

English for Ethiopia

Teacher's Guide Grade 2

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INTRODUCTION

This *Teacher's Guide for English for Ethiopia, Grade 2* contains many new features which we hope you will find useful. You will need to familiarize yourself with the content and structure of the Guide before teaching from the Student Book. When starting to use the book, we recommend that you get together with the other English teachers in your school or in your cluster to discuss the contents and methodology and plan together how best to achieve the expected learning outcomes for your students.

1. The New English Syllabus

We have closely based this edition of *English for Ethiopia, Grade 2* on the new English Syllabus produced by the Ministry of Education in April 2008. In their introduction, the syllabus developers explain the rationale for the new version. We recommend that you read this rationale carefully to fully understand its purpose. You should also refer to the syllabus when you are planning your lessons, as it gives a clear outline of the Objectives, Competencies, Content/Language Items, Suggested Learning Activities and Resources and Assessment Criteria for each unit.

2. The Main Features of the Student Book

The first aspect you may notice about the Student Book is that, just like the *Grade 1* book, it has full colour illustrations. Research into the cognitive development of young children has shown that they learn best by using all of their senses, i.e. by touching, feeling, smelling, tasting and hearing real objects in the world around them. When learning about people, animals and objects from pictures, it is therefore recommended that the pictures represent the real world as closely as possible (For example, it is easier to learn the word *tomato* if the picture used to teach the word not only shows the correct shape of a tomato, but also realistically is coloured red.).

Secondly, you will see that there are more words printed in the book than in the *Grade 1* book and that there are short reading passages. Although the emphasis in Grade 2 English is still on listening and speaking, students will gradually acquire the skill of reading. They will want to share their knowledge with their brothers and sisters and other family members, and they will take pride in showing that they are able to interpret the printed words. It is important for teachers to continue to teach new vocabulary to students using real objects, pictures and the spoken word. When learning new words and language items, it is important for students to become fully acquainted with their sounds by listening to them and saying them before they see them in print or try to write them.

3. The Main Features of the *Teacher's Guide*

This Teacher's Guide is much thicker than previous guides. This is because guidance is given to even the least experienced Grade 2 teacher on how to develop his/her students' English skills. At first, you will need to study each lesson in the Teacher's Guide very carefully before planning and teaching the lesson. As you become more familiar with the structure of the book and more confident in teaching using the new communicative way the Student's Book requires, you will find that lesson planning becomes easier and takes you less time.

Each unit starts with a list of the “Learning Outcomes” taken directly from the Syllabus and each lesson starts with the “Focus” (i.e. the skills that students will practise in the lesson). Sometimes guidance on the approach recommended for you to use in teaching the lesson is given under the heading, “Methodology.”

The description of resources, activities to be used and the instructions to the teacher are printed in italics. The boxed text in bold print provides suggestions of actual words the teacher could say or the correct form of words that the students should say. We hope that providing a suggested script will ensure that you are knowledgeable about the correct word or words to use in English. However, you are not required to adhere only to this script. If you are confident, you can change it or adapt it to your students’ needs.

4. The Communicative, Learner-centered Approach to Teaching and Learning

The approach to language teaching and learning used in the new textbook and *Teacher’s Guide* is communicative, skills-based and learner-centered. In other words, the English that is introduced to students and that they learn and practise is meaningful and relevant to them as individuals and for their social interaction with others. Also, the activities through which they learn have a real purpose and context.

The authors of *English for Ethiopia* aim to make the second year of English learning just as interesting and enjoyable for students as was the first year by continuing to give students the opportunity to be creative, to learn and to have fun. The focus is on the skills of listening, speaking, reading and writing, in that order. Vocabulary items, structures and grammar are integrated into the practice of these four skills. Activities are suggested through which the students can communicate with each other in a variety of ways: pairs, groups and whole class. Students’ natural curiosity and appetite for discovery are stimulated by handling and talking about real objects and interpreting pictures; and their enjoyment of language and learning is encouraged through games, songs and stories.

English for Ethiopia, Grade 2, aims to foster in students a positive attitude toward English language learning by helping students discover links between their mother tongue and English. Students are encouraged to relate English words to words in mother tongue and to interpret and discuss in their mother tongue stories read to them in English. This is a departure from former classroom practice, in which mother tongue was effectively “banned” from the English classroom. A word of caution about the use of mother tongue, however: please do not indulge in lengthy discussions and off-the-point teaching in mother tongue during the English lesson. Try to keep the use of mother tongue simple and use it only as a tool to give the students access to the meanings of difficult words, ideas and concepts that are actually expressed in the English. In other words, use mother tongue only when necessary.

Perhaps the most important attitudinal and pedagogical change this new approach is that teachers reinforce the positive in their students by praising them for the things they do correctly instead of discouraging them by correcting every single error. Accuracy will develop through practice by using a variety of good language models and catering to different learning styles: visual, auditory, physical, individual, interpersonal, musical, etc. Spontaneity and fluency will gradually develop through recycling language through a variety of activities, and the sounds and rhythms of English will be acquired by reciting rhymes and singing songs as well as practising some of the more difficult speech patterns.

5. Teaching Speaking and Listening

The main focus of Grade 2 is developing students' oral communication skills. The language they learn is functional, relevant and realistic; and the vocabulary and structures are appropriate for their ages and stages of cognitive development.

In a communicative, interactive approach, listening and speaking go together. Many lessons in Grade 2 will begin with showing students real objects or pictures and naming them or talking about them while students listen. Sometimes the teacher will model vocabulary or a social interaction by pointing, miming and using other body language while introducing new language items. Students will then move to imitating the actions and sounds to name the objects or forming the model sentences themselves.

You will find a wealth of songs, rhymes and chants in the Student Book. Children love rhythm and music. They can learn pronunciation and intonation in an enjoyable way by reciting rhymes and chants and by singing songs. Combining actions with rhymes and songs helps students to internalise the sounds and rhythms.

Please practise these songs and rhymes thoroughly before entering the classroom to teach them to the children. It doesn't matter if you are unfamiliar with the tunes; you can make up your own tunes. It is, however, most important that you are familiar with the rhythms and that you model real enjoyment as you perform them, to transmit them positively and in an enjoyable way to your students.

6. Teaching Reading

Just as listening comes before speaking, reading (a receptive skill) should come before writing (a related productive skill). Seeing and feeling the shapes of letters and words (e.g. by tracing them with the finger) are the prerequisites for forming them on paper.

When an object or picture is labelled with a word, students quickly learn to recognize the shape of the word and to associate it with the correct person, animal or object; but they cannot truly be said to be "reading" until they can sound out the word from its letters and conceptualise it. In Grade 2 students should begin to make the move from imitation and association to true reading. It is for this reason that many reading passages are included. When stories and passages are first introduced by the teacher, the students should primarily be using their listening skills and interpreting the meaning of new words through pictures, actions and inference from the context. Some students may reach a stage where they are able to read the passages to themselves or with a partner and visualize the stories internally.

7. Teaching Writing

The first thing young children need to do when learning to write is to practise making controlled movements. In Grade 1, students were encouraged to make big, bold shapes and patterns using their whole body before they were introduced to handling different writing implements and making marks on the chalkboard, on individual boards or on paper.

There may be many students who are still at quite an early stage in developing their writing skills. You will notice in the Student Book that the words, phrases and sentences

that students are required to use are printed in a slightly bigger letter size than the words and passages for reading. It is beneficial for students to be encouraged to trace the outline of letters and words with their finger before writing them with a pencil or pen. Copying letters and words requires students to develop complex fine motor skills. They should be praised for holding their writing implements correctly, forming clear letter shapes and placing letters correctly between the guidelines. Students should be encouraged to write letters and words that are a large size and evenly spaced rather than cramped and tightly formed. If exercise books have very narrow lines, it is a good idea to use two lines for each letter and leave a space of one line between rows of letters. Try not to discourage students' efforts by pointing out only the things they are doing wrong. Encourage them by asking them to show you the letters and words they think they have done best.

Note: If students have difficulty copying printed letters, try giving them cut out letters in different textures to feel, or give them stencilled (punched out) letters to fill in.

8. Vocabulary

At the end of the Grade 2 syllabus there is a list of recommended vocabulary for reference. This is, however, by no means a complete or definitive list. You should choose vocabulary from this list that is relevant to your students and add other words that reflect their local environment, social circumstances, experiences and interests. Recycle vocabulary as much as possible and in a variety of ways. Research tells us that students need multiple, meaningful exposures to a word in order to learn it. We have suggested some vocabulary games that you can use. Such games can be used at the beginning and end of lessons or as energisers when the class is getting listless. Encourage students to find connections between words and to build their own vocabulary categories. Teachers and students could create Word Walls to illustrate the words learned in English lessons or make picture dictionaries.

9. Grammar

Please do not give your students lengthy explanations of grammar rules when introducing them to the structures of English. In the lower grades they are meant to internalize the rules through using the language in communication. If they make grammar errors, such as omitting the letter s from the he/she form of a verb or from a plural noun, do not tell them they are wrong, gently reinforce the rule by repeating the correct form and giving them a little more practice.

10. Lesson Planning

Your school director and supervisors will expect you to produce annual lesson plans to show how you intend to fit the lessons in the textbook into the school year. You may have to produce official weekly lesson plans as well. When you are planning for the purpose of teaching, however, you need to be much more detailed.

Before starting a new unit, consult the Syllabus carefully to understand the learning objectives and competencies. Then read through the Teacher's Guide to see how the proposed lessons fit into the objectives provided in the Syllabus.

On a weekly basis you should plan each lesson carefully to fill in the time allocated with meaningful activities for the students. You must know how you will introduce each lesson, how you will review the concepts from the previous lesson or lessons and look forward with confidence to what is to come next. Practise singing the songs and reading the stories out loud before you introduce them to the students so they are very familiar to you. Share ideas with colleagues.

If lessons require you to make teaching aids/learning materials, share the tasks among colleagues. Get the faster workers among your students to organize teaching aids such as real objects, picture cards and flash cards for you before or after use.

Write notes on your lesson plan at the end of each week (or preferably at the end of each lesson) to remind yourself of things that went well and things you will have to work on for a more meaningful lesson next time.

11. Assessment

As you know only too well, students must be assessed on a continuous basis. To be absolutely clear on the standards that students are required to reach in Grade 2, you should consult the Ministry of Education document entitled: "Minimum Learning Competencies in English Language Skills for Grades 1 and 2." Another document that might be useful is the "Handbook on Continuous Assessment," also produced by the MoE, which provides model assessment questions and ideas for evaluation techniques.

Many of the activities in the Student Book and Teacher's Guide can be used for formative assessment as well as practice. You should not try to assess every student at the same time, but gradually build a picture of the progress of individuals and of the class as a whole through regular assessments of their understanding and their skills development. Keep a record of each student's performance in spoken English and of their comprehension in class as indicated by responses to oral questions. Also it is essential to regularly assess work completed by students in their exercise book in order to judge their written abilities relative to English language development. Records of assessment should be kept.

At the beginning of each unit, suggestions are given for summative assessment activities based on the competencies taken from the Grade Two Syllabus. These are usually in the areas of speaking and listening, as these skills are the primary focus of English in Grade 2. Build this specific assessment into your lesson planning at the appropriate stage. Usually, the sixth and the last lessons in each unit are review lessons which give you another opportunity to judge your students' progress.

Remember that it is not only the teacher who can assess; students can be encouraged to meet assessment targets by doing self and peer assessment activities. Try hanging a chart on the classroom wall with the students' names listed on it. Each time a student achieves an assessment target (Minimum Learning Competency) or judges that his/her partner has achieved a listed target, he or she can put a mark beside his/her own name or a partner's name on the chart.

Above all, remember to praise achievement and give small rewards, such as stars drawn in students' exercise book or brief notes written to parents in praise of their children to encourage positive learning habits in your students. When students fail to achieve a required standard at first, give them other opportunities to show they have achieved the target competency.

12. Let Us Have Your Views

The process of teaching and learning is constantly evolving and new methods and activities are forever being developed. If you have comments on the Student's Book or Teacher's Guide for Grade 2 English, please get in touch with us, either directly or through your Woreda or Regional Education Bureau. We will incorporate your good ideas in our next edition.

UNIT 1: IN THE CLASSROOM

Learning Outcomes: Students will be able to

- name and locate objects in the classroom.
- give and follow directions.
- greet each other.

Assessment: Assess each student's work continuously over the whole unit based on the learning outcomes to determine whether the student has achieved the minimum required level.

Listening and Speaking: Students give instructions to each other in pairs including naming and locating objects around the room.

Writing: Students write their names with an initial capital letter.

LESSON ONE

Focus: Listening, Speaking, Reading

Methodology: Whenever possible use methods such as gestures, pictures and real objects to show students what to do.

Use mother tongue only when necessary for student understanding.

Introduce new words by speaking slowly and clearly.

Introduce a new concept by demonstrating what to do (model).

Allow students to use body language as well as words to communicate.

Introduce students to the student book by showing them the cover and reading the title.

Then explain that the people of the United States of America donated this book to second grade students and teachers in Ethiopia.

Explain how to use these student book features: Table of Contents, page numbers, lesson numbers and moving left to right and top to bottom to find pictures and read words.

Show students each feature of the student book as you explain it.

1. Table of Contents: The Table of Contents shows the unit number, the title of the unit and the page number where each unit starts.
2. Page Number: The numbers are in order, starting with the Number 1.
3. Lesson Numbers: Explain that there are 14 units in this book. Each unit has separate lessons. Each lesson has its own number written as a word. The lessons are not listed in the Table of Contents.
4. Moving left to right top to bottom: Start at the top of the page and move from the left side of the page to the right side of the page to read words and find pictures.

Greet students by saying:

**Good morning/afternoon. Hello! My name is _____. What is your name?
How are you? (Choose several students to respond.)**

Ask students to look at the picture of a boy and girl greeting each other in Unit 1, Lesson One of the student book. Read the conversation out loud to the students. Tell students to repeat after you sing or chant out loud each line of the "Greeting Song."

Greeting Song

Hello, hello.
How are you?
I'm fine, thank you.
I'm fine, thank you.
How are you?

Hello, hello.
How are you?
I'm fine, thank you.
I'm fine, thank you.
How are you?

1. Practise the song before you go to class.
2. Sing the song a few times for students to hear.
3. Use gestures to help students understand the words.
4. Sing the song line-by-line and have students repeat after you. Do this several times.
5. Sing the whole song together.
6. Have just the girls sing the song with you, then the boys.
7. Have different groups of students sing the greeting and the reply, e.g. boys greet and girls reply in the first verse, and then girls greet and boys reply in the second verse.
8. Have partners sing to each other, each taking turns to sing the question and the answer.
9. Have groups of students sing the song, if possible, without your help.
10. Finally, sing the whole song together out loud.

Introduce the next part of Lesson One by telling students that they will review English names for different objects (e.g. book, pencil, bag, desk, bench, chalkboard, duster, ruler, pen, rubber, window, door and floor.) Point to objects on your desk, on students' desks and around the classroom and ask:

What is this? What is that?

Students say:

It is a/an _____.

Select individual students to respond to the questions.

Hold up an object (such as a duster) and then place it in different places around the room. Ask:

What is this? Where is the _____? The _____ is _____ the door. Where is the duster? The duster is near the door. It's near the door.

Students will respond:

The _____ is _____ the _____. It's _____ the _____. (The duster is near the door.) (It's near the door.)

Remind students that if they are speaking about more than one item, they should add –s or –es to the ending. Hold up two items. Ask:

What are these? The _____ are _____ the _____. They are _____ the _____. (The dusters are near the door. They are near the door.)

Tell students to look in their student book at the pictures of classroom objects. Ask individual students to tell you what classroom objects they see in the picture by pointing to the object and by using the language pattern:

It is a/an _____.

Then have students in pairs show and point to objects around the classroom and ask and answer the questions:

What is this? What is that? What are these?

Again, they should answer:

It is a/an _____. They are _____.

Praise students for remembering so many English words.

Lesson Summary: Remind students that they learned the book features, sang the “Greeting Song” and reviewed the English names for different objects.

Vocabulary: good morning/afternoon, hello

Language Patterns: My name is _____. What is your name? How are you? Thank you. What is this? What is that? What are these? It is a/an _____. They are _____.

LESSON TWO

Focus: Listening, Speaking, Reading

Preparation: Make flash cards with the names of classroom objects (e.g. chalk, book, pencil, duster, bench, pen, bag, paper).

Sing the “Greeting Song.”

Show students four or five small classroom objects and flash cards with the name of each classroom object. Objects may include a duster, a piece of chalk, a pencil, a book or any object you have in your classroom. The pictures in the student book also can be used.

Show students a bag. Name each object and put it in the bag. Call several students, one at a time, to come to the front of the classroom. Tell each student to put his/her hand into the bag and feel one object.

*Tell students that the word **what’s** is a **contraction** that takes the place of **what is**.*

Ask:

What is that? What's that?

Students will think and try to identify the object that they are feeling in the bag and say:

It is a/an _____.

*Tell students that the word **it's** is a contraction that takes the place of **it is**.*

The student will take the object out of the bag and repeat the name of the object by saying:

It's a/an _____.

Repeat together out loud the name of the object as you hold up the object for the class to see. Repeat the name until students know it. Then place each object on your desk.

Place flash cards on the shash board. Call on different students to match flash cards with the name of the object to the object on your desk by holding the object and the flash card up for the class to see.

Tell students that there are some English words that tell where things are. Say:

Where's is a contraction that means the same as *where is*. It asks about where something is found or its position.

*For example: If you say, **Where's the duster?** Students will tell you where you can find the duster. Ask students which two words make up the word **where's**?*

*Words that tell where something can be found are called **position words** or **prepositions**. Objects can be **on**, **under**, or **in** something. On the chalkboard write the word **on**. Model by putting a duster on a desk. Say:*

This is a duster. The duster is on the desk.

Where is the duster? Where's the duster? It's on the desk.

Ask students to listen to you and then say:

The duster is on the desk.

Repeat together out loud:

The duster is on the desk.

*Put the duster under the table. Write the word **under** on the chalkboard. Say:*

This is a duster. The duster is under the table. Where is the duster? Where's the duster?

Ask students to repeat together out loud the question:

Where's the duster?

*Tell students to listen to you answer the question, *Where's the duster?* Repeat the answer together out loud until students understand. Say:*

The duster is under the table. It's under the table.

Students repeat together out loud:

The duster is under the table. It's under the table.

Show students a book. Put the book on the table. Say:

This is a book. The book is on the table. Where's the book?

Students will repeat together out loud:

Where's the book?

Students will reply with the language pattern:

The book is on the table. It's on the table.

Show students another book. Put the book under the table. Say:

This is a book. The book is under the table. Where's the book?

Students will reply with the language pattern:

The book is under the table. It's under the table.

Write the word in on the chalkboard. Model by putting a book in a bag. Say:

The book is in the bag. Where's the book?

Students will repeat together out loud:

Where's the book?

Students will reply with the language pattern:

The book is in the bag. It's in the bag.

Call on different students to place classroom objects **on** or **under** the table or **in** the bag. When a student comes to the front of the classroom, give him/her an object. The student will name the object and put it **on** or **under** the table or **in** the bag. Then the student will name the object and tell its location:

This is a book. The book is on the table. It's on the table.

This is a book. The book is in the bag. It's in the bag.

This is a book. The book is under the table. It's under the table.

Tell students to work with a partner. One student will put a pencil **on** or **under** the desk or **in** his/her pocket or book bag and ask:

Where is the pencil? or Where's the pencil?

The partner will name the object and tell what it is and where it is.

This is a pencil. or That is a pencil.

The pencil is on the table. The pencil is under the table. The pencil is in the bag.

It's on the table. It's under the table. It's in the bag.

As you read the sentences below each picture in Lesson Two in the student book, ask students to point to the picture that represents the sentence that you read. Read the sentences in the following order: **The duster is in the bag. The duster is on the desk. The duster is under the table.**

Students will use the language patterns that the teacher has modeled for using the position words **on**, **under** or **in**. Students will take turns putting other objects **on** or **under** the table and **in** a bag or pocket and asking questions about the position of the object: **on**, **under** or **in**.

Lesson Summary: Ask students what they learned. Remind students they have reviewed the names of classroom objects (chalk, book, pencil, duster, chair, desk, bench, pen, bag,

paper). They also learned how to tell and show the locations of classroom objects by using position words (**on, under, in**).

Vocabulary: on, under, in, pencil, duster, chair, book, pen, bag, paper, chalk

Language Patterns: Where is the _____? Where's the _____?
It is _____. It's _____. The _____ is _____ the _____. It's _____ the _____. This is a _____.

LESSON THREE

Preparation: Make flash cards naming larger classroom objects such as a chalkboard, wall, window, door, bench, table, desk, floor and any other large classroom object.

Focus: Listening, Speaking, Reading, Writing

Greet students in English. Sing the "Greeting Song."

*Review the position words: **on, in, under**.*

Tell students that they will learn new words that show the location of objects.

Tell students to open their student book and look at the three pictures of the duster from Lesson Two. Call on individual students to tell you in a complete sentence using the language patterns learned where the duster is located in each picture. The sentences are given in the student book so students can try to read the words. Then ask students to get into groups of three. Each person should tell the location of the duster in one of the pictures.

*Tell students they will learn the new position word **near**. Write **near** on the chalkboard. Put the duster near the door. Say:*

This is a duster. The duster is near the door. Where is the duster? Where's the duster?

Students will answer together out loud:

The duster is near the door. It's near the door.

Say:

The duster is near the door. It's not in the door. It's not on the door. It's not under the door. The duster is near the door. Where is the duster? Where's the duster?

Students will answer together out loud.

The duster is near the door. It's near the door.

Place other objects near to each other and ask students where they are. Ask students to place objects near the door, near the chalkboard, near the wall, etc. Each time ask:

**Where is the _____? The _____ is _____ the _____. It's _____ the _____.
Example: Where is the duster? The duster is near the door. It's near the door.**

Example: Where is the duster? The duster is near the door. It's near the door.

Repeat the pattern until students understand. Ask students where objects are located.

Say:

Where is the _____? Where's the _____?

Example: Where is the chalk? Where's the chalk?

Students will respond together out loud:

**The chalk is near the door. It's near the door.
The duster is under the table. It's under the table.**

Tell students they will learn the new position word **outside**. Write **outside** on the chalkboard. Put the duster outside the classroom. Say:

**This is a duster. The duster is outside the classroom. Where is the duster?
Where's the duster?**

Students respond together out loud:

The duster is outside the classroom. It's outside the classroom.

Have a small group of students go outside the classroom and ask where they are. Ask:

Where is _____? Where's _____? (student's name)

A student will answer:

(Student's name) is outside the classroom.

Repeat the question several times until four or five students outside the classroom are identified. Repeat together out loud until students understand the position word.

Students will return to the classroom.

Tell students that they will learn another new position word. Write the word **inside** on the chalkboard. Put the duster inside the classroom. Say:

**This is a duster. The duster is inside the classroom. Where is the duster?
Where's the duster?**

Students respond together out loud:

The duster is inside the classroom. It's inside the classroom.

Have a group of students come to the front of the classroom and stand near the door. Ask where individual students are. Then have some students stand inside and others stand outside the classroom. Tell students to get in pairs to ask each other questions about where individual students are. Students ask:

**Where is (student's name)?
Who is outside the classroom?
Who is inside the classroom?**

Take students outside. Ask the girls to form three lines (one girl in front of the other). Ask the boys to form a large circle around the girls. Ask the girls to put their left hand on the shoulder of the person in front of them. Ask the boys to put their right hand on the shoulder of the person next to them. Ask:

Who is inside the circle?

One student says:

_____ is inside the circle. (Example: Maritu is inside the circle.)

Students say together out loud:

Maritu is inside the circle.

Name individual girls and ask:

Where's _____? Where are _____ and _____?

Students say together out loud:

Abeba is inside the circle. Maritu and Abeba are inside the circle.

Repeat the questions and responses until students understand. Ask:

Where's the teacher?

A student says:

The teacher is outside the circle.

Students say together out loud:

The teacher is outside the circle.

Tell boys to hold hands and lift their arms up high. Tell girls to go under the boys' arms through the circle. Ask:

Where are the girls?

Students will say together out loud:

The girls are outside the circle.

Tell girls to make a circle. The boys should be inside the circle now. Ask:

Where are the boys?

Students say together out loud:

The boys are inside the circle.

Ask students to form two lines facing each other near the door. Tell students to join hands with a person across from him/her in the other line. The first person in line should go first joining hands. Then the second, third, etc., follow. Tell partners to raise their joined hands in the air. Ask the last set of partners to go under all of the raised arms into the classroom until all students are back inside the classroom.

Once students are seated, choose several students to put the flash cards for larger classroom objects on, near, or under those objects. Students will say where each card is placed. Students will copy the object words from the chalkboard into their exercise book.

Ask students to look at the pictures in Lesson Three in their student book. As you read the sentences, ask students to point to the object. Read the sentences in order (left to right) and then randomly. Tell students to point to each picture as you read the corresponding sentence.

Lesson Summary: Tell students that they learned more position words to tell the position of objects. Tell students that they learned that objects can be near something, inside something, or outside something.

Vocabulary: near, inside, outside

Language Patterns: Where is _____? Who is _____? What is _____?
Where's the _____? The _____ is _____ the _____. It's _____ the _____.
This is a _____.

LESSON FOUR

Focus: Listening, Speaking, Reading

Preparation: Gather the flash cards and classroom objects (duster, paper, pencil, pen, book and bag) and place them at the front of the room. Make flash cards with students' names beginning with a capital letter.

Methodology:

- Use songs to review concepts.
- Use picture cards on a shash board.
- Tell a story.
- Play a game.

Sing the "Greeting Song" from Lesson Two.

Tell students that they will review names of objects and the words to show the position of objects. Name the objects as you put them in the bag. Say:

This is a _____.

Repeat the sentence naming each object until all the objects are in the bag. Call a student by name to pull an object from the bag. When the student pulls the object from the bag, say:

What is that? What's that?

The student will name the object and say:

This is a _____.

Tell the student where to put the object using one of the position words. Say:

Put the _____ the table, please. (Put the book on the table, please.)

*Call on different students to pull objects from the bag and name the objects. Ask them to put the objects in different locations within the classroom using prepositions that show position (**on, under, in, inside, outside and near**).*

Ask a student to stand outside the classroom. While that student is outside, hide a classroom object. Ask the student to come back inside the classroom. Call on individual students to give instructions to the student who came back inside so that he/she can find the object. For example: The _____ isn't under the desk. It isn't near the door. Where is it? The student should go to the shash board to get the position word flash card. He/She should place the correct position word flash card next to the object and say, "The (object) is (position word) the _____."

Read the story below twice. First the students will listen to the story. Before you read the story again, tell students to listen for the names of classroom objects and the prepositions that show position. Students will raise their hand when they hear classroom objects and clap for position words (prepositions).

*Explain what the words **lost** and **butterfly** mean. You could do this by showing students the picture of the butterfly in Unit 1, Lesson Four in the student book and miming looking for your pen and finding it again.*

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 the 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.

After reading the story twice, have students name the objects and position words (prepositions) that show position in the story. As students name the objects and position words, write them on the chalkboard. Read the story out loud again and ask students to point to each position word. (Position words are underlined in the story in the teacher's guide, but not in the student book.)

*Gather the object flash cards by playing the **I Spy** game. Name the location of a flash card. Call on different students to locate and bring each card to the desk. When the student picks up the card, he or she will read the name of the object on the flash card. Use all of the prepositions (in, under, on, inside, outside and near) to complete the game. Repeat the phrase **I Spy** as he/she names each location. Say:*

I spy a flash card. It is near the _____.

When the student brings the flash card to you, hold the flash card so all students can see it. Then say:

What is this? What's this? Where is it?

All students will say together out loud the name of the object on the flash card and its location. Students say:

It is a _____. It's a _____.

It is (on, under, near) the _____. It's (on, under, near) the _____.

Lesson Summary: Tell students that they reviewed the words that tell the names of objects in the classroom and where objects are located. They listened to a story and answered questions.

Vocabulary: lost, butterfly

Language Patterns: What is that? What's that? This is a _____. Put the _____ on the _____, please.

LESSON FIVE

Focus: Listening, Speaking, Reading, Writing

Sing the “Greeting Song.”

Tell students that they will learn to exchange simple greetings with a partner. Ask students to open their student book and look at the picture of two friends greeting each other in Unit 1. Explain to students that when you greet someone, it is polite to shake his/her hand as you greet him/her. Model with a student how to exchange simple greetings. Say:

Hello. How are you?

The student will respond:

I am fine, thank you. How are you?

Say:

I am fine, thank you. What’s your name?

The student will respond:

My name is _____. It is nice to meet you.

Say:

My name’s _____. It is nice to meet you.

The student will respond:

It is nice to meet you too.

Students should then shake hands.

Shake hands with some students and greet them. Ask students to pick a partner and exchange greetings. The students will stand up and role play meeting each other for the first time. Move around the classroom and observe students as they exchange simple greetings and make corrections or model correct greetings as needed. At the end of the activity, students will return to their seats. Choose pairs of students to exchange greetings in front of the class.

*Remind students that they are reviewing capital letters in this unit. Remind them that there is a capital letter for each lower case letter. Write the lower case letters **a-z** and the matching capital letters above them on the chalkboard, or sing the “ABC Song” with students.*

Give each student a flash card with his/her name beginning with the capital letter. Ask students to point on the flash card to the capital letter that starts their names. As they point to the letters, they should name them. (Example: This is capital M). Ask students to look at the chart with capital and lower case letters in their student book, Lesson Four. Ask students to find the capital letter that begins their name and point to it on the chart.

Ask students to copy their name from the flash card into their exercise book and keep the flash cards in their exercise book to use when practising reading and writing their names. Students will copy their names from their flash cards into their exercise book five times. Remind students that the first letter must be a capital letter.

Reread the story “The Lost Butterfly” to the class. Ask individual students questions about the story. Possible questions:

1. How does Solomon feel at the beginning of the story? (*very sad*)
2. Where does the story take place? (*in the classroom*)
3. What are the names of the boys in the story? (*Solomon and Tilahun*)
4. Who is sitting near the window? (*Tilahun*)
5. Who is sitting on the bench? (*Solomon*)
6. What has Solomon lost? (*a butterfly*)
7. What is Solomon playing with now? (*a stick*)
8. What words does Tilahun use to greet Solomon? (*“Hello, how are you?”*)
9. Is Tilahun kind? Explain your answer. (*Yes. He tries to help his friend.*)
10. Is the butterfly in the bag? (*no*)
11. Where is the butterfly at the end of the story? (*on the window*)
12. Why does Solomon smile? (*he sees his butterfly*)
13. How does Solomon feel at the end of the story? (*happy*)
14. How do you feel when you lose something? (*sad/worried*)

Ask as many open-ended questions as you can in order to promote higher level thinking. If there is time remaining, students may draw pictures to go with the story.

Lesson Summary: Tell students that they learned the words to use when greeting someone, reviewed the letters of the alphabet and they learned to write their name using a capital letter. Students discussed the story “The Lost Butterfly” and answered questions about it.

Vocabulary: hello, fine, thank, nice, name

Language Pattern: My name is _____.

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Sing the “Greeting Song.” Review greetings and other personal details such as name, grade and father’s name. Ask several students individually to greet you and give some personal details.

Review names of classroom objects and positions using real objects, picture cards and flash cards. Ask individual students to label items in the classroom with the flash cards and discuss their position.

Have students secretly draw three pictures in their exercise book to show an object, e.g. a ball, a butterfly or an object of their own choice in different positions. They could choose to draw the object so it is near the door, under a table, on a desk, etc. Their partner must guess where the chosen object is.

*Remind students that they are learning capital letters in this unit. Remind them that there is a capital letter for each lower case letter. Write the lower case letters **a-z** and the matching capital letters above them on the chalkboard or use the chart in the student book, Lesson Four. Sing the “ABC Song” with students.*

Students will write their names from their flash cards into their exercise book three times. Their partner will check spelling against their name flash card.

Sing the action song, "If You're Happy and You Know It" first with the original words and then using the position words **near** and **on** in place of the words "clap your hands." Ask students to listen for these words and do the actions. Demonstrate each action after you sing the words.

If You're Happy and You Know It

If you're happy and you know it, clap your hands.

(Clap twice)

If you're happy and you know it, clap your hands.

(Clap twice)

If you're happy and you know it, and you really want to show it,

If you're happy and you know it, clap your hands.

(Clap twice)

If you're happy and you know it, stand near a friend.

(Clap twice)

If you're happy and you know it, stand near a friend.

(Clap twice)

If you're happy and you know it, and you really want to show it,

If you're happy and you know it, stand near a friend.

(Clap twice)

If you're happy and you know it, sit on your chair.

(Stamp feet twice)

Repeat as in verse one

If you're happy and you know it, sit on your chair.

(Wave twice)

Repeat as in verse one

If you're happy and you know it, shout 'I am!'

(Shout the words I am one time)

Repeat as in verse one

Sing the song together out loud again.

Lesson Summary: Students learned classroom objects and positions of objects. They practised writing their name beginning with a capital letter and learned a song with actions.

Vocabulary: you're, you are, clap, stamp, wave, shout

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Make 18 separate flash cards for: **I/am/'m, you/are/'re, he/is/'s, she/is/'s, we/are/'re and they/are/'re.**

Pronoun	Verb	Contraction
I	am	'm
you	are	're
he	is	's
she	is	's
we	are	're
they	are	're

Make picture cards to represent **happy and sad.**

Greet students in English. Sing "If You're Happy and You Know It" using the position word version of the song.

Introduce contractions by saying:

Today we are going to learn about contractions. Contractions are two words that are put together to make a shorter word. I will show you a way to make a shorter word by singing "The Contraction Song."

The Contraction Song

I'm the first word; don't change me!
Don't change me, don't change me.
I'm the first word; don't change me!
Oh, no, just let me be.

When you change the second word,
Second word, second word,
When you change the second word,
A shorter word you see.

The first letter you take away,
Take away, take away
The first letter you take away.
A new word now you see.

Model singing "The Contraction Song" (sung to the tune of "London Bridge is Falling Down"). While singing the first verse of the song, hold up a flash card with the word **I** on it. Put the flash card on the shash board. Then sing the second verse and hold a flash card with the word **am** on it. Put the flash card on the shash board next to the flash card with the letter **I**. As you sing the third verse of the song, put a flash card with an apostrophe **'m** on it over the word **am** to form the contraction **I'm**.

Point out the chart of words and contractions in the student book. Sing the song again. Tell students that as you sing it, they will point to the correct column – first word, second word and contraction. Then ask students to copy each contraction from the chart into their exercise book.

Explain to students that **I'm** means **I am**. Repeat this activity with **you are**, **he is**, **she is**, **we are**, and **they are**. The third time you sing the song, ask some students to come to the front and lead the class in the activity. Tell students that they are going to practise how to correctly say the contractions.

1. Put the picture cards for **sad** and **happy** on the shash board.
2. Hold up the flash card **I** and say the word.
3. The students will repeat the word **I**.
4. Show the flash card with **am** to the students and say the word **am**. The students will repeat **am**.
5. Hold up the flash card with the **apostrophe m ('m)** and put it over **am**.
6. Put the **happy** flash card after **I'm** on the shash board.
7. Point to the picture card for **happy** and say **happy**.
8. Say the contraction **I'm** while pointing to the sentence, (*I'm happy.*) on the shash board. Then read the sentence.
9. The students will repeat the sentence **I'm happy**.

Repeat the process, this time pointing to the flash card with the word **sad**. After practising this a few times, repeat this process using the following contractions several times: **you are (you're)**, **he is (he's)**, **she is (she's)**, **we are (we're)** and **they are (they're)**. You can do this by selecting students to come to the front to demonstrate the meaning of **he**, **she** and **they**.

Remind students that they are reviewing capital letters in this unit. Remind them that there is a capital letter for each lower case letter. Write the lower case letters **a-z** and the matching capital letters above them on the chalkboard or refer to the chart in the student book, Lesson Four. Sing the "ABC Song" with students as you point to each letter on the chalkboard. Students will copy their names from their flash card into their exercise book five times.

Lesson Summary: Tell students that they learned a song about contractions and how to make contractions by putting two words together to make a shorter word. They wrote their name beginning with a capital letter and also wrote contractions.

Vocabulary: he is (he's), she is (she's), we are (we're), they are (they're)

Language Patterns: pronoun + verb: 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

Focus: Listening, Speaking, Reading, Writing

Preparation: Flash cards for each contraction.

Greet students in English. Sing the “Greeting Song.”
Review “The Contraction Song” with students. Hold up the three separate cards as in the previous lesson. Students will say together out loud the contraction and the two words that make up each contraction together out loud.

Model writing each contraction on the chalkboard. Use the table in Lesson Seven, if needed.

Ask students to copy the contractions table in their exercise book.

*Write the letters **a-z** in lower case on the chalkboard or point to them on the wall chart. Read the names of the letters and have students repeat each letter together out loud after you say it.*

*Write the matching capital letters **A-Z** on the chalkboard above or below the lower case letters. Point to each capital letter and say the name of the letters. Students will repeat each letter together out loud after you say it. Sing the “ABC Song” with students.*

*Model writing the letters **A, B, C, D** and **E** on the chalkboard.*

A	B	C	D	E
a	b	c	d	e

Ask students to trace with their finger or fingers each letter in the chart in Lesson Eight in their student book. As they trace each letter they will say its name:

This is capital _____ (letter name). This is lower case (small) _____ (letter name).

*Ask individual students to identify people whose names start with **A – E**. Individual students also will say words that begin with **a – e**. Write examples on the chalkboard. Remind students that names begin with a capital letter.*

*Tell students to copy the upper and lower case letters **A-E** and **a – e** from the student book five times each.*

*Play the game **Solomon Says** to review prepositions (Put your pencil near your book. Put your book on your desk, etc.) and to give basic classroom instructions: Open your book. Stand up. Don’t talk. Don’t move.*

Lesson Summary: Tell students that they practised using contractions. Students also learned to read and write capital and small letters **A – E** and **a-e** and reviewed prepositions.

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

Preparation: Flash cards with the names of classroom objects and contraction flash cards, picture cards of a happy face and a sad face

Greet students in English. Sing “The Contraction Song.” Hold up each contraction card. Students will say together out loud the contraction and the two words that make up each contraction. Hold up one of pictures of the happy or sad face and model the sentence pattern:

I’m happy. I’m sad.

Using the other contraction cards with the pictures, have students say sentences:

He’s happy. We’re sad. etc.

Explain that **he’s** is a contraction for **he is** and **we’re** is a contraction for **we are**.

Review the letters **a-z** and the matching capital letters **A-Z** on the chalkboard or wall chart. Point to each capital letter as you say the names of the letters. The students will repeat each letter together out loud after you say it. Sing the “ABC Song” with students.

Model writing the letters **F, G, H, I** and **J** on the chalkboard.

F	G	H	I	J
f	g	h	i	j

Ask students to trace with their finger or fingers each letter in the chart in Lesson Nine in their student book. As they trace each letter they will say its name:

This is capital _____. (letter name) **This is small _____.** (letter name)

Ask individual students to identify people whose names start with **F-J**. Individual students also will say words that begin with **f-j**. Write examples on the chalkboard. Remind students that names begin with a capital letter.

Tell students to copy the upper and lower case letters **F-J** and **f-j** from the student book five times each.

Review the flash card words and classroom objects with the students. Call on students to use the word flash cards and match each word to a classroom object (bench, textbook, chalkboard, bell, stick, ruler and window). Tell students to point to the picture of each object (bench, textbook, chalkboard, bell, stick, ruler and window) in Unit 1, Lesson One of the student book as you say:

Show me a _____.

Students will respond using the sentence pattern: **This is a _____.** (name of object)

Students will work with a partner to write a sentence about each object and draw a picture to match the object in their exercise book. Model how to do this on the chalkboard. Students will share their drawings with each other. Example: Show them how to draw a picture of a door. Then show them how to write the sentence: *This is a door.*

Lesson Summary: Tell students that they have learned to read and write capital and small letters **f-j** and **F-J** and practised matching and writing words and sentences about classroom objects.

Language Patterns: I’m _____. He’s _____. We’re _____. You’re _____. They’re _____. She’s _____. Show me a _____. This is a _____.

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Flash cards with the names of classroom objects and contraction flash cards, picture cards of a happy face and a sad face

Greet students in English. Sing the “Greeting Song.” Review contractions with the words **happy** and **sad**, using the happy and sad picture cards and contraction flash cards.

Tell students that they will review how to exchange simple greetings with a partner. Partner One says:

Hello! How are you?

Partner Two says:

I am fine, thank you. How are you?

Partner One says:

What’s your name?

Partner Two says:

My name’s _____.

Partner One says:

It is nice to meet you!

Partner Two says:

It is nice to meet you, too!

Partners will shake hands as they say the final greeting.

Write the following dialogue on the chalkboard.

Abebe	Hello, how are you?
Sisay	I am fine, thank you. How are you?

Students will write the dialogue in their exercise book, copying their name and their partner’s name from their flash cards into their exercise book to label each line of the dialogue.

Review the letters **a-z** and the matching capital letters **A-Z** on the chalkboard. Point to each capital letter and say the names of the letters. The students will repeat each letter together out loud after you say it. Sing the “ABC Song” with students.

Model writing the letters **K, L, M, N** and **O** on the chalkboard.

K	L	M	N	O
k	l	m	n	o

Ask students to trace with their finger or fingers each letter in the chart in Lesson Ten in their student book. As they trace each letter, they will say its name:

This is capital _____. (letter name) This is lower case _____. (letter name).

Ask individual students to identify people whose names start with **K-O**. Individual students also will say words that begin with **k-o**. Write examples on the chalkboard. Remind students that names begin with a capital letter.

Tell students to copy the upper and lower case letters **K-O** and **k-o** from the student book five times each.

Remind students that they have learned that objects can be on something, in something, under something, near something, inside something or outside something. (Use your hands to show these positions.) The teacher will call on individual students to follow instructions. Give students an object such as a pencil, duster, etc. Give students instructions on where to place the object. Say:

Put the ruler under the table. (... near the window, on the table, etc.)

Place the object flash cards on the shash board. Individual students will say out loud each letter of a word as the letters are pointed out. Students will repeat together out loud each letter of the word and then say the word.

Lesson Summary: Students practised writing their name and their partner's name using a capital letter. Tell students that they practised writing upper case (capital) and lower case letters **k-o** and they practised orally spelling words that name classroom objects. They also wrote a short dialogue and reviewed position words.

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Make cards with action instructions and contraction flash cards. *Examples of action instruction sentences: Jump up and down. Sit in the chair. Stand up. Touch your book. Talk to a friend. Clap your hands. Wave hello. Stamp your feet.* Make cards with negative instructions. *Examples of negative instruction sentences: Don't jump. Don't talk. Don't walk. Don't stand up.*

Greet students in English. Sing the "Greeting Song."

Tell students that they will review how to exchange simple greetings with a partner.

Ask students to copy their name from their flash card into their exercise book three times.

*Review the letters **a-z** and the matching capital letters **A-O** on the chalkboard. Point to each capital letter and say the names of the letters. Students will repeat each letter together out loud after you say it. Sing the "ABC Song" with students.*

*Model writing the letters **P, Q, R, S** and **T** on the chalkboard. Call on individual students to identify people whose names begin with **P-T** and words that begin with **p-t**.*

P	Q	R	S	T
p	q	r	s	t

Ask students to trace with their finger or fingers each letter in the chart in Lesson Eleven in their student book. As they trace each letter, they will say its name:

This is capital _____. (letter name) This is lower case _____. (letter name).

Ask individual students to identify people whose names start with **P-T**. Individual students also will say words that begin with **p-t**. Write examples on the chalkboard. Remind students that names begin with a capital letter.

Tell students to copy the upper and lower case letters **P-T** and **p-t** from the student book five times each.

Sing “If You’re Happy and You Know It, Clap Your Hands.”

Hold up each action instruction card; read the card and model the action.

Example: Stand up. Touch your book.

Read the cards and have the students follow the instruction. Call on individual students to pick a card with action instructions. Ask them to read the card to the class. The whole class must then follow the instruction.

Introduce the negative instruction cards to students and model the actions:

Example: Stand up. Don’t sit down.

Practise with students, giving them positive and negative instructions from the cards.

Bring pairs of students to the front of the class. Have one student take a card and read the instruction to the other student. This student should follow the instruction (do the action or not do the action). Provide help with reading the card when needed.

Tell students that they will follow written instructions as they do a written task. Say:

Turn to Lesson Eleven in your student book and follow along as I read the directions.

Then read the directions again together out loud with students as they follow the words in their student book. They will draw a picture of a ruler and position it **near, in, on** or **under** the object named: a ruler near the chair, a ruler under the table, a ruler in the bag, a ruler on the book.

Tell students that the pictures in their student book will help them to draw the object and place the ruler **near, under, in** or **on** the object drawn. Draw a picture of a ruler on the chalkboard so they can copy it. Ask students to share their drawings with and explain them to a partner using the sentences from the student book.

Lesson Summary: Students continued to practise writing their name using a capital letter. Tell students that they learned to read and write capital and small letters **P-T** and **p-t** and they followed instructions from cards (and in their student book that required them to draw objects and position an object). They practised following written instructions and learned positive and negative instructions.

LESSON TWELVE

Focus: Listening, Speaking, Reading, Writing

Preparation: Alphabet flash cards in a bag.

Write on the chalkboard the position words (prepositions) that name locations and classroom objects. Examples: **in, on, inside, outside, under** and **near** and object words: **table, chair, desk, book, window**, etc.

Greet students in English. Sing the "Greeting Song." Tell students that they will review how to exchange simple greetings with a partner. Use the dialogue in their student book.

Review the letters **a-t** and the matching capital letters **A-T** on the chalkboard. Point to each capital letter and say the names of the letters. Students will repeat each letter together after you say it. Sing the "ABC Song" with students.

Model writing the letters **Uu, Vv, Ww, Xx, Yy** and **Zz** on the chalkboard. Ask students to identify people whose names begin with **U-Z** and words that begin with **u-z**.

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

Ask students to trace with their finger or fingers each letter in the chart in Lesson Twelve in their student book. As they trace each letter, they will say its name:

This is capital _____ (letter name). This is lower case _____ (letter name).

Ask individual students to identify people whose names start with **U-Z**. Individual students also will say words that begin with **u-z**. Write examples on the chalkboard. Remind students that names begin with a capital letter.

Tell students to copy the upper and lower case letters **U-Z** and **u-z** from the student book three times each.

Hold up flash cards in order from **A-Z**. Students will stand when the teacher holds up the flash card with the beginning letter of their name. Gather all the flash cards and put them in a bag. Pull a flash card randomly from the bag. Ask students to stand when you hold up the beginning letter of their name.

Erase capital letters at random and select students to come to the board and fill in the missing alphabet letters.

Tell students to listen to and follow the words in the gap sentences in their student book as you read them out loud. Read together out loud the same sentences. Tell students that the words in the Word Bank will help them fill in the missing letters. Say:

Copy the sentences from the student book into your exercise book. Fill in the gaps for the missing letters.

1. Put the (d)uster (o)n the (t)able.
2. Find the (r)uler (u)nder the (w)indow.
3. The (f)ish can (s)wim.
4. Mother is (n)ear a (b)ench.
5. The (m)onkey can (c)limb.

Tell students they will write their names in their exercise book three times each without copying from their card. Check the students' exercise books.

Sing "If You're Happy and You Know It" with original and position word verses.

Lesson Summary: Students practised writing their name using a capital letter. Students learned to read and write capital and small letters **U-Z** and **u-z**. They also copied gap sentences and supplied the missing letters.

UNIT 2: HOW MANY BOOKS?

Learning Outcomes: Students will be able to

- give and ask for ages.
- count from 11 – 20.
- use singular and plural forms to talk about number of objects.
- listen to singular and plural forms and make distinctions.
- sing songs.
- ask questions with the words *how many* and answer the questions.
- exchange simple greetings.
- read numbers with simple plural nouns for classroom objects.
- read number words.
- write words to describe a picture.

Assessment: Assess each student’s work continuously over the whole unit based on the learning outcomes to determine whether the student has achieved the minimum required level.



Speaking and Listening: Say a number from 1 – 20 and ask students to make up a sentence using that number: There are 4 windows in the classroom. I am 9 years old, etc.

LESSON ONE

Focus: Listening, Speaking, Reading, Writing

Preparation: Make flash cards for the numbers 1 – 20. Each flash card must have the number word, the number and a set of familiar objects that the students can count.

Example:

 2	 3
two	three

You also will need ten sticks.

Greet students in English. Sing the “Greeting Song” found in Unit 1, Lesson One. Ask students to turn to each other and exchange greetings.

Tell students that they are going to review numbers 1 – 10. Model counting to ten twice and sing the “Number Song.”

Ask students to look at the picture in Lesson One in their student book and tell what they think is happening in the picture and how it relates to counting. Ask students to listen to and follow the words in the “Number Song” in their student book as you sing again.

Place the number cards on the shash board and point to each number as you sing. Ask students to sing the song with you. Point to the cards again as everyone sings together out loud.

Number Song

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

Sing the Number song again. As students sing they will point to the number and the number word in their student book.

*Play the action game **Mingle** outside the classroom. Students mingle around and when you call a number (1 – 10), students will quickly get into groups according to the number called. Say:*

We are going to play a game called Mingle. Mingle means that you move about and talk to different people. You may walk around in this area. When you hear me call out a number, get in a group of that number of students.

Demonstrate by calling out the number 6 and the names of six students to form a group. Tell the remaining students to get into groups of six. Check that there are six in each group by having group members count out loud in order from 1 to 6.

Call any numbers 1 – 10 at random and check the number of students in each group by having group members count the numbers out loud in order. Say:

Mingle. The number is four. Students will count by saying 1, 2, 3, 4 to be sure there are only four students in each group.

Repeat this activity several times. Once the activity is over, students will return to the classroom. Unless students in the class can be divided equally, one group may have fewer students than the number called.

Hold up a certain number of sticks. Ask:

How many sticks? Let's count.

With the students count together out loud the number of sticks.

1, 2, 3

After the sticks have been counted, hide or cover the sticks. Ask:

How many sticks are hidden/covered?

Students will recall the number of sticks that were counted and then hidden. Students say:

There are _____ hidden sticks.

Show the sticks again. Students count the sticks to verify the number. Repeat this activity using different numbers of sticks. Bring individual students to the front of the class to select a number of sticks, cover them and have the class guess the number.

The student says:

How many sticks are hidden/covered?

Students say together out loud:

There are _____ hidden sticks.

Play this game several times.

Lesson Summary: Ask students what they learned. Reinforce their responses by telling students that they reviewed how to count to ten in English. They also learned how to mingle in groups of different sizes. Students also remembered how many are in a group.

Vocabulary: mingle, sticks, one, two, three, four, five, six, seven, eight, nine, ten

Language Pattern: There are *(number)(object)*.

LESSON TWO

Focus: Listening, Speaking, Reading, Writing

Preparation: Gather one stick per six students to use to write the numbers in the dirt. Prepare number flash cards 11 – 20. See how to make them in Lesson One Preparation.

Sing the “Greeting Song.” Students will turn to each other and exchange greetings. Sing the “Number Song.”

Tell students that they will review counting from 1 – 10. Lead students in counting from 1 – 10. Have them look at the number chart in Lesson One as they count. Tell students they now will review how to count from 11 – 20. Have them look at the number chart in Lesson Two as they count. Model saying the numbers 11 – 20 out loud while placing each number flash card on the shash board. Students will repeat each number word after you five times.

eleven, eleven, eleven , eleven, eleven

*Do the same with number 12 and then with 13 – 19. Tell students to notice the second syllable of the number words for numbers ending in **-teen**. Example: **fourteen**. Finally, say the number twenty.*

Say each number word and number and count the matching objects. Students will say the number word and number as you point to each one, and they will count the matching objects with you together out loud. Count from 11 – 20 several times with students. Have different groups of students count together.

Tell students that they are going outside to practise writing the numbers from 11 – 20. Lead students outside. Put students into groups of six. Give each group of students a stick. Explain that students will take turns writing in the dirt the numbers that you call. Say:

Write the number 15.

Ask one student in each group to write:

15.

Individual students in each group will take turns writing the numbers 1 – 20 as you call them out. Practise the activity for several minutes.

Students will return to the classroom counting together out loud numbers 1 – 20.

Lesson Summary: Tell students they learned to count from 11 – 20 in English and wrote the numbers in the dirt.

Vocabulary: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty

LESSON THREE

Focus: Listening, Speaking, Reading, Writing

Preparation: Flash cards with the numbers 11 – 20

Greet students in English. Sing the “Greeting Song.” Ask students to turn to each other and exchange greetings.

Tell students they will review counting from 1 – 20 by singing the “Little Elephants Song.”

Little Elephants 1

One little, two little, three little elephants,
Four little, five little, six little elephants,
Seven little, eight little, nine little elephants,
Ten little elephants.

Ten little, nine little, eight little elephants,
Seven little, six little, five little elephants,
Four little, three little, two little elephants,
One little elephant.

Show students how to wave one of their arms in front of their face as an elephant would its trunk. As you sing the “Little Elephants” song, bring ten students to the front of the class one at a time, while counting “up” from 1 to 10. They should wave an arm in front of their face like a trunk.

Send them back to their seats one at a time when the song reverses the counting or “counts down.” Review the numbers 11 – 20 at the shash board using the cards from Lesson Two. Repeat the activity by adding verses to the song to go up to twenty and back to one.

Little Elephants 2

One little, two little, three little elephants,
Four little, five little, six little elephants,
Seven little, eight little, nine little elephants,
Ten little elephants.

Eleven little, twelve little, thirteen little elephants,
Fourteen little, fifteen little, sixteen little elephants,
Seventeen little, eighteen little, nineteen little elephants,
Twenty little elephants.

Twenty little, nineteen little, eighteen little elephants,
 Seventeen little, sixteen little, fifteen little elephants,
 Fourteen little, thirteen little, twelve little elephants,
 Eleven little elephants.

Ten little, nine little, eight little elephants,
 Seven little, six little, five little elephants,
 Four little, three little, two little elephants,
 One little elephant.

Sing the song again. When students have returned to their seats, ask the class to count from 1 – 20 together out loud. Ask students to copy the numbers 11 – 20 and the number words from their student book into their exercise book and draw a set of circles for each number. Model this at the chalkboard.

11	eleven	○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○
12	twelve	○ ○

Lesson Summary: Tell students they reviewed counting from eleven to twenty in English. They also wrote the numbers, number words and circles for 11 – 20 in their exercise book.

LESSON FOUR

Focus: Listening, Speaking, Reading, Writing

Preparation: Flash cards with the two words that form the contractions from Unit 1, Lesson Seven and number flash cards

Greet students in English. Sing the “Greeting Song.” Ask students to turn to partner and exchange greetings using the phrases learned. Tell students they are going to learn to ask people for names and ages. Model this with a few students. Ask students to recall the contraction for I am. Ask:

What is your name and how old are you?

Write the conversation below on the chalkboard. Model this with several pairs of students. Have students practise asking for and giving names and ages with a partner.

**My name is _____. I am or I’m _____ years old.
 What is your name and how old are you?**

Say:

My name _____. I am or I’m _____ years old.

Say:

Let’s play Bingo.

Review the numbers 11 – 20 on the shash board. Write the numbers 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20 on the chalkboard. Tell students in their mother tongue to divide a page in their exercise book into six parts. Model how to draw the six parts.

Model how to write a different number in each box. Ask students to fill in their boxes with any of the numbers 11 – 20. They should not write a specific number more than once. Students do not need to put the numbers in a certain order or pattern. Example:

16	18
11	20
17	12

1. *Tell students that you will say a number and hold up a flash card with a number from 11 – 20.*
2. *If students have the number in one of the boxes, they draw a line through it.*
3. *Show students how to draw the line through the number.*
4. *When they have put a line through every number in their boxes, they can shout, “Bingo!”*
5. *The student who crosses out all of his /her numbers and shouts, “Bingo!” first is the winner.*
6. *Ask the winner to call out the numbers he/she crossed off in his/her exercise book to verify that the answers are correct.*

Play the game several times with the winner calling the numbers each time.

Tell students that together they will sing the “Elephant Song.”

Review contractions. Hold up the flash cards with the two words that form the contraction. Tell students to say the two words and then say the contraction.

Lesson Summary: Tell students they asked each other their names and ages. They reviewed contractions. They also counted from eleven to twenty in English and played Bingo to continue learning the numbers 11 – 20.

Language Patterns: What is your name and how old are you? My name is _____.
I am/I’m ____ years old.

LESSON FIVE

Focus: Listening, Speaking, Reading, Writing

Preparation: Gather objects for students to count (e.g. books, bottle tops, leaves, pens, stones, etc.), 11 – 20 flash cards

Greet students in English. Sing the "Greeting Song." Ask students to turn to each other and exchange greetings. Remind students how to ask for names and ages. Ask them to practise this.

Put 12 books or other items on a table. Write the following dialogue on the chalkboard as you talk with students. Say:

How many _____ are on the table?

Tell students:

There are _____ on the table. (number, name of object)

Students will say together out loud:

There are 12 books on the table.

Stress the plural s and es at the end of words and encourage students to use plurals correctly.

Place 13 pens on the table. As you place them on the table, count from one to 13 out loud. Write the following question on the chalkboard. Ask:

How many pens are on the table?

Students will say together out loud:

There are 13 pens on the table.

Place five sticks on the table. Ask:

How many sticks are on the table?

Students will say together out loud:

There are five sticks on the table.

Repeat this activity using the groups of objects that you gathered.

Tell students to look at the pictures in their student book and copy the sentences in their exercise book, writing in the correct number for the objects using the language pattern There are _____ (number, name of objects). Example:

Picture of twelve carrots
There are _____ carrots.

Have students write:

There are 12 carrots.

Check students' answers.

Hold up a number flash card. Select a student to write the number on the chalkboard. Have the student make up a sentence about the number. They should use objects and numbers as they did previously. Write the sentence on the chalkboard. Read the sentence together out loud as you point to each word.

Example:

There are _____ goats outside the classroom.

Repeat the activity with several other objects and numbers.

Place all flash cards (11 – 20) on shash board. Students will write the numbers 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20 in their exercise book.

Lesson Summary: Tell students they reviewed counting from 11 – 20 in English, wrote the numbers 11 – 20 and made up number sentences about different objects. They counted objects and completed sentences using the number of objects in pictures.

Language Patterns: How many _____ are on the table? There are _____ on the table.

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Preparation: Collect different numbers of small objects. (Examples: 11 pens, 15 pencils, 13 small stones), number flash cards 11 – 20

Greet students in English. Sing the “Greeting Song.” Students turn to each other and exchange greetings using the name and age phrases learned in Lesson Four.

Put 13 stones or other items on a table. As you place them on the table, count from 1 to 13 out loud. Say:

How many _____ are on the table?

Tell students:

There are _____ on the table. (number, name of object)

Students will say together out loud:

There are 13 stones on the table. (There are 13 stones or whatever items you have.)

Stress the plural -s and -es at the end of words and encourage students to use plurals correctly.

Place 11 pens on the table. As you place them on the table, count from 1 to 11 out loud. Write this dialogue on the chalkboard. Ask:

How many pens are on the table?

Students will say together out loud:

There are 11 pens on the table.

Individual students will use the rest of the objects gathered to make sentences using the sentence patterns on the chalkboard. Students will repeat these sentences together out loud.

Bring pairs of students to the front of the class. They will use the flash cards with numbers 11 – 20 and the group objects. They will then ask each other questions and give answers about the number of objects. Check student work.

*Introduce the words **have** and **has** to students. Explain briefly to students that for one person or object, we use **has** and for more than one person or object, we use **have**. Remind students that the words **he** and **she** are singular and that **they** is plural.*

Tell students to look at the pictures in their student book. Model how to use singular and plural pronouns (he, she, they) and singular and plural nouns (ball, balls) and has/have to describe what they see. Stress the plural -s and -es at the end of words and encourage students to use plurals correctly.

Picture of a girl with a ball
There is one ball. She has one ball. or Martha has one ball.

Picture of one boy with two balls
There are two balls. He has two balls. or Jemal has two balls.

Students will turn to a partner and discuss the pictures.

Ask students to work with a partner and make up four sentences using has/have with numbers and objects. They will tell the sentences to a partner and then write the sentences in their exercise book. They should use names of objects found in the classroom.

Lesson Summary: Tell students they reviewed counting from 11 – 20 in English. They used the words *has* and *have* with singular and plural nouns and pronouns and wrote sentences using numbers.

Vocabulary: have, has

Language Patterns: He has _____. They have _____.

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Flash cards with the numbers 11 – 20, pictures of multiple objects, such as: 20 tomatoes, 14 monkeys, 16 hats, 11 cars

Greet students in English. Sing the “Greeting Song.” Have students turn to each other and exchange greetings. Remind students to ask and give their ages and names.

*Remind students that some words show more than one by adding -s. Explain that there are some words that must have -es added to show more than one. Explain that the word **sheep** is both singular and plural and the spelling does not change even when there is more than one.*

Write singular nouns and their plurals ending with -s on the chalkboard and say the words. (See the chart below.) Read the singular and matching plural words to students and count the objects. Ask students to notice the word endings. Ask students to repeat the words together out loud after you as you point to each word. Students will copy the singular and plural nouns into their exercise book.

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

*Tell students that words that end with **ch, s,** or **x** add -es to form the plural. Write singular nouns and their plurals ending with -es on the chalkboard and say the words.*

Read the singular and matching plural words to students. Ask students to notice the word endings. Ask students to repeat the words together out loud after you as you point to each word. Students will copy the singular and plural nouns into their exercise book.

Singular Nouns	Plural Nouns (add -es)
watch	watches
bus	buses
box	boxes
fox	foxes
dress	dresses

Write more singular nouns on the chalkboard. Put students in small groups and tell them to decide if they add -s or -es to form the plurals. Example: bed, beds; floor, floors; bench, benches; window, windows; church, churches

Review number flash cards (11 – 20) and place them on the shash board. Place picture flash cards on the shash board. Select a student to match the number and picture flash cards to label the quantity of objects. Repeat this activity until all are matched.

Picture flash card	Number flash card
20 tomatoes	20
14 monkeys	14
16 hats	16
11 cars	11

Play the game **Stand and Sit**. Each student will choose a number from 11 to 20 and write it in his/her exercise book. Randomly hold up a number flash card. Students who wrote that number in their exercise book will say it out loud and stand and hold up his/her exercise book showing that number. The other students will remain seated. The student(s) whose number is called and who stands up last wins the game.

Lesson Summary: Tell students that they learned about endings that you add to words to show more than one object. They matched number flashcards to object flashcards and they reviewed the numbers 11 – 20.

Language Patterns: -s, -es

LESSON EIGHT

Focus: Listening, Speaking, Reading, Writing

Preparation: Make flash cards: is not/isn't, are not/ aren't. Flash cards with numbers and pictures 11 – 20. Example: 19 carrots, 13 hats, 12 apples, 15 eggs

Greet students in English. Sing the "Greeting Song." Students turn to each other and exchange greetings using the phrases learned in Lesson Four. Remind students to ask questions and give their ages and names.

Write the following contractions on the chalkboard (they are also in the student book):

There is not	There isn't
There are not	There aren't

Review contractions from Unit 1. Then say:

Today we are going to learn more contractions. Contractions are two words that are put together to make a shorter word. We will sing the “Contraction Song” that we learned in Unit 1, Lesson Seven.

After students have sung the song, say:

Today we are going to learn two new contractions. Please look on the chalkboard at the new contractions.

Say the words and contractions that were written on the chalkboard while pointing to them. Students will repeat the contractions after you say them. Say:

is not / isn't. is not / isn't. is not/isn't.

Students say:

is not/isn't. is not/isn't. is not/isn't.

Say:

are not/aren't. are not/aren't. are not/aren't.

Students say:

are not/aren't. are not/aren't. are not/aren't.

Lead students in singing the “Contraction Song” again:

- *While singing the first verse of the song, hold up a flash card with the word **there** on it.*
- *Put the flash card on the shash board. Then sing the second verse and hold a flash card with the word **is** on it.*
- *Put the flash card on the shash board next to the flash card with the word **there**. Also put the word **not** on the shash board.*
- *As you sing the third verse of the song, put a flash card with **n't** on it over the word **not** to form the contraction **isn't**. Explain that the **o** is taken out of the word **not**.*
- *Explain to students that **isn't** means **is not**.*
- *Repeat this activity with the words **are**, **aren't**.*

The third time you sing the song, pick individual students to come to the front of the classroom and lead the class in the activity.

Tell students that they are going to practise how to say the contractions correctly.

1. *Put the picture cards for 19 pens on the shash board. Hold up flash card with the word **there** and say the word.*
2. *Students will repeat the word **there**.*
3. *Show the flash card with **are** to the students and say the word **are**.*
4. *Show the flash card with **not** to the students and say the word **not**.*
5. *Hold up the flash card with **n't** and put it over **not**.*
6. *Hold up the picture card for 19 pens and say 19 pens.*
7. *Say the sentence: There **aren't** 10 pens. There are 19 pens (while pointing to the 19 pens).*
8. *Repeat the process, this time pointing to each word.*

9. After practising this a few times, repeat this process for the following contraction several times: **there is, there isn't**. Choose individual students to make sentences with **there isn't and there aren't**.



Use classroom objects and the object cards for students for the contractions **there is/isn't and there are/aren't**. Put several objects on the table. Examples:

Teacher asks:	Students give one response:
Is there a yellow pencil on the table?	Yes, there <u>is</u> a yellow pencil on the table. <i>or</i> No, there <u>isn't</u> a yellow pencil on the table.
Is there a book on the table?	Yes, there <u>is</u> a book on the table. <i>or</i> No, there <u>isn't</u> a book on the table.
Is there a duster on the table?	Yes, there <u>is</u> a duster on the table. <i>or</i> No, there <u>isn't</u> a duster on the table.
Is there a ruler on the table?	Yes, there <u>is</u> a ruler on the table. <i>or</i> No, there <u>isn't</u> a ruler on the table.

Hold up object cards. Ask a student to come to the front of the class and lead the counting as all students count the cards together out loud. Examples:

Teacher asks:	Students give one response:
Are there 19 carrots on this card?	There <u>are</u> 19 carrots on the card. <i>or</i> There <u>aren't</u> 19 carrots on the card.
Are there 12 apples on this card?	There <u>are</u> 12 apples on the card. <i>or</i> There <u>aren't</u> 12 apples on the card.
Are there 13 caps on this card?	There <u>are</u> 13 caps on the card. <i>or</i> There <u>aren't</u> 13 caps on the card.
Are there 15 eggs on this card?	There <u>are</u> 15 eggs on the card. <i>or</i> There <u>aren't</u> 15 eggs on the card.

Ask students to draw any objects in their exercise book. They will write the sentence "There are/aren't _____." or "There is/isn't _____" to correspond with the objects.
Example:

Picture of a frog near a table	There <u>is</u> a frog near the table.
Picture of a table	There <u>isn't</u> a frog near the table.
	There <u>are</u> 13 balls.
	There <u>aren't</u> 13 balls.

Lesson Summary: Tell students that they learned two new contractions, drew pictures and wrote about them in their exercise book.

Language Patterns: There is _____. There isn't _____. There are _____. There aren't _____.

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

Preparation: *Gather flash cards already used: he/is (he's), she/is (she's), we/are (we're), they/are (they're)*

he	is	's	he's
she	is	's	she's
we	are	're	we're
they	are	're	they're

Sing the "Greeting Song." Ask students to turn to each other and exchange greetings. Remind students to ask for and give their ages and names.

*Tell students that they are going to write using the contractions **he's** for **he is** and **she's** for **she is**. Refer to the contractions chart used previously if needed.*

*Call five students to the front of the classroom. When asked, the students will tell their age. The remainder of the class will repeat together out loud the age of each student using the contractions **he's** and **she's**. Model on the chalkboard how to write the sentences.*

<i>Student says:</i>	<i>The class says together out loud:</i>	<i>Write on the chalkboard</i>
I am or I'm _____ years old.	He's or She's _____ years old.	He's or She's _____ years old.

Ask students to write the response in their exercise book for each of five students.

Call other students to the front of the classroom. Ask them to group themselves by age. Ask each group how old they are. Each group should reply:

We're _____ years old.

*The class should then respond to each group by saying: **They're _____ years old.***

Ask students to copy into their exercise book the table with 20 boxes in Lesson Nine. Tell them to fill in the missing numbers.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Ask students to choose five numbers from 1 – 20 and write each number in their exercise book. Ask students to draw objects to correspond with each number. Model how to do this activity on the chalkboard. Example:

<i>Students write numbers:</i>	<i>Students draw objects:</i>
1	<i>picture of 1 pencil</i>
3	<i>picture of 3 people</i>
11	<i>picture of 11 books</i>
15	<i>picture of 15 shoes</i>
16	<i>picture of 16 pens</i>

Students can do this with partners or in small groups.

Lesson Summary: Students wrote sentences about ages using the new contractions *he is/he's* and *she is/she's*. They reviewed the order of numbers by finding the missing numbers. They also wrote the numbers 1-20 and drew pictures in their exercise book to show how many.

Language Patterns: I am _____. I'm _____. He's _____. She's _____.
They're _____. We're _____.

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Greet students in English. Sing the "Greeting Song." Ask students to turn to each other and exchange greetings. Remind students to ask questions and give their ages and names.

*Students will look at pictures in Lesson Ten in their student book and write the number and name of the object in their exercise book. Remind students to add the plurals -s and -es. Example: 9 goats. Remind students that the word **sheep** is both singular and plural. Students write:*

9 goats	15 tomatoes
12 cows	16 pencils
8 sheep	12 balls
18 camels	

Before reading the story, "Yonas and the Animals," ask the following questions as a pre-reading activity:

- 1. What animals do you see near your home?**
- 2. Where do animals go to drink water?**
- 3. Which animal carries a load?**
- 4. From which animals can you get milk?**
- 5. What colour are sheep?**

Give time for students to think individually or talk with a partner about their answer after each question is asked and before you begin the discussion.

Read the title of the story out loud. Tell students to look at the picture in Lesson Ten in their student book. Ask them what they think the story is about. Tell students to follow the words as you read the story out loud.

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.

After reading the story, ask questions as you discuss it. Possible questions:

1. Who is the story about?
2. What is Yonas' friend's name?
3. Name the animals in the story.
4. Why does Yonas watch the animals?
5. What does his friend do?
6. What do you think Hakim's family will do with the firewood?
7. How do you think Yonas feels about taking care of the animals?
8. Why do they have to get to the watering hole before the sun gets stronger?

Lesson Summary: The students practised counting objects in illustrations. They discussed pictures as a pre-reading activity for a story, listened to a story and answered literal and higher level thinking questions related to the story.

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Greet students in English. Ask students to turn to each other and exchange greetings. Remind students to ask questions and give their ages and names. If necessary, ask them to read the dialogue in their exercise book in Unit 1, Lesson Five.

Ask students what they remember from the story "Yonas and the Animals" from Lesson Ten. Reread Part One of the story, then read Part Two.

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!

After reading the story, ask questions as you discuss it. Possible questions:

1. Where does Yonas take the animals?
2. How many goats does Yonas have?
3. How many goats does Hakim have?
4. How many goats does that make all together?
5. How many sheep does Yonas count?
6. How many sheep are missing?
7. How do you think Yonas feels when a sheep is missing?
8. What could have happened to the missing sheep?

Tell students to draw a picture to illustrate the story. Example:

Draw a picture of Hakim and Yonas walking as a fox watches from the bush.

Ask students what they remember from the story, “Yonas and the Animals.” Reread Parts One and Two of the story, then read Part Three.

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.

After reading the story, ask questions as you discuss it. Possible questions:

1. *How does Yonas call his missing sheep?*
2. *Who finds the sheep?*
3. *What do the boys do at the end of the story?*
4. *Do you like this story?*
5. *Why do you like/dislike the story?*

Write the sentences below on the chalkboard:

1. *Hakim walks with the sheep.*
2. *Hakim gathers firewood.*
3. *Yonas walks with the animals.*
4. *The animals drink the water.*

Point to each word as you read the sentences out loud. Ask students to read the sentences together out loud with you several times. Tell students that the sentences are not in the same order as they happen in the story. Ask them to write the sentences in the order in which they happen. (Answers: 2,3,4,1)

Lesson Summary: Students discussed pre- and post-reading questions from the story, listened to a story and answered literal and higher level thinking questions. They also practised drawing pictures, wrote sentences from the story and played a number game.

LESSON TWELVE

Focus: Listening, Speaking, Reading, Writing

Sing the “Greeting Song.” Ask students to work in pairs to greet each other. Walk around the classroom to observe students as they greet each other. Remind students to shake hands. You should hear students say:

Good morning/afternoon
How are you?
I'm fine thank you, and you?
What's your name?
My name's _____.
It is nice to meet you.
How old are you?
I'm _____ years old.

Write the numbers 1 – 20 and the words: years old, brothers, sisters, animals, pencils, marbles, etc., on the chalkboard. Students will ask each other three questions and give the answers orally in pairs. They will record the answers in their exercise book.

Possible questions:

1. How old are you?
2. How many brothers do you have?
3. How many sisters do you have?
4. How many pencils are on your desk?
5. How many people are in your family?
6. How many animals do you have at home?

Possible answers:

1. He/She is _____ years old.
2. Solomon has _____ brothers.
3. He has _____ sisters.
4. Solomon has _____ pencils.
5. Solomon has _____ people in his family.
6. He has _____ animals.

Tell students to write their responses to the questions. While students are engaged in answering the questions, walk around and assess individual students' understanding and use of numbers.

Call on a student. Then say a number from 1 – 20. Have the student make up a sentence with the number. Say:

four.

Possible answer:

There are four windows in the classroom. etc.

Repeat this activity with several students.

Ask students to review all contractions. They will get into groups and discuss the ages of the students in their group using the words he's, she's, we're, they're.

Play a number game with students, either **Bingo** (indoors) or **Mingle** (outdoors). To play **Mingle**, take students outside, tell them to walk around when you call, "mingle" and to form groups as quickly as possible when you call out a number, e.g. groups of 11 if you call the number 11. Each student in each group should count slowly up to that number, e.g. 1-2-3-4-5-6-7-8-9-10-11. Any students who aren't in a group of the correct number of students when the counting is finished must drop out of the game. Call "mingle" again and then another number. Continue until only a few students remain. Then start again.

UNIT 3: WHAT COLOUR IS YOUR BAG?

Learning Outcomes: Students will be able to

- ask and answer simple questions about the colour of objects.
- listen to instructions (for colours) and react accordingly.
- sing a song.
- exchange social expressions of saying goodbye.
- read and recognise colour.
- copy colour words.

Assessment: Assess each student's work continuously over the whole unit based on the learning outcomes to determine whether the student has achieved the minimum required level.

Speaking: Students in pairs and individually will respond to questions, giving the colour of objects inside and outside the classroom.

Writing: Students will write colour words.

LESSON ONE

Focus: Listening, Speaking, Reading

Preparation: Classroom object flash cards, colour cards with each of the following colours: red, orange, yellow, green, blue, purple, pink, brown, white, black and clothing item flash cards. Each flash card needs to represent one basic colour. Make flash cards with each colour word. Write the words of the "Rainbow Song" on the chalkboard.

Review greetings with students by saying:

Good morning/afternoon. Hello! How are you? (Choose several students to respond.)

Introduce Lesson One by telling students that we need to know the English names for colours to be able to describe objects.

Show students flash cards of basic colours. Colours also are in the student book. Select individual students to identify the basic colours. Tell the class to repeat the name of each colour as each flash card is held up. Say:

Today we will be reviewing some colour words and learning some new colour words. As I hold up a colour card and a flash card, repeat the colour word after me.

Say:

This is the colour _____.

Ask students to repeat the sentence together out loud after you. Hold up the colour cards and have students repeat the colour word twice. Do the same with the word cards.

Write the words of the "Rainbow Song" on the chalkboard. Read the words out loud to the students. Hold up the colour cards as you teach the words.

Sing the “Rainbow Song” as a class. Bring individual students to the front of the class to hold the colour cards and word cards (or place the cards in the shash board) and point to them as the students sing the words.

Rainbow Song

Red and yellow and pink and green,
Purple and orange and blue,
I can sing a rainbow, sing a rainbow,
Sing a rainbow too.

Sing the song again. Ask students to follow the words in their student book as it is sung.

Ask students to look at the colour chart in Lesson One in the student book. Divide the class into seven groups. Assign each group a colour name. Give the colour card and colour word card to two students in each group. Repeat the singing of the Rainbow Song. Tell students to listen for their different colour words in the song. Say:

As we sing the “Rainbow Song,” stand up and sit down as the name of your colour is sung.

Show students four or five small classroom objects and flash cards with the name of each classroom object. Objects may include a duster, a piece of chalk, a pencil, a book, or any object you have in your classroom. Show students a bag. Ask individual students to name each object as a review. Ask the students to call out the colour of each object as you put it in the bag. Choose several students to take an object out of the bag, hold up the object, say the name of the object and tell the colour of the object. Each student will ask:

What’s this? What colour is it?

Students as a class respond by saying:

It is a/an _____ (object). It’s _____ (colour).

Example: It is an apple. It’s red.

Move your hands to show that all students are to speak together out loud. Repeat this activity together until students understand. Students will respond by saying:

It’s a/an _____. It’s _____.

Example: It’s a pencil. It’s yellow.

After all objects have been removed from the bag, place the objects on a table. Select students to use the colour word flash cards to identify the colour of each object by putting the flash card on the corresponding object. As the student puts the flash card on each object, he/she will say:

The _____ (object) is _____ (colour). Example: The ruler is brown.

Tell students to repeat after you together out loud using the language pattern above.

Tell students that they can describe each object in a different way. Point to each object and say:

This is a _____ (colour) _____ (object). Example: This is a blue ball.

Tell the students to repeat together out loud the sentence for each object after you say it using the language pattern above.

Lesson Summary: Students learned colours and matching colour words. They also learned to name objects and colours using different language patterns.

Vocabulary: object, colour words, red, blue, yellow, green, orange, purple, brown, black, white, pink

Language Patterns: It is a/an _____. It's a/an _____ (object). It's _____ (colour). The _____ (object) is _____ (colour). This is a _____ _____.

LESSON TWO

Focus: Listening, Speaking, Reading

Preparation: Colour flash cards, colour word flash cards, personal and classroom objects

Greet students in English. Sing the "Rainbow Song."

Use the colour flash cards to review the colour words from Lesson One.

Hold up each flash card and say:

What colour is it?

Select students to respond to the question by saying:

The colour is _____. It's _____. Example: The colour is blue. It's blue.

Ask some students each to give you an object from their desk. Say:

(Student's name), please give me your (pen, bag, ruler, etc.).

Place the objects on your desk as you take them from students. When you have gathered about 8-10 objects, ask students questions about them. Ask:

What's this? What colour is it?

Students should respond:

It's a/an _____. It's _____. Example: It's a book. It's blue.

Call on individual students to hold up colour cards and colour word flash cards or use the chart from Lesson One. Review colour words that were learned. Explain to students that we can use words to show when objects belong to someone.

Demonstrate by picking up a few personal objects (not classroom objects) that belong to you from the table and showing them to students. Hold up each item. Write these words on the chalkboard as you say them (my, his, her, your). Say:

This is my _____ _____. This _____ _____ belongs to me.

Example: This is my brown pen. This brown pen belongs to me.

Pick up objects belonging to students and say:

This _____ (object) belongs to _____ (student's name).

Whose _____ (colour, object) is it?

The student that the object belongs to will stand and respond by pointing to the object and saying:

This is my _____ (colour) _____ (object). This _____ belongs to me.

Example: This is my red book. This red book belongs to me.

Point to the word showing ownership (belonging) as you repeat the sentence. Confirm what the student has said by saying:

Repeat this with many objects belonging to students.

*Tell students that when an object belongs to a boy or a man, we say **his**. When objects belong to a girl or a woman, we say **her**.*

Do the above activity again, picking up objects belonging to boys or girls.

After each student responds, say:

This is his _____ (colour) _____ (object). This _____ belongs to him.

Example: This is his red pencil. This red pencil belongs to him.

Pick up objects belonging to girls. Say:

This is her _____ (colour) _____ (object). This _____ belongs to her.

Example: This is her blue scarf. This blue scarf belongs to her.

Call on individual students to pick up objects and make sentences following the pattern used.

Students will work in groups of three or four. Tell the students to put things on their desk and choose something from the pile. They will use sentences to describe the object.

This is my _____ . This _____ belongs to me.

This is your _____ . This _____ belongs to you.

This is his _____ . This _____ belongs to him.

This is her _____ . This _____ belongs to her.

Example: This is my black pencil. This black pencil belongs to me.

Monitor the groups, checking for accuracy of responses.

Tell students to work with a partner to identify the colour of objects in any picture in the student book.

Lesson Summary: Students learned how to describe objects that belong to others. Students also used her, his, my and your to show ownership.

Vocabulary: my, your, his, her, him, belongs to

Language Patterns: This is my/your/his/her _____ (colour, object).

His/her _____ (object) is _____ (colour). This _____ (colour, object) belongs to _____ (me, you, him or her).

LESSON THREE

Preparation: Gather the flash cards for colours and colour words.

Focus: Listening, Speaking, Reading

Greet students. Tell students to greet four or five of their classmates using any of the greetings previously introduced. Walk around the room and monitor the students for accuracy, making corrections as needed.

Tell students:

Today you will continue to learn and use English color words.

Tell them that the class will be going outside to find objects that are a certain colour. Take the colour cards for the colours: red, blue, yellow, green, orange, purple, brown and black. Take students outside and form eight groups. Each group will get one card.

Tell students to repeat after you as you review the names of the colours on the word flash cards. Say:

Repeat after me. This is the colour _____.

Tell students to hold up their colour flash card when you say the colour name that represents the colour on their flash card. Say:

Show me the colour _____.

Tell students that they have five minutes to find all the objects they can that are the same colour as their group's flash card. Each person in the group needs to remember one object. Objects can be repeated if there is not one for each student.

After five minutes bring the class back together for sharing. Students may not know the English name for some of the objects that they located. Assistance may be needed. You should make a list of the objects on a sheet of paper or in the dirt as students name them. After each group has shared, select a group member from each group to answer the following questions.

How many objects did you find that were the colour _____?

Then ask students:

Name the objects that you found that were the colour _____.

Ask:

How many objects did each group find all together?

Give the groups an opportunity to survey the other groups to find out which group found the smallest number of objects. Tell the class that the group that found the smallest number of objects will be permitted to enter the classroom first. Then ask:

Which group found the smallest number of objects? How many objects did this group find? What colour card did this group have?

Tell the class that the group that found the largest number of objects will be permitted to enter the classroom next. Then ask:

Which group found the largest number of objects? How many objects did this group find? What colour card did this group have?

Continue until all groups have returned to the classroom.

Divide the class into seven groups. Assign each group a colour from the "Rainbow Song." Sing the song as a review of colour words. Tell students as they sing the song to stand up as the name of their colour is sung.

Place the colour and colour word flash cards on the shash board. Point to each word and say it. Tell the students to repeat the words after you. Point to each word again and touch the colour card that corresponds to the colour word.

Regroup the colour cards. Select individual students go to the chalkboard. Ask the student to show you the corresponding colour card as you point to a random colour word and say the name of the colour.

Using the same colour word flash cards on the shash board, tell students that they need to think of an inside or outside object that represents each colour (e.g. yellow for pencil or sun and green for grass). Tell students to work with a partner and share the names of the objects listed for each colour. Tell the students to respond by saying:

The _____ is _____. The _____ is _____.

Example: The book is black. The pencil is yellow.

Monitor student responses by going from pair to pair. Provide feedback as needed. Write the colour words on the chalkboard. Select students to name two classroom objects for each colour. Write the names of the objects on the chalkboard under the matching colour word.

Tell students to bring a small object to school tomorrow. Tell the students to be prepared to say the name and colour of the object (provide assistance as needed).

Lesson Summary: Students learned how to recognise objects and the colour of objects found inside and outside of the classroom.

Language Patterns: This _____ (object) is _____ (colour).

LESSON FOUR

Focus: Listening, Speaking, Reading, Writing

Preparation: Write the lowercase letters (**a-z**) on the chalkboard. Write the ten colour words on the chalkboard. Also write the numbers 1 – 10 on the chalkboard.

*Tell the students that they are going to review lower case letters **a-z**. As you point to each letter on the chalkboard say the name of each letter. Tell the students to repeat after you. Tell students to work with a partner and pronounce the name of each letter listed in their student book.*

*Lead the class in singing the “ABC Song” for further review. Tell students to write the lower case letters **a-z** in their exercise book. They can use the letters on the chalkboard and from their student book as a guide. Walk around the classroom and monitor correct letter formation.*

To review colours, point to each colour word and say its name. Have students repeat after you. Randomly point to a colour word. Select a student to say the name of the colour word and identify the letter that begins the colour word. Ask students to use lower case letters to copy all colour words into their exercise book.

*Remind students that letters form words. Tell them that they have learned to recognise colour words. Today they will read and write the colour word, **black**. Help students find the letters b-l-a-c-k in their student book. Tell them that they are going to read and perform the chant, “Black.”*

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.

Do the chant again as students follow the words in their student book.

*Write the words **Black, black** once with a capital **B** and also with a lower case **b** on the chalkboard. Select a student to read the word. Tell students to write the words in their exercise book.*

*Point to the word **black** on the chalkboard. Select a student to come to the chalkboard and locate the letters in the word **black** from the letters **a-z** on the chalkboard.*

*Point to a colour word on the chalkboard. Tell the students that if they brought an object of that colour, they should stand. Each student should then share his/her object. Repeat this until all colours have been mentioned and the numbers of all of the objects of the colours recorded on the chalkboard. Help students count how many objects of each colour have been brought to class. Review the words **smallest** and **largest** and ask students which colour has the largest number of objects and which colour has the smallest number of objects.*

Ask students to sort the items by type instead of colour. Tell all students who have brought pencils to stand up. Then count how many pencils there are. Do the same for all the different objects students have shown. As each group stands up, record the name of each item on the chalkboard and how many (the number of that item) of the item were brought to the classroom.

*Play the **I Spy** game. Tell students that during this game they will be guessing objects that are a certain colour. They will have three tries to guess the object that the person who describes it (the caller) is thinking about. If they do not succeed on the third try, the person who gave the description (the caller) will give the answer.*

You will start the game by modeling the role of the caller by saying:

I spy something _____(colour). Example: I spy something red.

Students will have up to three tries to guess what you are thinking. They will respond using the language pattern:

Is it the _____(colour object)? Example: Is it the red shirt?

If the guess is incorrect, the caller responds:

No it isn't the _____ (colour object). Example: *No it isn't the red shirt.*

Students will guess again saying:

Is it the _____? Example: *Is it the red ball?*

If the guess is correct, the caller responds:

Yes, it is the _____ (colour object)? I spy a _____ (colour object) Example: *Yes it is the red ball. I spy a red ball.*

*You may need to be the caller a few times before students are able to lead the game. Individual students will then be the **I Spy** caller, while other individual students are called on to respond.*

Tell students that this ends their lesson. Model for the students how to say goodbye. Tell students to exchange expressions of goodbye (bye/good-bye) with two classmates. Monitor for accuracy.

Lesson Summary: Students reviewed all of the basic colour words. They played **I Spy** to learn colour words and reviewed lower case and capital letters. They also learned to write the word **black**.

Language Patterns: Is it the _____ (colour object)? No, it isn't the _____ (colour object).

LESSON FIVE

Focus: Listening, Speaking, Reading

Preparation: Gather clothes or pictures of the following clothes taught in Grade 1: shirt, skirt, trousers, sweater, shorts, shoes, dress, jacket, and of the new clothes to be learned: socks, boots, hat, tie, scarf, blouse, belt. Make flash cards with the names of all clothes. Colour and word flash cards.

Sing a familiar song. Lead the singing by reviewing the song word by word. It may be helpful to write the song on the chalkboard.

Put students into groups of six. They should put the objects they brought for the previous lesson in a pile to show in class. Each student will make a sentence about his/her own object:

I have a _____ (colour) _____ (object). Example: *I have a red pen.*

This is a _____ (colour) _____ (object). Example: *This is a red pen.*

Then students should make a sentence about the object brought by another student.

He/She has a _____ (colour) _____ (object). Example: *He has a yellow ball.*

That is his/her _____ (colour) _____ (object). That is his/her yellow ball.

Ask students to choose a number or number word from the student book to make their sentences. With a partner they will write the complete sentences in their exercise book. They should write one sentence about what object(s) they had in the previous lesson and one sentence about the object(s) their partner had. Example:

I have (number word) (colour word) (object/objects). **He/She has** (number word) (colour word) (object/objects). *I have three red pencils. He/She has three red balls.*

Using real clothes or pictures, review the names of the clothing items taught in Grade 1. Tell students the English words as you point to each picture or hold up each item. For example, say:

shirt	skirt	trousers	sweater	shorts	shoes	dress	jacket
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Ask students to repeat each clothing word together out loud.

Ask all students who are wearing a shirt to stand. Ask all students who are wearing a dress to stand. Repeat this exercise until all the clothing words are reviewed.

Introduce the written form of clothing words using flashcards. Read each flashcard and match it to a real object. Ask students to tell their partner the names and the colours of the clothes they are wearing. As most students are wearing school uniforms, it should be relatively easy to check if students are using clothing words correctly.

As many clothing words begin with the sound **s** or **sh**, this is a good opportunity to introduce a listening exercise or to play **Same or Different**. For a listening exercise, show a piece of clothing. Say:

What is this? Is it a skirt or a shirt? etc.

For **Same or Different**, say four words, three of which are the same and the other different. Students must say which word is different. Ask:

Which word is different?
shoes, shoes, socks, shoes (socks)
shirt, shorts, shorts, shorts(shirt)

Tell students that they will learn six new words to describe items of clothing. Hold up clothes or pictures of socks, boots, hat, tie, scarf and a blouse. Tell students turn to Lesson Five in the student book to see the pictures and words. They will follow along as you say them out loud. Remind students that the **-s** at the end of the words below means more than one. Say:

socks	boots	hat	sandals	scarf	blouse
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Tell students the English words as you point to each picture. Say:

These are socks. These are boots. This is a hat. This is a tie. This is a scarf. This is a blouse.

Ask students to repeat the sentences together out loud. Ask students to point to someone's socks. Ask students to point to someone's boots. Repeat this pattern until all the clothing items are learned.

Ask individual students to stand up and come to the front of the classroom. Ask students to point to the picture of the clothing word in the student book after you say: boots, socks, hat, tie, scarf, or blouse. The student should say:

These are _____. or **This is a _____.**

Point to a picture. Tell the class to say:

These are _____. or **This is a _____.**

Remind students that the word **these** is used to refer to more than one.

Put pictures for each piece of clothing in a bag. Pull out one picture or piece of clothing at a time. Ask students to say:

This is a picture of _____. or **This is a _____.** or **These are _____.**

Review the colour cards and colour word flash cards on the shash board (red, orange, yellow, green, purple, pink, blue, brown, white and black).

Tell students that in the next lesson they are going to review Lessons One – Five. Tell the students to choose a favourite colour, or a colour they like to wear or to bring something of that colour to school for the next lesson.

Practise saying goodbye again.

Lesson Summary: Students reviewed some clothing words, learned new words for clothes and reviewed the colour words. They also talked about what they are wearing.

Vocabulary: clothes, clothing, trousers, shirt, skirt, sweater, jacket, shorts, dress, shoes, socks, boots, hat, scarf, sandals, blouse, same different, favourite

Language Patterns: Which word is different? This is a _____. These are _____.

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Preparation: Colour words and colour cards, clothing word flash cards, the words of the “Clothes Chant” written on the chalkboard or on a poster

Greet students. Sing a familiar song. Lead the singing by reviewing the song word by word. It may be helpful to write the song on the chalkboard.

Tell students that today they are going to review colours and colour names. Remind students that they were asked to wear or bring something today to show their favorite colour or a colour they like. Allow students to stand up and share their favorite colour. Tell students to respond by saying:

My favorite colour is _____. **Today I have on a/an _____ (colour) _____ (clothes item).** **Today I have a/an _____ _____ (colour) (object).**

Tell students they are going to learn a chant about clothing and the colour of clothing. Write the chant on the chalkboard. Read the chant to the class and point to colour words on the shash board. Read each colour name again. As you read the chant again, tell students to stand up if they are wearing a clothing item that is the same colour as the item in the chant. Explain the word **suit** (a skirt or trousers with matching shirt or jacket).

Clothes Chant

Our clothes have names and colours.
They're purple shirts and blue skirts.
They're green shorts, brown sweaters and
black shoes.
They're yellow trousers and orange boots.
And red socks and white suits.
Their names and colours help us know
what to choose.

Students will recite the chant after you. They can emphasize the colour and clothing words by saying them loudly.

Ask individual students to name colours as they to point to each colour. Students also will read the name of the colour on each flash card or on the chalkboard. Students have mastered the concept if they can identify at least six colours and colour words.

Direct the students' attention to the pictures in their student book for Lesson Six. Ask students to look at the pictures. Explain what true and false mean. Tell them to decide if the sentences above the pictures are true or false.

1. *The girl's dress is pink. (true)*
2. *Buchi the dog has brown and white hair. (true)*
3. *The boys by the lake are wearing brown trousers. (false)*
4. *The woman and her child are both wearing yellow clothing. (true)*
5. *The students in the classroom are wearing red sweaters. (false)*

Tell students to write in their exercise book three true sentences that describe the pictures in their student book. After students have had time to write the sentences, select two or three students to share their answers.

Lesson Summary: Tell students that they recognized the colours of clothing, learned to answer true/false sentences and copied the true sentences into their exercise book. They also learned a chant about clothes.

Vocabulary: true, false, suits

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Collect objects or collect pictures of objects that represent the ten basic colours. Write all the words of the "Good Morning" song on the chalkboard. Explain the meaning of the words: *morning, afternoon, evening* and *night*. Place the colour words on the shash board.

Sing the "Good Morning" song with the class.

Good Morning

Good morning, good morning,
Good morning, how are you?
I'm fine, I'm fine,
I'm fine, thank you.

Add the new verses to the song and teach them to the students. You could put pictures on the chalkboard of the sun rising (morning), the sun high in the sky (afternoon), the sun setting (evening) and the moon and stars (night):

Good Afternoon, Good Evening, Good Night

Good afternoon, good afternoon
How are you?
I'm fine, I'm fine,
I'm fine, thank you.

Good evening, good evening
How are you?
I'm fine, I'm fine,
I'm fine, thank you.

Good night, good night,
It's time to go to bed.
It's time to lay down
Your sleepy head.

(Add the action of laying your head on your hand(s).)

Sing the song again and ask students to repeat the verses of the song with you. Divide students into groups to sing different verses.

Show students the ten objects you have brought or the pictures you have prepared (e.g. ball, book, dress, desk, pencil, car, hat, bag, flower and dog). Write the names of the ten objects on the chalkboard. Tell students to copy the names of the objects in their exercise book down the middle of the page.

Show students the objects (or pictures of the objects). Tell them to write the colour of each object in front of its name written in their exercise book. The colour words on the shash board should help students with spelling. If crayons are available, students should draw a square coloured with the corresponding colour beside the colour name.

Ask students what makes a sentence true or false. Tell students to work with a partner and play the **True or False** game. Students should look at clothing that their partner has on and describe the colour. The partner will tell whether the statement is true or false. Example: Student 1 says, "Your sweater is red." Student 2 says, "That is false. My sweater is blue." Walk around the room and monitor student responses, providing assistance as needed.

Tell students that they will do a listening activity. Read the sentences below to the class. Ask students to draw objects that you describe in their exercise book. If they do not have crayons, they should label or write the name of the colour word. Say:

- Draw a blue school bag.**
- Draw a yellow pencil.**
- Draw an orange dress.**
- Draw a brown book.**

Tell students to work in groups of three and write a sentence about each drawing. Allow four to five groups to share their sentences with the class. Example: Students might say:

Adonay has a blue bag.

Sing the “Greetings Song” again. Allow different groups of students to sing the four different verses of the greetings song.

Lesson Summary: Students reviewed ten colours and matched colours with colour names. They also learned different greetings by singing a song.

Vocabulary: good afternoon, good evening, good night

LESSON EIGHT

Focus: Listening, Speaking, Reading, Writing

Preparation: an Ethiopian flag and regional flag (real or picture).

Greet students. Sing “Glad to See You.” Rehearse the student’s part with students.

Glad To See You	
<p style="text-align: center;"><u>Teacher:</u></p> <p>I’m _____. I’m _____.</p> <p>That’s my name. That’s my name.</p> <p>Glad to see you here.</p> <p>Glad to see you here.</p> <p>What’s your name? What’s your name?</p>	<p style="text-align: center;"><u>Student:</u></p> <p>I’m _____. I’m _____.</p> <p>That’s my name. That’s my name.</p> <p>I’m glad to be here.</p> <p>I’m glad to be here.</p> <p>What’s your name? What’s your name?</p>

Students will sing the song in groups of approximately eight. Each time a different student will answer the question, taking turns with each verse, “What’s your name?” and then ask the next student’s name.

Students will draw the Ethiopian flag and write sentences about the flag. The flag has three colours: green at the top, yellow in the middle and red on the bottom. Explain what the word **holding** means. Ask:

What am I holding? What do I have?

If students have trouble responding, assist them by telling them it is the national flag of Ethiopia. Students will say:

You have the flag of Ethiopia.

Select two or three students to describe the flag. Ask students to tell a partner the colours of the Ethiopian flag. Students will respond by saying:

The flag of Ethiopia is green, yellow and red.

Write the colours of the Ethiopian flag on the chalkboard. Tell students to draw the flag of Ethiopia in their exercise book. After drawing the flag students will label the colours of their flag.

Tell students to write the following sentence under the drawing of the flag.

The flag of Ethiopia is green, yellow and red.

Using the colours of the Ethiopia flag, students will make a list of things that are green, yellow and red. In their exercise book students will make a chart across the top of their paper using the three colour words. Underneath each colour word they will draw three things that are that colour. Example:

Green	Yellow	Red
beans	banana	lips
grass	lemon	tomato
shirt	pencil	flower

Show students the flag of their region. Ask them to tell you the names of the colours in the flag. Write the names of the colours on the chalkboard. Ask students to tell a partner three objects that are each colour. Ask individual students to name other objects that are the same colours as the Ethiopian flag. List the names of the objects on the chalkboard on a chart under the colour names green, yellow, red.

Lesson Summary: Students made Ethiopian flags and wrote sentences about their Ethiopian and regional flags, reviewed colours and sang the "Glad to See You" song.

Vocabulary: holding

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

Preparation: Write the ten basic colours on the chalkboard. Beside each colour write a number between 1-10 (see chart below). Prepare multiple sets of colour cards (enough cards to give one card to each student).

Greet students using a song or chant.

Tell students that today they are going to do some mathematics problems using the numbers written on the chalkboard beside each colour word.

1. blue	6. pink
2. red	7. brown
3. green	8. black
4. yellow	9. purple
5. orange	10. white

Students will respond by giving the colour name. Example: Say:

3-2=

Students will answer:

3-2= blue.

Ask:

What is the value of blue?

Students will respond:

1 is the value of blue.

Give an example of an addition problem. Tell students to work with a partner to develop five addition problems and five subtraction problems. They will write their mathematics problems in their exercise book and share them with the class. Check exercise books to make sure that students understand the concept.

Take students outside for the next activity. Ask students to form a circle. Give a colour card to every student. Call out a colour. Students who have been given that colour have to change places with each other. After a few turns, students can exchange colour cards and listen for a new colour.

Divide the class into two groups. Pass out one set of colour cards to each group. Play a team game. Tell students that when you call out a colour, they should race to give you the card. The team which gives you the card first wins a point. The team with the most points gets to enter the classroom first.

Lesson Summary: Students learned to make subtraction and addition mathematics problems using values given to colour words. They also played a game that helped them recall names of colours.

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Review greetings for different times of the day. Write the greetings on the chalkboard. Tell students to draw pictures of certain times of the day (morning, afternoon, evening and night) in their exercise book and write the matching greetings as captions. Call on individual students to share their pictures for each time of day, and then ask them to get in small groups and share the greeting that goes with their picture.

Play the game **I Spy**. Give students three guesses before you tell them what you

*see. Look around the classroom for an object that is green. Example: a green shirt.
Say:*

I spy (see) something that is green.

Ask individual students to guess what the object is that you spy (see). Ask individual students to guess what the object is that you spy (see). Repeat the activity several times. Continue the game so that many students have a chance to participate.

Recite the “Clothes Chant” from Lesson Six. Lead students in singing the song, “Ways to Say Goodbye.” Write the words of the whole group chorus on the chalkboard. All students sing the parts that are labelled whole group/chorus.

Ways to Say Goodbye

(whole group chorus)

There are lots of ways that I can say goodbye.
Listen and I’ll show you some ways you can try.

(teacher only)

On Monday I can say “See you later.”
On Tuesday I sometimes say “Goodbye.”
On Wednesday I can say “See you tomorrow.”
And on Thursday I sometimes say “Bye bye.”
But when it’s Friday, I go home for the weekend.
And don’t come back to school for a couple of days
So on Friday “Have a nice weekend!” is what I usually say.

(whole group chorus)

There are lots of ways that I can say goodbye.
Listen and I’ll show you some ways you can try.

Repeat the chant. Ask students to practise different ways of saying goodbye with a partner.

Lesson Summary: Students reviewed greetings and played the **I Spy** game as a way to recognise colours. They learned the chorus of a song.

Vocabulary: goodbye, bye bye, See you _____. Have a nice weekend.

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Sing the “Hello” song.

Hello

Hello, _____ (child’s name). Hello, _____ (child’s name).
How are you? How are you?
We’re so glad to have you.
We’re so glad to have you.
Here at school, here at school today.

Have students sing the song together out loud with you.

Read the title of the story below out loud. Ask individual students what they think the story will be about. Tell students to turn to a partner and make a prediction about where they think the cat might be. Ask three or four students to share where they think the cat is located. Read the story out loud.

Where's My Cat?

Ayanttu 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.

Ayanttu 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.

Ayanttu 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.

Ask students questions such as:

1. *What is the problem in the story?*
2. *How many places does Ayanttu look for her cat? Name them.*
3. *What other animals are in the story besides Adi?*
4. *Where is Adi hiding?*
5. *How do you think Ayanttu feels at the beginning of the story?*
6. *How do you think she feels at the end of the story?*

Tell students to point to each word in their student book as you reread the story. Tell students to read the story with you as you read it out loud.

Tell students to look at the pictures in their student book. Select individual students to describe each of the three pictures. Tell students to work with a partner to put the pictures in the correct order for the story. Then ask students to find the sentences in the book that describe the pictures and point to them into their exercise book in the order that they appear in the story. (Answers: The brown goat is under the green tree. The blue bird is near the tall green grass. The black cat is in the green tree.) Review the correct order of the sentences with the class.

Tell students to draw pictures of a cat, goat and a bird in their exercise book. Tell students to colour each animal a different colour and to label each one with the following sentence:

This is a _____ . (colour, animal name)

Tell students to share their drawings with a partner. Still working with a partner, tell students to describe their animals to a partner making sure to tell the colour of each animal.

Lesson Summary: Students predicted, listened and read a new story. They put pictures and facts from the story in the right order. They also drew and shared their own pictures of animals.

LESSON TWELVE

Focus: Listening, Speaking, Reading, Writing

Preparation: Bring objects to class representing the ten colours: red, blue, green, yellow, orange, purple, pink, brown, white and black. If you cannot find real objects, use pictures instead.

Sing the “Greeting Song.” Put the objects on a table in the front of the classroom. As you point to the objects, ask:

What colour is this?

Students will respond together out loud:

It is _____.

Write the ten colour words on the chalkboard. As you write each word, ask the class to read the word. Students will respond together out loud by saying:

That is the word _____.

After you have written the ten colour words on the chalkboard, tell students to copy the words into their exercise book. Then tell them to find the gap sentences in Lesson Twelve in their student book. Ask them to copy and complete these sentences in their exercise book. Walk around the room checking for accuracy of letter formation and provide assistance as needed.

Ask students to retell the story, “Where’s My Cat?” to a partner.

*Play **I Spy** with students. Tell students to get in small groups of four or six. They must ask and answer **I Spy** questions in their groups with only a little help from you. Choose favourite games from the unit to play with students.*

Ask students which song they would like to sing or which chant they would like to recite.

Sing the “Good Night” song.

UNIT 4: PARTS OF THE BODY

Learning Outcomes: Students will be able to

- listen to instructions in a song and act accordingly.
- describe people using parts of the body.
- read and copy words/phrases related to simple body parts.
- describe people using parts of the body.
- label a picture of the body.
- use social expressions to demonstrate politeness.
- copy numbers 21 – 29.
- count from 21 – 29.
- use words/phrases related to simple body parts, numbers.

Assessment: Assess each student's work continuously over the whole unit based on the learning outcomes to determine whether the student has achieved the minimum required level.

Listening and writing: Say five sentences, each with a number from 1 to 29. Ask students to write down the number they hear.

Speaking: Ask students to start at the top of their body and describe how many eyes, ears and other body parts they have.

LESSON ONE

Focus: Listening, Speaking, Reading

*Review body parts already learned in Grade 1. Tell students that they already know some English words for parts of the body. Have students point to each part of the body as you call out its name: **arms, eyes, ears, fingers, legs, hair**. First point to your own body as you call the words. Then ask students to point to their own body parts.*

Tell students that they will be singing a song, "Head, Shoulders, Knees and Toes," to help them remember different body parts. As you sing, touch each part of the body mentioned in the song.

Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes.

Knees and toes.

Head, shoulders, knees and toes.

Knees and toes.

Eyes and ears and mouth and nose.

Head, shoulders, knees and toes.

Knees and toes.

Have students sing the song and do the gestures as they sing. Say:

We will play a listening game. You must touch a body part and answer when I ask a question. Listen.

Will you touch your hair or your chair? (Answer: I will touch my hair.)

Touch your hair to show students what to do. Say:

Will you touch a duster or your nose? *Students will respond, "I will touch my nose."*

Will you touch your table or your mouth? *Students will respond, "I will touch my mouth."*

Will you touch your eye or the door? *Students will respond, "I will touch my eye."*

Will you touch a bench or your face? *Students will respond, "I will touch my face."*

Will you touch your foot or a stick? *Students will respond, "I will touch my foot."*

Will you touch a ruler or your leg? *Students will respond, "I will touch my leg."*

*Tell students that they will learn some new English words for body parts. Demonstrate **chin** and **neck** by pointing to them on your own body. Ask students to point to their own **chin** and **neck** as you call out the words. Tell students to look in their student book at the pictures of a chin and a neck. Ask them the names of these body parts. Tell students to touch the picture of the chin or their own chin and name the body part. Ask:*

What's this?

Students say together out loud:

This is a chin. or It's my chin.

Then tell students to touch the picture of the neck or their own neck and name the body part. Students will touch the body part that is called out and respond together out loud in a complete sentence: This is a _____. Continue the pattern using the illustration in the student book until all of the body parts are named.

*Have students stand up. Play **Solomon Says**. Students should only follow directions that start with the words, **Solomon says**.... When Solomon does not give a direction students should **not** follow the teacher's direction. Example:*

Solomon says: Touch your chin. *(Students will respond by touching their chin.)*

Touch your leg. *(Students should not do this because Solomon did not say so.)*

Touch your neck. *(Students should not do this because Solomon did not say so.)*

Solomon says: Touch your face. *(Students respond by touching their face.)*

Continue the game, checking that students are able to touch the correct body part without making a mistake.

Lesson Summary: Students learned to name body parts using English words.

Vocabulary: chin, neck

Language Patterns: What's this? This is a _____.

LESSON TWO

Focus: Listening, Speaking, Reading

Preparation: Write the parts of the body in a list on the chalkboard as follows:

<u>Above the Waist</u> head, hair, eye, ear, nose, mouth, tooth, chin, face, neck, shoulders, arm, hand, finger
<u>Below the Waist</u> leg, knee, foot, toe

Greet students. Review names of body parts. Tell students to point to the picture of each body part in their student book as you name it. After you name the body part, ask students to repeat the name together out loud.

Read the list of the body parts on the chalkboard to students. Ask students to point to each word and touch their body part as you say the words. Students will say the body part together out loud. Tell students that they will play another listening game. Say:

Stand up (Use gesture). **When you hear the English word for a part of the body that is above your waist.** (Point to your waist and move your hands up when you say, “above.”)

Sit down (Use gesture). **When you hear the English word for a part of the body that is below your waist.** (Point to your waist and move your hands down when you say “below.”)

Model how to do this. Then name body parts and wait for students to stand up or sit down.

Read each body part word. Ask individual students to point to the body part. Ask how many of each part they have. Say:

Please show me your _____. Do you have one _____ or two _____s? How many _____ do you have?

Example: Show me your head. Do you have one head or two heads? How many heads do you have?

Individual students will respond with the correct language pattern.

This is my _____. I have _____.

Example: This is my head. I have one head.

The class will respond:

He/She has _____. (number, body part)

Continue the pattern with students until the list of body parts is complete.

*Use the mother tongue to explain the word **please** to students. Give students the same information in English. Tell students that people must be polite when they talk to each other. We are polite when we say, “please.” We use the English word, **please**, when we ask for something. Say:*

When I asked you to show me your chin, I said, “Please show me your chin.” I am polite when I say please.

Tell students to ask their partner politely to point out different parts of their body, using **please**. Example:

Please show me your eyes.

Students will practise showing other body parts to each other. Students will respond:

These are my _____. This is my _____.

Remind students that the word *these* means more than one or plural. Say:

We also are polite when we say *thank you!* We use the English words, *thank you*, when someone helps us or when someone gives us something.

Point to a student and say:

Please give me a book.

When the student gives you the book, say:

Thank you!

Point to another student and say:

Please show me your chin.

When the student shows you his/her chin, say:

Thank you!

Tell students to work with a partner to practise being polite. Partner One will ask for something (book, pencil, eraser, ruler) using the word *please*. Partner Two will give the object to Partner One. Partner One will say *Thank you*. Then Partner Two will ask for something using *please*. When Partner One gives it, he/she will say, "Thank you."

Lesson Summary: Students learned position words above and below. They also learned how to be polite by using the words *please* and *thank you*.

Vocabulary: polite, please, thank you, above, below

Language Patterns: This is my _____. I have _____ _____ (number body part). Please give me _____. He/She has _____ _____ (number, body part). Please show me _____ (body part). Please show me your _____ (body part). Do you have one _____ or two _____ (body part).

LESSON THREE

Focus: Listening, Speaking, Reading, Writing

Greet students. Review body part words and number words. Sing the song "Head, Shoulders, Knees and Toes." Tell students that they will draw a funny picture of a man. They will follow your directions. Wait for them to draw each part before you give the next direction. Say:

Start at the top of the page in your exercise book.

Draw one circle for a head.

Draw four ears on the head.

Draw three eyes on the head.

Draw two noses on the head.

Draw one mouth on the head.

Draw five teeth in the mouth.

Draw hair on the chin.
Draw one neck for the head.
Draw one body for the head.
Draw two arms on the body.
Draw one hand on each arm.
Draw six fingers on each hand.
Draw three legs on the body.
Draw one foot for each leg.
Draw four toes on each foot.

Choose several students to show their drawings to the class. Say:

(Student's name,) please show your drawing to the class. Thank you!

Tell students to draw a picture of a person in their exercise book. They should then label the picture using body part words from Lesson Two in their student book. Students can use stick figures if they want. If there is time, students may show their drawings to a small group and name the body parts and test each other on the names of body parts, saying:

What is this? It is a/an _____.(Example: ear)

This is my _____.(ear)

Please show me your _____.(ear)

After Partner Two has shown the body part, Partner One says: Thank you.

Lesson Summary: Students learned how to follow directions when they drew their funny man. They also learned how to label parts of the body.

LESSON FOUR

Focus: Listening, Speaking, Reading, Writing

Tell students that they will learn to read and write English words that name body parts.

On the chalkboard write:

h	l	t
_oe	_eg	_and

Point to the words with missing letters. Say:

This looks like a word, but letters are missing. Which letter should I write on the line to spell the word toe? You can look at Lesson One or Two in your student book to see how to spell this word.

Stress the sound of the letter t. Students will say:

Write the letter t.

Then say:

t-o-e spells toe.

Repeat this with the other words on the chalkboard.

Ask students to look in their student book as you read the letters of the gap word for each body part. Tell them to find the missing letters in the Letter Bank and write the complete words in their exercise book. Remind them that the words are in Lesson Two in their student book. Check student answers.

Write the capital letters **A-Z** and the lowercase letters **a-z** underneath the capitals in a line across the chalkboard as the students say the letters of the alphabet together out loud. Leave space between each letter so that you can write names under the letters. Ask three students whose names begin with different letters to come to the front of the class. Say to each student:

Please point to the first letter of your name. (Point to the alphabet letters to show students where to find the first letter in their name. Write each student's name below the correct letter while stressing its sound.)

Whose name is first? (Point to the first name. Ask students to stay in the spot as you write their name.)

Whose name is next? (Point to the next name.)

Whose name is last? (Point to the last name.)

How should the students line up? (Point out that when students are arranged in this order it is called alphabetical order.)

Tell students that when we put things in order we use the words **first, next and last**. Tell students to name the individual student who was first, next and last. Say:

_____ is first. _____ is next. _____ is last.

Example: Abdisa is first. Belete is next. Chaltu is last.

Students will say together out loud the names of the students who are in front of the class. Do this activity several times with different students. Explain that this kind of order is called alphabetical order. Say:

When we look at the first letter in words, we can put them in order. We can use the alphabet to help us know how to put the words in order.

Erase the names on the chalkboard. Choose three different students to come to the front of the class and have them point to the first letter in their name. Tell students to stay in that spot and write his/her name below the chosen letter. Tell the rest of the class that they will decide how the students should line up in alphabetical order. Choose several students to tell how the three students will line up (first, next and last). Students should say:

_____ is first. _____ is next. _____ is last.

Tell students to write their first name in their exercise book. Remind them that the first letter should be capitalized.

Draw students' attention to the words **toe, leg and hand** on the chalkboard. Model the meaning of the three words. Say:

Please look at the alphabet on the chalkboard and write these three words again in alphabetical order.

Students in pairs will check each other's lists. Individual students will read their list to the class.

Lesson Summary: Students read and wrote English words for body parts. They put words in alphabetical order. They also wrote their first names.

Vocabulary: alphabetical order, first, next, last

Language Patterns: _____ is first. _____ is next. _____ is last.

LESSON FIVE

Focus: Listening, Speaking, Reading, Writing

Preparation: Picture flash cards and word flash cards for the shash board that show the body parts: chin, neck, leg, arm, nose, hand, hair and toe. Make separate word flash cards for each body part.

Greet students. Sing “Head, Shoulders, Knees and Toes.”

Review alphabetical order.

Tell students that they will do a matching activity to help them remember how to read the English names of body parts. Put four body part flash cards in a vertical line (one below the other) on the shash board. Ask students to number from 1-4 in their exercise book.

- 1. Tell students to copy the words into their exercise book in alphabetical order.*
- 2. Make sure students write their words one below the other.*
- 3. Lay the four matching pictures in front of the shash board.*
- 4. Ask four students to come to the shash board.*
- 5. Ask each student to choose a picture to place beside the word on the shash board.*

Tell students that they will do an activity like this in their exercise book. Say:

Look at the pictures in Lesson Five in your student book. In your exercise book write the correct word for each picture. Use the Word Bank, if needed.

Tell students that they will listen to a story about a fly and a goat. Tell students the title of the story. Ask them what they think will happen in the story. Tell the story in a very active way supporting students’ understanding with actions. (Shake your head, stamp your foot.) Have students look at the picture in the student book as you tell the story and point to the parts of the old goat’s body as you say them.

The Flies and the Goat

Abraham tends the goats for his father. One day flies are buzzing around the field. The goats flick their long tails back and forth, back and forth.

The flies’ wings are quick, and the goats are lazy. Many flies buzz up to an old goat. They fly around the old goat’s head. The goat shakes its head. The flies buzz away. The flies tickle the old goat’s nose. The goat shakes its head. The flies buzz away. The flies’ wings beat against the old goat’s leg. The old goat stamps its foot. The flies buzz away.

Abraham sees the old goat. He sees the old goat shake its head. He sees the old goat stamp its foot. He goes to the old goat. Abraham says, “Buzz away, flies! Leave old goat alone!”

Ask:

What is the name of the boy in the story? *Abraham*
What animal and insects are in the story? *(goats and flies)*
Where do the flies land first? *(on the goat's head)*
Where do the flies land next? *(on the goat's nose)*
Where do the flies land last? *(on the goat's leg)*
Where do you think the flies will land now? *(Accept all reasonable answers.)*
Do you think the flies will bother the old goat again? Why? Why not?
(Accept all reasonable answers.)

Ask students to retell the story to a partner. Tell them to make sure to tell what the flies do first, next and last.

Write on the chalkboard:

There's a fly...
under my chin.
on my leg.
in my hand.
near my foot.
on my arm.
in my ear.
near my nose.
under my eye.

As you read the phrases from the chalkboard, tell students to point to where the fly would be on their own body. Model this.

Example: There's a fly on my leg! *(Point to your leg.)*

*Play the game **Please Do!** which is similar to **Solomon Says**. Tell students that they must do what you say only if you say please first. If you do not say please, they must not follow the command. Give students instructions to touch body parts. Say please when you give some instructions. Do not say please when you give other instructions. Examples:*

Please stand up and touch your head. *(Students must stand up and touch their head.)*
Sit down and touch your nose. *(Students must remain standing and must not touch their nose because you did not say please.)*

If students do not follow instructions, they sit out of the game. The game will end when only a few students remain. These students are the winners.

Lesson Summary: Students learned how to read and write English names for body parts. They also learned how to follow commands. They listened to a story and answered questions and reviewed first, next and last.

Vocabulary: commands, please, do

Language Patterns: There's a fly _____. There are flies _____.

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Preparation: Word and picture flash cards for the following body parts: head, mouth, foot and face. Use the new cards and the cards from Lesson Five to play a game outside.

Tell students that they will play some games outside for this lesson. Students will need a pen or pencil and their exercise book. Take students outside. Tell students that they will first play a game writing letters to make the names of parts of the body. Tell students to stand in a large circle. Place the word flash cards you made earlier around the outside of the circle of students. Tell students some of them will work with partners.

Tell students that they must go to the word flash card that is closest to them. They will write the word for the body part in their exercise book. Once they have written the word, the students will squat down or squat. When all words have been written, all students must be squatting down. Go to each group and ask them to say the word together out loud, spell the word and say the word again. Example: toe, t-o-e, toe.

Ask students to stay in their same order in the large circle and walk to their left to the next body part word. Students will follow the same directions that they did for the first body part word. Continue to do this activity two or three more times.

Tell students to make another large circle. Remind students of right and left body parts. Model the song first by doing the actions as you sing. Students will sing together out loud the “Hokey-Pokey” following directions in the song and acting out the actions.

Hokey-Pokey

You put your right foot in.
Take your right foot out.
You put your right foot in, and
Shake it all about.

You do the Hokey-Pokey,
And turn yourself around.
That’s what it’s all about.
Doo the Hokey-Pokey!
Doo the Hokey-Pokey!
Doo the Hokey-Pokey!
Knees bend, arms stretch, ra-ra-ra!

You put your left knee in.....
You put your right arm in.....
You put your head in.....
You put your left leg in.....
You put your whole self in.....

Sing “If You’re Happy and You Know It” with the students.

Lesson Summary: Students learned to use letters to spell the English names for parts of the body.

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Tell students that they will learn to count from 1 to 29. Starting at the front of the room, count 29 students. Tell students that they will count with you together out loud. Start counting from 1 again with the next student. Count from 1 to 29 until all of the students have been counted. Some students may be counted again.

Tell students that they will count 29 capital letters in their student book. When everyone has finished counting, ask students which letter was number 29 (C). Tell them to write the letter in their exercise book. Ask them to begin counting with the next letter, D and count 29 more letters and write that letter in their exercise book. When everyone has finished counting, ask students which letter was number 29 (F). Tell them check that they wrote the new 29th letter (F) in their exercise book.

Write the numbers 21 – 29 on the chalkboard. Ask nine students to come to the front of the room. Tell students to write the same number below the number you wrote on the chalkboard. Say:

Count with me. 21 – 22 – 23 – 24 – 25 – 26 – 27 – 28 – 29

*Write the number words **twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight and twenty-nine** on the chalkboard. Select students to write the matching number below each word on the chalkboard. Tell students to copy the numbers and words into their exercise book.*

Erase the numerals from the chalkboard. Leave the number words on the chalkboard. Ask nine boys and girls to come to the chalkboard. Tell students to write the correct numeral above the number word. Then tell all students to count from 21 – 29.

Below are two more action rhymes that you can teach to students.

Clap Your Hands

Clap your hands, clap your hands, clap them just like me.
Touch your shoulders, touch your shoulders, touch them just like me.
Tap your knees, tap your knees, tap them just like me.
Shake your head, shake your head, shake it just like me.
Clap your hands, clap your hands, now let them quiet be.

Clap Your Hands, Touch Your Toes

Clap your hands, touch your toes.
Turn around and put your finger on your nose.
Flap your arms, jump up high.
Wiggle your fingers and reach for the sky.

Lesson Summary: Students learned how to count from 1 – 29. They also learned how to write number words and numbers 21 – 29.

Vocabulary: twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine

LESSON EIGHT

Focus: Listening, Speaking, Reading, Writing

Review counting 1 – 29. Write the numbers 1 – 29 on the chalkboard. Tell students to stand up when counting one number and sit down when counting the next number. Students will stand on odd numbers and sit on even numbers. Example: 1-stand up, 2-sit down, 3-stand up, 4-sit down. Point to each number on the chalkboard as students count. All students should be standing up when they say, “29.” Tell students that they counted in a pattern: stand up, sit down, stand up, sit down. Tell students that when they stood up, they counted odd numbers. When they sat down, they counted even numbers. Explain that odd numbers are numbers that have 1, 3, 5, 7, or 9 at the end of the number. Write these numbers on the chalkboard:

Odd Numbers:	<u>1</u>	<u>3</u>	<u>5</u>	<u>7</u>	<u>9</u>
	<u>11</u>	<u>13</u>	<u>15</u>	<u>17</u>	<u>19</u>
	<u>21</u>	<u>23</u>	<u>25</u>	<u>27</u>	<u>29</u>

Explain that the underlined part of the number tells us that these numbers are odd. Ask:

What do you notice about the odd numbers?

(Students will say, “Odd numbers are 1, 3, 5, 7 or 9 or end in 1, 3, 5, 7 or 9.”)

Repeat the **stand up** and **sit down** pattern a few more times.

Tell the class that they will count **only** the odd numbers from **1** to **29**. They will count the odd numbers together out loud. They will whisper the other numbers. Example: Say **1** together out loud. Whisper **2**. Say **3** together out loud. Whisper **4**. Say **5** together out loud. Whisper **6**. Continue counting in this way until everyone has counted to **29**. Tell students that they counted in a pattern: whisper, out loud, whisper. Do this several times.

Tell students to look at Lesson Eight in their student book. Ask students to point to each number and word as they read it. Explain that they must copy only the odd numbers and the odd number words from 21 – 29 in their exercise book in the correct order. Tell them that they can refer to the chalkboard if necessary. Say:

You see some odd numbers. They are not in the right order. Write the odd numbers and odd number words in the correct order in your exercise book.

When they have finished writing the numbers, say:

Let’s count the odd numbers from 21-29.

21 23 25 27 29

Check that students have written the numbers in the correct order.

Tell students that they must listen for the odd number when you say two numbers. They will tell you which number is odd. Say:

20 or 21 (Students will say "21.")

28 or 29(Students will say "29.")

23 or 24(Students will say "23.")

26 or 27(Students will say "27.")

25 or 26(Students will say "25.")

Lesson Summary: Students learned to identify, count and write odd numbers.

Vocabulary: whisper, loud, odd

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

Preparation: Make large number flash cards for **1 – 9**. Underline the odd numbers. Get the number flash cards that show the numbers, number words and drawings from 1 – 20. These number flash cards should have the numbers, number words and drawings for students to count.

Write the numbers 21 – 29 on the chalkboard. Tell students to choose one number to write on a page in their exercise book. Tell them to make the number big enough for everyone to see. Students will take their exercise book outside. Draw a large circle in the dirt. Ask students to stand in a circle. Say:

If you wrote an odd number in your exercise book, step inside the circle. Let's count your numbers. Start at 21. When your number is called, hold up your exercise book. Begin: 21 22 23 24 25 26 27 28 29.

After students have counted to 29, ask:

Where are the odd numbers? Are they inside the circle or outside the circle?
(Students will say: "The odd numbers are inside the circle.")

Ask:

What do you notice about the numbers outside the circle?

Students will say:

The numbers end in 0, 2, 4, 6, or 8.

Ask students if they know what these numbers are called. Praise students for knowing what they are called. Emphasize that these numbers are called even numbers.

Tell students to exchange their exercise book with someone close to them. Play the game again asking students holding odd numbers to step inside the circle. Ask students if they remember the name given to the numbers outside the circle (even numbers).

Tell students in pairs to say the numbers from 1 to 29, with Partner One saying the odd numbers and Partner Two saying the even numbers. They should then change roles.

End the outdoor activity with counting to 29. Ask all those with an even number to go inside followed by those who have an odd number.

Tell students to look at Lesson Nine in their student book. Tell students to point to each number as they read it. Explain that they must copy the even numbers from 20 – 28 in their exercise book. Check that students have written the numbers in the correct order.

Tell students that they must listen for the odd number when you say two numbers. They will tell you which number is odd. Say:

20 or 21 (Students will say "20.")
28 or 29 (Students will say "28.")
23 or 24 (Students will say "24.")
26 or 27 (Students will say "26.")
25 or 26 (Students will say "26.")

Have students count together out loud backwards from 29 to 1. Tell them to refer to the chalkboard if necessary.

Lesson Summary: Students learned how to recognise odd and even numbers 1 – 29 by using number flash cards.

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Review the body parts and counting. Ask 15 students to come to the front of the room. Tell students that they will count the number of arms they see. Ask each student to hold up his/her arms. Students will count the arms together out loud. Ask students who are holding up their arms to please put their arms down one at a time after they are counted. You may count the 30th arm. Ask:

How many arms does _____ (name of student) have?
How many noses does _____ have?
How many legs do _____ and _____ have together?
How many mouths do _____ and _____ have together?

Tell students that they will listen to a story. They will use circles in their exercise book to represent the number of chickens in the story. Then they will answer some questions. Say:

Adanech has eight hens and one rooster. Her father gives her two more hens to keep. How many chickens does Adanech have all together?

Model on the chalkboard how to draw circles for each of the chickens. Students will draw eight circles to represent the hens. They will then draw one circle for the rooster. Then they will draw two more circles to represent the new hens. They will count the circles to answer how many chickens they have (eleven). Example:

1 2 3 4 5 6 7 8 + 1+2

OOOOOOOOO OO
8 +1 = 9+2 = 11

Continue with the story. Give students more time to draw the circles before you write the model on the chalkboard. Draw this on the chalkboard to model.

Adanech now has eleven chickens. One hen lays four eggs. They hatch. How many chickens does Adanech have all together?

Students will draw four more circles. They will count fifteen circles to answer how many chickens Adanech has. Add this to the drawing on the chalkboard to model.

4 11+4 =15
OOOO

Continue with the story. Again give students time to draw the circles before you draw them on the chalkboard. Say:

Adanech now has fifteen chickens. Another hen lays six eggs. They hatch. How many chickens does Adanech have all together?

Students will draw six more circles. They will count twenty-one circles to answer how many chickens they have. Add this to the model on the chalkboard.

6 $15+6= 21$
OOOOOO

Now read the end of the story for students to complete their drawing:

Adanech now has twenty-one chickens. Her uncle gives her eight chickens. How many chickens does Adanech have all together?

Students will draw eight more circles. They will count twenty-nine circles to answer how many chickens she has. Add this to the model on the chalkboard.

8 $21 +8=29$
OOOOOOOO

Model how to play another game. Write the numbers 1 – -10 on the chalkboard. Ask two students each to choose a number. Write the two numbers on the chalkboard. Draw circles to represent each number. Show students how to count the circles to get the sum of both numbers. Write the math problem on the chalkboard to represent this. Example: One student chooses **3**. The other student chooses **9**. Draw three circles and then draw nine circles. Write the math problem.

OOO
OOOOOOOOO

$$3 + 9 = 12$$

Students can play this game a few times in pairs and write the problems and the answers in their exercise book.

Lesson Summary: Students practised adding numbers. They also learned how to draw circles to represent numbers. They listened to a story and answered questions.

Vocabulary: hatch, lay, keep, rooster, hens

Language Pattern: How many _____?

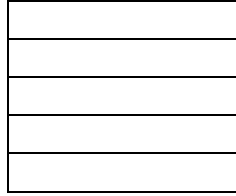
LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

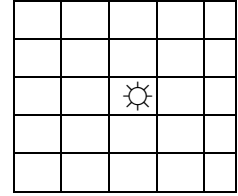
Tell students that they will play **Bingo**. Show students how to draw a large square in their exercise book. Then show them how to draw four horizontal lines to make five rows. Then show them how to draw four vertical lines to make five columns. (See completed example in Lesson 11 in the student book.) Example: **B I N G O**



Draw first.



Draw next.



Draw last.

Tell students to draw a sun in the middle square. Tell students to choose a number from the number chart in Lesson Nine in their student book. They may write that number in any square they choose. Then they will choose different numbers for all of the other empty squares. Walk around the room and check that students are writing different numbers in different squares. Tell students to choose numbers from Lesson Nine in random order (not in counting order).

Explain that students will put an X on the number in their exercise book when you call out the number. When they have an X on five spaces in a row or five spaces in a column, they must say, "Bingo!" Everyone will put an X on the drawing of the sun to start with. Choose any number from 1-29. Say that number and write it on the chalkboard. Say:

Please put an X on the number _____.

Walk around the classroom to make sure that students mark only the number you called out. Call out numbers until a student calls out "Bingo!"

Explain that students will read phrases that include number words. They will choose the matching picture in the student book. Example: Write the phrase **twenty-four balls** on the chalkboard. Students will look at two pictures of the same object in their student book. They will choose the picture that shows the correct number of objects according to the phrase on the chalkboard. Tell students to hold up the number of fingers for the correct picture, either Picture 1 or Picture 2. (They will hold up two fingers because Picture 2 shows 24 balls.) Write these phrases on the chalkboard: twenty-two sticks, twenty-seven pencils, twenty-nine boxes.

Tell students to copy the phrases from the chalkboard in their exercise book. Tell students to write the number of the correct picture that represents the phrase beside the phrase in their exercise book. Do the same activity with the other pictures until all are used.

Lesson Summary: Students practised writing and reading numbers when they played Bingo. They also practised writing and reading number words when they wrote phrases.

Vocabulary: Bingo, row, column, sun

LESSON TWELVE

Focus: Listening, Speaking, Reading, Writing

*Review how to be polite by using the words **please** and **thank you**. Tell students that they will ask a partner for a pencil or another object. They will use **please** and **thank you** correctly.*

Review all vocabulary from Unit 4 by calling out the names of body parts and asking students to point to them on their partner and repeat the names.

*Tell students that they will read the words you write on the chalkboard. Tell students that they must **NOT** read together out loud. They must read the words so that no one beside them can hear. They will list the numbers 1 – 7 in their exercise book. Then they will draw a picture in their exercise book for each word they read. Walk around and observe students' drawings. Assist the students who are having difficulty. Write on the chalkboard:*

1. chin
2. arm
3. leg
4. head
5. neck
6. nose
7. toes

*Review the language pattern, **I have** _____ . (number word, body part)
Tell students to name some of their body parts. They will start at the top of their body and use the language pattern as they point to the parts of their body, e.g. "I have two ears." Correct students' errors when needed.*

Review counting from 1 – 29.

Tell students that they will listen to five sentences that have numbers in them. They will write the numbers they hear in their exercise book. Say:

- My uncle has twenty-five chickens. (25)**
My father sees twenty-eight goats in the field. (28)
The little girl counts twenty-three pencils. (23)
The doctor helps twenty-one people in the clinic.(21)
The teacher has twenty-six girls in the class. (26)

*Sing a song or play a number game with students. Play "Solomon Says."
Review alphabetical order and the words **first**, **next** and **last**.*

UNIT 5: I HAVE A NEW PEN

Learning Outcomes: Students will be able to

- tell what objects people have.
- ask and answer questions about objects that people have.
- describe objects using adjectives.
- count from 1 – 49.
- read short sentences about people and their possessions.
- copy simple sentences about what people have.
- fill in gaps in sentences using visual clues.
- write numbers 30 – 49.
- copy numbers.

Assessment: Assess each student's work continuously over the whole unit based on the learning outcomes to determine whether the student has achieved the minimum required level.

Speaking and Listening: Students ask and answer questions about what each member of their family has, e.g. What does your mother have? What does your father have?

LESSON ONE

Focus: Listening, Speaking

Preparation: Colour word flash cards from Unit Four

Introduce Lesson One by asking individual students what they have at home and at school. Do you have a/an _____? Students respond: I have a/an _____. Does he/she have a/an _____? Students respond: He/She has a/an _____. List their responses on the chalkboard.

Tell students to look at the pictures in Lesson One in the student book. Explain that these pictures show objects the students know from both school and home. Ask them to point to each picture as you name the object.

Slowly say each pair of objects (nouns) and give students time to put their finger on the picture that matches the object that you said. Say:

pencil and pen (Students will point to the pencil, then to the pen in the first row.)

girl and boy (Students will point to the girl, then to the boy in the second row.)

door and window (Students will point to the door, then to the window in the third row.)

man and woman (Students will point to the man, then to the woman in the fourth row.)

goat and dog (Students will point to the goat, then to the dog in the fifth row.)

car and wagon (Students will point to the car, then to the wagon in the sixth row.)

*Say the pairs of objects again, this time linking them with 'n' instead of **and** as a connecting word.*

pencil 'n' pen (Students will point to the pencil, then to the pen in the first row.)
girl 'n' boy (Students will point to the girl, then to the boy in the second row.)
door 'n' window (Students will point to the door, then to the window in the third row.)
man 'n' woman (Students will point to the man, then to the woman in the fourth row.)
goat 'n' dog (Students will point to the goat, then to the dog in the fifth row.)
car 'n' wagon (Students will point to the car then to the wagon in the sixth row.)

Ask students to repeat the pairs of words with you while pointing to the pictures in their book. First have them repeat the words slowly with **and**, then more quickly with **'n'**.

Explain that they have been using another kind of contraction. Write the two forms on the chalkboard to demonstrate the difference in sound to students. Explain that pairs of words are often linked with **'n'**.

Ask students to work with a partner and practise naming the pictures again in Lesson One, slowly at first and then quickly. If you notice students having problems naming the pictures, practise saying the words several times.

When you feel students have the understanding of the long form and the contracted form of **and**, tell students that you can join other nouns with **'n'**. Tell them to listen carefully as you use other nouns. Each time you name nouns found in the classroom point to them. Say:

desk 'n' bench	teacher 'n' student	wall 'n' floor
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Next, use the names of several students joined by **'n'**. For example: Berta 'n' Gabra or Dawit 'n' Sisay. Tell students with a partner to name the pairs of students near them.

Lesson Summary: Students learned how to say the name of objects (nouns) from home or school. When two objects are named, they are joined by the word *and*. They also learned that *and* can be shortened to **'n'**.

Language Pattern: 'n'

LESSON TWO

Focus: Listening, Speaking, Reading, Writing

Preparation: Gather the colour word flash cards and colour flash cards.

Ask students to turn in their student book to Lesson One and point to each picture as you say the names of the objects together. Say:

pencil 'n' pen	door 'n' window	goat 'n' dog
girl 'n' boy	man 'n' woman	car 'n' wagon

Ask students to practise saying the names of each of the objects in the pictures together with you, then once again with a partner. Walk around the room and make sure students are pointing to the correct pictures and naming the objects correctly. Ask if students remember the colour words and the describing words they learned. Tell students that they'll review the colour words. Point to the colour word flash cards on the shash board or in the student book. Say:

red	orange	black	brown	purple
yellow	green	blue	pink	white

Ask students to match the colour words to the colours.

Tell students to look at the pictures in Lesson Two of the student book and listen as you name the objects. Tell them that today you will add a describing word (underlined words) to tell more about the objects. The describing word is called an adjective. Say:

This is a **big** girl in a **yellow** dress. This is a **small** girl in a **pink** dress.

This is a **thin, blue** book. This is a **thick, black** book.

This is an **old, green** bag. This is a **new, yellow** bag.

This is a **dirty** window. This is a **clean** window.

This is a **low, brown** stool. This is a **high, blue** stool.

This is a **long, purple** pencil. This is a **short, yellow** pencil.

Write the describing words on the chalkboard (**big, small, thick, thin, old, new, dirty, clean, low, high, long and short**). Ask students to look at the word **and** in their student book that joins the nouns in the two sentences together. Ask them to listen carefully as you join the two sentences together. As you read the sentences in the box above again, emphasize the adjectives. Say:

This is a **big** girl in a **yellow** dress, and this is a **small** girl in a **pink** dress.

This is a **thin, blue** book, and this is a **thick, black** book.

This is an **old, green** bag, and this is a **new, yellow** bag.

This is a **dirty** window, and this is a **clean** window.

This is a **low, brown** stool, and this is a **high, blue** stool.

This is a **long, purple** pencil, and this is a **short, yellow** pencil.

Tell students to point to each of the pictures and say the name of each object with you. Ask them to tell you the colour of the object. A colour chart is in the student book. (Answers :red dress/purple dress, blue book/black book, green bag/yellow bag,(the windows have no colour), brown stool/blue stool, purple pencil/ yellow pencil.) Assist when needed.

Tell students to look at the pictures again and listen as you read each sentence from the box above with contains two sentences connected by the word **and**. Ask students to tell you: the name of the object, the describing word and the colour of the object.

Ask students to work with a partner. They should each draw an object and make up a sentence with the colour word and name of their object. Each sentence should begin with either **I have...** or **This is...** Examples: I have a **red ball**. This is a **yellow wagon**. I have a **black dog**. Model this activity.

They should draw a second picture or use the same picture and add to it and make up a sentence to describe the picture by using one of the listed adjectives and colour words. Examples: I have a new, brown bag. This is a thin, white cat.

Lesson Summary: Students learned how to name objects and add descriptive words. They reviewed colours.

Vocabulary: big, small, thick, thin, old, new, dirty, clean, low, high, long, short

Language Patterns: This is a _____. I have a _____.

LESSON THREE

Focus: Listening, Speaking

Preparation: Put several school items inside your school bag: (e.g. two books, three pencils, two pens and four pieces of chalk). Do not tell students what is in the bag.

Sing one of the greeting songs. Students will turn to partner and exchange greetings using the phrases learned in Unit One. Tell students they are going to learn other greeting words. Say:

Good morning. (Wait until students say good morning to you. If they do not, remind them to say it.)

Students will respond together out loud:

Good morning.

Say:

How are you this morning?

Teach students to respond together out loud:

We are well, thank you.

Students will ask:

How are you?

You respond:

I am well, thank you.

Repeat the greeting several times until the students can answer without your help. Ask students to practise with a partner. Monitor their conversation.

Tell students you are going to give commands and that they should act out each of the commands. Model these actions.

Take students outside. Ask them to form a big circle. Say:

Will you please stand up? (*Wait until all students have stood up.*)
Thank you. (*after each command*)
Please put your hands above your head. Please put your hands on your head.
Girls, please sit down. Girls, please stand up.
Boys, please sit down.
Boys, please stand up.
All girls, please line up at the door.
All boys, please line up at the door behind the girls.
Please put your hands on the shoulders of the person in front of you.
Now, please walk outside.
Boys and girls, please form a big circle. Thank you.

Tell students you are going to sing the song, "If You're Happy and You Know It." Remind them that each round of the song will give an action that they should do. Demonstrate the first round.

Sing the song again adding new instructions. Actions you may use in the song: Clap your hands. Stamp your feet. Wave hello. Snap your fingers. Flap your arms. Shout, "I am!" etc. For the last two verses, sing: Boys line up, girls line up.

*Bring students indoors. Remind them that they used contractions when they were singing (you're for you are). Write on the chalkboard **you are** and **you're**. Say it several times and ask if they know of other contractions. Some might say: **I'm (I am), he's (he is), she's (she is), we are (we're), you are (you're), they are (they're), we've (we have), they've (they have), 'n' (and)**. If students do not (**don't**) name any contractions, put the ones listed above on the chalkboard and say each of them. Also, tell students to find contractions in their student book Unit 1, Lesson Seven. Review these contractions with students.*

Tell students that they are going to play a guessing game with the items they have learned to name from Lesson One. Ask one student to come to the front of the room and feel inside the school bag to guess the item he/she is touching. Inside the school bag objects such as a pencil, pen, book and chalk can be found. Ask:

What do I have in my bag?

Students will respond:

You have a _____.

Once a student has guessed the object, tell him or her to show it to the class. Ask the class to name the object together out loud. Select another student. Ask:

What do I have in my bag?

The student will respond saying:

You have a _____.

Ask the class to name the object together out loud. Repeat the activity several times.

Lesson Summary: Students learned how to follow commands and they reviewed how to form contractions. They also reviewed the names of items from Lesson One.

Vocabulary: we've, they've, 'n', chalk, behind, walk, line up, snap

Language Patterns: What do I have in my bag? You have a _____. It is a _____. This is a _____.

LESSON FOUR

Focus: Listening, Speaking, Reading, Writing

Preparation: Bring new and old objects to class.

Greet students by saying:

Good morning. (Wait until students say "Good Morning" to you. If they do not, remind them to say it.)

How are you this morning? Assist the students in answering: **We are well, thank you. How are you?** You should answer them: **I am well, thank you.**

Remind students that when you greet someone, it is polite to shake his/her hand as you greet them. Demonstrate this with one student. Ask students to practise saying good morning as they shake hands with a partner. Sing the "Hello" song.

Explain the use of do and don't, does and doesn't. Call the name of a student. Say:

_____, **do you have a pencil?** (name)

Student responds:

Yes, I have a pencil. or No, I don't have a pencil.

Ask the class:

Does he/she have a pencil?

Students will respond:

She has a pencil. or She doesn't have a pencil.

Ask the student:

Is it an old pencil or a new pencil?

Wait for the student to answer.

It is a/an _____ pencil.

Ask:

What colour is your pencil?

Student responds:

It is a _____ pencil.

Ask the individual students to describe the student's pencil. Ask another student:

_____, **do you have a pen?** (name)

Student responds:

Yes, I have a _____. or No, I don't have a _____.

Ask the class:

Does he/she have a pen?

Students will respond:

He/She has a pen. or He/She doesn't have a pen.

Ask the student:

Is it an old pen or a new pen?

Student responds:

It is a(an) _____ pen.

Ask:

What colour is your pen?

Student responds:

It is a _____ pen

Ask the individual students to describe the student's pen. Repeat this activity with other items.

Write the words **new** and **old** on the chalkboard. When students point out old items (objects) in the classroom, write the name of the item on the chalkboard under **old**. Do the same for the items they name that are **new**. Once you have several items listed under each describing word (**new** and **old**), make up a sentence with each of the items. Examples: There is an old table in our classroom. _____ (name of a student) has a new pencil. You may want to use the new and old objects that you brought to class.

Ask students to get into groups of three and practise asking questions and making sentences about new and old objects as you have modeled. Remind students that words like **pencil**, **pen** and **bottle of water** are all objects (nouns). When they use words to describe those words (e.g. **old** and **new**) they are using adjectives. Remind students to use the language patterns **do** and **don't** and **does** and **doesn't** when asking questions in their small group. Ask groups to share the information that they gathered. You may need to model this.

When each student has had a turn making sentences and asking questions, ask all students to put their pencils and exercise book on their desk. When the items are on the desks, take a survey to determine how many students have pencils, how many have an exercise book, how many have a new pencil and how many have an old pencil. Write the following information on the chalkboard to show the results of the survey:

Number of students who have pencils: _____

Number of students who have pens: _____

Number of students who have exercise books: _____

Number of students who have an old pencil: _____

Number of students who have a new pencil: _____

When the survey is complete, draw a line under the word **an** in the phrase, **an old pencil**, and draw a line under the word **a** in the phrase, **a new pencil**. Explain the difference between using **a** and **an**. The word **an** is used when the word following it starts with a vowel.

Tell students to look at the sets of pictures in Lesson Four in their student book. Explain to them that each box has three sentences under the picture that describes the picture. One of the sentences has a describing word (adjective) that is underlined. The third sentence has two adjectives (a colour word and a describing word.) The second sentence has a colour adjective in it. Ask students to point to the box with the old red dress as you read the sentences.

Say:

The dress is <u>old</u>. It is a <u>red</u> dress. The dress is <u>old</u> and <u>red</u>.	The dress is <u>new</u>. It is a <u>green</u> dress. The dress is <u>new</u> and <u>green</u>.
His trousers are <u>dirty</u>. His trousers are <u>blue</u>. His trousers are <u>dirty</u> and <u>blue</u>.	Her trousers are <u>clean</u>. Her trousers are <u>brown</u>. Her trousers are <u>clean</u> and <u>brown</u>.
The bag is <u>big</u>. It is <u>orange</u>. The bag is <u>big</u> and <u>orange</u>.	The bag is <u>small</u>. It is <u>blue</u>. The bag is <u>small</u> and <u>blue</u>.

Ask students to read the sentences to a partner and talk to him/her and tell as much as they can about each picture. Tell them to remember to use describing words (adjectives) and colour words.

Tell students to look at the boxes that contain commands in Lesson Four in their student book. They will draw boxes in their exercise book and follow directions to draw several objects. Then they will complete gap sentences to match the pictures they have drawn. In box one, ask them to draw a black, school bag and complete the sentence using words they learned. If no crayons or coloured pencils are available, students can label the colours. You may choose to do this on the chalkboard. Their activity should look like this example:

Draw a black school bag.

(Drawing of a black school bag)

I have a _____ school bag.

Lesson Summary: Students learned how to add adjectives and colour words to an object to help describe the object. They learned how to conduct a survey.

Vocabulary: survey, old, dirty, big, new, clean, little

Language Patterns: Do you have _____? Does he/she have _____? I have _____.
He/She has _____ doesn't have _____ don't have _____.

LESSON FIVE

Focus: Listening, Speaking, Reading, Writing

Greet students. Say:

Good Morning. (Wait until students say **good morning** to you. If they do not, remind them to say it.)

How are you this morning? Assist the students in answering: **We are well, thank you. How are you?** You should answer them: **I am well, thank you.**

Tell students to look in their bags. Ask individual students:

What do you have in your blue bag?

Students answer: I have a(an) _____ and a(an) _____.

Ask one student to look in another student's bag. Ask:

What does _____ have in his/her green bag?

Student answers: He/She has _____ and _____.

Ask:

Does he/she have a(an)_____?

Student answers: Yes/no he/she does or doesn't have a(an)_____.

Tell students to get with six other students and ask what they have in their bags. Tell students to conduct a survey to identify the most common item. One person from each group should report the findings to the class. As they report the findings, record them on the chalkboard to find the most common item for the class.

*Have students turn to Lesson Five in the student book. Ask them to point with their finger to the letter **a**. Have them point to each letter in turn as they say the letters together out loud. Slowly say the name of each letter in alphabetical order. Remind students these are lower case or 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	

Remind students that each letter comes in another form called upper case or capital letters. The name of the letter is the same. Ask them to say the letters together out loud.

Say:

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	

Ask students to compare the two sets of letters. Tell them to put their finger on the set of upper case or capital letters. (Answer: the bottom set of letters) Tell them to put their finger on the lower case or small letters. (Answer: the top set of letters)

Sing the "Alphabet Song." The song is in the student book.

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.

Ask students to copy the chart from the student book into their exercise book. Tell them to insert the letters that are missing from the alphabet chart in the student book into the chart that they have made. Answers:

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

Write the chart below on the chalkboard. Tell students to copy the chart into their exercise book and draw a line from the upper case or capital letter to the matching lower case or small letter.

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

Lesson Summary: Students reviewed each of the letters of the alphabet, compared upper case or capital and lower case or small letters. They also practised writing many of the letters and sang the “Alphabet Song.”

Language Patterns: Do you have _____? Does he/she have _____? I have _____.
He/She has _____.

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Preparation: Bring 30 small objects such as stones or bottle caps to school to use for counting. Write several action words on small pieces of paper to give commands. Example: jump, sit, walk, count from 1-10, skip, hop, smile and laugh. Flash cards 1 – 30.

Tell students that today they will play a game called **Solomon Says**. Remind them of the rules. If Solomon says do something, they should follow the command. If commands are given without saying **Solomon Says**, they should NOT follow the commands. Model the movements for students. Say:

Solomon says stand up and jump two times.
Solomon says sit down.
Stand up. (Students should NOT stand up.)
Solomon says stand up and tap your nose three times.
Solomon says put your hands on your hips and count together out loud from one to ten.
Solomon says keep your hands on your hips and say the alphabet together out loud.
Solomon says shake your hands in the air.
Stop. (Students should NOT stop shaking their hands.)
Solomon says stop.
Solomon says clap your hands five times.
Solomon says snap your fingers three times.
Sit down. (Students should NOT sit down.)
Solomon says sit down.
Solomon says count from ten to twenty together out loud.
Solomon says take out your book.
Solomon says take out your pencil.
Hold your book in the air. (Students should NOT hold their book in the air.)

Solomon says count from one to thirty together out loud.

Solomon says put your book on your desk.

Solomon says open your book to Lesson Six.

Solomon says smile.

*You can choose to use a different name for the **Solomon Says** game such as **Almaz Says**.*

Walk around the room and give several students a piece of paper with an action word written on it. Students will choose a partner to complete the activity. After giving out all the papers, call on two partner students to demonstrate to the class their action word. Show students the small stones or bottle tops you have brought to class. Count them together out loud using the number flash cards from the previous Unit (1 – 29). Hold the correct flash card up as you count each stone. Make the number 30 and show students what the numeral 30 looks like.

Put the number flash cards on the shash board. Ask students to count with you as you point to each number. Ask students to look at the number boxes in their student book, Lesson Six and to put their finger on the number as they say it. Count slowly to encourage students to point and say each of the numbers with you.

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

Ask students to look at the numbers in sequence and work with their partners to find the missing number in the next box. They should work together to fill in the gaps. Remind them they are not using their pencils but just talking about the missing numbers. Walk around the room and listen to the students as they count together and figure out what numbers go in the gaps. Answers can be found in the completed chart below:

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

When all partners have finished, ask students to draw the chart in their exercise book and complete the numbers in sequence. After charts are completed ask students to point to the numbers and say them out loud with you and then with a partner.

Tell students you are going to end the lesson with a listening game. Ask them to listen as you say three numbers. One of the numbers will be different from the other two numbers. Have students write down the numeral that is different. Read out the following:

ten (10)	ten (10)	fourteen (14)
one (1)	five (5)	one (1)
thirty (30)	twenty (20)	twenty (20)
nine (9)	two (2)	nine (9)
four (4)	four (4)	thirty (30)
twelve (12)	nineteen (19)	twelve (12)

When you have read the whole list, check answers as follows: Ask a student what the first different number is. When they give you the number, ask the student to come to the front of the classroom and write the different number on the chalkboard. Say:

Write the different number on the chalkboard.

Students write:

14, 5, 30, 2, 13, 19

End the lesson by having students practice writing the numbers from 1 – 30 in their exercise book.

Lesson Summary: Students learned how to count and write numbers up to 30, to listen to the differences in the sounds of the number words and identified different numbers.

Vocabulary: 30, thirty

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Write numbers 1 – 49 on the chalkboard.

Greet students. Print the greeting words in bold in the box on the chalkboard. Point to the words as you read them. Ask students to practise the greetings. Say:

Good morning. (Wait until students say **good morning** to you. If they do not, remind them to say it.)

How are you this morning? Assist the students in answering: **We are well, thank you.** **How are you?** You should answer them: **I am well, thank you.**

Remind students that another way to greet a person is to shake his/her hand.

Demonstrate this with one of the students. Ask students to practise saying, **good morning** as they shake hands with their partners. Ask students to copy the dialogue from the chalkboard into their exercise book and then read it to a partner.

Count to thirty out loud. Tell students they are going to learn new numbers that go above 30. Ask them to look in their books at the numbers in the number box as you count. Say:

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	

Ask students to practise counting 1 – 49 together with you several times. Tell students that the numbers **13** and **30** and **14** and **40** sound almost alike. Write the two pairs of numbers and number words on the chalkboard. Practise pronouncing the words correctly with the class.

When you have finished counting together, ask students to begin counting again. Once you help them get started, stop counting with them unless they forget the numbers. Repeat this activity. Students may look at the number chart in Lesson Seven if needed.

Ask students to look at the number chart and point to the correct number as you call out each number. Call out random numbers and check that students are pointing to the correct number on the chart.

Ask students to look at the Number Gaps chart from Lesson Seven in their student book. Tell students to write down the missing numbers in their exercise book.

Ask students to make a Bingo sheet like the one in Lesson Eleven and fill it in with random numbers. Remind students to use any number from – -49. Numbers should not be placed in order and should not be like other students' cards. Remind students how to play **Bingo**. Directions: Call out a number. If a student has that number, he/she should cross it out. The first student who has five numbers in a row across (horizontally) or down (vertically) the sheet crossed out, says "**Bingo**" and wins the game. If time allows, play the game again.

After the game print your name on the chalkboard. Tell students your name. Draw a line under the first letter of your name and remind them that names always begin with a capital letter. Have students write their names five times in their exercise books. If they need to, they can copy their name the first time from their name card. Check that they are writing their name with an initial capital letter.

Lesson Summary: Students learned numbers up to 49 and reviewed writing their name beginning with a capital letter.

Vocabulary: numbers 31 – 49

LESSON EIGHT

Focus: Listening, Speaking, Reading, Writing

Preparation: Small stones and other small objects such as bottle caps to use for counting

Greet students. Have students greet each other using both words and actions (shaking hands). Sing the "Alphabet Song."

Ask students to write their name five times in their exercise book. Walk around and make sure they are using an initial capital letter. Tell students to give their exercise book to two other students who will write their names in it. The student who owns the exercise book will alphabetize the names.

Tell students that there are two sets of alphabet letters in the student book, lower case (small) and upper case (capital letters). Ask students to tell you which set of letters are the lower case and which are the capital letters. Have them copy the charts in their exercise book and fill in the gaps with the missing letters.

Ask students to count with you from 1 to 49. Show them the stones and other small items you have prepared. If you have enough, have partners work together to count them. Otherwise, distribute sets of small items among groups of students for them to count.

Tell students that you are going to read out loud a story called "Helping Mother." Ask them to predict what they think the story is about.

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.

The story is printed in the student book. Ask students to find the story and follow the words as you read it again. Read slowly and watch as students follow the print from left to right.

Ask students to look at the pictures in the student book. Each picture shows what the sentences in the story are about. Ask students to put their finger on each picture as it happens in the story while you read it again.

Ask individual students to tell what happens first, next and last in the story.

Play an action game with students. Orally give instructions and have them mime (to act out) the actions. Model an action for students. Say:

Wash the clothes. (Mime washing clothes.)

Write action sentences on the chalkboard. Read the sentences out loud and ask students to mime the actions.

Lesson Summary: Students listened to a story and put things from the story in order. They also mimed actions from the story and practised counting.

Vocabulary: Wash the dishes/clothes. Sweep the floor. Feed the baby. Fold the clothes. Cook. Make the bed. Set the table. Mime.

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

Ask students what happens first, next and last in the story "Helping Mother." Play an action game with students. Call out instructions to them and have them mime the actions:

Wash the clothes. Feed the baby, etc.

Review colours. Write the ten colour words on the chalkboard: black, blue, brown, green, orange, pink, purple, red, white, yellow. Ask students to write the numbers 1-10 in their exercise book. Tell students to match each colour word with the correct colour from their student book by writing the colour word next to the number of each colour box. Call on different students to write these on the chalkboard.

Answers:

- | | | | | |
|-----------|----------|---------|----------|------------|
| 1. purple | 2. black | 3. red | 4. brown | 5. yellow |
| 6. pink | 7. white | 8. blue | 9. green | 10. orange |

Ask students to work with a partner and tell each other sentences using colour describing words with objects found at school or at home. Examples of objects: pot, bowl, chair, umbrella, dog, table, blanket, bed.

Review counting numbers 1 – 49 out loud with students.

Lesson Summary: Students retold a story and mimed actions from the story. They reviewed how to match colours with colour words, and they counted from 1 – 49. They also reviewed object words.

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Draw or get a large picture or model of an Ethiopian round house (gojobet/sarbet), write colour words on the chalkboard

Review colour words. Review other describing words: round, square, long, short, big, small, tall, fat, thin, old, young, happy, sad. Mention opposites again.

Show students the picture or model of the Ethiopian round house. Describe the round house so students clearly understand. Tell students to find and touch the picture of the Ethiopian round house in Lesson Ten of Unit Five in their student book.

Ask individual students to make one or two sentences about the picture using a colour word and a shape word. (Example: The house is round. The house is brown.) Ask another student to make sentences with the second picture.

*Continue until all of the pictures have been described. Pictures shown in the student book are: **round brown house, big blue blanket, small orange (red, yellow) fire, small yellow jug, tall black door, square white table, low green chair, long brown spoon.** Accept all suitable sentences from students.*

Ask students to use the Word Bank found in their student book to match each of the household items with the correct name. They should choose the correct describing words and colour words and write the sentences in their exercise book. Answers: (Descriptive words are underlined.) Example:

1. I live in a round, brown house.
2. I have a big, blue blanket.
3. We have a small, red/yellow/orange fire.
4. I have a small, yellow jug.
5. This is a tall, black door.
6. Mother cooks with a long, brown spoon.
7. My brother has a low, green chair.
8. We eat at a square, white table.

Ask students to share their answers with the class. Accept all reasonable answers.

Lesson Summary: Students learned how to use describing words (adjectives) to identify objects used at home and in school.

Vocabulary: jug, blanket, fire, spoon

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Colour flash cards, small stones for counting

Ask students to practise greeting each other. Ask students to stand and sing “If You’re Happy and You Know It.” Actions you may use: clap your hands, stamp your feet, jump up high, snap your fingers, turn around, pat your head, give a smile.

Ask students to mime the actions as you call out different household jobs: sweep the floor, wash the dishes, etc.

Ask students to write their name three times in their exercise book. Remind them that names begin with a capital letter.

Ask students to look at the number chart in the student book. Tell students to point to each number as the class counts together out loud from 1 – 49.

Get the container of small stones and divide the class into groups of three. Have them alternate using the stones to count. (Put a stone on the desk from the container with each number they say. Student A will count from 1 to 10. Student B will count from 11 to 20. Student C will count from 21 to 30. Student A will count from 31 to 40. Student B will count from 41 to 49.)

Ask students to open their student book to Lesson Eleven and copy the chart with missing numbers into their exercise book, then fill in the missing numbers.

Tell students they will draw pictures in their exercise book. You will tell them how to complete the pictures. They will write the colour word under the objects they have drawn. Complete items 1-2 with the students. Say:

- 1. In the first box there is a window. Draw a window. Draw a blue ball under the window.**
- 2. In the second box, draw a tree. Draw a yellow box near the tree and colour the tree green.**

Call on individual students to model each direction on the chalkboard.

Read the remaining directions:

- 3. Draw a table. Draw a black bowl on the table.**
- 4. Draw a fire. Draw brown stones near the fire.**
- 5. Draw a bed. Draw a purple shirt under the bed.**
- 6. Draw a donkey. Draw a white rope on the donkey’s neck.**

Lesson Summary: Ask students what they learned today. After they answer, tell students they reviewed counting from 1 – 49. They also reviewed how to greet others, to write their names using capital letters and to follow simple directions.

LESSON TWELVE

Focus: Listening, Speaking, Reading, Writing

Preparation: Put several school items inside your school bag: books, pencils, pens and chalk. Do not tell the students what is in the bag. Prepare a flash card for each of the items.

Ask students to greet each other and include a handshake. Make sure they use the correct sentence pattern: Hello. How are you? I am well, thank you. How are you?

*Ask students to stand to play **Solomon Says**. Give simple directions to see whether students can follow them, e.g. **clap, stamp, wave, smile at me, shake your hands.***

Ask students to write their name three times in their best handwriting in their exercise book.

Show students your school bag. Ask them if they can guess the items that you have in your school bag. Give them several guesses. If they name an item, take it out of the bag; show it to the students; and place it on the desk. Ask a student to come to the front and find the correct flashcard to label the object. Display the label and the object together somewhere in the room. Continue until all items have been identified. Ask several students if they can describe your school bag using the sentence pattern:

The school bag is _____ and _____.

*Encourage students to use a variety of describing words: **size:** large, small; **age:** old, new; **colour:** red, green, blue and other adjectives.*

Select several students' school bags and get other students to use describing words (adjectives) to identify each of the bags. Put several bags together in the front of the room. Play a game by describing a bag and letting the owner remove that bag from the display. Continue until all bags have been removed.

Ask students to look at the first and second pictures in Lesson Twelve and read the sentences with their partner. Ask them to use adjectives to make sentences to describe the third picture. Walk around the room and listen to the partners describe the pictures using their own sentences. The third picture in the student book shows: a girl in a green dress, a tall boy with blue trousers and a white shirt, a blue sky, green trees and a white dog with brown spots. Accept all suitable answers given by the students in their descriptions. Select a few students to say their sentences to the class.

Ask students to stand and count together out loud from 1-49. If there is time, let students work with their partners using the stones to practise counting or ask individual students to come to the shash board and match the numbers 30- 49 to the number words.

Ask students to name people, animals and objects they have in their house. Ask them to say how they help their mother at home and do the actions. Example:

I have _____ at my house. To help my mother, I _____.

UNIT 6: DAYS OF THE WEEK

Learning Outcomes: Students will be able to

- name days of the week.
- describe what they do on certain days of the week.
- listen to short spoken sentences and identify visual clues.
- give simple information about daily routines.
- exchange simple greetings for special occasions.
- sing a song.
- read names for days of the week.
- match a simple story with an illustration.
- copy days of the week beginning with capital letters.
- fill in missing words in sentences.

Assessment: Assess each student's work continuously over the whole unit based on the learning outcomes to determine whether the student has achieved the minimum required level.

Speaking: Teacher points to pictures, e.g. church, school, shops, a day of the week. Students say, "I go to church on Sunday," etc. Students continue in pairs.

LESSON ONE

Focus: Listening, Speaking, Reading

Preparation: ordinal number flash cards, a sample week-long calendar like the example below written on the chalkboard.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
first day	second day	third day	fourth day	fifth day	sixth day	seventh day (last day)

Introduce Lesson One by telling students that they will learn the English names for the days of the week. Show students the days of the week on a calendar. If possible, use a calendar with which the students are already familiar and tell them the English names of the days of the week.

*To teach the ordinal numbers, ask seven students to form a line. Explain that Student 1 is first in line; Student 2 is second in line; Student 3 is third in line; Student 4 is fourth in line; Student 5 is fifth in line; Student 6 is sixth in line; Student 7 is seventh in line and also **last** in line. Ask students to repeat the ordinal numbers together out loud.*

Then have all students form lines with seven in each line. Ask the second student in each group to perform an action. (Example: raise their right hand. Then ask the fifth student in each group to perform an action. (Example: point to their chin), etc. Continue until all ordinal numbers have been used.

Point to the week-long calendar on the chalkboard. Say:

Today we shall learn the days of the week in English. The days of the week are Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. I have written them on the chalkboard. I'll read them to you.

Read the days of the week a second time and have students repeat the name of each day. Ask students to repeat together out loud the days of the week five times.

Teach the ordinal numbers of each day of the week. (Example: Monday is the first day of the week; Tuesday is the second day of the week, etc.). Ask individual students:

What day of the week is _____?

They will respond:

It is the _____ day of the week.

Ask students to copy the weekly calendar into their exercise books and number each day of the week from 1 to 7.

Introduce and model reciting the "School Days" rhyme. As you read, point on the calendar in the student book to the day of the week as it is told in the rhyme.

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

Today is Thursday, Today is Thursday,
The fourth day of the week, the fourth day of the week

Today is Friday, Today is Friday,
The fifth day of the week, the fifth day of the week

(Repeat lines three, four and five with each verse for each day of the week.)

Ask students to join in reciting only the verse for Monday. (If this lesson takes place on a different day of the week, recite the verse for that day.) Recite the verse with students five times.

After reciting the rhyme, say:

Today is _____.

Students respond:

Today is _____.

Ask:

What is today?

Students respond:

Today is _____.

Say:

Today is _____, the _____ day of the week.

Ask:

Do you know what day of the week today is?

Students respond:

Today is _____.

Say:

Very good! Today is _____, the _____ day of the week. (whatever day it is)

Example: Today is Monday, the first day of the week.

Students respond:

Today is _____, the _____ day of the week.

Have students turn to a partner and say the day of the week and the ordinal number for that day. (Example: Today is Tuesday, the second day of the week.)

*Explain the meaning of the word **tomorrow**. Then ask students if today is _____, what day is tomorrow. They will respond:*

If today is _____, tomorrow is _____.

Tell students they are going to sing a goodbye song. You will lead the singing by reviewing the song word-by-word. It may be helpful to write the song on the chalkboard.

Goodbye Song

Goodbye now, goodbye now,
The clock says we're done.
I'll see you on _____ (next day of the week).
Goodbye everyone.

Lesson Summary: Tell students they have learned the days of the week in English and the ordinal numbers for each day.

Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, first, second, third, fourth, fifth, sixth, seventh, last, today, tomorrow

Language Patterns: Today is _____. Today is _____, the _____ day of the week. If today is _____, tomorrow is _____.

LESSON TWO

Focus: Listening, Speaking, Reading, Writing

Preparation: A sample calendar on the chalkboard, a weekly lesson timetable and/or pictures of activities students do during the school week, seven stones for each pair or small group of students.

Review the days of the week and the ordinal (first, second, third, etc.) number for each day. Say each day of the week and have students repeat. Do this three times.

*Ask seven students to come to the front of the classroom. Ask them to bring their exercise book and a pen or pencil with them. Tell each student to write a day of the week in large letters in their exercise book. Example: One student would write the word **Monday** in his/her exercise book. The next student would write the word **Tuesday** in his/her exercise book. Ask them to get in the correct order of the days of the week. Repeat this with several groups of students. Ask students who is first in line, fifth in line, seventh in line.*

To review the ordinal numbers, line up objects such as pencils on a table and ask students to pick up the fourth pencil, etc, until all ordinal numbers are used with the objects.

Hand out seven stones to each pair or small group of students in the class. Tell students they will line up the stones in a small group, or with a partner (like the stones collected for counting in the previous unit). Ask students to point to each stone (first, second, third, etc.) and name the day of the week that it represents.

Ask students what day and what ordinal number today is. Using your own creative method, recite or sing the rhyme for the day then ask the students to join in reciting the verse five times.

School Days

Today is _____. Today is _____,
The _____ day of the week, the _____ 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.

After reciting the rhyme, say:

Today is _____.

Students respond:

Today is _____.

Ask:

What day is today?

Students respond:

Today is _____.

Say:

_____ is the _____ day of the week. _____ is the _____ day of the week.

Ask:

Do you know what day of the week today is?

Students respond:

Today is _____ the _____ day of the week.

Say:

Very good! Today is _____, the _____ day of the week. (whatever day it is)

Example: Today is Tuesday, the second day of the week.

Students respond:

Today is _____, the _____ day of the week.

Have students turn to a partner and say the day of the week and the ordinal number for that day. (Example: Today is Tuesday. Tuesday is the second day of the week.)

Tell students to read the written instructions in their student book as you read out loud. Say:

Read and touch the days of the week in your student book in Lesson One. Then copy them in your exercise book.

Ask students what kind of letter starts the name of each day. Days, like people, have names that start with a capital letter. Make sure students write the days, starting each day with a capital letter.

While reading from their exercise book, the class will say the days of the week again together out loud.

Describe something the class does each day of the week. Use sentences such as:

On Monday we study _____. or We study _____ on _____.

On Tuesday we _____.

On Wednesday we _____.

Continue until all days of the week are mentioned.

*Use the weekly lesson timetable on the chalkboard, pictures or mime to prompt students to say what they do each day at school. Encourage students to use action words such as: **play, work, study, draw, dance, read, write, sing, walk and eat.** These words are review of words learned in the First Grade and in the "Goodbye Song." Have students in pairs or small groups tell each other something they do each day of the school week. One student will tell what he/she does on Monday; the partner will tell what he/she does on Tuesday until all days are mentioned. They can refer to the calendar on the chalkboard.*

Lesson Summary: Students reviewed the days of the week and discussed what they do each day. Students named the days of the week and their ordinal numbers.

Vocabulary: play, work, study, read, write, draw, dance, sing, walk, eat

Language Patterns: On Monday we study _____. We _____ on _____.

LESSON THREE

Focus: Listening, Speaking, Reading, Writing

Preparation: Write a sample calendar on the chalkboard like the calendar in Lesson One.

Review by asking students to recite the days of the week and identify ordinal numbers. Ask students what today is and what the corresponding ordinal number is. Recite the verse for the day with students:

School Days
Today is _____. Today is _____.
The _____ day of the week, the _____ 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.

Then say:

Today is _____.

Students respond:

Today is _____.

Ask:

What day is today?

Students respond:

Today is _____.

Say:

Today is _____, the _____ day of the week.

Ask:

Do you know what day of the week today is?

Students respond:

Today is _____, the _____ day of the week.

Say:

Very good! Today is _____, the _____ day of the week. (whatever day it is)

Example: Today is Monday, the first day of the week.

Students respond:

Today is _____, the _____ day of the week.

Have students turn to a partner and say the day of the week, the ordinal number for that day and tell their partner what they do on that day of the week. Tell them to use school subject words. (Example: Today is Wednesday. Wednesday is the third day of the week. On Wednesday I study English and mathematics.)

Students will tell some of the things they do on each day of the week. (These need not just be school subjects). Write a list on the weekly calendar on the chalkboard.

Ask students to complete a Days of the Week activity. They will divide a page in their exercise book into seven parts and label each with the day of the week, using a capital letter at the beginning of each word. Tell them to choose two days of the week to draw and write about. They will complete the other days tomorrow and the next day. Say:

Draw a picture of what you do on two days of the week.

Ask students to share their pictures with a partner.

Lesson Summary: Students practised using the days of the week and their corresponding ordinal numbers in sentences and drew pictures of what they do on two days of the week.

LESSON FOUR

Focus: Listening, Speaking, Reading, Writing

Greet students. Review the days of the week by asking students to recite them. They should be able to do this without your help. Review ordinal numbers by saying the name of a day and asking students what number the day is.

Ask students what day of the week today is and what its ordinal number is. Students should then recite the rhyme for today.

School Days
Today is _____. Today is _____.
The _____ day of the week, the _____ 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.

After students have recited the rhyme, say:

Today is _____.

Students respond:

Today is _____.

Ask:

What day is today?

Students respond:

Today is _____.

Say:

_____ is the _____ day of the week. _____ is the _____ day of the week.

Ask:

Do you know what day of the week today is?

Students respond:

Today is the _____ day of the week.

Say:

Very good! Today is _____, the _____ day of the week. (whatever day it is)

Example: Today is Monday, the first day of the week.

Students respond:

Today is _____, the _____ day of the week.

Have students turn to a partner and say the day of the week, the ordinal number for that day and tell their partner what they do on that day of the week. (Example: Today is Thursday. Thursday is the fourth day of the week. On Thursday I go to school. I read stories.)

Tell students to complete two more pictures in their exercise book showing what they do on the different days of the week and to write about them.

Teach students how to discuss the weather. Use the pictures in the student book to teach the following weather words: **sunny, rainy, windy, cloudy, cold, warm, hot.**

Tell students that the weather words are describing words. Point to each weather word in the student book and use it in a sentence. Example: Point to the picture of rain. Say:

Today it is rainy.

Have students repeat after you using the same language pattern.

Tell students that they are going to describe the weather for the day of the week. Say:

Today is _____. It is _____ and _____ today.

(Example: Today is Thursday. It is sunny and warm today.)

Point to each weather picture again and ask:

Is it sunny? Students respond in complete sentences.

Yes, it is sunny. or No, it isn't sunny.

Is it rainy? Students respond: Yes, it is rainy. or No, it isn't rainy.

Is it cloudy? Students respond: Yes, it is cloudy. or No, it isn't cloudy.

Is it windy? Students respond: Yes, it is windy. or No, it isn't windy.

Is it hot? Students respond: Yes, it is hot. or No, it isn't hot.

Is it cold? Students respond: Yes, it is cold. or No, it isn't cold.

Lesson Summary: Students learned weather words and how to discuss the weather. They reviewed what they do on certain days of the week.

Vocabulary: sunny, hot, windy, cold, rainy, cloudy

Language Patterns: Today is _____. It is _____ and _____ today.

LESSON FIVE

Focus: Listening, Speaking, Reading, Writing

Greet students. Review by asking students to repeat the days of the week. Ask students what day today is and what ordinal number corresponds to it. Review ordinal numbers using the ordinal number flash cards, the ordinal number words on the chalkboard or a calendar on the chalkboard. Ask students to recite the rhyme for the day from Lesson Four.

After reciting the rhyme, say:

Today is _____.

Students respond:

Today is _____.

Ask:

What is today?

Students respond:

Today is _____.

Say:

Today is _____, the _____ day of the week.

Ask:

Do you know what day of the week today is?

Students respond:

Today is the _____ day of the week.

Say:

Very good! Today is _____, the _____ day of the week. (whatever day it is)

Example: Today is Thursday, the fourth day of the week.

Students respond:

Today is _____, the _____ day of the week.

Have students turn to a partner and say the day of the week, say the ordinal number for that day and tell what they do on that day of the week. (Example: Today is Friday. Friday is the fifth day of the week. On Friday I walk to school. I play football.)

Tell students to draw three more pictures to complete their drawings and writing in their exercise book about what they do on the different days of the week.

Tell students that they are going to write the days of the week in the correct order and write the ordinal number for each day under the correct day of the week. The days (random order) and ordinal numbers are in the student book. Read the written instructions in the student book out loud, and then read the directions together out loud with the students. Write the example on the chalkboard:

Monday	Tuesday
first	second

When students have finished writing, tell them to check with a partner to see if they have the correct answers. Then tell the class the correct answers so students can check their work (Monday, first; Tuesday, second; Wednesday, third; Thursday, fourth; Friday, fifth; Saturday, sixth; Sunday, seventh). Call individual students to the front of the classroom to write the correct answers on the chalkboard.

Review the weather words from Lesson Four by having students point to the picture in their student book that matches the oral description. Ask students to say what kind of day it is. (Example: Students point to the picture that shows “sunny” and say, “It is sunny today.”) Do this activity four times, then ask students to tell a partner the weather word for each picture.

Say:

Point to the picture that shows sunny.

Students point to the picture “sunny” and say: “It is sunny today.”

Point to the picture that shows hot.

Students point to the picture “hot” and say: “It is hot today.”

Point to the picture that shows windy.

Students point to the picture “windy” and say: “It is windy today.”

Point to the picture that shows cold.

Students point to the picture “cold” and say: “It is cold today.”

Point to the picture that shows cloudy.

Students point to the picture “cloudy” and say: “It is cloudy today.”

Point to the picture that shows rainy.

Students point to the picture “rainy” and say: “It is rainy today.”

Tell students that they will describe the weather for the day of the week. Say:

Today is _____. It is _____ and _____ today.

(Example: Today is Friday. It is sunny and warm today.)

Hold up each weather picture card and ask:

Example: Is it sunny? *Students will respond in complete sentences:*

Yes, it is sunny. or No, it isn't sunny.

Is it rainy? *Students respond: Yes, it is rainy. or No, it isn't rainy.*

Is it cloudy? *Students respond: Yes, it is cloudy. or No, it isn't cloudy.*

Is it windy? *Students respond: Yes, it is windy. or No, it isn't windy.*

Is it hot? *Students respond: Yes, it is hot. or No, it isn't hot.*

Is it cold? *Students respond: Yes, it is cold. or No, it isn't cold.*

Next ask students to copy the weather words from under each picture in Lesson Four in their student book into their exercise book. Tell students to read the written instructions in their student book as you read out loud. Say:

Tell a partner each weather word under each picture. Read and copy the weather words and read them to a partner.

Lesson Summary: Tell students that they reviewed the weather, the days of the week and the ordinal numbers of the days of the week.

Language Patterns: It is _____. It is _____ and _____.

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Greet students. Review the "School Days" rhyme from Lesson Four with students. Students should be able to recite the rhyme without help and tell the ordinal number for that day.

Divide the class into groups of seven. Assign each group a day of the week. Ask students to recite the verse of the “Days of the Week” that they were assigned starting with Monday’s group. (For example, the group assigned Monday will recite the verse for

Monday; then, Tuesday's group will recite the verse for Tuesday, etc.). Recite the entire rhyme two times. Students should be able to recite the rhyme without help.

Ask students about the weather today. Say:

What is the weather today? It is _____ and _____.
--

Explain to students that starting today they will create a weather chart that will be filled in for each day of the week. They will start with today's weather. Have students complete the "Weather Chart" activity in their student book for today only. Students will copy the chart in their exercise book.

Students will continue to fill out the weather chart each day for the remaining days of the week. (If the weather is the same each day, students could copy the weather drawings in Lesson Four to vary what the weather could be like each day.) On Monday students can draw the weather for Saturday and Sunday and talk about it.

After completing the Weather Chart for today, remind students that they have learned the days of the week and have talked about some of the things they do on each day of the week.

Tell students that you are now going to read a story about a boy named Geleta. Tell students that before you read the story, you will discuss a word in the story.

Tell students that you will teach them about the word **birthday**. Explain in mother tongue that everyone has a birthday. A birthday is the day on which a person was born. Tell students that many people around the world celebrate their birthday. Many people sing the "Happy Birthday" song in honour of someone's birthday. Tell them that people around the world celebrate birthdays in different ways. Some people celebrate by having special food. Ask students if they know when their birthday is. Ask some students to tell their birthday.

The story below describes what Geleta does during a week. Ask students to tell you some things they think Geleta might do for each day of the week. Read the story, "Geleta's Week." Ask students to listen and point to the days of the week words when they hear them.

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.

After reading the story, ask individual students:

- 1. What day does Geleta walk to school?** (*Geleta walks to school on Monday.*)
- 2. Who walks with Geleta?** (*Two friends from his class.*)
- 3. What happens on Tuesday?** (*It is Abera's birthday.*)
- 4. On what day does Geleta go fishing?** (*Geleta goes fishing on Wednesday.*)
- 5. Who goes to the mosque on Friday?** (*Hawa goes to the mosque on Friday.*)
- 6. Where does Geleta's family go on Sunday?** (*They go to church on Sunday.*)

Lesson Summary: Tell students that they reviewed the days of the week and the ordinal numbers of the days of the week. They learned about having happy birthdays. Tell students that today you read a story about the things Geleta does in a week and they answered questions related to the story.

Vocabulary: favourite, celebration, fish, river, market , birthday

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Calendar

Sing the "School Days" song. Have students turn to a partner and say the day of the week, the ordinal number for that day and tell their partner what they do on that day of the week.

Have students complete for today only the Weather Chart activity from Lesson Six in their student book. On Monday have students fill in the weather for the past Saturday and Sunday. Say:

Draw a picture of the weather for today.

Reread the story, "Geleta's Week." Ask students to follow along in Lesson Six in their student book. Then students will read along with you the second time.

Tell students that you are going to read some sentences and you want them to point to the picture in their student book that illustrates each sentence. Do this activity two times.

Say:

Geleta goes to school on Monday. (Students point to the picture of a school.)
Tuesday is Geleta's friend's birthday. Geleta's friend has birthday bread.
(Students point to the picture of a birthday bread.)
Geleta goes to the river to fish on Wednesday. (Students point to the picture of a boy fishing.)
The family goes to the market on Thursday. (Students point to the picture of people shopping at a market.)
The family cooks and eats the fresh food on Thursday. (Students point to the picture of a family sitting down to eat.)
Hawa goes to the mosque on Friday. (Students point to the picture of a mosque.)
Geleta's favourite day of the week is Saturday. (Students point to the picture of children playing.)
The family goes to church on Sunday. (Students point to the picture of a church.)

Tell students to talk about the pictures in the student book with a partner. They should say the activity and the day of the week it illustrates. Write the following words on the chalkboard: **birthday, fishing, school, market, playing, eating, church, mosque.** (There are two drawings for Thursday.) Ask individual students to write the word for one of the days of the week and the word on the chalkboard for the activity that day. Example: Monday-school; Tuesday-bread; Wednesday-fishing, etc. Ask all students to read what individual students wrote on the chalkboard.

Ask students the following questions about the story. Students may have different answers. Accept all reasonable answers.

Why is Saturday Geleta's favourite day? Students may respond: "It is Geleta's favourite because he plays outside with his friends."
What do you think Geleta does if it is rainy on Saturdays?
Do you think that Geleta only walks to school on Mondays?
Geleta said that he catches fish to eat on Wednesdays.
How does Geleta feel when he catches a fish?
How does he feel if he doesn't catch a fish?
What do you think Geleta eats if he does not catch any fish?
What do you like to do after school? Why?
How are your weekly activities like Geleta's?
What is your favourite day? Why?

Lesson Summary: Students reviewed the days of the week and the ordinal numbers of the days of the week. They also reviewed weather words and described and drew pictures of the weather for the day. They read and discussed the story "Geleta's Week" again. They discussed what Geleta does in sequence and matched pictures showing the things that he did.

LESSON EIGHT

Focus: Listening, Speaking, Reading Writing

Preparation: Make a sample calendar on the chalkboard.

Sing "School Days." Review the days of the week and the ordinal number for each day. Use the sample calendar from Lesson One. Say each day of the week and have students repeat the days. Do this three times. Say:

Today we shall review the days of the week in English. The days of the week are Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday. I shall write them on the chalkboard. I shall read them to you.

Point to a day of the week and ask students:

**What day is it today?
What is the first day of the week?
What is the third day of the week?
What is the sixth day of the week?**

Do this several times.

*Tell students they will hear the word **yesterday** and review the word **tomorrow**. The day before today is called **yesterday**. The day after today is **tomorrow**. Say:*

Yesterday was _____. It was _____.
Example: Yesterday was Thursday. It was windy.

Ask individual students to complete sentences by using the language pattern.

*Tell students the day after today is tomorrow. Tell students to repeat the word **tomorrow** after you. Say:*

Tomorrow is _____. On _____ I _____.
Example. Tomorrow is Friday. On Friday I play football.

Ask individual students to complete sentences by using the language pattern.

Have students complete for today only the Weather Chart activity from Lesson Six in their student book.

*Review the meaning of the word **birthday**. Tell students that when it is their birthday the class will greet them with the birthday song. Teach students the words of the song.*

The Birthday Song

Happy birthday our friend.
Happy birthday our friend.
Happy birthday dear_____.(Insert friend's name.)
We're happy for you.

Tell students to write the words of the song in their exercise book. Ask them to use their best handwriting. They can write a friend's name in the song.

*Play a game with students at the end of the lesson: **Bingo, I Spy** or another favourite game.*

Lesson Summary: Students reviewed the days of the week and learned about birthdays. They learned to talk about *yesterday* and reviewed the word *tomorrow*. They also sang the “Birthday Song.”

Vocabulary: yesterday, tomorrow, Happy Birthday

Language Patterns: Yesterday was _____. It was _____. Tomorrow is _____.
On _____ I _____.

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

Preparation: Pictures showing places students go and activities they do on Saturday and Sunday and a calendar

Explain that Saturday and Sunday also are called weekend days. Review the days of the week and the ordinal number for each day. Use the calendar or have students look at the list of days in their student book in Lesson One. Say each day of the week and have students repeat each day after you. Using the calendar, point to a day and say:

Today is _____. What day was yesterday?

Have a student point to the day before the one you are pointing to and respond:

Yesterday was _____.

Repeat the activity, asking a student to point to tomorrow and say the day:

Today is _____. What day is tomorrow?

The student will respond:

Tomorrow is _____.

Point out Saturday and Sunday and ask students what these days are also called. (weekend days). Say:

We are going to practise spelling the days of the week in your exercise book. You must be sure you spell the days correctly. The days of the week begin with capital letters. Please get out your exercise book. Write the days of the week three times each. In a few minutes, I shall write the words on the chalkboard so that you can check your spelling. Remember to write each word three times.

Give students enough time to write the days of the week before you write them on the chalkboard. Ask them to underline the weekend days.

Have students complete the Weather Chart activity from Lesson Six in their student book. Tell them to draw this in their exercise book for today only.

*Review with the class the daily greetings: **Hello, how are you? I am fine, thank you. Good morning, good afternoon, good night, good evening. It is nice to meet you.***

Tell students there are different ways to greet people at different times. Explain different ways of greeting people in mother tongue before you explain them in English. Write the greetings on the chalkboard and say:

On birthdays we greet people by saying *Happy Birthday!*
At Christmas we greet people by saying *Happy Christmas!*
For any holiday, we can say *Happy Holiday.*
We can greet people on other special days by saying *Happy Ramadan, Happy New Year, Happy Easter, Happy Eid, etc.*

Add names of other special days celebrated by the students in your class. Encourage students to add special local, regional, national and religious holidays to the list.

*Ask students to choose one of the holidays and draw a picture in their exercise book showing what they do on that day. Help them to write the appropriate celebratory words for their drawings. Remember to greet students with the words **Happy** ____ on or before each of the holidays.*

Sing the “Happy Birthday” song.

Lesson Summary: Students reviewed the days of the week. They practised writing the days of the week. They have also learned greetings for birthdays, Christmas and other special days. They reviewed the words *yesterday* and *tomorrow*.

Vocabulary: special day, Happy Birthday, Happy Ramadan, Happy Christmas, Happy New Year, Happy Easter, Happy Eid, Happy Holiday

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Pictures showing places students go and activities they do on Saturday and Sunday and a calendar

Sing the “Greeting Song.” Review weather words. Have students complete in their exercise book for today only the Weather Chart activity from Lesson Six their student book.

Tell students that they will learn to exchange simple parting greetings with a partner. Explain to students that when you are leaving someone at the end of the day, it is polite to say Have a good night or Good evening. Model with a student how to exchange simple parting greetings. Say:

_____, **it was nice working with you today. Have a good night. or good evening.** Example: Maritu, it was nice working with you today. Have a good night.

Student responds:

Thank you and good night. or good evening.

Students will say together out loud the sentences that the teacher and student repeated.

_____, **it was nice working with you today. Have a good night. or good evening.**

Students then say together out loud:

Thank you and good night. or good evening.

Repeat this several times with the whole class and then choose individual students to model the conversation. Students will then work with a partner and exchange parting greetings with each other.

Review birthdays and birthday greetings. Have students practise saying birthday and holiday greetings to a partner. Then sing the “Happy Birthday” song.

Explain to students that on Saturday and on Sunday they do not come to school. Often, they do not come to school on special days and holidays. Tell them that today they will learn to talk about the things they do on days when there is no school. Tell students in mother tongue that sometimes they go to visit someone or some place for a short period of time. To **visit** is to go to a place or stay as a guest for a short period of time. Show the pictures of places they can go to when they have no school, e.g. **market, church, mosque, river, grandmother’s house, playing field, forest**. Ask students to think of other places they visit.

Ask students if they visit these places.

Do you go to _____?

Tell students to look at the drawings in Lesson Ten in their student book. Ask individual students:

Where do you go on Saturdays?
Where do you go on Sundays?
Where do you go on special days?

Students should respond:

I go to _____ on _____.(I go to market on Saturday.)

Tell students with a partner to describe where they go on weekends and special holidays using the same sentence pattern. Hold up the word card and have students repeat the words and match the words to the picture cards.

Lesson Summary: Students learned how to give parting greetings. They learned to talk about where they go on special days and weekends.

Vocabulary: visit, market, mosque, church, river, playing field, forest, grandmother, grandmother’s house

Language Patterns: Where do you go on _____? I go to _____ on _____.
Do you go to _____. Thank you. Good night. Good evening.

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Pictures and words representing things that students do on weekends and holidays, such as: **fast, eat, dance, sing, make a fire, swim, fish, climb trees, play football, play with friends, wear regional clothes**, etc.

Review parting greetings. Tell students to turn to a partner and exchange parting greetings as you move around the room and listen to them. Review with the whole class saying together out loud, “Have a good night or good evening.” Pairs will then practise greetings for birthdays and other holidays.

Sing the "Happy Birthday" song.

Review weather words. Have students complete for today only the Weather Chart activity from Lesson Six in their student book. Tell students to read the written instructions in their student book as you read out loud.

Tell students that today they will review how to talk about things they do on weekends and holidays. Teach typical activities from drawings in the student book in different lessons in this unit.

Tell students they are going to talk to their partner about places they go to and things they do on weekends and holidays using the following language patterns:

What do you do on Saturdays? On Saturdays I _____.

What do you do on Sundays? On Sundays I _____.

What do you do on (Christmas/Ramadan/Easter/Eid)? On _____ I _____.

Students should ask each other the questions in Lesson Eleven in their student book and answer them in turn.

Tell students to open their exercise book and draw themselves doing something on a weekend. Tell them to write the sentence:

I _____ on _____.

Examples: I play football on Saturdays. I eat sweets with my family on my birthday. I go to the market with my grandmother on Saturdays.

Tell students to get into small groups and share their pictures and sentences with the group. Select students from each group to share with the class.

Lesson Summary: Students learned to say in English some activities that they do on weekends and on special days, and they learned to write about and share their writing for those activities.

Language Pattern: On _____ I _____.

LESSON TWELVE

Focus: Listening, Speaking, Reading, Writing

Preparation: Gather ordinal number and days of the week flash cards.

Review all vocabulary from Unit Six. Ask:

What day of the week is today?

Students will respond:

Today is _____.

Ask seven students to come to the front of the classroom. Hand each of the students an ordinal number flash card. Ask individual students to come to the front of the classroom and put the students in order according to the flash card that they are holding.

Ask seven more students to come to the front of the classroom. Hand each of the students a flash card that names a day of the week. Ask individual students to come to the front of the classroom and put the students in order according to the days of the week.

Then call seven more students to the front of the classroom give them a set of ordinal numbers for days of the week and ask them to get themselves into order. Tell the class that if the ordinal numbers are in the correct order, they should put their thumbs up. If the ordinal numbers are not in the correct order, they should point their thumbs down. Repeat this until everyone has had a chance to participate. (This also could be done outside.)

Ask students to say the days of the week together out loud and then to a partner. Ask the partners to listen for errors and correct them as needed.

Write the names of the days of the week on the chalkboard in random order. Ask students to rewrite the list of days in the correct order.

On the chalkboard write the days of the week with the letters scrambled: **riadFy**(Friday), **oaMndy** (Monday), **Struaayd** (Saturday), **syaudeT** (Tuesday), **hrdsyaTu** (Thursday), **uSnyad** (Sunday), **nesWedday** (Wednesday). Ask students to figure out each word and write each word correctly in their exercise book. Remind them to use a capital letter at the beginning of the word.

Have students complete the Weather Chart activity from their student book in their exercise book for today only. Tell students to read the written instructions in their student book as you read out loud.

Ask students what the weather was like yesterday and what it will be like tomorrow. Ask students to look at the drawings of each day's weather in their exercise book. Ask several students to share their drawings. Draw the symbols and the chart below on the chalkboard.



Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Tell students to copy this chart in their exercise book. Then tell them to look at each day's weather. Tell them to draw one of the symbols to show each day's weather. Below their drawing, they will write the word **hot** or **cold**.

Ask students to give you words that describe what they do on different days of the week. Write the words on the chalkboard. Say:

Please fill in the gaps in sentences to describe what you do each day of the week and on weekends. You may use the words on the chalkboard to help you describe your day.

*Read the words together out loud. You may add to the list any additional words students provide. Students will use the sentence pattern: **On**_____ (day of the week) **I** _____. Ask the students to read to themselves (whisper) each sentence they wrote. Then ask them to read to a partner what they wrote for at least two days of the week.*

Tell students to draw a picture of what they like to do on their favourite day of the week and write a caption. Model how to do this. Help students to write their captions. Remind students of Geleta's favourite day.

UNIT 7: TIME TO EAT AND DRINK

Learning Outcomes: Students will be able to

- express what they want in a shop.
- read and identify English words for food and drink.
- copy English words from a shopping list.
- use social expressions to demonstrate politeness.
- count from 50 – 99.
- distinguish between singular and plural forms of nouns (items of food).
- recite a poem/chant.

Assessment: Assess each student’s work continuously over the whole unit based on the learning outcomes to determine whether the student has achieved the minimum required level.

Listening: Students listen to two short dialogues in a shop (read by the teacher) and tick off on a chart what the customers say.

LESSON ONE

Focus: Listening, Speaking, Reading

*Explain to students in mother tongue that they already know how to greet others politely. They know how to be **polite** in conversation by asking others how they are. They know to say **please** and **thank you** when they give and receive something. They also know how to say parting greetings. It is important to be **polite**.*

Ask students for other examples of being polite such as helping someone who is older or disabled, offering someone something e.g. some part of the food you are eating. Ask students to give examples of how they are polite and write the examples on the chalkboard. Ask students to tell you what it means to be polite.

Tell students to look at Lesson One in the student book. Read the conversation out loud. Tell students that they will repeat each line after you say it. They will work with a partner to read the dialogue. One student will read the parts that start with “Partner 1.” The other student will read the parts that start with “Partner 2.” Pretend that it is one person’s birthday. Tell students that they will not read the words, “Partner 1” or “Partner 2” out loud.

Review the numbers 1-49 by counting together out loud. Tell students that they will count some objects in their student book. Explain the food object in their mother tongue and tell the English word if they are unfamiliar with it. Say:

Count the beans in your student book. Write the number in your exercise book. How many beans are there? How many means to tell the number of something. (Students will say, “There are 25 beans.”)

Count the number of oranges in your student book. Write the number in your exercise book. How many oranges are there? (Students will say, “There are 18 oranges.”)

Count the carrots in your student book. Write the number in your exercise book. How many carrots are there? (*Students will say, "There are 12 carrots."*)

Count the tomatoes in your student book. Write the number in your exercise book. How many tomatoes are there? (*Students will say, "There are 37 tomatoes."*)

Count the eggs in your student book. Write the number in your exercise book. How many eggs are there? (*Students will say, "There are 42 eggs."*)

Continue until all items are counted.

Write the questions below on the chalkboard and ask individual students to respond to the following as you point to one food item (singular), or slide your finger along several food items (plural).

What's this?

It's a/an _____.

How many _____ are there?

What colour is/are the _____?

Do you like _____?

Tell students to turn to a partner and ask him/her similar questions.

Lesson Summary: Tell students that they reviewed the English words for some items of food. They also reviewed counting and learned what being polite means.

Vocabulary: polite, carrots, tomatoes, eggs, bread, beans, oranges

Language Patterns: How many _____? What is this? It is a/an _____. How many _____ are there? What colour is/are the _____? Do you like _____?

LESSON TWO

Focus: Listening, Speaking, Reading

Tell students that they will learn more words for things to eat and drink. Tell students to look at the pictures in Lesson Two of their student book. Ask students to show a partner which things we can eat. Next ask students to tell a partner which things we can drink.

Review singular and plural nouns with students. Ask individual students to name some foods. Write these names on the chalkboard in the singular form. Point to the singular nouns that individual students named and you wrote on the chalkboard. Say them together out loud. Remind students that when we want to talk about more than one, we usually add an -s to the word.

When we want more than one, we usually add –s or –es to the end of the word.

Some words do not add –s or –es, e.g. fish, meat, bread, water.

Drinks do not normally add –s, e.g. tea, coffee, milk.

Then write the plural form next to the singular form of each word on the chalkboard. Point to each word and tell students to say together out loud the singular and plural forms of the words.

One one apple one bean one cabbage one carrot	More Than One two apples fifteen beans nine cabbages five carrots	One one egg one potato one tomato one orange	More Than One twelve eggs ten potatoes eighteen tomatoes eight oranges
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Ask a student to choose a drawing of something to eat in Lesson Two in their student book. Say the name of the food. Then say sentences with the singular and then the plural form of the food item words (nouns).

This is a/an _____ . We can eat _____ -s/es.

Example: This is an apple. We can eat apples.

Say each phrase and ask students to repeat after you. Tell students to use the singular form of the food item for the first sentence and the plural form of the food item for the next sentence. Continue choosing drawings of different foods and having students say the two sentences about each food item. (Alternatively, bring students to the front to select a picture from the student book and say the sentences.)

Tell students that they will sort the food items shown in their student book into two groups. One group will be **Things We Can Eat**. The other group will be **Things We Can Drink**. Bring students to the front of the class. Draw two large circles on the chalkboard. Write the words **Things We Can Eat** in one circle. Write the words **Things We Can Drink** in the other circle. Give each group a word for one of the foods in the student book. Ask each group to decide where their word must be written. Then tell students to write their food word in the correct circle.

Things We Can Eat	Things We Can Drink
apple, bean, bread, cabbage, carrot, corn, egg, fish, meat, potato, tomato	coffee, milk, tea, water

Explain to students that these foods can be sorted into two other groups. Tell students that many of the foods they eat come from plants and others come from animals. Ask individual students to name some of the foods that come from animals. Ask individual students to name some foods that come from plants. List these on a T Chart on the chalkboard. Then hold up each flash card and ask students to call out the category it belongs in together out loud (animal or plant). Put the flash cards **Food from Animals** and **Food from Plants** in the circles.

Again, give the flash cards to different small groups of students. Tell students that they will sort these items into two groups. One group will be **Food from Animals**. The other group will be **Food from Plants**. Ask each group to decide where their card must be put. Then tell students to put their word flash cards in the correct circle. Mention that water does not come from either plants or animals. Ask students from where water comes.

Food from Animals	Food from Plants
egg, fish, meat, milk	apple, bean, bread, cabbage, carrot, coffee, maize, potato, tea, tomato

Lesson Summary: Ask students what they learned. Reinforce their answers by telling students that today they learned English words for items of food and drink. They also learned how to sort food items in different ways. They reviewed how to talk about one and more than one.

Vocabulary: apple, cabbage, coffee, fish, meat, milk, potato, tea, water, corn (maize) tomato, egg, orange, carrot

Language Patterns: -s and -es at the end of nouns to make plurals (*singular/plural forms of words*)

LESSON THREE

Focus: Listening, Speaking, Reading, Writing

Tell students that they will learn a funny chant about food in their student book. Read the chant to students. Then read the chant together out loud. Model how to act out the part of the chant about body parts. Then ask students to act out the chant.

Food Chant

Carrots are good!
So is some **meat**!
A **cabbage** is tasty,
But not on my feet!

Eggs are good!
So is **bread**!
Potatoes taste great,
But not on my head!

If I could have my greatest wish,
I'd eat my food
In a nice, round dish!

*Choose six students to come to the front of the class. Give each student one of the word flash cards for the food items in the chant. Tell students at the front of the classroom to hold up the word flash card when the class says that the name of the food. Example: The student holding the flash card **carrot** will hold it up when the students read the first line of the chant about carrots. Read the chant again together out loud with students.*

Write the words below on the chalkboard.

carrot-carrots	meat-meat	cabbage-cabbages
egg-eggs	bread-bread	potato- potatoes

Reread the chant line by line together out loud with the students. After each line, point to the two words for that item of food. Ask:

Which word is the correct way to write _____? (each item of food in the chant)

Remind students that the first word in each pair means just one item of that food. The second word means more than one.

Tell students that they will copy the chant in their exercise book. They will not draw the pictures for the items of food in the chant. Instead, they will write the words for each item of food. Tell students to use the Word Bank in the student book. Write the first line of the chant on the chalkboard to demonstrate how they will write the chant in their exercise book. Write:

Carrots are good!

Point out the word **carrots** in the Word Bank. Walk around the room as students work on the assignment. Give help to students who have difficulty.

Tell students to try to remember the chant so they can practise it at home.

Lesson Summary: Students learned to read and write a chant about food. They also reviewed singular and plural nouns.

Vocabulary: good, tasty, great, could, greatest wish, dish, chant

LESSON FOUR

Focus: Listening, Speaking, Reading, Writing

Review all of the food words with students. Review the food chant from Lesson Three.

Tell students that there are short English words and longer English words. Point out that longer words usually have more sounds. Write the food words from the chant on the chalkboard. Point to meat and carrots. Say:

meat-carrots The word **carrots** has more sounds than the word **meat**. When we say **meat**, we say the word all together. When we say **carrots**, we say one part of the word a little louder than the other part. Listen: **CAR-rot**. (Make your voice louder when you say the first part of the word.) Repeat the word: **CAR-rot**.

Model more examples of short and long words with the whole class. Then ask individual students to tell which words are longer and which words have more sounds, given two words, e.g. potato or bread, coffee or tea, eggs or tomato.

Tell students to look at the items of food in the chant in the student book. Ask them to work in small groups to decide which words are longer and which words are shorter. Ask them to identify the words that have more sounds. Choose six students to come to the front of the room. Give each student a word flash card of a food item from the Food Chant.

Make a T chart on the chalkboard. On the top of the **T** write the words short (on the left) and long (on the right). Remind students what the words **short** and **long** mean as you write them on the chalkboard. Tell students that they will sort the words by short words and long words. Say each word, saying the stressed (capitalized) part more loudly. Have students repeat together out loud.

CAR-rots meat CAB-bage eggs bread po-TA-toes

Tell the students holding **CAR-rots** and **meat** to step forward. Point to the words as you say:

The word *CAR-rots* has more sounds than *meat*. *Meat* is a short word. Write *meat* under the word *short* and *carrots* under the word *long*.

Write the words **meat** and **carrots** on the chalkboard.

Tell the student holding the word **CAB-bage** to step forward. Say:

“CAB-bage.” Is *CAB-bage* a short word like *meat*? (Students answer, “No.”)

Ask:

Is *CAB-bage* a long word like *CAR-rots*? (Students answer, “Yes!”)

Write the word **cabbage** under the word **carrots**. Continue sorting out the long and short words in this way.

When all food words have been sorted, tell students to write the words in their exercise book in two columns. Tell students to write the short words, like **meat**, on the left side and the longer words, like **carrots**, on the right side. When students are finished, their T chart should look like this:

Short	Long
meat	carrots
eggs	cabbage
bread	potatoes

Tell students that they will work in small groups to sort more English words for food. Tell them to look at Lesson Four in their student book. There are nine words in the Word Bank that students will sort. They will write these words on the T-chart in their exercise book below the words from the chant. When all students are finished, choose several groups to share their T-charts. Correct when needed. When students have shared, call on individual students to add the words to the T-chart on the chalkboard. When finished, the T-chart should look like this:

Short	Long
meat	carrots
eggs	cabbage
bread	potatoes
bean	apple
maize	coffee
fish	tomatoes
milk	water
tea	

Lesson Summary: Students learned how to sort short and longer English food and drink words. They also learned how to listen for the sounds that are stressed in a word.

Vocabulary: short, longer, louder, T-chart

LESSON FIVE

Focus: Listening, Speaking, Reading, Writing

*Reread the food chant from Lesson Three together out loud with students.
Review ways to be polite from Lesson Three.*

Tell students that they will learn how to say what they want when they shop for food. Tell students to look at the drawing in Lesson Five in their student book. Say:

When we buy things, we are customers. When we sell things in a shop, we are shopkeepers. When we go to a shop, we can tell the shopkeeper what we want.

Write the following sentences one below the other on the chalkboard.

1. **I want eggs, please.** (C)
2. **How many?** (S)
3. **Five, please.** (C)
4. **Here you are.** (S)
5. **Thank you.** (C)

Underline the words eggs and five. Read the sentences out loud. Ask students to read the sentences on the chalkboard. They will decide which sentences a customer would say. In their exercise book, students will write the numbers and mark next to each number a C for customer or S for shopkeeper. Then model the conversation with a student. Then have pairs of students repeat the conversation. Ask:

If you want to buy six oranges, how do the sentences change?

*Model on the chalkboard by erasing the words **eggs** and **five** and substituting the words **oranges** and **six**. Read the new sentences with students.*

Tell students that they will talk to a partner. Tell them that they will practise asking for food items in a shop. One partner will be the customer, and the other partner will be the shopkeeper. They will read the sentences on the chalkboard. Model this again with a student at the front of the classroom. After they have practised with the sentences on the chalkboard, ask students to use numbers and food words in Lesson Five to change what they want to buy. Ask a few pairs to demonstrate their conversations.

Tell students that they will listen to some riddles. They will decide which food item answers the riddle. Allow students time to respond together out loud.

**You can drink this.
You get this from a plant.
You can grind the beans to make this. (Mime the action of grinding.)
What's this? This is coffee.**

**You can eat this.
This is round.
This is green and leafy.
What is this? This is a cabbage.**

**You can eat this.
This comes from an animal.
This animal does not live in the water.
What's this? This is meat.**

Ask students to make up some food riddles. Ask several individual students to come to the front of the classroom to share the riddles they made. Then tell students to get in a small group and share their riddles with their group.

Lesson Summary: Students learned how to tell what they want when in a shop. They also learned to solve and create food riddles.

Vocabulary: shop, customer, shopkeeper, buy, sell

Language Patterns: I want _____, please. How many?

LESSON SIX

Focus: Listening, Speaking

Preparation: Draw the following chart on the chalkboard.

1 first	2 middle	3 last
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When you teach syllables in this lesson, be sure to say each example word slowly so that students can hear the parts. Also make sure that you stress the louder parts of the words with your voice.

Tell students that when people speak English, they say some parts of words louder than other parts. Short words don't have loud (stressed) and quiet parts (unstressed) like longer words. Ask:

Which word is short: carrot or meat? (meat – no loud (stressed) and quiet parts)
Which word is longer: bread or apple? (apple – loud (stressed) and quiet parts)

Tell students that we can tell that a word has a loud (stressed) part by paying attention to the vowel letters in the word. Write the vowels **a, e, i, o** and **u** on the chalkboard. Write the word vowels above the letters. Say:

These letters are called vowels. We can see vowels in words. We can hear vowels in words. Listen! The word eggs has one vowel sound. I can hold my hand under my chin (demonstrate). My chin moves and touches my hand. This helps me know that there is only one vowel.

Write the word **eggs** on the chalkboard and ask a student to underline the vowel in **eggs**. Say:

The word carrot has two vowels. I can hold my hand under my chin and feel my chin touch my hand two times. This helps me know that there are two vowels.

Write the word **carrot** on the chalkboard and ask a student to come to the front of the class and underline the vowels.

Tell students that they will learn how to listen for words that have one vowel, two vowels and three vowels. Tell students that when words have two or three vowels, we say one part louder than the other parts. We call the part that is louder the "stressed" part. Say:

I shall say some words that have two vowels. The stressed part will be first. Listen! WA-ter has two word parts. When I put my hand under my chin, I can feel that WA-ter has two parts. The first part is the part I say louder. WA-ter.

Tell students to work with a partner. Tell students to say the word **CAB-bage** to their partner. Tell them to hold their hand under their chin when they say the word. Ask:

Did you say the first part of CAB-bage louder? Say CAB-bage. Listen! Here is another word you know: FRI-day, FRI-day. Friday has two word parts. Which part is louder?

Students will say that **FRI** is louder. Tell students that **FRI** is the stressed part of the word.

Tell students that they will listen for the stressed part of the word. Tell students that they will show the stressed part of a word by pointing to box 1, 2 or 3 in Lesson six in their student book and holding up one, two, or three fingers. If the stressed part of the word is the first part of the word, they will point to the box and hold up one finger. Tell students that some words will have three parts. They will hold up two fingers if the word has the loud part in the middle or second part. If the loud part of the word is the last part of the word, they will hold up three fingers. Say:

Listen to this word. It has three parts: po-TA-toes. The loud part is in the middle. You will point to box 2 hold up two fingers. Now let's try some together. I will hold up my fingers and you will do the same.

Say:

SUN-day.

Point to box 1 and hold up one finger. Check that students are pointing to box 1 and holding up one finger. Explain that the stressed part of **SUN-day** is the first part. Say:

to-MA-to.

Point to box 2 and hold up two fingers. Check that students are doing the same. Explain that the stressed part of **to-MA-to** is in the middle. Say:

sev-en-TEEN.

Point to box 3 and hold up three fingers. Check that students are doing the same. Explain that the stressed part of **sev-en-TEEN** is the third part. Tell students to work in small groups. They will listen to the words you say to help them decide which part of the word is stressed. Tell students to point to the correct box and hold up one finger if the first syllable is stressed, two fingers if the middle syllable is stressed and three fingers if the last syllable is stressed. Say:

COF-fee.

After students hold up fingers, hold up one finger to show that the first part of the word is the stressed part. Point to the correct number on the chart on the chalkboard. Say:

po-TA-to.

After students hold up fingers, hold up two fingers to show that the middle part of the word is the stressed part. Point to the number 2 on the chart on the chalkboard.

Say:

af-ter-NOON.

After students hold up fingers, hold up three fingers to show that the last part of the word is the stressed part. Point to the number 3 on the chart on the chalkboard. Say:

in-JER-a.

After students hold up fingers, hold up two fingers to show that the middle part of the word is the stressed part. Point to the number 2 on the chart on the chalkboard. Say:

RAM-a-dan.

After students hold up fingers, hold up one finger to show that the first part of the word is stressed. Point to the number **1** on the chart on the chalkboard. Write the words on the chalkboard. Tell students to practise the stressed parts of the words above with a partner and then ask several students to share them with the class.

Lesson Summary: Students learned how to listen for the parts in a word and identified the stressed part as beginning, middle or end. They learned that some words have more than one part and that these words have one part that is stressed, or louder, than the other parts. They also learned vowels.

Vocabulary: vowel, middle, stressed unstressed

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: On the chalkboard draw pictures of the following in a straight line:
2 apples, 2 fish, 1 orange, 1 packet or tin of milk, 1 piece of meat, 3 bananas.

Tell students to turn to Lesson Two in their student book. Review the food words together out loud. Say:

Daba will go to the shop for his mother. He will get food for the family. Let's find out what Daba sees at the shop.

Point to each drawing on the chalkboard. Have students name each food item and count them. Ask students how many pictures they see. Count the pictures with the students (There are ten.) Write the number of each counted item under it. Erase the tenth food item from the chalkboard. Do not erase the number **10**. Ask:

How many food items do we have now? (Students will respond, "9.")

Erase the ninth food item from the chalkboard. Do not erase the number **9**. Ask:

How many food items do we have now? (Students will respond, "8.")

Tell students:

When we erase a food item from the chalkboard, we are counting backwards. Let's count backwards from 10 – 1.

Point to the numbers you wrote below the food items. Touch the number **10** and count backwards together out loud with students.

10 – 9 – 8 – 7 – 6 – 5 – 4 – 3 – 2 – 1

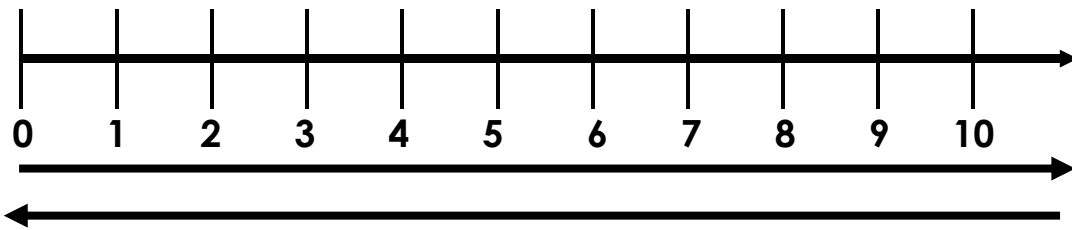
Say:

Now let's count forwards from 1 – 10. (Touch the number **1** and count from 1 – 10.)

Now let's count backwards again from 10 to 1. (Touch the number **10** and count backwards.)

Now you will learn how to use a number line to help you count. A number line

Draw the number line below on the chalkboard. Point to 1 and begin counting forward, 1 – 10. Then point to the 10 and count backwards, 10 – 1. Tell students that the number before 1 is 0.



Tell students that they will work with a partner to practise counting forward from 1 – 10 and backwards from 10 – 1. They will use the number line in Lesson Seven in their student book to practise. Say:

Find the number line with the picture of the carrot in your student book. Follow the direction of the green arrow in your student book to count from 1-10. You will go from left to right. Follow the direction of the red arrow in your student book to count from 10-1. You will go from right to left.

Choose one student to come to the chalkboard. Tell that student that when you count out loud, he/she must write the number you say on the chalkboard. Point to one drawing on the chalkboard. Say the number 1. The student will write the number 1. Point to the second drawing on the chalkboard. Say the number 2. The student will write the number 2. Continue counting by pointing to the next picture on the chalkboard. The student will continue to write the numbers on the chalkboard. Draw the last two food items you erased earlier in the lesson on the chalkboard. Tell students that Daba sees ten food items at the shop. Ask:

What do you think Daba will buy for his family? (Allow many responses.)

Explain what a shopping list is. Tell students that they will work with a partner and make a shopping list. Say:

Decide which food items you will buy at a shop. Write those words in your exercise book.

Ask students to share their shopping list with the class.

Lesson Summary: Students learned how to make a shopping list. They also learned to count backwards from 10 to 1 and learned to use a number line.

Vocabulary: zero, backwards, forward, left, right, number line, direction, arrow, shopping list

LESSON EIGHT

Focus: Listening, Speaking, Reading, Writing

Tell students that they will learn how to count from 50 to 99. Tell students to look at the number chart in Lesson Eight. Tell students that they already know the numbers 1 – 49. These numbers are in the top part of the chart. Tell students that they will learn the numbers in the bottom part of the chart. Tell students they will work with a partner. Ask:

What do you see that is the same in the numbers in your student book? Do you see a pattern? Talk to your partner.

Review odd and even numbers. Tell them that in their student book the odd numbers are in colour and the even numbers are in white spaces. Tell students to explain to their partners the patterns they see on the charts. Walk around the room and listen to students' responses. If students do not notice any patterns, say:

Do you see the columns of colours? *(Make your arm go up and down vertically to remind students about the direction of columns.)* **Some columns are orange. Some columns are white. Do you remember the numbers that end in 1, 3, 5, 7 or 9? These are odd numbers. Do you see the odd numbers? What colour are they: orange or white?** *(Students will say, "Orange.")* **Do you see the even numbers? What colour are the even numbers: orange or white?** *(Students will say, "White.")* **Do you see any other patterns? Do you see any numbers that start the same as other numbers? Do you see any numbers that end the same as other numbers?** *(Allow students to share what they see.)*

*Tell students that they will point to the numbers in the top part of the chart as they count together out loud from 1 – 49. Tell students to listen as you count from 50 – 60. Stress the **fifty** in each word as you say it. Hold up the correct number of fingers to show the rest of the number as you say it. Example: 51 – Say **fifty** loudly and hold up one finger when you say **one**. Tell students that the five at the beginning of each number they see means 50.*

*Tell students that they will count from 50 – 60 together out loud. Next count from 60 – 70 in the same way you counted from 50 – 60. Stress the **sixty** in each word as you say it. Hold up the correct number of fingers to show the rest of the number as you say it. Example: 64 – Say **sixty** loudly and hold up four fingers when you say **four**.*

*Tell students that the **six** at the beginning of each number they see means 60. Tell students that they will count from 60 to 70 together out loud. They will point to the number in the number chart as they say each number. Continue this way until the students have counted to 99.*

*To reinforce numbers, you could write the words and numbers 50, 60, 70, 80 and 90 in order on the chalkboard for students to copy in their exercise book and point out they are the numbers six, seven, eight and nine, with the ending **-ty**.*

Lesson Summary: Students learned to count from 50 to 99. They also wrote the number words and numbers 50, 60, 70, 80 and 90.

Vocabulary: numbers 50 – 99, fifty, sixty, seventy, eighty, ninety

LESSON NINE

Focus: Listening, Speaking, Reading

Review counting 50 – 99. Take students outside. Tell students to stand in a large circle.

Ask:

How many students are in this circle? Let's count together out loud.

After students have counted, tell students that they will count together out loud again. Tell students that they will stand up and squat down in groups of ten. Tell students to count to ten (1 – 10). Then they will squat down. Tell students to count from 11 – 20. Then they will squat down. Tell students to count from 21 – 30. Then they will squat down. Continue counting in this pattern until all students have been counted. Tell students to stand. Count around the circle again. Every tenth student should squat down. Continue counting around and around the circle until all students are squatting down. Tell students that they practised counting from 50 – 99.

Take students inside. Say:

Find the picture of the corn in your student book. We will count from 50 – 59 together out loud. (Students will count together out loud.) Count backwards from 59 – 50. Use the red arrow to know which way to count. Touch the numbers as you count. (Students will count together out loud.)

Find the picture of the cabbage in your student book. We will count from 60 – 69 together out loud. (Students will count together out loud.) Count backwards from 69 – 60. Use the red arrow to know which way to count. Touch the numbers as you count. (Students will count together out loud.)

Find the picture of the potato in your student book. We will count from 70 – 79 together out loud. (Students will count together out loud.) Count backwards from 79 – 70. Use the red arrow to know which way to count. Touch the numbers as you count. (Students will count together out loud.)

Find the picture of the tomato in your student book. We will count from 80 – 89 together out loud. (Students will count together out loud.) Count backwards from 89 – 80. Use the red arrow to know which way to count. Touch the numbers as you count. (Students will count together out loud.)

Find the picture of the milk in your student book. We will count from 90 – 99 together out loud. (Students will count together out loud.) Count backwards from 99 – 90. Use the red arrow to know which way to count. Touch the numbers as you count. (Students will count together out loud and/or practise with a partner.)

Lesson Summary: Students learned how to count by 10s. They also learned to count forward and backwards in tens using number lines.

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Tell students to discuss with a partner what it is like when they go to the market. Talk about what they usually buy for their family, also what they like or want to buy with their own money. Ask individual students to share their answers with the class.

Tell students that they will listen to a conversation in a shop between two students and a shopkeeper. Review the list of food items from Lesson Ten in the student book with the class. Tell them to copy the list into their exercise book. Walk around the classroom and make sure that students copy the list correctly. Tell students to read their list to a partner.

Tell students that they will make a check mark against the word on their list if they hear the name of a food item in the conversation between the shopkeeper and Tesfu and Makeda. Read the story out loud.

Shopping – 1

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.”

Read the dialogue again as students follow the words in their student book.

Ask students to tell a partner which food items they checked on the shopping list. Tell them to count the number of items that Tesfu and Makeda bought. After the students have shared with a partner, ask individual students which items should have a check mark or tick next to them. Ask them come to the chalkboard and write the words and how many of each item there are. Count together out loud the total number of items Tesfu and Makeda bought (20). Re-read the story and have students act it out. They could also discuss the polite words that were used.

Tell students that they will work in groups of three. One student will say three food items from the Shopping List. The other two students will listen for the items. They will put a line through each item they hear. Then the second student in the group will choose three different food items from the list. Continue with this activity until all three students have had a turn calling out food items.

Tell the groups of students that they will look at the picture of the marketplace in Lesson Ten in their student book. Tell them that there are some food items hidden in the picture. When students have found all of the hidden food items, they will write in their exercise book the names of the food items they found. Then they will share with a partner their list of words. Walk around the classroom and help students. Finally, individual students

should be called on to tell how many food items they found. (Note: Nine food items are shown: eggs, potatoes, bananas, tomatoes, carrots, beans, oranges, beans and onions. Please explain the new word “onions” to students.)

Lesson Summary: Students practised listening for food items in a list and in a conversation. They read the conversation out loud and practised finding food items in a marketplace picture and writing the words.

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Read the conversation between the customer and the shopkeeper out loud to the class. Ask students to copy the list into their exercise book and circle the food words on the list as they hear them.

Shopping List	
5 apples	3 fish
2 bread	6 tomatoes
1 cabbage	meat
coffee	11 oranges
5 eggs	tea

Shopping Dialogue	
Customer	“I want bread, please.”
Shopkeeper	“How many loaves of bread?”
Customer	“Two loaves of bread, please.”
Shopkeeper	“Here is your bread.”
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.”

Walk around the classroom to make sure that all students have circled food items from the list. Review answers together out loud. Ask how many of each? How many all together?

Tell students that some numbers sound almost the same. Write the numbers below on the chalkboard. Tell students that some of the numbers on the chalkboard end in **-teen**. The other numbers end in **-ty**. Model the difference in pronunciation between the numbers in each pair. Say each pair of numbers and then ask the question that follows. When students answer, point to the correct number.

15	50	Which number is 50?
17	70	Which number is 17?
13	30	Which number is 13?
18	80	Which number is 80?
19	90	Which number is 90?

*Tell students that they will work in small groups to play the **Yes/No** game. Write a number on the chalkboard. Say a number. If the number on the chalkboard is the same as the number you call out, students will say, “Yes.” Then they will write the correct number in their exercise book. If the number on the chalkboard is **NOT** the same as the number you call out, students will say, “No.” Then they will write the number you said in their exercise book. Students will work with their small group to make sure that they write all numbers correctly. Write and say:*

<i>Write 60. Say 60. (Students will say Yes and write 60 in their exercise book.)</i>
<i>Write 15. Say 50. (Students will say No and write 50 in their exercise book.)</i>
<i>Write 13. Say 13. (Students will say Yes and write 13 in their exercise book.)</i>
<i>Write 90. Say 19. (Students will say No and write 19 in their exercise book.)</i>
<i>Write 18. Say 80. (Students will say No and write 18 in their exercise book.)</i>
<i>Write 70. Say 70. (Students will say Yes and write 70 in their exercise book.)</i>

Tell students to talk about what they eat at home and what food items they need to buy to make those meals. They will make a list and share it with their group.

Remind students that some number words sound almost the same as others.

Lesson Summary: Students learned to listen for the last sound in number words. They also read a dialogue about food and named other words for food items. They wrote shopping lists.

Language Pattern: Which number is _____?

LESSON TWELVE

Focus: Assessment: Listening, Speaking, Reading, Writing

Preparation: Small stones, flash cards with numbers, food items

Review food items vocabulary from Unit 7. Ask students to draw and label five food items that they like from the lessons in their exercise book. Tell students to get in a small group and share what they drew and labelled. They should use their polite words when in the small group.

Review counting forwards and backwards from 50 – 99. This can be done at the desks or in a large circle outside. Students should stand. Every 10th person should sit or squat down. Take students inside. Tell students to work in groups. Each group must count out ten stones. Once the stones have been counted, ask that they bring their stones up to the front of the classroom and count out loud together from one to 99. Play Bingo with students using numbers from 60 to 99.

Ask students to work in groups of ten to make a number line. Tell each student to write a different number from 1 – 10 in their exercise book. Tell students to line up in their group in order from 1 – 10.

On the chalkboard write food words with vowels missing. Tell students to write the missing letters to complete the words in their exercise book.

Read the description below out loud to students. Tell students to write a shopping list with all the items mother wants.

Mother goes to the shop. She buys food for our family. We want milk. We want carrots. We want potatoes. We want teff to make injera. My mother asks the shopkeeper for all of these foods. She says please and thank you.

Have individual students read out items from their lists.

Review the language pattern, “How many?” Ask students to work with a partner to act out being the shopkeeper and the customer, using mother’s shopping list. They should use the sentences:

I want _____, please. How many _____ do you want? Here is/are your _____.

Ask several partners to share their conversations with the class.

UNIT 8: WHAT AN AMAZING ANIMAL!

Learning Outcomes: Students will be able to

- describe some animals.
- sing a song.
- recite a chant.
- read short descriptions and match them to illustrations.
- copy the names of some animals.

Assessment: Assess each student's work based on the learning outcomes to determine whether the student has achieved the minimum required level.

Speaking and Listening: Students draw a fantastic animal from a spoken description by the teacher/students draw a fantastic animal and describe it orally in pairs.

LESSON ONE

Focus: Listening, Speaking, Reading

Preparation: Animal flashcards, picture cards

Ask individual students to name some animals in English. As students respond, repeat the animal names together out loud. Hold up the prepared animal flash cards and picture cards together and show them to students. Say:

What is this?

Ask individual students to respond:

That is a _____.

Then ask the whole class to repeat the sentence:

That is a _____.

Ask individual students to demonstrate the sound that particular animal makes. Ask the class to practise that sound together out loud.

Hold up each animal word flash card and ask individual students to match the animal word to the picture on the shash board.

Ask students to point to each animal picture in the student book and read its name together out loud.

*Tell students that they will play the **Animal Sound Guessing Game**. Leave the animal picture and word flash cards on the shash board. Ask individual students to come to the front of the classroom and make the sound that one of the animals on the shash board makes. Tell the student to call on individual students to guess what animal makes that sound. The student in the front of the class will ask:*

What animal makes the sound _____?

An individual student will respond:

A _____ makes that sound.

*Students with partners will play the **Animal Sound Guessing Game**. Students will take turns making sounds and responding.*

Ask students to tell you everything they know about a farm. Practise naming the animals and practise making the animal sounds.

Tell students they will learn a song about animals on a farm. They can see the animals on the shash board. (If you don't know the tune, do it as a chant.) Say:

We are going to learn a song/chant. It is about animals and the sounds the animals make. The title is "Old Yakob had a Farm."

Sing or chant "Old Yakob had a Farm."

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

Tell students they will sing the song four more times adding the following animals and their sounds: cat – meow-meow, donkey – hee-haw, horse –neigh-neigh, sheep – baa-baa, goat – meh-meh, chicken/hen – cluck-cluck.

Lesson Summary: Students reviewed the names of animals and their sounds. They also learned a new song about animals.

Vocabulary: donkey – hee-haw, horse – neigh, cat – meow, goat – meh-meh, sheep-baa, hen -cluck, cow – moo, dog – woof

Language Patterns: What is this? That is a/an_____.
What animal makes the sound _____? A _____ makes that sound.

LESSON TWO

Focus: Listening, Speaking, Reading

Preparation: On the chalkboard write the words for animals from Lessons One and Two in the student book: *Lesson One – cat, chicken, cow, dog, donkey, goat, horse, ox, sheep. Lesson Two – baboon, camel, elephant, hippopotamus, hyena, lion, monkey, rabbit, zebra.*

Tell students that they will sing "Old Yakob" again. Tell them that you will name an animal about which you would like them to sing. Tell students to look at the drawings in Lessons One and Two to identify the animals. Sing "Old Yakob had a Farm."

Review the animal names and pictures from Lesson One by playing a matching game at the shash board. Students will point to the animal picture after you say and point to the animal word on the chalkboard. Tell students that they will learn the English names of other animals. Say:

This is a _____.

Ask students to say:

That is a _____.

Repeat this for each new animal picture.

Ask students to look at each of the animal pictures in the student book and to point to it and say its name after you say it. Students will then say the name of each animal together out loud.

Tell students to look at the drawings of the animals in Lesson Two in their student book. Ask individual students to guess which animal drawing goes with which animal word on the chalkboard. Tell the students that the beginning sounds of the words will give them a clue. Point to each animal word on the chalkboard and ask:

What sound begins the word _____?

Call on individual students to respond:

_____ begins with the sound _____.

(For hippopotamus and hyena, they will have to look for ending letters as well.)

Tell students that you are going to play a letter game. Tell students that you will write a letter of the alphabet on the chalkboard. Tell students that after you write it, they should say the name of the letter together out loud. Then individual students should try to figure out an animal name that begins with that letter. Ask:

What is this letter?

Students respond:

That is the letter _____.

Ask:

Which animal word starts or ends with that letter?

Call on an individual student to respond:

_____ starts/ends with the letter _____.

Repeat this activity for all animal words. Tell students to work with a partner to play the letter game again using farm animal words. Students can take turns asking the questions and responding.

Lesson Summary: Students learned the names and sounds of more animals. They also identified beginning and ending letters of animal words.

Vocabulary: hyena, monkey, zebra, hippopotamus, elephant, lion, camel, baboon, rabbit

Language Patterns: This is a _____. _____ begins with the sound _____. That is the letter _____. _____ starts/ends with the letter _____.

LESSON THREE

Focus: Listening, Speaking, Reading, Writing

Preparation: Make or collect animal picture cards and flash cards from Lessons One and Two. Collect known body part flash cards: *eye, ear, face, hair, mouth, head, tooth, nose, hand, arm, finger, foot, leg, toe, shoulder, knee*. Make or collect animal body part flash cards and picture cards for: *wing, tail, paw, claw, hoof, fur*.

Review all animal pictures and words using pictures and flash cards or by looking at the pictures and words in the student book in previous lessons.

Tell students that two or more animals are called **animals** because there are more than one. One animal is called an **animal**. Write the words **animal** and **animals** on the chalkboard and have students repeat the words as you point to them. Point out the letter **s** at the end of the word **animals**.

Put the first column of the following chart on the chalkboard (the **ONE** column only). Read the **ONE** column of the chart together out loud. Write the word **animal** under the word **One**. Write the heading **MORE THAN ONE** and then write the word **animals** under the **MORE THAN ONE** column. Remind students that when a word is plural **-s** or **-es** is added to the end of the word. Write the names of some animals under the column labeled **ONE**. Call on individual students to come to the chalkboard and write the plural form of the animal words in the **MORE THAN ONE** column, as you have modeled.

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

Tell students that they will review parts of the body. Ask a student to come to the front of the classroom. This student will assist by modelling. Say:

Where are his/her _____, or Where is his/her _____?(body part)

As you say each body part, hold up the matching flash card or point to the word on the chalkboard. Call on individual students to come to the front of the class and point to the body part when modeling. They will say:

These are his/her _____, or This is his/her _____.

Place the body part flash cards on the shash board or write the words on the chalkboard. Repeat this for all body part words.

Place the new animal picture cards on the shash board or write the words on the chalkboard. Point to one at a time and ask what body parts each animal has that people have. Individual students will respond by saying:

A _____ has eyes. A _____ has teeth.

Repeat this for half of the animal pictures. For the other half of the pictures, ask students to get into a small group and discuss the similar body parts between the animals and people.

*Remind students of plural **s**. Tell them if we are speaking of more than one animal and more than one body part we add **-s** or **-es** to the end of the word.*

Tell students that there are some animal body part words that they have not learned. Point to the wing on the picture of the hen. Tell students that people do not have this body part. Tell students:

A hen has wings.

Ask students to repeat the sentence together out loud. Hold up new animal body part flash cards as you say the new words.

Point to the goat's tail in the picture. Tell students that people do not have this body part. Tell students:

A goat has a tail.

Ask students to repeat the sentence together out loud.

Ask students if they can think of other animals that have wings or tails. Ask individual students to say:

A _____ has wings. A _____ has a tail.

*Repeat this for the animal body part words **paws, claws, hoofs** and **fur**. After teaching the new animal body part words, make another plurals chart on the chalkboard.*

*Ask students to come to the front of the class and write the word in plural **s** form as they did for the animal words.*

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

Read the singular and plural list of words in the student book out loud. Then ask students to read the list to a partner. Students will copy the words in two columns (singular and plural) in their exercise book.

Lesson Summary: Students reviewed and learned new animal words. They also reviewed body part words and learned new animal body part words. They reviewed plural nouns.

Vocabulary: eye, ear, face, hair, mouth, head, tooth, nose, hand, arm, finger, foot, leg, toe, shoulders, knees, wing, tail, paw, claw, hoof, fur

Language Patterns: Where are his/her _____. Where is his/her _____. These are his/her _____. This is his/her _____. A _____ has _____.

LESSON FOUR

Focus: Listening, Speaking, Reading

Preparation: Collect all the word and picture cards of the animals from Lessons One, Two and Three and colour flash cards.

Review the new animal words and the new body part words.

Take students outside. Ask individual students to come to the front. Tell them to follow your commands. As they do the action, they will say:

I am a _____.

Model each command if necessary. After the individual students follow the command, ask the whole class to repeat the action and sentence.

Pretend to be a chicken. Flap your wings.

Pretend to be a goat. Stamp your hoofs.

Pretend to be a cow. Say moo-moo.

Pretend to be a monkey. Clean your fur.

Pretend to be a cat. Scratch with your claws and say meow.

Give other commands to the students, telling them to do actions or make sounds like different animals.

*Take students inside. Write the following describing words on the chalkboard: **big, small, tall, short, straight, round, long, sharp, square.** (These should already be familiar to students.) Ask individual students to read a describing word and to choose an example in the classroom of something that can be described that way. They should use the language pattern:*

The _____ is _____.

The student may say:

The pencil is straight.

Repeat this until all describing words have been reviewed.

Tell students that they will use the animal words, the body part words, colour words, number words and the describing words that they have learned to describe animals. Tell

students that they will play an animal guessing game using these words. Hold up a picture of an animal and ask students to describe what they see. They should respond by saying long tail, brown, big, etc.

Place all of the related flash cards on the shash board and leave the describing words on the chalkboard. Hold the all animal flash cards. Shuffle them and pull one from the pile. Look at it and say:

I am describing an animal. It has two legs, two eyes and two wings. Who can guess what animal I am describing? It is a _____. (bird, hen or chicken.)

Do this a few times. Allow a student to come to the front of the classroom and describe an animal to the class so the class can guess what it is.

Place all animal flash cards on the shash board. Tell students to choose an animal they would like to describe from the pictures. Ask them to say the riddle to a partner.

Lesson Summary: Students reviewed the new animal words and animal body part words and describing words. They described animals and guessed animals by their descriptions.

Vocabulary: flap, clean, scratch, stamp

Language Patterns: I am a _____. The _____ is _____. It is a _____.

LESSON FIVE

Focus: Listening, Speaking

Tell students to look at the picture in their student book. In mother tongue have students tell what they think is happening in the picture. Say the title of the story, "A Walk through the Countryside" and ask students to predict what will happen in the story.

Ask students to look at and point to the picture in their student book as you read the story in English. Tell students some of the animals they have studied will be in the story. There will also be a snake in the story. Explain the meaning of the word **snake**. They will listen as you read the story.

A Walk through the Countryside

Feven, her brother, mother and father live in the countryside. One Saturday morning the whole family walks through the countryside near their home. Feven's father wants to show Feven and her brother, Hakim, the animals that live near their home. As they walk the path, they see a snake go under a bush. Feven's father tells them that many snakes live in the countryside. They pass a herd of cows eating grass.

The family walks to the bank of a river. Here they find many animals drinking water. There are goats, camels and donkeys. In the water, there are fish. There are many trees near the river. Birds sit on the branches of the trees. A monkey is on the ground. Hakim and Feven can hear the brown monkey chatter and the little birds sing. As the family nears their home, they hear the dogs bark, the cats meow, and the hens cluck. Feven and Hakim are happy to see so many different animals.

Read the story again. Ask students the following questions. Tell them to answer in English and to use complete sentences.

Ask	Key Words in Student Responses
How many people are in Feven's family?	<i>four</i>
When do they walk?	<i>one Saturday morning</i>
Where do they walk?	<i>in the countryside</i>
What animals do they see or hear? (Write them on the chalkboard and count the total number of types.)	<i>a snake, cows, camels, donkeys, goats, fish, birds, monkeys, dogs, cats, hens</i>
Where do they see animals drinking water?	<i>on the bank of a river</i>
What animals are drinking water? Tell students that all animals need water, just as we do, to stay alive.	<i>goats, camels and donkeys</i>
What animals are in the trees?	<i>birds and monkeys</i>
Do you think it is a rainy day or a sunny day?	<i>sunny day because they and the animals are out.</i>
Do you think the family has farm animals?	<i>Yes, they hear dogs, cats and hens as they approach their home.</i>
Why do you think that the family chooses Saturday to take their walk?	<i>no school -rest day.</i>
Do you take walks with your family? If yes, stand up. If no, stay seated.	<i>(Students will stand or stay seated.)</i>
What kind of animals do you see or hear, if you take a walk near your home? Tell a partner.	<i>(Accept all reasonable answer.)</i>
Would you or do you like to walk in the countryside? Why?	<i>(Accept all reasonable answers.)</i>

Lesson Summary: Students used pictures to help them predict what would happen in a story. They listened to a story and answered questions from the story. They matched pictures from the story with sentences and words from the story.

Vocabulary: countryside, bush, branches, path, chatter, camel, sunny, rainy, drink, show snake, farm, herd

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Preparation: Write the describing words on the chalkboard; include colour words. The teacher and students will use these words to create descriptions out loud. Collect picture and word cards, animal cards and animal body part cards.

Review the describing words on the chalkboard and the body part words on the shash board.

Ask students to match the word and picture cards for animals on the shash board.

Tell students to draw a familiar animal from the description you tell them. As you give the description, students will draw this in their exercise book. Choose a picture of a cow. Do not show it to the class. Say:

This animal is big. It has four legs and four hoofs. It has a tail. It eats grass. It is brown. It lives on a farm. It gives us milk.

Ask students what animal they think you described. Have students share their drawings. Ask students to use the following language pattern to name the animal.

Is it a cow?

Do this several times using other animals.

Write the following language patterns on the chalkboard:

This animal is _____. It has _____ legs. It has _____. It eats _____. It is _____. It lives in/on _____. It gives us _____.

Give a picture to a group of students and have them use some of the sentence patterns to describe the animal out loud. (Tell them they do not need to use all the sentence patterns.) Tell students to work with a partner to describe an animal. The partner will try to guess the animal. This game may be played with the whole class. Walk around the classroom to make sure that students understand the assignment. Listen for animal body part words and describing words.

Students should look again at the picture from the story in Lesson Five in their student book. Read out loud the following sentences from the story:

- As they walk the path, they see a snake go under a bush.
- Birds and monkeys sit on the branches of the trees.
- They pass a herd of cows eating grass.

Tell students to say which sentence matches the picture in their student book.

Repeat the song, "Old Yakob had a Farm," from Lesson One.

Lesson Summary: Students learned how to listen to an animal description using English words, and they described animals. They matched sentences to a picture from the story and reviewed a song.

Vocabulary: bush, drink, family, trees, cows, home

Language Pattern: Is it a _____? This animal is _____. It has _____. It eats _____. It is _____. It lives in/on _____. It gives us _____.

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Write the describing words on the chalkboard, including colour words. The students will use these words to create questions out loud. Collect picture and word cards of animals and of animal body parts.

*Tell students they will practise asking and answering questions. Explain that when they ask questions their tone of voice sounds different. It doesn't stay even; the voice either rises or falls. Explain what the words **falls** and **rises** mean.*

*Explain and model that **Who, What, Where** and **How** questions have a falling tone and **Yes/No** questions have a rising tone.*

Say the following examples, emphasizing the rise and fall of your voice:

What is that?
Where does it live?
How many legs does it have? (falling tone)
Is it big?
Does it eat grass? (rising tone)

*Tell students they will be playing a **Yes/No** guess the animal game. They may ask you questions about the animal that you are thinking of, but the questions need to be asked so that they are answered with either yes or no. They should try to make their voice rise at the end of each question.*

Write down the name of the animal that you are thinking of on a sheet of paper (for example: a cow). Do not show it to students. Say:

I am thinking of an animal.

Tell students to ask you questions about the animal's characteristics. They can look at the chalkboard and shash board to help them to think of questions to ask. Tell students to remember to use intonations when asking the questions. They may ask the following types of questions:

Does it have four legs?

You respond:

Yes, it has four legs.

They may ask:

Does it eat grass?

You respond:

Yes, it eats grass.

They may ask:

Is it big?

You respond:

Yes, it is big.

They may ask:

Does it have brown fur?

You respond:

Yes, it has brown fur.

They may ask:

Does it live on a farm?

You respond:

Yes, it lives on a farm.

They may ask:

Does it eat meat?

You respond:

No, it does not eat meat.

They may ask:

Does it fly?

You respond:

No, it does not fly.

Ask students after every response if anyone wants to try to guess the animal. They may ask:

Is it a _____?

*Play the game until someone asks correctly (Is it a cow?) When the correct animal has been guessed, show them the piece of paper with the word **cow** on it. Say:*

It is a _____. (cow)

Model this one more time with the class, choosing a different animal.

*Tell students to get into groups of four or five and practise asking and answering **Yes/No** questions. Individual students should think of an animal, write the name of the animal in their exercise book (the animal word cards should be on the shash board for them to refer to) and allow the group to ask them **Yes/No** questions about the animal. Tell students to remember rising intonation when they ask questions. When the group has enough information, they should guess the animal. When they have guessed the animal correctly, the student answering the questions can show them the name of the animal in his/her exercise book. Everyone in the group should get a turn to think of an animal and have the group guess it. Tell them to remember the rising intonation of their voice when they ask questions. A student begins by saying:*

I am thinking of an animal.

Then the group will begin asking questions. After they guess the animal, another student will have a turn.

Lesson Summary: Students learned about intonation and how to ask and answer **Yes/No** questions about animals.

Language Patterns: I am _____. Does it _____? No, it does not _____.
Is it a _____?

LESSON EIGHT

Focus: Listening, Speaking, Reading, Writing

Play the **Yes/No** animal game with the class for review.

Take students outside. Tell them to get into groups of six or eight. They will play a game called **Guess the Animal**. They will each choose an animal to act out without saying any words, just actions and sounds. The other students in the group will try to guess the animal that is being acted out. Model this with the whole class before the students get started. Tell them to use rising intonation for their questions.

Tell students to stay in their group and squat in a circle. They will play a game called **Donkey, Donkey, Goat**. One student will start the game by standing outside of the circle. He/She will tap each student in the circle on the head and say **donkey**. When the tapper taps someone's head and says **goat**, the person tapped (goat) should jump up and chase the tapper who begins to run around the circle. If the tapped student catches the tapper before he/she gets back to the starting spot, he/she becomes the new tapper. If the tapper is not caught before he/she gets back to the empty spot, he/she remains the tapper.

Tell students that they will take a looking and listening walk around and outside of the compound to look and listen for different types of animals. If there are no animals, take students inside and tell them to imagine they are going on a walk in the countryside.

When the students are back in the classroom, make a chart on the chalkboard as follows:

name of animal	colour	size	number of legs	food it eats	sound it makes
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Ask:

What animals did you see or hear on the walk?

Individual students will respond:

I saw a _____ on the walk. or I heard a _____ on the walk.

After each response, ask students to describe the animal's colour, size, number of legs, food it eats and sound it makes. Once the chart has been completed, ask students to write six short sentences in their exercise book about an animal they saw or heard on the walk. The first sentence will state the name of the animal. The second and the third will be sentences that describe the animal: the number of legs, the food it eats, the sound it makes. Model this for the class by using the example in the student book.

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

Lesson Summary: Students reviewed animal names and sounds by acting them out. They also identified animals and described them in their own words.

Language Patterns: I saw a _____. I heard a _____. It is _____. It has _____.
It eats _____. It says _____.

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

Tell students to look at the picture in their student book for Lesson Nine. Ask individual students to name an animal they can see in the picture. As they name the animals, write the words on the chalkboard. Tell students to talk to their partner about the picture. They should describe the animals, say the sounds the animals make and point to the things in the picture that are not real in life. Read the title of the chant and ask students to guess what happens in the chant. Ask students to listen and follow the words in their student book while you read the chant out loud.

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.

*Ask students to follow the words in their student book as you reread the poem. Ask students if the things that take place in the poem are real or pretend. Explain **real** and **pretend** if not done previously. Ask how they know it is pretend? A cat wears a hat; a goat climbs a tree; a frog barks at a dog; a monkey is purple. Tell students to talk with a partner about the strange animals in the poem.*

Ask them to point to all of the animal words. Say them together out loud. Divide the class into six groups and have each group read a specific line from the chant after you. Have the groups practise their line a few times and then get each group to say its line really clearly without your help.

Ask students how "The Strange Animals in Farah's Garden" could become real. If they need help give them some clues. Example: The goat could be on the ground eating leaves. The cat, without a hat, could be chasing the rat. The dog could be barking at the frog and the monkey could be brown.

Tell students to draw one or two animals that are in the poem. However, they must draw real animals. They will then write a sentence about each animal in their picture.

Example:

In Farah's Garden a _____ is _____. I see a _____. It _____.

They should share their drawings and sentences with a partner.

Lesson Summary: Students looked at pictures to help them predict a chant. They studied a picture to identify mistakes. They discussed real and pretend, performed a chant, drew pictures and wrote sentences.

Vocabulary: garden, patch, catch, tree, bark

Language Pattern: In Farah's garden a _____ is _____. I see a _____. It _____.

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Reread "The Strange Animals in Farah's Garden." Tell students to work with a partner and read the poem together.

Ask students to follow along in their student book as you read the word pairs in each column to describe animals.

white fur black nose small ears long tail four paws long claws says meow	big feet 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 hooves small ears eats grass says moo
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When you have finished reading from each column, the class should say the name of the animal described together out loud. They will say:

It is a _____. (Answers: cat, elephant, dog, lion, cow)

Tell students that they will read the word pairs in groups and add appropriate actions to match the words.

Put students into 10 groups and have each group of students practise reading one of the columns of word pairs and put appropriate actions with the words. Have students perform these word pairs in front of the class. After these performances are finished, ask students to help you write more animal descriptions. Put these on the chalkboard. Have students copy the new animal descriptions in their exercise book. Tell students to practise reading the new descriptions. Ask for volunteers to perform the new descriptions.

Tell students that you will say a letter. As soon as you say the letter, students quickly think of an animal name that starts with that letter. Say:

c (cat, cow, camel, etc.)
l (lion)
m (monkey)
d (dog, donkey)
h (hyena, hippo)

Lesson Summary: Students followed along as word pairs that described animals were read. They performed the word pairs and helped write more animal descriptions in word pairs. They performed and practiced reading the new descriptions.

Vocabulary: word pairs, very, bushy, more, roar

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: animal pictures and flash cards on the shash board, animal body part pictures and flash cards.

On the chalkboard draw a picture of an animal that is not real in true life. Ask students what makes the animal not real. Example: Students could say:

This animal has the body of a cat. It has the head of a dog and the legs of a hippopotamus. It has the ears of an elephant and the tail of a horse. This fantastic animal has the feet of a monkey.

Ask students to work in pairs to draw in their exercise book the animal that you will describe. This animal will not be like any animal they have ever seen. They should listen to the description carefully before beginning to draw. Say:

This animal has the body of a cow. It has the ears of a rat. It has the tail of a dog. It has the head of an elephant, and it has the legs of a donkey. This fantastic animal has the feet of a hen.

Repeat the description again slowly.

After students have finished their drawing, ask them to share their drawing in small groups. Then ask them to share their drawings with the whole class.

Tell students to draw a fantastic (strange) animal in their exercise book. Students with a partner will draw the animal as he/she describes it orally. They will then compare their drawings. Choose several students to share their drawings of this not true to life animal with the class and describe them.

Lesson Summary: Students described and drew animals that were not true to life.

Vocabulary: fantastic

LESSON TWELVE

Focus: Listening, Speaking, Reading, Writing

Preparation: Animal pictures and flash cards, animal body part pictures and flash cards

Tell students that they will be reviewing Unit 8.

Review animal body parts. Place the animal body parts on the shash board. Give students animal picture cards. Ask students to match an animal word flash card to an animal picture card (on the shash board). Say:

I am going to hand some of you animal picture cards or animal flash cards. Walk around the room and find a match for your card. When you have found your match, discuss with your partner what the two of you know about that animal. Share this information with the rest of the class. Use some of the vocabulary words and language patterns that we have been studying.

Give students the following example. Show them the picture of a zebra and the flash card with the word **zebra** on it. Say:

This is a zebra. It is black and white. It has four legs and a tail. It eats grass.

Continue this activity until many students have had a chance to participate.

Tell students in small groups to say animal word pairs to describe an animal for the group to guess.

Ask students to choose three animals, draw their pictures and write the name of each animal in their exercise book. After everyone has finished, have each student find a partner and practise reading the words. They should also share their drawings.

Ask students to think about all of the animals they studied in this unit. Have students choose their favourite animal from all of the animals they have studied or know. Ask them to tell their partner their favourite animal and say why it is their favourite animal.

Mix up the letters in animal names and write them on the chalkboard for students to put back in order, e.g. **olin** -lion, **rhoes** – horse, **koynde** – donkey.

Choose one of the following activities to end the lesson, or have students choose:

- Read a story to the class.
- Sing "Old Yakob had a Farm" with the class. Make sure to use all of the new animal vocabulary words from Unit 8.
- Have students perform a chant.
- Take students outside and tell them to get into small groups to play **Guess the Animal**.

While outside, they could also play **Donkey, Donkey, Goat**.

UNIT 9: MY LIKES AND DISLIKES

Learning Outcomes: Students will be able to

- talk about likes and dislikes.
- listen to short spoken sentences and identify the visual clues.
- read short sentences and identify the visual clues.
- read a simple story and match it with illustrations.
- complete sentences related to their likes and dislikes.
- draw a picture and write words about it.

Assessment: Assess each student's work continuously based on the learning outcomes to determine whether the student has achieved the minimum required level.

Speaking and Listening: Students in groups of three ask each other what they like for animals, colours and food. After each question the third student says, e.g. "Tolosa likes blue."

LESSON ONE

Focus: Listening, Speaking, Reading

Preparation: Pictures and flash cards of familiar foods and drinks: apples, potatoes, meat, fish, injera, wat, milk, eggs, coffee, tea, bread, cabbage, tomatoes, oranges, bananas, corn, onions, etc.

Review greetings.

*Tell students they are going to review the names of food items. Show students picture cards. Review plural nouns. Remind students that when we are talking about more than one item we add **-s** or **-es** to the end of the word.*

*Write the word **egg** on the chalkboard. Ask the students how we change egg to mean more than one. Add the **-s** and say **eggs**. Now write **potato** on the chalkboard. Ask the students how we change potato to mean more than one. Point out that potato ends in a vowel. Add **-es** and say **potatoes** on the chalkboard. Repeat this with other food words until students understand when to add **-s** and **-es**.*

*Remind students that drinks and some foods do not add **-s** or **-es** (e.g. **milk, coffee, meat, bread, injera**). A simple explanation for this is that we share these foods and drinks and one person does not eat or drink the whole thing.*

Hold up pictures of foods and drinks and ask:

What is this?

Ask students to find the flashcards with the words for the items shown. Put the flash card on the shash board after discussing each item. After all the cards are on the board, ask:

How can we group these pictures?

Have students discuss/brainstorm items that go together.

Write the following categories on the chalkboard:

vegetables, fruits, animal products, grains, drinks

Check students' understanding of the categories before the next activity.

Pick a flash card and ask students to which category the food or drink belongs. Write the names of the items under the headings on the chalkboard.

Point to a word on the chalkboard. Ask:

Students, do you like _____?

Emphasize rising intonation when asking these **Yes/No** questions. Point to the food items that use the **-s** or **-es** form of the word when talking about your likes.

Tell students if they like the food to stand up. The students standing should respond:

Yes, I do.

The students who are sitting should respond:

No, I don't.

Lesson Summary: Students reviewed names of items, rising and falling intonation in questions and categorized items into groups.

Vocabulary: vegetables, fruits, animal products, grains

Language Patterns: Yes, I do. No, I don't.

LESSON TWO

Focus: Listening, Speaking, Reading, Writing

Preparation: Picture cards of different foods and of animals

Review food items from Lesson One.

Review the difference between the words **like** and **dislike**. Show the picture cards to students. Choose one picture card from both categories (foods and animals) that you like. Place the picture cards that you selected on the chalkboard. Tell students the food that you like and smile. Smile as you say the animal you like. Explain the word **dislike** to the students. Tell them a food that you dislike and frown. Tell them an animal you dislike and look afraid. Write the words **like** and **dislike** on the chalkboard. Call on individual students to tell what they like or dislike. Ask:

What food do you like?

Call on a student to come to the front of the classroom and choose the picture and/or word card for the item that they like to eat. Remind them to say the **-s** or **-es** on the end of the word unless it is a word that doesn't change. While he/she holds up the cards, ask the student to respond:

I like _____.

Do this with several students. Write student responses under the correct heading. Ask individual students:

What food do you dislike?

Call on a student to come to the front of the classroom and choose the picture and/or word card for the item that they dislike. While he/she holds up the flash card(s), ask individual student to respond:

I dislike _____.

Write their dislikes under the correct heading.

Students will work in pairs; each student will draw hidden pictures of five foods – three foods that they like and two foods they dislike. Each partner will guess what the other partner has drawn. Student asks:

Do you like _____?

Partner says:

Yes, I do or No, I don't.

Lesson Summary: Students learned the difference between like and dislike. They worked in pairs and drew pictures of the foods they like and dislike and discussed foods and animals they like and dislike.

Vocabulary: like, dislike

Language Patterns: I like_____. I dislike_____.

LESSON THREE

Focus: Listening, Speaking, Reading

Preparation: Gather colour cards and school subject flash cards.

*Help students understand the difference between the words **like** and **dislike** by telling what they like and what they dislike. Say:*

I like the colour blue. I like bananas. I like elephants.

I dislike the colour orange. I dislike tea. I dislike frogs.

Call on different students. Ask:

Tell me a colour that you like. Tell me a food or drink you like. Tell me an animal you like.

Students will respond using the language pattern:

I like _____. I dislike_____.

Tell the class that you will take a survey to find out which colour is the class favourite. Hold up a colour card. Ask students to name the colour and write its name on the chalkboard. Do this for all colours. Point to a colour and ask students to raise their hand if it is their favourite colour. Count out loud the number of students whose hands are raised. Record the total next to the colour word. Repeat this until all colour words have been mentioned and the numbers recorded. Discuss with the class that the colour with the highest number next to it is the favourite and that the colour with the lowest number next to it is the least favourite. You could ask how many more people liked a certain colour compared with another colour .Repeat this activity using animals and

foods. Summarize by reviewing the colour, animal and food that the class liked most and least.

Go outside with the subject flash cards. Review each subject name on the flash cards. Tell students to think about which one is their favourite. Hold up the first flashcard and ask all students who like that subject the best to line up in front of you. Give the first person in line the flash card. Move to a new spot and hold up the next flash card. Ask all remaining students who like that subject best to line up in front of you. Repeat this until all subjects have been mentioned. Ask the class which line has the most students in it. Tell them that it is their favourite subject. Ask students which line has the least number of students in it. Tell them that it is their least favourite subject. When they return to the classroom, teach students the chant below.

I Like

I like cabbage.
I like bread.
I like a cap on my head.

I like potatoes.
I like meat.
I like sandals on my feet.

I like my shirt
I like my coat
I like to ride in a big blue boat.

Lesson Summary: Students discussed likes and dislikes and participated in surveys. They also learned a chant.

Vocabulary: boat, least favourite

LESSON FOUR

Focus: Listening, Speaking, Reading, Writing

Preparation: Subject flash cards and food, animal and colour flash cards on the shash board

Teach students how to play a memory game. The teacher will begin by calling on a student and asking the student what he/she likes. The student replies using a complete sentence. (Example: I like cats). The whole class repeats the student's name and what he/she likes. (Example: Hassan likes cats.) That student calls on another student and asks, "What do you like?" The student tells what he/she likes. (Example: I like bananas.) The whole class repeats the second student's name and tells what he/she likes. Then they repeat the first student's name and what he/she likes. (Example: Mulu likes bananas. Hassan likes cats.) The second student chooses a third student and the question is repeated and answered in the same way with the whole class repeating the complete series of sentences.

Start the game by choosing one student. Say:

_____, **what do you like?** Example: Aberra, what do you like?

Student says:

I like _____. Example: I like apples.

Whole class says out loud together:

_____ **likes** _____. Example: Aberra likes apples.

The first student chooses another student. Ask:

_____, **what do you like?**

Second student says:

I like _____.

Whole class says out loud together:

_____ **likes** _____. _____ **likes** _____.

Continue the memory game with students identifying items they dislike.

Tell students to get into groups of four and discuss their likes and dislikes. They should use the words they know that are on the shash board.

Write the following language patterns on the chalkboard

_____ **likes** _____. _____ **dislikes** _____.

Students will complete gap sentences about all members of their small group in their exercise book.

Have students work in groups of ten to survey each other. (See survey in student book.) Students pick from each category (fruits, vegetables, animals and colours) the one that they like. Students copy the chart from the student book and shade in each student response. Say:

When you survey each other, you ask questions about what someone else likes or dislikes. You can ask, "Do you like oranges?" If someone says, "Yes," you shade the box below the word *orange* in your exercise book. If someone says, "No, I like bananas," you shade in the box below the word *banana*. Ask each person in your group questions about what he/she likes or dislikes. Then shade in each person's answers.

Lesson Summary: Students played a memory game to remember the likes and dislikes of other class members. They worked in groups to complete surveys about their likes and dislikes and wrote sentences about likes and dislikes.

LESSON FIVE

Focus: Listening, Speaking, Reading, Writing

Preparation: Food, animal, colour word flash cards, **-es, -s** flash cards

Review endings **-s** and **-es** again. Review food, animal and colour word flash cards with the students. Ask them what ending should be added to make the words plural. Ask

individual students to come to the shash board and add the correct plural ending flash card to the word.

Demonstrate using plural nouns with a student by saying:

I like _____. (dogs)

Ask an individual student:

Do you like _____ or _____? (plural nouns) Example: cats, dogs

Say:

I like _____. You like _____.

Turn to the class and say:

He/She likes _____.

Repeat this activity with several students.

Tell students to copy the chart from Lesson Five in the student book into their exercise book and fill in the missing singular and plural words. Check students' answers.

Ask students to look in their exercise book at the chart they drew in Lesson Four and complete four sentences about the chart. They will write the completed sentences in their exercise book. Example: Five students like oranges and five students like bananas.

Have students work in groups of six to practise their sentences and share them in the small group. Then have them play the memory game around the group three times, each saying one food they like, then one animal they like and finally one colour they like.

Lesson Summary: Remind students that they reviewed pronouns (I, you, he and she) and plural nouns. Students completed sentences using information from a table.

Language Patterns: I like _____. Do you like _____ or _____? You like _____.
He/She likes _____.

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Review the days of the week in order with the class. Write: Monday, _____, Wednesday, Thursday, _____, Friday, _____, _____ on the chalkboard. Have students say the missing days and add them to the list.

Ask individual students what they like to do each day of the week. They should answer, "I like to _____ on Monday. I like to _____ on Tuesday." Repeat this until seven students have told what they like to do on a certain day of the week. Students will follow along in the student book as you read a story about students and the things they like to do on different days of the week.

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,” says 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.

Reread the story and ask students to follow the words in their student book. Then ask them to read the story silently.

Ask questions about the story.

1. What day does Hadan like? Why?
2. Who likes Monday? Why?
3. Who likes football?
4. Do you think that Kedir, Hanok and Hadan live close to each other? Why?
5. How do you help your mother?

Ask students to review the chart in their exercise book about what they do on different days of the week. Then ask students to open their exercise book and write what they like to do on Monday, Tuesday and Wednesday.

On _____ I like to _____.

Students should read their sentences to a partner. They may draw pictures to illustrate their sentences.

Lesson Summary: Students read and answered questions about a story. They reviewed the days of the week and wrote about what and why they like to do certain things on different days of the week.

Language Patterns: On _____ I like to _____.

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Write the days of the week on the chalkboard.

Read Part Two of the story, “We Like School,” about students and the things they like to do on different days of the week. Ask students to follow the words in their student book.

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 church on Sunday,” says Hadan. “There is something fun to do every day of the week,” says Kedir.

Reread the story, then ask the following questions:

1. What do all the children like to do?
2. What does Kedir do on Friday?
3. What happens on Saturday?
4. Who goes to church on Sunday?
5. What does Henok do on Sundays?
6. How do you help your father?
7. How is your week like Kedir, Hadan and Henok's?
8. What is your favourite day of the week? Why?

After reading the story, students will draw a picture to illustrate one day of the week from the story. Tell students to choose a day from the chalkboard to copy at the top of the page in their exercise book. They should draw a line across the middle of the page. On the top half of the page, ask the students to draw what one of the characters in the story does on that day. On the bottom half of the page, have students draw something that they like to do on that day. Explain and model how to write a caption for a picture. Students should write captions for their pictures:

_____ likes to _____ on _____. I like to _____ on _____.

When they are finished they will share their drawings and sentences in a small group.

Lesson Summary: Remind students that they read a story. They also answered questions and drew pictures related to the story. Students wrote sentences about their pictures.

Language Patterns: _____ likes to _____ on _____. I like to _____ on _____.

LESSON EIGHT

Focus: Listening, Speaking, Reading.

*Tell the class that you will read an **interview** about likes and dislikes. Explain to them what an **interview** is. It is when one person has a list of questions that they would like another person to answer for a specific purpose, e.g. for a survey, to learn about something for a report. Remind students that throughout the unit we have discussed our likes and dislikes. Explain that when we like or dislike something it is called our **opinion**. Tell students an opinion is neither right nor wrong. It is just how we feel. Tell them to think about Yayo’s likes and dislikes as you read. Say:*

The boy’s name in the interview is Yayo. He is your age. What do you think he will like? What do you think he will dislike?

Read the interview. Remember to use intonations when reading the questions.

Yayo’s Opinion	
<u>Part One</u>	
Belainesh	“Good morning. My name is Belainesh 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.”
Belainesh	“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.”
Belainesh	“Do you like tea or coffee for breakfast?”
Yayo	“I dislike tea for breakfast. I like to drink coffee for breakfast.”
Belainesh	“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.”
Belainesh	“Do you like vegetables?”
Yayo	“I like eating vegetables, but I dislike red vegetables such as beetroot.”
Belainesh	“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.”

*Read the interview two times. Explain new words to students, such as **early, late, lazy.***

Write a T-chart on the chalkboard:

Yayo Likes	Yayo Dislikes

Read the story again. Tell students to listen for Yayo’s likes and dislikes as you read. Tell students to raise their hand when they hear a like or dislike. Call on different students to tell you the like or dislike. If they are correct, write it in the correct place on the T-chart. Discuss the T-chart with the class.

Ask students to find the questions in the story (point out that they end with a question mark). Then write the questions on the chalkboard.

Read the questions with students. Have them turn to a partner to ask and answer the questions. Ask students to write the answers in their exercise book. Have a few students tell the class what their partner likes or dislikes.

Lesson Summary: Students listened to an interview about opinions for a survey. They interviewed their partner to find out their opinions.

Vocabulary: interview, opinion, survey, early, late, lazy, tiring

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

Preparation: Subject word cards for the shash board

Continue reading the interview with Yayo to students. Tell students to read the words silently as you read the interview out loud.

Yayo’s Opinion	
<u>Part Two</u>	
Belainesh	“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.”
Belainesh	“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.”
Belainesh	So, Yayo, what do you like about school?”
Yayo	“Let me tell you my favourite and my least favourite thing about school....”

Ask students to discuss Yayo’s likes and dislikes with a partner.

Ask:

Do you like to read? Do you like to read in a group of students or alone? (Explain alone.)

Count how many students like to read in a group and how many like to read alone. Write the numbers on the chalkboard.

Review the subject flash cards on the shash board.

Point out to students the interview with Yayo is not finished. They are to finish it themselves. Ask students what they think Yayo likes and dislikes about school. Tell them that they are giving opinions, so there is no right or wrong. Tell students to open their

exercise book and draw a line across the middle of the page. Tell them to write **Yayo likes** _____ at the top of the page. Tell them to write **Yayo dislikes** _____ on the line in the middle of the page.

Tell students to finish the sentences with something that they think Yayo likes and dislikes about school. Tell them to draw pictures under each sentence to illustrate their sentences. Model this on the chalkboard before students begin working.

Write the headings **Yayo Likes** and **Yayo Dislikes** in a T-chart on the chalkboard. Ask students for their opinions about what Yayo likes and dislikes and write them under the headings on the chalkboard.

Lesson Summary: Students listened to an interview read by the teacher. They discussed Yayo's likes and dislikes and entered them in a T-chart on the chalkboard. They created a picture ending for the story and wrote related sentences.

Vocabulary: alone, silently, out loud

Language Patterns: _____ likes _____. _____ dislikes _____.

LESSON TEN

Focus: Listening, Speaking, Reading, Writing,

Read Part One and Part Two of **Yayo's Opinion** in Lessons Eight and Nine again to the class. Tell students to follow along in their student book as you read out loud. Ask two students to come to the front of the classroom and act out the interview. One will read the part of Yayo and one will read the parts of Belainesh. Tell students to get into small groups and take turns acting out the interview. Tell them to use the intonations learned earlier in the unit. Walk around the room and check for correct reading.

Ask students to complete the gap sentences in their student book with words from the interview. Tell them to copy the completed sentences into their exercise book.

1. Yayo _____ playing sports. (dislikes)
2. Yayo likes watching _____. (sports)
3. Yayo's favourite drink at breakfast is _____. (coffee)
4. _____ is Yayo's favourite colour. (blue)
5. He _____ the colour black. (dislikes)
6. How does Yayo feel when he takes the cows to the watering hole? I think he feels _____. (student's opinion)

Tell students to ask their partner some of the questions that Belainesh asks Yayo.

Lesson Summary: Students read and acted out an interview. They also completed gap sentences related to the story and asked their partner questions.

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Remind students what a survey is. Tell them they will conduct a survey with a group of ten students about their favourite game. Write in a column on the chalkboard the names of three games that the students play. Example:

<p style="text-align: center;">Yes/No Memory Bingo</p>

Walk around the room and ask a student which is their favourite of the three games. When the student responds walk back to the chalkboard and put a tally mark next to that game. Repeat this with nine more students. When all ten students' responses are recorded, ask the class to look at the chalkboard. Ask them which is the favourite game (the game with the most tally marks.) Ask which is the least favourite (the game with the least tally marks). Ask them how many more students liked the favourite game.

Ask students to prepare to conduct a survey in interview form about three items of their choice. The items should be of the same kind, e.g. foods, drinks, colours, games and sports. They should write the three items in their exercise book. They should then get into groups of ten and ask the other students:

<p>Which is your favourite _____, _____ or _____?</p>
--

They should put a check or tally mark next to the item that each student prefers. They should survey 10 students, including themselves. They will know the favourite and least favourite by looking at which item has the most check or tally marks next to it and which has the least. Give students a chance to report their findings to the class.

<p>My survey is about _____. (Example: colours) _____ is the favourite colour, and _____ is the least favourite colour.</p>

Lesson Summary: Students conducted surveys and analyzed the results and reported their results to the class.

<p>Language Patterns: Which is your favourite _____, _____ or _____? _____ is the favourite, and _____ is the least favourite</p>
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LESSON TWELVE

Focus: Listening, Speaking, Reading, Writing,

Review vocabulary with students using a variety of activities. Colour words, animal names, days of the week, food items and school subjects should be covered in the review.

Students can match flashcards to pictures. They can sort out mixed up pictures or flash cards into different groups: foods, colours, etc.

Ask students to copy the puzzles from their student book into their exercise book.

Students can work in pairs to point out the hidden words in the word search. To save time you may choose to copy the word search on the chalkboard and ask individual students to cross out the names of 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

Students individually complete the “What doesn’t belong?” activity. They can then compare their answers with a partner or in a small group.

Answers:

1. The word “hat” is not an animal.
2. The word “sad” is not a part of the body.
3. The word “hop” is not a drink.
4. The word “dirty” is not a weather word.
5. The word “milk” is not a describing word.
6. The word “tomorrow” is not the name of a day of the week.
7. The word “tail” is not a food.
8. The word “fish” is not a classroom object.

Write some familiar words on the chalkboard with the first letter missing and ask students to write them in their exercise book with the correct first letter, e.g. **ed** (red).

Mix up the letters of familiar words; write them on the chalkboard and have students come to the chalkboard to put them back in order.

Tell students to get into small groups and change the vocabulary words in the “I Like” chant to make it their own. When groups are finished, have them present their chant to the class. Alternatively, make up a **dislike** chant with the class at the chalkboard. Sing a favourite song or play a favourite game

UNIT 10: WHO LIVES IN THIS HOUSE?

Learning Outcomes: Students will be able to

- ask and answer questions about different types of houses.
- listen and point to objects that are named.
- complete sentences about a house from visual clues.
- describe houses, rooms and common objects found in each.
- copy words for rooms and household objects.
- read names of household objects.
- read short descriptions of houses and respond by drawing various aspects of houses.

Assessment: Assess each student's work based on the learning outcomes to determine whether the student has achieved the minimum required level.

Speaking and Writing: Ask students to describe the house that they live in by telling a partner the shape of the house, how many rooms it has, what it is made of and who lives there. Have students use as many English words as possible, using limited words in their mother tongue.

LESSON ONE

Focus: Listening, Speaking, Reading

Tell students that they will learn about houses. Ask them to open their student book to Unit 10, Lesson One and read the title of the unit, "Who Lives in This House?" Read the vocabulary about houses in the student book. Tell students to point to the picture of the first house. Ask:

Who lives in this house? Do you live in a house like this? Do you know someone who lives in a house like this?

Choose several students to answer the question. They will respond:

Yes, I know someone who lives in a house like this. or No, I don't know anyone who lives in a house like this. Yes, I live in a house like this. or No, I do not live in a house like this.

Continue this activity until students have had the chance to respond to each picture.

Explain that houses can be different. Ask individual students how each of the houses in the pictures is different. Reinforce that houses can be different shapes. Draw a circle, a square and an oblong on the chalkboard to illustrate this. Ask students to repeat the names of the shapes with you together out loud. Tell students that an oblong has four sides with opposite sides that are the same. Show students an oblong and point to the sides that are the same. Tell students that an oblong can be small, medium or large. Tell students that houses can be different shapes in different parts of Ethiopia. Ask students to follow the words in their student book as you read the story, "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?

Review any vocabulary words students do not know.

Write the names of various building materials on the chalkboard: stone, mud, wood, concrete, brick and straw. Tell students that the types of building materials can be different. Teach students the names of the building materials. Point to the materials in the house pictures and have students repeat the words after you. Pay particular attention to the houses and materials used in your local area.

With a partner students will point to the picture in the student book that is most like their house. They will describe the shape of the house and of what materials it is made. Students will point to the house and say:

This house is like my house. It is round/square/oblong. It is made of _____. It has a _____ roof.

Ask students to draw in their exercise book a picture of their house.

*Review the vocabulary words: **wall, door, window, floor** by pointing to these parts of the classroom. Tell students you will read out loud the story, “The House that Adanech Built.” Tell them the story is about a girl who builds a house. Read each phrase slowly so that students have time to hear the words clearly. Model each section of the story as you read it. Tell students to think about each part of the house as you name it.*

The House that Adanech Built

This is the house Adanech built. There is a wall in the house that Adanech built. There is a door in the wall of the house that Adanech built.

There is a window near the door in the wall of the house that Adanech built. There is a floor under the window near the door in the wall of the house that Adanech built.

Tell students they will draw Adanech's house in their exercise book as you read the story again. Tell students to compare their drawings with a partner. Explain that their drawings may be different from their partner's drawing because they used their imagination. Each house should have at least one floor, a window near a door and at least one wall. This can be demonstrated by miming: wall – move hand up and down; door – turn the knob or handle; window – motion for a square; floor – put your hand flat and move it from side to side.

Lesson Summary: Students learned that houses can be different, particularly in different parts of Ethiopia. They also reviewed characteristics of a house and compared different houses. They drew a house described in a story and compared it to their partner's drawing. They also learned a chant.

Vocabulary: house, oblong, wood, mud, straw, thatched, tin, roof, stone, brick, shape, earth, concrete, building, condominium, apartment, door, wall, window, floor

Language Patterns: Yes, I know _____. No, I don't know _____. My house is _____. It is made of _____. It has a _____ roof.

LESSON TWO

Focus: Listening, Speaking, Reading

Preparation: Make a flash card that contains a picture and the word for each of the following: table, chair, pan, broom, cooking fire, bowl, bed, blanket, pillow, clothes, brush, sink, towel and soap. Bring in real items for as many of the flash cards as you can.

Tell students that you will reread the story, "The House that Adanech Built," in Lesson One out loud.

Show students household objects or picture and flash cards in the following order as you name them: bed, blanket, bowl, broom, chair, clothes, pan, pillow, sink, soap, sponge, table and towel. Tell students to read the flash cards with you together out loud. Then have students read together out loud the household objects vocabulary words in Lesson Two in the student book.

Tell students to review the pictures in the student book with a partner. Tell students that you will read a story about objects in a house. When you say the name of the object, students will point to the matching picture in Lesson Two in their student book.

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. Sometimes she cooks over a cooking fire outside the house. 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.

Place the household word flash cards on the shash board. Choose eight students to come to the front of the classroom. Read the first paragraph of the story above out loud as students follow the words in their student book. Ask:

Do you see any of the household objects you heard in the first part of the story on the shash board? (There are none. If a student says door, remind him or her that door is in the first part, but it is not a household object.)

Read the second paragraph of the story above out loud. Ask:

Do you see any of the household objects heard in the second part of the story on the shash board?

Ask three students to find the flash cards for the second paragraph words: **broom, sponge and bowl**. Ask students to remove the cards from the shash board after they point to each one.

Tell students with flash cards to take turns and read their flash cards to the class. Then ask the class to read the words on the flash cards together out loud. Tell each student with a flash card to hold it up as the class reads it together out loud. Ask students to find the words for each flash card in the vocabulary chart in Lesson Two.

Read the third paragraph of the story out loud. Ask:

Do you see any of the household object words you heard in the third part of the story on the shash board?

Ask four students to find the flash cards for the third paragraph words: **pan, soap, sink and towel**. Ask students to remove the cards from the shash board after they point to each one.

Tell students with flash cards to take turns and read their flash cards to the class. Then ask the class to read the words on the flash cards together out loud. (The words are also in the student book.)

Next, read the fourth paragraph of the story out loud. Ask:

Do you see any of the household object words you heard in the fourth part of the story on the shash board?

Ask four students to find the flash cards for the fourth paragraph words: **clothes, blanket, pillow and bed**. Ask students to remove the cards from the shash board after they point to each one.

Tell students with flash cards to take turns and read their flash cards to the class. Then ask the class to read the words on the flash cards together out loud. Tell each student with a flash card to hold it up as the class reads it together out loud. Students may find the correct word in the vocabulary chart in Lesson Two in their student book.

Lesson Summary: Students listened to a story and learned to say and identify the English words for different household objects.

Vocabulary: bed, blanket, bowl, broom, chair, clothes, pan, pillow, sink, soap, sponge, table, towel

LESSON THREE

Focus: Listening, Speaking, Reading

Review the household objects flash cards on the shash board. Tell students that they will learn the names of rooms in a house. Say:

A house can have one room or many rooms. A room is a place where we do things. Look at the pictures in Lesson Three in your student book to see some rooms.

Pretend to eat. Ask students to point to the picture of the room where we eat. Say:

We cook and some people eat in the kitchen. The kitchen is a room in a house. What do we do in the kitchen?

Students will say together out loud:

We cook and eat in the kitchen.

Ask students where they eat. Answers will vary.

Pretend to sleep. Ask students to point to the picture of the room where we sleep. Say:

We sleep in the bedroom. The bedroom is a room in a house. What do we do in the bedroom?

Students will say together out loud:

We sleep in the bedroom.

Ask students where they sleep. Answers will vary.

Pretend to wash. Ask students to point to the picture of the room where we wash. Say:

We wash in the bathroom. The bathroom is a room in a house. What do we do in the bathroom?

Students will say together out loud:

We wash in the bathroom.

Ask students where they wash. Answers will vary.

*Tell students that some houses have one big room. Families use separate parts of the big room for different activities. They use one part of the room for cooking and eating. Sometimes they cook on a fire inside or outside the house instead of on a stove. If necessary, explain what is a **fire** and/or a **stove**. They use another part of the room for sleeping. They use a different part of the room for washing, or they wash outside the house.*

Tell students to look at the pictures of objects that can be found in a house in Lesson Three in their student book. Ask individual students:

Where can we find a _____? (Example: pan)

Individual students should say:

We can find a _____ in the _____. (Example: We can find a pan in the kitchen. or We can find a pan where we cook in the one large room in our house. or We can find a pan where we cook outside.)

Continue to ask similar questions for each room.

Ask individual students to name objects that can be found in each room that you name.
Ask:

What is in this room? (Example: kitchen, bedroom, bathroom)

Tell students that they will play a game called **Same or Different**. Say two words for objects that can be found in a house. If both objects belong in the same room in the house, students will say **same** and stand up. If the objects belong in different rooms in the house, students will say **different** and sit down or stay seated. Tell students that they will have to listen carefully so they can identify in which room the objects belong. Say:

bed-blanket (Allow students to respond by sitting or standing.) **same or different?**
(Same) Continue using this pattern for the rest of the activity. Ask students to stand.

soap-sink	– Same or different? (same, stand)
bowl-bed	– Same or different? (different, sit)
pans-blanket	– Same or different? (different, sit)
clothes-blanket-	– Same or different? (same, stand)
cooking fire-broom	– Same or different? (same, stand)
soap-chair	– Same or different? (different, sit)

Reread each set of two items. Instead of asking **same** or **different**, call on individual students to tell the class in which room(s) each object can be found.

Lesson Summary: Students learned the names of different rooms in a house. Tell students that they reviewed the English words for objects in different rooms in a house. They also learned words that tell what is in the rooms and what we can do in those rooms.

Vocabulary: rooms, kitchen, bedroom, bathroom, sleep, wash, bed, table, chair, cooking fire, stove, same, different

Language Patterns: Where can we find a _____? We can find a _____ in the _____.

LESSON FOUR

Focus: Listening, Speaking, Reading, Writing

Preparation: Make a large poster of the “House Song.” Make the following three large flash cards for the shash board: in the kitchen, in the bedroom, in the bathroom. Gather flash cards from Lesson Two: **bed, blanket, bowl, broom, sponge, chair, clothes, cooking fire, light, pans, pillow, sink, soap, table** and **towel**. Add new picture cards labeled with a word: **plates, spoons, cups** and **jug**. In order to explain the new words, draw pictures on each flashcard and/or bring in real objects.

Remind students that they learned the words for parts of a house. Tell students that they learned about houses that have separate rooms for different activities. They learned that some houses have a kitchen, a bedroom and a bathroom. Some houses only have one room.

Tell students that they will sort a list of objects that can be found in separate rooms or in separate areas of a house. Use the three big flash cards you prepared to help students sort on the shash board. Place the following flash cards, one at a time, from Lesson Two on the shash board: **bed, towel, soap, bowl, broom, brush, pans, sink and blanket.** Add the words: **plates, spoons, cups and jug.** Teach each new word to the students as you did in Lesson Two with the other object words. Ask students to identify the new words. Explain the new words to students using pictures or real objects.

As you place each flash card, tell students to read the word together out loud. Tell students that they must decide in which room they would find that object. Say:

This is a _____. Does the _____ belong in the kitchen, bedroom, or bathroom?

(Example: This is a bed. Does the bed belong in the kitchen, bedroom, or bathroom?)

Students will reply:

The bed belongs in the bedroom.

Ask individual students to place the flash card near the flash card of the correct room. Continue with this activity until all the words are sorted.

Tell students that they will sing a song about a house called the "House Song." Teach the words of the song. Teach students actions to go with the song. Sing it to the tune of "London Bridge."

House Song

In my house there is a door.

I go in. I go out. (*Mime opening or walking through a door.*)

In my house there is a door.

Come in, please.

In my house there are windows.

I look in. I look out.

(*Mime looking left and right.*)

In my house there are windows.

I see you.

In my house there is a bathroom.

I can wash. I use a bowl.

(*Mime washing and drying your hands.*)

In my house there is a bathroom.

There is soap here

In my house there is a kitchen.

I can cook. I can eat.

(*Mime cooking and eating.*)

In my house there is a kitchen.

There is food here.

In my house there is a bedroom.

I dress there. I sleep there

(*Mime getting dressed and sleeping.*)

In my house there is a bedroom.

My bed is there.

In my house my family lives.

Here we work. Here we play.

(*Mime holding hands.*)

In my house my family lives.

All together.

Sing the song more than once with students. When you feel that students have had enough practice singing the song, ask groups of students to read and mime certain verses.

Tell the class to look at the gaps in Lesson Four in their student book under the headings: “In the Kitchen,” “In the Bedroom” and “In the Bathroom.” Tell them to copy the lists, including the headings, in their exercise book. Students will sort the words from the Word Bank in the student book into the correct lists and write them in their exercise book. Walk around the classroom to make sure that students are sorting and writing correctly.

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

Chant “The House that Adanech Built.”

Lesson Summary: Ask students what they learned. Reinforce learning by telling students they learned to sort where things belong in a house. They also learned a new song with actions.

Vocabulary: jug, plates, spoons, cups, food, towel, work, play, dress, wash, sleep, live

Language Patterns: Does the _____ belong in the _____? The _____ belongs in the _____.

LESSON FIVE

Focus: Listening, Speaking, Reading

Sing the song from Lesson Four.

Draw an outline of a single story house with rooms on the chalkboard. Ask individual students to come to the chalkboard and draw furniture and household objects where they belong in the house. Ask other students to label those objects.

Write these category names on the chalkboard: describing words, colour words and number words. Ask students to tell you some describing words, colour words and number words. Sort and write their responses on the chalkboard.

*Tell students that there are more describing words in Lesson Five in their student book. Tell students to look at the pictures showing hot and cold. The words **hot** and **cold** are describing words. Explain the other four groups of pictures and words to students: **big, small, wet/dry, fat/thin** and **clean/dirty**.*

Tell students that we can tell about houses by using words that describe. Explain that describing words can help us imagine what something is like. We can describe the size of a house. Say:

My house is big. It has five rooms. Your house is small. It has two rooms.

Tell students that we can describe the rooms or places in a house. Explain that we can use words to tell others what we can do in a room. Read each sentence below and act out the motion.

- I sweep the kitchen floor.
- Mother cooks the food in the kitchen.
- She sleeps in the bedroom.
- My brother washes his hands in the bathroom.

Say:

Look at the pictures of the inside of each room in a house in the student book, Lesson Four.

Ask students to look at each room in the house and the objects in it. Tell students to imagine that it is their house. They should describe what they do in each room and describe the objects they use that are in the room. Say:

The kitchen is the place where I cook. I cook food or make coffee over the fire. The food or coffee is hot. There are a table and four chairs where we eat.

Ask	Student's Response
Where can you eat?	I can eat in the kitchen.
Where can you talk?	I can talk in the kitchen.
Where can you cook?	I can cook in the kitchen.
Where can you make coffee?	I can make coffee in the kitchen.

Ask students to tell about what they do in the other rooms. Remind them to talk about the objects in the rooms. Ask individuals similar questions related to other rooms.

Tell students to work with a partner. They will use the words **sweep, wash, dress and sleep** to ask and answer questions about what they can do in rooms in a house. They will use the language pattern below. Student A asks:

Where can you _____? (sweep)

Student responds:

I can _____(sweep) in the _____. (name any room in the house)

Walk around the room and listen to students. Make sure that they use the language patterns in the example above. Make sure students choose different rooms for different actions. Ask them to write the sentences in their exercise book.

Lesson Summary: Students learned how to name and sort describing words, colour words, number words and household objects by where they can be found. They also learned how to ask and answer questions about what they can do in different rooms of a house.

Vocabulary: sleep, cook, make, talk, sweep, hot, cold, wet, dry, fat, thin

Language Patterns: Where can you _____? I can _____ in the _____.

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Preparation: Pictures of a city, town, village, countryside and flashcards of these words.

*Review words for houses. Make sure that students can name the rooms in a house.
Review words for household objects. Place the related flash cards on the shash board.
Sing the "House Song" from Lesson Four.*

Tell students that there is a funny picture in Lesson Six in their student book. There are household objects in each room that do not belong. The picture in the student book shows: 1. The bed is in the kitchen. 2. The sink is in the bedroom. 3. The cooking fire is in the bathroom. Tell students that they will find the objects that do not belong. They will use the language pattern below to tell which objects are in the wrong room and where they belong.

Discuss the language pattern with the students. It is a connected speech pattern. First, they will say the name of the room, then the objects in that room. Last, they will say the name of the wrongly placed object and the room where it belongs. Say:

There is a/an _____ in the _____. The _____ belongs in the _____.

First do this activity as a whole group. Model: There is the bathroom. There is a shower, a toilet and a cooking fire in the bathroom. The cooking fire belongs in the kitchen. Then ask students to name objects that do not belong in the other room. Tell students to get into small groups and make sentences about the misplaced objects in the same manner as was modeled. Finally, ask individual students to share their findings with the class.

Tell students that they will copy sentences into their exercise book. Write the following sentences on the chalkboard:

There is a _____ in the _____. The _____ belongs in the _____.

Tell students that they will write the English word for the room in the first sentence. Then they will write the name of the object and the incorrect room in the second sentence. In the third sentence they will write the object and then the name of the correct room. Students will choose the picture that they want to write about. Choose a picture and model this on the chalkboard. When students are finished writing their sentences, they will read them to a partner.

Review describing words with students. Ask students to name some describing words. Write their responses on the chalkboard. Ask them to list: numbers, colours, sizes and shapes.

Explain that people live in different places in Ethiopia. Some live in a city; some live in a village and some live in the countryside. Describe all three of these places by showing pictures or describing the places in mother tongue. Ask individual students about their houses. Ask:

Where is your house?

Students will respond:

My house is in _____. (a city, a town, a village, the countryside)

Then ask students to describe their house. Tell the types of materials that make the house.

It is _____. (It is made of mud,)
It has a _____. (It has a metal roof.)
It is in the _____. **It isn't in the _____.** (It is in a village. It isn't in a city.)

Students will draw their house in their exercise book and describe it to a partner. They should use the words on the chalkboard and shash board to describe their house. They will name objects they have in their house. They will tell their partner in which place of the house the objects are found. (Example: The bed is in the bedroom.) They will also tell what they do in different places or room of the house. (Example: We sleep in the bedroom.) Remind students that they will draw just the house, not the objects. An example of a description would be:

It is round. It has one room. It has a cooking fire to cook food. It has beds to sleep in.

Lesson Summary: Students practised describing where objects belong in their house and objects that belong in each room. They also sorted describing words and sorted household objects. They drew a picture of their house and described it orally to a partner.

Language Patterns: There is a _____ in the _____. The _____ belongs in the _____. My house is in the _____. It has a _____. Do you have a _____? Where is the _____?

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Tell students that they will sing the "House Song" they learned in Lesson Four.

Tell students to look at the picture that they drew of their house in their exercise book. Tell students to draw the objects that are in their house in their correct rooms or places. Demonstrate how to do this on the chalkboard. Ask students to share their drawings with a small group. Tell them to describe the objects, in what room or place are they in and in what way they are used. Students may need to redraw their house so the rooms are large enough to contain objects.

Write the words **Inside** and **Outside** on the chalkboard in T-chart form. Remind students what the two words mean by giving specific examples.

Tell students that they have learned about many objects that are inside a house. Ask individual students to name these objects. As students name the objects write them under the word **Inside** on the T-chart. Then ask students to name some objects that they observe when they are outside. List them under the word **Outside** on the chalkboard. Some of the words may be new to students in English. Read each word from the completed T chart and ask students to repeat the words together out loud (bicycle, animals, car, garden).

Teach students to play the **Inside/Outside** game. Tell students to stand up. Ask students to recall the letters that begin the words **inside** and **outside**. Tell them that they will need to make these letters with their bodies. Model for them how to make the letter **O** with their bodies. (Put both hands together over your head with arms rounded.) Model how to make the letter **I** with your body. (Put both arms straight down at your sides.) Tell students that you will say the name of an object. That object can either be found inside or outside of a house. Tell students that if the word is an inside object, they should make an **I** with their bodies. If it is an outside object, they should make an **O** with their bodies. Call out object words and watch for correct responses. Use words from the T-chart and add others. Ask students to also add words.

Review the contractions **isn't** and **aren't** at the chalkboard. Explain that we use the word **isn't** when we are discussing one object and the word **aren't** when we are discussing more than one object.

There is a chalkboard inside the classroom. There isn't a tree inside the classroom.
There are rocks outside the classroom. There aren't tables outside the classroom.

Tell students to look at the T-chart on the chalkboard. Discuss which items are and aren't inside or outside their homes. Each student should be able to name one object that is and one object that isn't inside their home and more than one item or object that is and more than one object that isn't outside their home by using the following language patterns:

There is a _____ inside my house. There isn't a _____ inside my house.
There are _____ outside my house. There aren't _____ outside my house.
(Example: There are bushes outside my house. There aren't beds outside my house.
There is a table inside my house. There isn't a tree inside my house.)

Before students do this exercise, write the language pattern sentences on the chalkboard and complete the sentences many times as a whole class activity. When the students have finished telling and listening to the sentences, ask them to write the language pattern sentences in their exercise book and fill in the gaps.

Lesson Summary: Students practised how to describe rooms in a house. They learned to sort inside and outside objects. They discussed and wrote about objects they have and objects they don't have inside and outside their homes. They used the verbs, isn't and aren't.

Vocabulary: bicycle, animals, car, garden

Language Patterns: There is _____. There isn't _____. There are _____. There aren't _____.

LESSON EIGHT

Focus: Listening, Speaking, Reading, Writing

Preparation: Word flash cards from Lesson Two.

Play the **Inside/Outside** game. Tell students that they have learned all about what is inside and outside a house. Ask students to look at the pictures in Lesson Eight in their student book. Ask them what they think that the story, "Ahmed and Jemal," is about. Ask students to listen to a story and follow the words in their student book as you read it out loud.

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.

Reread the story. Ask students to retell the story to a partner. Ask students what happens inside the house and what happens outside the house in the story. List their answers on the chalkboard.

Tell students to open their student book and look at the pictures. Tell them that you will read the story one more time. Then they will identify the correct sequence of the pictures and sentences. They will write the sentences in their exercise book in the order that they occurred in the story. Review the correct order with the class when all students have finished sequencing the pictures.

1. Ahmed sweeps the floor and Jemal washes the pots.
2. Ahmed and Jemal pet the cat.
3. Ahmed and Jemal sort the beans.
4. Mother cooks them in the kitchen.

Review English words related to houses. Use the flash cards from Lesson Two to review the words. Hold up a flash card and ask students to read each word. Place the flash cards on the shash board after you review them.

In their exercise book students will draw and label three objects that can be found inside a kitchen. Walk around the room and check the drawings. Make sure that they are labelled correctly.

Lesson Summary: Students predicted what a story would be about, listened to a story, retold it, sequenced sentences and matched them to pictures. They labelled pictures of objects inside and outside a house.

Vocabulary: gate, chase, warm, away, pot, sort, compound

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

Tell students that not only people live in different houses. Ask them to think of animals and where they live. Tell them to describe the animals and their homes. List their responses on the chalkboard.

*Tell students that you are going to read them a story about a baby or very young bird. Explain the word **baby** by comparing a baby and a mother, or a baby bird and mother bird. Ask:*

How many of you have a baby brother or a baby sister?

Tell students that a baby is small. A baby grows.

Introduce the vocabulary words that follow.

Vocabulary: Action Words			
leave	obey	hunt	hear
Vocabulary: Animals' Homes			
fox/hole	bird/nest	monkey/tree	
snake/rock	goat/field		
Vocabulary: Other Words			
parents	sound	beautiful	

Ask students to predict what they think will happen in the story titled, "The Baby Bird." Tell them to pay attention to what happens first, in the middle and at the end of the story. They will follow the words in the student book as you read the story 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 the 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!"

Reread the story to the students.

Ask what happens at the beginning of the story. (The baby bird leaves its nest.) Ask another student what happens in the middle of the story. (The baby bird cannot find its home.) Ask another student what happens at the end of the story. (The baby bird finds its home.)

Ask a student to tell you what the problem is in the story. (The baby bird can't find its home.) Ask the class if the problem is solved. Then ask them how it is solved.

Ask whose home the baby bird finds first, second, third, fourth, fifth, sixth. In a column, write where the animals can be found in the story on the chalkboard (rock, cave, hole, tree, field and nest). In another column, write the names of the animals that are mentioned in the story (fox, bird, goat, snake, monkey and bat). Ask individual students to come to the front of the classroom and draw a line from the animal homes to the animal names.

Ask students how they think the baby bird feels in the middle of the story while looking for its home, how it feels at the end of the story and why it feels that way.

Tell students to open their student book and look at the pictures. Tell them that you will read the story one more time. Then they will identify the correct sequence of the pictures. They will write the numbers of the pictures and the sentences in their exercise book in the order in which they occur in the story. Review the correct order with the class when all students have finished sequencing the pictures. (The correct order is 2, 5, 4, 1, 3, 6.)

Lesson Summary: Students listened to a story and answered related questions. They matched animals to their homes. They also sequenced pictures.

Vocabulary: home, baby, nest, bird, hunt, obey, left, snake, rock, bat, cave, fox, hole, beautiful, song, monkey, tree, goat, tired

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Use word flash cards related to houses.

Review action words. Write the action words below on the chalkboard: **hear, eat, sweep, walk, cook, sleep, drink, wash.**

Tell students that they will work in groups of eight. They will play a guessing game. Students will choose a word from the chalkboard. They will not tell the students in their group the word that was chosen. Each student will mime the action for other students in the group. The other students in the group will guess the action word by writing it in their exercise book. The students will hold up their exercise book to see if their guess was correct. Students will take turns doing the actions.

Next, choose one of the action words from the Word Bank in the student book, Lesson Ten. Write the first letter on the chalkboard. Ask students to guess the word. Continue writing one letter at a time on the chalkboard until students guess the word. When the word is guessed write the whole word on the chalkboard.

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

Ask students to mime the action words in their group.

Review the flash cards on the shash board. Tell students to look again at the list of words in Lesson Ten in their student book. Tell students that these are some of the words that were just reviewed at the shash board. Tell them that the letters of the words are scrambled. They must unscramble the words and write them correctly in their exercise book. Model:

e h o s u

I can use these letters to make a word we know about houses. Some of these letters are vowels. (The word is house.)

Call on individual students to read each unscrambled word. Students will repeat the word together out loud. Point to the word on the shash board.

deb	bed	psao	soap	omorb	broom
etlab	table	obmrode	bedroom	etknihc	kitchen

Tell students to write in their exercise book one sentence using each unscrambled word. Ask students to share their sentences with a partner and then with the class.

Lesson Summary: Students practised acting out and writing action words for actions in a house. Students identified words by their beginning letters. They also found the differences in pictures and unscrambled words related to houses.

Vocabulary: boil, eat, cook, drink

Language Pattern: I _____ (action word) in the _____ (area/room).

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Teach students to play **What is this Room?** Students will name household objects and furniture that belong in one room. Ask:

What is this room? It has a bed, blanket and pillow. What is this room?

Students will respond together out loud:

It is the _____. (bedroom)

Students can play this game with a partner.

On the chalkboard write:

This is my house.

Explain to students that you copied on the chalkboard the words, **This is my _____.** Then you wrote the word **house**. Tell students that they will do this for several sentences. Example: This is my bed. This is my table. Ask students to write at least five sentences in their exercise book using the language pattern, **This is my _____.** Walk around the classroom and make sure that all students are following directions. As students finish, ask them to read the sentences in their exercise book to you or to a partner who has also finished.

Describe a house to the class and ask students to draw what you describe. They can then work with a partner. One partner will describe a house, and the other student will draw it. Remind them to describe the shape, the materials, the rooms, where it is located, etc. Tell students to look at the pictures of two houses in the student book, Unit 10, Lesson Four. Say:

Choose one of the houses and think about the people who live there and what they do. Tell this to your partner. Use words from the Word Bank in Lesson Eleven of the student book to help you tell your story.

After each student has told his or her story, ask several students to share their stories with the class.

Word Bank		
house	rooms	wash
clothes	pans	table
bed	broom	door

Reread the story, “The Baby Bird” from Lesson Nine. Take the class outside. Show students how to act out the story. Call on volunteers to play the characters. Repeat this several times. Ask students to get in groups of eight to act out the story together.

Lesson Summary: Students learned how to complete sentences about a house and acted out a story. They chose a picture of a house and told a story about it. They drew pictures of houses from descriptions.

Language Pattern: This is my _____.

LESSON TWELVE

Focus: Assessment

Review unit vocabulary. Sing the song from Lesson Four, include actions. Play the **Inside/Outside** game. Chant “The House that Adanech Built.”

Tell students to look at the pictures of the houses in Unit 10, Lesson One in their student book. Tell them that they will work in groups of four to describe four of the houses. Walk around to each group of students and listen as they describe the houses. They should include shape words: **round, oblong or square**, how many rooms in the house and the names of the rooms. You may also hear the words **wall, floor, window, door, garden and compound**.

Write the sentences below on the chalkboard. Explain to students that they will copy the sentences and fill in the gaps in their exercise book. They will do this without looking in their student book. Accept all reasonable answers.

1. My sister and I can play in the _____.
2. There is a _____ in the kitchen.
3. There is water in the _____.
4. I like to eat and drink in the _____.
5. I sleep in the _____.

Tell students to draw a house they would like to live in and describe it to a partner. The partner can ask questions about the house such as:

Does it have a kitchen? How many bedrooms does it have? Is it made of stone?

UNIT 11: A FROG CAN JUMP

Learning Outcomes: Students will be able to

- ask and answer questions using the verb can and the verb/contraction can't.
- read short sentences about animals in singular and plural forms.
- copy sentences about what people and animals can/can't do.
- draw a picture and write words about it.

Assessment: Assess each student's work continuously over the whole unit and compare with the learning outcomes to determine whether the student has achieved the minimum required level.

Listening, Speaking and Reading: Students will draw an animal and write short sentences about what it can and can't do. (Example: It is big. It is small. It can swim. It can't fly.) They will read their sentences to their small group and the other students will guess what animal is being described.

LESSON ONE

Focus: Listening, Speaking

You may want to take students outside for this activity. Explain to students that in this unit they will learn to ask and answer questions using action verbs. Explain that you are going to say action verbs for them and show them the action for each of the verbs. The words are in the student book. Say:

hop	(Model for students by hopping on one foot.)
jump	(Model for students by jumping up and down or over an object.)
fly	(Model for students by flapping your arms as a bird would fly.)
walk	(Model for students by walking from one spot to another.)
run	(Model for students by running from one place to another.)
skip	(Model for students skipping.)
climb	(Model for students by miming climbing a tree or mountain.)
drive	(Model for students by miming driving a car.)

*After modeling the actions for students, repeat each action word and model again. The second time, ask students to join you in showing the action for each word. Do this two more times. Add the following actions: **swim, ride, touch, hold and play.** These words are in the student book.*

*Explain to students that they will now say each of the action words in a sentence using the words **can** and **can't**. Point out the pronunciation: can/can't (kən, kæn, kɑ/nt) as you model the questions and answers. Explain to students that **can** means we know how or are able to do something. **We can run** is an example. Tell them that **can't**, which is a shortened form of **cannot**, means it is something we are unable to or **cannot** do. **We can't fly** is an example. Say:*

Hop. Can you hop? (In the question form can is pronounced kæn.)
--

Nod your head up and down. Students will answer:

Yes, I can hop. (In the statement I can + another verb can is pronounced kən.)

Ask students to perform the action (hop). Say:

Show me.

Then say:

Fly. Can you fly?

Shake your head left and right. Students will respond by saying:

No, I can't fly. (In the negative, can't is pronounced ka/nt.)

Repeat this using all action words (verbs).

Ask	Students' Response
Can you jump?	<i>Yes, I can jump.</i>
Can you walk?	<i>Yes, I can walk.</i>
Can you run?	<i>Yes, I can run.</i>
Can you climb?	<i>Yes, I can climb.</i>
Can you drive a car?	<i>No, I can't drive a car.</i>

Ask individual students to show you the actions they can do. Ask individual students to tell you the actions they can't do.

*In a small group each student will show or tell one action **he** or **she** can do and one action **he** or **she** can't do. The other group members will repeat the sentence using the correct pronoun for that student (**he** or **she**). Remind students that **he** means boy and **she** means girl. Model first with a student by asking the student to jump. Tell the student to say:*

Jump. I can jump.

Point to the student. Say:

She/He can jump.

(Example: One student says, "Drive, I can't drive." Another student says, "He/She can't drive.") Each student in the group will take a turn.

Lesson Summary: Students learned the helping verbs *can* and *can't* with action verbs to ask and answer questions. They also used the pronouns *he* and *she*.

Vocabulary: hop, jump, fly, walk, run, climb, drive, swim, ride, skip, touch, hold, play, can, can't

Language Patterns: Action verbs: Can you ____? Yes, I can _____. No, I can't _____. I can _____. _____, I can't _____. He/She can _____. He/She can't _____.

LESSON TWO

Focus: Listening, Speaking, Reading, Writing

*Review the actions from Lesson One by writing each word on the chalkboard. As you write the word on the chalkboard, say the word and ask students to repeat it and mime the action with you. (Example: Write the word **hop** on the chalkboard. Say the word **hop**.) Point to the word **hop** and ask students to repeat the word and show the action **hop**.) Continue until all of the action words are used: **hop, jump, fly, walk, run, climb, skip, drive, touch, hold, swim** and **ride**.*

*Review other action words from previous lessons: **wash, drink, eat, cook, sweep, play,***

sing and show.

Ask students to look in their student book, Unit 11, Lesson Two. Tell them to follow along as you read the sentences. Remind students that the sentences have action words (action verbs). Students will point to each picture as you read each matching sentence out loud.

- a. A bird can fly.
- b. A frog can jump.
- c. A monkey can climb.
- d. A girl can run.
- e. A dog can walk.
- f. A rabbit can hop.
- g. A man can drive.

Read the sentences out loud again. Ask students to list Numbers 1 – 7 on a page in their exercise book. Tell them to copy the numbers in the same sequential order that the pictures are shown in their student book. Then ask them to write down the letter of the sentence that tells about each picture. Tell students to work with a partner to check their answers. Review the correct answers with the class.

Answers: 1-e 2-d 3-b 4-g 5-c 6-a 7-f

Remind students that they used action words in sentences telling about things they can and can't do. Remind them of some of their sentences. (Example: I can run. I can walk. I can climb a tree. I can't drive. I can't fly.) Tell students that today they are going to continue practising using the action words in sentences to tell about what they can and can't do. Write the following on the chalkboard in a T Chart.

T chart	
I can	I can't

Tell students:

The words in the first column say, "I can." Repeat the words after me.

Students respond:

I can.

Say:

The words in the second column say, "I can't." Repeat the words after me.

Students respond:

I can't.

Tell students you are going to ask some questions like the questions in Lesson One. Tell them that they will answer the questions in complete sentences. If students respond, "I can," write the sentence on the chalkboard under "I can." If students respond, "I can't," write the sentence under "I can't." Ask:

Can you hop on one foot?

Ask students to raise their hands if they can do the action. If most students raise their hands, they will respond:

Yes, I can hop on one foot.

On the chalkboard, write the sentence under **I can**. Ask students to read the sentence out loud with you as you point to each word. Ask:

Can you jump over a rock?

Ask students to raise their hands if they can do the action. If most students raise their hands, they will respond:

Yes, I can jump over a rock.

On the chalkboard write the sentence under **I can**. Ask students to read the sentence out loud with you as you point to each word. Ask:

Can you fly like a bird?

Ask students to raise their hands if they can do the action. If students do not raise their hands, they will respond:

No, I can't fly like a bird.

On the chalkboard write the sentence under **I can't**. Ask students to read the sentence out loud with you as you point to each word. Ask:

Can you walk to the market?

Ask students to raise their hands if they can do the action. If most students raise their hands, they will respond:

Yes, I can walk to the market.

On the chalkboard write the sentence under **I can**. Ask students to read the sentence with you as you point to each word. Ask:

Can you climb a tree?

On the chalkboard write the sentence under **I can**. Ask students to raise their hands if they can do the action. Some students will respond:

Yes, I can climb a tree.

Ask students to raise their hands if they cannot climb a tree. On the chalkboard write the sentence under **I can't**. These students will respond:

No, I can't climb a tree.

Ask students to read both of the sentences with you as you point to each word on the chalkboard. Ask:

Can you run with your friends?

Ask students to raise their hands if they can do the action. If most students raise their hands, they will respond:

Yes, I can run with my friends.

On the chalkboard write the sentence under **I can**. Ask students to read the sentence with you as you point to each word. Ask:

Can you drive a car?

Ask students to raise their hands if they can do the action. If most students do not raise their hands, they will respond:

No, I can't drive a car.

On the chalkboard write the sentence under **I can't**. Ask students to read the sentence with you as you point to each word.

Reread each sentence with the students starting with **I can**. Go down the list of actions and then read the words, **I can't** with each action. Students will read the words together out loud as you point to them.

Ask the students to work with a partner. Each partner will take a turn at reading from the

*T Chart on the chalkboard each **I can** and **I can't** sentence. Remind students that each sentence uses a different action word (verb).*

*Tell students to open their exercise book and write one sentence about something that they can do and one sentence about something that they can't do. They should start one sentence with **I can** and one sentence with **I can't**.*

Lesson Summary: Students learned to read action words (verbs) with sentences beginning with **I can** or **I can't** to tell things they can or can't do. They also matched sentences to pictures and practised writing **I can** and **I can't** sentences in their exercise book.

Language Patterns: I can _____. I can't _____.

LESSON THREE

Focus: Listening, Speaking, Reading, Writing

*Write the words **can** and **can't** on the chalkboard. Have students repeat the words together out loud.*

Have each student turn to a partner and ask a question like the one below for the partner to answer. Students will take turns asking or answering the question. Model this for the class by asking individual students:

Can you _____?

Student responds:

Yes, I can _____.

or

No, I can't _____.

(Example: One student will ask, "Can you run?" The other student will answer, "Yes, I can run. or "No, I can't run.")

Review the vocabulary words for family members: grandmother, grandfather, children, family, mother, father, sister, brother, baby. This can be reinforced by drawing a picture of a family on the chalkboard and writing the name of each family member below the drawing.

*Introduce the word **crawl** and have a student demonstrate the word.*

*While reviewing family vocabulary words, review the pronouns: **I, he, she, we, they**.*

For example, point to the baby and say:

This is the baby. What can a baby do?

Students will respond:

He/She can _____. (*crawl*)

*Put students in groups of four. Ask each group to use the words **can** and **can't** in sentences to describe what they, their family and their friends **can** or **can't** do. Tell them to use their names and the names of their brothers and sisters and the correct pronoun for each person. Model by saying:*

My brother can ride a bike. He also can drive a car. Almaz can run fast. She can climb a tree.

Tell students to look in their student book at Lesson Three. Tell them to read the sentences with you as you read and reread them.

- 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.

Say:

Match the sentence to the picture it describes.

Read the first sentence for the students. Say:

My father can drive a car.

Ask students to look at the pictures. Ask them to point to the picture that shows a father driving a car. Then ask individual students:

Can your father drive a car?

The response should be:

Yes, my father can drive a car. or No, my father can't drive a car.

(This depends on whether or not the student's father can drive a car.) Continue the activity in this manner.

After the activity is completed, read each of the sentences together out loud. They can then tell a partner if their family members can do what the people in the sentences do. Ask students to name action words that family members can do. Write the responses on the chalkboard.

Tell students to draw in their exercise book a picture of something one of their family members can do. They will write a sentence about the picture. Model this at the chalkboard. Students will read their sentence to a small group. Members of the group should respond by using pronouns:

This is my _____. He/She can _____. (Example: This is my mother She can drive a car.

Ask individual students to share their picture and sentence with the class.

Lesson Summary: Students learned to read sentences using the words **can** and **can't** to describe what they and their family and friends can and can't do. They reviewed pronouns. They also read and matched sentences to pictures. They drew a picture of a family member and wrote a sentence about what **he/she can** or **can't** do.

Vocabulary: crawl, children, family, mother, father, sister, brother, I, he, she, we, they

LESSON FOUR

Focus: Listening, Speaking, Reading, Writing

Preparation: Gather animal pictures and word flash cards from previous units. (camel, elephant, cat, monkey, hen, cat, fish, frog,)

List action words (verbs) on the chalkboard. Ask individual students to come to the front of the classroom and mime the action verbs.

Review animal words at the shash board using both animal pictures and word flash cards.

Remind students that they made up sentences about things that they **can** and **can't** do and read sentences about actions that they, their parents and friends **can** and **can't** do. Explain that they will look at pictures of animals in their student book, Lesson Four and tell about what the animals can and can't do. They will show the actions as they say the sentences. Demonstrate by saying:

A cat can scratch. (Mime scratching.)
A cat can't swim. (Mime swimming.)
A monkey can climb. (Mime climbing.)
A monkey can't fly. (Mime flying.)

Put students in pairs. Tell them to look in their student book at Lesson Four. Say:

Look at the picture of each animal. Tell your partner about what each animal can and can't do. Show the action of the action word (verb) (climb, walk, drink, jump, fly, run and swim) as you say the sentence.

Explain to students that they will make up questions and answers to ask each other about what the animals can and can't do. Demonstrate by referring to one of the pictures in the student book and saying:

Can a cat scratch? Yes, a cat can scratch.
Can a cat swim? No, a cat can't swim.
A camel can run but cannot fly.

Ask students to do the activity with their partner asking at least two questions about each picture in the student book.

Tell students to divide one page in their exercise book into four sections. Demonstrate how to do this on the chalkboard. Tell them to write an action word in each section and draw a picture of an animal that can perform that action. After students finish drawing their pictures, ask them to explain each picture to a small group by using complete sentences, e.g. A fish can swim. A frog can jump.

Play a guessing game with students. Say:

I am thinking of an animal.

Individual students will ask questions about the actions it can perform in order to figure out what animal they are guessing. A student could ask:

Can it swim?

When students know what animal you are thinking, they should put both hands on their head. Call on individual students with their hands on their head to guess the animal.

Lesson Summary: Students used action words (verbs) to tell what animals *can* and *can't* do. They also asked and answered questions using action words (verbs). They drew and labeled pictures of animals doing an action and explained the action by using complete sentences.

Language Patterns: The _____ can _____. The _____ can't _____.
Can a _____? Yes, a _____ can _____. No, a _____ can't _____.
Can it _____?

LESSON FIVE

Focus: Listening, Speaking, Reading, Writing

Preparation: Action vocabulary word flash cards

Review all action vocabulary words at the chalkboard or shash board. Ask students to give examples of sentences with action verbs.

Ask students to turn to Unit 11, Lesson Five in their student book. Ask students to read the sentences together out loud with you. Say:

Write the sentences in your exercise book and fill in the gaps to match the pictures in Lesson Four.

Model the first sentence at the chalkboard: (A monkey can _____.) Have students complete the gap activity by using the words from the Word List. Students will read their sentences to a partner. Partners should compare their answers. Walk around the room to assess the students' responses. Ask several students to read their sentences out loud to the class.

Ask students to think about other animals and some things they can and can't do. Ask six students to share with the class, in complete sentences, something another animal can or can't do.

Tell students to think about an action that they can do that is the same as an action that an animal can do. They should use the following language patterns:

A _____ can _____. I can _____. (Example: A camel can walk. I can walk.)

Ask students to write the language pattern in their exercise book.

Ask students to think about actions that animals can do that they can't do or the actions they can do that animals can't do. Ask them to use the following language patterns:

A _____ can _____. I can't _____. I can _____. A _____ can't _____. (Example: A fish can swim. I can't swim. I can sweep. A bird can't sweep.)

Ask students to write two sentences that use this language pattern their exercise book. Tell students to share their sentences with their small group. Ask individual students to share their sentences with the class.

Tell students to listen and watch you do the actions as you sing the song, "I Can." Sing the song again with students doing the actions. Then have the students sing the song found in their student book 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, Ethiopia)

Lesson Summary: Students completed and read sentences using action words (verbs) and the words *can* and *can't*. Students matched pictures to sentences. They also compared actions that they can and can't do with the actions of animals. They also filled in the gaps and completed sentences from the student book.

Vocabulary: dance

Language Patterns: A _____ can _____. I can _____. I can't _____.

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Preparation: Make animal flash cards for each student. (You will need more than one of each animal.) Make animal action word flash cards.

Take students outside.

*Hold up an action word flash card. Ask students to mime different actions. Then hand each action word flash card to a student. Tell those students to spread out. Pass out the animal flash cards to the rest of the students. Tell them to read their action word flash card to the person next to them. Tell each student with an animal flash card to go to another student with a matching action word flash card. (For example, a student with a bird flash card should go to the action words fly, walk, hop or run.) Tell the student holding the action word flash card to make sure that the paired animals match can do the action. Then tell students with action word flash cards to go to an animal flash card that shows an animal that can't do the action. (For example, the student with the **fly** flash card could go to the animal words camel, fish, dog, etc.)*

Return to the classroom. Review the animal flash cards and the animal action word flashcards as you place them on the shash board. Ask students to draw a picture of an animal in their exercise book and write two sentences that tell what the animal can and can't do. Model this. After students have finished their drawings and sentences, ask them to get into groups of four and share their animal drawing and sentences. Walk around

the room to assess how the students did with writing their own sentences.

Review singular and plural nouns at the chalkboard. Make a T-chart with the words **ONE** and **MORE THAN ONE** as the headings.

T Chart	
ONE	MORE THAN ONE
bird	birds
cow	cows
dog	dogs

Ask students to tell you the names of animals. Write them under the one column. Then ask students how to make the name of the animal plural (add **-s**, **-es**). Explain that all of the words in the column labeled **ONE** (singular), can be described with the pronoun **it** and all of the words in the column labeled **MORE THAN ONE** (plural) can be described by the pronoun **they**. Read the singular and plural words on the T-Chart as students follow the words in their student book. Read the words randomly and ask students to point to each word as you say it and tell whether it is singular or plural.

Give examples such as the following:

An elephant can drink. **It** can drink.
Elephants can drink. **They** can drink.

Say:

Draw two pictures of animals in your exercise book. Write two sentences telling what each animal can do.

Examples: A _____ can _____. It can _____. (A bird can fly. It can fly.)
Monkeys can _____. They can _____. (Monkeys can climb. They can jump.)

These sentences should review singular and plural animals and should also review the pronouns **it** and **they**.

Pronouns	Action Words
I, it, they, we, you	climb, run, eat, jump, swim, fly, hop

Write the pronouns and the action words on the chalkboard.

Ask students to share their sentences with a partner. Then ask individual students to share their sentences with the class.

Lesson Summary: Students sorted animals by the actions that they can and can't do. They drew pictures of an animal and wrote sentences telling what the animal can and can't do. They reviewed singular and plural nouns and pronouns.

Language Patterns: A _____ can _____. It can /can't _____.
_____ can _____. They can /can't _____.

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Find or draw the picture of a fish for this lesson.

Tell students that they can now read sentences about things that animals can and can't do. They can draw pictures and write sentences about what animals can and can't do. They can identify the actions in the pictures in Lesson Seven in their student book.

*Introduce the word **fish**. Bring in a large picture of a fish and discuss how they are eaten for various meals. Review **fish** which they studied in First Grade. Ask students what action the fish does. Students should respond:*

A fish swims.

*Explain that when a fish is caught, the act of catching the fish is called **fishing**. Ask students different ways that fish can be caught. They can demonstrate the actions.*

Read the title of the story out loud to the students. Ask students to predict what will happen in the story. Then tell them that they will answer questions about the story after you finish reading it. Ask students to read silently the story about best friends in their student book while you read it out loud.

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 Bekele jumps, Amare counts. Bekele can jump twenty times.

When the best friends finish jumping rope, they run down the road to Amare's house. Amare'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 often. This is one reason why they are best friends.

Tell students that you will ask some questions about the story. Students will answer using complete sentences.

- In the story, who are best friends? (*Bekele and Amare are best friends.*)
- What do Bekele and Amare do in the lake? (*Bekele and Amare swim and fish in the lake.*)
- What does Bekele do with the rope? (*He jumps rope.*)
- Who roasts maize? (*Bekele's mother roasts maize.*)
- What do Bekele and Amare do together every day? (*They play together every day.*)
- What day of the week is it? (*It is Saturday/Sunday.*) Why do you think it is Saturday or Sunday? (*Responses will vary but should be supported by the story.*)
- How old do you think Bekele and Amare are? Why? (*Accept any good answer.*)

Ask students to tell a partner if they can do any of the activities that Bekele and Amare do. Then ask students to draw a picture and write about one of these activities using the language pattern which follows what you have written on the chalkboard.

Bekele and Amare _____ . I can _____ .

Then ask students to predict what games Bekele and Amare will play after their rest. If they need help, you could brainstorm names of games with them – football, hide and seek, marbles, etc.

Lesson Summary: Students predicted and listened to a story, answered questions and responded by writing sentences and drawing pictures.

LESSON EIGHT

Focus: Listening, Speaking, Reading, Writing

Preparation: Ball to demonstrate the word bounce, flash cards for the words leap and bounce

Reread the story “Best Friends.” Tell students to open their student book and look at the pictures from the story. Ask them the following questions: Which is a picture of Bekele? (Bekele is the one jumping the rope.) Point to Amare's mother. Which picture shows one of their fathers coming home? Point to the picture of Bekele's favourite game to play.

Teach students the new action word **bounce**.

Tell students to find the Word Puzzle and the words for the puzzle in Lesson Eight in their student book. Review the words from the Word Bank for the puzzle. Ask them to unscramble the letters in their student book to form words. Students will write the completed words in their exercise book. Complete the first one with students. Say:

Look at the first puzzle word in your student book. Can you unscramble these letters?

Several students may raise their hands with the answer. Call on individual students to say the word. Tell the class to repeat the word together out loud. Walk around the class to be sure students are completing the activity correctly. Read the completed words together out loud.

Word Puzzle			
jupm (jump)	hpo (hop)	unr (run)	pski (skip)
necbou (bounce)	wsmi (swim)	fyl (fly)	

Tell students to look at the gap sentences in Lesson Eight in the student book. They will complete the sentences in their exercise book. Tell students to follow along as you read the gap sentences out loud. Students will complete the first sentence together by choosing the correct action word from their word list. Students will share their sentences with a partner. Select several individual students to read their completed sentences to the class.

1. Birds can _____. (fly)
2. A ball can _____. (bounce)
3. Frogs can _____. (jump, hop)
4. Turtles can _____. (swim)
5. Rabbits can _____. (hop, run)

Lesson Summary: Students reviewed action words. They also used pictures from a story to answer questions and filled in gap sentences with action words. They completed a word puzzle and unscrambled words.

Vocabulary: bounce

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

Preparation: Action word flash cards. Be sure to include the new words: **roll, catch, toss, kick, grab.**

*Tell students they have learned different action words and how to demonstrate each action. Review the action words learned through the unit at the shash board. Teach students the new action words **catch, toss, kick and grab.***

*Model how to **grab** an item. Select a student and show how to **grab** that item. Continue to model how to **roll** paper or cloth into a ball and **kick** and **toss** the ball.*

Read the action words from the shash board and ask students to repeat them after you. Tell them that you will read sentences to them, and they will fill in the missing word.

1. The boy will _____ the fish. (*The boy will catch the fish.*)
2. We shall _____ the ball. (*We shall toss the ball.*)
3. Let's _____ down the road. (*Let's roll the ball.*)
4. The football player will _____ the football. (*The football player will kick the football.*)
5. She will _____ the boy's hat. (*She will grab the boy's hat.*)

Ask students how many of them have played football. Tell students they will follow the words in their student book as they listen to the story, "The Football Game." Ask them to predict what the story is about.

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.

As you read the story again, ask students to raise their hand when they hear an action word. (These are underlined in the teacher's guide, but not in the student book.) As

students say the action words write them on the chalkboard.

Ask students to respond to the following discussion questions by using complete sentences:

- Do the boys play the football game? Why or why not?
- Do you know how to make a ball?
- Do you like to play ball games?
- Name some games that have these actions: kick, grab, toss, run, walk, catch or roll.
- How would you feel if you didn't find your football?

Ask students to copy the action words from the story that you have written on the chalkboard into their exercise book after they finish answering the discussion questions. Tell students to read their list of words to a partner.

Lesson Summary: Students reviewed and learned different action words. They also listened to a story, answered questions and identified vocabulary words in the story.

Vocabulary: throw, catch, toss, grab, kick, roll

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Preparation: action word flash cards for all students

*Review the action words. Use them to play **Solomon Says** with students.*

Solomon says run.

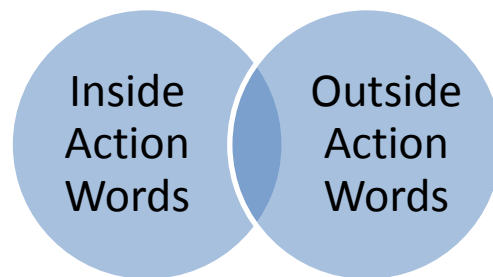
Solomon says fly.

Solomon says skip.

Swim. (All students who pretend to swim need to sit down because Solomon did not say to do so.)

Tell students that you will divide them into small groups. Give each student an action word flash card. Ask him/her not to show anyone in the group the flash card he/she is holding. Tell students that they will play a game called Charades. In the small group, one person at a time will stand up and act out the action word on their flash card until someone in the group guesses the action word correctly. When all students in each of the groups have finished, ask individual students from each group to stand up and perform their action for the whole class to guess. Collect the flash cards.

Write the following on the chalkboard in Venn diagram form: two overlapping circles with the following words inside of the outside part of the circles.
Inside Action Words Outside Action Words



Model this for the class. Be sure to tell students that the action words that can be performed in both places are placed in the middle of the diagram where the two circles overlap. Students will then be asked to create **can** and **can't** sentences using the Venn diagram and write them in their exercise book. Example: Tilahun can run outside. He can't run inside. Almaz can cook inside and outside. Ask students to share their sentences with a partner. Then ask individual students to share their sentences with the class. Ask students where most actions are able to be done (performed) inside, outside, or both?

Ask students to write two sentences in their exercise book. The first is about the action they like to do most inside. The second is about the action they like to do most outside.

Lesson Summary: Students learned different action words and how to demonstrate each action. Students have also categorized action words using a Venn diagram. They wrote sentences about their favourite inside and outside actions.

Vocabulary: charades, Venn diagram

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Action word flash cards. Be sure to include: **walk, jump, swim, climb** and **run**

Play **Charades** with students. Mime several action words and be sure to include: **walk, jump, swim, climb, run**. Students will guess the action word that matches your movements. Ask individual students to come to the front of the class. Tell them a word to act out. Again, students will guess the action word being acted.

Tell students the title of the story, "The Contest." Explain what the word **contest** means. Ask students if they have ever had a contest with someone. Ask what they think the story will be about. Tell students to listen carefully as you read the story out loud to them.

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.

Reread the story. Tell students to read the story silently as you read it out loud. Ask students to tell you what happened at the beginning, middle and end of the story. Ask students the names of the characters in the story. Ask students where the story takes place.

Tell students that there are many action words in the story. Ask them to name some action words from the story. (These are underlined in the teacher’s guide but not in the student book.) Write their responses on the chalkboard. Make sure that the list is complete. Read each word together out loud.

Ask students to tell you what they are good at doing. Ask them to think about what kind of contest they could win and tell it to a partner. Remind students that they should always consider safety when they are playing with their friends. Some contests, such as tree climbing, are dangerous and should be discouraged.

*Ask students to draw in their exercise book a picture of themselves winning a contest. Under the picture they will write the sentence, **I can** _____.*

Tell students to share their pictures and sentences with a partner. Then ask several students to share their pictures and sentences with the class.

Sing the “I Can” song.

Lesson Summary: Students learned different action words and how to mime each action. They also predicted what would happen and listened to a story, answered questions about the story and identified action words in the story. Students drew a picture and wrote sentences about actions that they are good at doing.

Vocabulary: contest, chases

LESSON TWELVE

Focus: Listening, Speaking, Reading, Writing

Tell students they have learned different action words and how to mime each action. Review all action words.

Tell students to tell an action word to a partner. The partner will perform the action.

Ask the class questions with the word **can**. Make silly sentences. Say:

Can elephants swim?

Students should answer:

Yes, they can. or No, they can't.

Tell students to ask a partner three **can** questions.

Write the following sentences on the chalkboard:

A dog can't bounce.

A monkey can't fly

A fish can't run.

A bird can't kick.

Ask students to read the sentences together out loud.

Tell students to draw a picture of an animal in their exercise book trying to do something it can't do. They will write a sentence to describe the picture.

Tell students to open their student book and look at the pictures of the actions in Lessons Two, Three, Four, or Seven. Have students work in pairs to write the action word for each picture. Ask individual students to write the correct words for the pictures on the chalkboard.

Take students outside. Ask them to **jump, walk, run and hop**. Make sure that students understand the command and are doing the correct actions.

Go back into the classroom. Play **Solomon Says** with the action words on the chalkboard. Tell students that they will act out the words that Solomon says. Say:

Solomon says: Grab your partner's pencil.

Toss it to the student closest to you.

Solomon says: Hop on one foot.

Solomon says: Stand up then sit down.

Run in place.

Solomon says: Run in place.

Use as many action words (verbs) that the students have studied so that they relate these actions to daily activities. Remind students that if Solomon does **not** say the statement do not do it.

UNIT 12: WHAT ARE YOU WEARING?

Learning Outcomes: Students will be able to

- describe clothes.
- listen to and carry out classroom instructions.
- listen to short sentences about clothes and identify the correct visual clue.
- ask and answer questions about what people are wearing.
- read words for clothes.
- copy words for clothes.
- write a few words about a member of their family.
- fill in missing words in sentences about clothes.

Assessment: Assess each student's work continuously over the whole unit and compare with the learning outcomes to determine whether the student has achieved the minimum required level.

Listening and Speaking: Students will draw pictures of people wearing different clothes. They will work in pairs to describe and ask questions about their pictures.

LESSON ONE

Focus: Listening, Speaking, Reading

Preparation: Bring in a variety of real items of clothing to use in this unit to teach students clothing and descriptions (e.g. shirt, sweater, coat, hat, dress, cap, headscarf, sandals, trousers and other items of clothing).

*Tell students that they are going to look at different clothing items. Hold up the following real clothing items and write each name on the chalkboard: **dress, hat, jacket, shirt, shoes, shorts, skirt, sweater, trousers.** Say the name of each item several times, with the students repeating the word after you.*

*Teach students any unfamiliar clothing vocabulary words, followed by these new words: **cap, headscarf, sandals and belt.** Use real clothing and pictures from Lesson One in the student book.*

Say:

I will say the name of a clothing item. Point to the item in your student book.

*Play the **What Is It?** game. Call a student to the front of the classroom and describe one piece of clothing that the student is wearing. Review the word **wearing.** The class will try to name the item. Call another student to the front of the classroom and choose a different piece of clothing to describe. The class will try to name that piece of clothing. Say:*

Example:

(Maritu/Sisay) _____, please come to the front of the classroom.

(Maritu/Sisay) _____ is wearing these on his/her feet. They are yellow. What is he/she wearing?

Students respond:

_____ is wearing sandals.

Repeat the activity with several other students using different items of clothing.

Review the words **above**, **below** and **around**. Introduce the idea that some clothes are worn above the waist (e.g. shirt, jumper) and others below the waist (e.g. skirt, trousers). Model and explain the meaning of **waist**. A belt is worn around the waist.

Other clothes cover the whole body (e.g. coat, dress). Model this for students. Have students tell their partner what they are wearing, above, below and around their waist.

Lesson Summary: Students described items of clothing and talked to a partner about what they were wearing above, below and around the waist.

Vocabulary: sandals, coat, shirt, sweater, hat, cap, headscarf, trousers, skirt, shoes, socks, belt

Language Patterns: What is _____ wearing? _____ is wearing _____.

LESSON TWO

Focus: Listening, Speaking, Reading, Writing

Preparation: Write the words of the chant, “Shoes and Socks” on the chalkboard or on a poster.

Review the items of clothing using real clothes and pictures from Lesson One in the student book. Review the names of body parts.

Teach students the chant “Shoes and Socks.” Use actions to reinforce the words.

Shoes and Socks

What do you wear on your head?

(Tap the top of your head.)

A hat.

What do you wear on your back?

(Tap the back of your shoulders.)

A coat.

What do you wear on your feet?

(Point to your feet.)

Socks. Shoes and socks. Shoes and socks.

Where do you wear your hat?

On my head.

(Tap the top of your head.)

Where do you wear your coat?

On my back.

(Tap the back of your shoulders.)

What do you wear on your feet?

(Point to your feet.)

Socks. Shoes and socks. Shoes and socks.

Adapted from: Jazz Chants by Carolyn Graham

Repeat the chant.

Have students ask each other questions about what they wear on their legs, waist, feet, etc.

Divide the class into three groups. The first group should ask the first question. The second group should ask the second question. The third group should ask the third question. The whole class should shout out the answers together. This should be done for all three parts of the chant.

Ask students to draw a picture of their favourite clothing items in their exercise book. They should then look at the list of clothing words in their student book and label each item of clothing in their exercise book.

Lesson Summary: Students reviewed clothing words, body part words, learned a chant and discussed where clothing items are worn on the body.

Language Patterns: What do you wear on your _____? Where do you wear your _____?

LESSON THREE

Focus: Listening, Speaking, Reading, Writing

Preparation: Write the words of the “Shoes and Socks” chant on the chalkboard or on a poster.

Ask several students to lead the chant “Shoes and Socks” introduced in Lesson Two. Ask students to change some of the words in the chant. They should review how and where clothing items are worn.

Have students turn to Lesson Three in their student book and read the sentences with a partner. Tell students to choose a word from the Word Bank to complete each sentence. Have students copy the word they have chosen into their exercise book. Explain to students that several items may fit into more than one blank. Ask students to check their answers with a partner when they are finished. Review answers with the whole class. When they have written the sentences, they can draw pictures to illustrate them.
Example:

Possible answers:

1. I wear a _____ when I am cold. (*coat, sweater, shirt*)
2. I wear _____ on my feet. (*sandals or shoes*)
3. Girls wear a _____ below their waist. (*skirt*)
4. Boys wear _____ below their waist. (*trousers*)
5. A _____ covers my head from the sun. (*hat, cap, headscarf*)

Word Bank		
coat	shirt	sandals/shoes
hat	cap	headscarf
trousers	skirt	sweater

Lesson Summary: Tell the students that they reviewed the chant and suggested possible changes. They copied words into their exercise book, filled in blanks in gap sentences using a word bank and drew pictures to illustrate sentences.

LESSON FOUR

Focus: Listening, Speaking, Reading, Writing

Preparation: Write the contractions on the chalkboard: *I'm, you're, he's, she's, we're, they're.*

Review colour words and other describing words, such as **long/short, old/new, big small, clean/dirty** by pointing to clothes you have brought into class or clothes you or students are wearing.

Choose a student to describe one item that he/she is wearing. Tell him/her to use complete sentences. Encourage students to use colour words and other adjectives (long, short, etc.) in the description Say:

_____ (name), **what are you wearing?**

The student should respond:

I am wearing _____ . (I am wearing blue trousers. I am wearing a long skirt.)

The class says together out loud:

He/She is wearing _____ .

The student who was chosen by the teacher will select the next student to describe his/her item. (Continue this activity with several students.) If students are wearing uniforms, ask students not to describe the same item as a previous student. This activity can be made more interesting if students can choose an item of clothing from a box or bag that you have brought into class and wear it or hold it up. If you prefer, you can use pictures for this activity.

Tell students that they will play a game similar to **I Spy**. It is called **Who is Wearing**____? Tell students that you will describe one item of clothing that a student is wearing. Look for items that are different and can be easily identified. For example ask:

Who is wearing _____ ? (Who is wearing green shoes?)

Ask individual students to respond:

_____ **is wearing** _____ .

Continue this activity until a student guesses the correct person. Repeat this activity several times. Tell students to choose a partner and play the **Who is Wearing**____? game.

Review contractions, **I'm, you're, he's, she's, we're, they're** emphasize the contractions **is/isn't and are/aren't**.

Write the following words on the chalkboard in a mixed up order: **I, am, you, are, he, is, she, is, we, are, they, are.** Ask students to read the words together out loud.

Ask individual students to tell which two words on the chalkboard mean the same as the contraction on the flash card that you are holding. Write the two words together on the chalkboard. As you write the first word, hold up one hand and say the first word. As you write the second word, hold up your other hand and say the second word. Then put both hands together and say the contraction. Write the contraction next to the two words. Read the words. Ask students to repeat after you. Repeat this for all contraction flash cards.

Call on individual students to look at your clothing and tell five things that you are wearing using complete sentences. Example: The student will say:

He/She's wearing _____ . You're wearing _____ .

Call on students to tell three things that you are not wearing. Example: The students say:

He/She (the teacher) isn't wearing _____ .

Choose a student to name an item of clothing that he/she (the student) is wearing.

Example: The student might say:

I'm wearing a long, blue skirt.

Call on another student to find someone in the classroom who isn't wearing the same item. Example: That student should say:

_____ isn't wearing a long, blue skirt.

Repeat this activity several times.

Tell students to look at the pictures and read the sentences in the student book and list in their exercise book items that they are wearing and not wearing. Model this at the chalkboard.

Call two students to the front of the classroom. One of the two students must find an item that they both are wearing. Example: The student might say:

We're both wearing _____.(brown trousers)

The other student must find an item that neither student is wearing. Example: That student might say:

We aren't wearing a _____.(belt)

Repeat this activity with several pairs of students.

Lesson Summary: Students reviewed contractions. They discussed items of clothing that they were wearing and items that they were not wearing using describing words and the contractions I am/I'm, is not/isn't, are not/aren't, he is/he's, she is/she's, we are/we're. They played a guessing game describing items of clothing.

Vocabulary: I'm, you're, he's, she's, we're, they're, isn't, aren't

Language Patterns: I am/I'm not wearing _____ . He/She is/isn't wearing _____ . _____ is wearing _____ . You're/You aren't wearing _____ . We're both wearing _____ .

LESSON FIVE

Focus: Listening, Speaking, Reading

Preparation: Real objects or pictures to represent zipper, collar, buttons, buckles and laces.

*Teach the following new words using real clothing or pictures: **zipper, collar, buttons, buckle, laces.***

Call out the new words and have students point to these parts of their clothing.

Review contractions. Write the contraction and the words that make up the contractions on the chalkboard. Ask three students to come to the front of the classroom. Tell them a contraction. Ask them to find the words that join together to make the contraction. Ask the students to read each of their contraction words. For example, I am/I'm.

Tell students to look at Lesson One in their student book. Tell the students that you will describe an item of clothing. Ask students to point to the picture of the clothing that you are describing.

*Explain the word **funny** to students. (To be **funny** means to cause someone to smile or laugh and to **look funny** means to look strange.)*

Read the story, "My Little Brother." Tell students that they are going to draw a picture in their exercise book of the little boy in the story. Read the story twice, encouraging students to listen carefully and follow along in their student book.

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.

Ask students if their brothers and sisters do funny things like those described in the story. If so, ask for examples.

*When you read the story a second time, ask students to close their eyes and think about how the little boy is dressed. Then tell students that you will read the story a third time, slowly. Tell students to draw a picture of the little boy in their exercise book as you read. Have students get into small groups and share their pictures. The students will play the game **Countdown** using clothing words. Write clothing words from Lesson Three on the chalkboard for students to reference.*

*Tell students the **Countdown** rules. Step 1: Think of a clothing word. (For example: shirt) Draw short horizontal lines for each letter. (Example: For shirt there would be 5 lines: _ _ _ _ _.) Give students 10 guesses to find the word. Write the numbers 1–10 on the chalkboard below the blanks.*

*Step 2: Have a student guess a letter. If the letter is in the word, write the letter on the corresponding line. (Example: If the student guesses the letter **r**, place the letter in the fifth blank. _ _ _ r _) If the letter is not in the word, write the letter on the board and cross out the number 10.*

Step 3: Students will continue guessing letters until the word is spelled or all numbers have been crossed out. The object of the game is to guess the word. You can give extra guesses sometimes, especially if the word is difficult. You don't want to put too much emphasis on winning or losing.

When students are familiar with this game, they can think of words and you can help them to challenge the class. Or you might like to organize the game in two teams that will try to guess a word at the chalkboard. Each team would get alternate turns guessing letters. When a team wants to guess the whole word, they should raise their hands.

Lesson Summary: Students reviewed clothing words, reviewed contractions, listened to and discussed a story and drew pictures of a character. They learned to play **Countdown** using clothing words.

Vocabulary: zipper, collar, buttons, buckles, laces, backwards, barefoot, countdown

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Preparation: Gather several items of clothing or pictures

Students will review clothing words with real clothes or pictures.

*Tell students that they will play a game called **What is He/She Wearing?** Students need to get with a partner to play this game. Tell students to ask their partner what someone in the classroom is wearing. The partner must describe that person's clothing in complete sentences. For example, one partner asks the other: What is Gabriel wearing? The other partner will respond: Gabriel is wearing a red sweater. He is wearing long, blue trousers. On his feet are brown sandals.*

Ask students to retell as much of the story "My Little Brother" as possible.

Tell students to open their exercise book. They should get with a partner. Each student will take a turn describing a person wearing their clothing in the wrong places. The student listening to the description should draw the person as he/she is described.

*Review how words are placed in alphabetical order. Review family words. Alphabetize these words on the chalkboard with the class. Explain to students that if words have the same beginning letter, they should look at the second letter. If that letter is also the same, they should move to the third letter. Model this first with the words: **parents** and **people** and then with **family** and **father**.*

grandmother brother	father children	parents family	mother people
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1. brother	5. grandmother
2. children	6. mother
3. family	7. parents
4. father	8. people

Students will copy the words in Lesson Six of their student book into their exercise book. Tell students to write the words in alphabetical order. Review the correct order of each set of words with students.

Group A: coat, hat, shirt, skirt, tie

Group B: climb, crawl, eat, fly, hop, jump, swim, talk

Group C: I'm, he's, she's, they're, we're, you're

Recite the "Socks and Shoes" chant.

Lesson Summary: Students reviewed clothing and family words and practised putting words in alphabetical order. They also described what they are wearing. They made funny sentences and pictures.

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Place clothing items inside a bag. Draw three columns on the board and label one column **boys**, the second column **girls** and the third column **both**.

Review clothing words by playing the **What's in the Bag?** game. Students take clothing items or pictures of clothes from a bag and describe what they have taken out.

Explain the word **both** to students. Ask two students to stand. Say: *Both of you are wearing clothes. Ask students one of the following questions:*

Do boys wear _____? Do girls wear _____? Who wears _____?
--

Students answer:

Boys wear _____. Girls wear _____. Both boys and girls wear _____.

If the answer is that only boys wear that item, write the name of the item in the **boys** section on the chalkboard. If the answer is that only girls wear that item, write the name of the item in the **girls** section on the chalkboard. If both boys and girls wear that item, write the name of the item in the section labeled **both**.

Students will turn to Lesson Seven in their student book. Tell students to look at the pictures of clothing items and write the name of each item in their exercise book. They will use the Word Bank to find the answers.

Tell students that they will draw pictures in their exercise book. The pictures will show a boy and a girl wearing different types of clothing.

Lesson Summary: Students matched clothing words to items and put clothing items into boy/girl/both categories.

Language Patterns: Do _____ wear _____? Who wears _____? _____ wears _____. Both _____ and _____ wear _____.

LESSON EIGHT

Focus: Listening, Speaking, Reading, Writing

Play *What's in the Bag?* When an item is pulled out of the bag, students should say the name of the clothing and the word: **boy**, **girl**, or **both** to tell who wears that item of clothing.

This is a _____ . A _____ can wear this.

Tell students that they now know a lot of clothing words and that they will unscramble clothing words. Students will unscramble clothing words found in their student book and will write the words correctly in their exercise book. Model this example on the chalkboard:

trhis (shirt)	atoc (coat)
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Ask students to draw a picture of the clothing beside each unscrambled word.

Answer key:

skirt	dress	cap	sweater
headscarf	shirt	shoes	sandals
hat	socks	coat	trousers

Review members of a family. Ask:

What is a family? Who is in a family?

Ask individual students to share their ideas or answers with the class.

Introduce the chant "Family." Read the chant to students and have them chant it several times. Discuss words that are unfamiliar to the students.

Family

Our family comes
From many homes,
Our hair is wavy,
Our hair is black,
Our hair is curly,
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)

Repeat the chant several times. Divide the class into three groups. Ask each group to read a different section of the poem together out loud. All students should say together the words "A Family."

Tell students to look in the student book at the picture of the family. Tell them to read the sentences under the picture to their partner. Read the first sentence with the students.

Ask students the following types of questions:

- *Who is wearing a dress? (Mother is wearing a dress.)*
- *What is Berhanu wearing on his feet? (Berhanu is wearing red shoes.)*
- *Is Mother wearing a hat? (No, Mother is not wearing a hat.)*
- *Is Akeyi wearing sandals? (Yes, Akeyi is wearing sandals.)*

Ask students to draw a picture of a member of their family and write a descriptive sentence in their exercise book about the clothes their family member is wearing. Then ask several students to share their pictures and descriptions with the class. Example: This is my _____. He's /she's wearing _____.

Lesson Summary: Students unscrambled clothing words, read a new family chant, drew and labelled pictures of family members and wrote sentences about their pictures. They also answered questions about what family members in a picture are wearing.

Language Patterns: What is _____ wearing? Who is wearing _____?
Is _____ wearing _____? He/She is wearing _____.

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

Preparation: Items of traditional clothing or pictures of people wearing traditional clothing. If possible, bring in to class examples of clothing worn in different regions of Ethiopia. (Example: gabi, muslim shirt and hat)

Review the chant “Family” as a class. Divide students into groups of 4-8 to read the chant with assistance if needed. They should practise in their small groups before they read the chant to the class.

Play the game **Solomon Says** with students as a visual/active assessment. (Example: Solomon says “If you are wearing a purple shirt, put your hands on your head.”)

Teach the words **gold** and **silver**. Students will need these words when describing traditional Ethiopian **jewellery**.

Write the words: **cotton, wool** and **leather** on the chalkboard. Tell students that traditional Ethiopian clothing is made of these materials. Explain to students where each of these materials come from: **cotton – plant, leather– animal skin (hide) and wool-sheep’s fur**. Ask students what other items are made with these materials: **belts, blankets, headscarves, etc.**

Tell students to open their student book to Lesson Nine. They will see a picture of a man and a woman dressed in traditional Ethiopian clothing. If you have this type of clothing, bring it in to the classroom to show the students. Show students real clothing items and/or pictures of people wearing traditional clothing from their own region and from the different regions of Ethiopia. Ask students the names of the clothing. Ask individual students to describe the clothing. They should use the clothing words, colour words and describing words that they have learned in this and previous units. As students describe the clothing, write their descriptions in sentence form on the chalkboard.

Read the student-generated sentences from the chalkboard. Tell students that you are going to erase some words. Draw a blank line in place of the word you erased. They are to read each sentence, fill in the gap with a word that fits and then write the sentences in their exercise book. Try to erase words that have been practised repeatedly in the unit: colour words, clothing words, describing words.

Read the “Shoes and Socks” chant from Lesson Three.

Lesson Summary: Students practised the chant “Family” and talked about traditional and local Ethiopian clothing. They filled in the gap sentences with important vocabulary words from the unit.

Vocabulary: gold, silver, cotton, leather, hide, plant, skin, gabi, jewellery

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Write these words on the chalkboard: farmer, spinner, weaver, finisher, pick, weave, card, spin, cotton, border, sew, fringe, twist, end, thread, edge. (Students are not required to learn all these words, but they are needed for the activity).

Ask students to recall details about traditional Ethiopian clothing. Ask students if they can remember from what a **gabi** is made. Tell students that you will teach them how the **gabi** is made.

Tell students to look in their student book at the sequence of pictures. Ask them in mother tongue what they see in each picture. Read the following sentences that describe each step of making a **gabi**.

First, the farmer grows and picks the cotton.
Next, the spinner takes the seeds out of the cotton and cards the cotton.(medamet)
The spinner spins it into thread by hand.
Then, the weaver weaves the thread to make cloth.
The finisher sews the border.
Finally, he/she twists the ends of the thread to make the fringe.

Tell students to look at the words on the chalkboard. Point to the words as you read the sentences to them again.

Write the sentences on the chalkboard in a mixed up order. Tell students to look at the sentences on the chalkboard. Tell students that they describe the steps in making a **gabi**. Tell students that they are not in the correct order. Tell students that together you will read each sentence and number the sentences in the correct order. Point out that the first sentence begins with the word **First** and the last sentence begins with the word **Finally**.

Bring four students to the front to act out the characters in the story: **farmer, spinner, weaver** and **finisher** as you read the story again. Have them practise miming the actions of each character. Do this again with another four students.

Tell students to complete the gap exercise in their student book. Ask them to write in their exercise book the numbers from 1 – 4. Then, copy the correct word from the Word Bank to fill in each gap. Ask students to check their answers with a partner. Review the correct answers with the whole class.

1. grows
2. seeds, cotton
3. spins
4. weaves, cloth

Review the chant “Family” as a class. Have the class read the chant together out loud. Ask students to raise their hand if they feel comfortable reading the chant out loud to the class. Call on a few students to read the chant to the class.

Lesson Summary: Students listened to a story and put sentences in the correct order. They acted out the story and filled in gap sentences.

Vocabulary: farmer, spinner, weaver, finisher, pick, weave, card, spin, cotton, border, sew, fringe, twist, end, thread, first, next, finally

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Briefly review how words are placed in alphabetical order, using the following words, written on the chalkboard:

potatoes tomatoes	apples fish	meat cabbage	bread carrot
1. <i>apples</i>		5. <i>fish</i>	
2. <i>bread</i>		6. <i>meat</i>	
3. <i>cabbage</i>		7. <i>potatoes</i>	
4. <i>carrot</i>		8. <i>tomatoes</i>	

Ask students to turn to Lesson Eleven in their student book and copy the words into their exercise book in alphabetical order.

Answer Key

1.	<i>bread</i>	<i>duster</i>	<i>fall</i>	<i>milk</i>	<i>sad</i>	<i>table</i>
2.	<i>blue</i>	<i>coat</i>	<i>dress</i>	<i>long</i>	<i>stick</i>	<i>window</i>
3.	<i>apple</i>	<i>cloudy</i>	<i>goat</i>	<i>hat</i>	<i>ruler</i>	<i>young</i>
4.	<i>bye</i>	<i>fish</i>	<i>hat</i>	<i>Sunday</i>	<i>tea</i>	<i>windy</i>
5.	<i>clean</i>	<i>fat</i>	<i>new</i>	<i>thin</i>	<i>water</i>	<i>young</i>
6.	<i>bell</i>	<i>clean</i>	<i>empty</i>	<i>hello</i>	<i>like</i>	<i>nose</i>

Play the **What Is It?** game. Call a student to the front of the classroom and describe one item the student is wearing. The class will name the item. Call another student and choose a different piece of clothing to describe. The class will name that item. Example:
Say:

_____, please come to the front of the classroom. _____ is wearing these on his feet. They are yellow. What are they?

Students respond:

_____ is wearing yellow sandals.

Repeat the activity with several other students using different items of clothing.

Lesson Summary: Remind students that they reviewed clothing words by chanting “Shoes and Socks,” played the **What Is It?** game and put words in alphabetical order.

LESSON TWELVE

Focus: Listening, Speaking, Reading, Writing

Preparation: Choose six to ten vocabulary words for assessment. Three to five of these words will be used to assess students' knowledge of beginning letters and sounds. Three to five other vocabulary words will be used to assess students' knowledge of spelling. Write the word search on the chalkboard.

Assessment: Students will put clothing words into alphabetical order at the chalkboard. (Example: shirt, trousers, sandals, headscarf, hat, cap, coat, sweater, tie, skirt)

Say a clothing word. Ask students to draw a picture of that item and label it in their exercise book. Students will share their pictures. Example: Say:

cap

Ask students to draw a picture of a cap and label it.

Students will search for clothing words in the word search puzzle. Ask students to copy the rows of letters from the student book into their exercise book to form a word search puzzle. Walk around the classroom to make sure students are copying the puzzle

correctly. Review together out loud clothing words found at the bottom of the puzzle. Have students find and circle the following clothing words in the word search puzzle: cap, coat, hat, shirt.

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

Bring students to the chalkboard to cross out the words they have found.

Use three to five vocabulary words from Unit 12 (selected in preparation for this assessment). Write these words with missing initial letter on the chalkboard for students to complete.

Write three to five scrambled words (selected in preparation for this assessment) for students to put back in order.

Review contractions.

Play the game **Solomon Says** with the students as a visual/active assessment. (Example: Solomon says "If you are wearing a purple shirt, stand near the door.")

Play "**Who is Wearing?**" Play "**What's in the Bag?**"

Ask students to describe what they are wearing to a partner.

Ask groups of students to perform sections of the "**Shoes and Socks**" chant and the "**Family**" chant.

Reread all stories from the unit. Have students act out characters in the stories.

Ask students what was their favourite activity or story in this unit. Why?

UNIT 13: I WALK TO SCHOOL

Learning Outcomes: Students will be able to

- talk in simple terms about transport.
- describe basic modes of transport in their area.
- ask and answer questions about how they come to school.
- listen to short sentences and identify visual clues.
- use social expressions from Units 1 – 10.
- read and write sentences about transport.
- use language patterns: don't/doesn't and are/aren't.
- copy words and fill gaps in sentences.
- sing a song.
- recite a poem/chant.

Assessment: Assess each student's work continuously over the whole unit and compare with the learning outcomes to determine whether the student has achieved the minimum required level.

Listening and Speaking: Students use a substitution table to make sentences about different children e.g. Alemitu comes to school by car. Bekele comes to school by bicycle, etc.

LESSON ONE

Focus: Listening, Speaking, Reading

Preparation: Picture cards and flash cards of different kinds of transport: airplane, train, bus, car, taxi, minibus taxi, motor bike, bicycle, boat, horse and cart, camel, donkey

Tell students that they will learn about different modes of transport. Tell them that we can get from one place to another in different ways.

Introduce the names of different kinds of transport using pictures and word flashcards at the shash board.

Tell them to look at the big picture that shows different modes of transport in Lesson One in their student book. Ask:

What do you see in this picture?

Allow students to respond. Encourage them to use adjectives (describing words to explain what they see).

Tell students to look at the picture again. Tell students to point to each mode of transport as you name it. Ask students to repeat the name of the mode of transport together out loud. Point to the picture. Ask:

What's this?

Students will respond together out loud:

This is a/an _____ (name of transport.) It's a/an _____.

Tell students that they will play a memory game. Remove the flash cards with transport words from the shash board. Review the pictures on the shash board. As you review each picture, turn it over. Tell students to try to remember the placement of the pictures. Ask:

Where is the _____.

Call on individual students to come to the front of the classroom and turnover the card they think is correct and show it to the class. Repeat this until all cards have been correctly shown.

Ask students to repeat the names of each picture card with you together out loud as you point to them. Ask:

Do you see any of these things in the big picture in your student book?

Ask individual students to respond. Mix up the word cards and have students select a card and match it to the correct picture. When the match is made, remove it from the shash board.

Write the contraction **don't** on the chalkboard. Ask students what two words make the contraction **don't**(**do** and **not**). Tell students to turn to a partner and name one thing they see and one thing they don't see in the big picture card that they saw on the smaller picture card. Tell students to use the language pattern below.

I see a/an _____. I don't see a/an _____.

Lesson Summary: Students learned about different modes of transport. They matched words and pictures. They also used describing words to tell about pictures. They used the contraction *don't*.

Vocabulary: airplane, bicycle, boat, bus, car, taxi, train, minibus, motor-bike, horse and cart, donkey, camel, mode of transport

Language Patterns: What is this? This is a/an _____. Where is the _____?
I see a/an _____. I don't see a _____.

LESSON TWO

Focus: Listening, Speaking, Reading

Preparation: Transport picture cards and word flash cards, place picture and flash cards, flashcards and pictures for countryside, city, village, town and land, water and air.

Review the different modes of transport, using the flash cards. Hold up each transport flash card. Ask:

What's this?

Students will respond:

It's a/an _____. (mode of transport)

Teach the words **land, water and air** using pictures and flash cards. Ask students questions about the transport cards:

Does this mode of transport travel on land, on water or in the air?

Ask individual students to respond and then the whole class. Say:

1. **I can ride on this. It has two wheels. It's a _____.** (bicycle/motor bike)
2. **Many people can ride in this. It flies in the air. It's an/a_____.**
(airplane/plane Tell students that the short word for airplane is plane.)
3. **People must pay money to ride in this. It has four wheels. It's a _____.**
(taxi/bus)
4. **Many people can ride in this. It doesn't go on a road. It goes on tracks. It's a _____.** (train)
5. **I can ride in this on a lake or river. It can be big or small. This has no wheels because it floats on the water. It's a _____.** (boat)

Call on several students for answers. Then allow students to respond together out loud.

Review the words **village, town, countryside, city** using pictures and word flash cards. Ask students which of these areas they live in. Discuss differences such as: many people live in cities and fewer people live in the countryside.

Discuss the different modes of transport used in each place. Point to a picture of a place. Ask students what modes of transport are used there. Ask:

Do people walk/ride/drive a _____ in the _____?

Take students outside near a road or to the gate and ask them to observe the modes of transport they can see and hear. Bring students back into the classroom.

When in the classroom ask students about what they saw or heard. Ask them what other modes of transport they often see or hear. Remind students to add the ending **-s** or **-es** to the transport word to make it plural.

Write the contraction **aren't** on the chalkboard. Ask students what two words make up the contraction **aren't** (**are** and **not**).

Ask students which modes of transport are used where they live. Students with a partner will tell about modes of transport where they live (town, village or city). Students say:

In our _____ there are_____.

The other partner will tell about modes of transport they don't have where they live.

In our _____ there aren't _____.

They will continue to take turns until they have discussed all modes of transport.

Ask individual students to share their responses with the class. They can come to the shash board and place the correct transport picture cards under the name of the setting in which they live.

Tell students to open their student book to the pictures in Lesson Two. Tell them you will say the name of a mode of transport that travels on (land, water, air) and they should point to a picture of a mode of transport used there. Walk around the classroom to monitor responses.

Lesson Summary: Students learned new vocabulary words and reviewed words previously learned. They discussed the modes of transport used and not used where they live and in different places.

Vocabulary: countryside, city, village, town, drive, ride, float

Language Patterns: What's this? It's a/an _____. Do people walk/ride/drive a _____ in the _____? In our _____, there are _____. In our _____ there aren't _____.

LESSON THREE

Focus: Listening, Speaking, Reading, Writing

Preparation: Transport picture and word flash cards, pictures and word flashcards of places (village, town, countryside, city) and of air, land and water

Mime a form of transport for students to guess. Ask students to get into groups of six and play charades. They will mime a type of transport for the group to guess. The group can guess a student's actions three times. If they are not correct by the third time, the miming student can tell them the correct answer.

*Review the transport pictures with students. Tell students that these pictures show ways of getting around. Remind them that these ways are called **modes of transport**.*

Play a matching game at the shash board. Place the word card on the shash board. Call on individual students to match the picture cards to the word cards. Students who make a match should say the word out loud. The class should repeat after the student together out loud. Repeat this for all modes of transport words.

Review place words. Show students the picture cards of places and ask them to name each place individually, then together out loud. Have one student come to the front of the classroom and hold a place picture card.

Give the mode of transport picture cards to different students. Tell all of the students holding modes of transport found in that place to come to the front of the classroom. Repeat this for all places.

*Explain that **categories** are ways to group items together. They have just grouped transport words by where they are found. Tell them that they will work in small groups to decide other ways in which modes of transport can be grouped together. Tell students that they can use all of the drawings in Lesson One to help them decide how to sort the modes of transport into categories. After students have decided how the pictures can be grouped, ask different groups to share their categories with the pictures and flash cards at the shash board. Accept any reasonable groupings. If necessary give them hints, such as: legs, wheels and wings and verbs, such as: walk, ride, drive, float and fly.*

Tell students to get into a small group. Tell each group they will draw on a large piece of paper a place where there are modes of transport. Ask each group to draw and label the modes of transport found at that particular place.

Ask groups to share their drawings with the class. Each member should describe one part of their drawing using a complete sentence. Example: In the city a man rides to work in a taxi.

Lesson Summary: Students reviewed vocabulary words for places and modes of transport. They mimed and categorized transport words. They matched transport word cards to the picture cards. They also drew the modes of transportation found in different places.

Vocabulary: categories

LESSON FOUR

Focus: Listening, Speaking, Reading

Preparation: Place and transport pictures and word flash cards, picture and word flashcards of family members, flashcards of contractions: do not/don't and does not/doesn't

Review pictures and word flash cards for modes of transport. Ask students to match the picture flash cards to the correct word flash cards. Repeat this using place flash cards.

Place the transport flash cards on the shash board. Tell students to notice the beginning letters of each word. Ask a student to select the first word to make an alphabetical list. Continue until all the transport words have been sorted alphabetically.

Review family words with students.

*Also review the contractions **don't** and **doesn't**. Show students the picture cards of: **donkey, camel, car, bicycle, motor bike, horse and cart**. Place them on the shash board for the students to reference. Ask individual students if their family has any of these forms of transport.*

Do you have a _____?

Students will answer:

My _____ has a _____. My _____ doesn't have a _____.

*Tell students how you come to school (mode of transport). Tell them how other teachers come to school. Explain to students that we can describe how someone comes to school using the word **by**. Say:*

I come to school by bicycle.

Some students use walking as a mode of transport. They will say:

I walk to school.

Model the following questions and answers:

How do you come to school? Do you come to school by _____.

Individual students should respond:

I come to school by _____.

I walk to school.

I don't come to school by _____.

Ask individual students how they come to school. Say:

How do you come to school? Do you walk? Do you ride a bike? Do you drive in a car?

Tell students that they will answer by telling how they come to school. They will name the mode of transport they use to get to school, and they will name one mode of transport they **don't** use to get to school. Example: I walk to school. I don't come to school by airplane.

Tell students with a partner to name the mode of transport they use to get to school and one mode of transport they **don't** use to get to school.

Tell students that they will work with a group of three. They will ask and answer questions about how they come to school. The first student will say:

How do you come to school?

The second student will respond:

I come to school by _____.

The third student will respond:

He/She comes to school by _____.

Each student will take a turn at asking, answering and reporting. Then each student from the small group will tell another small group how each member in their group gets to school. For example: Belainesh walks to school. Dawit comes to school by bicycle. Ask several groups to share with the class how each member gets to school.

Lesson Summary: Ask students what they learned this lesson. Tell students that they reviewed transport words and discussed the types of transport that their family uses. They also told about how they get to school using the word *by*.

Vocabulary: by

Language Patterns: Do you have a _____? My _____ has a _____.

My _____ doesn't have a _____. I come to school by _____.

I don't come to school by _____. He/She comes to school by _____.

He/She doesn't come to school by _____.

LESSON FIVE

Focus: Listening, Speaking, Reading, Writing

Preparation: Place and transport pictures and word flash cards, large flash cards with the words: walk, car, bicycle, bus, boat, horse.

*Review transport and place picture and word cards at the shash board. Remind students that we can describe how someone comes to school using the word **by**. Say:*

I come to school by bicycle.

Ask:

How do you come to school?

Individual students should respond:

I come to school by _____. or I walk to school.

Students will walk around the classroom and ask different partners questions about how they come to school, as in the previous lesson. Write the sentences below on the chalkboard:

**I come to school by/on _____. I don't come to school by _____. I walk to school. How does _____ (partner's name) come to school? He/She comes to school by _____.
He/She doesn't come to school by _____. He/She walks to school.**

Tell students that they will work with a partner. Each partner will copy the sentences from the chalkboard in his/her exercise book. They will use words from Lesson One or the transport words flash cards on the shash board to help them write the correct words for the modes of transport.

Ask individual students to report how different students come to school. Example: Jonas walks to school. Bakani rides a bus to school.

Ask the class what they think the poem "Going Places" is about. Read the poem to students and have them follow the words in the student book. Then have students read the poem with you.

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 airplane.
 We fly in the sky.
 We're soaring, soaring high today!

Divide the class into three groups and have each group practise one verse of the poem to perform. Ask students to add motions when performing.

*Take students outside. Ask them to find a partner and ask and answer questions about how they come to school. Then hold up the large flash cards you made. Read the flash card that says **walk**. Tell students who walk to school to stand in a line in front of the card. Lay the flash card on the ground. Read the flash card that says **bicycle**. Tell students who come to school by bicycle to stand in a line in front of the card. Lay the flash card on the ground. Do this for each flash card. Look at the diagram below to see how to do this. Circles represent students.*

walk	OOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOO
bicycle	OOOOOOOOOO
car	OOO
bus	OOOOO
horse	
boat	

Say:

Let's count how many students walk. *(Students will count off: 1 – 2 – 3, etc., each student saying one number.)*
Let's count how many students come by bicycle. *(Students will count off.)*
Let's count how many students come by car. *(Students will count off.)*
Let's count how many students come by bus. *(Students will count off.)*
Let's count how many students come by horse. *(Say: zero)*
Let's count how many students come by boat. *(Students will say zero.)*

Write each number in the dirt or on a piece of paper. Ask students to compare how many students come to school by each different mode of transport. Then ask them to name the

mode of transport that is used by most students. Ask students to name the mode of transport used by least students. You may need to explain this in mother tongue. Then take students back inside.

Lesson Summary: Students asked and answered questions about how they get to school. They also surveyed students on how they get to school and analyzed the results.

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Preparation: All modes of transport and place word and picture flash cards. Make picture and word flash cards for **row**, **buy** and **river**.

*Play the **Memory Game** again at the shash board with the mode of transport flash cards. This time place the word and the picture flash cards face down on the shash board. Place the word flash cards on one side of the shash board and the picture flash cards on the other side of the shash board. Ask individual students to turn over two cards, one from each side. If the two cards match then they can take them off the shash board. If they do not match, they should turn them back over. Tell students to try to remember where the cards were. Repeat this with different students until all cards have been paired and removed.*

*Review the place flash cards. Introduce the words **row**, **buy** and **river**.*

Tell students that they will listen to a story. Tell students the title of the story and ask students what they think that the story will be about. Ask individual students if they have ever traveled away from home, where they went and if they enjoyed their visit.

Read the story out loud:

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.

Ask students to read silently while you read the story out loud again.

Ask students questions about the story. Students can read these in the student book.

- 1. Where does Zubida go?** (Addis Ababa)
- 2. How does she get there?** (by airplane)
- 3. Is she afraid?** (No, she was excited. Explain the word afraid.)
- 4. Who does Zubida go to the city with?** (her parents)

5. **Why do you think that Hamid doesn't go with them?** (*Accept all reasonable answers.*)
6. **Where does Hamid go?** (*the countryside*)
7. **Does he go by taxi?** (*no, by bicycle*)
8. **What do you think Hamid will eat while visiting his grandparents?** (*fish*)

Reread the story. Ask individual students to tell you the different modes of transport from the story. Write their responses on the chalkboard. Make sure that all transport words from the story are listed on the chalkboard. Ask students to copy the list into their exercise book and read them to a partner.

Lesson Summary: Students listened to a story and answered questions. They also practised writing the names of modes of transportation from the story.

Vocabulary: row, buy, river

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Tell students to listen as you read a story about four children who live in the countryside and their journey to school.

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.

Reread the story. Ask students to listen and follow the words as you reread the story. Ask students who the characters are in the story. List the names on the chalkboard. Ask students to turn to Lesson One in their student book. As you read the character names from the chalkboard, ask students to point to the picture of the mode of transport that he/she uses to get to school.

Ask individual students the following questions related to the story. Students can also read these in the student book.

1. **What does each child do before school?** (*eats, gets dressed, goes to school*)
Tell students to move their head up and down for yes if they do the same things before school and shake their heads left and right for no if they do not do the same things before school.
2. **Who walks with her brother to school?** (*Ebise*)
3. **Who do they wave to?** (*Beftu*)
4. **Who does Gadisa ride with in the horse-drawn cart?** (*father*)
5. **Who else walks to school?** (*Debela, his brother*)
6. **Who has to feed his mode of transport?** (*Gadisa*)

7. **Why do you think that Ebise, Gemechu, Debela and his brother run?** (*Accept all reasonable answers.*)

Ask students to turn to the pictures and sentences in Lesson Seven. Ask individual students to read each sentence. Then read the sentences with the class together out loud. Tell students to write the sentences in their exercise book in the correct order. Answers:

- *They yell and wave hello to Beftu.(3)*
- *Beftu rides a bicycle to school.(2)*
- *Gadisa rides in a horse and cart.(4)*
- *Ebise and Gemechu walk to school.(1)*

Review answers with the whole class by reading the story again.

Lesson Summary: Students listened to a story and answered questions related to it. They identified the modes of transportation in the story. They also matched pictures to sentences and sequenced them.

Vocabulary: yell, wave, direction, school compound, horse-drawn, together

LESSON EIGHT

Focus: Listening, Speaking, Reading

Preparation: Venn Diagram

Read the story from Lesson Seven, “School Friends in the Countryside,” to the students again. Tell students that you will now read a story about four students who live in the city and their journey to school. Read the story to the students.

School Friends in the City

Zehara, Dawit, Temerga and Bisrat live in Addis Ababa. Every morning they eat, get dressed 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.

Reread the story. Ask students who the characters are in the story. List the names on the chalkboard. Ask students to turn to Lesson One in their student book. As you read the character names from the chalkboard, ask students to point to the picture of the mode of transportation that he/she uses to get to school.

Tell students to read each question in Lesson Eight in their student book together out loud. Ask individual students to answer the questions.

1. **What does each child do before school?** (*eats, gets dressed, goes to school*)
Tell students to move their heads up and down for yes if they do the same things before school and shake their heads left and right for no if they do not do the same things before school.
2. **Who goes to school with her father?** (*Zehara*)
3. **How do they get there?** (*by car*)

4. **Who walks?** (*Temerga*)
5. **How does Bisrat get to school?** (*by bicycle*)
6. **Who rides with him?** (*his sister*)
7. **Who has to pay to get to school?** (*Dawit*)
8. **Why do you think Zehara and Dawit run?** (*accept all reasonable answers*)

Ask individual students how the stories in Lessons Seven and Eight are alike and how they are different. Tell students that they will compare the modes of transport used in both stories. Make a Venn Diagram on the chalkboard. Ask students to tell you the types of transport used to get to school in the countryside. List them on the left of the diagram under the heading **Countryside**. Ask students to tell you the types of transport used in the city. List them on the right of the diagram under the heading **City**. Ask students if any of the words are the same in the two sections. Erase those words and enter them in the middle of the diagram that has the heading **Both**.

Review the information in the Venn Diagram with the students. Ask individual students the modes of transport that were alike and the ones that were different.

Lesson Summary: Students listened to a story and compared and contrasted two stories. They created a Venn Diagram

Vocabulary: horn, beep, stop

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

Preparation: Gather modes of transport word and picture flash cards.

Tell students that they will practise greeting one another. Ask an individual student to come to the front of the classroom. Greet him/her by saying:

Good morning/afternoon. Hello! My name is _____. What is your name? How are you? (*Ask the student to respond.*)
My name is _____. I am fine, thank you.

Ask students to stand up and turn to a partner. They should practise greeting one another. Ask students to sit back down.

Tell students that you are going to role play a conversation with a student about modes of transport. Ask another student to come to the front of the classroom. Say:

Good morning/afternoon. Hello! My name is _____. What is your name? How are you?

Ask the student to respond.

My name is _____. I am fine, thank you.

After students responds, ask:

How do you come to school each day?

The student will respond:

I come by _____. How do you come to school each day?

Say:

I come by _____. How do you go to market?

The student will respond:

I go by _____. How do you go to market?

Say:

I go by _____. How do you go to church/mosque?

The student will respond:

I go by _____. How do you go to church/mosque?

Say:

I go by _____. How can you go to Addis Ababa?

The student will respond:

I can go by _____. How can you go to Addis Ababa?

Say:

I can go by _____. How can you go to Kenya?

The student will respond:

I can go by _____. How can you go to America?

Say:

I can go by _____.

Say:

It was nice talking to you. Goodbye.

The student will respond:

Goodbye.

Tell students to ask each other questions to make a similar conversation. They should try to ask five questions each. Ask several pairs of students to perform their role plays in front of the class.

*Explain to students that a **wish** is something they don't have but they would like to have or to do in their life. Tell students to open their exercise book and divide their paper in half. Ask them to draw a picture of the type of transportation they wish they could use to get to school. They should write the following sentence under their picture:*

I wish that I could come to school by _____.

Tell students to think of a place that they wish (would like) to visit. Ask individual students to tell you the name of the place of which they are thinking. Record the responses on the chalkboard. They should then draw themselves travelling to that place on the other half of the page in their exercise book. They should then write the sentence:

I wish that I could visit _____ by _____.

Ask students to share their drawings and sentences in a small group.

Lesson Summary: Students made up short role play using social expressions, greetings and goodbyes. They discussed and wrote about the transport they would like to use to get to school. They also drew and wrote about a place they wished to visit and the mode of transport they would use to get there.

Vocabulary: wish, come, visit

Language Patterns: How can you go to _____? I can go by _____.
I wish that I could come to school by _____. I wish that I could visit
_____ by _____.

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Transportation Rhyme on the chalkboard or on a poster

Read the "Transportation Rhyme" to students and teach them the movements. Then tell students that they will recite the rhyme together out loud. Read the rhyme with students several times while acting out the movements for each mode of transport.

Transportation Rhyme

Flying high, flying high!
I'm in an airplane in the sky.
I fly through the clouds.
Good bye! Good bye!
(Hold arms out and sway back and forth.)

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.
(Pretend to steer a taxi.)

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.
(Pretend to wave a ticket to give to bus driver.)

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!
(Move body to show bumping on the road. Smile.)

Assign different sections of the rhyme to groups of eight students. Students should practise their assigned section in their small group. Then ask the different groups to perform their section of the rhyme in order.

Tell students that they will read some sentences about modes of transport in Lesson Ten in their student book. Then they will draw pictures that match the sentences. Tell students that they will label their drawings of the kinds of transport with the following 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 Summary: Students recited a new transportation rhyme. They also practised reading and writing sentences about modes of transport.

Vocabulary: recite

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Rhymes from Lessons Five and Ten should be written on the chalkboard or on a poster.

Reread the rhymes from Lessons Five and Ten together out loud with students. Have students act out the movements as they recite the rhymes.

*Explain what a **substitution table** is. Model how to make a sentence using a substitution table. Tell students that they will use the substitution table in Lesson Eleven in their student book to make sentences about different children. They will share their sentences in a small group of four students. (Examples: Alemitu comes to school by car). Students will write sentences in their exercise book from each substitution table.*

Lesson Summary: Students recited rhymes and wrote sentences using substitution tables.

Vocabulary: recite, substitution table

LESSON TWELVE

Focus: Listening, Speaking, Reading, Writing

Preparation: Place and modes of transport vocabulary flash cards on the shash board. Review unit vocabulary by playing the **Memory** game at the shash board.

Ask students to describe the modes of transport in a city and in the countryside. Have students copy and complete the transport word search from their student book into their exercise book.

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

Ask individual students to retell the stories from Lessons Six, Seven and Eight.

Tell students to get with a partner and have a short conversation about a destination they would like to travel to and how they would get there. Tell them to remember greetings and farewells.

Reread the transportation rhymes.

UNIT 14: LOOK AT ALL THE PEOPLE

Learning Outcomes: Students will be able to

- listen to short spoken sentences and identify visual clues.
- describe people orally.
- read a story and match it to simple illustrations.
- write short sentences describing people.

Assessment: Assess each student's work continuously over the whole unit and compare with the learning outcomes to determine whether the student has achieved the minimum required level.

Speaking, Listening, Reading and Writing: Revision of all units: students talk/write words about what they can see in pictures of places. (e.g. a town/village with people, animals, transport, food, clothing, houses and activities)

Methodology: When reviewing vocabulary, use visual aids such as pictures or real objects.

LESSON ONE

Focus: Listening, Speaking, Reading

Preparation: Pictures of people of different shapes and sizes.

Tell students they will review how to describe people. Draw happy and sad faces on the chalkboard. Then ask students to make a happy face (smile). Ask students to make a sad face (frown).

Review opposite words: tall/short, happy/sad, long/short, old/young.

Tell students to sing "If You're Happy and You Know It Clap Your Hands."

If You're Happy and You Know It

If you're happy and you know it, clap your hands.

If you're happy and you know it, clap your hands.

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, clap your hands.

Tell students that they will learn how to describe the way a person looks. Call a student to the front of the classroom. Ask:

Is he tall or short?

Is he happy or sad?

Does he have long or short hair?

Is his face oval, square, oblong, or round?

Is he old or young?

Individual students will answer by saying:

He is /He's _____ . He has _____ .

*Remind students to change **he** to **she** for a girl.*

Call other students in turn to the front of the classroom and encourage individual students to describe him/her without being asked questions.

Show a picture, or draw a picture on the chalkboard, of a happy, tall, thin man with an oval face and short hair. Ask individual students to describe the man in the picture using the sentences:

He is /He's _____ . He has _____ .

As individual students respond, write the describing words on the chalkboard next to the body part that they are describing.

Show a picture or draw a picture on the chalkboard of a sad, short, fat woman with a round face and long hair. Ask individual students to describe the woman on the chalkboard using the sentences:

She is /She's _____ . She has _____ .

As the individual students respond, write the describing words on the chalkboard next to the body part that they are describing.

Tell students to look at you. Ask them to listen to you as you describe your appearance.

I am/I'm _____ (happy, sad).

I have _____ (long, short) hair.

I am/I'm _____ (old, young).

I have a/an _____ (oval, oblong, square, round) face.

I am/I'm _____ (tall, short).

Tell students to tell a partner about him/herself using the sentences:

I am/I'm _____ . I have _____ .

*Students can look at the chalkboard for ideas. Ask some students to report back about their partners use of **he/she**.*

Lesson Summary: Students described people.

Language Patterns: He is/He's _____ . He has _____ . She is/she's _____
She has _____ . I am/I'm _____ . I have _____ .

LESSON TWO

Focus: Listening, Speaking, Reading, Writing

Preparation: Colour flash cards (**red, blue, yellow, green, orange, purple, brown, orange, white, black**), clothing flash cards (clothing such as **headscarf, sandals, cap, coat**). Gather objects that are the same colours as the colour cards. Gather items of clothing, especially **cap, headscarf** and **hat**.

Ask a tall and a short student to come to the front of the classroom. Point to the tall student. Say:

He is/He's tall.

Ask students to repeat after you. Point to the shorter student, say:

He isn't tall. He is/He's short.

Remind students that **isn't** replaces **is not** when used in a sentence. Ask two more students to come to the front of the classroom. Ask one student to smile and ask the other to look sad. Point to the happy student, say:

He is/He's happy.

Ask students to repeat after you. Point to the sad student, say:

He isn't happy. He is/He's sad.

Use pictures to make positive and negative sentences as above to illustrate dirty/clean, young/old, fat/thin and shape of face and length of hair. Ask students to write one sentence in their exercise book describing his/her partner.

Tell students they will review colours and clothes. Review colours using colour cards.

Tell students that they are going to go outside to play a game called **Who is/ Who isn't**. When outside tell students to follow your directions.

Group students by a colour that they are wearing. For example tell all students wearing red to get in a line in front of you. Then give a student in that group something red to hold. Tell all students wearing yellow make a circle by the tree. Then give a student in that group something yellow to hold. Repeat this with all of the colours. Remind students that **aren't** replaces **are not** when used in a sentence. Tell students to listen as you ask each group a question: Say:

Who is wearing _____? (colour word)

All students in the group representing the named colour should shout together out loud:

We are wearing _____. (colour word)

Then you will shout:

Who isn't wearing _____? (colour word) Everyone except the group wearing the named colour word will shout:

We aren't wearing _____.(colour word)

If all students are wearing the same school uniform colours, you could ask them to bring outside an object from their schoolbag and change the activity to "**Who has something _____?**" Continue playing the game until every colour has been named. Then go back into the classroom.

Ask students what clothing words they already know. Write those words on the chalkboard.

Ask all students wearing sandals to clap their hands.

Ask all students wearing a headscarf to touch their shoulders.

Ask all students who are wearing a coat or jacket to put their hands on their heads.

Ask all students who own a cap to stamp their feet.

Put a cap, scarf, or hat on your head. Tell students to look at you. Remind students that I'm replaces I am when used in a sentence. Say:

I am/I'm wearing a _____ (headscarf or cap). I'm not wearing a _____ (headscarf or cap).

Ask individual students to come to the front of the class, choose a piece of clothing or a picture card that they are or aren't wearing and say:

I am/I'm wearing _____. I'm not wearing _____

Tell students to get with a partner and tell him/her what they are wearing and what they aren't wearing.

Lesson Summary: Students reviewed clothing, colours and how to describe people. They also used he is/he isn't, we are/we aren't, I am/I'm not when describing people and clothing.

Language Patterns: He is /He's _____. He isn't _____. We are _____.
We aren't _____. Who is _____? Who isn't _____? I am/I'm _____.
I'm not _____.

LESSON THREE

Focus: Listening, Speaking, Reading, Writing

Preparation: Colour flash cards and clothing flash cards

Tell students to open their student book to Unit 14, Lesson Three and look at the pictures. Tell students that you are going to describe each person pictured and their clothing. Use the describing words young/old, tall/short, fat/thin, happy/sad, oblong/oval/round/square, colour words and the clothing words. When students have figured out which person you are describing, they should point to the person in the student book. Walk around the classroom and check to see that the students are pointing to the right person after each description.

Tell students that you will describe another person. As you describe this person, they should draw him in their exercise book.

Draw a boy wearing shorts, shoes and a cap. Give him a happy face and short hair. Label the clothing and body parts.

Ask individual students to stand up and show the class his/her drawings as they describe the person.

Tell students that you will describe a girl and that as you describe the girl they should draw her in their exercise book. Say:

Draw a young girl. She is short and fat with an oval face and long hair. She is sad. She is wearing a skirt and a sweater.

Ask individual students to stand up and show the class their drawings as they describe the girl.

Ask students to write sentences in their exercise book describing the boy and the girl that they drew.

Ask students to look at the gap sentences and the Word Bank in their student book. Ask them to copy the sentences into their exercise book. Read each gap sentence out loud to the students. After you read each sentence, ask them to choose a word from the Word Bank and write it in the gap in their exercise book. Ask individual students to share their completed gap sentences with the class. Students may have different answers. Accept any reasonable answer. Use the pictures in the student book to complete the sentences.

Example: The sad baby is wearing a yellow cap.

1. The _____ girl 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.

Lesson Summary: Students described people and their clothing using colours and other describing words. They listened to descriptions of people and matched them to illustrations and drew and wrote sentences about what was described. They also completed gap sentences.

LESSON FOUR

Focus: Listening, Speaking, Reading

Ask two students to come to the front of the classroom. One student will give descriptions of people while the other student draws the people on the chalkboard. Ask students to discuss whether the drawing matches the description. Repeat this activity two times.

Tell students to open their student book to Lesson Four. They will see a picture showing the different activities of people in a market. Ask students to turn to a partner and talk to each other about the picture. Tell students to remember to look at the whole picture and to include all objects, activities and people in their descriptions.

Ask individual students to tell the class what is happening in the picture.

Ask students to look for animals in the picture. Tell them to name the animals with their partner. Tell an individual student to stand, hold up his/her book and point to an animal. Then say its name in English. They should say:

This is a _____. (goat)

If the student is correct, ask the class to repeat the sentence together out loud. If the student is incorrect, tell students the correct name then ask the student to repeat his/her sentence. The class should then say the correct sentence together out loud.

Follow this process for the names of transport and people.

Tell students that when we tell about someone doing something we add the ending **-ing** to the action word in the sentence.

Write the words **play, cook, walk, sweep and wash** on the chalkboard. Read the words to students and ask them to repeat the words together out loud.

*Tell students that you will help them to make the words different by adding **-ing** to the end of each word. Add **-ing** to the words on the chalkboard. Tell students to stand up and say the word.*

*Ask students if they can think of other action words and write them on the chalkboard with the **-ing** ending. Ask students to read them together out loud.*

*Using the list of action words on the chalkboard ask students to mime each word, examples: **walking, sweeping, cooking, eating, sleeping, playing, washing**. Ask students to look at the picture in their student book as you read the following sentences. They will point to the part of the picture that shows the action.*

They are playing.
She is cooking.
They are walking.
He is sweeping.
She is washing.
She is sleeping.
He is eating.
She is selling.
He is driving.

Ask students to point to people in the picture and tell what they are doing. Walk around the room to see that students are responding correctly by using the correct “ing” ending on action verbs.

Lesson Summary: Students described a picture, matched oral sentences to the picture and used action words ending in **-ing**.

Vocabulary: washing, cooking, sweeping, eating, walking, playing, sleeping

Language Patterns: This is a _____. There is a _____. There are _____. There aren't _____. He/She is _____-ing. They are _____-ing.

LESSON FIVE

Focus: Listening, Speaking, Reading

Preparation: Flash cards with describing words, category cards (colours, clothing, family, body parts), pictures of people for students to describe.

*Review action words ending in –ing. Call individual students to come to the front of the classroom and ask them to **walk, play, write, jump**. Then ask the class to tell you together out loud what he/she is doing. Example: She is walking. He is playing. She is writing. He is jumping.*

Ask a student to come to the front of the classroom and play the role of teacher. He/She will ask the class questions about the picture in Lesson Four. Individual students will say what people are doing in the picture.

Place the flash cards with describing words on the shash board. Ask students to describe other pictures using the language patterns below:

Is he/she _____? Does he/she have a/an_____?

Their partner will respond:

He/She is/isn't _____. He/She has _____. He/She doesn't have _____.

Repeat this activity several times with different pictures.

Ask students to draw a person in their exercise book. Remind them to draw some of the characteristics that were used in previous activities. Ask students to write sentences in their exercise book describing the picture. Have students get into small groups. Ask each student to share his/her picture with their group.

*When everyone has shared his/her pictures, the group may talk about how the people in the pictures are **alike** and how they are **different**. Example: The girl Tilahun drew and the girl that Sara drew are alike. They are wearing dresses. They are young. The boy Biyanna drew and the boy Solomon drew are different. One is tall and one is short. One is wearing a cap and the other isn't.*

Lesson Summary: Students reviewed the ending **–ing** and described people using positive and negative sentences and put describing words into categories. They wrote sentences describing the pictures they drew.

LESSON SIX

Focus: Listening, Speaking, Reading, Writing

Tell students to introduce themselves and describe themselves to a partner.

Ask students to tell you the days of the week. Students should say the names of the week in the correct order together out loud. As they say the names of the days write them on the chalkboard. Then ask individual students questions regarding the order of the days.

What day comes after Monday? (Tuesday)

What day is two days after Tuesday? (*Thursday*)
What day do you start school for the week? (*Monday*)
What day does school end for the week? (*Friday*)
What day comes before Sunday? (*Saturday*)
What day is today? (*Name the day*)

Review the meaning of tomorrow and yesterday with students. Ask:

What day is tomorrow?
What day is two days after tomorrow?
What day is two days before tomorrow?

Students will answer by saying:

It is _____ day.

Do the same with yesterday.

Ask individual students to tell the class activities that they do on certain days of the week. Tell students to use describing words to give the class a mental picture of what they do on those days. Tell students to say if they like or dislike what they do on that day.

Examples:

On Sunday, I go to church. I wear my purple dress and my white sandals. I like to go to church on Sundays.

On Friday, I go to the mosque with my father and brothers. I like the special prayers we say.

On Monday, I help my father in his shop after school. I sell juice and nuts there. I like to talk to the customers.

On Saturday, I help my father take care of the cattle. I wear my old blue shirt, my old brown pants and my sandals. I like taking care of the cattle.

As students say describing words, write them on the chalkboard for them to refer to later in the lesson.

Tell students to turn to a partner and tell the partner a day of the week and what they do on that day. Remind them to use describing words and to tell their partner if they like or dislike what they do on that day.

Tell students to copy the names of the days of the week from the chalkboard into their exercise book. Remind them to use a capital letter for the first letter.

Assign each student or group of students a day of the week to illustrate and write about. Students will draw a picture of themselves doing something they normally do on the assigned day. They will also write sentences describing what they do on that day. Students will use the language pattern:

On _____ (day of the week) I _____.

They may look at the chalkboard for help with writing some of the words.

Demonstrate by drawing a picture of an activity on the chalkboard. Write 2-3 sentences about the picture. Example:

On Monday I help my grandmother sweep the dirty house with a broom. I wear my old blue dress and orange sandals. I like helping my grandmother make the house clean.

Ask students to share their work with their small group.

Lesson Summary: Students reviewed the days of the week. They also drew pictures and wrote sentences describing what they do during the week.

LESSON SEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Pictures from magazines or picture cards of families. The people should be wearing different clothing, be different ages and look different.

*Hold up pictures of families. Review the words associated with families: **mother, father, sister, brother, grandmother, grandfather, children, parents, grandparents, family.***

Choose a picture to show the class or use the one in the student book. Point to each person in the picture and ask:

Who is this? Is this the _____? (*mother, father, sister,.....*)

Students will answer together out loud:

It is the _____. It isn't the _____.

Ask individual students to describe one of their family members. You may ask questions to get them started. Example: Is he/she young? Is he/she tall? Is he/she wearing an orange cap? Students will respond by saying:

He/She is _____. or He/She isn't _____.

Ask students to look at the picture and notice how the family members are similar and how they are different. Possible answers: The grandmother and grandfather are similar. They are old. The brother and sister are similar. They both have round faces. Follow this procedure with each picture.

Ask students to draw a picture of their family in their exercise book. They should write a few sentences about their family. List some describing words on the chalkboard for the students to use. Have students share their pictures and read their descriptions to a partner. Example:

My family has six people. Some are young and some are old. We are all tall and thin.

They should discuss with their partner how their family members are similar and how they are different. Ask individual students to stand and describe their families.

*Write the words **mother, father, sister and brother** on the chalkboard. Ask students what is similar about the words (**-er** ending). Tell students to listen as you stress the **-er** ending when saying each word.*

Ask students if they can think of other words that end in **-er /ə/** (e.g. **finger, partner**). Add their words to the chalkboard and ask students to repeat them together out loud.

Tell students that they will play a game called **Add –er**. Write the words **wash, cook, sweep, hold, sing** on the chalkboard. Read the words to students and ask them to repeat the words together out loud. Tell students that you will help them to make the words different by adding **–er** to the end of each word. When you add **–er** and say the word have students stand up and say the new word then sit back down. Explain that these words name people who do the listed actions.

Lesson Summary: Students reviewed members of a family and learned to describe family members, draw them and write describing sentences about them. They also learned how to use the sound **–er/ə/**. They described similarities and differences (alike and not alike).

Language Patterns: Who is this? Is this the _____? It is /It's the _____.
It isn't the _____. He is /He's /She is/She's _____. He /she isn't _____.

LESSON EIGHT

Focus: Listening, Speaking, Reading

Review **–er** ending by playing the **Add–er** game. Write the following words on the chalkboard: **write, read, talk, walk, jump, work, farm, herd**. Ask students to read the words to a partner. Tell students the meaning of words that are unfamiliar. Ask students to repeat the words together out loud and write them in their exercise book.

Tell students that you will help them to make the words different by adding **–er** to the end of each word. When you add **–er** and say the word, have students stand up and say the new word then sit back down.

Explain that stories are sometimes told in parts. Tell them that they will read **Part One** of the story “Okelo and his Goats.” The story is in the student book.

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 live with his 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.

Explain the word: **alone**.

Tell students to open their student book to Unit 14, Lesson Eight. Tell students to follow the words as you read the story out loud. Ask students to look at the picture and describe what is happening. Read the story again to the students while they look at the picture.

Read the story out loud again. Ask:

1. Does Okelo live in a city? (No, he lives in a village.)
2. What kind of house does he live in? (He lives in a round house.)

3. Does he like taking care of the goats? (*No, he does not like to take care of the goats alone.*)
4. Does Okelo have brothers? (*He has three brothers*)
5. Who does he live with? (*His three brothers, two sisters, mother, father, grandmother and grandfather live with him.*)
6. Why do you think Okelo does not like to take care of the goats alone? (*Allow all possible answers.*)

Lesson Summary: Ask students what they learned today. Reinforce their answers by telling students that today they reviewed words with the ending **-er**, listened to a story about a young boy, matched a picture to the story and answered questions related to the story.

LESSON NINE

Focus: Listening, Speaking, Reading, Writing

Read “Okelo and the Goats” Part One again. Ask students to retell the story of Okelo. Remind them to tell you who the story is about, where the story takes place and what the problem is.

*Tell them that in the second part of the story they will find out what Okelo **pretends to be**. Remind students what the word **pretend** means.*

*Write the following words on the chalkboard: **swim, hands, arms, head, goats**. Discuss what they mean. Tell students the words are from the story. Ask them to listen as you read the words out loud. Ask students to repeat the words as you point to them. Ask students to predict what they think will happen next in the story. Tell students to listen for what Okelo pretends to be as you read the second part of the story.*

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.

Ask students to read Part One and Part two of the story to a partner.

Tell students to turn in their student book to the gap exercise for Lesson Nine. Read the second half of the story again and pause when you want them to call out the word that fits in the sentence

One day, when Okelo is watching the goats in the _____ (field), he pretends to be an animal. He pretends he is a _____ (fish). He uses his arms to _____ (swim). He pretends he is a _____ (monkey). He puts his head down and swings his _____ (arms) from side to side. He bumps into a _____ (goat). He thinks that it is best to be a _____ (boy) helping to take care of the goats.

Ask students to complete the gap exercise for Lesson in their exercise book using words from the Word Bank and read the sentences to a partner. Review the answers with the whole class.

*Tell students that you are going to read some sentences about the story. Tell students that if the sentence is true, they should stand and say **TRUE**. If the sentence is false they should sit and say **FALSE**.*

1. Okelo helps to watch the goats. (*true*)
2. Okelo doesn't like to take care of the goats. (*true*)
3. Okelo pretends to be a donkey. (*false*)
4. Okelo tries to swim like a fish. (*true*)
5. Okelo has no sisters. (*false*)
6. Okelo falls asleep when he is taking care of the goats. (*false*)
7. Okelo helps his grandmother, mother and sisters take care of the round house. (*false*)
8. Okelo pretends to be a monkey. (*true*)

Lesson Summary: Students listened to a story about a boy and answered true/false questions related to the story. They read the story to a partner and completed gap sentences which they also read to a partner.

Vocabulary: pretend, swings, bumps

LESSON TEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Flash cards with the names of the animals from the story about Okelo number cards with the number words for 11 – 20, weather word flash cards, and several blank flash cards

Ask individual students to name the animals that were in the story about Okelo. Tell students that they will pretend to be a fish, a monkey and a goat.

Take students outside. Tell students to stand in a large circle. Ask three or four students to go to the center of the circle. You will say the name of an animal and hold up a card with the name of the animal printed on it. The students will say the name of the animal and will mime its action. Examples:

- *Fish: Students should use their arms to pretend to swim.*
- *Monkey: Students should put their heads down and swing their arms from side to side while walking forward.*
- *Goat: Students should hold their fingers on top of their heads to pretend they have horns and butt the air.*

After the demonstrations by small groups of students, hold up a flashcard. Tell students to say the name of the animal and mime the actions together, while staying at their place in the circle. Repeat this for each animal from the story.

Tell students that you will read the story about Okelo again. Tell students to mime the actions of the animals when they hear you read about them.

Ask students what other animals they could mime. Ask for individual responses. Call on a student and tell him/her to go to the middle of the circle. Repeat the suggested animal name and write it on a blank flash card. Hold up the card, say the name of the animal

and ask the student to demonstrate its actions. Hold up the flash card again so that all students can say the name and mime the action together.

*Tell students that they will play **Guess the Animal**. Ask students to get with a partner and mime an animal. Their partner will guess the animal that they are pretending to be. If the animal is not guessed by the second try the partner who is miming should tell the partner the name of the animal that they were pretending to be. Take students indoors.*

Write the numerals 1 – 20 in random order on the chalkboard. Point to a number and ask students to say the name of the number together out loud. Ask students to count together out loud from 1 – 99.

Tell students that they are going to review weather symbols and weather words. Ask students what the weather is like outside today. Students should say:

It is _____. (rainy, sunny, cloudy, windy)

*Place the flash cards with the words **rainy, sunny, cloudy and windy** in the shash board. Read them together out loud with the students. Take the words from the shash board and give them to four students. They should then draw on the chalkboard a picture of the symbol that matches the weather word flash card that they were given. Mix up the cards and hand them to four students. Tell them to come up to the chalkboard and match the words to the symbols. Do this several times.*

Place the word flash cards on the shash board. Tell students to draw the weather symbols and label them with the correct weather word in their exercise book.

Lesson Summary: Students mimed the actions of animals, reviewed numerals and reviewed weather words and weather symbols.

Vocabulary: butt, horns

LESSON ELEVEN

Focus: Listening, Speaking, Reading, Writing

Preparation: Picture cards and flash cards from all units – balls, ropes, books, etc., as equipment for the outdoor challenge

Tell students that they will be participating in different challenges today. The challenges will help students review English words that they have learned throughout the school year.

Examples of challenges to be done in teams:

Divide students into two groups. Half of the class should form one team. The other half should form another team. Tell students to get with their team and think of a team name. They can do this by thinking of a few names and voting for the name they like by raising their hand. Write the chosen team names on the chalkboard.

Tell students that when points are awarded you will make tally marks on the chalkboard. You may ask a student to come to the front of the classroom to be the scorekeeper. Demonstrate to him/her how to keep score by making tally marks.

*Mix up 20 picture cards from all of the units. Tell students that they will play the **Picture Card Game**. Explain that you will ask one person from each team to stand. Tell them that you will hold up a picture card. The first student to say the correct word that the picture card represents gets a point for his/her team.*

Mix up word cards that can be represented by drawings. Tell students that you will call individual students from each team to the front of the classroom. You secretly will show them a flash card. They will then go to the chalkboard and draw a picture that represents the word on the flashcard. The first team to guess what is being drawn wins the point.

Tell students in each team to choose a student to be the writer for the team. That student should get out his/her exercise book. Tell students that you are going to write a number and the name of a category on the chalkboard. When it is written on the chalkboard the teams will think of words that belong in that category and tell the writer the word to write. The first team to write the correct number of words in the category wins the point. Examples: 5 transport words, 6 food and drink words, 7 clothing words. (Don't be too strict about spelling if the words are recognizable; instead give a bonus point to any team which spells all their words correctly.)

*Tell students that you will say names of objects in the classroom. Example: **cap, scarf, ruler, textbook, coat, pencil**. Pick one student from each team, tell them the name of an object and ask them to find one. The student who finds the correct object first wins a point for their team.*

Tell each team to choose a favourite song or rhyme from one of the units. They may vote for a favourite song as they did a team name. They should then perform their song/rhyme together. Award points for their singing. (Be generous!)

Help the scorekeeper to keep score and announce the winner. Give the winning team an extra five minutes at recess or a run around the schoolyard.

Tell students to line up. If they ride a bicycle to school, they will line up in one line. If they walk to school, they will line up in a separate line. If students come to school another way, they will make a third line. Tell students to walk past you in their lines. They will begin counting one-by-one as they walk. The first student will say, "1," and go into the classroom. The second student will say, "2," and go into the classroom. The third student will say, "3," and go into the classroom. Continue counting until all students have gone past you.

Some ideas for individual challenges follow. Write the following words on the chalkboard:

Wednesday	grandmother
Monday	children
Friday	parents
Sunday	family
Thursday	sister
Saturday	brother
Tuesday	mother

Tell students to write the days of the week in the correct order in their exercise book. Tell them to write the family words in alphabetical order in their exercise book. When students are finished ask them to get with a partner and check his/her work as you review the correct order for each category on the chalkboard.

Review questions about animals such as:

Where do birds live? <i>(in trees)</i>
What do dogs like to eat? <i>(meat)</i>
What do we call the nose of an elephant? <i>(trunk)</i>
Where do fish live? <i>(in water/in a river/in a lake)</i>
How many legs does a goat have? <i>(four)</i>
Does a hen have fur or feathers? <i>(feathers)</i>
Does a monkey have fur or feathers? <i>(fur)</i>

Tell students that you will give them three counting riddles. They will guess each number and write them in their exercise book. Say:

Write the number that is two before thirteen. You will count backwards to figure this out. (11)
Write the number that is three after sixteen. You will count forwards to figure this out. (19)
Write the number that is four after seventeen. (21)

*Ask two students to come to the front of the classroom and demonstrate how to say **hello, goodbye, please, thank you, Happy Birthday, Happy Ramadan, Happy Christmas and Happy New Year.** Ask different pairs of students to demonstrate each greeting.*

Lesson Summary: Students reviewed writing, drawing, reading words and following instructions through competitions and challenges.

LESSON TWELVE

Focus: Listening, Speaking, Reading, Writing

Preparation: Picture/word flash cards of a hen/eating, bird/flying, frog/ jumping, person/drinking, fish/swimming, sweeping, all cards from the unit

As this is the last lesson of the year, we want to encourage students to recall what they have learned. Here are some ideas:

Ask students to choose their favourite story from Unit 14. Remind students of the titles. Read the story that the majority of students choose as their favourite. After reading the chosen story to the class, ask individual students to name the characters, the setting and details from the story. (They should tell you what happened in the beginning, middle and end of the story.) As students give responses, write them in order on the chalkboard.

Write each letter of the alphabet on the chalkboard. Leave space next to or under each letter for one word. Tell students to get with a partner or into a group of three. Assign each pair or group one letter of the alphabet. Ask them to think of words that start with their assigned letter. Each student in the pair/group should think of at least one word. When all students are finished, start with the letter A. Ask each pair or group of students to stand and say the words. Go over the words with the class stressing the beginning sound of each letter to be certain that it starts with the correct letter. Choose one word to write on the chalkboard next to each letter. When all words for each letter have been given, review the letters and words on the chalkboard.

Place the picture cards and flash cards from the unit in a bag. Ask individual students to come to the front of the classroom and choose a card from the bag. He/She will read the word on the card or tell what the picture is.

Call out an action word. The students will then mime the actions together.

Ask students to choose their favourite game. Remind them of the games played. Play the game(s) that the majority of students chose as their favourite.

Recite rhymes and sing songs from Grade 2 with students. (If there is too little time, ask them to choose a favourite/favourites.)

*Tell students that they will play the game **I Spy**. Say:*

I spy something in the classroom that begins with the letter b. (bench)

Allow students to guess several times. If no one can identify the word correctly, give students another clue. Say:

This is something we sit on. It begins with the letter b.(bench)

Students will continue to guess until they guess correctly. You may choose to have students in small groups give each other clues for different classroom objects, or you may continue to play this game as a whole group. Allow students to play this game for five minutes.

*Tell students that they will play another game called **Solomon Says**. You may choose any vocabulary in which students need extra review. Say:*

Point to the _____ (*any object in the classroom*).

Solomon says, “Touch your chair.”

Solomon says, “Stand up and jump three times.”

Sit down.

Put your _____ (*ruler or pencil*) **under your table/desk.**

Solomon says, “Write your name in the air.”

Tell a partner what day today is.

Solomon says, “Turn to a partner and greet them. Ask and answer a question.”

Solomon says, “Count to fifteen.”

Sing the “ABC Song.”

Sing the “Goodbye Song” again with students. Then teach them the poem, “We All Live Together” from the student book.

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.

Lesson Summary: Students reviewed the material learned in Unit 14 by singing songs, playing games and miming actions.

Appendices

VOCABULARY BY UNIT

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Lesson One good morning, good afternoon, hello	Lesson One mingle, sticks, one, two, three, four, five, six, seven, eight, nine, ten	Lesson One object, red, blue, yellow, green, orange, purple, brown, black, white, pink	Lesson One chin, neck
Lesson Two on, under, in, pencil, duster, chair, book, pen, bag, paper, chalk	Lesson Two eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty	Lesson Two my, your, his, her, him, belongs to	Lesson Two polite, please, thank you, above, below
Lesson Three near, inside, outside	Lesson Six have, has	Lesson Five clothes, clothing, trousers, shirt, skirt, sweater, jacket, shorts, dress, shoes, socks, boots, hat, scarf, sandals, blouse, same, different, favourite	Lesson Four alphabetical order, first, next, last
Lesson Four lost, butterfly	Lesson Eight is not (isn't), are not (aren't)	Lesson Six true, false, suits	Lesson Five commands, do
Lesson Five hello, fine, thank, nice, name		Lesson Seven good evening, good night	Lesson Seven twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine
Lesson Six you are (you're), clap, stamp, wave, shout		Lesson Eight holding	Lesson Eight whisper, loud, odd
Lesson Seven he is (he's), she is (she's), we are (we're), they are (they're)		Lesson Ten goodbye, bye bye	Lesson Ten hatch, lay, keep, rooster, hens
			Lesson Eleven Bingo, row, column, sun

UNIT 5	UNIT 6	UNIT 7	UNIT 8
Lesson Two big, small, thick, thin, old, new, dirty, clean, low, high, long, short	Lesson One Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, first, second, third, fourth, fifth, sixth, seventh, last, today, tomorrow	Lesson One carrots, tomatoes, eggs, bread, beans, oranges	Lesson One donkey – hee-haw, horse – neigh, cat – meow, goat – meh, sheep – baa, hen – cluck, cow – moo, rat – squeak, dog – woof
Lesson Three we’ve, they’ve, chalk, behind, walk, line up, snap	Lesson Two play, work, study, read, write, draw, dance, sing, walk, eat	Lesson Two apples, cabbage, coffee, fish, meat, milk, potato, tea, water, corn (maize)	Lesson Two hyena, monkey, zebra, hippopotamus, elephant, lion, camel, baboon
Lesson Four survey, old, dirty, big, new, clean, little	Lesson Four sunny, hot, windy, cold, rainy, cloudy	Lesson Three good, tasty, great, could, greatest wish, dish, chant	Lesson Three eye, ear, face, hair, mouth, head, tooth, nose, hand, arm, finger, foot, leg, toe, shoulders, knees, wing, tail, paw, claw, hoof, fur
Lesson Six 30, thirty	Lesson Six favourite, celebration, fish, river, market, birthday	Lesson Four short, longer, louder, T-chart	Lesson Four flap, clean, scratch
Lesson Seven numbers 31-49	Lesson Eight yesterday, tomorrow, Happy Birthday	Lesson Five shop, customer, shopkeeper, buy, sell	Lesson Five countryside, bush, branches, path, chatter, camel, sunny, rainy, drink, show
Lesson Eight wash, dishes, clothes, sweep, floor, feed, baby, fold, cook, make, bed, mime	Lesson Nine special day, Happy Ramadan, Happy Christmas, Happy New Year, Happy Easter, Happy Eid, Happy Holiday	Lesson Six vowel, syllable, middle, stressed	Lesson Six bush, drink, family, trees, cows, home
Lesson Ten jug, blanket, fire, spoon	Lesson Ten visit, market, mosque, church, river, playing field, forest, grandmother, grandfather’s house	Lesson Seven zero, backwards, forward, left, right, number line, direction, arrow, shopping list	Lesson Nine garden, patch, catch, tree
		Lesson Eight numbers 50-99, fifty, sixty, seventy, eighty, ninety	Lesson Ten word pairs, very, bushy
		Lesson Ten onions	Lesson Eleven fantastic

UNIT 9	UNIT 10	UNIT 11	UNIT 12
Lesson One vegetables, fruits, animal products, grains	Lesson One house, oblong, wood, mud, straw, thatched, metal, roof, stone, brick, shape, flat, earth, concrete, building, condominium, apartments, door, wall, window, floor, someone, not anyone	Lesson One hop, jump, fly, walk, run, climb, drive, swim, ride, skip, touch, hold, play, can, can't	Lesson One sandals, coat, shirt, sweater, hat, cap, headscarf, trousers, skirt, shoes, socks, belt
Lesson Two like, dislike	Lesson Two bed, blanket, bowl, broom, chair, clothes, pans, pillow, sink, soap, sponge, table, towel	Lesson Three crawl, children, family, mother, father, sister, brother, I	Lesson Four I'm, you're, he's, she's, we're, they're, isn't, aren't
Lesson Three boat, least favourite	Lesson Three rooms, kitchen, bedroom, bathroom, sleep, wash, bed, table, chair, cooking fire, stove, same, different	Lesson Five dance	Lesson Five zip/zipper, collar, buttons, buckles, laces, backwards, barefoot, countdown
Lesson Eight interview, opinion, survey, early, late, lazy, tiring	Lesson Four jug, plates, spoons, cups, food, work, play, dress, wash, sleep, live, dirty, clean	Lesson Eight bounce,	Lesson Nine gold, silver, cotton, leather, hide, plant, skin, gabi, jewellery
Lesson Nine alone, silently, out loud	Lesson Five dress, sleep, cook, make, talk, sweep, hot, cold, wet, dry, fat, thin	Lesson Nine throw, skip, catch, toss, grab, kick, roll	Lesson Ten farmer, spinner, weaver, finisher, pick, weave, card, spin, cotton, border, sew, fringe, twist, end, thread
	Lesson Seven bicycle, animals, car, garden	Lesson Ten charades	Lesson Eleven word search
	Lesson Eight gate, chase, warm, away, pot, sort,	Lesson Eleven contest	
	Lesson Nine baby, nest, bird, hunt, obey, left, snake, rock, bat, cave, fox, hole, beautiful, song, monkey, goat, tired		
	Lesson Ten boil, eat, drink, wash		

UNIT 13	UNIT 14		
Lesson One airplane, boat, bus, car, taxi, train, minibus, motor bike, horse and cart, donkey, camel mode of transport, transportation	Lesson Four washing, cooking, sweeping, eating, walking, playing, sleeping		
Lesson Two countryside, city, village, town, drive, ride, float	Lesson Nine pretends, swings, bumps		
Lesson Three categories	Lesson Ten butt, horns		
Lesson Four by			
Lesson Six row, buy, river			
Lesson Seven yell, wave, direction, school compound			
Lesson Eight horn, beep, stop			
Lesson Nine wish, come			
Lesson Ten recite			
Lesson Eleven recite, substitution table			

VOCABULARY BY CATEGORY

Classroom	Clothes	People	Parts of the Body
pencil duster chair book pen bag paper chalk	trousers shirt skirt sweater jacket shorts dress shoes socks boots hat scarf sandals blouse suits coat sweater hat cap headscarf zip collar buttons buckles laces cotton fringe jewellery	customer shopkeeper family grandmother grandfather children mother father sister brother	chin neck eye ear face hair mouth head tooth nose hand arm finger foot leg toe shoulders knees skin
School Words	Numbers	Social Expressions	Colours
alphabetical order t-chart number line word pairs word search substitution table	eleven twelve thirteen fourteen fifteen sixteen seventeen eighteen nineteen twenty twenty-one twenty-two twenty-three twenty-four twenty-five twenty-six twenty-seven twenty-eight	hello please thank you good morning good afternoon good evening good night goodbye bye, bye	brown orange white red blue yellow green black purple pink

	twenty-nine thirty 30 -39 zero 50-99 fifty sixty seventy eighty ninety		
Toys	Time	Pronouns	Prepositions
Bingo bicycle	first next last yesterday tomorrow early late countdown	my yours his her him I you we they he she	on in by under above below inside outside
Instructional Words	Adjectives	Food	Days
Clap your hands. Stamp your feet. Wave hello. Shout I am. whisper loud line up Wash the dishes/clothes Sweep the floor Feed the baby Fold the clothes cook Make the bed Set the table mime recite chart interview categories direction	nice lost same different favourite old dirty new clean little sunny hot windy cold rainy cloudy polite good tasty great short longer louder playing least favourite lazy	eggs bread cabbage oranges carrots apples beans cabbages coffee meat milk potato tea water bananas grains beans onions	Monday Tuesday Wednesday Thursday Friday Saturday Sunday Happy Christmas Happy Birthday Happy Ramadan Happy New Year Happy Easter Happy Holiday Happy Eid

	oblong wood mud straw thatched metal roof stone shape flat earth concrete wet dry fat thin small fantastic happy sad		
Animal Words	Verbs	Everyday Objects	Other Words
butterfly rooster hens fish donkey-hee haw house-neigh cat-meow goat-meh sheep-baa hen-cluck cow-moo rat-squeak dog-woof hyena monkey zebra hippopotamus elephant lion camel baboon wing tail paw claw hoof fur cows	have has like dislike play can can't wish come hatch lay live catch buy sell visit sweep beep stop wish come keep visit make wash walk mingle hold	bag sticks sun covers fire bottles market mosque shop countryside branches path trees home church field forest river church house building condominium apartment yard compound door wall window	name object polite odd row column snap opposites survey celebration gift chart garden interview opinion survey tiring alone place charades barefoot gold silver leather/hide plant farmer spinner weaver

<p>donkey snake bat fox bird</p>	<p>snap visit live chatter patch catch pick clean spin sew twist yell wave beep stop hunt obey eat drink wash cook pretend swing bump hop jump fly run climb drive swim ride skip touch hold bounce' leap throw catch toss grab kick roll catch obey boil mingle</p>	<p>floor animals car gabi food</p>	<p>seller card spin border twist end thread edge market city village town float categories row horn sounds choo brum broom jing bushes gate warm baby nest rock cave hole song thorn field horns</p>
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Contractions	House Objects	Transportation	
you're (you are) he's (he is) she's (she is) we're (we are) they're (they are) I'm (I am)	bed blanket bowl broom sponge chair clothes cooking fire ceiling pans pot pillow sink soap table towel tap rooms kitchen bedroom bathroom plates jug spoons cups dish brush	airplane boat bus taxi train minibus motor bike horse and cart bicycle walk	

LANGUAGE PATTERNS

UNIT 1

Lesson One

My name is _____. What is your name? How are you? Thank you. What is this?
What is that? What are these? It is a/an _____. They are _____.

Lesson Two

Where is the _____? Where's the _____? It is _____. It's _____.
The _____ is _____ the _____. It's _____ the _____. This is a _____.

Lesson Three

Where is _____? Who is _____? What is _____? Where's the _____?
The _____ is _____ the _____. It's _____ the _____. This is a _____.

Lesson Four

What is that? What's that? This is a/an _____. Put the _____ on the _____, please.

Lesson Five

My name is _____.

Lesson Seven

Pronoun plus verb: 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 Nine

I'm _____. He's _____. We're _____. You're _____. They're _____. She's
_____. Show me a/an _____. This is a/an _____.

UNIT 2

Lesson One

There are (*number*) (*object*).

Lesson Four

What is your name and how old are you? I am/I'm _____ years old. My name is _____.

Lesson Five

How many _____ are on the table? There are _____ on the table.

Lesson Six

He has _____ _____. They have _____ _____.

Lesson Seven

-s, -es

Lesson Eight

Is + not = isn't, are + not = aren't. There is _____. There isn't _____.
There are _____. There aren't _____.

Lesson Nine

I am _____. I'm _____. He's _____. She's _____.

UNIT 3**Lesson One**

It is a/an _____. It's a/an _____ (*object*). This is the colour _____. It's _____ (*colour*).
The _____ (*object*) is _____ (*colour*). This is a _____ (*colour, object*).

Lesson Two

This is my/your/his/her _____ (*colour, object*). His/her _____ (*object*) is _____ (*colour*). This _____ (*colour, object*) belongs to _____ (*me, you, him or her*).

Lesson Three

This _____ (*object*) is _____ (*colour*).

Lesson Four

It is the _____ (*colour, object*)? No, it isn't the _____ (*colour, object*).

Lesson Five

Which word is different? This is a _____. These are _____.

UNIT 4**Lesson One**

What's this? This is a _____.

Lesson Two

This is my _____. I have _____ (*numbe, body part*). Please give me _____.
He/She has _____. Please show me _____. Please show me your _____.
Do you have one _____ or two _____.

Lesson Four

_____ is first. _____ is next. _____ is last.

Lesson Five

There's a fly _____. There are flies _____.

Lesson Ten

How many _____?

UNIT 5**Lesson One**

'n'

Lesson Two

This is a _____. I have a _____.

Lesson Three

What do I have in my bag? You have a _____. It is a _____. This is a _____.

Lesson Four

Do you have _____? Does he/she have _____? I have _____. I don't have _____.
He/She has _____. He/She doesn't have _____. Do you have _____?
Does he/she have _____? I have _____. He/She has _____.

Lesson Five

Do you have _____? Does he/she have _____? I have _____. He/She has _____.

Lesson Eight

Wash the dishes/clothes. Sweep the floor. Feed the baby. Fold the clothes. Cook.
Make the bed. Set the table. Mime.

UNIT 6

Lesson One

Today is _____. Today is _____, the _____ day of the week.
If today is _____, tomorrow is _____.

Lesson Two

On Monday we study _____. We study _____ on _____.

Lesson Four

Today is _____. It is _____ and _____ today.

Lesson Five

It is _____. It is _____ and _____.

Lesson Eight

Yesterday was _____. It was _____. Tomorrow is _____. On _____ I _____.

Lesson Ten

Where do you go on _____? I go to _____ on _____. Do you go to _____? Thank you.
Good night. Good evening.

Unit 11

On _____ I _____.

UNIT 7

Lesson One

How many _____? What is this? It is a/an _____. How many are there?
What colour is/are the _____? Do you like _____?

Lesson Two

Use -s and -es at the end of nouns to make plurals (*singular/plural forms of words*)

Lesson Five

I want _____, please. How many? I want _____ _____ (*number, object*)

Lesson Eleven

Which number is _____?

UNIT 8

Lesson One

What is this/that? This/That is a/an _____.

What animal makes this sound?
A /an _____ makes that sound.

Unit Two

This is a _____. _____ begins with the sound _____. That is the letter _____.

_____ starts/ends with the letter _____.

Lesson Three

Where are his/her _____? Where is his/her _____? These are his/her _____.

This is his/her _____. A _____ has _____.

Lesson Four

I am a _____. The _____ is _____. It is a _____.

Lesson Six

Is it a _____? This animal is _____. It has _____ *(number, object)* It eats _____.

It lives in/on _____. It gives us _____.

Lesson Seven

I am _____. Does it _____? No, it does not _____. Is it a _____?

Lesson Eight

I saw a _____. I heard a _____. It is _____. It has _____ *(number, object)* It

eats _____. It says _____.

Lesson Nine

In Farah's Garden a _____ is _____. I see a _____. It _____.

UNIT 9

Lesson One

Yes, I do. No, I don't.

Lesson Two

I like _____. I dislike _____.

Lesson Five

I like _____. Do you like _____ or _____? You like _____. He/She likes _____.

_____ students like _____.

Lesson Six

On _____ I like to _____.

Lesson Seven

_____ likes to _____ on _____. I like to _____ on _____.

Lesson Nine

_____ likes _____. _____ dislikes _____.

Lesson Eleven

Which is your favourite _____, _____ or _____?
_____ is the favourite and _____ is the least favourite.

UNIT 10

Lesson One

Yes, I know _____. No, I don't know _____. My house is _____. It is made of _____.
It has a _____ roof.

Lesson Three

Where can we find a _____? We can find the _____ in the _____.

Lesson Four

Does the _____ belong _____? The _____ belongs in the _____.

Lesson Five

Where can you _____? I can _____ in the _____.

Lesson Six

There is a _____ in the _____. The _____ belongs in the _____.
My house is in the _____. It has a _____. Do you have a _____? Where is the _____?

Lesson Seven

There is _____. There isn't _____. There are _____. There aren't _____.

Lesson Ten

I _____ (*action word*) in the _____ (*area/room*).

Lesson Eleven

This is my _____.

UNIT 11

Lesson One

Action verbs: Can you _____? Yes, I can _____. No, I can't. He/She can _____. He/She can't _____. *Pronunciation: can/can't (kən, kæn, kə/nt)*

Lesson Two

I can _____. I can't _____.

Lesson Four

The _____ can _____. The _____ can't _____. Can a _____ _____?
Yes, a _____ can _____. No, a _____ can't _____. Can it _____?

Lesson Five

A _____ can _____. I can _____. I can't _____.

Lesson Six

A _____ can _____. It can/can't _____. _____ can _____. They can/can't _____.

UNIT 12

Lesson One

What is _____ wearing? _____ is wearing _____.

Lesson Two

What do you wear on your _____? Where do you wear your _____?

Lesson Four

I am/I'm not wearing _____. He/She is/isn't wearing _____.
_____ is wearing _____. You're/You aren't wearing _____.

Lesson Seven

Do _____ wear _____? Who wears _____? _____ wears _____. Both _____ and _____ wear _____.

Lesson Eight

What is _____ wearing? Who is wearing _____? Is _____ wearing _____? He/She is wearing _____.

UNIT 13

Lesson One

What is this? This is a/an _____. Where is the _____? I see a/an _____.
I don't see a _____.

Lesson Two

It's a/an _____. Do people walk/ride/drive a _____ in the _____?
In our _____, there are _____. In our _____ there aren't _____.

Lesson Four

Do you have a _____? My _____ has a _____. My _____ doesn't have a _____.
I come to school by _____. I don't come to school by _____. He/She comes to school
by _____. He/She doesn't come to school by _____.

Lesson Nine

How can you go to _____? I can go by _____.
I wish that I could come to school by _____. I wish that I could visit _____ by _____.

UNIT 14

Lesson One

He is/He's _____. He has _____. She is/She's _____ She has _____.
I am/I'm _____. I have _____.

Lesson Two

He is /He's _____. He isn't _____. We are _____. We aren't _____.
Who is _____? Who isn't _____? I am/I'm _____. I'm not _____.

Lesson Four

This is a _____. There is a _____. There are _____. There aren't _____.
He/She is _____ -ing. They are _____-ing.

Lesson Seven

Who is this? Is this the _____? It is/It's the _____. It isn't the _____.
He is/He's/She is /She's _____. He/She isn't _____.
