English for Ethiopia

Teacher's Guide

Grade 1

Federal Democratic Republic of Ethiopia
Ministry of Education

ISBN

Price

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Grade 1



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Table of Contents

unit	title	page
	Introduction	1
	Minimum Learning Competencies	2
Unit 1:	My Family	5
Unit 2:	Times of The Day	47
Unit 3:	Colours	65
Unit 4:	Plants	81
Unit 5:	Domestic Animals	101
Unit 6:	Hot and Cold Weather	115
Unit 7:	My Role Model	133
Unit 8:	Caring for Body Parts	151

Introduction

The purpose of any teacher's guide is to provide a clear guidance on what to teach in a lesson, how to deliver a lesson and how to assess students' progress and achievement throughout a delivered lesson as well as providing teachers with guidelines for planning, organizing and actualizing the teaching learning process. If used properly, it facilitates the interactions among teachers, students and materials. Especially, teachers can befit in saving their time that can be taken in planning the lesson. Besides, it can be the sources for managing class time that should not be wasted conducting haphazard and unplanned teaching. In short, a teacher guide has main sources such as issues and core competencies included in the curriculum, themes of lessons included in the syllabus based on the crosscutting issues and contents and procedures of delivering lesson included in the textbooks.

Bearing all these purpose in mind, the teacher guide of English for Grade 1 is prepared to provide English teachers with the guidelines, resources, active learning methods and assessment strategies that are crucial to teach grade one students. The important themes included in the guide have been derived from the 21st core skills and the cross cutting issues in new curriculum document from which the syllabus was designed. Thus, eight themes were selected by the syllabus designers to be included in grade one textbook. In turn, this guide is prepared in order to help teachers to implement the important values of the themes as sources of lessons of the target language, English. This is to say that principles of them-based approach to teaching language will be practiced to create harmony for progression horizontally in each unit and vertically in all grades from 1 to 12. Additionally, competency-based approach has also been used to facilitate the learning processes giving due emphasis for the attainment of minimum learning competencies.

In this guide, consequently, the minimum learning competencies learners should gain in every lesson, the learning outcomes they should attain upon a successful completion of lessons and sections, the procedure teachers should follow to carry out the teaching process and the assessment strategies that are going to be implemented to facilitate the learning process are included. These initial tasks for language pedagogy are also sorted to guide the teachers to strengthen their imparting of the required information, knowledge and skills. The guide also helps teachers to read various sources to devise various mechanisms of supplementing the textbook. This is because most of the practical tasks in students' textbook require teacher's creativity and resourcefulness to use additional sources to facilitate learning.

Each unit of grade one lesson has four main sections. These sections are "Listening and Speaking", "Word Study", "Reading" and "Writing". Besides, there are two or more lessons in a section, and few or many activities in the lessons. Thus, this guide provides teachers with the introduction, time allocation, objectives, procedures, assessments and keys to the activities and exercises of the units, the section, and lesson parts. In general, the teacher's guide for grade 1 encourages teachers to align objectives (learning outcomes), MLCs, lesson deliver and assessment used. It also provides opportunity to the teachers devise mechanisms to supplement learning material, include relevant pedagogical activities and present the lessons to the students.

Minimum Learning Competencies

The minimum learning competencies of each section are included in this guide to help teachers plan the day-to-day tasks and lessons. Here are the MLCs of Grade 1:

Oral Language

- Follow short instructions of what the teacher says
- Say the English alphabets l, m, o, c, h
- Say initial sounds of words that begin with letters l, m, o, c, and h
- Introduce themselves
- Say the English alphabets g, y, r,
- Say the sounds of /g/, /j/ & /r/ in relation with colour.
- Point to the colours related with the sounds
- Listen and say the colours
- Listen to the names of colours and point to the colored pictures
- Introduce their family members
- Identify six English letters.
- Call out six consonant English sounds
- Tell the day's weather
- learn additional consonant letters of English
- Say out additional consonant sounds of English
- Recognize and spell high frequency topic based vocabulary
- Pronounce the letter sounds
- Recognize the sounds in a word

Initial reading

- Point out the ending sounds of words
- Read short sentences
- Use words related to the topic to talk about their hero
- Associate consonant letters with their sounds
- Read aloud a one syllable word
- Write and read one syllable words
- Associate words with pictures

Word study

- Recall time words
- Repeat phonics such as /l/, /m/, /h/, /k/, & /o/
- Recall color words
- Identify and read simple words related to weather
- Form letters
- Write one syllable words
- Use the new words to build their vocabulary stock

Expressions

- Use expressions of time telling
- Use expressions of asking for time
- Introduce their family members

Initial Writing

- Scribble proper lines in relation to letters.
- Connect dotted lines and form letters.
- Draw letter like symbols
- List colors
- Listen to dictation and write one syllable words
- Construct simple sentences
- Write simple sentences of their own
- Identify capital letter and small letters and arrange them alphabetically

UNIT 1 My Family

Introduction

Dear teacher, as usual, you have to start the day's lesson by greetings and close your day's sessions by saying goodbye to all students. You have to check whether all students respond to your greetings. Sometimes, converse the greeting with each student as you know greetings and interesting farewells pave ways to good mood and facilitate belongingness. Thus, the following common expressions of greetings and farewell (goodbyes) should be practised every day. This dialogue should strictly be practised in chorus. Look at the following dialogues:

When you start the class:

Teacher: Good morning/Good afternoon students!

Students: Good morning/Good afternoon teacher.

Teacher: How are you today?

Students: We are fine thank you, and you?

Teacher: I'm fine thank you. Sit down Please.

Students: Thank you, teacher.

When you end the day's lesson:

Teacher: Ok, students! With this, we come to the end of the day's lesson. Goodbye everyone!

Students: Goodbye teacher!

Teacher: See you tomorrow/next period.

Students: See you, too.

Time Allocation

The total periods given to this unit are 20. Since the number of the lessons in the four sections is different, the time is allotted according to the coverage of activities in the lessons of each section as seen below:

Section 1 Listening and Speaking	8 Lessons	8 periods
Section 2 Word Study	2 lessons	2 periods
Section 3 Reading	2 lessons	4 periods
Section 4 Writing	4 lessons	6 periods
Total Periods		20 Periods

Besides, you should bear in mind that students should have home work to do at home. Thus, do not forget to design take home activities, which can be done in 10 minutes.

Learning outcomes

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

- *respond greetings using common expressions of greetings.*
- *sing 'Good morning' song*
- *sing song about family.*
- *identify the sound of the letters such as s, a, t, i, p and n.*
- *sing songs about English alphabet.*
- *identify and use English letter alphabet (Bb, Ff, Mm, Ss).*
- *practice reading the sounds of (/a/, /m/, /f/ & /s/).*
- *predict pictures associated with words.*
- *introduce their names, their parents and their friends using simple sentences.*
- *hold a pencil to trace letter like symbols.*
- *practice scribbling.*
- *practice connecting dots to form letters*
- *colour letters.*
- *copy letters and words.*

Procedures

- This is the first unit which requires due emphasis to lay the base for learning the other units, so
  - ✓ Train students to respond the common greeting expressions – Good morning/Good afternoon/Good evening/Hello/Hi …
  - ✓ Ask students how people greet in their vernacular language, and try to greet them accordingly.
  - ✓ Use the given songs to help students differentiate the sound, name and shape of letters of their first language and English language.
  - ✓ Train them how to handle their pencil to scribble various lines and shapes of letters

- Each lesson should be introduced to some extent using learners' mother tongue (vernacular language).
    - ✓ Teaching Aids that show the shapes of letters should be used here. Learners should see and touch those learning aids that indicate letter (At least, the letters given emphasis in the unit such as – Mm, Ff, Ss, Bb and letter Aa should be used in the class to the lessons on "My Family".
    - ✓ Sounds of the letters with the shape should be taught so that you should check every student is able to identify the shape and sounds they use to pronounce the letters.
    - ✓ At the end of the class, give students homework that needs students' effort to bring the shape of the selected letters – here you can use – group work assigning students to bring the shape of letters made at home using various materials such as cartons, sticks, mud, etc.
- Songs should be presented attractively to catch learners' attention. Use the websites that are put forward to you to train yourself singing the given songs.
- Every step should not be leaped without doing activities because the next lesson is based on the lesson that has been taught so far.
- The main technique of delivering the language at this grade level especially in the first four units is based on following the sequence of "Listening – Imitating – Practising".
- Prepare learners to catch up to the lesson through repetition drill

Assessment

- Checking if learners are able to listen and repeat after you in English.
- Oral practice using greeting individual learners randomly and check whether they can respond to the greetings.
- Role-playing to greet each other; one student greets and the other one responds to the greeting.
- Check whether they can sing the given short songs in each lesson.
- Check if the students are able to identify the shape, names and sounds of English alphabet and differentiate the alphabet used in their first language or vernacular languages.
- Checking whether learners can handle their pencil and scribble straight lines and curvy lines; teacher scaffolds the learners' effort to connect the dots and form letters.

Keys

- Suggested responses and techniques of delivering lessons are given on each activity.

Section One: Oral Language

Dear teacher, the main focus of this section of unit 1 is to make students familiarize themselves with English alphabets. It also helps them to identify the similarities and differences of the shape, name and sounds of English alphabet from that of the shape, names and sounds the letters in their first language. Since most of the students become new to the letters of the English alphabets, use various materials such as carton, stick, mud etc. to help learners see, touch and hear the shape, name and sound of these letters. You should use students who quickly identify the sounds and name of the letters to help other learners. Songs and pictures are used to deliver the lesson, encourage students to sing songs with their friends and tell the name of the given pictures.

Objectives:

At the end of this section, the students will be able to

- *Listen and practise expressions of greetings.*
- *Respond to greetings.*
- *Pronounce the letters s, a, t, I, p, n.*
- *Listen and identify the names and shapes of the 26 English alphabets.*
- *Sing songs about English alphabets.*
- *Sing a song about family.*
- *Identify letters Bb, Ff, Mm, Ss.*
- *Say out the sounds [b], [f], [m], [s].*
- *Practise greeting expressions.*
- *Trace lines of different shapes*
- *Trace the capital and small letters a to d.*

Lesson One: Small Letters of English Alphabet from 'a' to 'z'

Dear teacher, this is the second lesson which is taught in the period of the second day. In their first lesson students were taught greetings, the sound of the most frequent letters using various activities. In this second lesson, you are expected to teach students about small letters of English alphabet. The focus is to encourage students identify the shapes and names of the letters in English alphabet. Eventually in this lesson, learners are made to be familiar with tracing lines and letters a to d.

Procedures

- Use various demonstrations to show the shape of the small letters of English alphabet.
- Use teaching aids that show the shape of each letter designed on the materials such as plunk, carton, stick, mud etc. to help learners see and touch the given teaching aids.
- There is a song of English alphabet. First, practise the song using the source given. Then, when you train students let the students sing first slowly, then at the moderate speed finally quickly after you.

Assessment

- Ask individual students to tell you the name of the letter touching the aids made on a material.
- Check whether students are able to sing the song together in small group.
- Ask individual students to tell the letters rearranging the letters in their sequence.
- Check whether students are able to trace a to d properly.

Key

- The answers for the activities are given at the end of each activity.

Activity 1: Listen and repeat small letter English alphabets.

Here, you will use the same method of presenting the lesson to teach small letters of the 26 English Alphabets. The students should be made to **LISTEN TO THE SONG … SEE THE LETTERS … and REPEAT AFTER YOU.** Look at the song **of** the small letters with their respective sounds.

a	**b**	**c**	**d**	**e**	**f**	**g**	**h**	**i**
[éi***]***	***[bi]***	***[si]***	***[di]***	***[I]***	***[***éf***]***	***[ji]***	***[***éic***]***	***[ay]***
j	**k**	**l**	**m**	**n**	**o**	**p**	**q**	**r**
[jéy]	***[kéy]***	***[***él***]***	***[***ém***]***	***[***én***]***	***[o]***	***[pi]***	***[kiu]***	***[ar]***
s	**t**	**u**	**v**	**w**	**x**	**y**	**z**	
[és***]***	***[ti]***	***[yu]***	***[vi]***	***[Dabelyu]***	***[***éks***]***	***[way]***	***[zéd]***	

Activity 2: Listen and say *the following two songs of English alphabets from 'a' to 'z' after your teacher.*

The songs here should be sung in three steps – first very slowly – then at a medium speed – and at last very quickly. Through the three steps, learners should be helped to listen to the songs – look at the letters – and – say them after you. Since children are fast to catch songs, most of them may rehearse the songs and attempt to sing them if you encourage them. In case you get some students who are shy or afraid of singing the songs, fatherly or motherly tenderness will play a lot to help this students to catch up with the other students.

Look at the songs:

Song 1: Song of English Alphabet

a b c d e f g

h i j k l m n o p

l m n o p q r s t

u v w x y z

Song 2: Song of English Alphabet

Happy, Happy we shall be,

When we lean a b c d,

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.

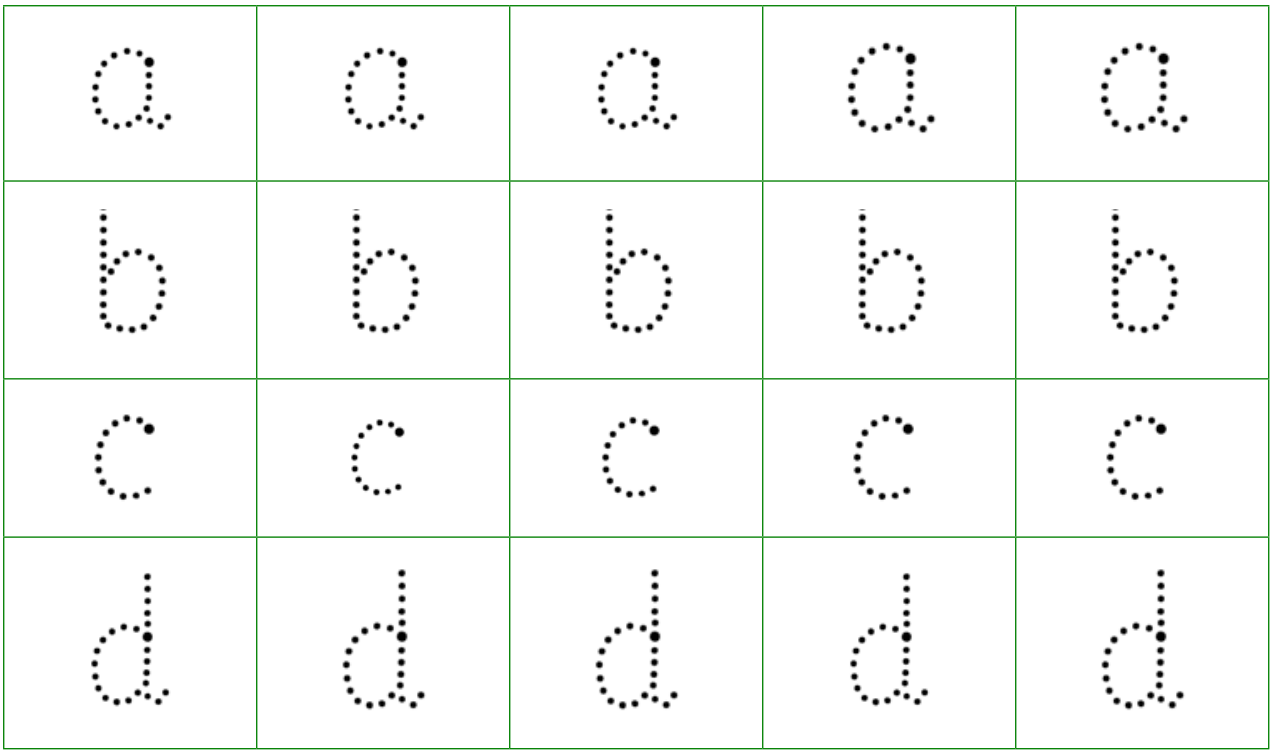
Source: https://www.youtube.com/watch?v=ACY2Fw41JWg

Activity 3: Trace dotted lines

Tracing dotted lies activities facilitate students' effort and willingness to handle their pencils and start writing. Therefore, teachers are expected to follow up the students' attempt to do the given activities into their exercise book. Don't let students write on their book. The activities on tracing dotted lines are found at the end of this unit.

Activity 4: Tracing dotted letters 'a to d'.

The sample in the students' book should be given using various techniques to help them to trace the dotted letters. Here is the activity:



Lesson 2: Capital Letter of English Alphabets from A to Z

Here, please give due emphasis to the main aim of the lesson that is "Listening and Repeating". Students should be helped to say out capital letters of the 26 English alphabets. Three important simultaneous tasks will be practised together. These are: "**LISTEN, LOOK AND PRACTISE.**" Their practice is indicated through their saying out and repeating after you. This repetition practice helps them to listen to the sounds in order to ***internalize, imitate, and assimilate*** each letter. Thus, first, the students become familiar with the sound of individual letters. Next, they identify the difference in sound and shape through acquainting themselves with each letter that is delivered chunk by chunk. Finally, they handle the sounds and the shapes of all letters. Therefore, the specific objectives of this first lesson are:

Lesson Objectives

Upon a successful completion of lesson 1, students will be able to:

* *listen and say out the sound of each letter*
* *listen and look at the shape of each letter*
* *sing The English Alphabet Song to imitate the sounds*
* *point to each letter after listening*
* *show the letter to others (teachers when they ask, friends in the classroom or parents at home)*

Activity 1: Listen and Say

On students' textbook, you get capital letters of English Alphabets. After greeting your students, tell them you are going to teach them the 26 letters of English language. First, these letters should be taught using **"Repetition Drill method"**.

LISTEN ……. LOOK ……. PRACTISE

Specific Objectives

Upon a successful completion of this activity, students will be able to:

- *repeat the sound of each letter after their teacher*
- *identify the sound difference among the letters*
- *show the letters to their friends when they hear someone say them loudly*
- *Trace the dotted letters A to D.*

Procedures

- demonstrate all letters using various ways according to the resources you have (you can write them on the board, you can use flip chart, etc.)
- say each letter out loudly by pointing to them
- allow students to point to the letter while you read the letters loudly
- device mechanisms to help those students who are lagging behind the others
- encourage all students master at least five of the letters in this first day lesson
- let students to trace the selected letters on their exercise book or on photocopying part of this lesson.

Demonstrations

Here, three ways of demonstrating the letters with their sounds are presented. Their source is also written. You can search for others using the internet source written under. For classroom consumption, you can use all of them or the one presented in students' textbook.

Look at the following letters with their sound

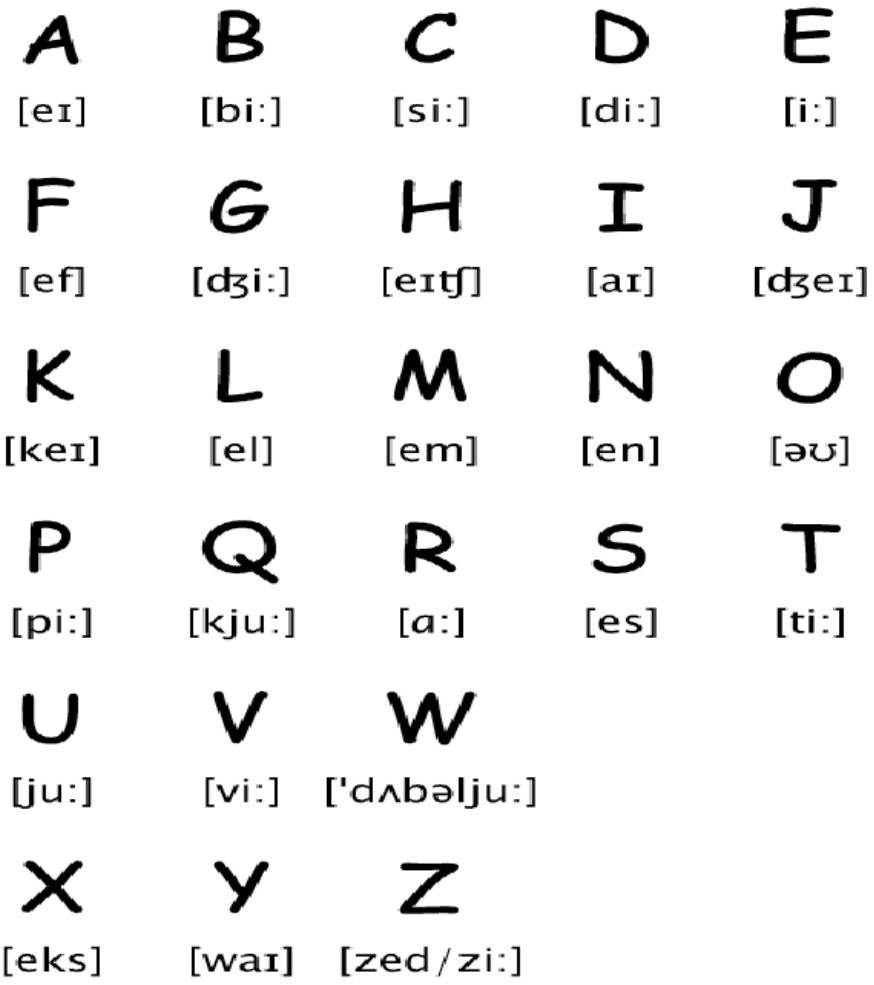
Demonstration 1

A	B	C	D	E	F	G	H	I
[éi]	*[bi]*	*[si]*	*[di]*	*[I]*	*[éf]*	*[ji]*	*[éic]*	*[ay]*

J	K	L	M	N	O	P	Q	R
[jéy]	*[kéy]*	*[él]*	*[ém]*	*[én]*	*[o]*	*[pi]*	*[kiu]*	*[ar]*

S	T	U	V	W	X	Y	Z
[és]	*[ti]*	*[yu]*	*[vi]*	*[Dabelyu]*	*[éks]*	*[way]*	*[zéd]*

Demonstration 2



Activity 2: Listen and Sing

There are common songs on English alphabets. You know that children like songs very much. We can use here various resources to collect these songs. Students should **listen to the song**, **look at the 26 English Alphabets** and **repeat the songs again and again** till they say by their own.

Song 1: This is the common song of English alphabets. The order may tell you the way how to sing them out.

Song of English Alphabet

A B C D E F G

H I J K L M N O P

L M N O P Q R S T

U V W X Y Z

Song 2: This song may be new to you, but it is sung in most part of Ethiopia. First, read it again and again to create easy and attractive rhyme. You can also ask other teachers for the rhyme.

Song of English Alphabets

Happy … Happy … we shall be,

When we lean … A B C D,

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.

(Source: https://www.youtube.com/watch?v=ACY2Fw41JWg)

Activity 3: Tracing letters A to D.

Dear teacher, please do not tell students to trace the dotted letters found in the textbook. You can use, for instance photocopying part of this activity, to deliver the lesson.

A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
D	D	D	D	D

Lesson 3: Capital and small letters of English Alphabet

Dear teacher, in lesson 2 and 3, students were made to practise the lesson on English alphabet small letters and capital letters separately. In this lesson, both small and capital letters are presented to students together, thus they get chance to call out the capital and small letters. Though the immediate lesson objective of learning shapes and names of letters is simply identifying the letters, students are prepared for the future lesson on the sound of these letters in various words and contexts.

Procedure

- Use the demonstration in the teacher guide and student book.
- Encourage student show the shape designing using the given cartoon.
- Assist students match the capital and small letters.
- Use ordering activities to encourage learners to match the capital and small letters
- You can use various materials that students can design the shape of the letters on such as cartons, planks, mud, etc.
- Teaching strategies such as rearranging letters and filling the gap between sequence of letters, e.g., A ___ C ___ ____ F; u ___ ____ x ___ z, etc.

Assessment

- Check whether students match the small letters with the capital letters.
- Check if students design the shape of the letters using the carton they are given.
- Observe each group members participate in calling out the letters.
- encourage students to say out the letters a to z in front of the other students.
- Give oral quiz on identifying the shape of letters seeing and touching the shape of the letters.

Key

- Answers are given at the end of each activity.

Activity 1: Listen and repeat the 26 capital letter and small letter English alphabet after your teacher.

No	Letters	Sound	No	Letters	Sound
1.	**A a**	***[***éi***]***	**14.**	**M m**	***[***ém***]***
2.	**B b**	***[bi]***	**15.**	**N n**	***[***én***]***
3.	**C c**	***[si]***	**16.**	**O o**	***[o]***
4.	**D d**	***[di]***	**17.**	**P p**	***[pi]***
5.	**E e**	***[I]***	**18.**	**Q q**	***[kiu]***
6.	**F f**	***[***éf***]***	**19.**	**R r**	***[ar]***
7.	**G g**	***[ji]***	**20.**	**S s**	***[***és***]***
8.	**H h**	***[***éic***]***	**21.**	**T t**	***[ti]***
9.	**I i**	***[ay]***	**22.**	**U u**	***[yu]***
10.	**J j**	***[jéy]***	**23.**	**V v**	***[vi]***
11.	**K k**	***[key]***	**24.**	**W w**	***[Dabelyu]***
12.	**L l**	***[***él***]***	**25.**	**X x**	***[***éks***]***
13.	**M m**	***[***ém***]***	**26.**	**Z z**	***[zéd]***

Note:

- Make sure the name of the letter seen in the parenthesis should be practised correctly to say the name of the letters. The reason for teaching this sound is that in some cases the sound we use to call the letters are used to build words. E.g. ox, elephant, uniform, ink etc.

- Use the following demonstration in order to handle the letters for yourself and prepare the lesson plan accordingly.

Demonstration

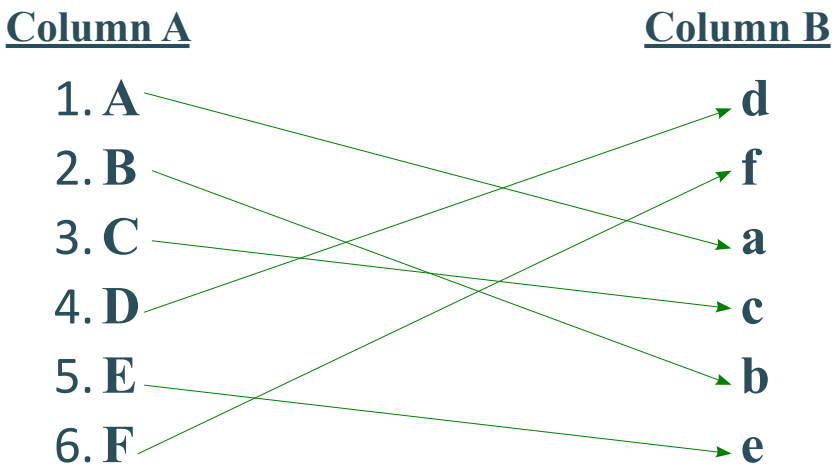
A a	B b	C c	D d	E e	F f	G g	H h	I i
a	bee	cee	dee	e	ef	gee	(h)aitch	i
[eɪ]	[biː]	[siː]	[diː]	[iː]	[ɛf]	[dʒiː]	[(h)eɪtʃ]	[aɪ]

J j	K k	L l	M m	N n	O o	P p	Q q	R r
jay	kay	el	em	en	o	pee	cue	ar
[dʒeɪ]	[keɪ]	[ɛl]	[ɛm]	[ɛn]	[oʊ]	[piː]	[kjuː]	[ɑː/ɑr]

S s	T t	U u	V v	W w	X x	Y y	Z z
ess	tee	u	vee	double-u	ex	wy(e)	zed/zee
[ɛs]	[tiː]	[juː]	[viː]	[ˈdʌbəljuː]	[ɛks]	[waɪ]	[zɛd/ziː]

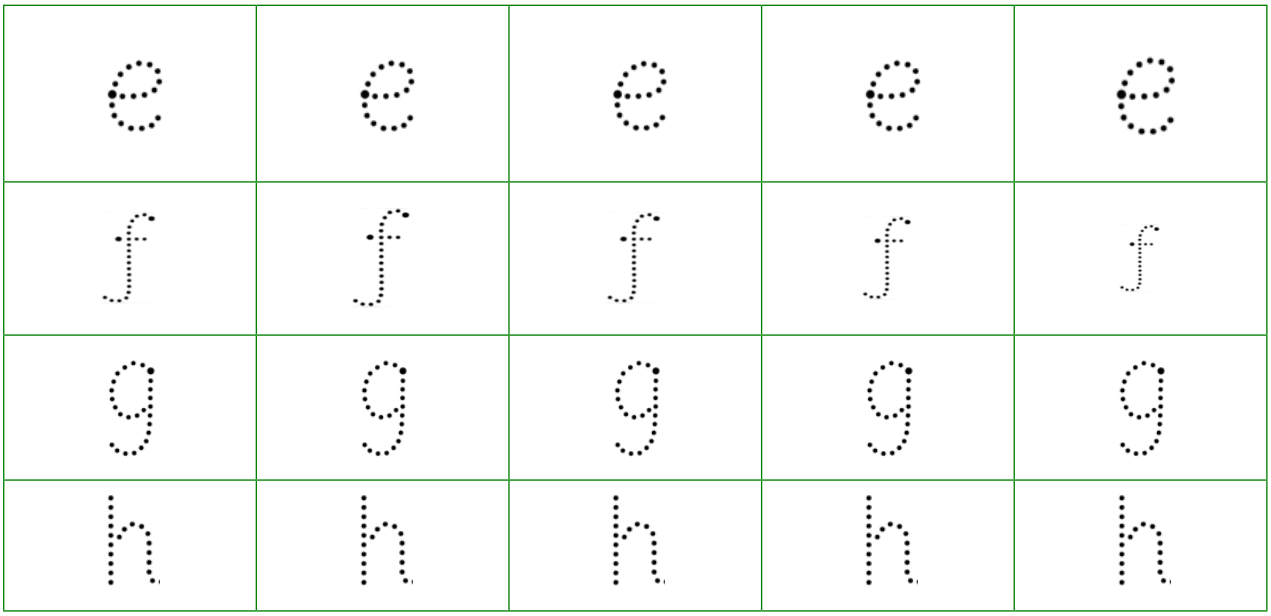
Activity 2: Matching capital and small letters.

Dear teacher, here letters A to F are selected and the lesson is presented using matching activity. Students should be encouraged to refer back the alphabet songs and lists to answer the question. The answer for the activity is shown below:



Activity 3: Tracing dotted letters e, f, g and h.

Dear teacher, this is the activity that require your unreserved support to students to encourage them to scribe the selected letters. You should order students not to write on their book. Here is the activity.



Lesson 4: Classroom Greetings

Dear teacher, you have been told earlier to practise the expressions that are commonly taken place during greetings and partings. In this section, you have to make students practise responding the greetings that are commonly used in the classroom. First, help learners to greet in their vernacular languages. Then, encourage them to practise the greetings and responses using – Repetition drills, whole class cores, and pair works. You can make the lesson very attractive by modeling those students who are eager to participate in playing the roles with you. Besides, from the words used in the conversation the sounds of the most frequent letters such as s, a, t, i, p, and n are selected and presented in activity 2 and 3.

Lesson Objectives

Upon a successful completion of lesson 1, students will be able to:

- *sing the song of good morning.*
- *sisten and repeat the common expressions of greetings used for classroom consumption*
- *respond to the greetings of their teacher*
- *pronounce the sounds of the letters s, a, t, i, p and n.*

Procedures

- First, encourage students to sing after you, then make them to sing together and check whether they can sing the song individually
- Encourage students to practise the model dialogue on 'greetings' and then make students to respond for your greetings.
- Write the letters s, a, i, m, p, and n on the board or you can use teaching aids made on plank or cartoon. Encourage students to identify the sounds of these letters.
- Give additional examples in addition to the examples given in the textbook to help learners identify the sounds of the give letters.

Activity 1: Sing 'Good morning' song.

Through this song, you motivate your students to learn about greetings. Since the source on which the song is taken is given, you can search the song from the given website and practise singing for yourself before you deliver the lesson. Train the students to sing the song first slowly, then at moderate speed and finally quickly. In such ways of singing, they can memorize this good morning song. The main propose of this activity is to stimulate the students to acquaint themselves with the common expressions of greetings. You can make students first to sing after you, then with you and finally to sing the song together.

Good morning

Good morning …..... good morning

How are you today?

Good morning …… good morning.

I'm happy, let's play.

(Source: https://www.youtube.com/watch?v=-0o79IMmAYE)

Activity 2: Listen and practise.

Dear teacher, Here is the dialogue to help learners practise greeting. First use repetition drills to help learners imitate the common expressions. Then, you greet the whole students and help them to respond to your greetings. Next, make individual students practise with you. Then, help students to act out the dialogue in pairs.

Teacher: Good morning, Students. **Students:** Good morning, teacher. **Teacher:** How are you this morning? **Students:** We are fine thank you, and you? **Teacher:** I am very well, thank you. My name is Obang. Sit down, please. **Students:** Thank you, teacher. **Teacher:** You are welcome	

Activity 2: sounds of most frequent letters – s, a. t, i, p and n

In this activity, the lesson on the sounds of the most common letters which are s, a, t, i, p and n is presented with exemplary word. You can use the following phonetic transcription to guide learners to say after you:

/s/ - Students, sit, say /i/ - sit, sister /t/ - teacher, to

/*a*/ - am, are, /p/ - play, please /n/ - name

Activity 3: Listen to and Read simple sentences

Dear teacher, students need your help in listening to, imitating and reading simple sentences given in their textbook. Through these sentences, students get opportunity to practise the sounds of the most frequent sounds listed in this lesson - /s/, /a/, /t/, /n/. /p/ and /i/. Look at the ssentences:

- /m/ - morning - Good morning
- /s/ - student - I am a student.
- /g/ - girl - I am a girl.
- /p/ - pen - This is a pen.
- /t/ - teacher = I am a teacher.
- /i/ - sit - Please, sit down.

Lesson 5: Singing Family Song

First help learners to look at the picture given at the first page. Ask learners, to name the family members in their vernacular language. Then, let them practise the song with you and then let them sing the song together. Finally, make individual learners sing the song. The main purpose of this lesson is not only to assist students to realize the first letter of family words and the family name, but it aims at helping learners to introduce their family members which is going to be introduced in the second unit.

Procedure

- Students should familiarize themselves with family words and with the initial letters to facilitate the lesson on producing one syllable words that begin with the letters and the lesson on introducing others, so use the song and the given pictures properly.

Activity 1: Sing the following family song with your teacher.

My Family

This is my great family,

Mother, father, me

This is my sister

This is my brother

This is my great family.

Source: https://www.youtube.com/watch?v=NVEzzzia8Yo&t=42s

Activity 2: Listen and repeat.

 *father*	 *mother*
 *sister*	 *brother*

Lesson 5: Letters A a, Bb, Ff, Mm and Ss

Dear teacher, letters B b, F f, M m and S s are taken from the initial letters of nuclear family words Brother, Father, Mother and Sister. The purpose of the lesson is to help learners to pronounce these letters correctly and practise phonic reading of one syllable words constructed using the sound of these letters to form one syllable words such as – mat – [m æ t]; bad – [b æ d]; far [f ɑ r]; sit – [s î t] etc. Once students identify the sound of these letters and other most frequent words, they should be helped to read one syllable words.

Activity 1: Listen and say the following capital letter and small letter English alphabets after your teacher.

B b F f M m S s

These letters are very important to students to learn family words. Every student should be helped to identify the capital and small letters of the letters "Bb, Ff, Mm and Ss".

Activities 2 Listen and show the letters "Bb, Ff, Mm and Ss" form the list of letters in the table below.

Procedure

- *First, students repeat the letters after the teacher*
- *Then, practise the letters together in small group*

Assessment

- *Observing to check if each group member identify the name and shape of the letters*

Activity 3

The focus of the lesson is to assist students identify the letters they learned in the unit. Thus, every student should identify these letters that are initials for family words such as – Brother/brother; Father/ father; Mother/mother; and Sister/sister.

Procedures

- Use pyramiding strategy – students attempt to identify the letters from the table individually. Then, they read in pairs, next, they should read and identify the letters in small group. Finally, whole class discussion that is led by you should be implemented.

Look at the following tables. The coloured parts are the answers

Activity 2: Listen and Show letters Bb, Ff, Mm and Ss.

Ff	Mm	Ss	Bb	Tt	Rr
Dd	Bb	Mm	Zz	Ss	Ff
Ss	Ll	Ff	Mm	Aa	Bb
Bb	Ss	Zz	Rr	Ff	Mm
Mm	Kk	Dd	Ff	Bb	Ss
Nn	Ff	Bb	Ss	Mm	Uu

In addition, you can use the following activities that show both capital and small letters in separate tables to make the activity simple.

Table 1 – Capital letters

F	M	S	B	T	R
D	B	M	Z	S	F
S	L	F	M	A	B
B	S	Z	R	F	M
M	K	D	F	B	S
N	F	B	S	M	U

Table 2: Small lettersy 4: Listen and show letters ‘b, f, m and s.

f	M	s	b	t	r
d	B	m	z	s	f
s	L	f	m	a	b
b	S	z	r	f	m
m	K	g	f	b	s
n	F	b	s	m	u

Activity 5: Matching

Capital Letters	B	F	M	S
Small Letters	b	f	m	s

Lesson 6: Sounds – /a/, /b/, /m/, /f/, /s/

Activity 1: Listen and repeat sounds of letters a, b, f, m and s.

This lesson is aimed at assisting learners to identify the sounds of the letters taken from the name of family members. The sound of letters 'a' and 'i' which are respectively /*a*/ and /i/ are revised here.

Procedure

- Whole class chores to assist students identify the sounds of the given letters.
- Pair work or small group work can be implemented to help students to practise the phonic reading.

Assessment

- Observe the pair/group work to check whether students practise phonic reading

Key:

- Prepare your lesson based on the following example. You can add other similar words.

Letters	Sounds	for
a	/a/	**[*a* p p l e] apple**
b	/b/	**[b** ŭ **k] book**
m	/m/	**[m** ŭ **n] moon**
f	/f/	**[f** ŭ t] foot
s	/s/	**[s** î **t] sit**

Activities 2 to 6: Use the words and the pictures to help students listen and Practise the above sounds with words.

- Prepare the phonic reading of each word given using dictionaries.
- Read them aloud for students and finally assist them to read the sounds of the given letters and the sound of each word.
- Select one syllable words from each group and write them on the blackboard. Then, order students to say them aloud.

Activity 7: Match words that begin with the sounds of letters a, b, f, m and s.

a ant

b book

f fox

m mouse

s star











Activity 3: Trace the following letters.

b	b	b	b	b
f	f	f	f	f
m	m	m	m	m
s	s	s	s	s

Lesson 8: Greetings

Dear teacher, this lesson is the extension of the lesson students learned in section one. In that section, students were made to repeat after you, but here they are going to practise the common expressions of greetings. First, a song of greetings is presented. Thus, help the learners sing the song after you and then the whole students together. After they have sung the song of greetings, they should be asked to tell you the common expressions of greetings. Besides, model dialogues are presented. The students should be made to practise the dialogues with you first. Then, they should be made to take role to practise the dialogues. Finally, give volunteer students to perform the dialogue they selected in front of the class.

Lesson objectives

Up on a successful completion of the lesson, students will be able to:

* *identify the common expressions of greetings which is given in each part of time of the day – morning, noon, and evening*
* *perform the model dialogues given in their textbook*

Procedures

- Listen and repeat techniques should be used first in order to help students identify the common expressions of greetings
- Individual work to sing the song of greetings
- Pair work to prepare themselves and perform the dialogues

Assessment

- Listening to students when they sing the song together and individually
- Commenting students when they practise the given conversation of greetings

Activity 1: Sing the song of greeting

Song of Greetings

Every day …….. Every day

I go to school …….. I go to school,

I meet my friends … I meet my friends,

And we all say,

Hello …….. Hello

Hello …… Hello,

How are you?

How are you?

I'm good, I'm great,

I'm good, I'm great.

How about you? How about you?

How about you? How about you?

(Source: https://www.youtube.com/watch?v=gghDRJVxFxU*)*

Activities 2 and 3 are model dialogues on greetings.

Procedures

- Repetition Drills: Listening and repeating drills to help students acquaint themselves with the given model dialogues.
- Role Playing: Assist students to practise in pair before they role play the dialogue.
- Presentation: Performing the dialogue in front of the other students in pair

Assessment

- Check if students acquaint themselves with the common expressions of greetings such as
    - Good morning/Good afternoon/Good evening
    - Hello/Hi…
    - How are you?
    - I'm fine thank you.
- Observe performance in pair.

Activity 4: Complete the dialogue with your friend.

Answer

Hana: **Good afternoon, Ali.**

Ali: **Good afternoon, Hana.**

Hana: **How are you?**

Ali: **I'm fine thank you, and you?**

Hana: **I'm fine.**

Section 2: Word Study

The focus of this section is to deliver the lessons on the name of classroom objecta and family wmembers to the students. Most of the words are revised here, but additional family words such as son, daughter, grandfather, grandmother, uncle and aunt will also be studied here. Thus, the students are expected to identify their own family in English language. However, the main focus of this section is to encourage students to identify the words of their nuclear family, spell the family words correctly and tell the name of each of the member of her/his immediate family. In addition, the most frequent words which are listed at the end of this unit should be given due attention.

Section Objectives

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

- *identify the name of classroom objects.*
- *tell the name of their immediate family*
- *spell the family words correctly*
- *tell additional member of their own family*
- *make a combination of three or four sentences to introduce their family*

Procedures

- use "listening and repeating' strategy to help learners be familiar with the family words
- demonstrate pictures of small family to students and tell them to much family words
- use pictures to show members of large family in Ethiopia
- help learners to do matching exercises
- use rearranging exercises on the spelling of the family words
- use additional word board to help students identify family word from the lists
- give them correct order letters

Assessment

- Checking whether the learners listen and say out the family words
- Asking orally Individual students to spell family words
- Observing students identifying family words in their group work
- Peer monitoring
- Giving feedback

Keys

- Keys and appropriate responses are given under each lesson and activity part

Lesson 1: Classroom objects

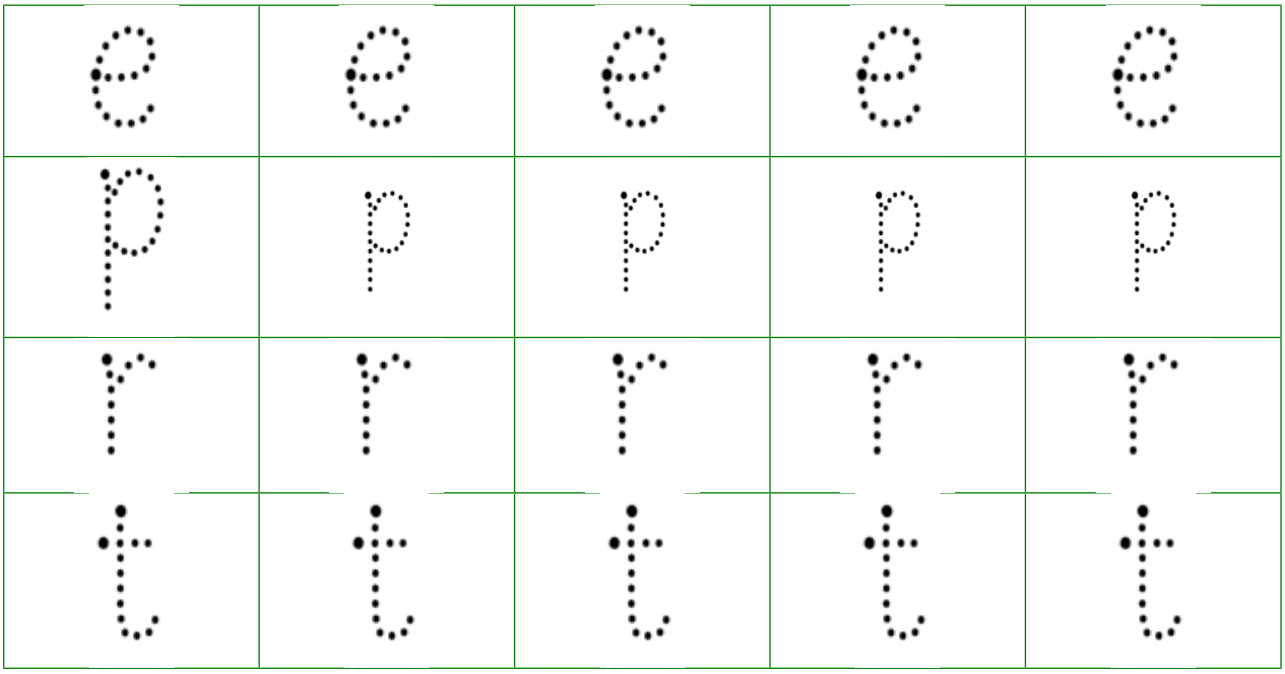
Dear teacher, since the school environment is new to grade one students, you have to make them familiar with the classroom objects usually used in the classroom. Pictures are given, so use them through demonstrating the objects using realia.

Activity 1: assist students to listen to you when you read the given words such as bag, pen, duster, chair and table.

Activity 2: Help students to match the names with the picture.

Activity 3: tracing dotted letters

Students should be made to trace the dotted letters that begin the name of classroom objects.



Lesson 2: Family Words

Dear teacher, in this lesson you are going to make students learn family words. The lesson includes the name of extended family such as – grandmother, grandfather, aunt, uncle and cousin. The intention of the lesson is not only realizing the words of family, but the most frequent words are also presented to help students use the words to build one syllable words and simple sentences.

Procedures

- Repetition drills - Use the given picture to help students identify words of family members
- Small group work – each group identifies the words given in the picture
- Whole class work - Use the song to assist students to identify simple sentence construction taken from the song.

Assessment

- Check whether all students repeat the family words correctly after you – you can make individual students also repeat the words.
- Observe group members match words with pictures.
- Listen and help students when they sing the song of the family
- Write words and simple expressions like 'This is …', 'I'm …' etc., on the board and make students read aloud

Activity 1: Use exemplary list of words in the textbook to help learners listen, look and repeat family words.

- Ask students to name the picture in their first language.
- Form small group and tell them to match the pictures with the words.
- Give opportunity to group representatives to make other students read after them.
- Ask individual students to read the family words given.

Activity 2: singing the family song

- After they practise singing the song after and with you for a while, ask students to sing the song together in small group.
- Check if some students singing the song correctly by asking individual students.

This is my Great Family

This is my great family.

Mother, father, me.

This is my sister.

This is my brother.

Grandmother, grandfather,

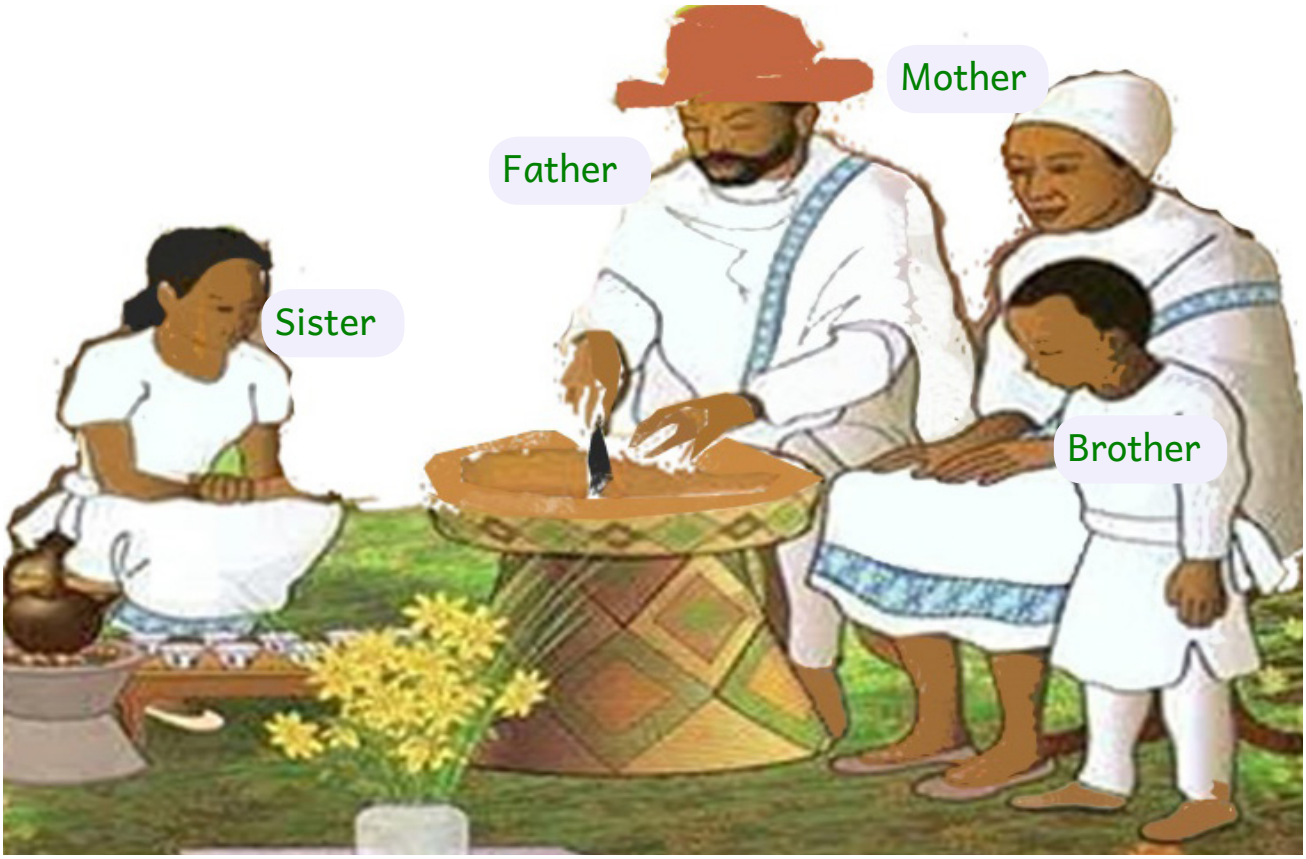
Uncle, aunt and cousin

This is my great family.

(Source: https://www.youtube.com/watch?v=NVEzzzia8Yo&t=42s)

Activity 3: Small group work.

Form small group and tell students the word of the family members shown in the picture (the picture is found in the student book)



Section 3: Reading

Phonic reading begins at this stage. When students learn the shape, name and sound of the 26 English alphabets in the "oral language section", they came across with the experiences of listening, repeating and imitating of various sounds of the letters in various words. In this section, students should be helped to practise the phonic reading of the sounds of the most frequent letters such as s, a, t, i, p and a as well as the sound of selected letters which begin the family words such as /*a*/, /b/, /f/, /m/ and /s/. They are expected to acquaint themselves with the sounds these letters using the sounds separately and sometimes using them in words. You have to plan blending sounds activities such as a + t – [*a*t]; s + I + t – [sit] etc. to help the students learn phonic reading,

Section Objectives

At the end of this section, students will be able to

- *listen and repeat the sounds of letters individually*
- *listen and repeat the sounds used in various words*
- *identify the sounds from the words they are used in*
- *pronounce the sounds /a/, /b/, /f/, /t/, /p/, /n/, /i/ and /s/*
- *blend letters to improve their phonic reading skills*

Procedures

- First, you should use repetition drills (Listen and Say) to deliver the lesson on the sounds of the given letters. You have to give due emphasis on the alphabet song to help students identify the letters of English language. Besides, use the purchasing flip chart material that has the English alphabets with examples such as – A a for 'apple'; B b for 'book' etc.
- Some demonstrations are given to you in this guide. Based on these samples, you can prepare teaching aids using available materials in your surrounding such as plank, mud, cartons etc, that are very helpful to make the lesson clear.
- In addition to "Listening – and – Repeating techniques', you should use cooperative learning strategy such as learners doing activities in pair and group to improve their phonic reading skills.
- You have to ask students individually to help them feel responsibility for their lesson.

Assessment

- Asking oral questions to students individually.
- Observing whether learners can articulate the sounds properly.
- Checking learners attempt of circling the sounds from the list.
- Checking if students are able to read one syllable words using phonic reading techniques.
- Use reading quiz to check learners are acquaint themselves with singing alphabet songs.

Keys

- Since most of the activities are done from the textbooks, keys are provided accordingly
- Responses for some tasks are also provided

Lesson 1: Sound of Letters in Words

Dear teacher, since students have been taught about the name, shape and sound of letters through listen and repeat techniques, in the reading sections they should be encouraged to read words tha begin with the sounds of the letters they were taught so far. You should encourage them to read one syllable words and the family words presented above.

Lesson Objectives

At the end of this lesson, the students will be able to

- *Produce the sounds of the letters they taught so far in the unit.*
- *Pronounce the sounds and read the words given.*
- *Perform phonic reading of words constructed using the sound of letter 'a'.*
- *Rearrange letters to read the given words.*

Procedures

- Revise the lessons of English alphabet, family and greetings using the songs given above.
- Write words on the board and help them to read the words. Encourage students to identify the sounds of the letters in the words.
- Use additional activities such as blending letters such as – p + e + n for one syllable words or blending letters such as 's + i + s + t + e + r' or blending syllables such as ' sis + ter' to assis students to read the given words.
- Pair and group works to accomplish the given activities should be used to help students share their knowledge of reading common family words and one syllable words,

Assessment

- Check whether each student are able to pronounce the sound of the given letters
- Observe each group member participate in reading the given words.
- Use quiz to assess learners' attempt to read one syllable words properly.

Keys

- Answers for each activity are given, so you can refer them and produce your own activities.

Activity 1 reading words that begin with the most frequent letters in the unit

- Students must be checked if they are able to read the given words. Use student book to get questions of activity 1.

Activity 2: Reading the Sound of letter a - */a/ in various words*

- Sound /a/ is used at the beginning and in the middle of the given words, so please assist students to identify the sound of letter 'a' at the initial and in the middle position of the words.

Activity 3 Putting sounds of letters in correct order to read words correctly

- Form a small group to help learners do together the activities.
- Make the representatives of the group to present the answers for the activity.
- The answers are given as follows:

1.	**t n a -**	**ant**	**6. n e p -**	**pen**
2.	**r a f -**	**far**	**7. n i k-**	**ink**
3.	**m e n a -**	**name**	**8. o f r -**	**for**
4.	**x e a -**	**axe**	**9. i s t -**	**sit**
5.	**a g b -**	**bag**	**10. o t -**	**to**

Lesson 2 : Reading family words

This is a revision lesson. Students are required to read the family words that they have been taught so far. The main focus is to encourage students read the family words and to make simple the lesson they will learn in the coming units about introducing their family members by saying 'My father's name is …'; 'My mother's name is …', etc. Besides, students are asked to provide the missing letters and read the word aloud in the classroom.

Procedures

- Revise the day's lesson singing the 'family' song with students in order them motivated to read the words given.
- Group work is implemented to encourage students to read the given words by matching with the pictures given.
- Use similar activities to help learners provide missing letters and pronounce the sound correctly when reading the given words.

Assessment

- Observe groups whether they read the words by matching with the picture
- Order individual students to read family words aloud
- Check if students are able to read the given words.

Keys

- Answers for activity 2 are provided as follows.

Activity 1 pronouncing letters f, m, s, and b in the words father, mother, sister and brother

Activity 2 The answers are given below:

1. **Brother**
2. **Mother**
3. **Father**
4. **Sister**

Section 4 Writing

Dear teacher, the writing lesson in this unit is fundamental to all grade one students. The students should be trained how to handle their pencil to trace, copy and write in English. At this juncture, there may be some students who cannot handle their pencils properly. The first thing is therefore that showing them how to handle their pencils should be done properly. Before starting tracing the given dotted lines, learners should be helped to scribble on a piece of paper and then scratch whatever straight lines and zigzag line they like. Various mechanisms should be devised to help students to trace lines and colour letters in printing materials instead of doing these pre-writing tasks on their textbooks. The steps you should follow are: 1) proper handling of their pencils or pens, 2) scrabbling or scratching on a piece of paper, 3) scribbling letter like shapes, 4) tracing lines and letters 5) colouring letter like shapes and 6) copying letters.

Objectives

At the end of this section, students will be able to:

* *Scrabble on a piece of paper to handle their pen*
* *trace dotted lines by handling their pencils properly*
* *produce letter like shapes using their pencils*
* *colour letters using various colour they have*
* *scribble letters properly*
* *copy letters*
* *trace dotted letters to form letters and words*

Procedures

- show students how to handle their pencils
- encourage them to scrabble or scratching on white piece of paper and follow up how they handle their pencil
- on the board show students the ways of scrabbling on the paper and then encourage them to follow dotted lines to trace correctly to form various zigzag or straight lines and letter like shapes
- Tell students to bring various colour pencils and train them colouring letters using the colour pencils
- You should devise ways such as photocopying materials of using their exercise books to teach students tracing letters to produce words

Assessment

- Individual work
- Observing whether the students scratch, trace, colour and copy properly
- Giving immediate feedback
- Checking whether students are able handle their pencils properly or not

Keys

- Responses for each activity are given immediately after the instructions

Note:

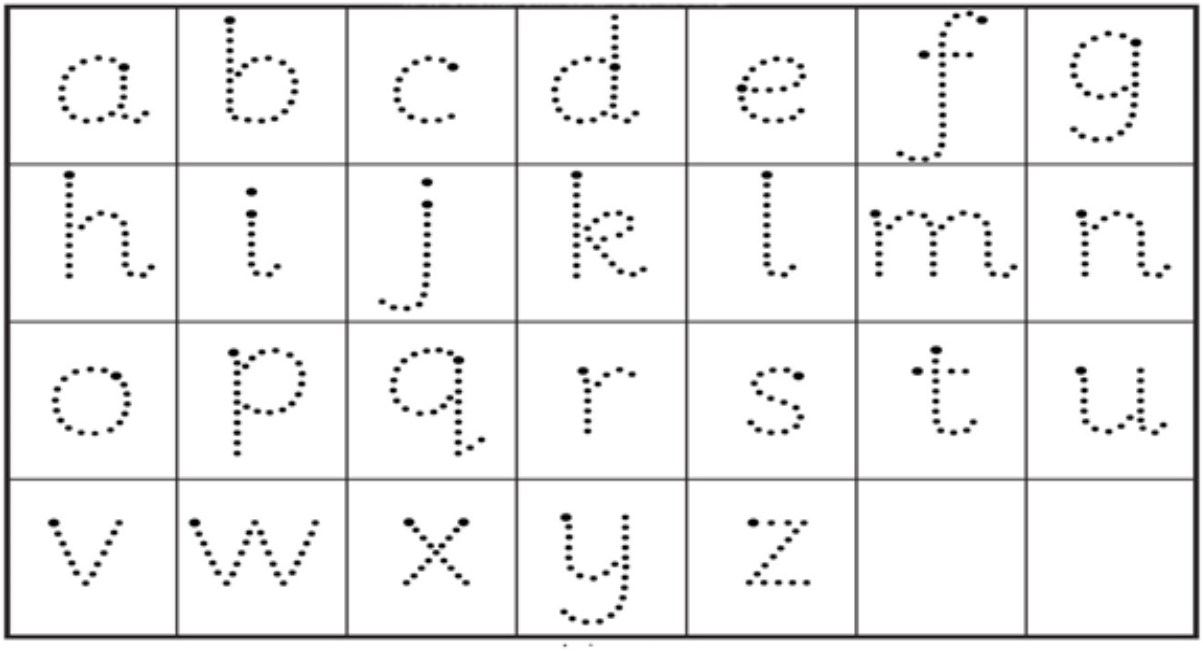
- In order to train your students to handle their pencils, you can use various possible techniques:
    - You can scrabble using your chalk on the board and tell them to free scrabbling activities. You should go to desk to desk to check whether they scratch just like you.
    - You can give them a piece of paper or tell them to use piece of paper to scratch on using their pencils,

Lesson 1: Tracing English alphabet

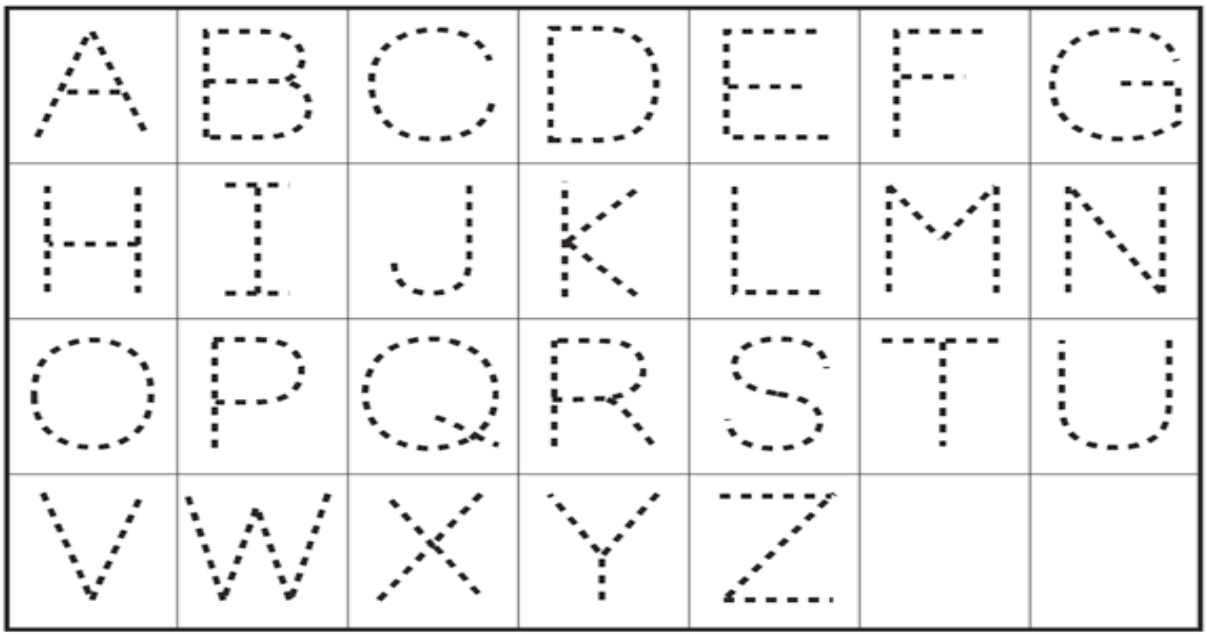
Activity 1 and Activity 2: Tracing small letters

- Students should not write on their textbook. You should various mechanisms to deliver the lesson. The dotted letters is given here.

Small Letters



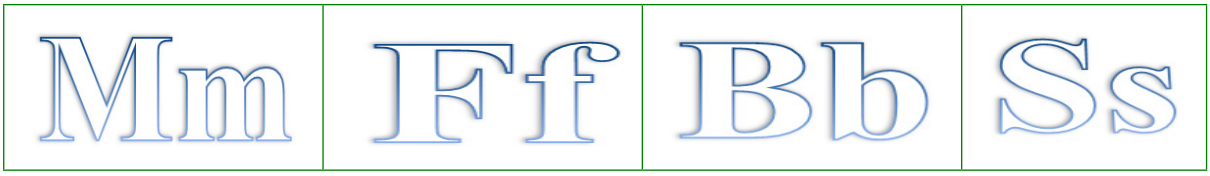
Capital letters



Lesson 2: Colouring letters and tracing words

Activity 1 Colour letters Ff, Mn, using your pencil.

- **Use this given example in order to help learners to get such materials**



Activity 2: Trace the following dotted family words.

- **Here are additional examples, so use them to facilitate the lesson.**

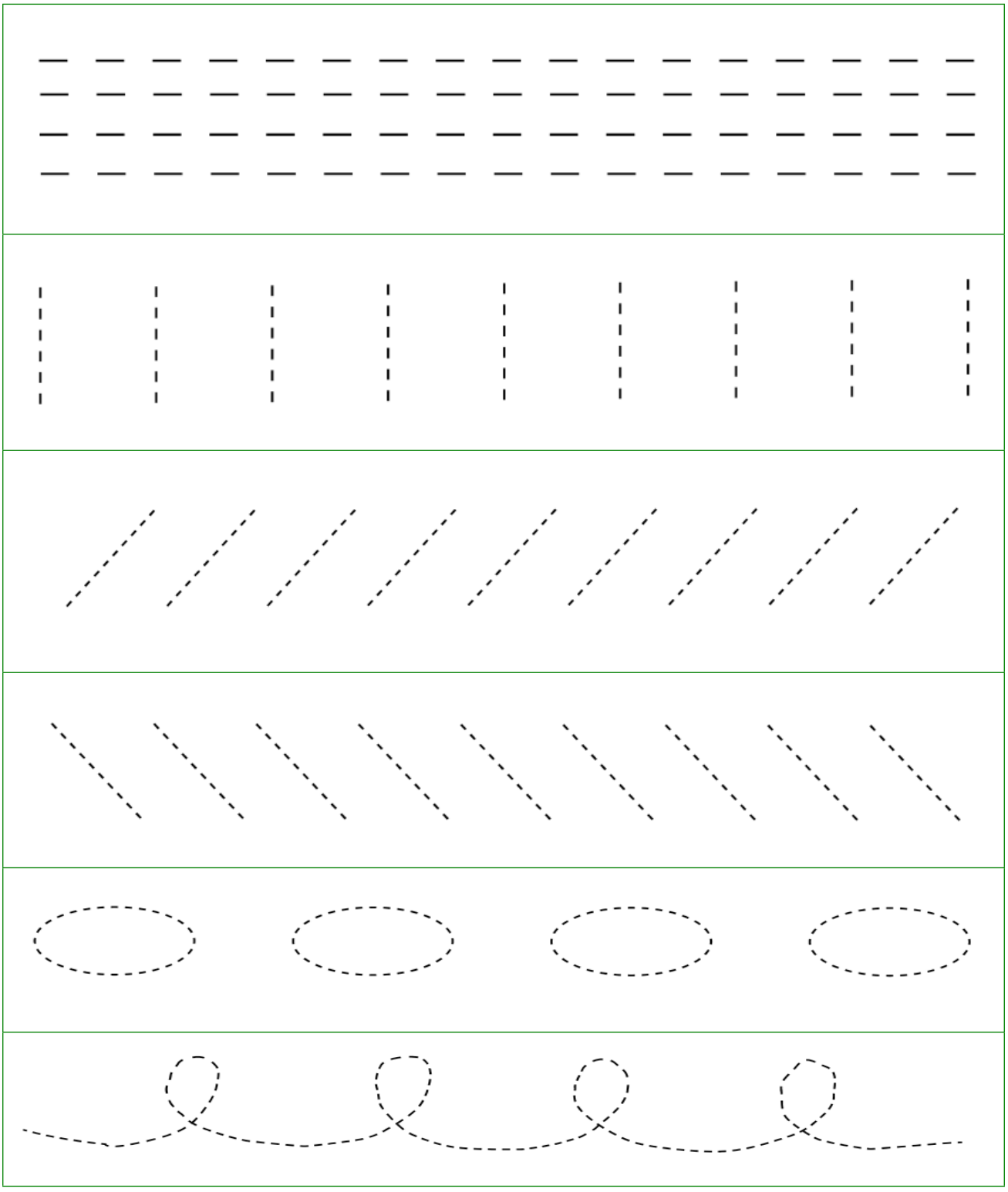
father	father	father	father
mother	mother	mother	mother
brother	brother	brother	brother
sister	sister	sister	sister

Additional tracing activities

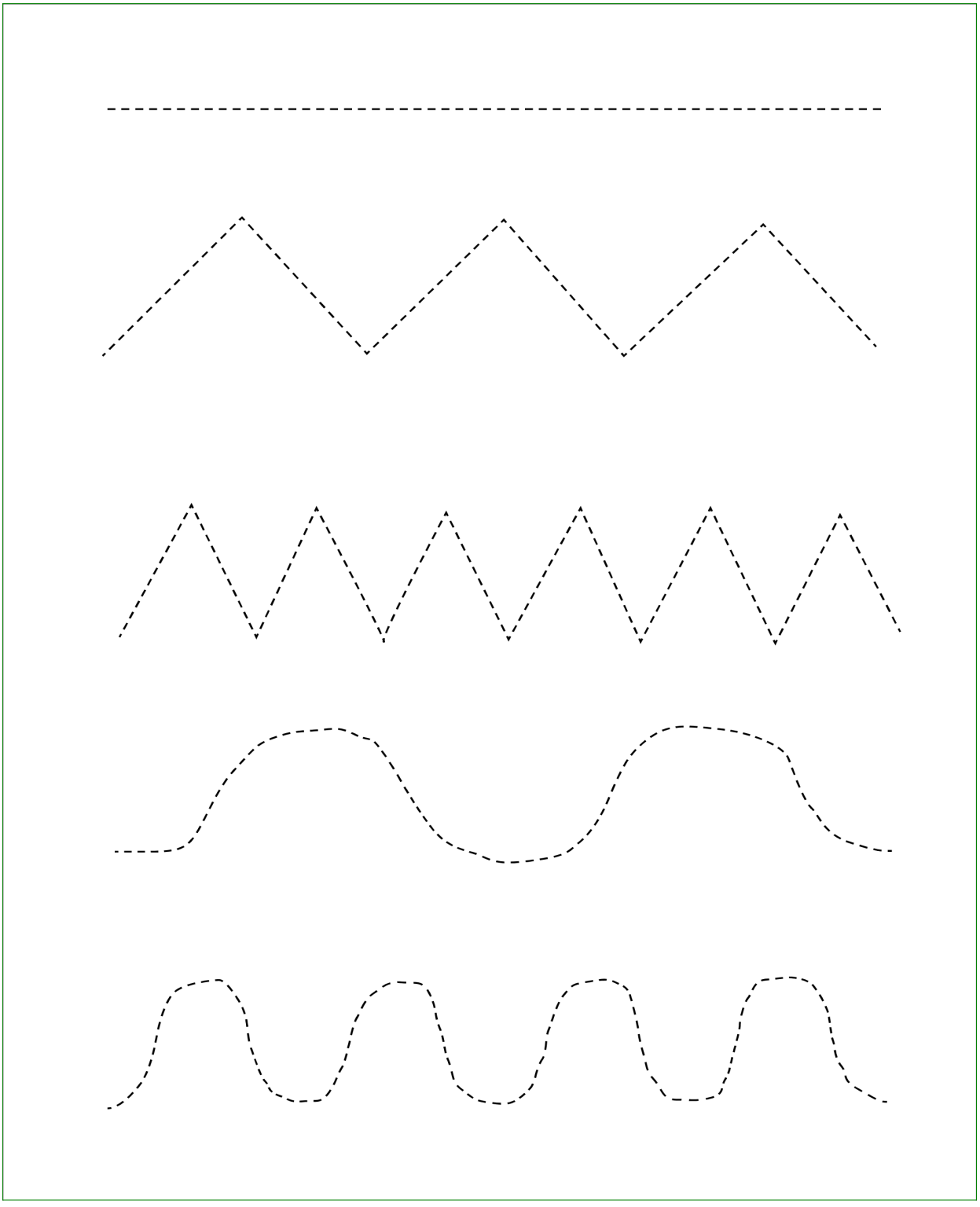
Dear teacher, you can use the following additional activities to make the lessons on pencil handling and scribbling the letters and words very attractive.

Pencil Handling

Activity 1: Use the given diagram to help students trace the lines. And encourage your students to trace: Straight lines, Diagonals, Circles and Zigzag lines.



Or, you can use the dotted lines given below to help students trace the lines.



Colouring Letters

Activity: Use the diagram given on the textbook on letters F. M, B and S to help students colour the letters.



Scribbling Letter Lines

Activity 1 is all about tracing the letters F f, M m, B b and S s and reading the family related words.

Tracing letter ‘F f’

F f Father
father



F

F

F

f

f

f

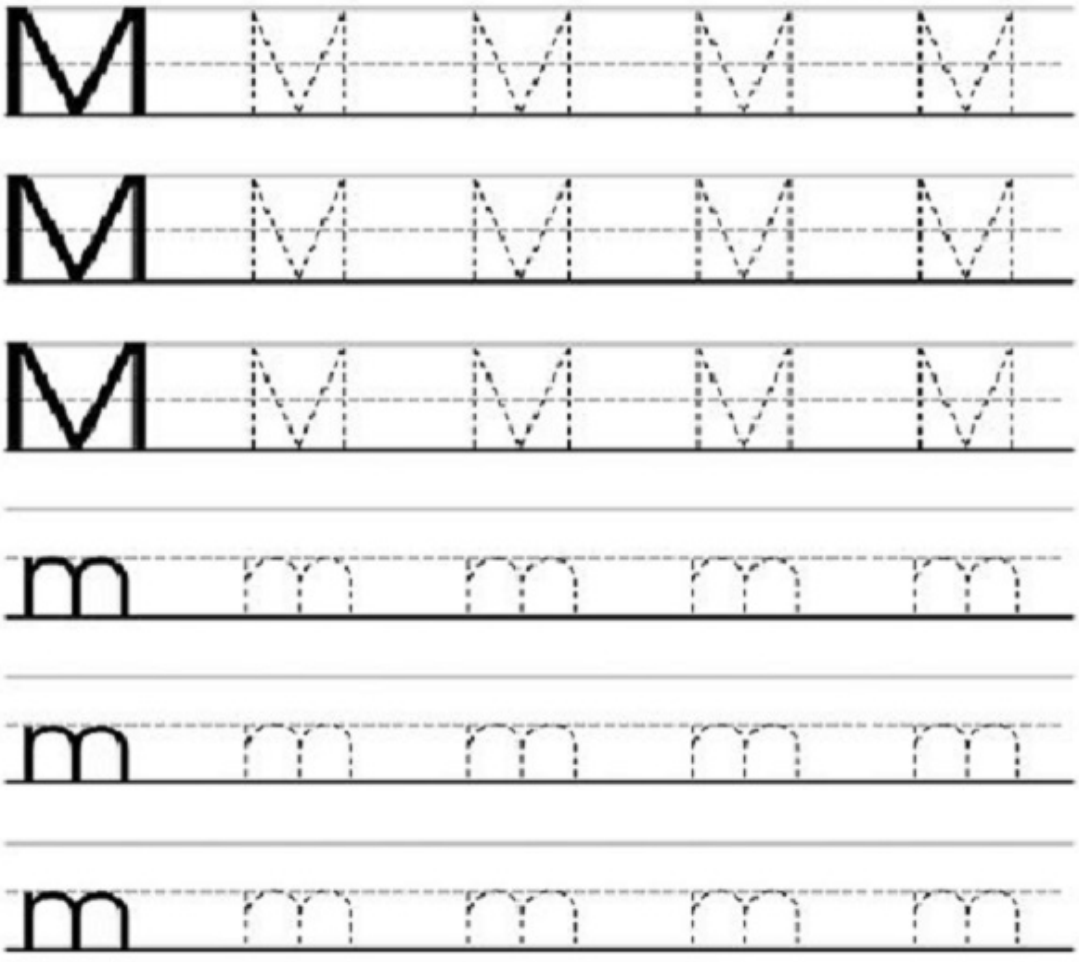
Tracing the letter ‘Mm’



Mother

Mother





Tracing letter ‘S s’

S s

Sister

Sister



S S S S S

S S S S S

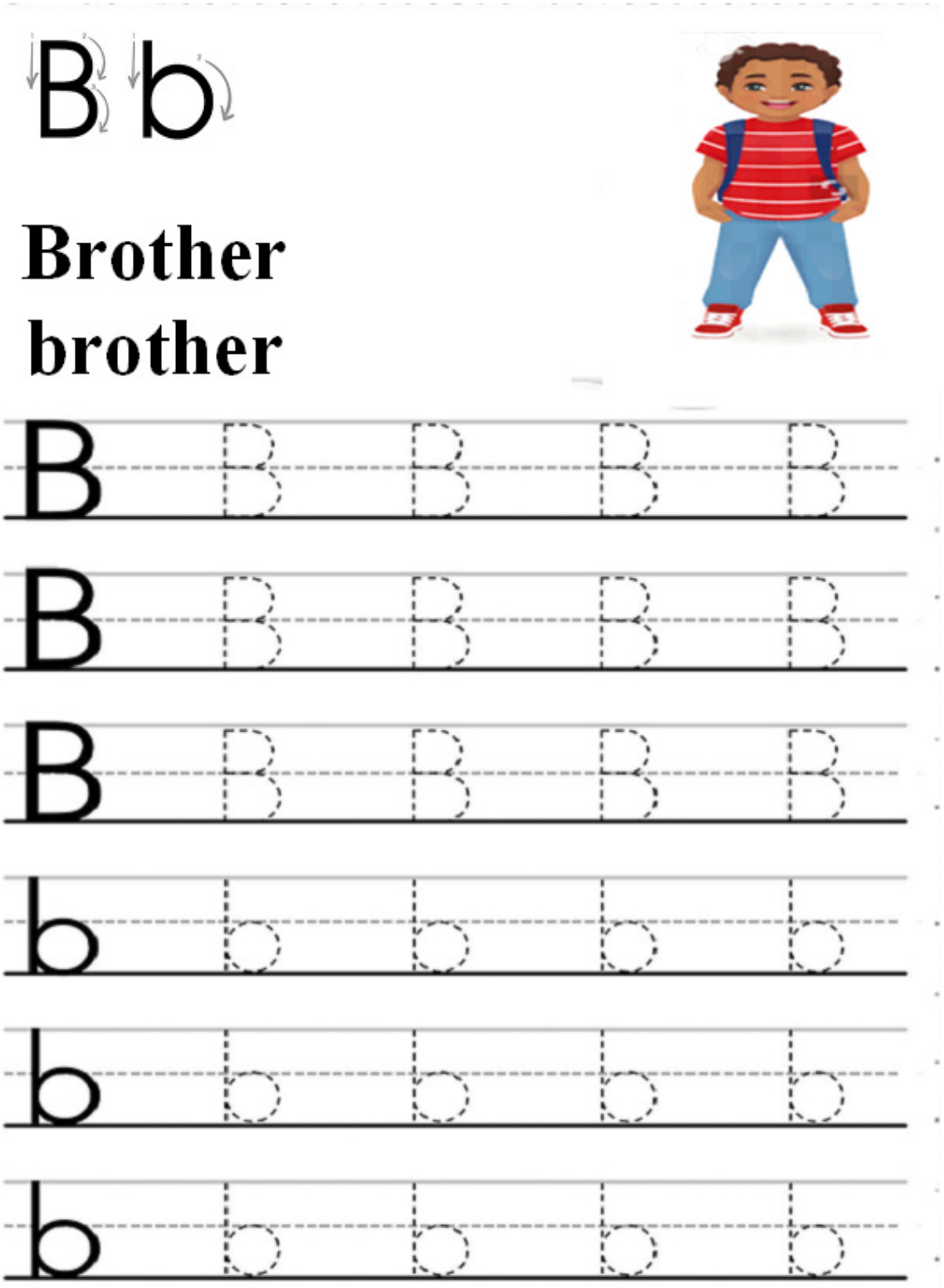
S S S S S

s s s s s

s s s s s

s s s s s

Tracing letter ‘B b’



Note that the above tracing activities are found on your guide, if available photocopying materials of these tasks should be given to students.

Activity 2 is about tracing letters to produce words. You should assist students to trace each letter in the word. Please, encourage them to read loud after producing letters.

father	father	father	father
mother	mother	mother	mother
brother	brother	brother	brother
sister	sister	sister	sister

You can give this task as homework to help learners to trace words and study the family words.

UNIT 2 Times of the Day

Introduction

This unit is about 'Times of day" such as morning, afternoon, evening and night. The main theme is 'Time', and it is one of the crosscutting issues of the new curriculum. Though in its nature, telling time is a complex task, each lesson in this unit is designed to help students practice common expressions of asking for time (e.g. what time is it?) and telling time (It is … o'clock), counting numbers up to 12 and using some letters and respective sounds to read words through using simple and short sentence structures. The most frequent letters and the sounds of these most common letter which are taken from the syllabus as well as those which get due focus in this unit are Cc, Hh, Ll, Mm and Oo. There are also lessons on how to pronounce the sounds of this letters /k/, /h/, /m/, and /o/. Songs, pictures and rearranging letters to form words and short common sentences are included to deliver the lesson. In addition to the suggested ways of presenting the lesson, your creativity to deliver the lesson plays a very great role to support students attend the lessons and acquire the expected skills. For instance, you can use teaching aids that are made from mud, carton, stick, plunk, and you can give homework to the students to bring the design the shape of the given letters on such materials.

Allocated Time

Totally, 20 periods are given to cover the lessons in unit 2. The activities in some lessons are many, so you can allot the periods accordingly as indicated below:

Section 1: Oral Language	7 Lessons	7 periods
Section 2; Word Study	3 lessons	3 periods
Section 3: Reading	3 lessons	5 periods
Section 4: Writing	4 lessons	5 periods
Total Periods		20 Periods

Unit Objectives

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

- *Tell the times of a day.*
- *Use the sound of the most frequent letters such as c, k, e, h, r*
- *Sing song of 0 to 10*
- *Sing songs about English alphabet.*
- *Identify and use English letter alphabet (Cc, Hh, Ll, Mm, Oo).*
- *Practice reading the sounds of (/l/, /k/, /m/, /h/ and /o/).*
- *Predict pictures associated with words.*
- *Recognize how to hold a pencil,*
- *Introduce their names and the names of their parents and friends.*
- *Practice scribbling.*
- *Practice connecting dots to form letters*
- *Connect dotes to form words*

Procedures

- First, revise the lessons on English alphabets using the techniques you used in the previous period such as "Listen – Look – Repeat" drills singing songs.
  - ✓ Give some time to sing the songs of alphabet with your students
  - ✓ Give some time to sing 'greeting' songs
  - ✓ Use the songs not only to motivate students to attend the lesson given, but you have to use songs too help learners to practice words and simple sentences that are planned to be taught – e.g. 'Good morning', 'Hello', 'how are you?' Etc.
- Encourage students to sing the songs inside and outside the classroom.
- Guide students to point to the letters and read them allowed to their friend from the chart of the English alphabets.
- Help the students read the letters given and pronounce the sounds of these letters.
- Encourage students to read the given words begin with the identified letters.
- Devise ways to help learners trace the dotted lines to form shapes and letters. Examples of tracing dotted lines, letters and sentences were given in the student book. Since it is not allowed to write on students book, use various mechanisms such as photocopying the activities, send easy tracing and writing activities to student's family too help the children to scribble, trace and write letters-like figures and letters.
- Show the students how to copy the given letters on their exercise book

Assessment

- Following up to support students to sing the alphabet songs
- Observing whether students can repeat the letters
- Asking individual students begin with letters C, H, L, M and O.
- Checking whether students trace the given in letters properly
- Using quiz to assess students capability of identifying the given letters

Keys

- Responses on each activity and exercise will be provided.

Section 1: Oral Language

Lesson 1: Talking about Times of Day

This lesson is about the 'time of day' such as morning, afternoon, evening and night. The main focus is to help students handle the time portion of the day looking at the picture on the movement of the sun. The lesson paves ways to the lesson on greetings at different times of day. The sound of the letters 'm', 'a', 'e' and 'n' are planned be taught using context taken from the times of day.

Lesson Objectives

Up on a successful completion of the lesson, students will be able to

- *Tell the times of the day.*
- *Identify the initial letters that begin the time of the day*
- *Pronounce the sound of letters 'm', 'a', 'e' and 'n'.*
- *Use the sound of the most frequent letters such as c, k, e, h and r.*
- *Produce one syllable words with the sound of the most frequent letters.*
- *Answer questions asked on how they greet people during morning, afternoon and evening.*

Procedures

- Make students look at the pictures given and tell what they understand from the given picture – students' vernacular language can be used to facilitate the discussion.
- Help students to give due emphasis on the position of the sun found in each picture and the colour used on the picture.
- Encourage students to read the words that show the portion of the day and tell students match with the given picture.
- List the letters that begin the words of the times of the day on the board and tell students to

match with the words that begin with these letters.

- Use teaching aids that show the shape of the most frequent letters.
- Encourage them to read the given one syllable words and simple sentences.
- Assist students to say out the words and the sentences after you and identify the meaning in their mother tongue.

Assessment

- Observe students who discuss on the given picture
- Orally ask students to tell you the time of the day in their language
- Check if the students can pronounce the given words about the times of day
- Ask individual students to answer the questions correctly
- Check if the students can responds greeting

Keys

- The answers are put forward after each activity, so you can refer them to help students.

Activity 1: Listen and say times of a day.

Dear teacher, as you see from the pictures, times of a day can be taught showing students the position of the sun and the colour each portion of the day has. You should give emphasis for the words the students can call each portion of the day. You can use various kinds of question such as 'When do you wake up from your bed?', 'When do you return home from school?', 'When do you do your homework?' etc. Vernacular language that students talk in common can be used to facilitate the discussion.

			
Morning	**Afternoon**	**Evening**	**Night**

Activity 2: Match the sound of letters m, a, e, and n with words

The matching activity given on times of the day helps students to familiarize themselves with the sounds of the letters that begin with the words 'morning, afternoon, evening, and night'. Through this lesson, students are assisted to handle the sounds /m/, /*a*/, /i/ and /n/. The answer for the activity is given below:

Letters	Sounds	words
m	/m/	morning
a	/*a*/	afternoon
e	/i/	evening
n	/n/	night

Activity 3: Match the questions with the answers.

This activity is very useful to encourage students to tell the times of a day. You can teach them how to use the question word 'how' that begins with 'h'. You have to encourage students repeating the questions after you. Besides, encourage them to provide the answers in group. The key is seen below:

Answer:

1. How do you greet in the morning? ---------- Good morning.
2. How do you greet people in the afternoon? -------- Good afternoon.
3. How do you greet people in the evening? ---------- Good evening.

Lesson 2: Counting Numbers

Dear teacher, since the main cross cutting issue of this unit is TIME, students should be taught how to count to indicate the time that each time of a day has. First of all revise the name of each time of the day the students learned in previous period. Besides, ask students to tell you the time that they have accomplished some routine activities such as waking up from bed, eating breakfast, eating lunch etc., in their vernacular language. Once they are introduced the lesson, it is very crucial to help students sing the song about the numbers. The second and the third activities are presented to encourage students to identify the shape of the numbers.

Lesson objectives

At the end of this lesson, students will be able to

- *Sing the song of counting numbers 0 - 10.*
- *Count the numbers 0 to 10.*
- *Identify the shape and sounds used to call numbers.*

Procedures

- Write the song on the board of use teaching aids that show the song.
- Use materials that you can draw the numbers on to help students not only see but also touch them.
- Help students sing the song after you, with you and together with other students. When they sing the song, encourage them to show the numbers using their fingers.
- You can give a group activity that asks students to order the numbers 0 -10.
- Give the numbers that are drawn on the carton and tell them to stand in front of the class using the correct sequence.

Assessment

- Check if each student can sing the short song about counting numbers 0 – 10.
- Ask group of students (10 students) to show the sequence of the numbers 0 – 10 using the teaching aids you prepared.
- Give quiz to check if the students are able to call out the numbers given.

Activity 1: Sing the song of numbers after your teacher.

Dear teacher, this song is taken from the given source mentioned below the song. Train yourself singing the song before you present the lesson. You should show the song to students from their textbook or you can copy it on the board or use a teaching aid that shows the song. Make students first sing after you, then with you and finally sing the song together.

Let us begin counting
the numbers 0 to 10
0, 1, 2, 3
we get birds in the tree.
4, 5, 6, 7
And 8, 9, 10
Let's count them again.

(source: https://www.youtube.com/watch?v=6RfIKqkvHTY)

Activity 2: Listen and count the numbers after your teacher.

You can use the chart given in the student book to help students to see the numbers 0 to 12. Don't forget that these students had got chance to count numbers 0 to 20 in unit one of their math lesson. Therefore, since they learnt it in their vernacular language, you should have to lay your best effort to encourage them to identify the numbers in English language.

Activity 3: Listen to your teacher and show the numbers.

Dear teacher, this activity is very helpful to students to identify the name and shape of the number. You can use group work to encourage students identify the numbers they learn so far. Besides, you can give a homework that asks students to bring the shape of numbers 1 to 12 designed on various materials.

Activity 2:Use the following table that shows numbers in figure and in word to help students count the number.

0 Zero	
1 one	
2 two	
3 three	
4 four	
5 five	
6 six	
7 seven	
8 eight	
9 nine	
10 ten	
11 eleven	
12 twelve	

Activity 3

Following is the key to activity 2.

1	*4*	*7*
2	*5*	*8*
3	*6*	*9*

Lesson 3; The English Alphabets

Dear teacher, this lesson is deliberately revised at this juncture because students should be helped to get acquaint themselves with the shape and name of each letters. One of the main intentions of the lesson is in order to help students learn writing the letters properly. The source that the song is taken is given at the bottom of the song, so you can use the main source to practise the songs in advance for yourself before you teach them to the students. In addition, the sound of the third level of the most frequent letters such as m, d, g, and o as well as the letters that are given due emphasis in the syllabus such as c, h, l, m and o are driven from the 26 English alphabets.

Lesson Objectives

Up on a successful completion of the lesson, students will be able to:

- *Sing the alphabet song.*
- *Identify the shape and name of the letters selected to be taught in the unit.*
- *Pronounce the sounds of the selected words.*
- *Use the sounds of the selected words to build one syllable words beginning with the sounds given.*

Procedure

- Whole class activity to sing the alphabet song after and together with you as well as they sing the song together
- You should encourage some selected students to make other students to read the English alphabet.
- You can use Pyramiding strategies to do the matching exercise – first individually, then in pairs and finally in groups.
- Use the letters' shape that has been designed using various materials

Assessment

- Ask individual students to sing the song of alphabet.
- Check if students are able to identify the shape and name of the letters.
- Peer assessment on the matching exercise given.

Keys:

Activity 1 is about the activity of singing the song of alphabet written in capital letters. The aid you posted on the wall can be used here in addition to the song written on student book. Here is the song:

HAPPY… HAPPY,

WE SHALL BE,

WHEN WE LEARN A B C D

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

Activity 2: Song of the English alphabet in small letters. The song is given as follows:

happy … happy,

we shall be,

When we learn a b c d

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

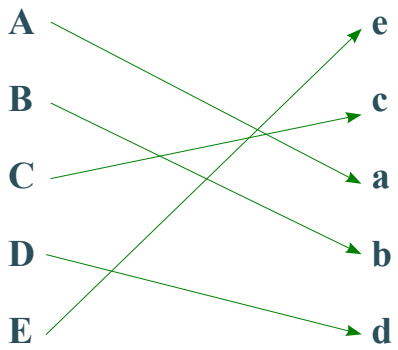
Activity 3: Capital and Small letters

Dear teacher, this is about the capital and small letters of the English alphabet. Since the letters are found on the student book, and many demonstrations were given to you in the previous period you can use these demonstration to deliver these lesson, Additional teaching aids that show the shape of the letters can be used here to help the students to use the letters for the writing section that is going to be presented at the end of this unit.

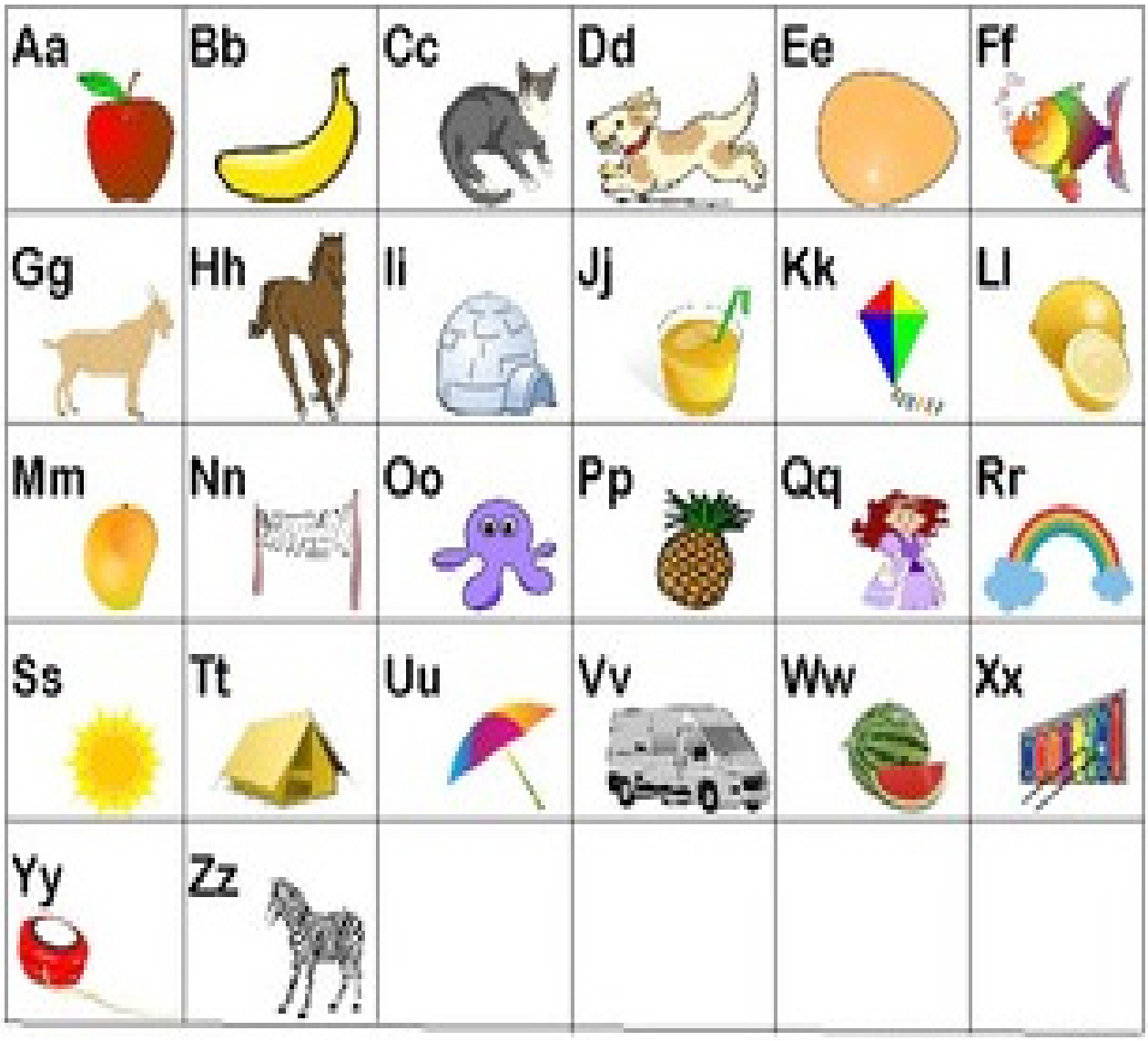
A … *a*	H … h	O … o	W … w
B … b	I … i	P … p	X … x
C … c	J … j	Q … q	Y … y
D … d	K … k	R … r	Z … z
E … e	L … l	S … s	
F … *f*	M … m	T … t	
G … *g*	N … n	U … u	

Activity 4

This activity asks students to match the capital letters with their small letters. Tell students to do the activity individually, and then you can tell them assess their attempts using peer assessment strategy. The answer is given as follows:



- It is advisable to post the following chart in order to help students to pronounce the sounds of the letters.



Lesson 3: Letters Cc, Hh, Ll, Mm and Oo

This lesson is on letters c, h, l, m and o. Except the letter 'l', students can get these letters on the words of time such as – c in 'clock', h in 'hour', m in 'minute' and o in 0'clock. You have to help students listen to the letters C, H, L, and O and say the letters after you. Since the sound of the letters is different in most cases from the name of the letters, especial emphasis should be given in using the letters in different words.

Lesson Objectives

Up on a successful completion of this lesson, students will be able to:

- *Identify the shape and name of the letters c, h, l, m and o*
- *Pronounce the sound of the letters as used in words*
- *Use the sound of the letters to read words*

Procedure

- Revise the songs of alphabet to start the lesson.
- Use the chart of English alphabet to assist students to identify the given letters.
- You can use the chart given in the student book to help students identify the shape and the name of the letters.
- In addition to whole class choral activity, you can ask individual students to call the name of each letter.
- You can also use peer monitoring strategy to help students to share their response for the matching activities.

Assessment

- Observe while students are repeating what you tell them.
- Check if students are able to identify the given letters.
- Use peer assessment
- Give oral quiz to check whether students are able to identify the sound of the most frequent letters
- Check whether students can read the words given in the unit.

Keys

- Answers of the activities are given here:

Activity 1

- Encouraging students to identify the sounds of the letters ascociating words with the given picture. The pictures with their names are found in the textboo.

Activity 2:

- Look at the pictures given in the textbookand prepare lesson to help learners the use of letters to name different animals and objects.

Activity 3:

- Ask students to listen to you when you read words and make them to pint to the letters that are used as initial letters in the given words.

Lesson 4: Sounds of /l/, /k/, /m/, /h/ and /o/

Activity 1: Listen and practice sounds of /l/, /k/, /m/, /h/ and /o/

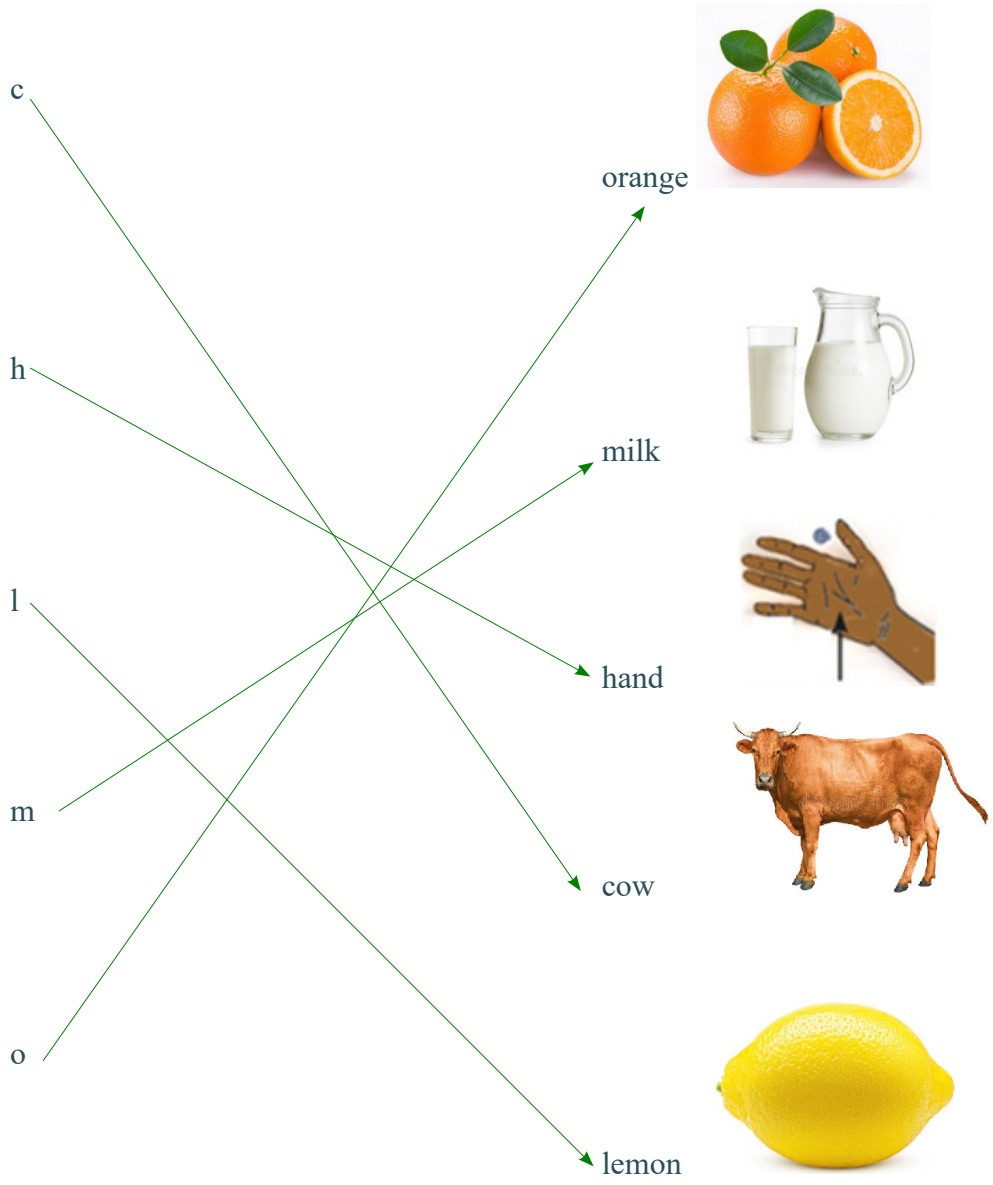
- Use students' textbook to deliver this lesson. if possible, bring real lemon, carrot, mango, and orange. Otherwise you can use the pictures of such as lemon, carrot, mango, orange and hippo or horse on flash cards to show the pictures and deliver the lesson.

sound	as in the word
/l/	lemon, ladder
/k/	carrot, clock
/m/	mango, moon
/h/	horse, hippo
/o/	orange, ox

- Post the given chart in the textbook on the wall to help learners to see pictures and words. After some repetition, urge them to say aloud the name of each picture or realia by themselves.
- Encourage students pronounce the sounds after you.

Activity 2: The answers are put below:

Column 'A' Column 'B'



Lesson 5: Common Expressions of Asking and Telling Time

Activity 1: Encourage students to listen, repeat, and practice Telling Time.

- What is the time? - It is one o'clock
- What time is it? - It is two/three/ four o'clock.

Activities 2 and 3: Urge students to rehearse, practice and perform the given dialogues.

- Help students to rehearse the dialogues and act out in the classroom.

Lesson 6: Greetings and self-Introduction

Activity 1: Help students to listen the song "Good morning" and sing the it with you. The song is found in the students' textbook. If it is posted on the wall for some days using flip chart, it will support students' learning. Here is the song with the source. Please, prepare yourself to sing the song

Good Morning Song

Good morning … (Good morning)

Good morning … (Good morning)

One, two … One, two, three

Good morning

Good morning

Hello, and how are you?

Early in the morning,

I say, "Good morning".

Hello, and how are you?

In the morning … I clap my hands

In the morning …I do my dance.

In the morning … I shout "hurry".

This is going to be a wonderful day.

(Source: http://www.youtube.com/watch?y=ou!ota9VG*)*

Activity 2: dialogues

- Encourage students to rehearse, practise and act out the given dialogue.

Lesson 7: Words and Common Expressions of Self-introduction

Activity 1: Encourage students to listen to and repeat words given in the box. Such as:

My name is ….

I am ….

Activity 2: Help students to repeat the common expressions after you.

Activity 3: Encourage students to rehearse the short self-introduction part presented in the pictures. Make them practise in pairs and introduce themselves.

- Let me tell you my name. My name is ….
- Let me introduce myself. I am ….
- May I tell you my name? I am …

Activity 4: Students should first be made to study the dialogues repeating after you. Then, make them be in pairs to practice it and present infront of the whole class

Activity 5: Help your students to listen to you as you say the jumbled expressions. Encourage them to tell the correct order. The answer is given here:

A. **Morning good. ---------- Good morning.**

B. **Are you how? ---------- How are you?**

C. **You fine I thank am. -------- I am fine thank you.**

D. **Afternoon good. ---------- Good afternoon.**

E. **Helen name is my. ---------- My name is Helen.**

For further discussions you can use an activity like given below. It is the matching exercise.

Column A	***Column B***
Good morning.	***I'm eight years old.***
Good afternoon.	***I'm fine thank you, and you.***
Good evening.	***Good morning.***
How are you?	***I'm from Dire Dawa.***
What is your name?	***Good evening.***
Where are you from?	***My name is Jemal.***
How old are you?	***Good afternoon.***

Section 2 Word Study

Lesson 1: Expressions of greetings

Activity 1: help students to read the expressions such as:

Good afternoon **Good morning** **Hi**

Good evening **Hello**

Activity 2: Answer the following questions orally using the words below.

afternoon fine name seven o'clock

A: Good afternoon. **B: How are you?** **C: What is your name?** **D: How old are you?** **E: What time is it now?**		**A: Good <u>afternoon</u>.** **B: I'm <u>fine</u>, thank you.** **C: My <u>name</u> is Sara.** **D: I'm <u>seven</u> years old.** **E: It's two <u>o'clock</u>.**

Lesson 2: Time Words and expressions

Activity 1: Read the given words aloud to help students listen to the given words carefully and say aloud after you. Relate the lesson with the portion of time of the day first as

- Morning – When do you get up?
- Afternoon – When do you do your homework?
- Evening and – When do you eat your supper?
- Night - When do you eat your dinner?

Activity 2: Practising the dialogues

- Help students to rehearse, prepare themselves and perform the given dialogues.

Activity 3: Time telling.

- Show students the hour, minutes and second hands of a watch expressed in picture in the students book and help them to tell the time.
- You can use the following activities as varieties.

Section 3: Reading

Lesson 1: Read the letters Cc, Hh, Ll, Mm and Oo.

Activity 1: First read the letters loud to students. Then, make them say after you. Use the letter chart from the students' textbook.

Activity 2: Check whether learners read the Capital letters with Small Letters.

C c ***H h*** ***L l*** ***M m*** ***O o***

Activity 3: The answer for the matching exercise is given below.

C .----- c H ---- h M ----- m O ----- o

Section 4: Writing

Lesson 1: Writing Letters and words

Activity 1: Copy the following letters.

C __C__ **c** __c__

H __H__ **h** __h__

L __L__ **l** __l__

M __M__ **m** __m__

O __0__ **o** __o__

Activity 2: Copy the following words.

1. **minute** ____minute____
2. **clock** ____clock_____
3. **hour** _____hour_____
4. **late** _____late_____
5. **o'clock** ____o'clock_____

UNIT 3 Colours

Introduction

In this unit, students will be made to study and practise various language lessons which help them to acquaint themselves with words, short phrases and simple sentences and use the language items that they learn to listen, read, speak and write in English. The lesson is derived from the theme "Traffic and Road Safety" which is one of the crosscutting issues in the new curriculum. At this stage, learners will be introduced to the kind of the primary colours. They will be made to participate in various activities through using repetition drills, individual works and pair and group discussion. Active learning strategies such as individual work, pair work, discussion in small group, pyramiding and oral presentation will be used to help students participate actively in the learning process. In addition, students should be made to listen to words, phrases and short simple sentences, read one syllable words, practise dialogues to speak in English in the classroom, and write one syllable words. The third group of the most frequent letters such as g, o, u, l, f and b are presented to help students to read and write one syllable words. Moreover, in the syllabus the letters that are given due emphasis in this unit are **B b, C c, F f, H h, L l, M m, O o and S s.** Most of these letters are taken from the previous units, so students get opportunities to practise the major language skills. Besides, the sounds such as /o/, /b/, /m/, /f/, /h/, /l/ and /s/ are also given due emphasis in this unit. The lessons in the unit will also be presented using pictures and songs, saying out the given letters, articulating sounds and colouring pictures and letters.

Allocated Time

The total periods given to this unit are 25. Since the number of the lessons in the four sections is different, the time is allotted according to the coverage of activities in the lessons of each section as seen below:

Section 1 Listening and Speaking	5 Lessons	8 periods
Section 2 Word Study	2 lessons	3 periods
Section 3 Reading	4 lessons	8 periods
Section 4 Writing	3 lessons	6 periods
Total Periods		25 Periods

Objectives

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

- *Sing song about colours.*
- *Sing songs about English alphabet.*
- *Identify and use English letter alphabet (Gg, Jj, R r, Yy,).*
- *Practice reading the sounds of /g/, /j/, and /r/.*
- *Predict pictures associated with words.*
- *Introduce their names and the names of their parents and friends.*
- *Trace lines and dotted letter holding their pencils properly.*
- *Recognize how to hold a pencil,*
- *Practice scribbling.*
- *Practice connecting dots to form letters*

Procedures

- Before students practicing singing songs about colours, illustrate the kinds of colurs given in the text book. You can also bring objects which have various colours especially objects which have primary colours such as red, blue, yellow and green. Don't forget asking students to tell you about names of colours in their vernacular languages.
- The songs students practised to sing in previous units are revised here. Learners should be encouraged to sing the songs of 'English alphabets' and 'good morning' together. Besides, each student should be asked to sing the songs loudly to other students.
- Students should be made to participate in the "Listening – Looking – Repeating - practising" activities to make them familiarize themselves with one syllable words, short phrases and short sentences. They should be encouraged to feel that they are playing, singing and drawing.
- The sound of the third stages of the most frequent letters such as g, o, u, l, f and b as well as previously learned letters are included in this unit. To address all kind of learners in the class, bring the materials on which the letters are drawn should be used. Students should not only listen to your oral description, but they should also be helped to look and touch the shapes of each letter. They should also be given opportunity to bring to the class drawings or shapes made by themselves to the class.
- In this unit, self-introduction lesson should be given due emphasis. Every step from identifying common words to performing dialogues should be presented to help learners acquaint themselves with introducing expressions.

Assessment

- Check students if they can say the name of various colours after you and identify the primary colours
- Check if students can show you and to their friends the letters planned to be taught in the unit
- Check whether students read the letters found in the unit

- Check if students read as many words as they found in the unit
- Check if students can perform greetings and self-introduction in pair activity
- Check if students can draw vertical strokes and curved lines
- Observe whether students trace dotted lines to produce letters and words
- Observe if learners can write letters learned in previous units and the letters presented in this unit

Keys

- Most of the activities are presented using Listening – repeating – practicing in pair and group work techniques
- The answers for the given activities are provided to the activities which require answers

Section 1: Oral Language

In this section, lessons on listening and speaking skills will be presented. Students are introduced to the names of primary and other kinds of colours. You have to focus on the listening and repeating tasks in order to help students to have clear image about the songs they sing, the letters they are expected to spell and articulate and the pictures that they match with the given words. The letters used to begin names of colours such as G – green, R – Red and Y – yellow as well as letters they were taught in the previous units and the most frequently used included in this unit are presented with exemplary one syllable words. Thus, attempts to guide students to pronounce sounds of letters in different words, sing songs individually and write one syllable words should be given due emphasis.

Objectives

At the end of this section, students will be able to:

- *Sing song about colours.*
- *Identify the sound of the third step most frequent letters 'g, o, u, l, f and b' as well as letters taken from the beginning of the words that indicate colours.*
- *Sing songs about English alphabet together.*
- *Identify and use English letter alphabet (G g, J j, R r, Y y).*
- *Practise reading the sounds of /g/, /j/, and /r/.*
- *Practise reading words that signify colours*
- *Predict pictures associated with words.*
- *Practuse dialogues which includes greetings and self-introduction*

Procedures:

- You can revise previously learned lessons via encouraging students to sing again the songs to motivate them for the teaching-learning process
- You should encourage students to listen and repeat the letters and the sounds include in this section.
- Use the charts given in the unit as well as bring similar teaching aid materials to help students

to identify the letters and their sounds.

- Additional songs about colours and alphabet can be used in order to stabilize the lesson.

Assessment

- Observation – to check whether students match sounds and letters.
- Peer and teacher feedback – to check if students practise dialogues and pronouncing letters and words found in the unit.
- Take-home assignments – ordering students to bring materials that show the shape of the letters learned and pictures that show concrete words they learnt in the unit.
- Oral quizzes – individual work to check whether students identify the sounds of the letters given in the unit.
- Oral presentation – to check whether students acquaint themselves with the common expressions of greetings and self-introduction

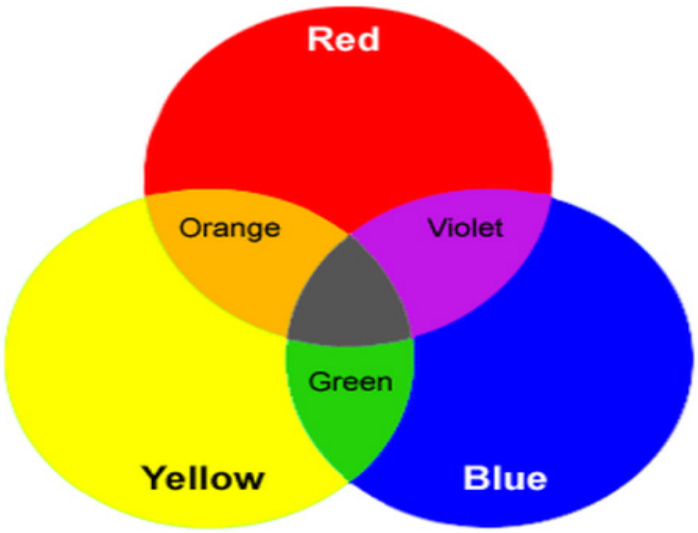
Keys

- Answers for activities are provided accordingly.

Lesson 1: Sounds of Letters r, y, b, p, o and g

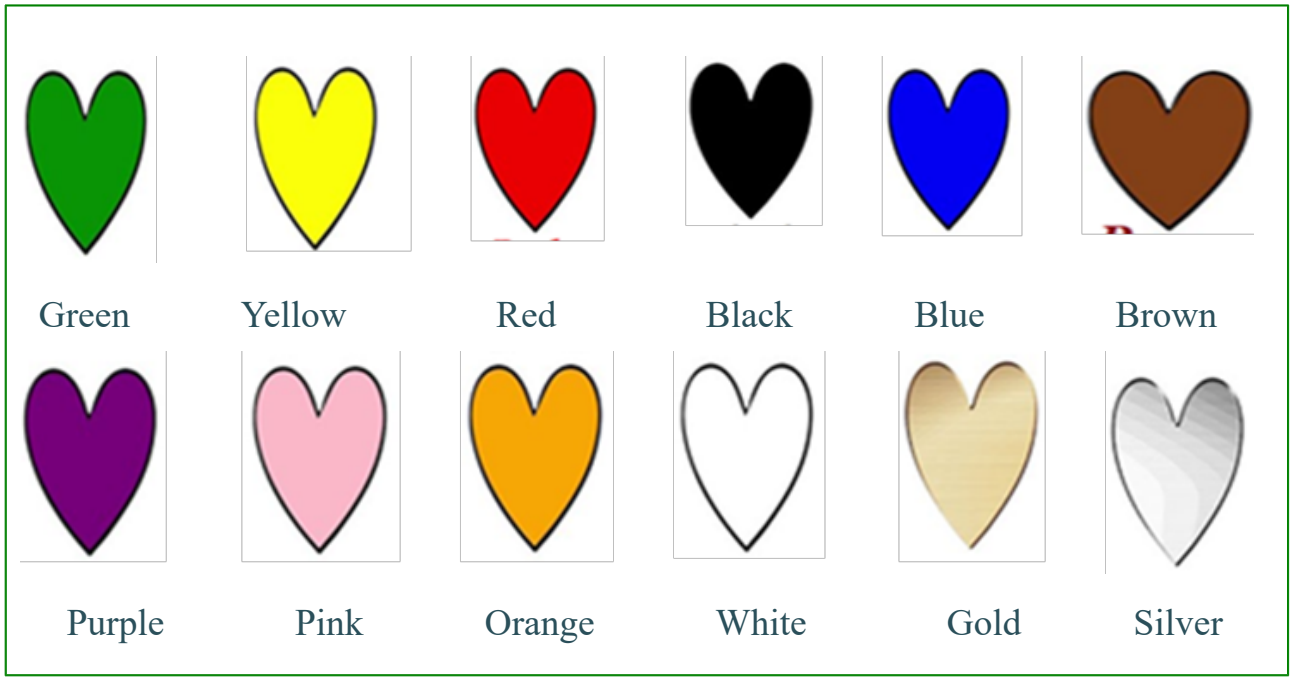
This lesson has three activities that are used to deliver the lesson on the sound of the selected letter. The main focus of the lesson is to help students to use the sounds of the letters to build words. Most of the letters are taken from the initial letters of colour words. Through singing, students are introduced the name of the colours and through matching exercise they are encouraged to use the sounds of the letters to form words. Before you make students sing the song of colour after and with you, demonstrate the picture of the colours using various ways. You can first use the picture found in student book. Besides, you can vividly portray those colours using real onjects such as bring balls or classroom object which have different colours, For your information look at the following demonstration to identify various colours:

Picture 1



From the above picture, you can tell students about the primary (red, blue and yellow) colours first, and then you can also show them additional colours. Please, don't forget that the main aim of the lesson is not teaching students to identify the kinds of colours, but the main purpose here is to acquaint students with some sounds of letters in English language. Colours are one of the important issues to teach students English language. They are very important to deliver the language skills in various ways. The sound of the initial letters of the names of the colours should be taught to assist learners to build and read one syllable words. The following pictures help you to identify various kinds of colours. You can use the initial letters of these colours to deliver the lesson for grade one students. Look at the picture:

Picture 2



Now look at the following most frequent letters which must be taught in this unit. Refer to the dictionary which has phonetic transcription to help you to be acquainted with the sounds of these letters. Do not show phonetic transcriptions to students, but present the lesson using exemplary words as given below.

- B b - /b/ - black, blow, brown
- O o - /o/ - orange, ox, ostrich
- G g - /g/ - green, goat, girl
- R r - /r/ - red, rabit, rat, etc.
- P p - /p/ - pink, purple

Activity 1: Identifying name of colours

- Help learners to listen and repeat words of colours.
- You can use students' book to help learners repeat the name of the clours.

Activity 2: Ccolour song

This activity is to sing colours song. In addition to motivating learners learning various learners, you should use the song to encourage students to listen and read the sounds of the letters that are used to begin the names of the colours.

Red, Yellow, Blue, Green

Purple, Orange, Black, Brown

All the colours are so bright,

Indeed it's beautiful sight.

(Source: https://www.dailymotion.com/video/x44ds5i)

Note:

- Write the following letters and words begin with these letters on the board or bring flash cards on which the letters and words are written and help students repeat after you.

g -	green, goat	o -	ox, orange, onion
b -	black, brown, bright	l -	leaf, leg, lemon
r -	red, rock, rat	m -	moon, mat, man
s -	sun, son, sit	h -	horse, hammer, hat

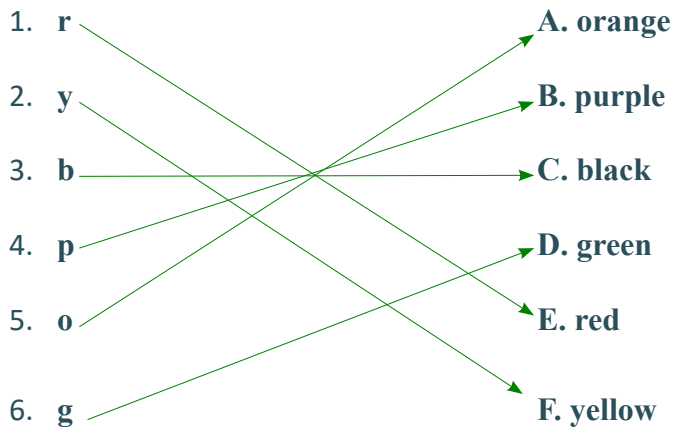
Activity 3: is about matching the sounds of the letters r, y, b, p and o with words.

Procedures

- You can start the lesson making students to sing the songs of English alphabets using capital letters (Look at the song on the student book.)
- You can use teaching aids that show the shapes of the following capital letters: G , O, U, L, F and B and small letters g, o, u, l, f and b.
- Tell the students to identify these capital and small letters found in the alphabet song.
- Teaching aids that show the English alphabet must be posted on the wall.

Keys

- The following is the answers of activity 2.



Lesson 2: Associating sounds and picture

This activity is on matching the sounds of the letters b, c, f, h, l, m and o with words and pictures. You read each sound of the letters and show students the pictures with the words. You can use additional examples with colourful objects or pictures.

Activity 1:

- Students should be encouraged to listen and match sound of the letters b, c, f, h, l, m and s with words and pictures.
- You can use the picture that is given in the textbook.

Activity 2: Read words that begin with letters G g, J j, R r and Y y.

Dear teacher, this lesson has four activities to present it to students. The main focus of the lesson is to help students to use the letters g, j, r and y and their sounds in the exemplary words.

Procedure

- Use repetition drill to help students identify the shape and name of the letters g, j, r and y.
- You can stabilize the lesson to indicate the given letters by giving students to read the letters aloud in a group
- A game which is showing the design of the letters first when the teacher called the letters randomly can also be used.
- The picture and the name that indicate the picture can also be used to facilitate the learning process.
- Additional exercises just like a given one can also be used to deliver the lesson.

Assessment

- Individual work to read aloud the letters in front of the whole class.
- Check whether the students match the letters with the words and picture.
- Observe if group members match the letters that are used as initial letters with the letters and pictures.
- Peer assessment after students have completed the matching activity.

Keys:

- The possible answer for each activity are given as follows:

Activity 1:

- Make students read aloud using the letter chart that contains letters G, J, R and Y to facilitate the listening and repeating activities.

Activity 2

- You can encourage students to read the letters and match them with the given words and pictures.

Activity 3

- Form group and tell students to listen and Circle the word that begins with letter g, j, r, b, and y. The answer for the question using different colours as shown below:

g	j	r	b	y
ball	***jacket***	***moon***	***bag***	**uncle**
goat	***purple***	***rain***	**sack**	**yellow**

- You can make this lesson very clear by asking additional questions as shown below.

g	j	r	b	y
ball	***black***	***book***	***bag***	**uncle**
jet	***purple***	***pink***	**sack**	**yellow**
rat	**giraffe**	***rain***	**orange**	**ant**
goat	**yoghurt**	***moon***	**fox**	**monkey**
yellow	**jacket**	***son***	**mouse**	**brown**

Lesson 4: Talking about oneself

Dear teachers, this lesson is very helpful to students to tell about themselves using short common expressions. Once students understand the common expressions of introducing oneself, they are eager to tell about themselves.

Procedure

- First of all, you have to encourage students to introduce themselves or talking about the name of their family and their own in the vernacular language.
- Encourage them to repeat and rehearse the common expressions of self-introduction.
- Help them to practice to act out in front of the class.

Assessment

- Check whether they can say the short expression to introduce their name.
- Observe the group members to say something about themselves.

Keys

- The responses for some of the activities are provided as follow.

Activity 1: Listen and repeat the following expressions.

- Encourage students to listen and repeat the following expressions.

My name is…/ I'm…

My father's name is …

My mother's name is …

This is my father/mother…

My brother's name is …

My sister's name is …

Activity 2: Practise and act out the following dialogue.

- Show the following model conversation to facilitate doing activities in pair.

A: Hello, my name is Biruk. My father's name is Asnake. My mother's name is Aberash. What about you?

B: Hello, my name is Jalene. My father's name is Gemechu. My mother's name is Ayantu.

Lesson 5 Talking about Others

This lesson is about introducing others. The common expressions used in English should be presented first to help students say something about others. Due attention should be given the simple activities that must be easily practised so that students would be able to move their tongue in English using the expressions given.

Objectives of the lesson

Upon the completion of this lesson, students will be able to:

* *Use the common short expression of introducing others.*
* *Practice the given dialogues.*
* *Act out the dialogue they rehearse.*

Procedures

- Help learners handle the short expressions of introducing others.
- Make them to rehearse the expressions using repetition drills.
- Encourage them to act out the conversation in pairs.

Assessment

- Observe the pair discussion on introducing others
- Check whether students attempt to say out the expressions given.
- Assess pair oral presentation.

Activity 1: Study the following expressions.

- Encourage students to rehearse these common expressions

  Let me introduce my brother, …

  Let me introduce my friend, …

  Do you know …? Her/his name is …

  May I introduce my friend …?

Activity 2: Act out the following dialogue.

- Help learners to rehearse the following dialogue
- Encourage them to produce their own dialogue in pairs.

Samuel: Hello, Tolcha. How are you?

Tolcha: I'm fine thank you, and you.

Samuel: Let me introduce you to my sister. She is Kuleni.

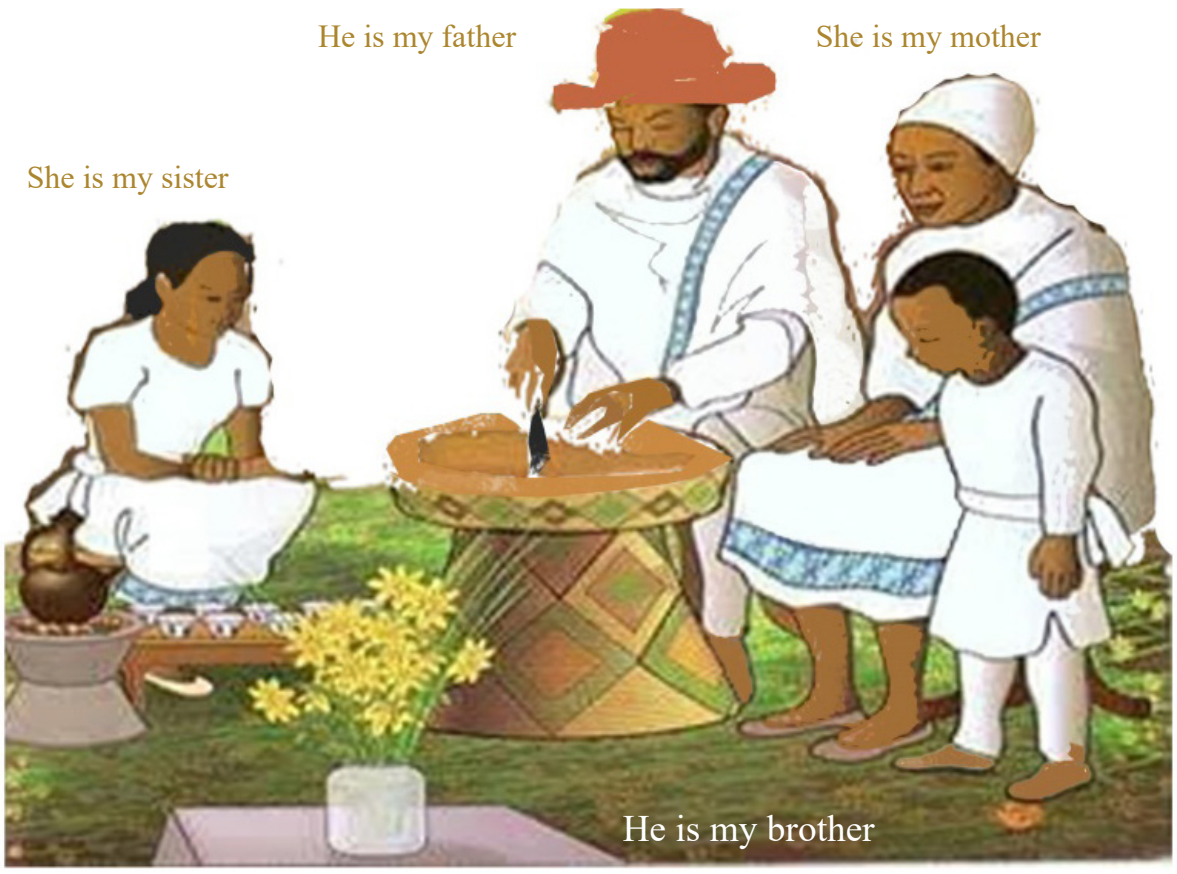
Tolcha: Hello, Kuleni. Nice to meet you.

Kuleni: Nice to meet you, too.

Activity 3: Say the following sentences aloud.

- Help students to read the sentences in the picture. This lesson is deliberately included here because students will learn about the expression: "This is…" in the next units.

This is my family



Activity 4: Tell the correct order of the following jumbled words.

- The key for the following activity is given.
  - ***Good morning***
  - ***Good afternoon***
  - ***How are you?***
  - ***My name is Sara.***
  - ***My father's name is Abdela.***
  - ***My mother's name is Birtukan.***
  - ***He is my brother.***

Section 2: Word Study

Lesson 1: Completing Sentences

Activity 1: Study the following list of expressions.

Help the students to say the words and match them with the picture given or the given colours.

- **I'm …**
- **My name is …**
- **My father's name is …**
- **Let me introduce …**
- **Nice to meet you.**

Activity 2: Read the list of the words aloud to students and help them to repeat the words after you.

The answer is put as follow:

1. ***Good afternoon.***
2. ***How are you today?***
3. ***This is my sister. Her name is Almaz.***
4. ***Good afternoon.***
5. ***It is my pleasure to meet you.***
6. ***I am Samuel.***
7. ***This is Debela. He is my friend.***

Section 3: Reading

The reading section of unit three is all about reading letters g, j, y and r, pronouncing the sound of these letters, reading words that begin with these letters. Repetition drills, pair and grup discussion, using demonstration and oral presentation should be used to deliver the lesson on reading.

Lesson objectives

Upon successful completion of the reading lesson, students will be able to

* *Identify the shape and name of letters g, j, r and y.*
* *Pronounce the sound of these letters in different words.*
* *Read words that begin with sound /g/, /ʤ/ /r/ and /j/.*
* *Read short simple sentences aloud*

Procedures

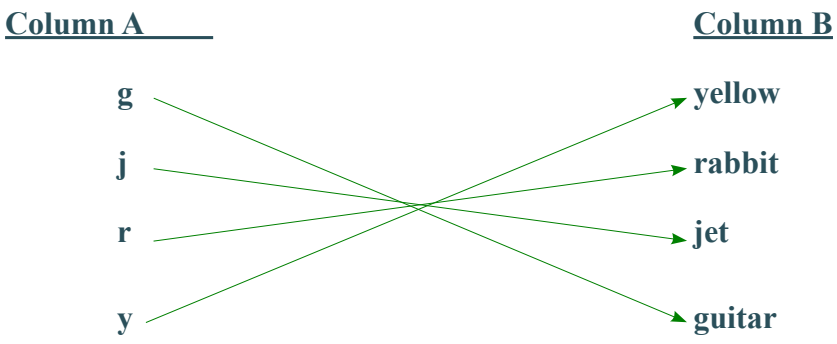
- Use repetition drills to help students identify correct pronunciation of the letters in words
- Use teaching aids that clearly chow the shape of the letters to be seen and toush in the classroom.
- Form groups to have discussion on the activities.

Assessment

- Check if students are abole to pronounce the sounds of the letters correctly.
- Check whether students can ask questions using ‘what’.
- Use quiz to check if students are able to read short sentences.

Activity 1: Matching

- Help learners to match the sound of letters g, j, y and r with the words.
- The answer is given to the activity as follow:



Activity 2: Put the words in the box under the sound of letters.

rat	yes	juice	giraffe
jump	guitar	yellow	rain
goat	jar	rabbit	yoga
yacht	red	green	jeep

g	j	r	y
goat	juice	rat	yacht
guitar	jump	rabbit	yes
green	jar	red	yellow
giraffe	jeep	rain	yoga

Lesson 2: Reading Words and Sentences

Activity 1: Read and circle words of colour.

object	has	it	purple
black	yellow	that	colour
orange	is	does	read
have	what	blue	this

Activity 2: Practise asking and answering.

What Colour is this?		It is *green* colour.
What is this colour?		It is *red* colour.
What is that colour?		It is *pink* colour.

Activity 3:

- Help students to put the words in correct order and read sentences.
- The key is given below.

Example: is it colour green. It is green colour.

1. **colour this is black.** ***This is black colour.***
2. **colour red is It.** ***It is red colour.***
3. **black is colour That.** ***That colour is black.***
4. **It colour purple is.** ***It is purple colour.***

Section 4: Writing

In this section, tracing dotted lines to form various shapes and to create letters are going to be practised. The writing lesson also focuses on creating words that the students learned in previous sections. students can handle many lessons if they are helped at this step properly. This is to say that they spell the words, articulate **G, J, R and Y** letters that are seen at the beginning, middle and end of the words. In short, students should be guided well to practise the tracing and writing activities individually.

Objectives

At the end of this sections, students will be able to{

- *Trace lines to improve their handwriting*
- *Trace dotted points to form letter like shapes*
- *Trace dotted lines to write words.*

Procedures

- Create mechanisms to help students to trace the shapes given in their textbook. They should not write on the textbook. If you get hard copy of these activities, the lesson becomes very manageable.
- Once you give the activities to the students individually, you have to follow up their accomplishment of the tasks. Help the students who need help especially physically impaired students.
- First, students should be encouraged to trace the lines. Then, help them to trace the dotted lines to produce various shapes.
- For the forming process of words, you should observe every individual student produces words with the dotted letters.

Assessment

- Collecting papers of note books to check whether students can trace the lines to produce letter like shapes.
- Check whether learners produce letters after tracing the dotted lines.
- Observing students attempt to draw letters and tracing words and give feedback.
- Use quiz which has the same questioning styles found in the textbook.

Keys

- In this section, all activities can be seen clearly, so you have to be so close to the students to help them improve their handling of their pencil that they can practise to produce the required tasks.
- The answers for each activity are simply what the students submitted after finishing doing the activity.
- Give immediate feedback to students on their attempt.

Lesson 1: Writing Words and sentences

Activity 1: Put the letters in correct order and read the word aloud.

1. **l e y l o w -** ***Yellow***
2. **a o d r -** ***road***
3. **u j p m -** ***Jump***
4. **r e g e n -** ***green***

Activity 2: Write the words in correct order and read them aloud.

1. **mother this my is.** ***This is my mother.***
2. **father's name is my Abebe.** ***My father's name is Abebe,***
3. **colour black the has bag.** ***The bag has black colou.***
4. **the what colour of shirt is your?** ***What is the colour of your shirt?***