
- write short and simple sentences.

SECTION ONE: LISTENING

Wood Technology

WEEK 37 DAY 1

Activity 1

Before students listen to the text entitled 'Wood Technology', ask them to be in groups of three and discuss the five questions in Activity 1. (25 minutes)

Then, let some of the students report the results of their discussion to the class. (15 minutes)

Assessment: Use peer and/or self assessment methods to check if students complete the pre-listening activities.

WEEK 37 DAY 2

Activity 2

As students listen to you reading the text entitled 'Wood Technology' let them answer the five True/False questions under Activity 2 of the section based on the listening text.

First, let them write down the questions in their exercise books. (10 minutes)

Then, ask them to give their answers by writing 'True' or 'False' in the given blank spaces againstthe five sentences given. (10 minutes)

Organize students to be in pairs so that they compare their answers. (10 minutes)

Then, ask some students to report their answers to the class. Encourage them to practice speakingin front of their classmates. (10 minutes)

Answers:				
1. False;	2. True;	3. True;	4. True;	5. True

Assessment: Use peer and/or self assessment methods to check if students complete the while listening activities.

WEEK 37 DAY 3

Activity 3

Organize students in groups of three and let them discuss the listening text in terms of the given three questions for discussion. **(20 minutes)**

LISTENING TEXT

Wood Technology

Wood refers to materials composed of trunks and branches of trees. Technology is the know-how or ability, knowledge and skills of doing things in modern ways. Thus, wood technology is the know-how, knowledge or skill that deals with woodwork. And a person who has enough training and skills or abilities in woodwork is called a wood technologist. There are different responsibilities of the wood technologist. The responsibilities in general fall into the general categories of technical control, production, distribution and research.

Technical control includes selection and purchasing of raw material and supplies, quality control of products, technical supervision or control of processes, and production. The other responsibility is distribution of materials, supplies and products manufactured to the wood-using industry. In addition to wood conversion activities, wood technologists also have researching roles or responsibilities to develop the knowledge on which technological progresses in the wood industry are based.

More ability or skills in the above woodwork areas develop through wood technology education and work experience. Thus, the wood technologist needs to know the principal or main products made from wood, how they are manufactured, and standards related to them from the standpoints of marketing and use. Particularly, more understanding of the basic processes through which wood must pass in its conversion to the wide variety of products is very important.

Activity 4

Ask students to match the words given in column A with their meanings in column B in the table found under Activity 4 of the section. Let them write the letters of their answers on the space given in column A against the words. Inform them that the first one has been done for them as an example. **(20 minutes)**

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

Assessment: Use peer and/or self assessment methods to check if students complete the post listening activities.

SECTION TWO: SPEAKING

Importance of Wood

WEEK 37 DAY 4

Activity 1

Ask students to be in pairs. Then let them take turns and practice the conversation made between student A and student B under Activity 1 of Section Two in their textbook. Let them be informed that the conversation is related to the 'Importance of Wood'. (15 minutes)

Activity 2

Let them remain in their pairs and continue the conversation to further list the importance of wood. (15 minutes)

Then, ask some pairs of students to act out their complete conversation about the importance of wood in front of the class. (10 minutes)

Assessment: Use oral reflection and give feedback upon the completion of the activities.

WEEK 37 DAY 5

Activity 3

Fluency and Pronunciation

Let students listen to you reading the text entitled 'Importance of wood' using expressions (pauses, intonation, full stops and so on). Remind them to listen carefully and repeat loudly. (20 minutes)

Activity 4

Next, following your modeling, let students be in pairs and take turns to read the text to each other. Ask them to read fluently and loudly using appropriate expressions**. (20 minutes)**

SECTION THREE: READING

Woodwork

WEEK 38 DAY 1

Activity 1

Before reading the next reading passage entitled 'Woodwork', remind students to look at the wooden pictures of materials presented under Activity 1 in their textbook. In addition, ask them to look at the title of the passage which is 'Woodwork'. Then, let them individually think of what the reading passage will present about woodwork. Finally, let them be in groups of three or four and discuss what the passage will be about. Ask the students the uses of wood and wood work activities common in their areas. Ask them to tell their classmates the wood products they use at home from the given pictures in their textbook (20 minutes)

Activity 2

As students read the passage below, let them complete the table about wooden products in Column A and the advantages of wood in Column B. First, tell them to copy down the table into their exercise books. An example answer is given in each Column so that they could follow. (20 minutes)

Let them be in pairs, compare their answers and discuss if there are differences in their answers. They can go back and check from the reading passage if needed. Then ask some of them to report their answers to the class. (20 minutes)

Assessment: Use peer and/or self assessment methods to check if students complete the post listening activities.

WEEK 38 DAY 2

Activity 3

There are some given words presented under Activity 4 of the section in student textbook which are taken from the passage students have read. Let them work individually and copy down theactivity into their exercise books. (10 minutes)

Then, let them choose the most appropriate word from the given list and complete each of the seven sentences by writing the chosen words on the given blank spaces. (15 minutes)

When they finish this individual activity, let them be in pairs and compare their answers with those of their peers. (15 minutes)

Answers:						
1. wood;	2. boxes;	3. beds;	4. Chairs;	5. tables;	6. Saw	7. safety

Activity 4

There are some given words presented under Activity 4 of the section in student textbook which are taken from the passage students have read. Let them work individually and copy down the activity into their exercise books. **(10 minutes)**

Then, let them choose the most appropriate word from the given list and complete each of the seven sentences by writing the chosen words on the given blank spaces. **(15 minutes)**

When they finish this individual activity, let them be in pairs and compare their answers with those of their peers. **(15 minutes)**

Answers
1. wood; 2. boxes; 3. beds;4. Chairs; 5. tables; 6. Saw 7. safety

Assessment: Use peer and/or self assessment methods to check if students complete the post-listening activities.

SECTION FOUR: VOCABULARY

WEEK 38 DAY 3

Activity 1

Individually, let students look at the table under Activity 2 with lists of combined words in the first column.

First, let them identify the two parts or components of each combined word. Then, ask them to try to guess the meaning of the combined word. Next, ask some students to report their answers

to the class. Inform them that the first one has been done for them as an example. (20 minutes)

Answers :
2. Black + board = blackboard; 3. White + board = whiteboard 4. class + room = classroom; 5. Home + work = homework

Assessment: Observe, check and provide constructive feedback for students' work

WEEK 38 DAY 4

Contextual definition of topic related words

Activity 2

Ask students to match the topic related words stated in a table under Activity 1 in student textbook with their meanings as used in the reading passage. Let them copy down the table into their exercise books and then write the letters of their answers in the spaces provided in the left column of the table

against the given words. (25 minutes)

Then, in pairs, ask them to compare their answers and finally let some students report their answers to the class. (15 minutes)

Answers :					
1.F;	2. E;	3. D;	4. A;	5. C;	6. B

Assessment: Observe, check and provide constructive feedback for students' work

WEEK 38 DAY 5

Activity 3

Constructing sentences using words from the passage.

Let students construct their own sentence using the six words written in bold type in the passage entitled 'Woodwork'. (20 minutes)

Then, let them be in groups of three and compare their answers. Next, ask some students to report their answers to the class (20 minutes)

Assessment: Observe, check and provide constructive feedback for students' work

WEEK 39 DAY 1

Activity 4

Ask students to copy the table presented under Activity 3 in student textbook into their exercise books and match the part on the left with that on the right side of the table to make a complete sentence. Let them write their answers on the space given at the left side of the table. (20 minutes) • Ask students to be in pairs and read their complete sentences for each other. (10 minutes)

Finally, let some students read their complete sentences for the class. (10 minutes)

Answers :					
1. F;	2. E;	3. D;	4. C;	5. B;	6. A

Assessment: Observe, check and provide constructive feedback so that students work.

WEEK 39 DAY 2

Combining two separate words to make one single independent word

Activity 5

Ask students to find out six pairs of separate words that give or make six single independent words following the examples given under Activity 4 of Section Four in the student textbook. (15 minutes)

Then, organize students into groups of three and let them compare their answers and learn from one

another. (15 minutes)

• Next, ask some students to report their answers to the class. (10 minutes). Then, write on the black board and discuss with your students.

Assessment: Observe, check and provide constructive feedback so that students can complete the activities.

SECTION FIVE: GRAMMAR

Present Continuous and Simple Past Tenses

WEEK 39 DAY 3

Activity 1

Ask the students to fill in the blank spaces with the correct verb forms from the given choices individually.

Answers :		
1. c	2. B	3. C

Assessment: Give class work, home work and provide constructive feedback.

Activity 2

Ask the students to match the sentences under column A with the uses of the present continuous tense given under column B. tell the students that they can match one use more than once.

Answers :					
1. B	2.C	3. A	4. A	5.C	6. B

WEEK 39 DAY 4

Activity 3

Tell students to copy the activity 3 into their exercise books. ask the students to complete the sentences with the present continuous tense forms of the verb in the brackets. Tell them to compare their answers in pairs. Ask some of the students to report their answers to the class. (10 minutes)

Answers :			
1.is watching	2.are not playing	3.am writing	4.are sitting
5.is not washing	6.are driving	7.is studying	8.are swimming

Sentences with the present continuous tense

Activity 4

Ask students to work individually and study the note and examples given under Activity 1. in student textbook and construct their own five meaningful sentences using the present continuous tense and five sentences using the simple past tense by writing in their exercise books. Provide the maximum support when students do this activity . (25 minutes)

Then, let them be in pairs and compare their answers. Finally, let some students read their sentences to the class. (15 minutes)

SECTION SIX: WRITING

Writing Short Sentences

WEEK 39 DAY 5

Activity 1

Ask students to individually write ten short, simple, complete sentences about 'The Advantages of Trees' in their exercise books.. Give special support when students do this activity. (15 minutes)

Then, let them be in groups of three or four and compare their sentences. Ask them to discuss and make improvements to their sentences if necessary. (15 minutes)

Finally, invite some students to read their sentences to the class. (10 minutes)

Assessment: Give class work or home work and provide constructive feedback.

WEEK 40 DAY 1

Guided Paragraph Writing

Activity 2

Ask students to work individually and write a short-guided paragraph about 'The Advantages of trees' in their exercise books using the sentences they have constructed under Activity 1 of this section.

Remind them also to use simple present tense, simple past tense and present continuous tense as appropriate.

Furthermore, ask them to use punctuation marks like commas, full stops and so on where appropriate in their paragraph. Be informed that your support when students do this activity is

essential. (25 minutes)

• In pairs, let them read their paragraphs to each other and make the necessary improvements. (15 minutes)

Assessment: Observe, check and provide constructive feedback.