English For Ethiopia

GRADE - 6

TEACHER'S GUIDE

Ministry of Education
Federal Democratic Republic of Ethiopia

English for Ethiopia
Grade 6
Teacher's Guide

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Foreword

English as foreign language learning offers learners with the English language as a subject in pre-primary and primary level of Education in the Ethiopian Education system. The introduction of new educational policy in 1994 has had the purpose of offering English language learning from grade one onwards so as to create good communicators at different levels in the macro and micro skills of the English language. This in turn helps children to learn and acquire English as a foreign language earlier. However, even in well-resourced learning environments, it takes at least six years to learn the abstract language skills needed to assimilate age-appropriate curricular content (Alidou, 2006; Cummins, 2000).

The rationale for learning English has to do with the fact that English is the world's most widely spoken foreign language. It is the most dominant language of business, commerce, education, science and technology, international politics and diplomacy. It plays a very important role as a language of international communication. English language teachers have a formidable task ahead of them/us helping their students become communicatively efficient through a development of the English language skills and sub-skills.

Goals and Objectives

The revised English language syllabus for Ethiopian Primary Schools has a goal of having basic English language competence in order to communicate in predicted social contexts. The general objective of primary school English is to enable students understand and use expressions to satisfy their needs and interests of various kinds.

Philosophy of teaching English

Our philosophy of teaching English is oriented towards the social constructivist and critical pedagogic approaches to language learning and acquisition. In the teaching of English at any level we follow principled eclecticism. It is more pluralistic and flexible method or approach to teaching languages. The eclectic method is a combination of different method of teaching and learning approaches. It involves the use of a variety of language learning activities, each of which may have very different characteristics and objectives.

We suggest that principled eclecticism within a context of employing skills focused, communication and interaction oriented syllabus be implemented in our schools. English language teachers ought to employ a blended approach in which they use technology in teaching the target language together with the textbooks. Using Technology in the Classroom in its different forms is of crucial importance as it enable teachers bring in native speakers and their culture into the classroom wherein non-native teachers and students of English are engaged in formidable task of teaching and learning a foreign language. It's imperative for modern language teachers to address the needs and interests of today's students.

Teaching English Language Skills and Assessment

The Primary (4-6) school syllabus suggests the employment of the bottom-up and top-down strategies of teaching the receptive skills(listening and reading).Speaking is the starting point for limited English proficient students who speak a language other than English in their home. The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use. Using a language is more important than just knowing about it because there is no point knowing a lot about language if you can't use it (Scrivener, 2005, p.146).

The ultimate goal of the 6th grade reading syllabus is for students to read increasingly complex texts over the course of the year, preparing them for junior and senior high school and careers beyond. Students read a variety of texts and different genres, including non-fiction, prose types, academic texts, and newspaper reports of journalists, poetry, and dialogues.

We bring in to the teachers' attention, though, the following necessity in teaching speaking skills: Teachers ought to encourage students to speak right from the first day. One and effective way of encouraging students to speak in English is the teacher himself/herself usually speaking in English. Normally, students will not be encouraged to speak in the target language if the teachers himself/herself sparingly speaks. Establish a habit of speaking in English for various communicative purposes: academic or social.

Teaching Speaking Skills

In the modern classroom, English teachers apply various methods and techniques in the classroom to teach speaking skills. Predominantly, they focus on communicative language teaching (CLT) and collaborative learning because CLT is based on real-life situations and it is more useful in developing communication skills among the learners. Collaborative learning is also encouraged by teachers to involve the learners in various task-based activities. It is applicable to both EFL/ESL settings. The teachers help the learners speak English, have motivation or interest to speak in English provided their teacher also always and usually speaks it. Hence, it is crucial that in any function and use of language the teacher has to boost up his/her knowledge of/proficiency of English : useful language/ expressions ,familiarity with the native broadcasting media from which lots of authentic and realistic input could be exploited for classroom conscious and subconscious use. Brown (2004) has classified speaking skill into five types: imitative, intensive, responsive, interactive and extensive, according to the intention of the speaker. So, do not forget that you are probably the only model the students have : What can they imitate, for example, if you do not speak in English to and with them?
Therefore, your role is essential because speaking skills can be taught effectively by teachers applying various techniques such as interaction, motivation and encouragement beside and most importantly being able to speak it. Teachers have to provide the learners with a number of opportunities to make use of them in their speaking practice sessions. Moreover, the teachers are supposed to conduct some learner-focused activities like activity-based or task-based activities that involve the learners to develop their speaking skills in the real classroom environment. Here is the role of a teacher as an organizer in the following way:

Teaching the Receptive Skills(Reading and Listening Skills)

Three important things should be taken into account when teaching receptive skills:
1. The aim of teaching receptive skills is to help the learners develop the necessary skills to understand and interpret spoken or written materials. Consequently, the teacher has to avoid focusing only on testing the learners' performance in getting the meaning of the texts and aim, instead, at training them to use the reading and listening strategies that enable them to deal with any type of text.
2. People read or listen for a purpose. This can be to get specific information or to get a general idea of the text. Sometimes, listening and reading are done just for pleasure as when we read poetry or listen to a podcast.
3. The receptive skills are not passive. Listeners and readers make use of important cognitive processing while listening or reading. Two of the most important activities that occur in the mind while processing a text are top-down and bottom-up

The methodological procedures for teaching the receptive skills have three phases/stages as summarized in the table below:

Phases/Stages	Expected /Suggested activities of The Classroom Teacher:
Pre-Reading/Listening	Introduces material to be read Discusses the topic of reading. Uses visual aids to introduce reading(activation of schematic knowledge) Vocabulary pre—teaching; a limited set of key vocabulary Selects structures from reading to practice them(Grammar pre-teaching)
While-Reading/Listening	• Individual work followed by pair or group work • Comprehension tasks - True/False exercise - Matching - Wh-questions - Sentence completion • Text work - Locating referents - Matching words with their definition - Finding in the text synonyms or antonyms of given words - Inferring the meaning of words from the text - Identifying verb tenses - Identifying linking words • Reviewing
Post-Reading /Listening	Using the text - Using the text as a springboard for teaching other components such as writing, speaking or grammar Connecting the text with other texts Connecting the texts with the learners' lives Connecting the text with the world Reviewing - Recalling information from the text - Retelling the story - Summarizing the text - Completing a chart with the main ideas in the text

Teaching Writing Skills

6th Grade Writing

Upper primary school students are encouraged to push themselves further in their writing and write with increased complexity in terms of length, subject matter, vocabulary, and general writing techniques. At the same time, 6th graders practice and refine many of the skills previously taught to them while enhancing them with the new skills and techniques they learn. They

• Plan, revise, and edit writing, with guidance from teachers and peers.

The table below summarizes the types of writing and the genres and sub-type of writing focused in the grade six syllabus.

Types of Writing	Genre/Sub-type of writing
Paragraphs: descriptive, narrative, expository, informative, persuasive, storytelling,	• descriptive sentences • factual and descriptive writing • narration: sharing stories/telling stories • Exposition: comparing and contrasting • Exposition: cause and effect • Exposition: classification • Describing sequences • Exposition: problem and solution • Report and summary • Informative writing
Text –based writing	
Words, phrases, longer Sentences (sentence level writing)	
Composition	Modelling a small composition paragraph)

Here below are outlines of the Activities/Exercises profiling the grade six text book:

- Writing different types of sentences: simple ,compound and complex sentences
- Joining sentences together to make a unified paragraph/text
- Completing a dialogue/a letter
- Writing a parallel paragraph
- Reordering sentences to produce coherent and unified paragraph/text
- Completing a text(using suitable linking words and phrases or text based writing
- Writing a description
- Writing an argument

Teaching Vocabulary

There is no best method of teaching vocabulary; use a variety of techniques discussed in the ELT literature. Students can improve their vocabularies through listening, speaking, reading and writing. (Daniela Pohi,2003).Vocabulary can be taught through: -Word classes (all levels),-word families (all class levels),Word formation (all class levels),-word collocation (middle and secondary levels),Homonymes (secondary levels),-Create a word map (middle and secondary) and Context clues (secondary level)

Ways of Teaching Vocabulary in primary levels

Given the age and level of the students, we do not suggest an over-reliance on vocabulary guessing strategies. They had better be reduced to the minimum. Upper primary kids do not have the cognitive development which enables them process and identify unfamiliar words/vocabulary meanings employing deductive and inductive reasoning. It should be given much attention perhaps in the secondary schools.

Learners need to be exposed to a wide range of useful vocabulary learning strategies for understanding, remembering and using them. These can be drawing, pictures/images , realia, Online Videos, Brainstorm, Act out (game),Music for memorization, using dictionary and Context clues. The ELT literature outlines the following as the most useful strategies to use;

- Associating new words with other words students already know
- Grouping words in some meaningful way, especially grouping new words semantically with words they know already and contrasting(antonyms and synonyms)
- Learning words by problem-solving
- Practicing using words in contexts
- Memorization of word meanings and form in context

- Using dictionary
- Using pictures/images

Some ELT experts suggest the ultimate guide to teaching vocabulary in primary school as follows:

- Display fascinating words
- Create word-webs
- Explore morphology
- Collect words from reading
- Choose the words carefully
- Think about idioms
- Explore different vocabularies

Vocabulary Assessment

Can be assessed through: Multiple –choice task, fill in the blank task and matching task .In the assessment of the students' performance in the productive skills (speaking and writing), their knowledge and use of vocabulary in context can be taken into account.
There is a list of vocabulary at the end of the Grade Six textbook (Appendix).The list covers vocabulary used in the Ten Units of the book. It includes receptive vocabulary(highlighted with a light brown color) (words that the students is expected to understand but which is not the focus on a question/test and productive vocabulary(highlighted with a sky blue color) (words that the students need to know to answer a question /test. Assessments, tests or exams, we suggest, shall focus on the productive vocabulary.

Assessment

Each skill and sub-skill of the target language learnt/practiced has to constitute the testing and assessment practices of the teacher.
Developments in assessment have always been closely linked to trends in teaching practice. The importance of language assessment in the field of TEFL can't be therefore ignored. It goes without saying that assessment of the English language of students has to be across the macro-skills sand sub-skills (listening, speaking, reading, writing, grammar, vocabulary). Students are likely to have different abilities in each macro and micro skill So it is important to gain an understanding of what he/she can/cannot do in each area. As much as possible use on going assessment throughout the semester to identify progress and set language targets which are appropriate for the learner needs at this level.

Developmentally appropriate assessment calls for the use of a range of assessment strategies because English language learners need a variety of ways to demonstrate their understanding. Developmentally appropriate assessment provides opportunities for students to show what they know…Differences between receptive and productive language skills…Some learners demonstrate discrepancies between their oral and reading /listening skills in English. Some students may also understand more English when they listen or read than when they speak or write vice versa.

During assessment it is important to be aware of considerations such as what the student can do and where he/she requires support .It is important to be able to distinguish when a student has a skill and when the student has the English language as well as the skill ; e.g. when the student is asked to read words in English ,is the student able to understand them or does the student simply have the decoding skill?

We suggest that we should carefully control the ways we present and practice language. Thus, when listening to the teacher presenting new language in context, when practicing drills, and when carrying out various kinds of oral practice, students are learning grammar in a controlled way. We also suggest grammar learning should be largely covert and implicit, rather than overt and explicit.

The focus should primarily be on the meaning and practice of new language rather than on the formal features of language, and that there doesn't need to be a heavy emphasis on grammatical information and explanation, since students should be encouraged to pick up the rules subconsciously.

Otherwise grammar can be taught inductively as well as deductively. At this level, good grammar teaching probably requires both grammatical explanation of form and meaning by the teacher and task focusing on getting students to work out by themselves from context of use how grammar is used for communication.

What is more, at the end of each Unit there is an assessment scheme. It is known as Assessment of Learning (AoL), which measures the learners' abilities to meet outcomes/competencies after learning and/or find out if practice has occurred. It can be formal or informal. AoL is:

- tied to learning competencies/outcomes;
- occurs at or near the end of a period of learning, and may be used to inform further instruction;
- is used to evaluate whether learners have achieved the learning outcomes, and to what degree; and
- is used to make decisions about learners' progress.

Examples: anecdotal notes, quizzes, tests, portfolio, etc.

When the three types of assessment are compared, theoretically, learners learn best with assessment as learning, while learners learn little with assessment of learning. However, currently our practice in schools is largely dominated by assessment of learning.

We, however, expect that you may run short of time to work on all of the assessment schemes in all the ten units. Hence, we suggest that you have a balanced representation of the skills in your selection. That is, your practice of assessment should have a sample of one productive and one receptive skill. For the need to take good care of wash-back effect (positive versus negative) discussed below, do not under- or over-represent one skill at the expense of another.

Essential matters

Habit of using the target language

We believe that the teacher needs to have a habit of using the target language for various communicative purposes as much as possible. From the moment teachers walk into the class to the moment they walk out all that is spoken is the language the teacher is trying to teach and the students are trying to learn. Teaching also has to be interactive; all learners should contribute to the teaching being able to share their ideas/experiences in the target language. Success in learning a language depends on the frequency of practice, thus, a teacher should give students more opportunities to practice. Engaging tasks and activities compounded with a dominant use of the target language for various communicative purposes.

Judicious use of mother tongue

It is crucial to understand that exposure equals understanding. The more children are exposed to English, the more they will begin to understand. That is why teaching children English in their mother tongue will not be fruitful as it steals their exposure opportunity. You need to use the

mother tongue judiciously, making it a means to an end rather than an end in itself. We strongly suggest lessons are run mainly in English, first language is used to a limited extent, especially for pedagogic reasons.

Encourage reading in the target language

Reading is fundamental. Teachers should encourage children/students to read by reading books or stories aloud to the class. Hence, school libraries ought to be provided with a good variety of graded reading and supplementary materials. Teaching and learning materials be converted to Braille.

Wash-back effect

Bachman (1990) states positive wash-back occurs when the assessment used reflects the skills and content taught in the classroom. The test can be positive effect of backwash if test can make students pay more attention to the lesson and more prepare about it (Wall and Alderson, 1993).
The New Grade Six syllabus, textbook incorporates Listening Skills, Reading Skills, Speaking Skills, Writing Skills, and Vocabulary and grammar lessons at Macro and Micro levels. The assessment to be used and /or the test ought to mirror the skills and sub-skills taught. If this is not practiced, the assessment scheme is at the cost of the syllabus. Negative wash back occurs.
So, wash-back effect in language testing underscores that every skill taught has to be assessed and tested so as to create the perception and impression that each and every skill and sub-skill is valuable or important. If there is no test and assessment of the speaking skills, it would normally lead in to the cultivation of negative attitude or perceptions towards learning/developing speaking skills. The students may feel and think why they should study if it does not constitute the test or assessment format of the Grade Six syllabus. This is known as negative wash-back.

One way to avoid negative wash-back is through instructional planning that links teaching and testing. By selecting an assessment that reflects the instructional and program goals, you can more closely align testing with instruction. Note that the Sections on goals and objectives to teaching English at the primary level aim at and focus on the development of reception and production skills. More specifically, for example, one of the learning outcomes from Unit Three: Traffic Police Officers, states that the learners will be able to give oral orders, instruction, advice and warning in English. Does the usual assessment /test on grammar (MCQ) ,reading and vocabulary matching (Matching or MCQ) ensure mastery of the skills of giving oral orders ,advice and warning in English .This is a negative wash-back.

Accuracy and Fluency: Strike a Balance

Accuracy

Accuracy refers to how correct learners' use of the language system is, including their use of vocabulary, grammar, pronunciation and grammar. When we talk about accuracy, we're trying to raise our students' awareness of form and forms, to draw their attention to the details of how we use a new vocabulary item, construct a grammatical form, pronounce a word. We model, we repeat, we give feedback. –such as grammar exercises, gap fills, drilling or noticing activities.
It's a good general rule that accuracy activities come before fluency activities. And when you think about it, this is common sense. You don't want to be building fluency with incorrect forms. First you want to get it right; then you want to speed it up. Controlled practice, drills, the study and application of grammar rules, and activities that help students to 'notice' their own mistakes make up accuracy-focused activities.

It also constitutes the need to provide immediate feedback and correction.

Accuracy-based activities in the grade six text book

- Focus on correct examples of language
- Focus on producing small amounts/samples of language
- Dictate language structures and vocabulary
- Isolated language points, grammar explanations
- Drills
- Pronunciation work
- Errors are corrected
- Close(fill in the blank)
- Repetition
- Scripted dialogue
- Matching

Students will study and try to comprehend, for example, the meaning of select different expression/ useful language to be used in the Unit. The study is held first at individual level followed by a pair work… to practice using the expression or the basic language. Take for example Unit 5/7 and 10 of the student's text book. The students revise/study the useful language and try to use these phrases or expressions to help them remember. In a retrieval practice condition, students read a text, then set it aside and spent time recalling and writing down as much as they could remember from it (Roediger & Karpicke, 2006b). They then reread the text and recalled it a second time. In the present textbook, for example, lists of useful language or phrases are given. The students sit in pairs tell their partner the phrases or the useful language. Their partner approves the recall and rehearsal of the useful language /phrase and also assist them recall. The teacher should correct their mistakes and remember the useful language to use again.

Fluency

Fluency is the ability to read text with speed, accuracy and proper expression. Fluent readers

- Recognize words automatically
- Read aloud effortlessly and with expression
- Do not have to concentrate on decoding
- Can focus on comprehension

Fluency is important because it provides a bridge between word and recognition and comprehension (Reading Links, 2002, p.9).fluency doesn't ensure comprehension, but comprehension is difficult without fluency. In relation to speaking, fluency refers to continuity, smoothness, rate, and effort in speech production.

Paul Nation (2003) suggests that the following conditions be provided for effective fluency activities:

1. All language items involved are already familiar to students,
2. The focus is on communication (not form) in real time, and
3. Supports are in place for students to outperform their normal proficiency

Look at an example of a fluency activity to get a better sense of what they look like:

1. Students spend 5–10 minutes preparing a 3-minute spoken description of pictures of traffic police officers, Unit Three. They may make notes but should not be reading from their notes /script.
2. Place students in pairs and have them exchange descriptions.
3. Now shuffle the partners, and ask students to deliver the same description, but in 2.5 minutes.
4. Shuffle again, and give them 2 minutes.

Other activities that build fluency in other skills could be free writing, extensive reading, and authentic listening.

In a nutshell, both accuracy and fluency are important in the classroom and one should not be sacrificed for the other. Make sure that there are opportunities for both types of activities in the lessons to ensure, your students get the best of both worlds and get practice with both accuracy and fluency.

We argue that without having given the key language/basic language and without having conducted effective accuracy focused practice from where else can they bring the language? The Listening and reading texts) provide the learners inputs, ideas and information, to facilitate discussions. However, mastery of the useful language should precede the fluency focused discussion. Allow sufficient time for accuracy focused activity and this includes time for adequate preparation on the part of the teacher. How can the teacher talk about preferences if he/she does not have adequate mastery of the key /useful language? Similarly, how can students talk about their preferences if they do not have an adequate mastery of the useful /basic language?

Small group work

Most EFL classrooms in Ethiopia are large. Teaching English in such a context in groups is extremely challenging, but it is rewarding. Patience, enthusiasm and good preparation can make working with groups one of the most enjoyable and satisfying aspects of EFL teaching.rNoise and discipline can be a problem in groups and the teacher needs to find his/her own way of dealing with such problems. Setting down ground rules can be helpful and students should know what kind of behaviour is acceptable in the classroom. Classroom management and monitoring are essential skills.

Through group work, students can have more chance to practice using the target language in the classroom. We cannot have space to list down the merits of group work here; nonetheless, we would like to stress on the following:

- Group work generates interactive language.
- In small groups learners work together to achieve a certain goal. By working in groups, students' motivation and self-confidence increase.
- Group work makes students more responsible for action and progress. In small group, it is difficult for them to keep quiet and hide themselves. Therefore, all students get chance to experiment with the language being learned.

Demerits:

- Use of mother tongue during the work
- The difficulty to monitor all groups and
- Some learners may prefer to work alone.

Having effective accuracy work or working on the necessary linguistic /language inputs before demanding the students to get into groups is essential here. Mastery of basic or necessary language must be checked or worked upon effectively. Do not rush to ask the students work in groups without having ensured mastered basic language! Many teachers complain that their students cannot speak in English and hence they refrain from conducting small group works on various topics and activities. We argue that the reasons why the students come to your class, according to the syllabus, is to learn to speak/write and /or express themselves in the target language. Where else should they learn?

Students keep quiet and use their mother tongue when they lack the appropriate language for the purpose plus ideas pertinent to the activity in progress. To solve such problems the activities designed in this syllabus demand the students make use of inputs from texts (listening and reading) and writing from listening activities. Moreover, students should not be rushed to a group work without having worked on the mastery of useful language / basic language for the purpose. For

example, in Unit Two: Seasons and Human Activities, the students are not directed towards a small group work to express their likes and dislikes as well as preferences.).They are rather exposed to a study of the useful language and rehearsal of it individually and in pairs. Some drill and modelling work is also suggest to be conducted by the teacher.

Individual work-Pair work – small group work (Pyramiding)

A pyramid discussion is a speaking activity where learners form progressively larger groups as they carry out a speaking task, which normally requires each grouping to reach agreement before joining another group. It starts with an individual work/task. An outline of the step/procedure is given below:

i. Individual work (Think): It demands the students to think about the issue/the question taking their own time to understand and rehearse as well. Give ample time for the individual work (Wait time or think time).Do not rush them to speaking or Writing Activities skipping or compromising this valuable step.

ii. Pair work: Individual students move closer to another student or students sitting close by share their thoughts or answers together.

iii. Small group work (Share): This is at least a group of four (2 pairs).The students join another pair to form a group of four. They share information, discuss and negotiate answers. They pay attention to their new pairs' explanation .They may also ask for explanation of ideas if not clear enough. It means the students need to discuss what they have done before.

(The teacher monitors and controls the pairing and sharing process. He/ She may need to give more explanation).

The overall structure of the textbook

The overall structure of this textbook is topic based. In the topic based structure, we focus on helping the students to develop a range of language skills (at Macro and Micro levels) which they learn by doing them.

The organization of a typical unit

In each unit, the language skills are practiced. To help the students understand what they will be expected to achieve in each unit, in terms of measureable outcomes, the first page of the unit provides an outline of learning outcomes. Each unit begins with the topic or theme of the unit. A unit has the key activity in the main components of developing language skills:

- Listening skills
- Reading skills
- Speaking skills
- Vocabulary
- Grammar
- Writing skills

UNIT 1



TRADITIONAL GAMES

(16 periods) Learning outcomes

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

- list out traditional games of their surroundings in English;
- describe their favourite games;
- guess the names of traditional games based on their description;
- give the meanings of new words from the listening texts;
- understand general ideas/specific details in reading texts;
- write their own sentences using unfamiliar words in the listening and the reading texts;
- write a short paragraph on traditional games; and
- identify the form, meaning and use of the Simple Present and Present Continuous Tense.
- talk about their likes and dislikes(preferences) and
- exchange greetings, introduce themselves and others.

Section I: Listening

Lesson 1

Pre-listening Activities

Tell the students to answer the following questions by using their background knowledge. The classroom teacher moves round to encourage the students to exchange ideas in groups of three. Before they listen to the talk, group secretaries, not more than three, will report their answers to the whole class. Let the students guess the meanings of the unfamiliar words before they listen to the listening text.

Answers

decorate (V.) - to make something attractive

eucalyptus (N.) - an evergreen tree that has aromatic leaves and produces timber, resin, and a medicinal oil

bench (N.) - a long seat for two or more people, usually made without a back or arms

score (N.) - the total number of points made by a player or team at the end of or during a match or game

tie (V) - to fasten things together with a rope

match (N.) - somebody or something capable of something equally with another person or thing

hit (V) - strike somebody or something deliberately

Listening Transcript

Genna is the oldest game practiced in Ethiopia. It has been practiced for centuries; however, the exact history and the time of its creation are not known. Every team has at least 7, but not more than 10, players. One of them is a goal-keeper. Players can be replaced at any time by somebody from up to 5 people waiting on the bench. The tennis-size ball is made of tree roots and decorated so its colours improve its visibility. The stick, on the other hand, is made of eucalyptus and other tree branches and rounded at the end. It is slightly longer than the player's own shoulder.

The playing field is 300 meters long and 200 meters wide. To get a point, players need to hit the ball to the opponent's goal. At the beginning, two players from different teams face each other in the middle of the field, they contact their sticks 3 times and then fight over a ball. The game is divided into two 30-minute halves, and the winner is the team that scores more goals. There is also a 10-minute break after the first 30 minutes. In the event of a tie, there is 20-minute overtime. Matches always take place on the 7th of January; on other days, people just do not play Genna.

While-listening Activity

The teacher needs to read the listening passage three times. While he reads slowly for the first time, students are told to listen very carefully without writing the answers. Students start writing the answers while the teacher is reading for the second time. This time, the teacher is expected to read a bit fast. Students revise the answers given by them while the teacher is reading for the third time.

Answers

1. practised in Ethiopia
2. Every team has at least 7, but not more than 10 players.
3. tree roots and decorated
4. Playing field is 300 meters long and 200 meters wide.
5. Matches always take place on the 7th of January.

Lesson 2

Post-listening Activity

Tell the students to work the following questions first individually and then in groups of four. Finally, some members of the groups are invited to read their work to the whole class

Section II: Reading

Lesson 3

Pre-reading Activity

Let students think about the first two questions individually and then discuss them in groups. Then group representatives will report the results of their discussions to the class. Accept ideas from two or three representatives and hold the discussion at the whole class level.

While-reading Activities

Let the students read the text silently in class and answer the different questions in writing on the basis of the information in the text. Ask some students to read their answers to the class and make sure that students have the right answers to all the questions. Give additional explanations where necessary.

Answers: A

1. both adults and children
2. wood, stone, or just simply digging holes in the earth.
3. seeds, beans, stones, or any other small objects
4. all the seeds from a hole are dropped one at a time into successive holes, in a motion covering the board
5. the main objective is usually to capture more seeds than the opponent.

Answers B

1. B. a hole with seeds
2. C. Gebe'ta
3. A. more seeds than the opponent
4. B. 2 or 4

Answers C

1. Gebeta
2. an inner row and an outer row
3. the opponent
4. placing seeds
5. a hole with seeds

Lesson 4

Vocabulary: Guessing meaning from context

Explain to students what to guess meaning in context is in simple terms.

Guessing from context is a way to find the meaning of new words with clues used in context. This technique is used to find the meaning of new words through the relationship of the words around with some clues that are provided in the context.

Answers

a. popular

b. equipment

c. control

d. variance

e. to point something out or point to something

Post-reading Activity

Let the students read and understand the questions and ask them to complete the text based on correct word and words. Tell the students to use their words to complete the text.

Answers

1. traditional
2. game
3. two teams
4. ball
5. sticks
6. Christmas

Section III: Vocabulary

Lesson 5

Odd one out

The 'Odd-one-out' is a concept that activates children's thinking ability around a certain area or subject that is given in a bit of a confusing manner with similar objects or texts. To correctly identify the odd one out, children need to develop their logical thinking in classifying those objects (or set of options) based on known concepts. Children need to differentiate the objects and circle the odd one from each set.

This activity has the following pattern:

- Observe the objects
- Identify the common features
- recognize the one with the least common features
- spot that as the odd one out!
- The objects can belong to many categories with varying difficulty levels.
- To identify the odd one out follows the following pattern:
- Observe the objects carefully
- Describe the objects
- Identify the similarities
- Identify the one which is different or dissimilar

This will help the child develop vocabulary and develop keen observation to identify, classify and analyse.

A. Find the odd one out in each group

Answers

1. Easter
2. strange
3. Thursday
4. leather
5. ball

B. Complete the sentences with the words in the box

Answers

1. fan
2. good
3. especially
4. prefeʀ
5. can't

C. Completes the names of the months.

Example: *January*

Answers

1. February
2. March
3. April
4. May
5. June
6. July
7. August
8. September
9. October
10. November
11. December

D. Let the students to complete sentences and then compare their answers with partners.

The answers for questions 1 - 4 should be left for students, but Saturday and Sunday are given for question number 5.

E. Encourage students to read the following paragraph and match the meanings of the words written in bold with the words listed under column B.

Answers

1. like
2. gained
3. succeeded
4. famous
5. excelled

Section IV: Grammar

Lesson 6

Simple Present Tense (positive, negative) Present Simple Tense

Ask students to read the short reading text with examples about Daniel and Farm Animals and write down the verbs in the simple present tense used in the text. We use to talk about facts

He comes from India. (=He is Indian)

Daniel and the Farm Animals

Daniel is eleven years old. He has got an uncle. His Uncle's name is Mulat. He loves his uncle. He goes to his uncle's big farm every summer. There are many animals in the farm. First, Daniel feeds the horse. Then, he milks the cow with his uncle. He takes the pictures of the sheep, goat, and hen. He also collects the white chicken's eggs. Daniel likes the farm animals very much but he doesn't like the ox because the ox is very big and mad.

Let the students write down the verbs in the simple present tense in the above passage and compare their answers with partners.

Example: is, loves

Answers

1. He goes
2. Daniel feeds
3. He milks
4. He takes
5. He collects
6. Daniel feeds
7. The ox is very big

1. Expresses General truths and facts

We use the present simple to talk about things that are generally true or to state facts.

Examples:

- Smoking causes cancer.
- The sun rises in the east and sets in the west.
- Puppies are cute.
- The Nile River flows through Khartoum, Sudan.
- Five times five equals twenty-five.
- Babies eat, sleep and cry.
- Flowers need sunlight and water to grow.

2. For mostly permanent situations

Encourage the students to use this tense to talk about situations that are mostly permanent, jobs or hobbies and things that always happen.

- We live in Ethiopia.
- My father works at elementary school.
- I play tennis and basketball.
- Accountants prepare tax returns.
- Racecar drivers drive fast.

- Where do you work?

- I don't ride the bus. I take the metro to work.

To describe the frequency of actions

Let the students use the present simple to describe how often we do things, from never to always and everything in between. Sometimes this describes a routine or habit (*on Saturdays, once a week, usually, every summer, always*). We also use this to describe something we *don't* do regularly: *now and then, once in a while, rarely, sometimes, when I'm tired)*.

Remember: Adverbs of frequency (e.g., never, rarely, sometimes, usually, always) come before the verb.

Examples:

- On Saturday mornings, I sleep late.
- My father drives the bus to work once a week.
- His friend never drinks alcohol.
- When I'm tired, I watch television.
- They rarely win any matches.
- I always call my mother on her birthday

Practice

Tell the students to complete the following sentences using a verb from the box individually and compare their answers with their partners. Remember to add-s or-es if Necessary.

Answers

1. drink
2. studies
3. flies
4. smokes
5. live
6. finishes
7. sell

Lesson 7

The Present Simple Tense

1. We use the Present Simple to talk about facts and routines or things happening now.

2. We add-s to the he/she/it forms in negative or affirmative sentences.

3. We use doesn't /don't/isn't /aren't to make negative sentences.

Tell the students to check the meanings of the verbs below. Then study the spelling rules and put the verbs in groups 1-3 which don't go in groups of three?

use	go	have	write	try	eat
sleep	come	watch	teach	do	mix
finish	know	buy	make	carry	

Spelling Rules

1. Most verbs add -s, e.g. use+-s = uses

2. Verbs ending in o, x, ss, ch, sh,
add -es
e.g. go+ -es = goes

3. Verbs ending in consonant + -y -minus-y and add-ies, e.g. study-+ies = studies

The Present Simple Negatives:

Write these sentences, using the negative form of the Present Simple.

Example: (He/not/live/ in Arba Minch).

He does not live in Arba Minch.

Give brief explanation about present simple tense and ask students to do the questions.

Answers

1. She does not work in the bank.
2. I do not play the piano.
3. Kibrom does not listen to the radio.
4. We do not speak French.

5. You do not listen to me

6. My Automobile does not work.

7. I do not drink tea.

8. I do not understand you.

Lesson 8

The Present Simple Questions

Tell them to read the form of the Present Simple Questions and give the answers in pair for the given questions in the following table.

1. We use do/does/are/is with a main verb to make questions.

2. We don't add -s to the *he/she/it* in questions.

3. We put the question words (*where, what, who*, etc.) at the beginning/end of questions.

A. Match the questions 1-5 under A with the answers a-e under B.

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

B. Tell the students to put the verbs from the box, in the Present Simple, in pairs. Ask them to use each verb once.

leave	start	arrive	get	watch	work	brush
eat	have	like	drink	go	stop	

Sample answers:

1. eat 2. brush 3. go 4. arrive 5. drink 6. start

7. work 8. like 9. stop working 10. have 11. leave 12. watch

A. Ask students to answer the questions in complete sentences using the Present Simple tense and write a paragraph in the Present Simple tense.

Note: A complete sentence has a subject, a verb and an object or complement.

Lesson 9

Present Continuous Tense

A. Encourage the students to write sentences about what is happening now.

Answer

1. My parents are working.
2. The teacher is writing on the board.
3. I am sitting next to a girl.
4. We are working hard.
5. I am wearing jeans.
6. The student is listening by the door.

Form

a. We use the present continuous to talk about things happening now

b. We use the verb do/ be to form the present continuous.

c. We add -ing/-ed to the main verb in the present continuous.

B. Let the students complete the sentences. Use the present simple and present continuous forms of the verbs. After they have finished the exercise, give the correct answers.

Answer

1. I am playing traditional games at the moment. I prefer to play Gebeta.
2. They do not usually go to the field playing Genna. They are watching the Gebeta games at the moment.
3. He always plays Gebeta after school, but he is playing Genna to today.
4. She is having dinner now. She likes fish.

C. Ask students to finish the postcard using words in brackets ( ) in the Present Continuous. Use full forms (e.g. is sitting)

Answer

1. shining
2. are sitting
3. drinking
4. are not swimming
5. watching
6. are travelling
7. is reading
8. I am writing

Section V: Speaking

Lesson 10

Use the following dialogue as a sample and ask students to practice. Meeting People

Meeting people:

Taye: Hi, Liya. How are things?
Liya: Not bad. How are you, Taye?

This is Kidist. She is in my class this year. Hello Kidist. Good to meet you.

Kidist: And you. Hey, that is a cool T-shirt. Are you in Gebeta?

Taye: Yes, but I am not very good. What part of the region are you from?

Kidist: I am from Gondar.

Taye: That's is cool. See you later then.

Kidist: Yeah. See you later.

Talking about Interests

Let the students work in pairs. Talk about what house work they like and dislike doing.

Encourage the students to give the answers first individually and then in groups of four. There are no possible answers. Please accept the answers given by the students.

Section VI: Writing

Lesson 11

Writing Composition

Let the students to construct their own effective sentences based on the example given Sentence Writing

Answers

1. Do your parents play Gebet'a?
2. Does your mother speak English?
3. Do you watch traditional games every morning?
4. Does this book teach how to play traditional plays?
5. Does your father work in a factory?
6. Do you and your friends go to the field to play games on Saturdays?
7. Do you and your family live in Ethiopia?
8. Does Kidist come to your home after school?

B. Ask students to write eight questions to find out about people's daily lives. Tell them to use the words in the box and your own ideas.

Example:

What do you do on your birthday?

How do you go to school?

Lesson 12

Writing a composition

Let the students read the given text very carefully and write their own composition to their friends who are away from the classroom.

Hi

Ask them to follow the steps in the writing guide. Writing Guide

Let students make conversation turn by turn. Write a letter to Kelem about your interests. Think and Plan

1. What is your name and age?
2. Where are you from?
3. What is your school?
4. How many pupil are in your class?
5. Do you do sports as a class?
6. What sports do you and the other people in your class like?
7. What other lessons do you enjoy? Why?
8. What questions have you got for Kelem?

Listening II

Lesson 13

Pre-listening Activity

- Give the students a few minutes to look at the pictures quietly. Let them discuss what is happening in the text in the groups of three

- Ask the students to get into small groups and discuss what might happen in the text as a group. Ask one group member to discuss in front of the class what his/her group thought would happen. Write the ideas on the board and keep them as you read the text.

Segno Maksegno

Segno Maksegno or "Monday Tuesday" is a traditional Ethiopian game. One plays the game by first drawing lines on the ground, usually with chalk or just lines in the dirt. They are separated by approximately40cm.

Each box drawn represents a "home", which can be appropriated as property with ownership. The game begins by one person in a group throwing the first stone into the collection of "homes". The person will have to successfully jump through the collection of "homes" without touching the "home" with the stone.

If done properly, the same player will continue to go through all the "homes", if still successful throughout they will be able to choose one of the "homes" to "own". Owning a "home" means that only that person can touch/jump on it, and no one else.

If one of the parts is divided in the middle, the person can jump with both feet, but if not, then they

would have to use only one foot. If a person cannot jump through the area, then they will have lost their turn and will start the next game. If a person cannot throw the stone in the correct place, i.e. within the real estate, they too will have lost their turn.

The jumps made are two ways, they have to go forth and return, and owning a "house" means they can jump with one or two feet on it. Owning a "house" also entitles the person to write their name or any other such sign they wish.

The game ends only when one of the players owns all the houses or when the positioning of the house ownership makes it impossible to jump successfully anymore.

While-listening Activity

Students work in pairs. Encourage the students to speak in English. Give the students 30 minutes to finish this table. Encourage students to listen to the listening text again to find information for each box.

Answers A

1. D

2. B

3. A

4. E

5. C

Answers B

1. "Monday Tuesday"
2. A home
3. to write their name or any other such sign they wish.
4. by first drawing lines on the ground, usually with chalk or just lines in the dirt.

Post-listening Activity

Tell them to write a short summary what they have listened in the listening text in groups of three and report to the whole class by the secretaries of the groups.

Reading II

Lesson 14

Pre-reading Activity

Ask the students to think about what might happen in the reading text in groups of four before you read the text. Have a class discussion and have students share their ideas with others. Encourage students to think of many different possible answers.

While-reading Activity

Instruction: Tell the students to write 'true' if the statement is correct and 'false' if the statement is incorrect according to the passage.

Answers A

A. True/False

1. F
2. T
3. F
4. T

B. Let students read the text again and choose the most appropriate alternative based on the information in the passage.

Answer

1. D. about 6-15 participants
2. B. Alnegam
3. B. avoiding eye contact with others

C. Instruction: Let the students to guess the meanings of the following words as they are used in the reading passage.

Answer

1. old-fashioned
2. searcher
3. unseen
4. caught
5. protected

Lesson 15

Post-reading Activity

Let the students complete the summary paragraph based on the reading text.

A. Answer

1. Game
2. Hide and seek
3. Glares
4. Avoiding eye contact
5. It is not morning

B. Ask students to write short answers for the following questions.

SectionV: Speaking

• Arrange the students in groups of five. Then, tell them to select a secretary.

• Tell them to discuss the statements in their text book. Encourage them to express their opinion on each sentence. Make sure that each student is participating.

• Let the secretaries present the findings of their groups to the class orally. Tell the other students to ask any question on the secretary's' presentation.

Complete the conversation. Use the verbs in brackets ( ) in the present continuous. Answers

1. am going,

2. am looking,

3. am playing

4. is working

5 .What is she doing?

6. She is singing in a night club.

7. What are they doing?

8. They are studding

9. We are painting the living room.

10. My mother is helping

Lesson 16

Descriptive Paragraph

Definition of a Descriptive Paragraph

A descriptive paragraph is a collection of multiple sentences to convey a distinct message of a single person, place or thing. It begins with a descriptive sentence that clearly states the topic that will be rolled out in the following sentences. A well-written descriptive paragraph pulls in all five senses to engage the reader. The use of smell, sight, touch, sound and taste in expressive language captivates the reader on many levels. If done well, your short piece of descriptive writing will have the opportunity to leave a strong impression on the reader.

Tell the students to write a short descriptive paragraph about Genna individually. Before they write the paragraph, get them to realize the six stages of writing (Thinking, Planning, Writing the first draft, revising, checking and submitting)

Assessment

1. **-Speaking**

The students choose one of the Traditional Games/Modern Games described in the Unit and tell the class how to play it. They ought to demonstrate a reasonable mastery of the ability to exchange greetings and self-introduction in English as well.

2. **Grammar and Speaking**

Answers:

	Questions	**Answers/Response**	**Remark**
1	What do you like to play?	I like to play……	
2	Why do you like it?	I like to play it because it' s ..	**Students need to give appropriate reasons**
3	Do you want to play hide and seek?	• Yes, I do. • No, I don't.	
4	Do you want to play football/ tennis?	• Yes, I do • . No, I don't.	
5	Do you want to play cards?	• Yes, I do • No, I don't.	

UNIT 2



SEASONS AND HUMAN ACTIVITIES

(16 periods)Learning outcomes

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

- extract main ideas and details from the listening text.
- identify main ideas and details from the reading text.
- tell the meaning of a word as it is used in the reading/listening text.
- write their own sentences using the words from the listening and reading texts.
- write a short expository and descriptive paragraph on human activities in seasons.
- meaningfully use the simple past tense and past continuous tense to describe actions/events and habits
- meaningfully use select compound adjectives in their sentences
- meaningfully use modal verbs of possibility and probability.
- express their likes and dislikes(preferences) fluently and with acceptable accuracy and
- express themselves fluently and with acceptable accuracy in the context of talking about seasons and related human activities

Section I: LISTENING

Lesson 1

Pre-listening Activity

Help the students understand the meanings of the following words as found necessary.

A. Vocabulary

There are many adjectives you can use for describing the weather in daily life. Some of them are very similar in meaning (hot and warm) and a little harder to distinguish, while others are completely different (rainy and sunny) and easier to remember. So, study these words and phrases……

hot / warm

When we say it's hot, we're referring to very high temperatures, like you find in the middle of autumn (Belg), may, in Addis Ababa when the heat can get quite uncomfortable. When it is warm though, temperatures are pretty high but bearable.

Example sentences:

§ When the weather is warm, I prefer clothing like t-shirts and skirts.

§ Today is so hot that Ive been sitting under the Air Conditioner (AC).

cold / cool

Cold refers to very low temperatures, close to freezing.

Example Sentences:

§ On cool days, you should be fine with a light jacket.

§ Dont forget your coat; its cold outside.

sunny/rainy

Sunny weather means there's lots of sunshine. Rainy means that lots of rain.

Example Sentences:

• On sunny days, I like to go to the beach with my babies.

• Rainy days are the best time to go to the library and read a book.

clear/cloudy

A clear day is bright. There no signs of bad weather. It means the skies are filled with clouds with little or no sun.

dry/humid

When it's dry, there's no rain or moisture in the air. When it's humid, the air is moist and contains a large amount of water vapour. Humid weather usually makes us perspire (sweat) more.

gusty/windy

These adjectives describe the wind. Gusty is a sudden outburst. Windy weather is stronger than normal wind blows.

thunder/lightning

These two nouns are often used together when referring to storms. Thunder is the loud booming sound which usually follows a flash of lightning in the sky.

B. Elicit answers to the five pre-listening questions …as much relevant responses as possible.

Farmers are the people who help maize/corn, wheat, barley, 'teff', etc. grow. The story is about farmers and what they do year round to produce the crops everyone uses.

1. Talk to the class about who a farmer is and what he or she does.

2. Introduce the story to the class.

3. Read the story/text

Have students discuss what it is like during the different seasons and what they think is the best time to grow crops/plants.

Have students discuss the importance of farmers. What would we do without farmers?

While-listening Activity

Read the script/text twice…You may also need to read it a third time…. Ask students to do activity 1 and 2 as they listen to the text.

Farming through the Seasons

As an introduction, I would like to talk about Seasons in Ethiopia…

In many places the weather changes during the year. These changes are called seasons….

I'm not sure how many people ever stop to think how wonderful seasons are…. I live in the country and I love watching the seasons come and go. Ethiopia has four seasons: autumn, summer, winter and spring. You can often tell which season we're in if you look outside at the plants and trees. They do different things in different seasons. The weather changes depending on which season we're in and so do the clothes that we wear!

The short rains season, autumn, known as *Belg* in Amharic, runs from February to May. ..September, October and November are the Spring seasons also known as harvest time… This is then followed by the long rains season, summer, Kiremt in Amharic; it covers the months June, July and August which are characterized by heavy rain falls.

The period from December to February can be classified as Ethiopia's 'Winter' season, known as *Bega* in Amharic, when the overall climate is a little cooler than during the rest of the year.

Now, I would like to come back to the main topic of my talk today: *Farming through the Seasons*. As summer (Kiremt) sets in, many farmers are busy taking care of their equipment and animals. The farmers begin to prepare to plant their crops.

They are busy working on their pair of oxen, and equipment, largely traditional, buying seed and working up the land to get it ready to plant. … This is the time they plant the seeds in the fields. They hope for the right amount of rain and put fertilizer on the fields to help the plants grow. As the summer advances, the little sprouts come out of the ground and begin to grow. Heat helps the plants get bigger each day. Rain is needed to make sure the crops will grow. This is the time when farmers get rid of the weeds that are growing with the crops, either by hoeing or by cultivating .When the end of summer hits, crops are beginning to ripen and getting ready for harvest.

In the spring (Tsedey) also, in many places of Ethiopia, the farmers weed their plots and get ready to harvest the crops…. They hope for good or better yields of their labor. Spring is harvest time for crops like wheat, barley, 'teff' and beans. It roughly covers the months September, October and November. This is when the farmers come out in teams or groups with scythe to harvest the crops. Farmers work long hours from daylight to dusk getting the crops out of the fields before a frost and/or occasional rain comes and damages the crops. When the harvest is done the farmers still continue to work but are glad to have their harvest for the year done. But the next year will be just as busy for the farmer.

In some places of Ethiopia, the short rains season, known in Amharic as Belg, which is running from February to May, crops such as corn are grown. Many Ethiopian farmers think it is good to plant corn in this season.

While-Listening Activity

Activity 1. Fill it in!

1. summer, autumn, spring and winter
2. harvest
3. June, July, and August
4. short rains
5. little cooler climate

Activity 2. Multiple choice items

1. C 2.B 3.C 4. A 5.C

Lesson 2

Post-listening Activity

A. The questions demand the students to review, connect and use the textual information.

Make sure that the students have put down their individual response in writing before you allow the students to work in pairs/small groups. This phase of the lesson enables the students to integrate listening, writing and speaking skills progressively. Elicit answers of the questions (five in number) under the post-listening from the students

B. Allow the students to fill out their own responses in the table and compare their answers with a partner.

Lesson 3

Listening II

Pre-listening Activity

Encourage students to do the two pre-listening activities before they proceed to the while listening activity. Elicit various response as possible.

While-listening Activity

Read the popular song about Seasons to the class .The students ought to read the questions before listening to you .

Seasons come, seasons go,

Some bring rain and some bring snow

Some bring wind and some bring sun__ Which is your favourite one?

In the Spring, there's lots of rain.
All the flowers come out again.
In the Summer, there's no school.
We go swimming in the pool!
In Autumn, all the leaves fall down,
red and yellow, orange and brown.

Ask the students to tell the answers after comparing their answers in pairs.

Section II: Reading

Lesson 4

Pre-reading Activity

Ask students to do the pre-reading activities (1-3) first individually and then ask them to compare their answers with a partner. Accept as many appropriate answers as possible.

While reading activity

A. Let students read the passage silently and do the comprehension questions. Elicit answers randomly.

Answers:

1. C	5. B	9.A
2. D	6. D	10. False
3. D.	7. C	11. D
4. B	8. D	

B. Answers

12. Variations in altitude both in terms of temperature and rainfall affect the weather and the seasons.

13. Many Ethiopians have a concern about the climate of the country because many places which have otherwise been cool or wet or warm weather are turning into dry and warmest weather. The seasonal characteristic of rainfall is an important climatic element that impacts the growth and development of field crops.

Lesson 5

Vocabulary: II

A. Allow students to do the matching individually. Ask them to compare their answers in pairs.

Answer

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

B. Encourage students to fill the blanks with the words given in the box. As they finish, give confirmation answers.

1. vary
2. temperate
3. plateau
4. altitude
5. occasional
6. pleasantly
7. height
8. drop
9. elevation
10. recurrent

III. References

Ask students to re-read the text and do the reference questions

Answers

1. the climate of Ethiopia.
2. three distinct seasons.
3. Autumn
4. The winter
5. Spring
6. small holder farmers

Lesson 6

Post-reading Activity

Ask students to discuss on the two questions under your leadership after individual pair work. You can then ask some pairs randomly to present what they discussed to the whole class.

Questions 1 & 2 some tips:

Ethiopian agriculture heavily depends on rain fall. So, the climate change exhibiting drier and warmest months risks the occurrence of drought which would imply law or no crops. Many people hence have a concern on survival need than leisure time activities!

Personal answers should be encouraged

Section III: Speaking

Lesson 6

These activities of the Section are accuracy and fluency focused activities. Pyramiding technique is also employed: Individual work - pair work -small group work (2-5 students).

I . Individual and small-group work

Direct the students to work individually and in pairs to answer the questions. Take their attention on the tabular information provided on the four seasons of farming .You may need to give them example/s from the table.

Note: Depending on the place where the students live in Ethiopia, the outlined names of seasons and the time they cover (the months) may not match with their observations and experiences. For example, in some places of Ethiopia the months of June, July and /or August (Summer-*Kiremt*) may not have rains, but they have warm or hot weather. Thus, encourage the students to talk about these variations in comparison to the tabular information (**See question C in the student's textbook**).

Lesson 7

Expressing likes and dislikes

A. Instruct and encourage the students to take time and study the language of likes and dislikes and expressions of preferences.
B. Conduct pair works next.

Help the students express their feeling and ideas with the range of expressions of likes and dislikes and preferences. You encourage and follow up the pupils to express their likes and dislikes and preferences about the range of topics from the questions provided through the speaking and communication exercises provided.

Lesson 8

Some more language inputs

Encourage the students to use the following expressions to express their preferences.

Useful expressions: Preferences/Likes and dislikes

My favourite season is …….. I love …...

My favourite season would probably be ….. I love the …… and the …..

My favourite season is ……, because there's……

My favourite season would be ….. It's pretty….., and it's nice to have …..

My least favourite season is …….

My least favourite season is … because it's ……. I really don't like the …….

My least favourite is definitely ….., because it's cold, and you don't ..

Lesson 8

Mixed Activity: What is your favourite season? Why? (The reason should be activities Associated with the seasons.)

This is mainly a fluency focused activity which combines expressing likes and dislikes and preferences. It demands the students to talk about seasons and weather. In case you notice students facing a problem in language use, conduct some accuracy work on the various ways of expressing likes and dislikes as well as preferences.

• Encourage the students to talk about holidays, seasons, clothing and traditions associated with one another. Activities such as travelling associated with seasons would also enable the students talk.

• Generate talks from the students based on the pictures. The students need to associate clothing with seasons.

Lesson 9

Describing Seasons and Activities

Let students sit in groups of four and answer the questions. Please encourage them also describe the pictures.

Lesson 10

A. Describing process (natural phenomenon- the seasons) Give brief explanation on action verbs.

B. Activity: Seasons and Farming Activities

Encourage students match the common season activities with the pictures given. Then, give confirmation answers as a whole class.

Answers:

Activity	Pictures/Images
A. Till/Tilling	Picture 3
B. Sow/Sowing	Picture 6
C. Grow/Growing crops	Picture 5
D . Thresh and Winnow (threshing and winnowing)	Picture 4
E. Reap, Harvest (harvesting)	Picture 2
F. Weed (Weeding)	Picture 7
G. Mowing/Cutting down or trimming	Picture 1

C. Discussion

This activity exposes the students to the practice of essential 21st century skills known as problem-solving, critical thinking, collaboration and team work, communication skills and incitive.

Give them inputs as found necessary.

Section IV: Vocabulary

Lesson 11

Forms of Action verbs: briefly explain forms of action verbs with examples and ask them to do the activities given.

Answers:

Matching

1. K	5.I	9. D
2. H	6. A	10.E
3. G	7. B	11.F
4. J	8. C	

Blank-filling with the action words.

Answers:

1. till	5. grow	9. harvested
2. ploughed	6. thresh	10. weed
3. sow	7. winnowed	11. trimming
4. mows	8. reap	

Section V: Grammar

Lesson 12

Simple past tense

Give a brief explanation about simple past based on the examples given and encourage the students to do the activities given. Accept answers possibly from slow learners.

Answers:

Activity I - Past simple affirmative: regular verbs

1. arrived	4. planned	7.finished
2. studied	5.invited	8. chatted
3. phoned	6. carried	

Answers:

Activity II- Past Simple affirmative: irregular verbs

Complete the sentences. Use the Past Simple form of the verbs in brackets.

1. slept
2. began
3. took
4. paid
5. broke
6. went
7. wore
8. read

Answers:

Activity 3 - used to

1. used to swim
2. didn't use to
3. Did they use to have
4. used to
5. didn't used to like
6. did you use to go
7. used to live
8. did not use to enjoy

Activity 4: Stories of Seasons

Answers:

1. was
2. was
3. had
4. got
5. were
6. were
7. wanted
8. decided
9. did not
10. Complained
11. was
12. had
13. ripped
14. came
15. came

Lesson 13

The Past Continuous Tense

Before you proceed to the activities, give brief explanation on past continuous tense.

Activity 5: Past Progressive

Answers:

1. were playing
2. was preparing
3. were playing
4. was practicing
5. were not cycling
6. was working, were swimming
7. were not listening
8. were you doing
9. were sitting

Compound adjectives

Answers:

A. Describe the Nouns using compound adjectives.

Give brief explanation on compound adjectives and ask students to do the activities. Encourage them to compare their answers with their pairs.

Answers:

1. *a ten-minute walk*
2. a five -year-old boy
3. thirty-page-long report
4. well-behaved children
5. short-haired man
6. a kind-hearted lady
7. a strong-willed woman
8. slowly-moving traffic
9. - a good-looking man
10.- a bright-lighted room

Answers:

B. The 8 compound adjectives (Matching)

1. H
2. G
3. F
4. E
5. A
6. C And F
7. D
8. B

C. Compound adjectives: gap-filling

Answers:

1. ice-cold
2. old-fashioned
3. well-known
4. middle-aged
5. old-fashioned
6. home-made
7. part-time
8. last-minute

D. Conduct the pair work. Randomly ask and also invite volunteer students to share their answers (description) with the whole class. You may need to give them examples in case they need your help.

Lesson 14

Modal verbs of Possibility and Probability

Give brief explanations with contextualized examples on the form and use of the modal auxiliaries of possibility and probability: may, might, can, could, will, and should.

Activity: It might rain tomorrow

In this modals of probability Activity, students learn and practice modal verbs of probability with the correct day in a weather forecast, according to the probability percentage. Next, students use the key they have created in A (Matching Exercise) to complete sentences using modal verbs of probability (Exercise B).

Students then create their own weather forecast for this week by drawing pictures and writing the percentage probability for each type of weather. When the students have finished, they write five sentences about the forecast using modal verbs of probability (Exercise C).

Next, divide the students into pairs. The students then take it in turns to choose a day from their forecast and read the weather type (*cloudy*, sunny, *rain*, *snow*) and percentage to their partner. Their partners then try to make an identical sentence to the one the student wrote. Afterwards, review the students' sentences and provide feedback.

Answers:

A. Match the modal verbs of probability with the correct day in the weather forecast (a- j), according to the probability percentage. More than one option may be possible.

A.1	C. 5	E. 1	G. 5	I. 7
B. 6	D. 7	F. 6	H.1	J. 5

B. Complete the sentences with the modal verbs of probability

1. may
2. will be
3. may
4. should
5. will probably
6. won't
7. might
8. May

C. The students own weather forecast and sentences

Possible Answers:

This week	1. Monday	2. Tuesday	3. Wednesday	4. Thursday	5.Friday
Weather	Sunny	sunny	rainy	rainy and snowy	cloudy
Probability	50%	45%	20%	70%	90%

1. It will be cloudy on Friday.

2. It should be sunny on Monday.

3. It should be sunny on Tuesday.

4. It may rain and snow on Thursday.

5. It might rain on Wednesday.

Ask the students to share their responses with the rest of the class. Give due feedback after conducting the pair work.

Section VI: Writing

Lesson 15

Give a brief explanation on types of sentences: Simple sentences, compound sentences and complex sentences. Focus on the first two, however. Coordinating conjunctions should also be briefly explained. This activity demands the students to integrate inputs from the previous lessons of the

Unit with the Writing Activity here.

1. Write *simple sentences and compound sentences* using the words learnt.

Possible Answers:

A. General

• Managing animals is a major farming activity in winter.

• Grown up children help their parents. They work/serve as a crop scout in Sum mer.

• The major farming activities in all of the seasons are cultivating soil and planting, growing various crops, fertilizing, weeding, harvesting ,storing, planning, feeding and managing animals.

• The Ethiopian farmers' seasonal activities are cultivating soil, planting crops, weeding and harvesting crops.

B. Specific

Simple sentences:

- In Autumn farmers harvest crops.
- In Spring farmers prepare fields for planting crops.
- In Summer farmers grow crops.
- In Winter farmers visit relatives and friends.
- Weeding is the key *farming activity of farmers in Summer.*
- Farmers get the reward of the growing season in Autumn.
- Farmers can have a break and an interesting time in Summer.

Compound Sentences:

- In autumn farmers harvest crops and store crops. (Note: Write two of the simple sentences; they avoid the unnecessary repetitions such as crops, the farmers,…)
- In spring farmers till fields and sow seeds of crops. (Note: In spring farmers till fields.)

In spring farmers sow seeds of crops.

- In summer farmers weed the crop fields and mow hay and bale it for animal feed.

(Note: In summer farmers weed the crop fields. In summer farmers mow hay and bale it for animal feed.)

- In winter farmers visit relatives and friends and decide how they should proceed the next year.

Note: In winter farmers visit relatives and friends. (In winter farmers decide how they should proceed the next year.)

- Winter is the time for rest, but farmers prepare for the next year.
- In spring farmers wear lighter clothes, but/whereas/while in summer farmers stay indoors more and use firewood to keep themselves warm.

In sum, take the students' attention on the most common coordinating conjunctions (*and, but, or*). Explain also that compound sentences help avoid unnecessary repetitions besides adding variety to sentence constructions.

Lesson 16

Descriptive Paragraph Writing

Individual Work:

Encourage the students to develop their own paragraph based on the instruction given

Pair Work: Peer Correction and Feedback

Encourage the students to help one another correct mistakes and improve their paragraph. Go around the class and check the students' work. They would need your inputs! Give feedback.

Finally, randomly ask some students to read their piece of work to the rest of the class. You may also select students to read their paragraphs (good/better paragraphs) to the class.

Sample Paragraph:

In the Summer season which encompasses the months June, July, August and early September, farmers are engaged in different activities on their farm. The farmers grow /plant various crops. This task includes putting manures and fertilizers being followed by the practice of checking the conditions of the fields. Families work as a crop scout that involves monitor crops for weed control, fertilizer needs, or other pest management practices. Weeding is the key farming activity of farmers in summer for if the weeds are not removed, they will be in competition with the cultivated plants to result in skinny crops. The farmers keep working hard in this season. They mow/ cut hay and bale it for animal feed. They use hand held sickle for this purpose. They also chop silage and store it in their barn to feed their livestock. The season may inhibit travel in many rural areas of Ethiopia as there is heavy rain, flooding and chilly weather. Hence, the farmers stay indoors more and use firewood or locally made fuel to keep themselves warm with their families.

1. **Speaking**

Randomly identify a student and show him/her one of the following pictures. Ask them to describe the pictures as accurately as possible using appropriate action verbs, nouns and adjectives.



Ploughing with cattle in south western Ethiopia.



Mechanization for Ethiopian Smallholders



Modern threshing



Traditional threshing



Female chickpea farmer inspecting her crop fields



An Ethiopian woman collecting coffee berries from a coffee plant





Irrigation Men winnow crop with shovel on the wind

2. **Reading**

Give out the passage here below and ask the students to read and answer the questions provided.

In the main agricultural regions in Ethiopia there are two rainy seasons, the summer (Meher) and the autumn/spring season (Belg), and consequently there are two crop seasons. Summer is the main crop season .It encompasses crops harvested between September (Meskerem) and February (Yekatit). Crops harvested between March (Megabit) and August (Nehase) are considered part of the Autumn/Spring (Belg) season crop.

The two main crop seasons in Ethiopia known as the Autumn/Spring (Belg) and Summer (Meher) receiverainfall from February to June and from June to October, respectively. The summer (Meher) crop season is the main season and produces 90-95 percent of the nation's total cereal output, and the autumn/spring (Belg) harvest provides the remaining 5-10 percent of cereal output. For the autumn/spring harvest, corn accounts from one –third to nearly one-half of the Autumn's/ Spring's cereal production and the remaining Autumn/Spring output comprises of mostly short-cycle wheat, barely, and 'teff'. The production of cereals is by far the most important sector in Ethiopian agriculture. After cereals, the second most important crop group (in terms of acreage) is pulses. Oil seeds form the third most important crop group. Coffee is a major cash crop. The crops corn, wheat, sorghum, barley and 'teff' are Autumn/Spring crops which grow in the months February-September.

Answers based on the information given in the reading text/passage.

1. Order of importance of crops in Ethiopia's agricultural economy.

   1st. cereals

   2nd. Pulses

   3rd. Oil seeds

   Coffee is a major cash crop.

2. Summer (Meher) is the main crop season. It encompasses crops harvested between September (Meskerem) and February (Yekatit).

3. The autumn /spring (Belg) season receives rainfall from February to June.

4. Summer (Meher) season receives rainfall from June to October.

5. February to June makes up the autumn/spring (Belg) season.

6. June to October makes up the summer (Meher) season.

3. Writing

Give the students examples from inputs of the Unit. And encourage them to develop their own sentences with a mix of simple and compound sentences.

Example sentences:

- Trees are green. (Simple sentence)
- Grass is green.(Simple Sentence)

-*Trees and grasses are green*. (Compound sentence)

UNIT 3



TRAFFIC POLICE OFFICERS

(16 periods) Learning outcomes:

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

- identify and extract the main ideas and details from the reading and listening texts.
- tell the meaning of a word as it is used in the reading and listening texts.
- produce a written response based on the information in the reading and listening texts.
- describe / explain phenomenon /events using specific textual information, examples and facts.
- write their own sentences using new words learnt from the listening and the reading texts.
- develop a descriptive and expository paragraph on the phenomenon of traffic policing and rules / laws.
- use correct simple future, going to and present continuous forms to depict the function of intention and plan.
- distinguish and use modal auxiliaries can/could; may/might, should/ ought to in accurate ways and appropriate context..
- describe people's appearance and clothes(uniform)
- give oral orders, instructions, advice and warning.
- use new vocabulary in sentences of their own.
- define words related to traffic policing and
- express themselves fluently and with acceptable accuracy.

Section I: Listening

Lesson 1

Pre-listening Activity

The students should study basic vocabulary slowly with the aid of the pictures given. You also need to take their attention and give some explanations and even conduct some drill work.

Help them define the words.

- uniform (n.): distinctive clothing worn by members of the same organization or body, such as the traffic police

  The town police wear dark blue uniforms and flat caps.

  Tadesse was in uniform, wearing a pistol holster on his belt.

- traffic (n.) 1. all the vehicles that are moving along the roads in a particular area.

  There was heavy traffic on the roads.

  Traffic was unusually light for that time of day.

  2. the people and goods that are being transported

  Air traffic had returned to normal.

  The railways will carry a far higher proportion of freight traffic. The long distance

  buses can cope with the traffic of both goods and passengers.

- colleague (n.) 1. a person that you work with:

  He has a good working relationship with colleagues.

  2. one of a group of people who work together:

  He always got along well with his colleagues in the university

- monitor (v.) observe and check over a period of time; maintain regular surveillance over to watch, keep track of, or check usually for a special purpose

  Police officers monitored the taxi drivers.
  The traffic police is monitoring road users such as drivers.

- vest (n.) an undergarment worn on the upper part of the body, typically having no sleeves

  As a traffic officer, always wear a high visibility vest over your clothing.

  He/ She wore light blue shirt beneath the yellow vest.

- sleeve (n.) the part of a garment that wholly or partly covers a person's arm

  Traffic police adds white sleeves to uniform.

- pedestrian (n.) a person walking rather than travelling in a vehicle; someone who walks (opposed someone who drives)

  It is sometimes better to be a pedestrian in Addis Abababa because of the heavy traffic.

- passenger (n.) a traveler on a public or private conveyance other than the driver, pilot, or crew

- crowd (n.) a large number of people gathered together

B. Matching exercise

Ask the students to give the definitions of each of the words. Otherwise, you need to do so. Then tell the students to match the pictures with the words given. They should use the pictures only one time. They should not use them twice or three times.

1. uniform	C	4. pedestrian/s	F	7. sleeve	E
2. vest	D	5. passenger/s	G		
3. colleague	B	6. crowd	A		

Brainstorming /preparation questions

Accept some answers from the students. You also need to give additional answers and /or expressions. (Some useful language) to describe the activities in the pictures. The table below outlines some, but not all, useful language

-maintain traffic in order	-regulate	-patrol
- manage/managing traffic		
- fine	-pull over a driver	- observe/stay observant
-talk with the traffic police		-summon/summon books/summon tickets
-monitor drivers/road users		-detain suspects
- keep an eye out		-enforce rules of the roads and signs
- keep the roads safe		-ensure safe and free flow of traffic
- traffic control and enforcement		- traffic officer on duty

While-listening Activity

In this activity, ask students first to look into the questions and then do the questions based on the listening text. Elicit answers from different students.

Listening Text

Listen to the text about Frehiwot, the policewoman, and answer the questions. This is Frehiwot. She's policewoman. She's young and of medium height and weight. She spends her work time in the various streets of Addis Ababa. She helps people. Every day she gets up at twelve o'clock in the morning. She takes a shower, brushes her teeth and puts on/wears her clothes. Then she eats breakfast at half past six. At one o'clock, she takes any means of transport, private or government, to the traffic police officers station found in eastern Addis Ababa, Bole sub-city.

Frehiwot starts work at half past one o'clock. She puts on/wears her uniform, khaki dark blue trouser, light blue shirt with white sleeves and a dark blue cap and gets her gun. Like her colleagues, she also wears light weight, bright lemon green reflector vest to facilitate their/her visibility.

Along with her male colleagues, and depending on the location, she patrols on foot, by motor bicycles or in vehicles. As a traffic officer, she is responsible for directing traffic during parades, road work or accidents. Sometimes, traffic officers direct pedestrian foot traffic as well as heavy traffic. They may assume the responsibility of the crossing guard if one is not present. Traffic officers may also control crowds during emergencies to make sure fire and rescue workers can get to the scene safely. Traffic officers have to monitor the behaviour of road users. They need to be on the alert for intoxicated,

reckless or negligent road users and ensure motorists/drivers have valid driving license and traffic violations do not escape from notice ... Traffic officers conduct traffic stops and a check on passengers' identification. Like her colleagues, Frehiwot, among other duties, enforces parking and speed limit regulations...

She goes home at eleven o'clock except at times of her night time duties…. In the evening, she takes a shower/bath and changes her clothes, the uniform. Her beloved and considerate mother, Woizero Dinknesh, and younger sister, Misgana, prepare food and coffee. They have dinner and coffee together usually at about 2 o'clock... Then she watches TV, chats with her family. She tells them how she spent the day and her amusing encounters. At three o'clock, she goes to bed. Her days are filled with warm as well as routinely dangerous moments…

Answers:

1. The female traffic police officer's name is Frehiwot. Or Her name is Frehiwot.
2. She works in the various streets of Addis Ababa.
3. Not stated in the text.

4. B

5. B.

6. Yes, she does.

7. She goes home at eleven o'clock.

8. She talks to her mother, w/o Dinknesh and her younger sister, Misgana.

9. A. False B. False C. False D. False E. False

Lesson 2

Ask students to do the matching and blank filling activities (vocabulary activities) based on the listening text they have listened. Tell them to compare their answers with their pairs.

A. Vocabulary (Matching)

1. vehicle - H
2. patrol - G
3. puts on - F
4. gets up - E
5. reflector - D
6. encounter - C
7. a speed limit - B
8. negligent/negligence - A

B. Gap-filling/Making sentences complete

1. gets up
2. put on
3. sleeve
4. encounter
5. speed limits
6. negligent
7. Intoxicated
8. emergency
9. crowds
10. passengers
11. pedestrians
12. reflector
13. vest
14. patrol
15. vehicles

Post-listening Activity

This Activity demands the students to review and connect what they have listened to with the real world. They use the textual information to write and talk about their observations/ experiences. It also enables them practice reporting skills. Listening, writing and speaking skills are integrated.

Section II: Reading

Lesson 3

Pre-reading Activity

Conduct some brainstorming work here. Ask the students to tell what they already know and encourage them to tell their expectations. Since they are expected to have got some related information from the listening activity, they should be motivated enough to talk about and be well-prepared to read the passage.

While-reading Activity

Ask students to read the text silently and individually and do the comprehension questions. When they finish, ask them to compare their answers with their partners.

Answers:

A.

1. i. What Are Traffic Officers? Paragraph 1

   ii. What Do Traffic Officers Do? Paragraphs 2,3,4

iii. What Powers Do Traffic Officers Have? Paragraphs 6 and 7

2. The traffic officers use a whistle to draw the attention of the drivers and passers-by.

3. Traffic officers mainly intend to ensure the safe and free flow of traffic to prevent road crashes and deaths on our roads.

4. **These** (paragraph 4) refers to duties on roads.

5. **This** (paragraph 4) refers to raising and extending hand.

6. **They** (paragraph 2) refers to traffic police officers.

B. **True or False Items**

1. False
2. False (not should, but must be)
3. False (not must be, but usually need to be)
4. False

Lesson 4

Post-reading Activity

The activity demands the students to review and connect the textual information with their life experiences. They are expected to extract ideas discussed in the reading text and even use some from the listening text and reflect on their 'road user' or traffic experiences. Skills integrated: Reading, writing and speaking. It also exposes students to some research work on available resources and critical thinking towards solving a problem. Supervise and direct the group work after giving the students ample 'think' or 'wait' time on individual work to ensure active participation in the group work.

Section III: Vocabulary

Lesson 5

A. The learners should be required and encouraged to study the words and their meanings by heart. The pictures help clarify meanings of the words.

B. Ask students to sit in pairs. Then ask one of the student to cover a word with her/his palm and ask her/his partner to tell the definition. Ask them to switch the roles.

I. Matching

1. keep an eye out for **E**
2. goes out D
3. traffic laws A
4. disobey B
5. obey C
6. called out K
7. suspects J
8. detain I
9. break/breaking the law H
10. alert G
11. observant F