

# ENGLISH FOR ETHIOPIA

## Student Book



Grade Two

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# English for Ethiopia

# Student's Book Grade 2

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## Table of Contents

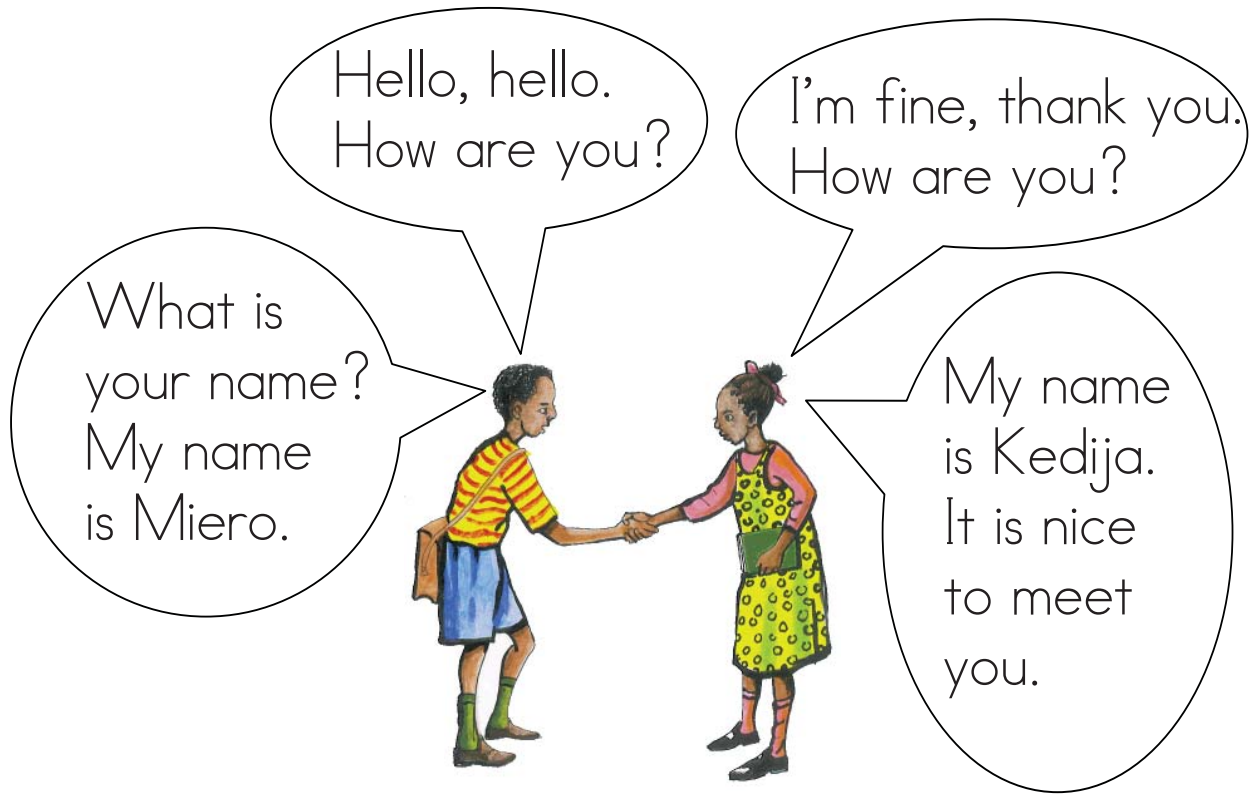
Unit	Title	Page
1	In the Classroom.....	1
2	How Many Books? .....	11
3	What Colour is Your Bag? .....	23
4	Parts of the Body .....	33
5	I Have a New Pen .....	43
6	Days of the Week .....	61
7	Time to Eat and Drink .....	75
8	What an Amazing Animal! .....	89
9	My Likes and Dislikes.....	101
10	Who Lives in This House? .....	111
11	A Frog Can Jump .....	129
12	What Are You Wearing? .....	143
13	I Walk to School .....	157
14	Look at All the People .....	171



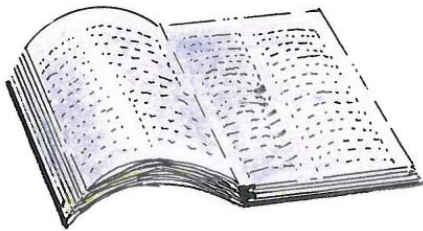
**USAID**  
FROM THE AMERICAN PEOPLE

# UNIT 1: IN THE CLASSROOM

## LESSON ONE



Directions: Point to objects.  
Say the names of objects.



book



pencil



bag



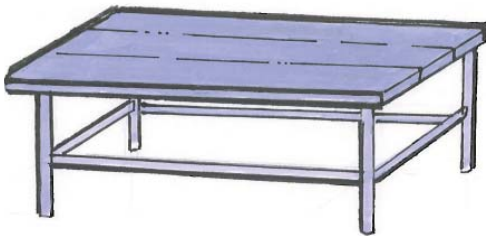
duster

ruler



pen

rubber



bench



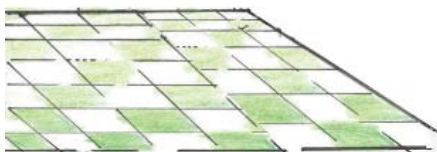
desk



chalkboard






door



floor

## LESSON TWO

Directions: Tell the position of the duster.



		
The duster is <u>on</u> the desk.	The duster is <u>under</u> the table.	The duster is <u>in</u> the bag.

## LESSON THREE

Directions: Tell the position of the basket.

1

2

	
The basket is <u>near</u> the door	The basket is <u>outside</u> the house.



## LESSON FOUR

Directions: Listen as your teacher reads the story, “The Lost Butterfly.”

### The Lost Butterfly

Today is the beginning of the new school week. During lunch Tilahun is sitting near the window and eating bread. He



sees Solomon, his new friend. Solomon is sitting on a bench playing with a stick and looking very sad. Tilahun walks over to Solomon and says, “Hello, how are you?” Solomon answers, “I’m sad because I’ve lost my butterfly.”

Tilahun points to a bag on the floor and asks, “Is it in the bag?” Solomon shakes his head and says, “No.” Tilahun points to the door and asks, “Is it outside the

door?” Solomon shakes his head and says, “No.”

The school bell rings. All students come inside the classroom. Rahel shouts, “There is a butterfly on the window!” All the boys and girls gather around to see the butterfly. Solomon smiles.

Directions: Point to and name the upper case (capital) letter with a partner.

A a	B b	C c	D d	E e	
F f	G g	H h	I i	J j	
K k	L l	M m	N n	O o	
P p	Q q	R r	S s	T t	
U u	V v	W w	X x	Y y	Z z

## LESSON FIVE

Directions: Sing the “Alphabet Song.”

### The Alphabet Song

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

Now I know my a, b, cs,  
Next time won't you sing with me.

Directions: Listen as your teacher reads the story, “The Lost Butterfly” again and answer questions about the story.

## LESSON SIX

Directions: Sing, “If You’re Happy and You Know It” with your teacher. Do the actions.

## LESSON SEVEN

Directions: Point to the correct word or contraction as your teacher sings “The Contraction Song” again.

First Word	Second Word	Contraction
I	am	I'm
you	are	you're
he	is	he's
she	is	she's
we	are	we're
they	are	they're

## LESSON EIGHT

Directions: Trace each upper case (capital) and each lower case (small) letter with your finger when you hear its name.

A	B	C	D	E
a	b	c	d	e

## LESSON NINE

Directions: Trace each upper case (capital) and each lower case (small) letter with your finger when you hear its name.

F	G	H	I	J
f	g	h	i	j

## LESSON TEN

Directions: Trace each upper case (capital) and each lower case (small) letter with your finger when you hear its name.

K	L	M	N	O
k	l	m	n	o

## LESSON ELEVEN

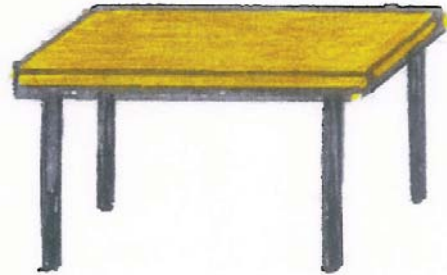
Directions: Trace each upper case (capital) and each lower case (small) letter with your finger when you hear its name.

P	Q	R	S	T
p	q	r	s	t

Directions: Copy each picture and draw a ruler in the correct position.



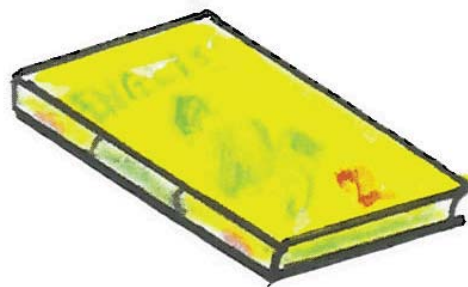
Draw a ruler near the chair.



Draw a ruler under the table.



Draw a ruler in the bag.



Draw a ruler on the book.

## LESSON TWELVE

Directions: Trace each upper case (capital) and each lower case (small) letter with your finger when you hear its name.

U	V	W	X	Y	Z
u	v	w	x	y	z

### Gap Activity

Directions: Copy the sentences into your exercise book. Fill in the missing letters. Use the Word Bank to find the letters.

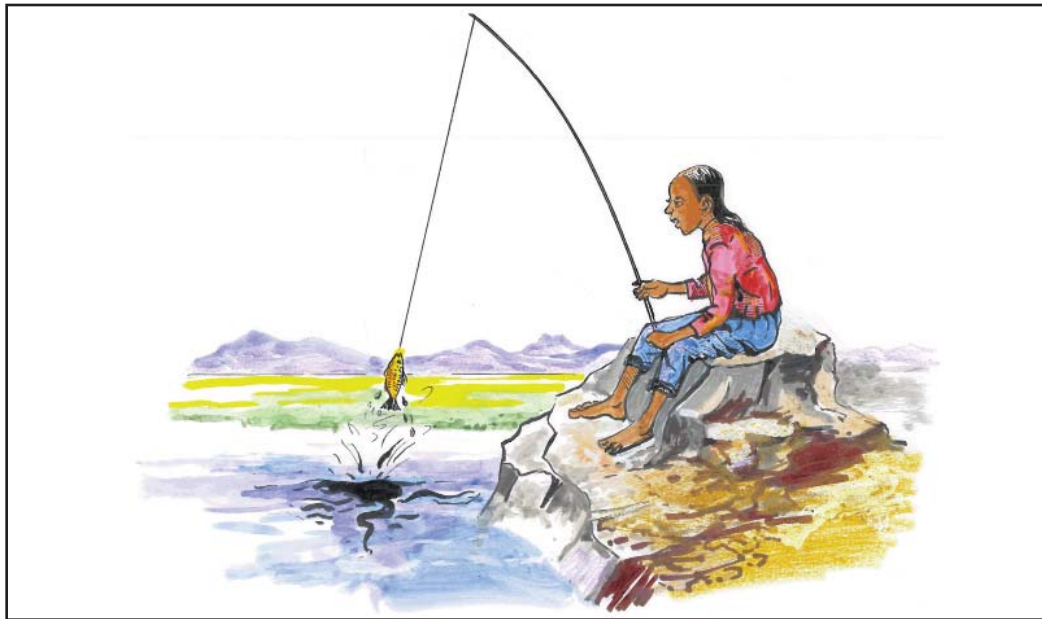
1. Put the \_\_uster\_\_n the\_\_able.
2. Find the \_\_uler\_\_nder the\_\_indow.
3. A \_\_ish\_\_wims.
4. Mother is\_\_ear a \_\_ench.
5. A \_\_onkey\_\_limbs.

Word Bank			
fish	bench	monkey	duster
near	climbs	ruler	table
window	swims	on	under

# UNIT 2: HOW MANY BOOKS

## LESSON ONE

Directions: Look at the picture and tell what is happening.



Directions: Listen as your teacher sings a number song. Follow the words and sing the song with your teacher.

### Number Song

One, Two, Three, Four, Five  
Once I caught a fish alive.  
Six, Seven, Eight, Nine, Ten  
Then I put it back again.



Directions: Read the numbers and words as you sing the numbers from 1 to 10.

1	2	3	4	5
one	two	three	four	five
6	7	8	9	10
six	seven	eight	nine	ten

## LESSON TWO

Directions: Read the numbers and words as you count from 11 to 20.

11	12	13	14	15
eleven	twelve	thirteen	fourteen	fifteen
16	17	18	19	20
sixteen	seventeen	eighteen	nineteen	twenty

## LESSON THREE

Directions: Copy the numbers 11–20 and the number words into your exercise book. Draw a set of circles for each number.

Number	Number Word	Set of Circles
11	eleven	
12	twelve	
13	thirteen	
14	fourteen	
15	fifteen	
16	sixteen	
17	seventeen	
18	eighteen	
19	nineteen	
20	twenty	

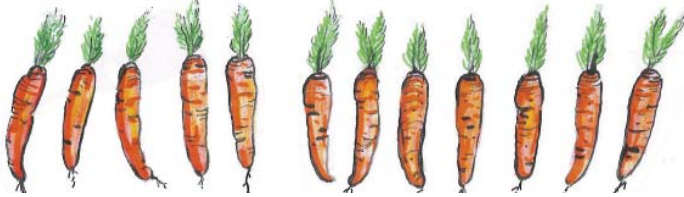
## LESSON FOUR

Directions: With a partner, practise asking about age and telling your age.

# LESSON FIVE

Directions: Copy the sentences into your exercise book. Count the objects. Write the number of objects in the gap.

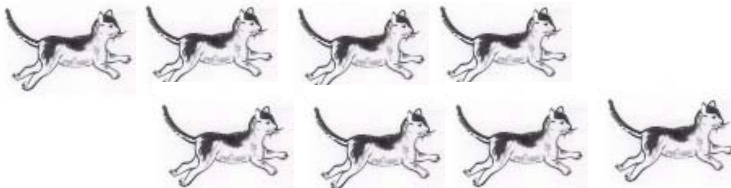
1. There are \_\_\_\_\_ carrots.



2. There are \_\_\_\_\_ chickens.



3. There are \_\_\_\_\_ cats.



4. There are \_\_\_\_\_ dogs.



5. There are \_\_\_\_\_ bicycles.

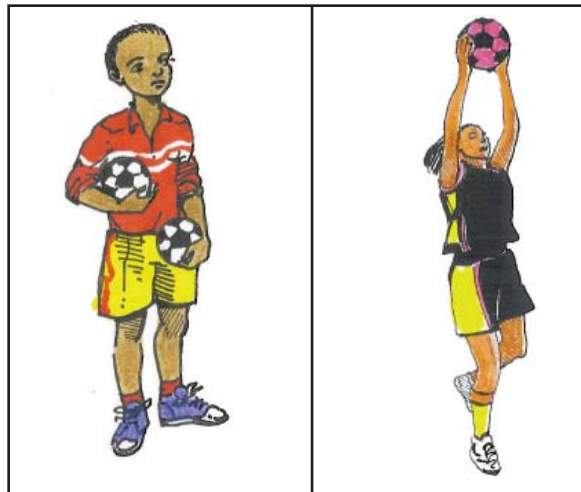


6. There are \_\_\_\_\_ balls.











## LESSON SIX

Directions:  
Look at the  
pictures and  
tell how many  
balls are in  
each.



## LESSON SEVEN

Directions: Look at the words and pictures of singular and plural objects. Listen as your teacher reads the words and counts the objects. Point to the objects as your teacher names them.

Singular Nouns	Plural Nouns (add -s)
carrot 	carrots 
hand 	hands 
stick 	sticks 
chicken 	chickens 

Directions: Look at the singular and plural words. Listen and point to the words as your teacher reads them.

Singular Nouns	Plural Nouns (add -es)
watch	watch <u>e</u> s
dress	dress <u>e</u> s
fox	fox <u>e</u> s
bus	b <u>u</u> s <u>e</u> s
box	box <u>e</u> s

## LESSON EIGHT

Directions: Look at the whole words and contractions as your teacher explains them.

Whole Words	Contractions
There is not	There isn't
There are not	There aren't

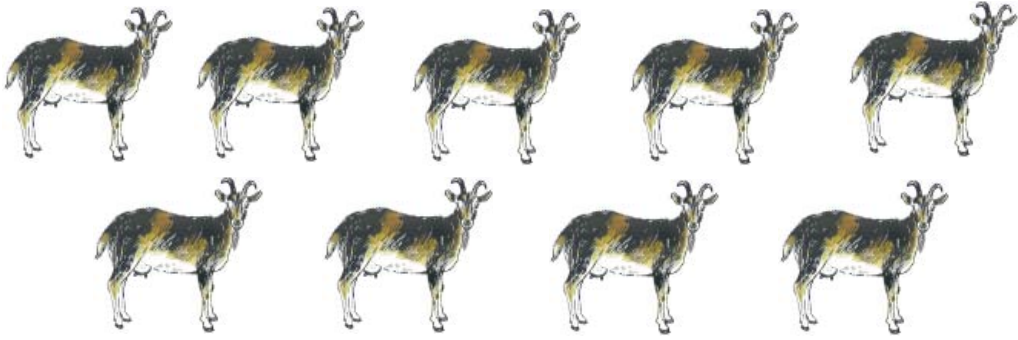
## LESSON NINE

Directions: Copy the table into your exercise book and fill in the missing numbers.

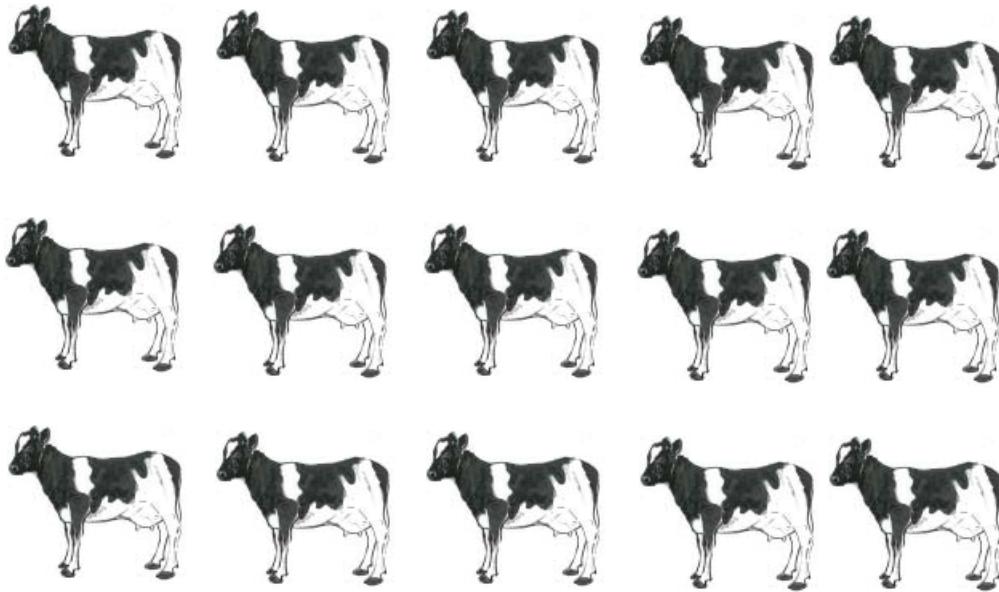
1		3		
6			9	10
	12			
16		18		20

## LESSON TEN

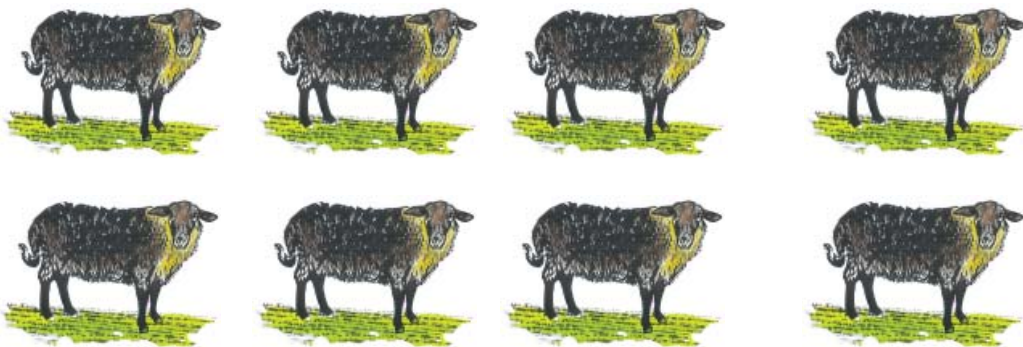
Directions: Count how many animals or objects are in each box. Write the number and copy the names of the animals and objects into your exercise book.



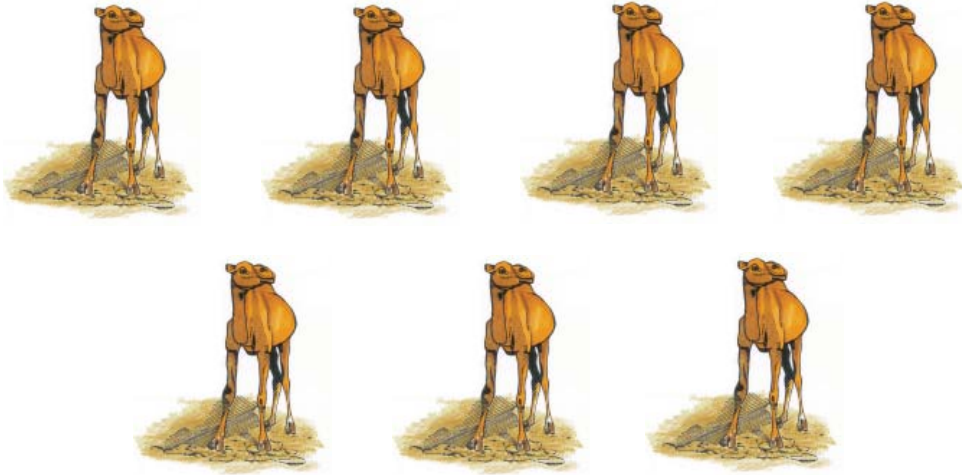
\_\_\_ goats



\_\_\_ COWS



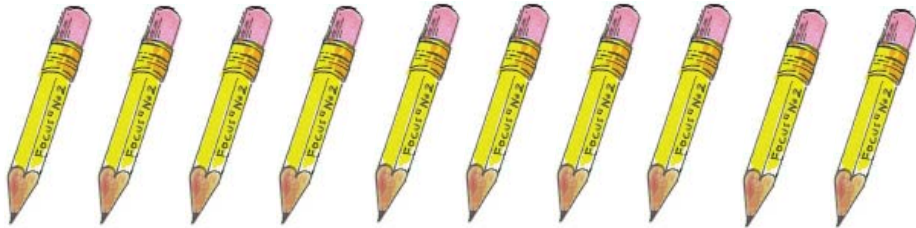
\_\_\_ sheep



\_\_\_ camels



\_\_\_ tomatoes



\_\_\_ pencils



\_\_\_ balls



Directions: Listen as your teacher reads Part One of the story, “Yonas and the Animals.”

## Yonas and the Animals

### Part One

Twelve year old Yonas is watching his animals. Yonas has goats and sheep. Hakim asks Yonas to watch his goats and sheep while he gathers firewood for his family. Yonas has a stick. He watches the animals carefully to guard them from harm. It is a very hot day. Yonas knows he must get the animals to the watering hole before the sun gets stronger. He leads the way to the watering hole.



## LESSON ELEVEN

Directions: Listen as your teacher reads Part Two of the story, “Yonas and the Animals.”

### Yonas and the Animals

#### Part Two

When Yonas reaches the watering hole he sees other boys and animals. As all the animals drink the water, Yonas counts the goats and sheep.

Yonas has 8 goats. His friend Hakim has 7 goats. That makes 15 goats. When Yonas counts, he finds all 15 goats. Then he counts the sheep. Yonas has 6 sheep and Hakim has 5 sheep. Together that makes 11 sheep; but Yonas can only find 10 sheep. One of Yonas’s brown sheep is missing!



Directions: Listen as your teacher reads Part Three of the story, “Yonas and the Animals.”

## Yonas and the Animals

### Part Three

Yonas begins to look for his missing sheep. He walks around the watering hole calling the sheep. “Bure, Bure,” he calls again and again. But he can’t find his sheep. Hakim comes to the watering hole. Yonas’s brown sheep is with him.

Yonas sees his sheep with Hakim. He says, “Hakim, I am so glad you have come to the watering hole and that you have found my missing sheep.” Now the sun is setting so the two boys gather all their animals together and go home.

## LESSON TWELVE


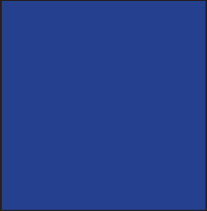

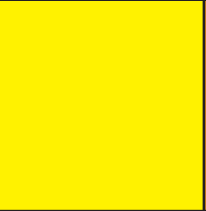


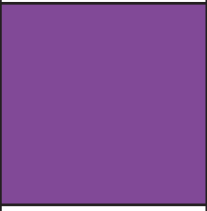

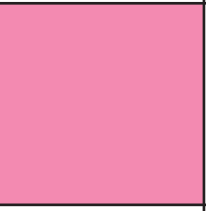

Directions: Follow your teacher’s directions to review what you learned in Unit 2.

# UNIT 3: WHAT COLOUR IS YOUR BAG?

## LESSON ONE

Directions: Listen to the names of the colours in the Colour Chart. Point to and say the name of the colour after your teacher says it.

### Colour Chart

				
red	blue	green	yellow	orange
				
brown	purple	black	pink	white

## LESSON TWO

Directions: Use the following language pattern to say an object belongs to someone.

Example: This bag belongs to me.

## LESSON THREE

Directions: Find a small object to bring to school tomorrow. You will name and tell the colour of the object.

## LESSON FOUR

Directions: Write the lower case (small) letters a to z in your exercise book.

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

Directions: Point to the letters as you perform the chant.

## Black

b-l-a-c-k, black.

b-l-a-c-k, black.

I can spell black.

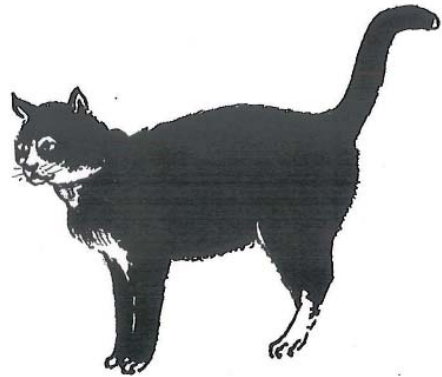
I can spell black.

The cat is black.

The bat is black.

b-l-a-c-k, black.

b-l-a-c-k, black.



# LESSON FIVE

Directions: Use a number or number word from the box in your sentence about objects.

Number Words and Numbers	
one 1	six 6
two 2	seven 7
three 3	eight 8
four 4	nine 9
five 5	ten 10

Directions: Look at the pictures and the words. Read them as you say them out loud.



socks



boots



hat



sandals



scarf



blouse



## LESSON SIX

Directions: Look at the pictures. Write T in your exercise book if the sentence is true and F if it is false.

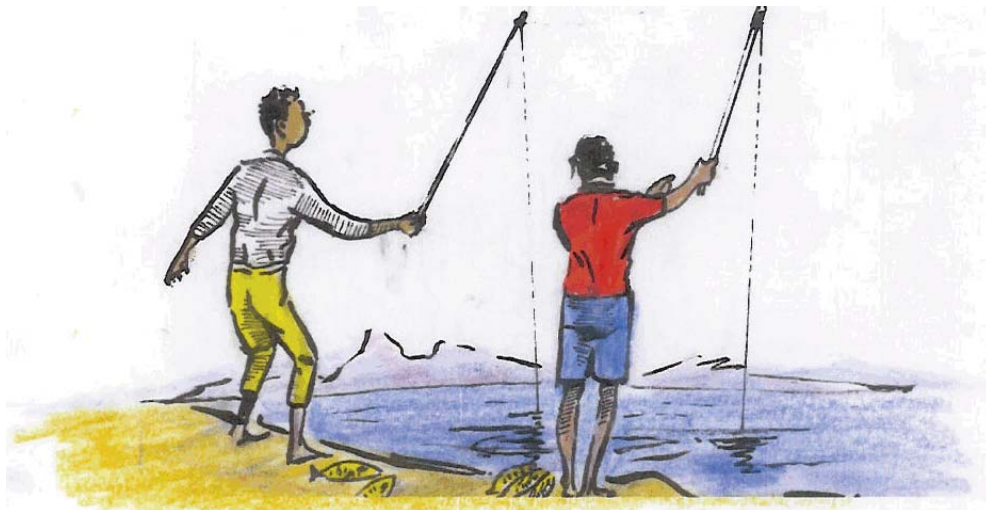
The girl's dress is pink.



Buchi the dog has brown and white hair.



The boys by the lake are wearing brown trousers



The woman and her child are both wearing yellow clothing.



The students in the class are wearing red sweaters.



## LESSON SEVEN

Directions: In your exercise book write the names and colours of the objects your teacher shows you.

## LESSON EIGHT

Directions: In your exercise book draw the Ethiopian flag. Write a sentence about it.

## LESSON NINE

Directions: Make five addition and five subtraction problems. Write them in your exercise book.

## LESSON TEN

Directions: Sing the “Ways to Say Goodbye” song with your teacher.

## LESSON ELEVEN

### Where's My Cat?

Ayantü has a new cat. Her cat is black and white and is named Adi. Adi is a very playful cat that loves to explore outdoors.



Ayantü can't find her cat today. Adi is lost. She looks and looks for her cat. Is Adi under the green tree? No, the brown goat is under the green tree. Is Adi near the tall green grass? No, the blue bird is near the tall green grass.



Ayantü calls for Adi. She hears it purr. She looks up. "There's Adi! There's my Adi. My cat is up in the green tree."



## LESSON TWELVE

Directions: Copy the sentences into your exercise book. Fill in the gaps with the words in the Word Bank.

### Gaps

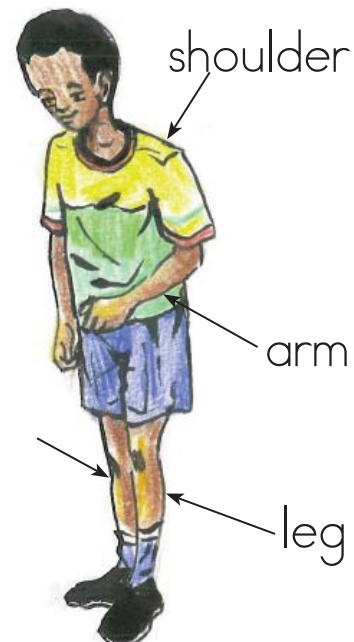
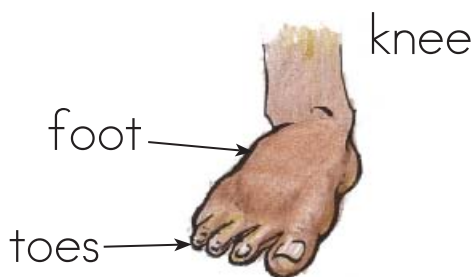
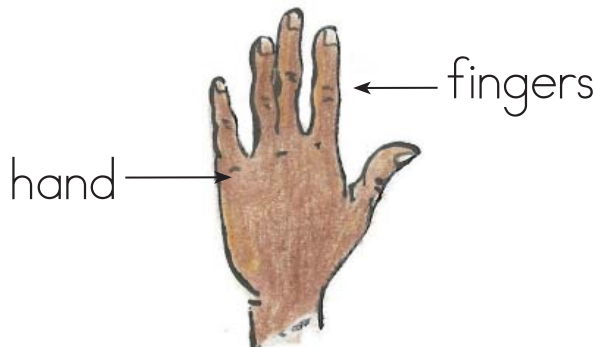
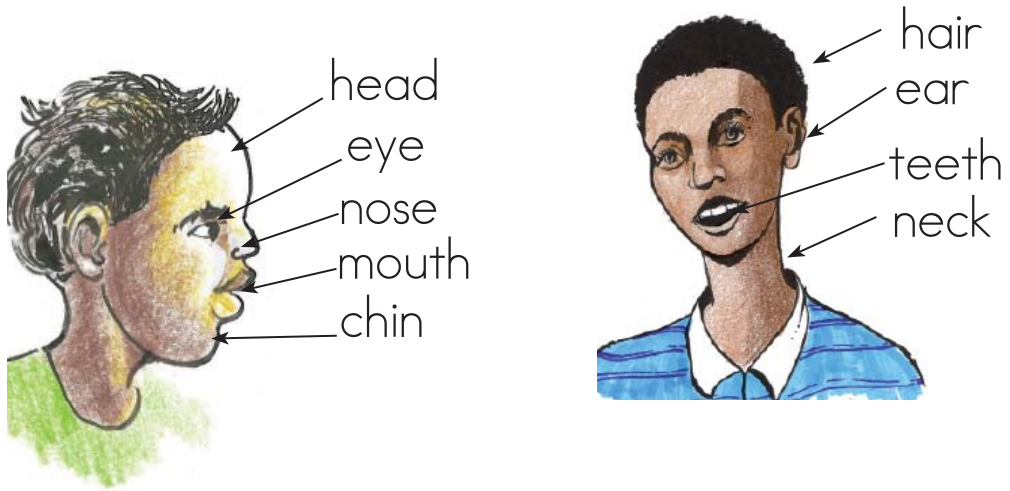
1. A banana is \_\_\_\_\_.
2. Coffee is \_\_\_\_\_.
3. The sky is \_\_\_\_\_.
4. The grass is \_\_\_\_\_.
5. Milk is \_\_\_\_\_.
6. The Ethiopian flag is \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

Word Bank		
blue	green	yellow
white	red	black

# UNIT 4: PARTS OF THE BODY

## LESSON ONE

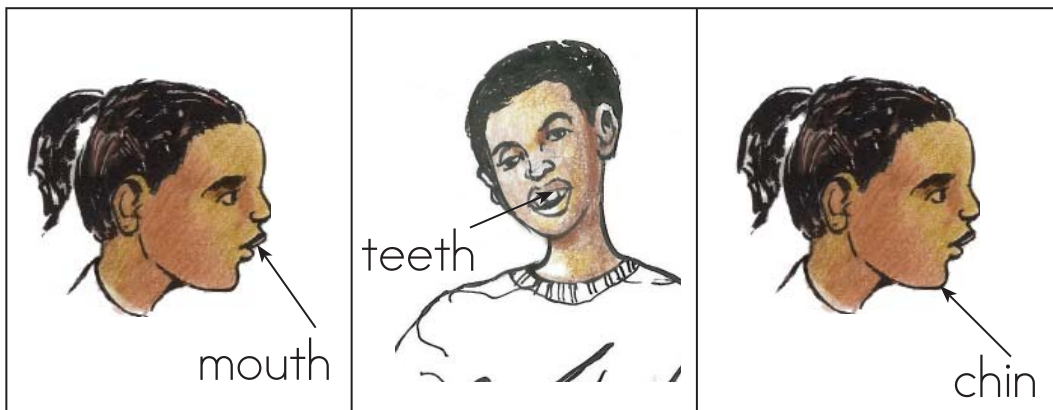
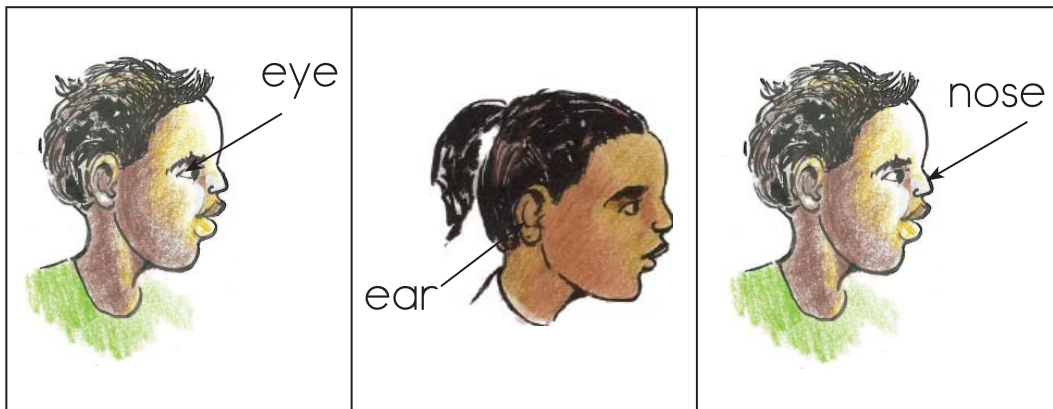
Directions: Touch each picture and name the body part.

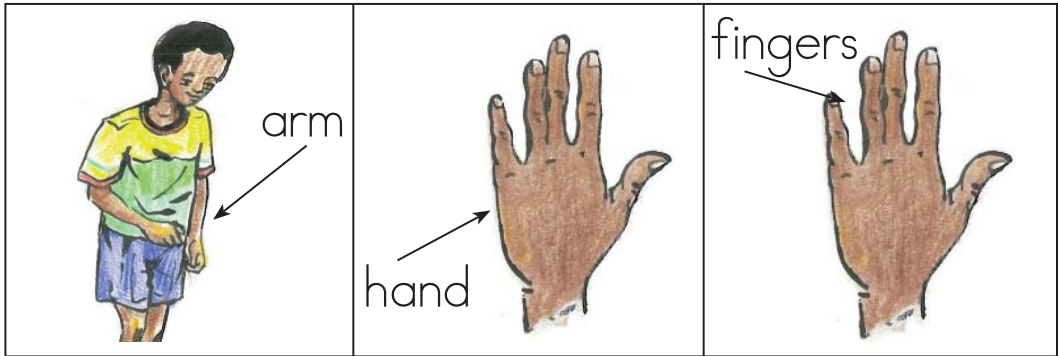
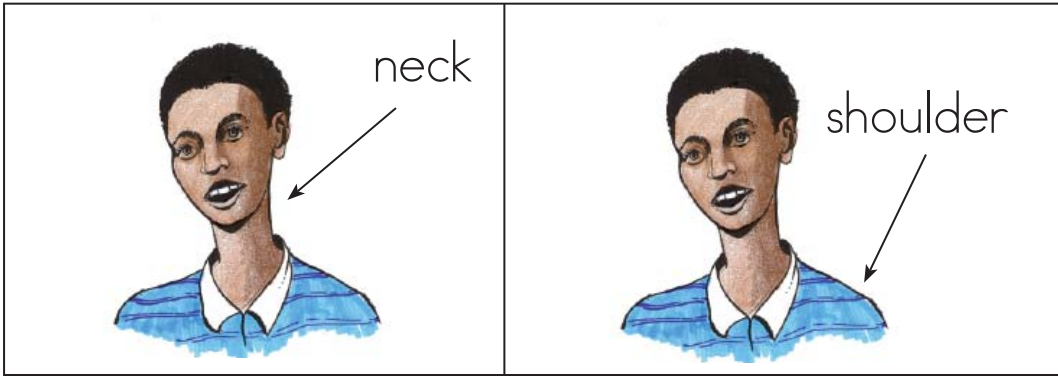


# LESSON TWO

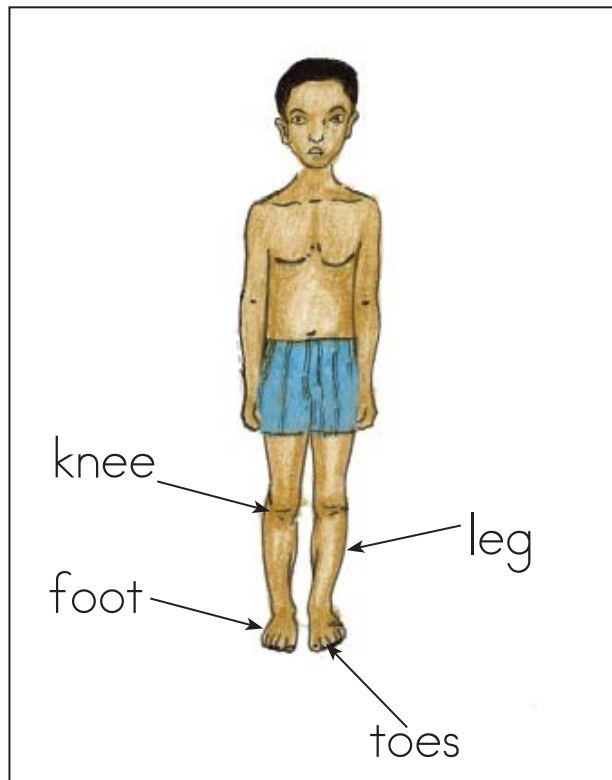
Directions: Point to the pictures and read the words.

## Body Parts Above the Waist





## Body Parts Below the Waist





## LESSON THREE

Directions: Draw a picture of a person in your exercise book. Use the words in the Word Bank to label the body parts.

Word Bank			
arm	hand	head	eye
chin	foot	leg	knee
ear	nose	mouth	neck

## LESSON FOUR

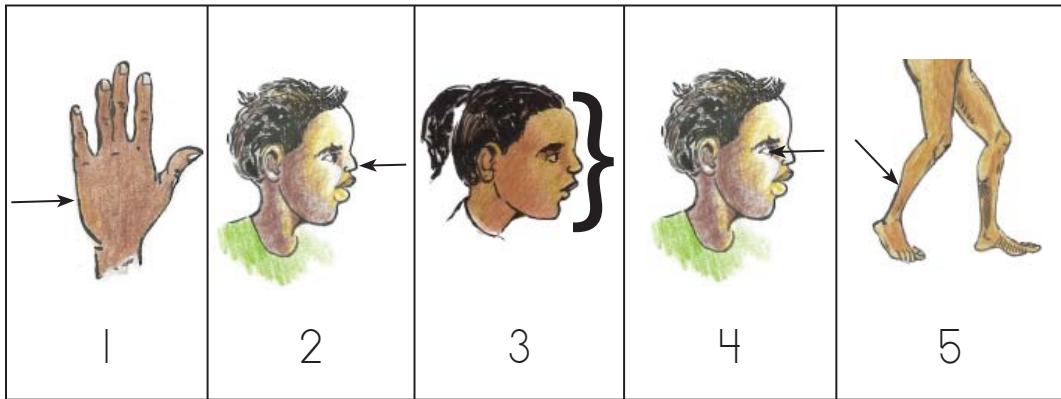
Directions: Find the letters in the Letter Bank to complete the words. Write the complete words in your exercise book.

Letter Gaps		
_eck	_oot	_eeth
_ _ m	_ _ in	_ _ r

Letter Bank		
f	n	t
ea	ar	ch

# LESSON FIVE

Directions: Write the numbers 1–5 in your exercise book. Write the correct word for each body part picture next to the number. Use the Word Bank.



## Word Bank

eye

hand

nose

leg

face

Directions: Listen as your teacher reads the story, “The Flies and the Goat.”



## LESSON SIX

Directions: Follow your teacher's direction to play some games.

## LESSON SEVEN

Directions: Count the boxes and say the names of the letters.

A	B	C	D	E	F	G	H
I	J	K	L	M	N	O	P
Q	R	S	T	U	V	W	X
Y	Z	A	B	C	D	E	F
G	H	I	J	K	L	M	N
O	P	Q	R	S	T	U	V
W	X	Y	Z	A	B	C	D
E	F	G	H	I	J	K	L
M	N	O	P	Q	R	S	T
U	V	W	X	Y	Z	A	B
C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z

## LESSON EIGHT

Directions: Copy the numbers and number words in the correct order into your exercise book.

27 twenty-seven	23 twenty-three	29 twenty-nine
25 twenty-five	21 twenty-one	

## LESSON NINE

Directions: Say the odd numbers from 1-29 with your partner. Then say the even numbers.

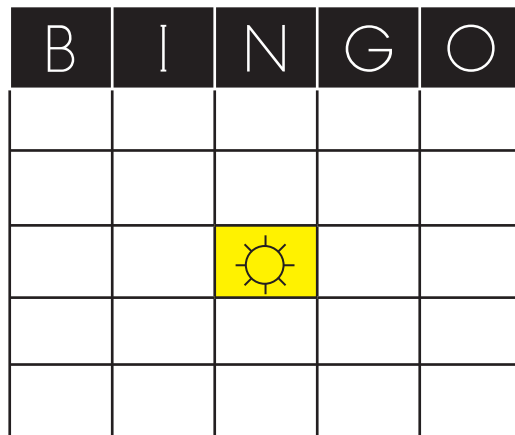
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	?

## LESSON TEN

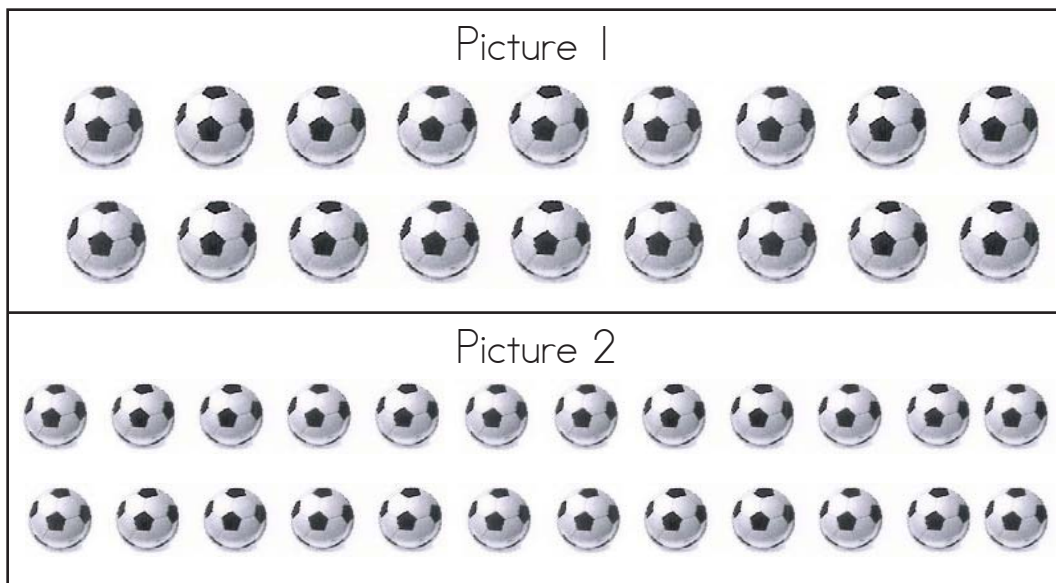
Directions: Listen as your teacher reads the story, "Adanech and her Chickens." Draw circles in your exercise book to show the number of chickens Adanech has.

# LESSON ELEVEN

Directions: Copy the bingo squares into your exercise book. Choose numbers from 1-29 to write in the squares. Cross out the numbers that your teacher reads out loud.



Directions: Choose the picture that matches the description given by your teacher.



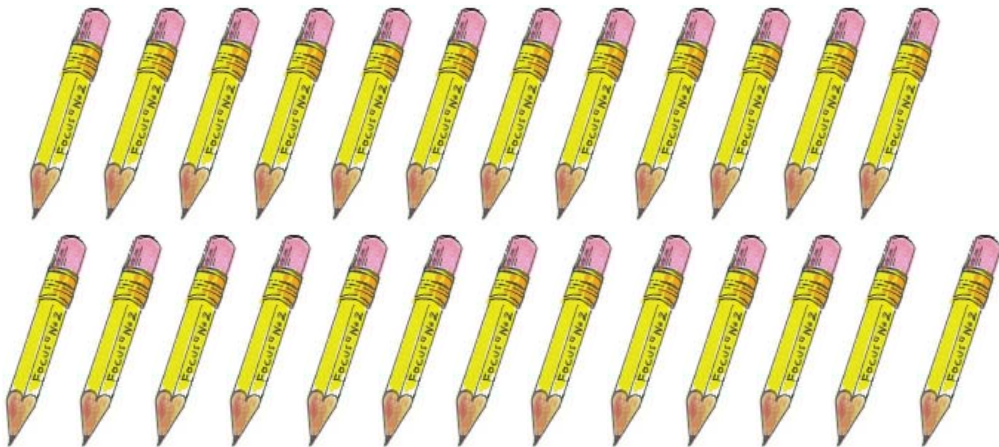
Picture 3



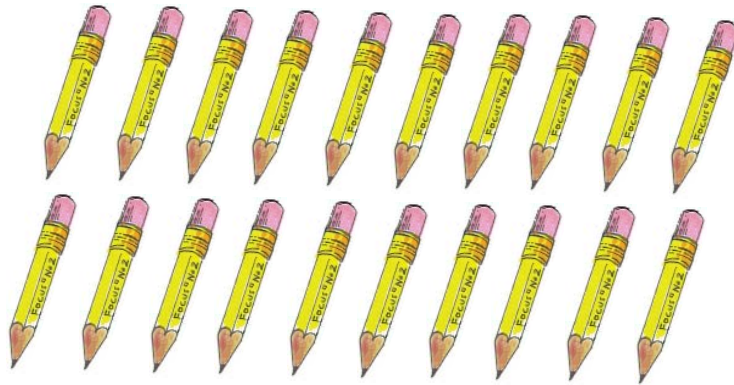
Picture 4



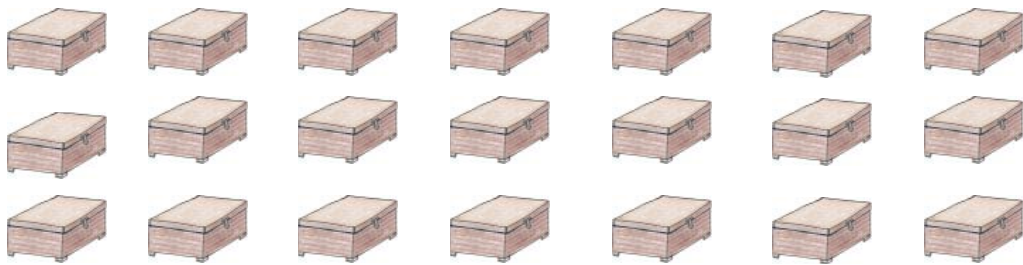
Picture 5



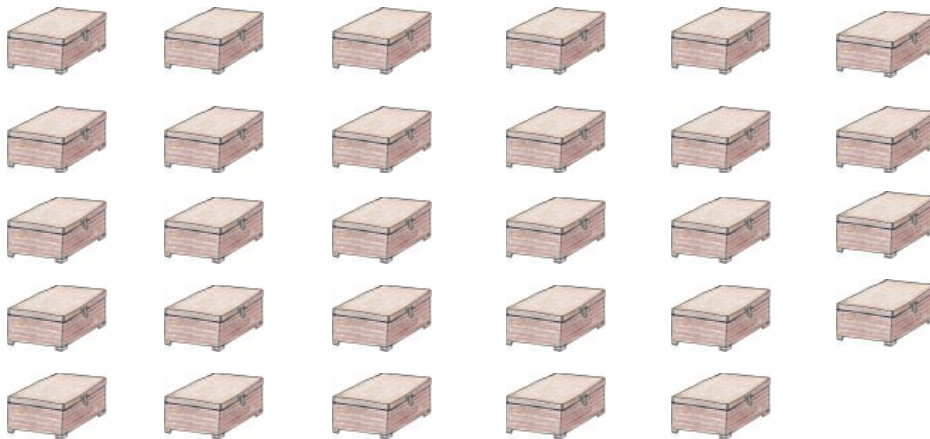
Picture 6



Picture 7



Picture 8



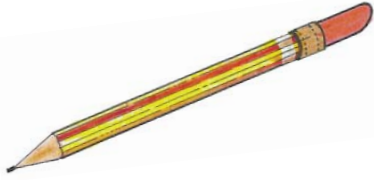





## LESSON TWELVE

Directions: Follow your teacher's directions to review what you learned in Unit 4.

# UNIT 5: I HAVE A PEN

## LESSON ONE

Directions: Point to the picture as your teacher names the person, animal or object.

	and 'n'	
	and 'n'	
	and 'n'	

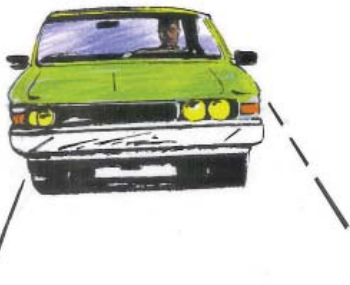




and  
'n'



and  
'n'



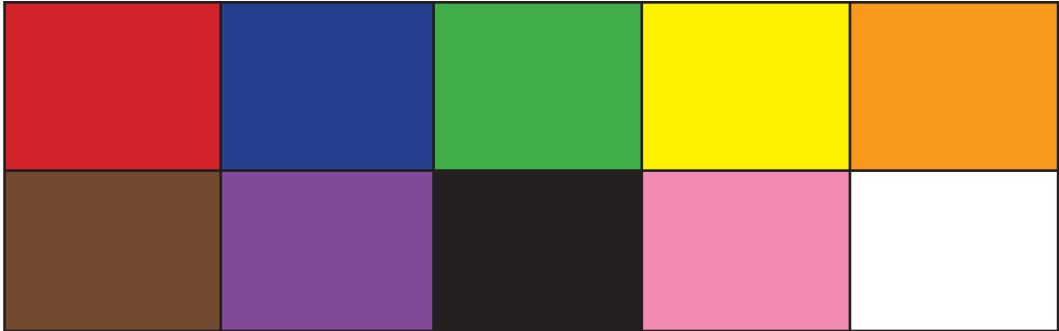
and  
'n'





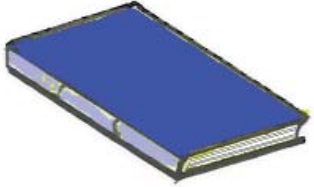
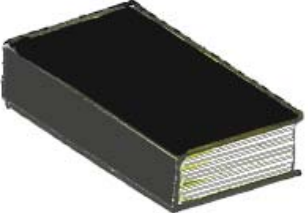
# LESSON TWO

Directions: Name the colours.

## Colour Chart



Directions: Point to each picture and describe it. Use colour names and size words.

 <p>a big girl in a yellow dress</p>	and	 <p>a small girl in a pink dress</p>
 <p>a thin blue book</p>	and	 <p>a thick black book</p>



and



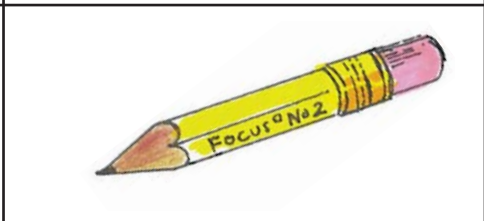
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and



and



## LESSON THREE

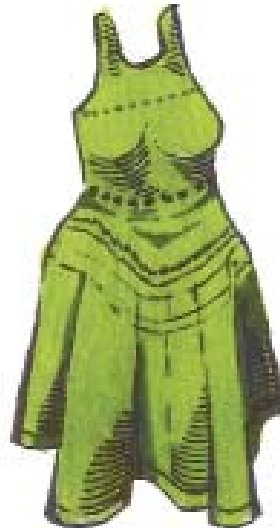
Directions: Follow your teacher's directions and play a guessing game.

## LESSON FOUR

Directions: Listen and point to the pictures as your teacher reads out loud. Talk about the pictures with a partner.



The dress is old.  
It is a red dress.  
The dress is old  
and red.



The dress is new.  
It is a green dress.  
The dress is new  
and green.



His trousers are dirty.  
His trousers are blue.  
His trousers are dirty  
and blue.



Her trousers are clean.  
Her trousers are brown.  
Her trousers are clean  
and brown.



The bag is big.  
It is orange. The bag  
is big and orange.



The bag is small.  
It is blue. The bag is small  
and blue.

Directions: Draw six boxes in your exercise book. Follow the directions in each box below. Fill in the gap with the colour word.

<p>1. Draw a black school bag.</p> <p>I have a _____ school bag.</p>	<p>2. Draw an orange dress.</p> <p>This is an _____ dress.</p>
<p>3. Draw a green tree.</p> <p>This is a _____ tree.</p>	<p>4. Draw a black and white ball.</p> <p>I have a _____ and _____ ball.</p>
<p>5. Draw a red box.</p> <p>I have a _____ box.</p>	<p>6. Draw a brown rock.</p> <p>This is a _____ rock.</p>

## LESSON FIVE

Directions: Point to the letters of the alphabet. Identify the differences between lower case (small) and upper case (capital) letters.

### Lower Case (small) Letters

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

### Upper Case (capital) Letters

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

Directions: Sing the song.

### Alphabet Song

A B C D E F G  
H I J K L M N O P  
Q R S T U V  
W X Y and Z

Now I know my ABCs.  
Tell me what you think of me.

Directions: Copy the chart into your exercise book. Fill in the gaps with the missing letters.

A	—	C	D	E	—	G	H	—
J	K	—	M	—	—	—	Q	R
S	—	—	—	W	—	Y	Z	

## LESSON SIX

Directions: Put your finger on the numbers as you say them.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30



Directions: Work with a partner to identify the missing numbers.

1	2		4	5		7	8		10
11		13	14		16	17		19	
	22	23		25	26		28	29	30

## LESSON SEVEN

Directions: Point to each number as your teacher says it.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	?

Directions: Write the missing numbers in your exercise book.

1	2			5	6	7	8		10
	12	13	14			17		19	20
21				25	26		28		30
31	32		34		36	37	38		40
41		43		45		47		49	

## LESSON EIGHT

Directions: Copy the upper case (capital) and lower case (small) letter charts into your exercise book. Fill in the missing letters.

A		C		E		G		I
	K		M		O		Q	
S		U		W		Y		

a		c	d		f		h	
j		l		n	o	p		r
	t		v		x		z	

Directions: Follow the words as your teacher reads the story, "Helping Mother."

## Helping Mother

My brother and I love our mother. We are big enough to help her. We help her sweep the floor. We help her cook. We help her wash the dishes. We help her make the bed. We help her set the table. We help her wash the clothes. We help her fold the clothes. We help her feed our baby brother, too. We like to help our mother.

Directions: Point to the pictures as your teacher reads the story. Say what happens first, next and last in the story.



We help her sweep the floor.



We help her cook.



We help her wash the dishes.



We help her make the bed.



We help her set the table.



We help her wash the clothes.



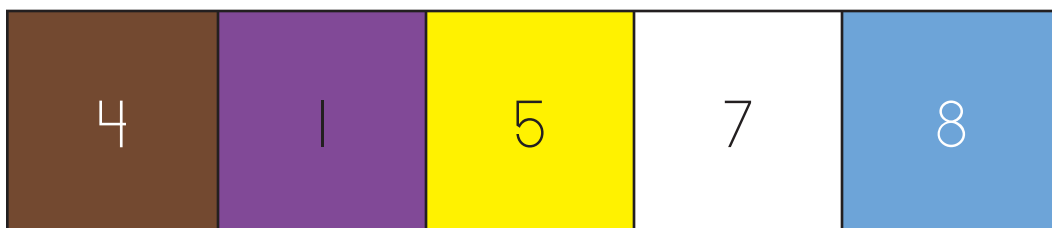
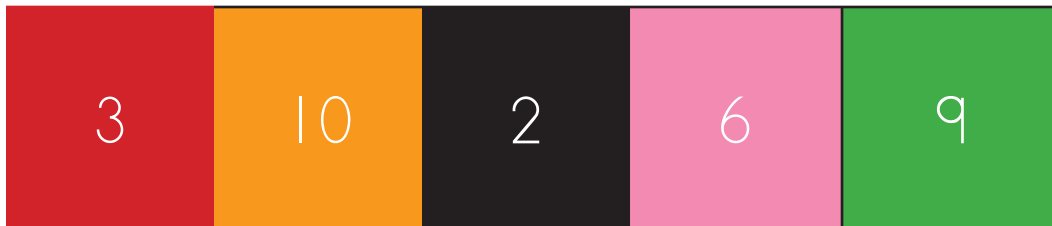
We help her fold the clothes.



We help her feed our baby brother.


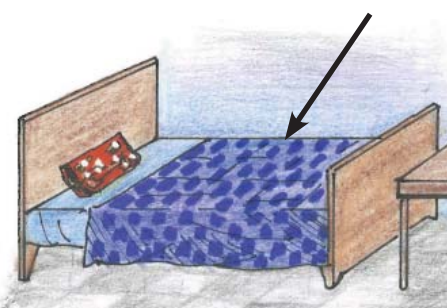


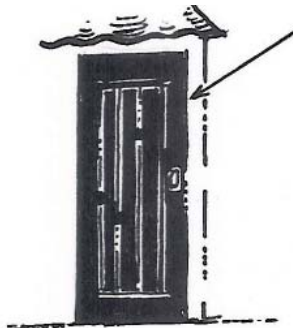
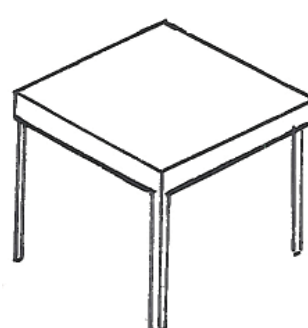
## LESSON NINE

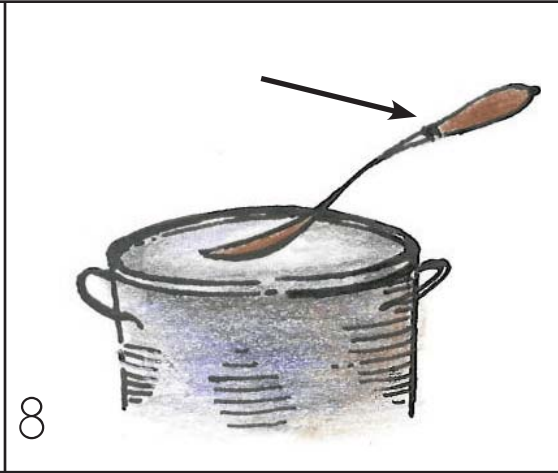
Directions: Match each colour with a colour word from the chalkboard. Write the words in your exercise book.



# LESSON TEN

Directions: Describe the pictures. Use the words in the Word Bank. Example: We live in a round, brown house. List the numbers 1-8 in your exercise book and write the sentences.

<p>1</p> 	<p>2</p> 
<p>3</p> 	<p>4</p> 
<p>5</p> 	<p>6</p> 



Word Bank		
Describing Words	Colour Words	Object Words
low small tall short big round long square high	green yellow black brown blue white orange red	house blanket fire jug door spoon chair table

# LESSON ELEVEN

Directions: Count with your teacher.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	

Directions: Copy the chart into your exercise book. Fill in the gaps with the missing numbers.

	2		4	5		7	8		10
	12		14	15		17	18		20
	22		24	25		27	28		30
	32		34	35		37	38		40
	42		44	45		47	48		

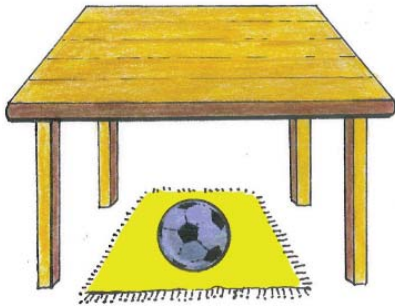


## LESSON TWELVE

Directions: Look at the pictures. Take turns reading the sentences to a partner.



I have a brown house. Two green trees grow beside my house. That is a red ball beside the house.



I have a blue ball. It is large. It is under the table on the yellow rug.

Directions: Talk to a partner to describe this picture



# UNIT 6: DAYS OF THE WEEK

## LESSON ONE

Directions: Listen and point to the days of the week as your teacher reads out loud. Read the days of the week.

Weekly Calendar			
Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

Directions: Listen to the rhyme “School Days” as your teacher reads out loud. Read “School Days” with your teacher.

### School Days

Today is Monday. Today is Monday.  
The first day of the week,  
The first day of the week,  
We are learning to read and write.  
We are learning to read and write.  
Every day of the week,  
Every day of the week.

---

Today is Tuesday. Today is Tuesday.

The second day of the week,

The second day of the week,

We are learning to read and write.

We are learning to read and write.

Every day of the week,

Every day of the week.

---

Today is Wednesday. Today is Wednesday.

The third day of the week,

The third day of the week,

We are learning to read and write.

We are learning to read and write.

Every day of the week,

Every day of the week.

---

Today is Thursday. Today is Thursday.

The fourth day of the week,

The fourth day of the week,

We are learning to read and write.

We are learning to read and write.

Every day of the week,

Every day of the week.

---

Today is Friday. Today is Friday.  
The fifth day of the week,  
The fifth day of the week,  
We are learning to read and write.  
We are learning to read and write.  
Every day of the week,  
Every day of the week.

## LESSON TWO

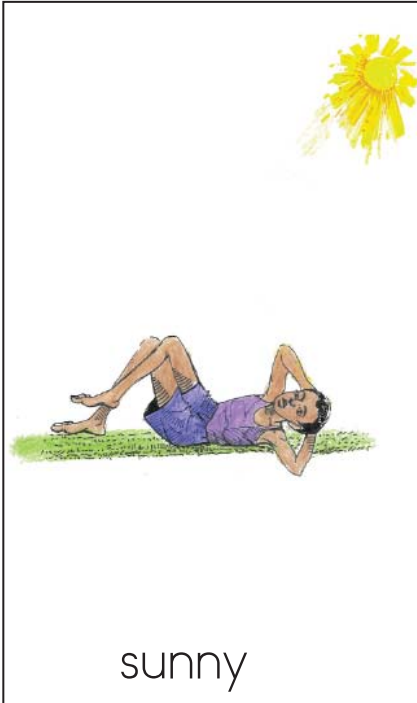
Directions: Copy the days of the week from Lesson One into your exercise book.

## LESSON THREE

Directions: Draw pictures of what you do on two days of the week.

## LESSON FOUR

Directions: Listen and point to the weather pictures as your teacher says the weather words.



sunny



cloudy



hot



rainy



windy



cold

## LESSON FIVE

Directions: Write the days of the week in the correct order in your exercise book. Write the correct ordinal number under each day of the week.

Friday	Monday	Wednesday
Saturday	Thursday	Sunday
Tuesday		

first	second	third
fourth	fifth	sixth
seventh		

## LESSON SIX

Directions: Copy the Weather Chart into your exercise book. Use the Word Bank to fill in the gaps.

# Weather Chart

Saturday

It is \_\_\_\_\_ today.

Sunday

It is \_\_\_\_\_ today.

Monday

It is \_\_\_\_\_ today.

Tuesday

It is \_\_\_\_\_ today.

<p>Wednesday</p> <p>It is _____ today.</p>	<p>Thursday</p> <p>It is _____ today.</p>
<p>Friday</p> <p>It is _____ today.</p>	

Word Bank		
sunny	windy	cold
rainy	cloudy	hot

Directions: Listen as your teacher reads the story “Geleta’s Week” out loud. Point to the days of the week words.



## Geleta's Week

Today is Monday, the first day of the school week. Geleta walks to school with two friends in his class, Wehib and Hawa. While walking, Geleta thinks about his plans for the week.

On Tuesday, students in the class celebrate their friend Abera's birthday. When a student has a birthday, everyone sings the "Happy Birthday" song to him or her.

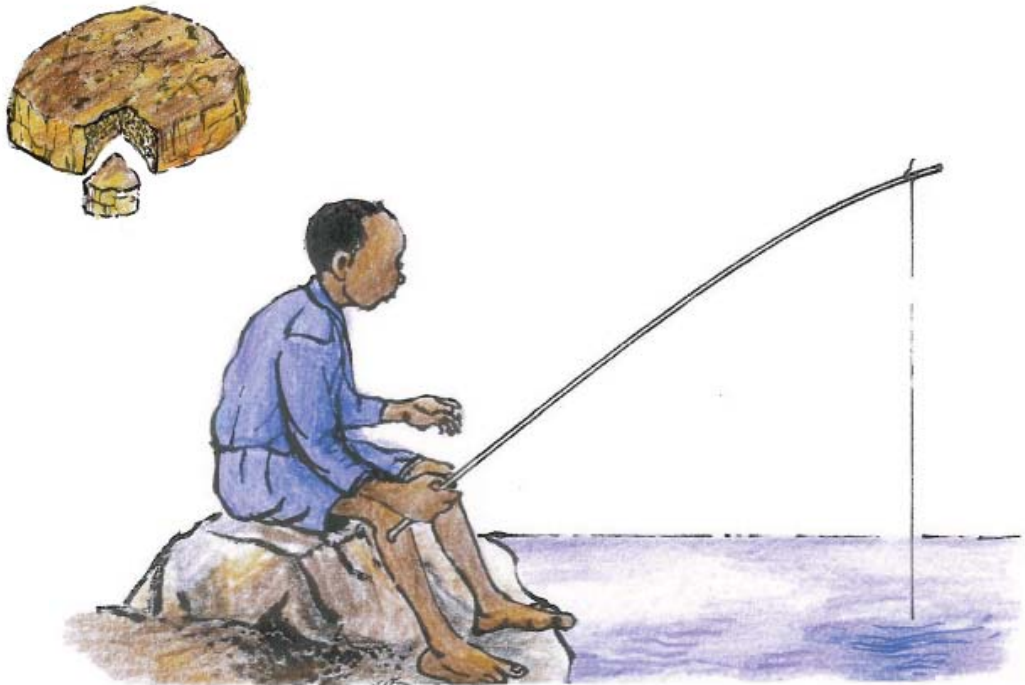
On Wednesday, Geleta goes to the river to fish after school. He takes the fish he catches home to eat.

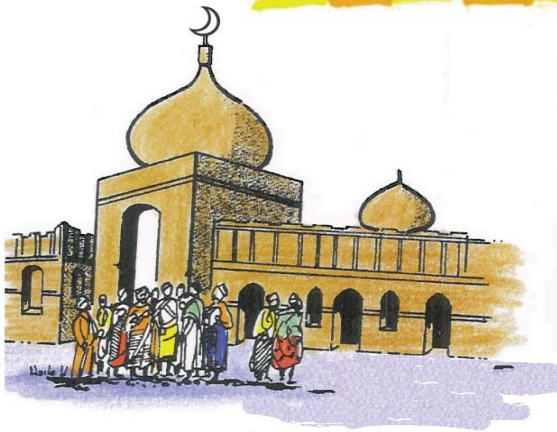
On Thursday, Geleta's family goes to the market to buy fresh food to cook and eat on Friday. On Friday his friend Hawa goes to the mosque.

Saturday is Geleta's favourite day of the week. He plays games with his friends outside when it isn't raining. Sunday is the day of the week when Geleta goes to church with his family.

## LESSON SEVEN

Directions: Listen as your teacher reads sentences from the story. Point to the picture that shows the sentence read by your teacher. Talk about the pictures with a partner.





## LESSON EIGHT

Directions: Copy the “Happy Birthday” song into your exercise book. Fill in the gap with the name of your friend.

### Happy Birthday

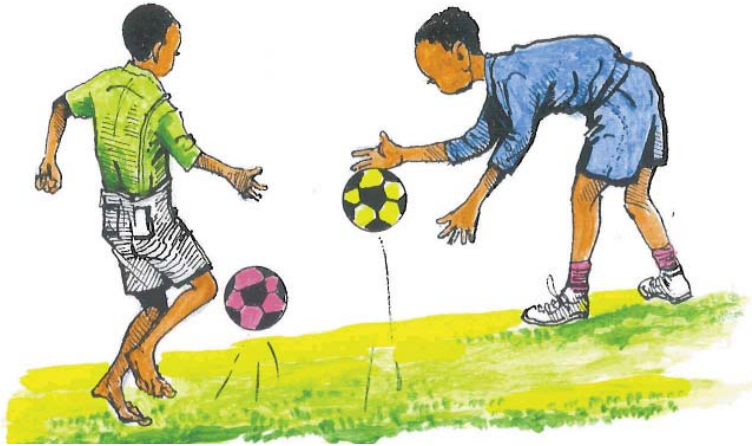
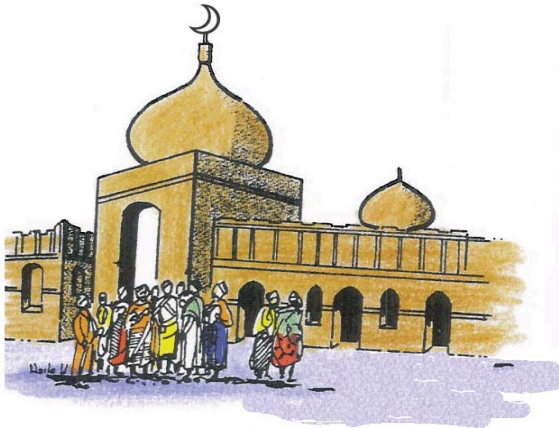
Happy Birthday our friend,  
Happy Birthday our friend,  
Happy Birthday dear \_\_\_\_\_.  
We're happy for you!

## LESSON NINE

Directions: Write the days of the week in your exercise book three times each.

## LESSON TEN

Directions: Look at the pictures. Talk with a partner about the places you visit and the things you do on weekends or holidays.



## LESSON ELEVEN

Directions: Talk with a partner about the places you visit and the things you do on weekends or holidays. Use the language pattern.

What do you do on Saturday?

On Saturday I \_\_\_\_\_.

What do you do on Sunday?

On Sunday I \_\_\_\_\_.

What do you do at on (Christmas/  
Ramadan/Easter/Eid)?

On \_\_\_\_\_ I \_\_\_\_\_.

## LESSON TWELVE

Directions: Talk with a partner about what you do on each day of the week. Use the language pattern.

What do you do on Monday?

On Monday I \_\_\_\_\_.

What do you do on Tuesday?

On Tuesday I \_\_\_\_\_.

What do you do on Wednesday?

On Wednesday I \_\_\_\_\_.

What do you do on Thursday?

On Thursday I \_\_\_\_\_.

What do you do on Friday?

On Friday I \_\_\_\_\_.

# UNIT 7: TIME TO EAT AND DRINK

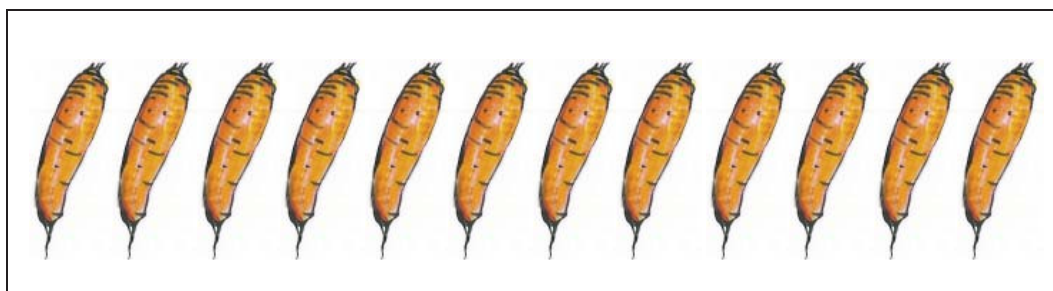
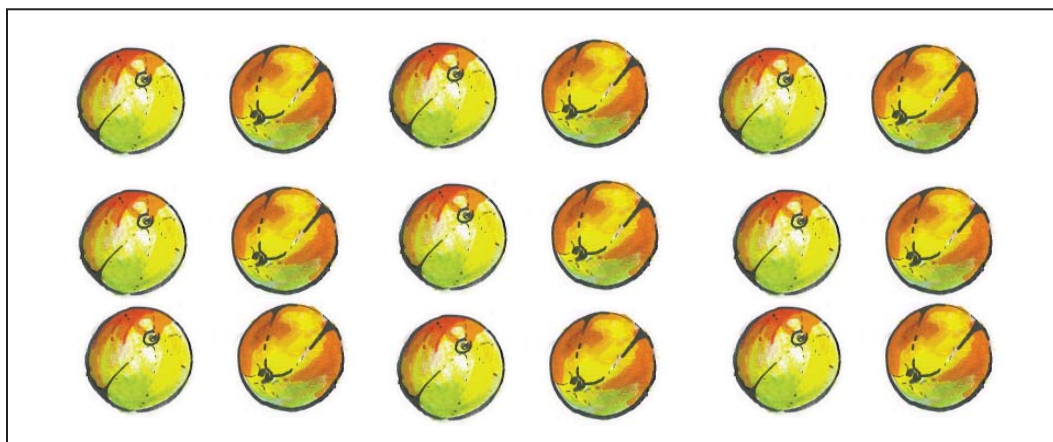
## LESSON ONE

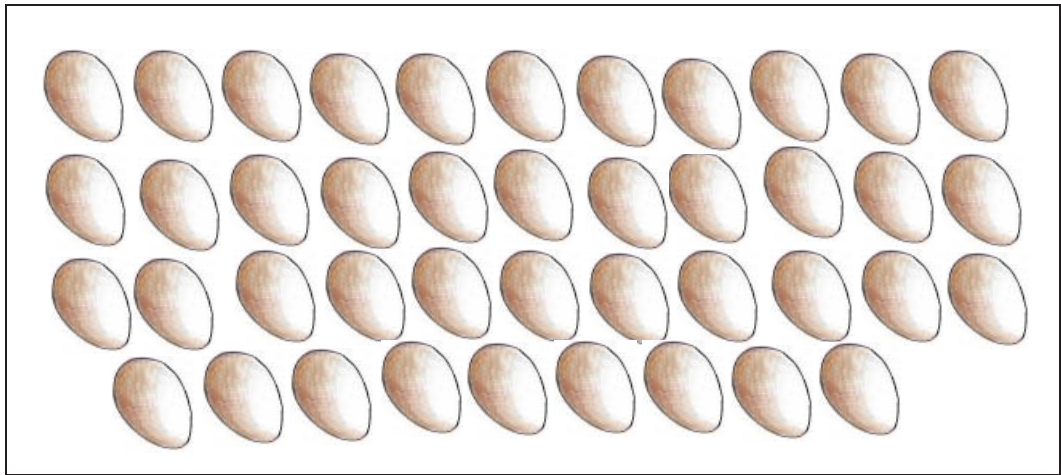
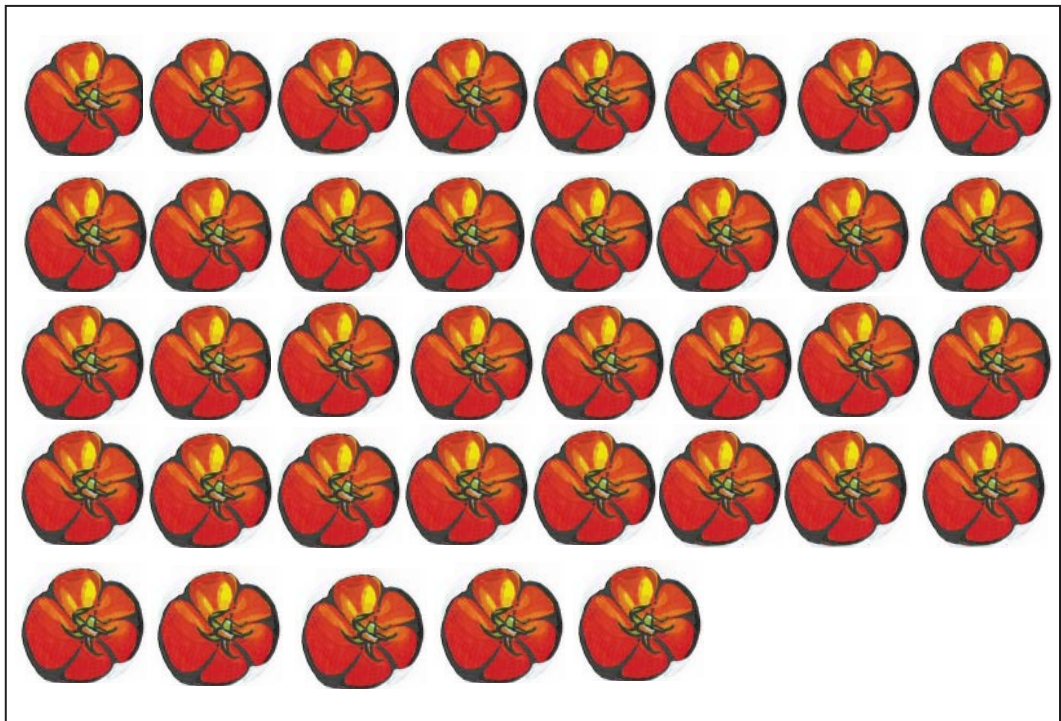
Directions: Listen as your teacher reads the conversation. Work with a partner to read the conversation out loud.

Partner 1:	Hello, _____. How are you?
Partner 2:	Hello, _____. I'm fine! How are you?
Partner 1:	I'm fine, too. Today is your birthday. Happy birthday!
Partner 2:	Thank you! I am very happy!
Partner 1:	My mother made some bread for your family. It is good.
Partner 2:	Thank you! My family likes bread.
Partner 1:	I hope you have a good afternoon.
Partner 2:	I hope you have a good afternoon, too. Bye!
Partner 1:	Goodbye!






Directions: Look at the pictures. Count the food objects and write the numbers in your exercise book. Ask your partner questions about the pictures.








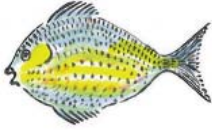








## LESSON TWO

Directions: Talk with a partner about the pictures. Show your partner which things we can eat and which things we can drink.

		
apple	bean	bread







		
cabbage	carrot	coffee

			
corn	egg	fish	meat

				
milk	potatoes	tea	tomato	water

## LESSON THREE

Directions: Copy the chant into your exercise book. Write the names of the food items instead of drawing the pictures. Use the words in the Word Bank.

Word Bank	Food Chart
meat	 are good! So is some  !
eggs	A  is tasty, But not on my feet!
carrots	 are good! So is 
potatoes	 taste great,
bread	But not on my head! If I could have my greatest
cabbage	wish, I'd eat my food In a nice, round dish!

## LESSON FOUR

Directions: Copy the T-chart from the chalkboard. Copy the words from the Word Bank into the T-chart.

Word Bank		
apple	bean	coffee
maize	fish	milk
tea	tomatoes	water

## LESSON FIVE



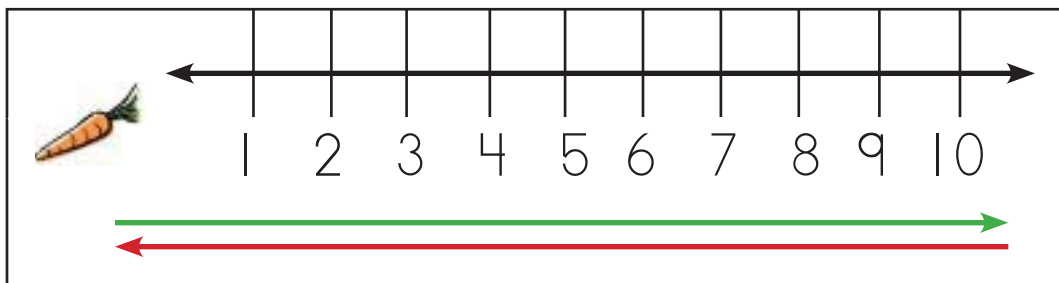
## LESSON SIX

Directions: Listen to your teacher read words out loud. Point to the box with the number of the stressed part of each word.

1 first part	2 middle part	3 last part
-----------------	------------------	----------------

## LESSON SEVEN

Directions: Practise with a partner counting forwards and backwards by using the number line.



## LESSON EIGHT

Directions: With a partner point to the numbers and say them out loud. Talk to your partner about the number patterns.

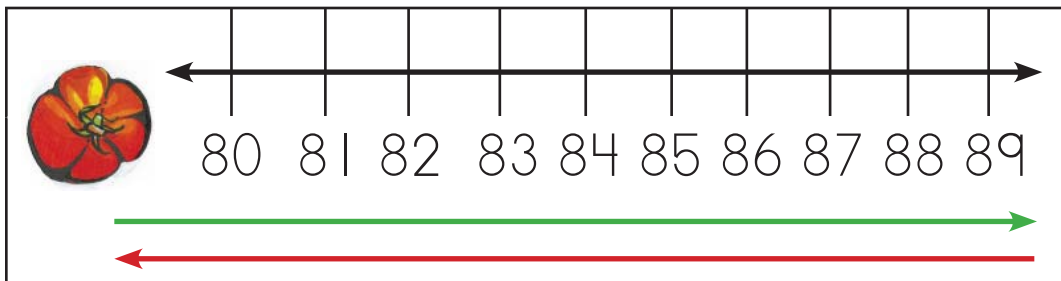
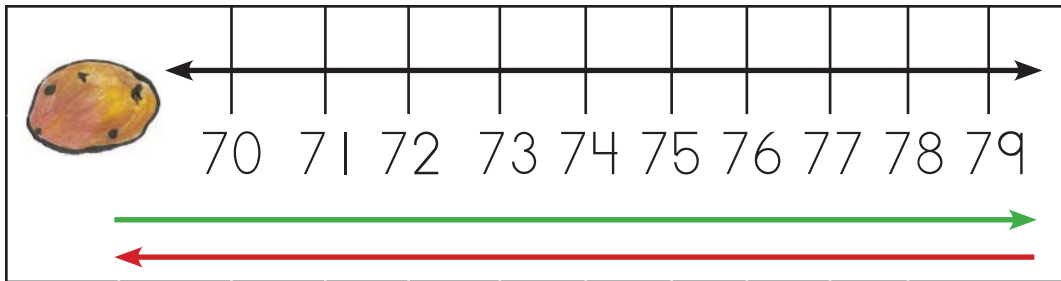
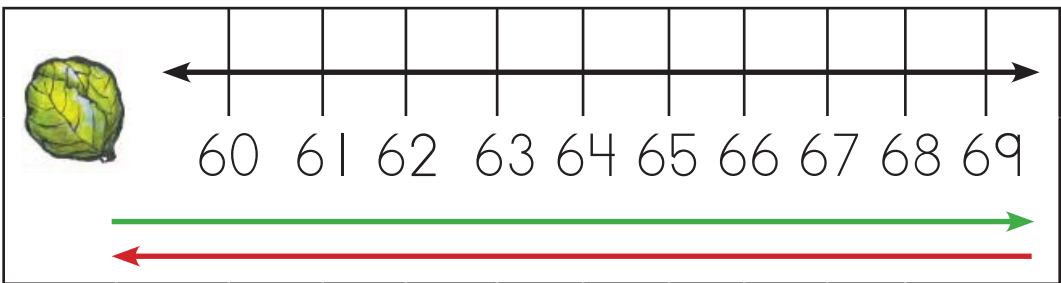
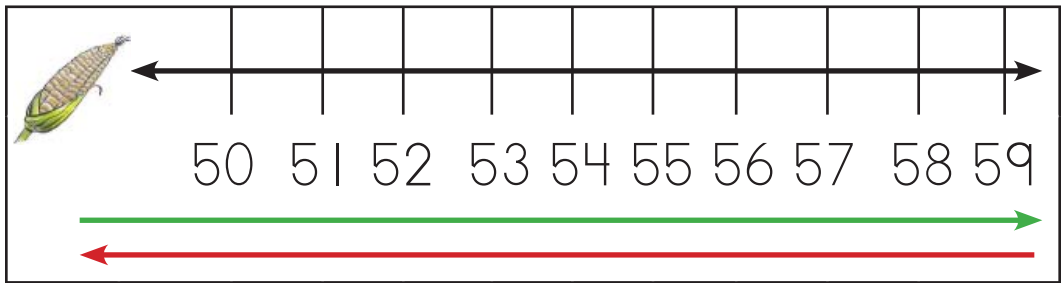
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	

Directions: Listen to your teacher read the numbers. Count from 50–60 out loud.

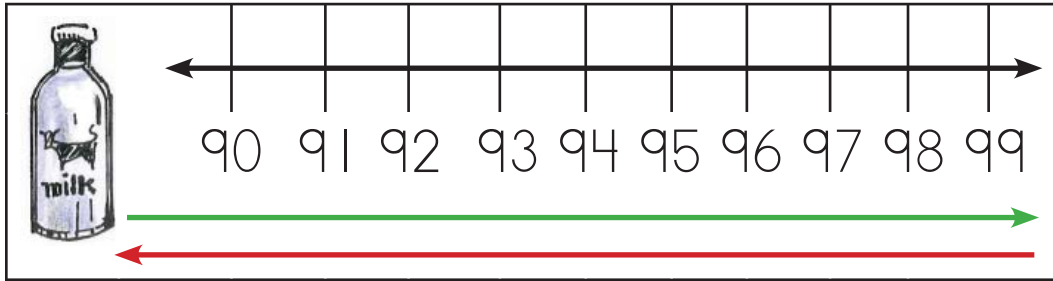
									50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	?

# LESSON NINE

Directions: Practise with a partner counting forwards and backwards using the number lines.







## LESSON TEN

Directions: Copy the shopping list into your exercise book. Put a check mark next to the word on the Shopping List if you hear your teacher say the name of the food item.

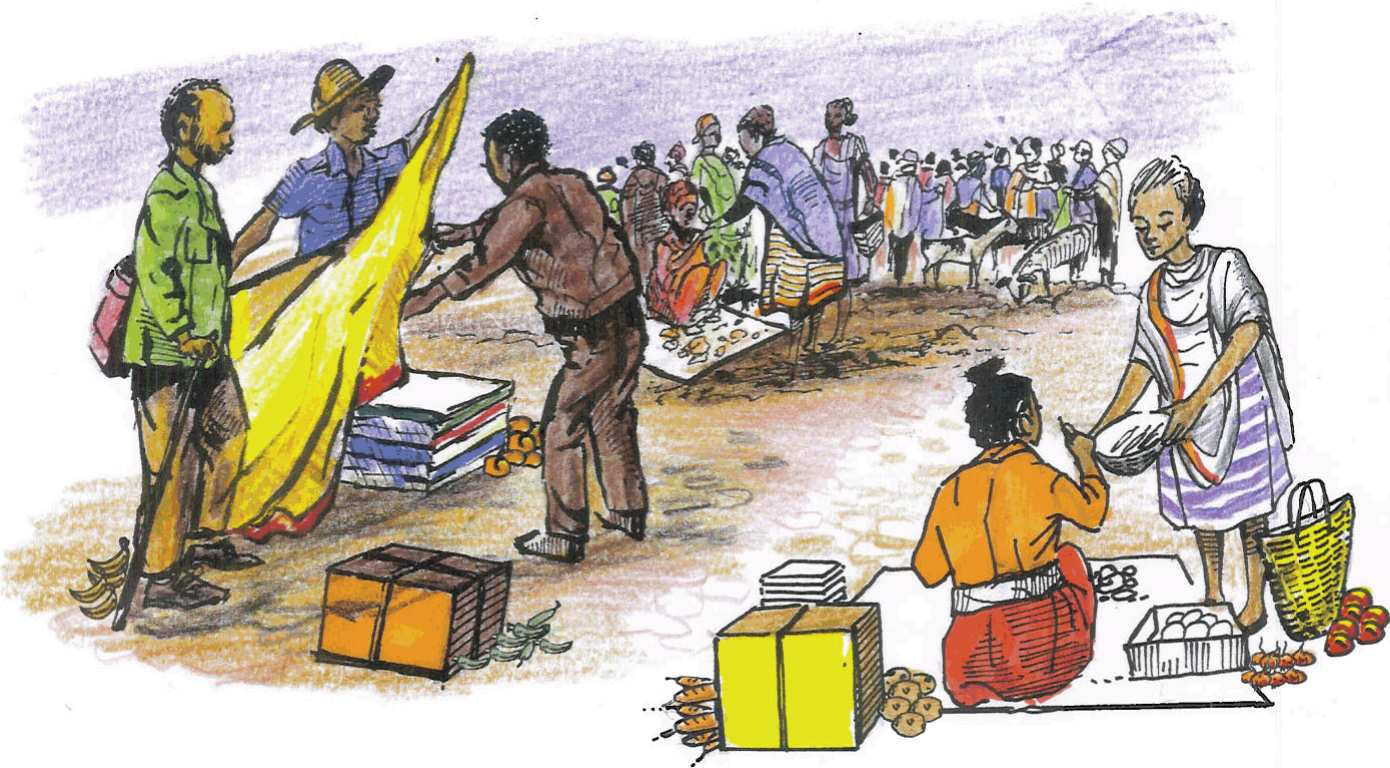
Shopping List				
eggs	tomatoes	potatoes	corn	oranges
bread	cabbages	carrots	milk	coffee



## Shopping – I

Tesfu	“We want some eggs, please.”
Shopkeeper	“How many eggs do you want?”
Tesfu	“We want twelve eggs, please.”
Shopkeeper	“Here you are.”
Tesfu and Makeda	“Thank you!”
Makeda	“We want some cabbages and corn, too, please.”
Shopkeeper	“How many?”
Makeda	“We want two cabbages and six ears of corn, please.”
Shopkeeper	“Here you are. That will be 20 Birr, please.”
Tesfu and Makeda	“Thank you! Have a good afternoon!”
Shopkeeper	“Thank you! Please come back again.”

Directions: Find 8 food items in the picture.  
Write a list of the items in your exercise book.



## LESSON ELEVEN

Directions: Copy the Shopping List into your exercise book. Listen as your teacher reads the conversation out loud. Put a circle around the word if you hear your teacher say a word on the Shopping List.

Shopping List	
5 apples	1 fish
2 loaves of bread	6 tomatoes
1 cabbage	meat
coffee	11 oranges
5 eggs	tea

## Shopping – 2

Customer	“I want bread, please.”
Shopkeeper	“How many loaves of bread?”
Customer	“Two loaves of bread, please.”
Customer	“I want apples, please.”
Shopkeeper	“How many apples?”
Customer	“Five apples, please.”
Shopkeeper	“Here are your apples.”
Customer	“I want fish, please.”
Shopkeeper	“How many fish?”
Customer	“One fish, please.”
Shopkeeper	“Here is your fish.”
Customer	“Thank you!”
Shopkeeper	“Please come back again.”


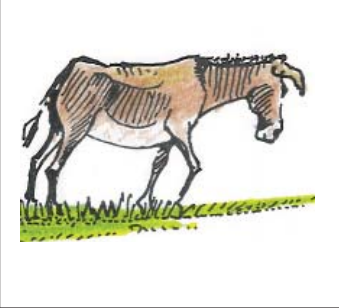
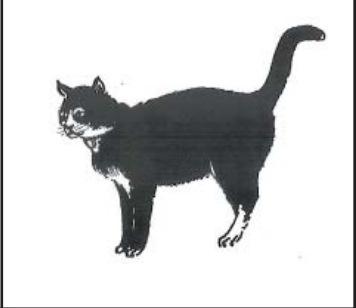
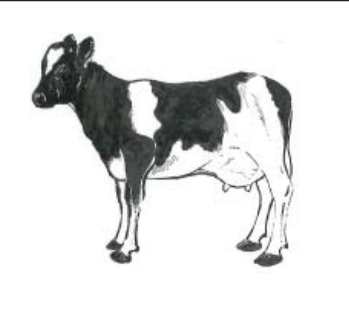


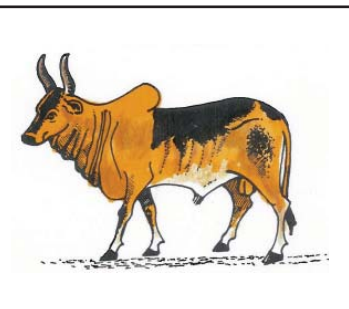
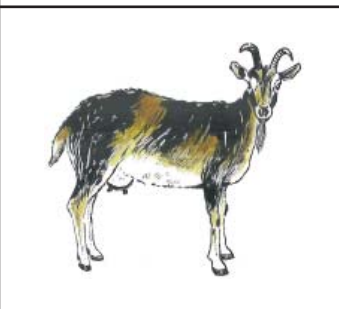
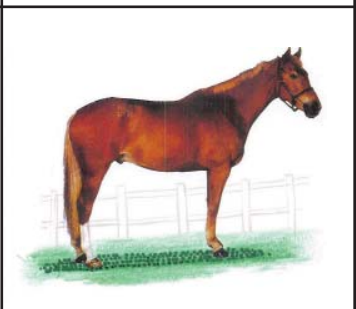
## LESSON TWELVE

Directions: Follow your teacher’s directions to review what you learned in Unit 7.

# UNIT 8: WHAT AN AMAZING ANIMAL!

## LESSON ONE

Directions: Point to the pictures as your teacher says the names of animals out loud.

		
dog	donkey	cat
		
cow	sheep	chicken
		
ox	goat	horse

Directions: Listen as your teacher sings “Old Yakob Had a Farm.” Sing the song with your teacher. Make the sounds of the animals.

## Old Yakob Had a Farm

Old Yakob had a farm

Ooh ah ooh ah ee.

And on his farm he had some dogs

Ooh ah ooh ah ee.

With a woof-woof here

And a woof-woof there

Here a woof, there a woof

Everywhere a woof-woof

Old Yakob had a farm

Ooh ah ooh ah ee.

Old Yakob had a farm

Ooh ah ooh ah ee.

And on his farm he had some cows

Ooh ah ooh ah ee.

With a moo-moo here

And a moo-moo there  
Here a moo, there a moo  
Everywhere a moo-moo  
Old Yakob had a farm  
Ooh ah ooh ah ee.









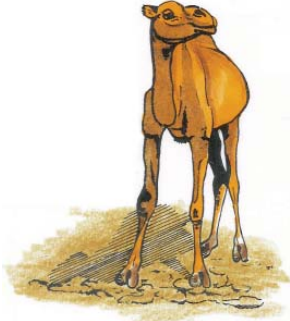
Adapted from folk song

Directions: Sing the song four more times with your teacher. Make the following animal sounds: cat – meow-meow, donkey – hee-haw, horse – neigh-neigh, sheep – baa-baa, goat – meh-meh and hen – cluck-cluck.

## LESSON TWO

Directions: Point to the pictures as your teacher says the names of the animals. Talk to your partner about the animals. Say the letters that the animal words begin and end with.



		
rabbit	hyena	hippopotamus
		
zebra	monkey	elephant
		
lion	baboon	camel

## LESSON THREE

Directions: Listen as your teacher reads the words. Read the list of words in each column out loud with your teacher.

Vocabulary: Animals	
ONE	MORE THAN ONE
camel	camels
cow	cows
donkey	donkeys
lion	lions
rabbit	rabbits

Vocabulary: Animal Body Parts	
ONE	MORE THAN ONE
wing	wings
tail	tails
paw	paws
claw	claws
hoof	hoofs

## LESSON FOUR

Directions: Describe animals according to your teacher's directions.

## LESSON FIVE

Directions: Talk about the pictures. Listen to the story as your teacher reads it out loud.



## LESSON SIX

Directions: Draw the animal your teacher describes.

## LESSON SEVEN

Directions: Play the Yes/No game with animal names.

## LESSON EIGHT

Directions: Read the sentences. Use information from the chart on the chalkboard to write about one animal you saw or heard on the walk. Change the underlined words.

1. I saw a <u>goat</u> on the walk.	4. It has <u>four</u> legs.
2. It is <u>white</u> .	5. It eats <u>leaves</u> .
3. It is <u>small</u> .	6. It says <u>meh</u> .

## LESSON NINE

Directions: With a partner point to the pictures of animals and name them. Point to the things in the picture that are not real in life.



Directions: Listen as your teacher recites the chant “Farah’s Garden.” Recite the chant with your teacher.

## The Strange Animals in Farah’s Garden

In Farah’s Garden there are many things to see.

A goat is in an apple tree,

A cat wears a hat, and its friend is a rat.

I see a frog. It barks at a dog.

A purple monkey I’d like to catch is running through the cabbage patch.

Directions: Draw a picture of Farah’s garden with one or two animals in it that are real. Write a sentence about your picture.

## LESSON TEN

Directions: Listen as your teacher reads word pairs to describe an animal. Name the animal.

white fur black nose small ears long tail four paws long claws says meow	grey skin long nose short tail big ears very tall	brown fur four paws long tail black nose says woof
bushy mane small ears four paws sharp claws long tail eats meat says roar	brown fur long tail has hoofs small ears eats grass says moo	

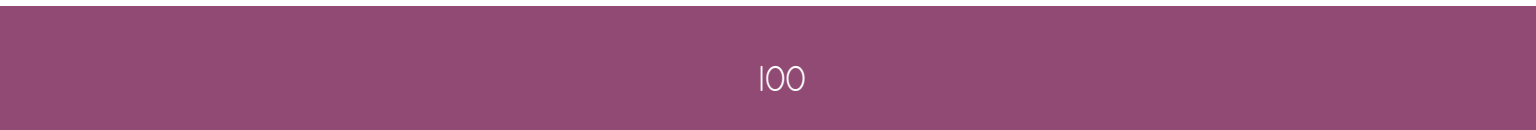
## LESSON ELEVEN

Directions: Describe and draw animals that are not true to life.

## LESSON TWELVE

Directions: From all the animals you know, choose your favourite and tell why it is your favourite.





# UNIT 9: I LIKE ORANGES

## LESSON ONE

Directions: Group the pictures your teacher shows you according to food categories.

## LESSON TWO









Directions: Name foods that you like and dislike.

## LESSON THREE

Directions: Chant the "I Like" chant.

## LESSON FOUR

Directions: Copy the chart into your exercise book. Ask questions to find out what the other members of your group like and dislike.

Fruits		Vegetables		Animals		Colours	
orange 	banana 	cabbage 	potatoes 	monkey 	bird 	red 	blue 

## LESSON FIVE

Directions: Copy the chart into your exercise book. Fill in the missing singular or plural nouns.

Singular Nouns	Plural Nouns
cat	
	dogs
orange	
	potatoes
	benches
tomato	
	bananas
lion	
	churches
dress	

## LESSON SIX

Directions: Listen as your teacher reads Part One of the story, "We Like Our School," and answer the questions your teacher asks.

## We Like Our School

### Part One

Kedir, Henok, and Hadan walk to school together. It is Monday, the first day of the school week. “I like Monday,” says Kedir. “It is the best day of the week.” Henok asks, “Why is Monday the best day?” “We go back to school on Monday,” Kedir replies.

“That is true,” said Henok, “but Tuesday is a good day, too. I like to play football with my friends after school on Tuesday.” “Yes,” agrees Kedir, “I like football on Tuesday.”

Hadan listens to her friends as they walk along. “I like Wednesday,” she says. “Why do you like Wednesday?” ask Kedir and Henok. “I like to help my mother cook dinner on Wednesday,” Hadan answers.

## LESSON SEVEN

Directions: Follow the words as your teacher reads Part Two of the story, “We Like Our School,” and draw a picture of an activity on one day of the week.

### We Like Our School

#### Part Two

“I like to help my father in the shoe shop after school on Thursday,” says Kedir.

“On Friday I take care of the cows,” says Hadan. “I like to take them to the watering hole on Friday.” “I like to pray at the mosque on Friday,” says Kedir.

“I like all the things we do in school,” says Kedir. “I like to read stories, and I like to do sums.” “We like school every day,” say the three friends.

“School is fun every day but it is nice to rest on Saturday,” says Kedir. “It is fun to go to the market on Saturday,” says Hadan. “I like swimming in the river on

Sunday,” says Henok. “I like to go to my Grandparents house to listen to Grandmother’s stories,” says Hadan. “There is something fun to do every day of the week,” says Kedir.

## LESSON EIGHT

Directions: Listen as your teacher reads Part One of an interview. Think about Yayo’s likes and dislikes.

Yayo’s Opinion	
Part One	
Belainish	“Good morning. My name is Belainish and I work for a newspaper in Addis Ababa. We’re doing a survey about students’ likes and dislikes for our newspaper. Can I ask you a few questions?”
Yayo	“Please be quick. I have to take the animals to the watering hole before school.”

Belainish	“OK, I only need five minutes. How do you feel about getting up early?”
Yayo	“Well, I like to get up early every day. I always dislike getting up late.”
Belainish	“Do you like tea or coffee for breakfast?”
Yayo	“I dislike tea for breakfast. I like to drink coffee for breakfast.”
Belainish	“OK, let’s talk about sports. What’s your favourite sport, basketball or football?”
Yayo	“Well, I’m very lazy, so I dislike playing sports. But I like watching my friends play.”
Belainish	“Do you like vegetables?”
Yayo	“I like eating vegetables, but I dislike red vegetables such as beetroot.”
Belainish	“What’s your favourite colour?”
Yayo	“My favourite colour is blue. I like colours that are bright. They make me happy. I dislike the colour black.”

## LESSON NINE

Directions: Listen as your teacher reads Part Two of the interview. Think about Yayo's likes and dislikes. Discuss them with your partner.

Yayo's Opinion	
Part Two	
Belainish	"Do you enjoy reading?"
Yayo	"Oh yes! I like to read silently, but I dislike reading out loud in class. I like to read alone."
Belainish	"Well Yayo, thank you for taking the time to talk with me. I wish you well. I just have one more question for you."
Yayo	"Fine, no problem."
Belainish	"So Yayo, what do you like about school?"
Yayo	"Let me tell you my favourite and my least favourite thing about school..."



## LESSON TEN

Directions: Copy the sentences into your exercise book. Read the interview again and fill in the gaps in the sentences with the correct word or words about Yayo's likes and dislikes.

1. Yayo \_\_\_\_\_ playing sports.
2. Yayo likes watching \_\_\_\_\_.
3. Yayo's favourite drink at breakfast is \_\_\_\_\_.
4. \_\_\_\_\_ is Yayo's favourite colour.
5. He \_\_\_\_\_ the colour black.
6. How does Yayo feel when he takes the cows to the watering hole? I think he feels \_\_\_\_\_.

## LESSON ELEVEN

Directions: Complete the survey for the three items you choose. Name the most and least favourite item.

## LESSON TWELVE

Directions: Copy the Word Search into your exercise book and circle the names of the animals.

Animal Word Search						
m	b	i	r	d	g	a
f	y	e	k	n	o	m
r	a	f	i	s	h	a
o	a	e	r	g	e	r
g	b	t	d	o	n	b
r	o	n	k	a	g	e
d	q	c	a	t	k	z

Word Search Words			
fish	monkey	zebra	hen
goat	cat	bird	frog

Directions: Look at the words in the boxes. Think about what words go together. Copy the word that doesn't belong and explain why it doesn't belong.

1. cat sheep hat dog fish

Example: Hat is not an animal.

2. head toe nose sad neck

3. coffee water hop milk tea

4. dirty rainy sunny windy cloudy

5. young old fat strong milk

6. Monday Tuesday tomorrow Sunday Friday

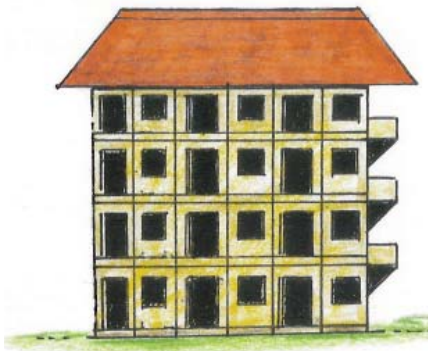
7. tail bread fish cabbage eggs

8. window pencil textbook desk fish

# UNIT 10: WHO LIVES IN THIS HOUSE?

## LESSON ONE

Directions: Point to the pictures of each house. Talk about the pictures. Point to the house that looks like yours. Talk about your house. Draw your house.



Vocabulary: Houses					
house	condominium		apartment		
Vocabulary: Shapes					
oblong	square		round		
Vocabulary: Roof					
earth	thatched		tin		
Vocabulary: Materials					
wood	mud	straw	stone	concrete	brick

Directions: Listen and follow the words as your teacher reads “Houses in Ethiopia.”

### Houses in Ethiopia

Houses can be round, square or oblong. They can be made of mud, straw, wood, brick or stone. They can have thatched, tin or earth roofs. What is your house like?

In cities and towns some houses are made of concrete. There are large buildings called condominiums. Many families live in one building. Their homes are called apartments. Have you seen a condominium? Do you live in an apartment?

## LESSON TWO

Vocabulary: Household Objects				
bed	blanket	bowl	broom	
chair	clothes	cooking fire	pans	
pillow	sink	soap	sponge	towel

Directions: Listen to the story, “Uncle Debebe’s House,” and point to the objects named.



## Uncle Debebe's House

Desta and Adanech go to Addis Ababa with their family. They visit their Uncle Debebe. They go to Uncle Debebe's condominium. Uncle Debebe stands at the door of the condominium and says, "Good afternoon."

Debebe's son, Assefa, has a broom. He sweeps the kitchen floor. Debebe mends a bowl. Then he uses a sponge to clean the bowl.

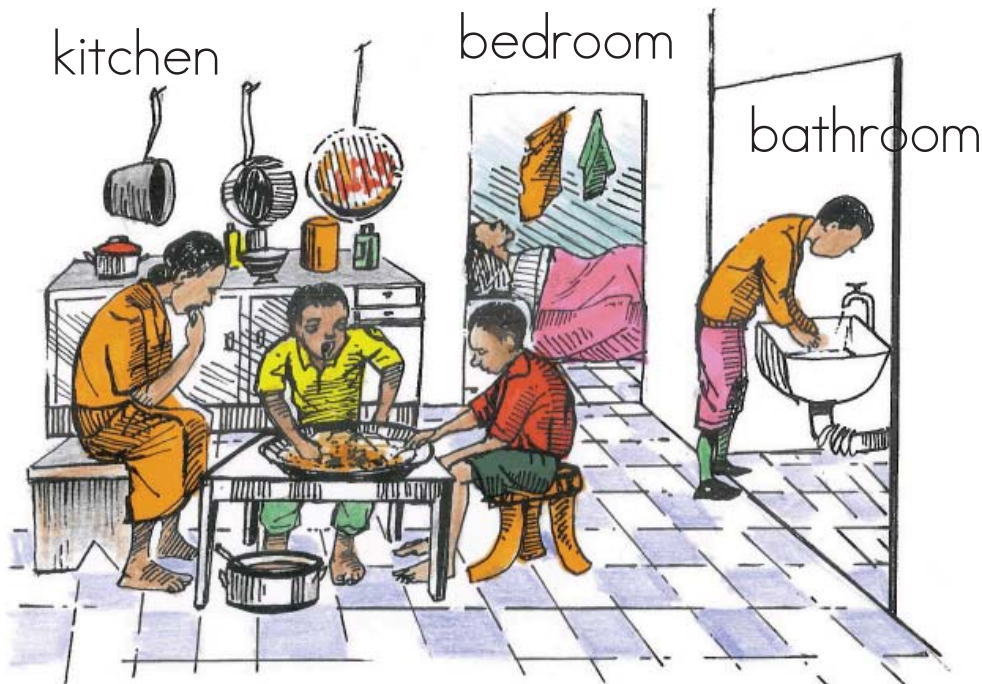
Assefa's mother cooks in the kitchen. She makes noise with the pan as she cooks. She tells the children to wash their hands. They wash their hands with soap at the sink. They dry them with a towel before they sit down to eat. They will eat soon. The families talk and laugh. They have fun together.



Desta and Adanech's mother put Desta and Adanech's clothes in the bedroom. There are a blanket and a pillow on the bed.

## LESSON THREE

Vocabulary: Household Words			
rooms	kitchen	bedroom	bathroom
Vocabulary: Actions			
sleep	wash	cook	
Vocabulary: Comparison			
same/different			



# LESSON FOUR

## Vocabulary: Household Objects

food

plates

spoons

cups

jug

## Vocabulary: Action Words

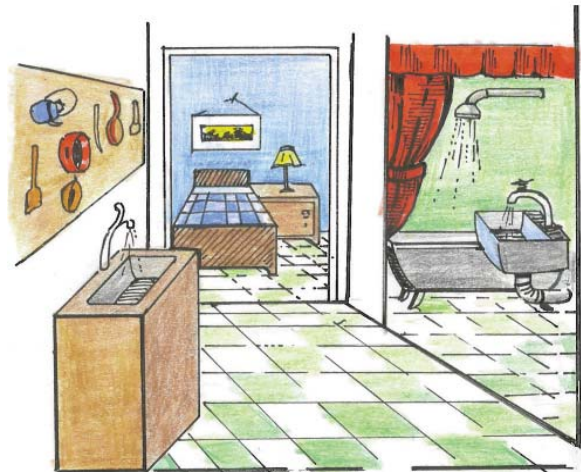
work

play

dress

live

three room house



one room house

Directions: Copy the gap activity into your exercise book. Write the words from the Word Bank in the correct list.

Gaps		
In the Kitchen	In the Bedroom	In the Bathroom
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____		3. _____
4. _____		

Word Bank		
blanket	towel	sponge
broom	pans	soap
bowl	bed	sink

# LESSON FIVE

Vocabulary: Action Words				
sweep	wash	dress	sleep	
Vocabulary: Comparison Words				
big/small	hot/cold	clean/dirty	wet/dry	fat/thin

Directions: Look at the pictures as your teacher explains describing words.



big/small



wet/dry



hot/cold



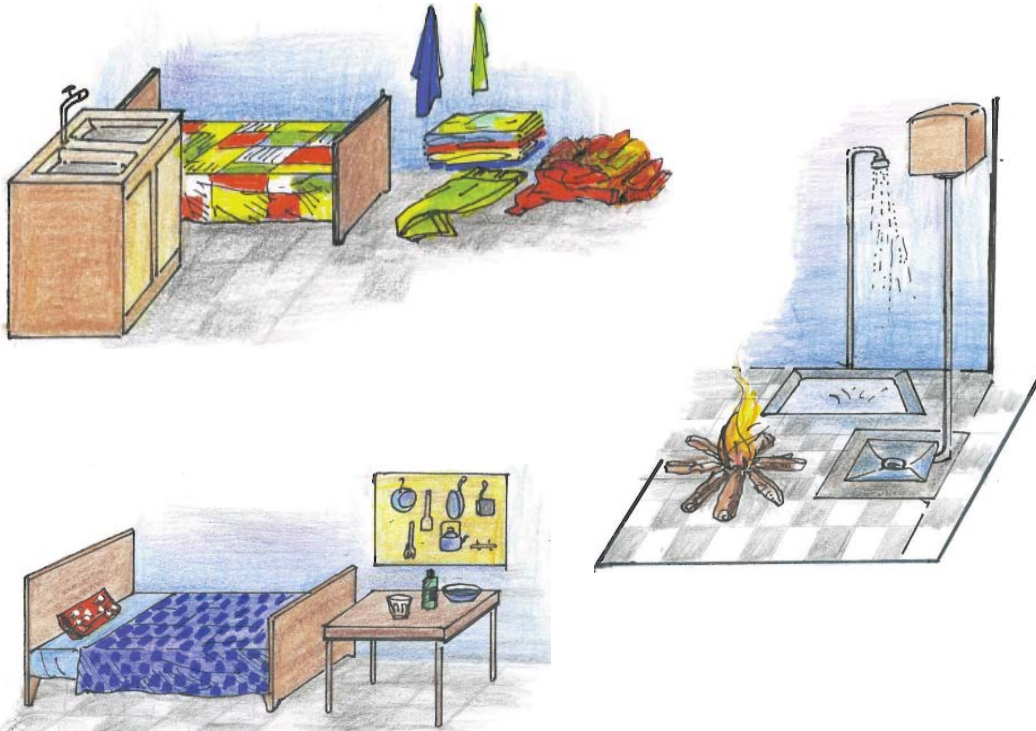
clean/dirty



fat/thin

## LESSON SIX

Directions: Find the objects that do not belong in each room. Name the objects using the language patterns: There is a/an \_\_\_\_\_.  
The \_\_\_\_\_ belongs in the \_\_\_\_\_.



## LESSON SEVEN

Directions: Play the Inside/Outside game.

## LESSON EIGHT

Directions: Predict what the story, “Ahmed and Jemal,” is about.

### Ahmed and Jemal

It is Saturday. The day is sunny and warm. Ahmed and Jemal help their mother and father. Ahmed sweeps the floor and Jemal washes the pots. The two children go outside. They see a cat. It sleeps in the compound. Ahmed and Jemal pet the cat. Ahmed says, “Jemal, do you want to sing a song?” Jemal answers, “No, let’s play in the compound. We can run to the gate. We can go fast.”

Father calls, “Hey, you two! There are beans in the garden. Play in the yard after you sort the beans.” Ahmed and Jemal run to the garden. They sort the

beans. They take them inside the house.  
Mother cooks them in the kitchen, and  
they play in the compound.

Directions: Look at the sentences and  
match them to the pictures below. Write  
the sentences in your exercise book in the  
order that they happen in the story.

Ahmed and Jemal sort the beans.

Ahmed and Jemal pet the cat.

Ahmed sweeps the floor, and Jemal  
washes the pots.

Mother cooks them in the kitchen.





## LESSON NINE

Directions: Listen as your teacher introduces the vocabulary words for “The Baby Bird.”

Vocabulary: Action Words					
leave	obey	hunt	hears	walk	fly
Vocabulary: Animals' Homes					
fox/hole			bird/nest		
monkey/tree			snake/rock		
Vocabulary: Other Words					
parents	sound			thorn	

Directions: Listen and follow the words as your teacher reads the story, “The Baby Bird,” out loud.



## The Baby Bird

This is a story of a bird family. The mother bird asks the baby bird to stay in the nest while she and father bird go hunting for food.

Baby bird does not obey and leaves the nest to look for its parents. It walks for a long time and does not find its parents. Finally, it starts to walk back home.

It walks and walks and cannot find its nest. It comes to a snake near a rock. The baby bird says, "This is not my home." It walks on and comes to a bat in a cave. It says, "This is not my home." It walks on and comes to a fox in a hole. Baby bird says, "This is not my home." It walks on. It comes to a monkey in a tree. It says, "This is not my home." It walks on. The baby bird comes to a goat in a field. It says, "This is not my home." The baby bird is very tired but it walks on.

Finally, it hears a beautiful sound. It is the sound of the mother bird calling it home. Baby bird follows the sound and flies up to its nest. Baby bird says, "This is my home!"

Directions: Listen to the story again,  
Write the number of the pictures in the  
correct order.

It comes to a snake near a rock.  
The baby bird leaves the nest to look  
for its parents.  
It sees a fox in a hole.  
This is the story of a bird family.  
It comes to a goat in a field.  
It comes to a monkey in a tree.

1



2



3



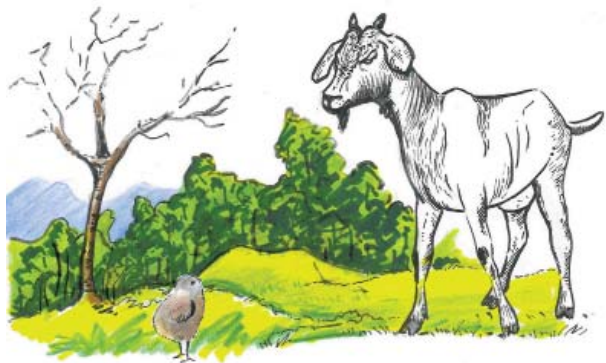
4



5



6



## LESSON TEN

Directions: Guess the words as your teacher writes letters on the chalkboard. Then mime the action words.

Word Bank: Action Words			
hear	eat	sweep	walk
cook	sleep	drink	wash

Directions: Unscramble the words. Write them in your exercise book.

Scrambled Words					
deb	etlab	etknihc	psao	obmrode	omorb

## LESSON ELEVEN

Directions: Talk to a partner about one of the houses in Unit 10, Lesson Four. Use words from the Word Bank.

Word Bank		
house	rooms	wash
clothes	pans	table
bed	broom	door

## LESSON TWELVE

Directions: Look at the different types of houses in Unit 10, Lesson One. With your group describe the houses.

# UNIT 11: A FROG CAN JUMP

## LESSON ONE

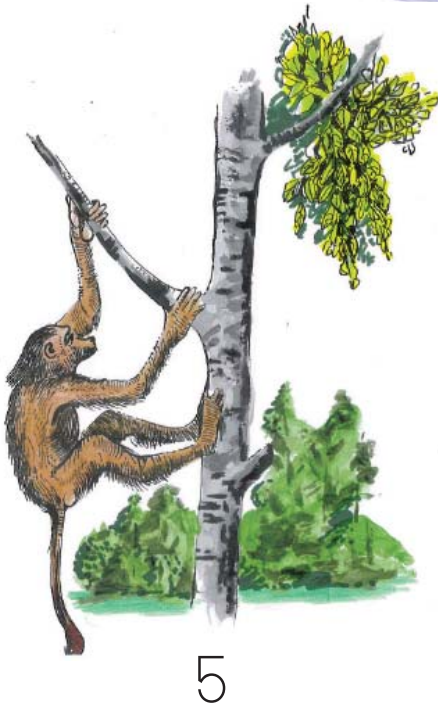
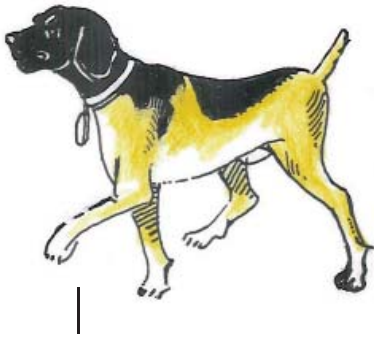
Directions: Listen as your teacher reads the action words. Show the action for each word.

Vocabulary: Action Words			
hop	run	swim	touch
jump	climb	ride	hold
fly	drive	skip	play
walk			

## LESSON TWO

Directions: Listen to the sentences as your teacher reads them out loud. Point to the picture that matches the action.

- A bird can fly.
- A frog can jump.
- A monkey can climb.
- A girl can run.
- A dog can walk.
- A rabbit can hop.
- A man can drive.

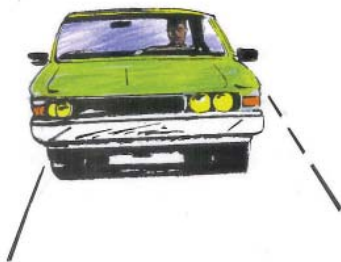


## LESSON THREE

Directions: Read the sentences out loud two times with your teacher as you point to the matching picture.



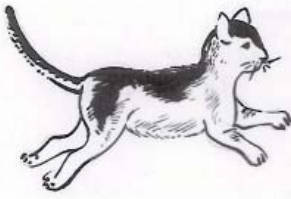
He can drive a car.  
She can ride a bicycle.  
He can jump over a stick.  
He can cook.  
He can swim.  
She can climb.





# LESSON FOUR

Directions: Tell your partner what each animal can and can't do.



## LESSON FIVE

Directions: Write the gap sentences in your exercise book. Fill in the gaps with words from the Word Bank. Compare your answers with a partner.

1. A monkey can\_\_\_\_\_.
2. A donkey can\_\_\_\_\_.
3. A camel can\_\_\_\_\_.
4. A frog can\_\_\_\_\_.
5. A cock can\_\_\_\_\_.
6. A cat can\_\_\_\_\_.
7. A fish can\_\_\_\_\_.

Word Bank	
run	walk
climb	swim
drink	jump
fly	scratch

Directions: Listen and watch as your teacher sings the song and does the actions. Do the actions as your teacher sings the song again. Then sing the song and do the actions.

## I Can

I can jump, jump, jump  
Like a frog.

I can fly, fly, fly.  
Like a bird.

I can swim, swim, swim,  
Like a fish.

I can climb, climb, climb  
Like a monkey.

I can dance, dance, dance,  
Like a girl. (boys only)

I can dance, dance, dance,  
Like a boy. (girls only)

Written by Meseret Dejene. Sefre Selam School. Addis Ababa

## LESSON SIX

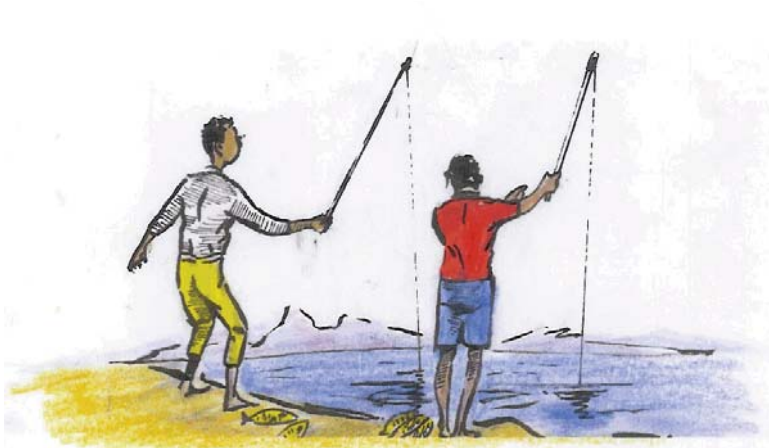
Directions: Listen as your teacher reads each word. As he/she reads the word again, point to each word and say “singular” or “plural.”

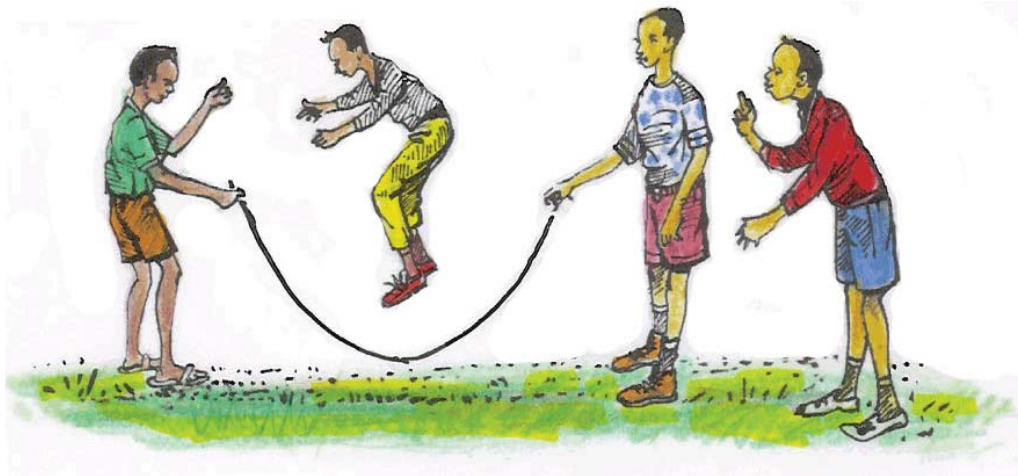
### T-chart

ONE	MORE THAN ONE
bird	birds
cow	cows
dog	dogs

## LESSON SEVEN

Directions: Look at the pictures and predict what will happen in the story, “Best Friends.”





## Best Friends

Amare and Bekele are best friends for many years. They are adventurous and do many things together.

Amare and Bekele swim and fish in the lake during the warmest part of the day. They have so much fun. After swimming and fishing, they jump rope. Jumping rope is Bekele's favourite thing to do. While Amare jumps, Bekele counts. Amare can jump twenty times.

When the best friends finish jumping rope, they run down the road to Bekele's house. Bekele's mother has roasted maize. The two friends eat maize and rest under a tree. When they wake up, they decide to play more games together. They play until Bekele's father comes home with the cows. Amare and Bekele play together very often. This is one reason why they are best friends.

## LESSON EIGHT

Directions: Copy the Word Puzzle in your exercise book. Unscramble the letters and write the words.

Word Puzzle		
jupm	hpo	unr
necbou	wsmi	fyl

Directions: Write the sentences in your exercise book. Fill in the gaps with some of the unscrambled words.

1. Birds can \_\_\_\_\_.
2. A ball can \_\_\_\_\_.
3. Frogs can \_\_\_\_\_.
4. Turtles can \_\_\_\_\_.
5. Rabbits can \_\_\_\_\_.

## LESSON NINE

Directions: Predict what the story is about. Follow the words as your teacher reads "The Football Game."

## The Football Game

Berhanu, Feyissa, Hagos and their friends like to play a football game after school. “Who has a ball today?” asks Hagos. “I do,” says Feyissa. “The football is in my bag.” “Your bag feels very light,” shouts Berhanu. All the boys want to see the ball before they reach the football field.

Feyissa’s ball is made of paper and cloth rolled up inside a plastic bag. “Be careful with my ball,” he says. “Don’t break it.” “Oh no, we will not kick or toss the ball high in the air nor grab the ball from each other,” cries Hagos. As the boys walk to the football field, Feyissa’s Dad calls him to come home and herd the cows. All the boys are sad but soon they run home before their fathers look for them.



## LESSON TEN

Directions: Write two sentences in your exercise book about an action you like to do inside and one that you like to do outside.

## LESSON ELEVEN

Directions: Predict what the story is about. Listen as your teacher reads it out loud.

### The Contest

Akeyi and Bakani are sister and brother. They play together. They work together. They walk to school together. They are together a lot. Akeyi thinks that she is better than Bakani at most things. Bakani thinks that he is better than Akeyi at most things.



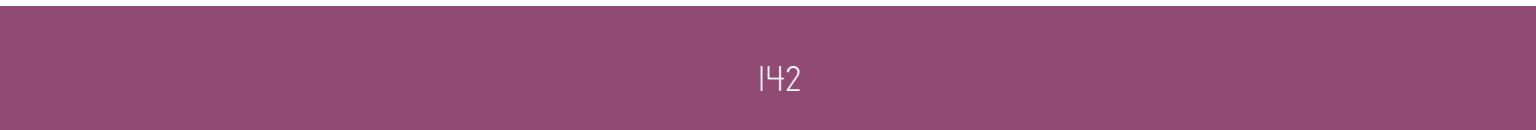
One day Akeyi says to Bakani, “You can’t jump farther than I can.” Bakani says, “Yes, I can.” So, they have a contest and Bakani wins. He says to his sister, “I can jump farther than you.”



Akeyi says, “I can climb a tree higher than you can.” Bakani says, “No, you can’t.” So, they have a contest. Both of them start climbing a tree when a big monkey chases them out of the tree. The children are scared. They run all the way home and never have another contest again.

## LESSON TWELVE


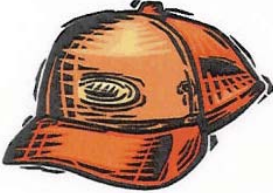










Directions: Draw a picture of an animal doing something it cannot do.



# UNIT 12: WHAT ARE YOU WEARING?

## LESSON ONE

Directions: Point to the pictures as your teacher says the words.

 <p>sandals</p>	 <p>cap</p>	 <p>coat</p>
 <p>shirt</p>	 <p>sweater</p>	 <p>dress</p>
 <p>shoe</p>	 <p>hat</p>	 <p>trousers</p>
 <p>head scarf</p>	 <p>socks</p>	 <p>jelabiya</p>

## LESSON TWO

Directions: Chant “Shoes and Socks” as you do the actions.

## LESSON THREE





Directions: Copy the sentences in your exercise book. Fill in the gaps with the words from the Word Bank.

1. I wear a \_\_\_\_\_ when I am cold.
2. I wear \_\_\_\_\_ on my feet.
3. Girls wear a \_\_\_\_\_ below their waist.
4. Boys wear \_\_\_\_\_ below their waist.
5. A \_\_\_\_\_ covers my head from the sun.

Word Bank		
coat	shirt	sandals
hat	cap	headscarf
trousers	skirt	sweater

## LESSON FOUR

Directions: Look at the pictures and read the sentences with your teacher. Write sentences for I'm wearing... and I'm not wearing...

	
<p>He is wearing a tie.</p>	<p>He isn't wearing a tie.</p>
	
<p>We are wearing caps.</p>	<p>We aren't wearing caps.</p>

## LESSON FIVE

Directions: Listen to the story as your teacher reads it two times.

### My Little Brother

My little brother likes to be funny. He wears his shirt backwards. The buttons are never in the front of his shirt. They are always at the back. He walks barefoot and wears his brown sandals on his hands. Can you imagine what he does with his trousers? He wears them on his head! He wears a red scarf around his waist and socks on his hands. He looks very funny. He makes the family smile.

## LESSON SIX

Directions: Look at the words in each box. Put each group of words in alphabetical order. Write them in your exercise book.

Group A

coat	shirt	hat	skirt	tie
------	-------	-----	-------	-----

Group B

hop	fly	swim	crawl
talk	eat	climb	jump













Group C

I'm	you're	he's	she's
we're	they're		



# LESSON SEVEN

Directions: Look at the clothing items. Find the correct name for each one from the Word Bank and write it in your exercise book.

 1. _____	 2. _____	 3. _____	 4. _____
 5. _____	 6. _____	 7. _____	 8. _____
 9. _____	 10. _____	 11. _____	 12. _____

Word Bank			
dress	socks	sandals	shirt
cap	headscarf	shoes	skirt
jelabiya	hat	coat	trousers

## LESSON EIGHT

Directions: Unscramble the letters to find clothing words. Use the Word Bank in Lesson Seven.

kstir	sreds	cpa	weastre
dehacarsf	htisr	sshoe	dsanlsa
aht	kscos	acto	soutresr

### Family

Our family comes  
 From many homes,  
 Our hair is wavy,  
 Our hair is black,  
 Our hair is curled,

Our eyes are round,  
Our skins are different  
Shades of brown.  
We're girls and boys,  
We're big and small,  
We're young and old,  
We're short and tall.  
We're everything  
That we can be  
And still we are  
A family.  
We laugh and cry,  
We work and play,  
We help each other  
Every day.  
The world's a lovely  
Place to be  
Because we are  
A family.

Modified from: Family by Mary Ann Hoberman

Directions: Read the sentences with a partner and point to the pictures.

Father wears a blue sweater.

Berhanu wears yellow trousers.

Mother wears a red dress.

Almaz wears a short skirt.

Berhanu's green T-shirt is dirty.

Almaz wears sandals.

Father wears black shoes.



## LESSON NINE

Directions: Describe the clothing in the pictures.



# LESSON TEN

Directions: Look at the pictures and explain what you see.



Directions: Fill in the gaps with words from the Word Bank

1. First a farmer \_\_\_\_\_ the cotton.
2. Next the spinner takes the \_\_\_\_\_ out of the \_\_\_\_\_.
3. Then the spinner \_\_\_\_\_ it into thread.
4. Then the weaver \_\_\_\_\_ the thread to make \_\_\_\_\_.

Word Bank		
cotton	seeds	grows
weaves	cloth	spins

## LESSON ELEVEN

Directions: Put the words in alphabetical order.

1. 

fall	table	duster	sad	milk	bread
------	-------	--------	-----	------	-------

2. 

dress	stick	blue	window	coat	long
-------	-------	------	--------	------	------

3. 

cloudy	ruler	young	goat	apple	hat
--------	-------	-------	------	-------	-----

4. 

Sunday	tea	windy	fish	bye	hat
--------	-----	-------	------	-----	-----

5. 

fat	new	clean	young	water	thin
-----	-----	-------	-------	-------	------

6. 

bell	empty	hello	like	nose	clean
------	-------	-------	------	------	-------



## LESSON TWELVE

Directions: Copy the Clothing Word Search into your exercise book. Find the words listed below and circle them.

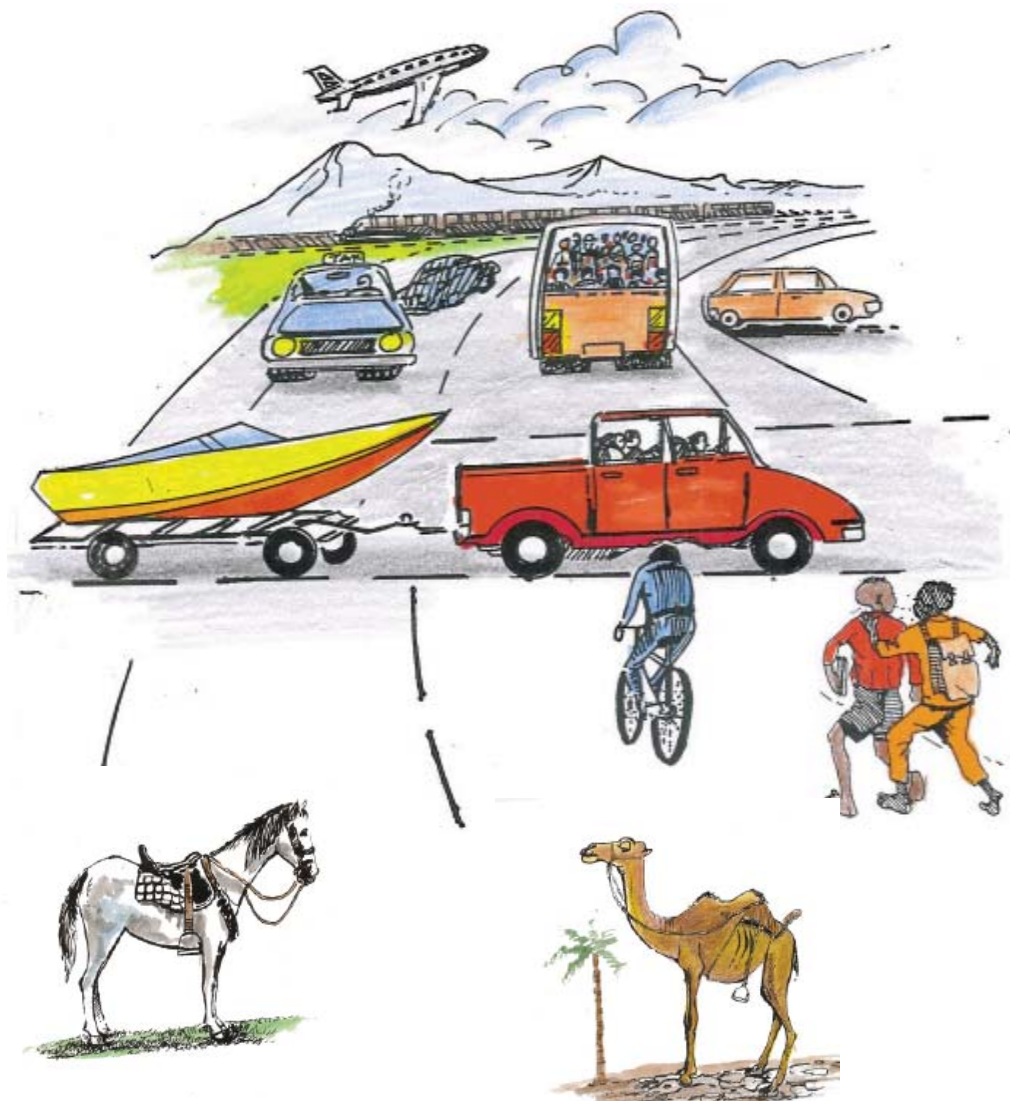
Clothing Word Search								
A	M	P	C	O	A	T	A	S
F	S	H	I	R	T	S	P	X
H	M	K	L	T	S	O	X	L
A	C	Q	G	N	C	V	F	G
T	B	W	Z	M	L	C	A	P

Words to Find
cap
coat
hat
shirt

# UNIT 13: I WALK TO SCHOOL

## LESSON ONE

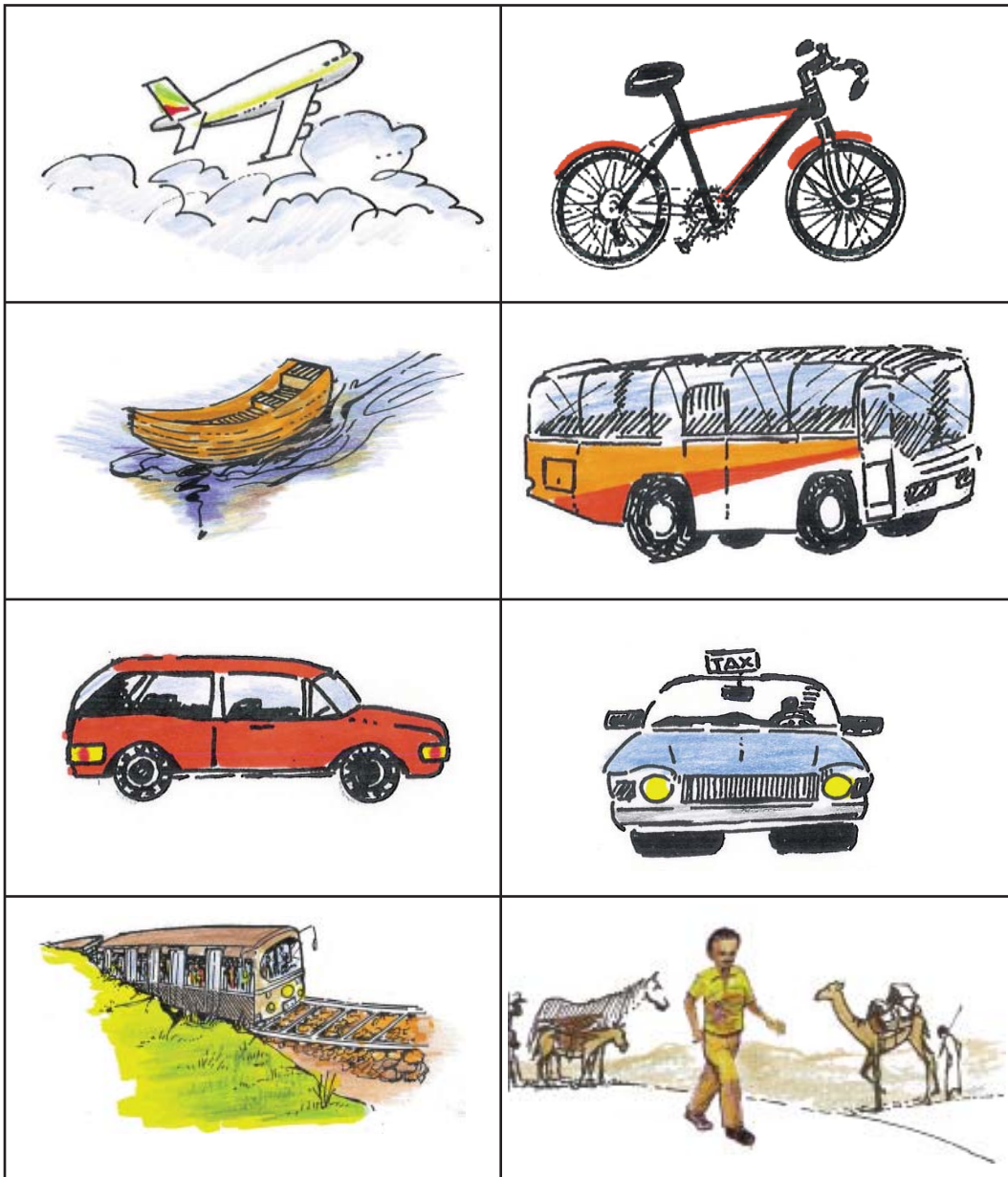
Directions: Talk about the picture.  
Point to each mode of transport as  
your teacher names it.



## LESSON TWO

Directions: As your teacher says the name of a place, point to the mode of transport that is used there.

### Going Places



## LESSON THREE

Directions: Draw a mode of transport found in a particular place.

## LESSON FOUR

Directions: Talk about the mode of transport that you use to get to school.

## LESSON FIVE

Directions: Predict what the poem, “Going Places,” is about. Listen and follow the words as your teacher reads the poem, “Going Places.” Then read the poem out loud with your teacher.

## Going Places

Monday, Tuesday, Wednesday, Thursday.

We're going places every day!

We climb on the bus.

We ride down the road.

We're going far! Honk! Honk! Hurray!

Tuesday, Wednesday, Thursday, Friday.

We're going places every day!

We jump in the car.

We drive down the road.

We're going fast! Beep! Beep! Okay!

Wednesday, Thursday, Friday, Saturday.

We're going places every day!

We hop on the aeroplane.

We fly in the sky.

We're soaring, soaring high today!

## LESSON SIX

Directions: Predict what the story, "Zubida and Hamid's Visit," is about. Listen as your teacher reads the story.

## Zubida and Hamid's Visit

Zubida is going to Addis Ababa with her parents. She is excited! She has never been on an airplane. They have to take a taxi to the airport. When they get to the city, they take a taxi to the city centre. Then they walk down the road. They see many cars and many big buildings.

In the afternoon they take a bus to Merkato. Zubida's father buys her a new dress there.

Zubida's brother, Hamid, doesn't go with them. He rides his bicycle to their grandparents' house. Their grandparents live in a village in the countryside. The village is near a river. Grandfather and Hamid row the boat down the river to fish.

Directions: Answer the questions about the story.

1. Where does Zubida go?
2. How does she get there?
3. Is she afraid?
4. Who does Zubida go to the city with?
5. Why do you think that Hamid doesn't go with them?
6. Where does Hamid go?
7. Does he go by taxi?
8. What do you think Hamid will eat while visiting his grandparents?

## LESSON SEVEN

Directions: Listen as your teacher reads the story, "School Friends in the Countryside."

### School Friends in the Countryside

Ebise and her brother, Gemechu, live in Awash Melka. Every morning they get dressed, eat, and go to school. Ebise and Gemechu walk to school. As they walk,

they see Beftu riding a bicycle to school. They yell and wave hello to him. They see Gadisa riding in his father's horse-drawn cart.

When they get in front of the school compound, they see Debela and his brother walking from the other direction. They call to them, and they run into the school compound together.

Directions: Answer the questions about the story.

1. What does each child do before school?
2. Who walks with her brother to school?
3. Who do they wave to?
4. Who does Gadisa ride with in the horse-drawn cart?
5. Who else walks to school?
6. Who has to feed his mode of transport?
7. Why do you think that Ebise and Debela and his brother run?



Directions: Read the sentences together out loud. Write the sentences in your exercise book in the order that they happen in the story.



Ebese and Gemechu yell and wave hello to Beftu.



Beftu rides a bicycle to school.



Gadisa rides in a horse-drawn cart.



Ebese and Gemechu walk to school.

## LESSON EIGHT

Directions: Listen as your teacher reads the story, “School Friends in the City.”

### School Friends in the City

Zehara, Dawit, Temerga and Bisrat live in Addis Ababa. Every morning they get dressed, eat, and go to school. Zehara’s father drives her to school in his car. As they drive through the city, they see Temerga walking to school. Zehara’s father beeps his horn and Zehara waves to Temerga. They see Bisrat riding a bicycle to school. His sister is riding on the front of the bicycle. When they stop in front of the school compound they see Dawit get out of a taxi. Zehara yells to Dawit, and they run into the school compound together.

Directions: Read the questions together out loud. Be ready to answer any question if your teacher calls on you.

1. What does each child do before school?
2. Who goes to school with her father?
3. How do they get there?
4. Who walks?
5. How does Bisrat get to school?
6. Who rides with him?
7. Who has to pay to get to school?
8. Why do you think Zehara and Dawit run?

## LESSON NINE

Directions: Talk to your partner. Ask and answer five questions each.

## LESSON TEN

Directions: Read “The Transportation Rhyme” together out loud. Do the actions.

## Transportation Rhyme

Flying high, flying high!  
I'm in an airplane in the sky.  
I fly through the clouds.  
Good bye! Good bye!

The taxi in the street I see  
Has an empty seat for me.  
Away we go down busy streets  
In the market I'll soon be.

Get your ticket for the bus.  
Wait in line and stand with us!  
Hop aboard and take a seat.  
Away we go on the bus.

I'll ride to the market in my cart  
Bumping and thumping with a happy heart.  
My teff and vegetables are ready to sell,  
Get up, get up for an early start!

Directions: Read the four sentences about kinds of transport. Draw a picture that matches one of the sentences.

The monkey is near the blue taxi.

My bicycle has two wheels.

My friend comes to school by bus.

Kassa rides in a plane on a sunny day.

## LESSON ELEVEN

Directions: Write sentences in your exercise book using the substitution tables.

Substitution Table 1			
Student's name	comes to school	by	bicycle.
	doesn't come to school		bus.
	likes to come to school		car.
	doesn't like to come to school		taxi.

Substitution Table 2			
There	are	airplanes	in our village.
		boats	
	aren't	bicycles	
	buses		
	cars		
	taxis		
	trains		

## LESSON TWELVE

Directions: Copy the word search into your exercise book. Find the words given below in the word search and circle them.

## Transport Word Search

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

### Words to find

taxi

bus

train

airplane

# UNIT 14: LOOK AT ALL THE PEOPLE

## LESSON ONE

Directions: Describe people from the pictures your teacher shows you.

## LESSON TWO

Directions: Use describing words to make positive and negative sentences about what you are wearing.

## LESSON THREE

Directions: Look at the pictures, listen to your teacher describe the people. Point to the person your teacher describes.





Directions: Fill in the gaps with words from the Word Bank that describe the pictures.

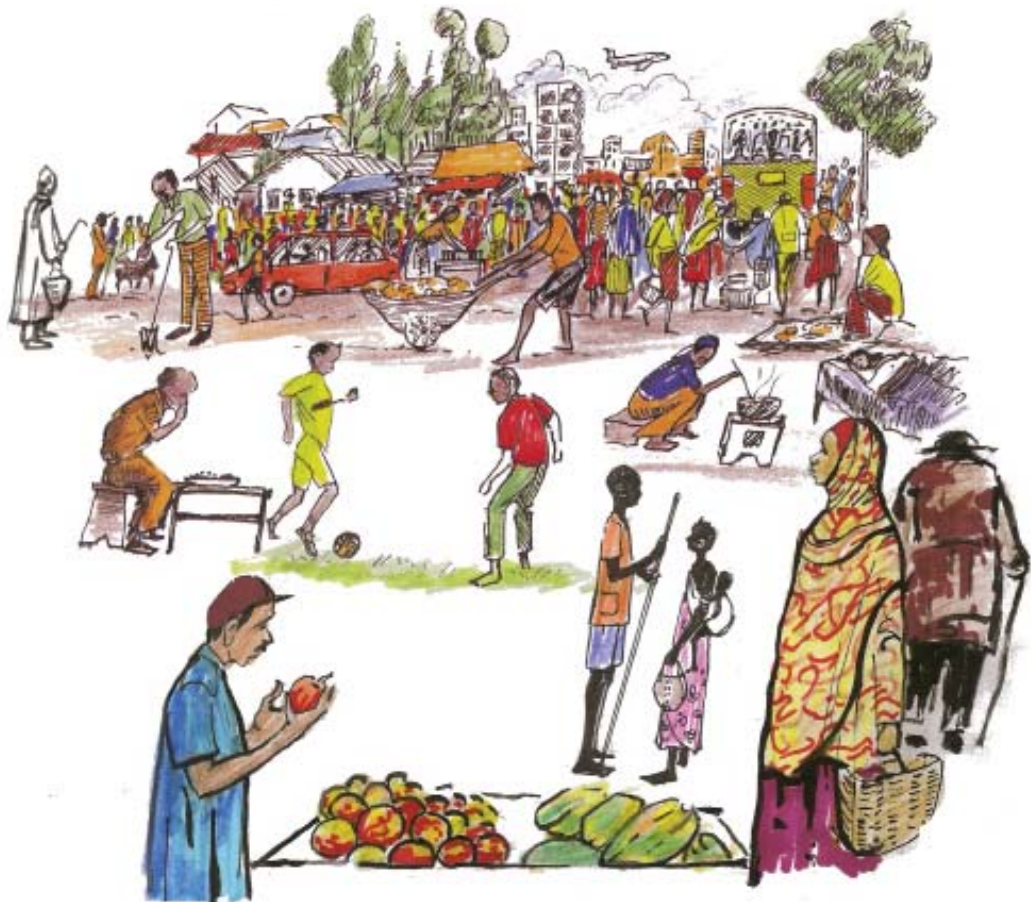
Example: The sad baby is wearing a yellow cap.

1. The \_\_\_\_\_ woman is wearing a \_\_\_\_\_ headscarf.
2. The \_\_\_\_\_ children are wearing \_\_\_\_\_ sandals.
3. The \_\_\_\_\_ man is wearing a \_\_\_\_\_ cap.
4. He is \_\_\_\_\_ and \_\_\_\_\_.
5. They have \_\_\_\_\_ hair.

Word Bank				
young	old	fat	thin	
tall	short	happy	sad	
yellow	blue	orange	black	white
pink	purple	brown	red	green

## LESSON FOUR

Directions: Look at the picture showing different activities at the market place. Discuss the picture with your teacher. Tell about objects, activities and people.



## LESSON FIVE

Directions: In your exercise book draw a picture of a person. Describe the person to your group.

## LESSON SIX

Directions: Tell your partner activities that you do on certain days of the week.

## LESSON SEVEN

Directions: Look at the picture below and answer any questions your teacher asks.



## LESSON EIGHT

Directions: Listen as your teacher reads Part One of the story, “Okelo and His Goats.”

### Okelo and his Goats

#### Part One

In a small village of round houses lives a young boy named Okelo. Okelo, his three brothers, and two sisters, Nyakong and Nyabiel, live with their mother, father, grandmother and grandfather.

Okelo’s grandmother, mother and sisters take care of the house.

They clean and sweep the floor. They wash the clothes, and cook.

Okelo helps his grandfather take care of the goats.

Okelo doesn’t like to take care of the goats alone.



## LESSON NINE

Directions: Listen as your teacher reads Part Two of the story, “Okelo and his Goats.”

### Okelo and his Goats

#### Part Two

One day Okelo is watching the goats in the field. He pretends that he is an animal. He pretends that he is a fish. He waves his arms to swim like a fish. It is too hard for him. He pretends he is a monkey. He puts his head down and swings his arms from side to side. He can't see where he is going and bumps into a goat. He thinks it is best to be a boy helping to take care of the goats.

Directions: Complete the gap exercise by listing the missing words from the Word Bank in the correct order in your exercise book.

One day, when Okelo is watching the goats in the \_\_\_\_\_, he pretends to be an animal. He pretends he is a \_\_\_\_\_. He uses his arms to \_\_\_\_\_. He pretends he is a \_\_\_\_\_. He puts his head down and swings his \_\_\_\_\_ from side to side. He bumps into a \_\_\_\_\_. He thinks that it is best to be a \_\_\_\_\_ helping to take care of the goats.

Word Bank			
boy	field	fish	monkey
goat	swim	arms	

## LESSON TEN

Directions: Mime the actions of the animals as you listen to the story about Okelo.

## LESSON ELEVEN

Directions: Play the flash card game.

## LESSON TWELVE



Directions: Read the poem together out loud.  
Learn to recite the poem.

### We All Live Together

We all live together in the world,  
Men and women, boys and girls,  
The people in my land and  
the people in your land,  
Sing together hand in hand,  
We all live together in the world.

