



English for Ethiopia

Student Textbook

Grade 5 Book 1

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UNIT 1

Activities

Free Time Activities?

Week 1

Day 1

1. Word Study

Blending and Segmenting

The following words are segmented into syllables. Blend and read them correctly.

Segmented	Blended
ac-ti-vi-ties	activities

Segmented	Blended
1. dis-ci-plined	
2. hard-work-ing	
3. wa-ter-fall	
4. te-le-vi-sion	

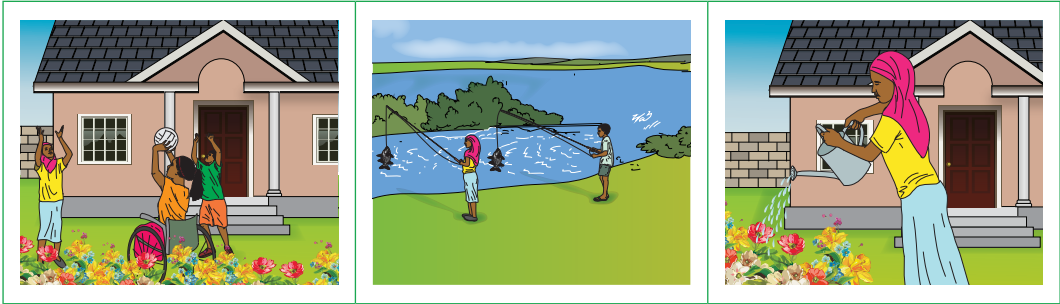
2. Reading Comprehension

Pre-reading Activity

Look at the pictures and answer the following questions.

1. Which activities do people do in their free time in your area?

2. What are the students in the pictures doing?
3. Which of the activities in the pictures do you do in your free time?



While Reading Activity

A. Read the following passage silently and answer the following questions.

1. Where does Hana live?
2. What are Hana's free time activities?
3. With whom does Hana spend her free time?
4. To whom does Hana write letters?

B. Identify the words that describe Hana in the reading passage.

Hana's Free Time

Hana is a grade five student. She is eleven years old. She lives in a small district in the **suburbs** of the city. She is a clever, hardworking and disciplined girl. In her free time, when she is not at school, she does a number of activities that make her **happy**.

Hana likes to spend her time playing and **enjoying** games with her friends. She plays football, **skips** rope and tells short stories to her friends. She enjoys watering the flowers in the front garden and in the backyard of their home. She always takes care of the flowers. She feels happy when she sees the flowers. She also writes letters to her

relatives living in other places. She enjoys **watching** dramas and films on television.

Hana sometimes goes fishing with her elder brother. She enjoys not only the fishing but also the **waterfall** in the river. Hana enjoys all these activities in her free time.

Post-reading Activity

Answer the following questions based on the reading text using your own ideas.

1. Why is Hana happy when she sees the flowers?
2. Why is spending free time with friends useful to Hana?
3. Write three sentences about your free time activities.

Week 1

Day 2

3. Vocabulary

Match words under Column A taken from the passage with their synonyms under Column B.

Synonyms are words which have similar meanings.

happy = pleased

A	B
1. suburbs	A. cascade
2. enjoying	B. observing
3. relatives	C. having fun
4. watching	D. jump
5. waterfall	E. outskirts
6. skip	F. kin

4. Listening

Pre-listening Activity

Look at the following pictures and predict what the listening text is going to be about with your friends.



While Listening Activity

Your teacher will read you a text titled 'Zeritu's Favourite Hobby'. Listen carefully and answer the questions below.

1. Zeritu's free time activities are _____ her grandparents, _____ to music and _____ time with her best friends.
2. Her grandmother taught her _____.
3. Zeritu's favourite hobbies are _____ to music and _____ stories.
4. Zeritu tells simple stories to the little _____.

Post-listening Activity

In pairs, discuss the following questions with your partner orally.

1. Why does Zeritu like listening to music and telling stories?
2. Tell your favourite hobbies to your partner and discuss why you like them.

Week 1**Day 3****5. Speaking****Self-introduction**

- A. In pairs, introduce yourself to your friends and describe your free time activities using the following expressions.**

I am...

My name is...

My free time activities are...

In my free time, I...

- B. In pairs, ask questions about your free time activities using ‘What do you do...?’ One partner will ask and the other will respond.**

Seada: What do you do in your free time?

Girma: After school, I usually visit my uncle. Then, I go to the playground to play football.

6. Grammar**Simple Present Tense**

Look at the following examples.

1. Hana lives in a small town.
2. Hana plays football.
3. The students go to school every day.

Simple present tense is used to express an action which we do repeatedly. We use simple present tense for habitual actions.

FORM:

I/We/You/They	play	games.
He/She/It	plays	

Complete the paragraph by changing the verbs in the bracket in to simple present tense.

Azeb is living in a small town. When she is free, she ___1___ (do) a variety of activities. She ___2___ (read) different books. She also ___3___ (watch) drama on Television. She ___4___ (enjoy) jumping rope with her friends. She ___5___ (like) to go to the forest outside the town. She is happy because she always ___6___ (relax) in her free time.

Week 1

Day 4

7. Reading Fluency

Based on the previous reading passage titled 'Hana's Free Time', take turns reading the first paragraph of the passage loudly and fluently.

8. Vocabulary

Contextual Meaning

- A. The word in Column A are taken from the reading passage. Match them with the words listed in Column B.

Example:

take care = protect

A	B
1. spending	A. tying together
2. leisure	B. strand
3. knitting	C. clothing
4. favourite	D. free
5. thread	E. preferred
6. garment	F. using

B. Then, use the words in Column A to complete the following passage.

Sara's grandmother works in a garment factory that produces 1 and 2 . Her job is colouring the 3 . In her 4 time, she teaches Sara how to knit different clothes. So, 5 is one of her free time activities. This summer, she is 6 her time knitting one of her 7 designs.

Week 1

Day 5

9. Writing

Writing Conventions

Capitalisation and Full Stop

Look at these sentences carefully.

1. Hana lives in a small town.
2. Abdi plays football with Biruk.

In the above sentence, capital letters are used to start the sentence and to begin a name of a person. A full stop (.) is used to show the end of a sentence.

Correct the following paragraph using capital letters and full stops.

hirut, tofik and okello live in a city they all like bicycle riding they usually ride into the town centre when they ride they compete with one another.

Writing Composition

Write a short descriptive paragraph about Hawi and Omot using the information in the table below. Use a topic sentence and detail sentences.

	Age	Grade	School Name	Activity	Time
Hawi	10 years	5	Dire	watch TV play tennis visit grandmother	Sunday once a week after school
Omot	11 years	5	Dire	swimming play football visit aunt	Saturday often every day

Hawi and Omot are friends. They are grade 5 students. _____

_____.

Every day Activities

Week 2

Day 1

1. Word Study

Blending and Segmenting

Blend the following segmented words and read them accurately.

Segmented	Blended
ex-er-cis-es	exercises

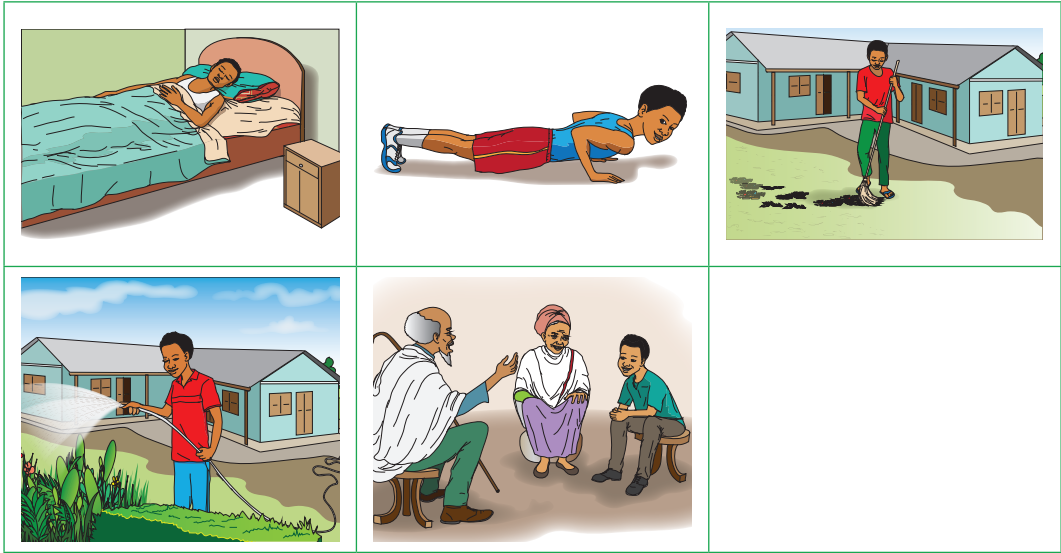
Segmented	Blended
1. quick-ly	
2. beau-ti-ful	
3. con-ver-sa-tion	
4. min-utes	

2. Reading Comprehension

Pre-reading Activity

Discuss the following questions in groups before reading the passage.

1. How do you spend your free time after school?
2. Describe what is happening in the pictures.



While Reading Activity

Read the following passage silently and complete the table.

	Time	Activities
1	6:00 a.m.	
2		I start out to work every day at
3	12:45 p.m.	
4	30 min	
5		rush hour
6	6:00 p.m.	
7		eat dinner and sleep

Nhial's Daily Activities

My name is Nhial. I am a nurse. I always **wake up** early in the morning at 6:00 a.m. I do some exercises, clean my room, **sweep** the compound and water the flowers. After that, I brush and floss my teeth and take a bath. After a bath, I eat my breakfast. Then, I **get dressed** comb my hair, pack my **stuff** to get ready for work.

Every day, I start to work at 7:30 a.m. I work till 12: 30 p.m. I eat my lunch at 12:45 p.m. After that, I take a little **nap** for 30 minutes. Then, I go back to work. I go home at 5:30 p.m., which is a **rush** hour.

At 6:00 p.m. I am at home. I take a rest having a little **conversation** with my parents. I start the evening by watering the plants. Then, I watch the news and read a book. At 8:30 p.m. I eat my dinner, and finally, I go to bed.

Post-reading Activity

In a group of five, discuss the following questions.

1. Why does Nhial get up early in the morning?
2. Why do people usually brush their teeth?

Week 2

Day 2

3. Vocabulary

Synonyms

Find the words in Column A in the reading passage and match them with their synonyms in Column B.

Example: Nhial always **wakes up** at 6:00 a.m. In this sentence, the synonym of the word 'wakes up' is 'gets up'

A	B
1. sweep	A. hurry
2. floss	B. chat
3. bathe	C. short sleep
4. dressed	D. remove dirt between the teeth
5. stuff	E. clean with a broom
6. nap	F. wash
7. rush	G. materials or things
8. conversation	H. put on clothes

4. Listening

Pre-listening Activity

With your partner, look at the following pictures and predict what the text will be about.



While Listening Activity

Fill in the gaps as you listen to a text that your teacher reads to you.

- Ahmed's parents often require him to _____, clean the room and _____ water.
- Ahmed does not deny that he fails to _____ his work.
- His father teaches him how to make a _____.
- Ahmed starts doing every task according to his _____.
- Ahmed's parents become very proud of _____.

Post-listening Activity

Discuss the following questions with your partner.

1. Why does Ahmed become successful in his work?
2. How does planning help people in their work?

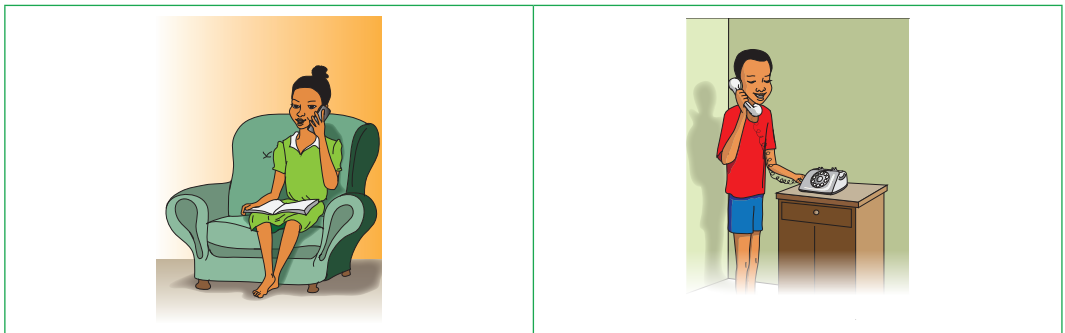
Week 2

Day 3

5. Speaking

Telephone Conversation

Read the dialogue below with your partner, taking the roles of Yonas and Hajira. Then, create your own dialogue describing your daily activities on the phone.



Yonas: May I speak to Hajira?

Hajira: Speaking.

Yonas: Hello! How are you, Hajira?

Hajira: I am fine, thank you. And you?

Yonas: I am fine, too. When do you do your homework?

Hajira: I usually do it after school.

Yonas: What do you do after you complete your homework?

Hajira: I always play in the playground. I sometimes visit my grandmother. Every night, I study my lessons.

Yonis: Me, too Hajira. I always do my homework after school. I usually play tennis after I complete my homework.

Hajira: How often do you visit your grandmother?

Yonis: I visit her once a week.

Hajira: Ok, goodbye. See you tomorrow.

Yonis: Good bye.

6. Grammar

Adverbs of Frequency

Look at the following examples.

1. Chala goes to school every day.
2. Muna washes her clothes every week.
3. The students play football every Sunday.
4. We often wash our hands before eating.

The action words and phrases in the above sentences express habitual actions. Phrases such as every day, every week, and words such as often, ... are adverbs of frequency. They are used with simple present tense to express habitual action which happens repeatedly.

A. Create sentences about Tariku using the information in the table below.

Tariku plays tennis two times in a week.

Activities	Frequency
go to school	always
play tennis	two days a week
help his parents	sometimes
watch television	every day
visit grand parents	twice a year
listen to the radio	usually
fetch water	often
look after cattle	rarely

B. Answer the following questions based on the information on the above table.

1. What does Tariku always do?
2. What does Tariku do every day?
3. What does Tariku rarely do?
4. What does Tariku sometimes do?
5. What does Tariku usually do?

Week 2

Day 4

7. Reading Fluency

With your partner read the first paragraph of the passage you read last time about "Nhial's Daily Activities". Read aloud with appropriate speed, expressions and accuracy.

8. Vocabulary

Synonyms

Identify the meanings of the underlined words according to the context in which they are used.

Example:

Jemal always exercises early in the morning. The meaning of the underlined word is do sports.

1. Ahmed always forgets to do the work he should do; so he needs reminder.
2. Yosef fails to finish his work on time; he is always late.
3. Gebru's parents are very proud of him; so they always talk about his results.
4. Kore is very successful in his life; therefore he has nice family and good income.
5. Roman does not complete her tasks at home; therefore she has to do them at school.

Week 2**Day 5**

9. Writing

Writing Conventions

Question Mark (?)

A. Look at the following sentences.

1. How often do you go to the library?
2. Don't you walk to school?

In the above sentences, a question mark is used at the end instead of a full stop. The sentences begin with capital letters.

B. Correct the following sentences using full stops, question marks and capital letters.

1. what do you do in your free time
2. have you ever gone to football matches
3. which activities do your friends love most
4. where do you carry out your reading activity
5. at home kore helps his parents to cook food
6. muna wears a yellow skirt when she goes to school
7. i read story books every day

Writing Composition

Complete the table about your daily activities. Then write five sentences using adverbs of frequency.

How often do you ...?	Adverbs of Frequency				
	always	usually	sometimes	rarely	never
play football					
do home work					
go to school					
be late for school					
cook dinner					

Example:

I always play football.

Classroom Activities

Week 3

Day 1

1. Word Study

Blending and Segmenting

Blend the following segmented words from the reading passage and read them aloud.

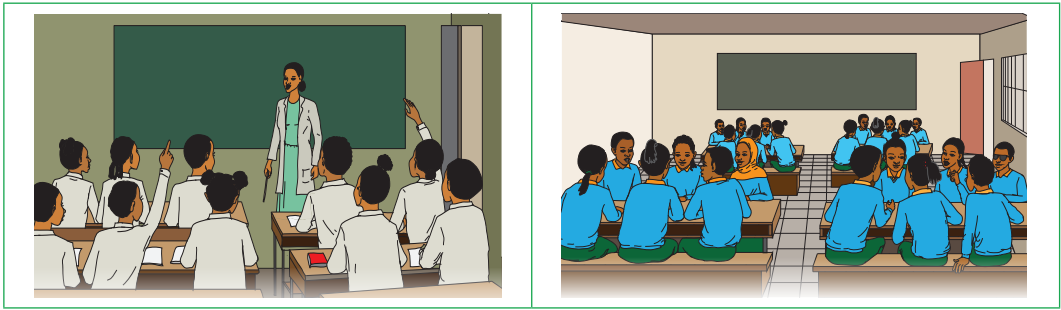
Segmented	Blended
1. a-tten-tion	attention
2. in-struc -tions	
3. par-ti-ci-pates	
4. co-op-er-a-tive	
5. com-mu-ni- ca- tion	

2. Reading Comprehension

Pre-reading Activity

In pairs, answer the following pre-reading activity questions before reading the passage.

1. What is your favourite subject?
2. How often do you speak English?
3. In the pictures below, what are the students doing?



While Reading Activity

Answer the following questions while you are reading the passage.

1. Temesgen's favourite subject is _____.
2. During the lesson, Temesgen is _____ about things.
3. Temesgen always participates in _____ and _____ questions.
4. Temesgen practises English in _____ and at _____.

Temesgen's English Class

Temesgen is a grade five student. His favorite subject is English. In English class, he always pays attention to the classroom **instructions**. He **participates** in all classroom activities. He usually finishes his class work quickly on time.

During the lesson, Temesgen asks questions about things which are not clear to him. When the teacher assigns students to work in pairs or in groups, Temesgen enjoys working with his classmates. He is very **cooperative**. He always participates in asking and answering questions at the end of the lesson. He accepts and welcomes all **comments** given by the teacher. He is sociable. He communicates very well in English.

Temesgen **practises** English not only in school but also at home. He becomes very good at listening and speaking in English. He also **improves** his reading and writing ability. As a result, he can listen, speak, read and write in English **easily**. His teacher, classmates and family are **proud** of him. They all love and respect him very much because he is a clever student.

Post-reading Activity

Form a group of five to answer the following questions.

1. How does Temesgen improve his English?
2. What do you do to improve your English?
3. What did you learn from Temesgen's way of learning English?

Week 3

Day 2

3. Vocabulary

The following words are taken from the reading passage. Match each word in Column A with their definition in Column B.

A	B
1. participate	A. get better
2. instructions	B. being pleased and satisfied
3. cooperative	C. doing things again and again
4. comment	D. working together with other people
5. practise	E. orders or commands
6. improve	F. without difficulty
7. easily	G. expression of an opinion
8. proud	H. take part

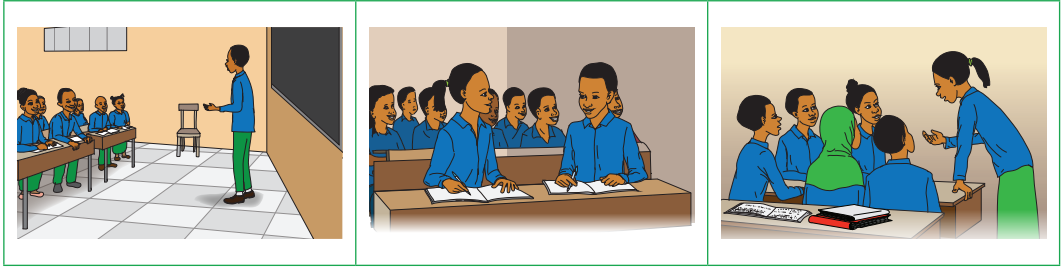
4. Listening

Pre-listening Activity

Answer the following questions before listening to the text that your teacher reads for you.

1. What do you do with your friends at school?
2. In what activities do you get involved in the classroom?

3. What are the children in the picture doing?



While Listening Activity

Listen to a text read by your teacher. While you are listening, answer the following questions.

- Fikirte is _____ years old.

A. ten	C. eleven
B. nine	D. eight
- Fikirte does not feel _____ in the class.

A. confident	C. happy
B. shy	D. friendly
- In class, she is very _____ to everybody.

A. friendly	C. rude
B. unfriendly	D. polite
- Fikirte's classroom involvement makes her _____.

A. inactive	C. shy
B. idle	D. clever

Post-listening Activity

Discuss the following questions in groups of five and present your answers to the class.

- How does classroom participation help Fikirte?
- What are the advantages of being friendly with classmates?

Week 3

Day 3

5. Speaking

- A. Use the information in the table and ask and answer questions with your partner using the question: What are you doing...?**

Example:

Habtamu: What are you doing in the playground?

Abreha: I am playing football.

Place	Activities
playground	play
classroom	learn, read, answer
market	buy, sell
shop	buy, sell
garden	water flower
kitchen	cook, make

- B. In pairs, practise the following dialogue by taking turns as Sara and Seifu.**

Sara: Hi, Seifu. How are you?

Seifu: Hi, Sara. I am fine. Thank you, and you?

Sara: I am very well, thank you. What are you doing? Are you borrowing an English dictionary from the teacher?

Seifu: I am sorry. Can you repeat that again?

Sara: I said, are you borrowing an English dictionary from our teacher?

Seifu: No, I am not borrowing a dictionary. I am just showing him my classwork.

Sara: Ok! If that is the case, let me show him mine, too.

Seifu: What are you doing now? Are you reading?

Sara: No, I am doing my classwork.

Seifu: Ok, good. See you later.

Sara: See you soon.

6. Grammar

Present Continuous Tense

A. Read the following pairs of sentences and discuss their differences and similarities.

1. a. Ato Bekele teaches English.
b. He is teaching us classroom vocabularies.
2. a. My uncle is a farmer.
b. He is planting coffee.
3. a. Workye is an Engineer.
b. She is building a house.

Grammar Spot

Present continuous tense is used to describe actions taking place at the moment of speaking.

Its form is: **am/ is/ are + verb-ing.**

I	am	learning.
He /She/ It	is	
We/You/ They	are	

B. Arrange the jumbled words or phrases in the following sentences to create correct sentences. Make sure that you use a full stop at the end of each sentences.

Example:

are/We/studying

We are studying.

1. is/doing homework/Sara
2. am not/I /having breakfast
3. You/sleeping/are
4. reading a newspaper/The man/ is
5. aren't/We/ studying
6. to home/I /going/am
7. working/is /now/My father
8. Seifu/riding/now/ is /a bicycle.

C. Change the verbs in the brackets into present continuous tense.

Example:

I (watch) TV.

I am watching TV.

1. I (am/sit) on a chair.
2. Oliyad (is/work) in Arsi at the moment.
3. My friends (are/play) football.
4. Don't forget to take your jacket. It(is/rain).
5. Hurry up! We (are/wait) for you.

Week 3**Day 4****7. Reading Fluency**

Read the first paragraph of the reading passage titled "Temesgen's English Class" with appropriate speed, expressions and accuracy.

8. Vocabulary**Antonyms**

Choose the word which has an opposite meaning with the underlined words.

1. My grandmother likes to sit outside every day in the morning.
a) near b) beside
c) inside d) under
2. Getahun's participation in our school competition inspired many students.
a) non-involvement c) encouragement
b) involvement d) improvement
3. Zelalem is a very clever student. His scores are always below average.
a) outstanding c) innovative
b) creative d) dull
4. John's younger sister is very friendly to everybody in our class. She is lonely.
a) kind c) hostile
b) helpful d) buddy

5. Abebe lives in a happy family. He is crying

- a) fortunate b) unhappy c) lucky d) all

Week 3

Day 5

9. Writing

Writing Conventions

There are rules of adding (-ing) to the end of a verb. If a verb ends in (-e), drop the (-e) and add (-ing).

Example:

write – writing

First, write the (-ing) forms of the verbs in the box and then fill in the gaps in the following sentences with the correct present continuous form of the verbs in the brackets.

Verb	ing form
cooperate	
practise	
give	
improve	
participate	

- Konjit _____ (practise) her spoken English not only in school but also at home.
- Bontu and Belay _____ (participate) in all classroom activities.

3. I _____ (improve) my reading and writing ability at the moment.
4. The students _____ (cooperate) in their group work.
5. The teacher _____ (give) a quiz now.

Writing Composition

Write a short paragraph about the activities shown in the following pictures.

Example:

The students are outside their classroom. They are playing in the field. _____



UNIT 2

Family

My Family

Week 4

Day 1

1. Word Study

Blending and Segmenting

Blend the following segmented words and read them with your partner.

Segmented	Blended
1. tra-di-tion-al	traditional
2. ce-le-bra-tions	
3. com-mu-ni-cate	
4. per-son-al	
5. aff-ec-tions	
6. in-di-vid-u-als	

2. Reading Comprehension

Pre-reading Activity

Before reading the following passage, discuss the questions with your partner.

1. How do your family members communicate with each other?
2. What do your family members do when spending their free time together?
3. What do you understand from the pictures below?



While reading Activity

Based on the passage, write **True** if the statements are correct or **False** if they are not correct.

1. Ibrahim lives with a small family.
2. Ibrahim's family members communicate with openness and honesty.
3. The family members do not eat together.
4. When family members fight, they solve their problems easily.
5. The family members do not share unpleasant or difficult times.

Ibrahim's Lovely Family

Ibrahim has an **extended** family. He lives in a family where there are relatives in addition to his parents. They are grandparents, uncles and aunts. They are all living in the same household.

Ibrahim's family members listen to each other and **communicate** with openness and honesty. They share what they have such as food, money and clothing fairly and equally. This creates a sense of **belonging** and a strong **bond** of attachment among them.

During celebrations, the family is always happy together. They eat **traditional** foods together. They also spend time together by reading, helping and playing games. The family members love and respect each other. They show their **affection** and care for each other. They also assist one another.

During sad times, they are also together in order to avoid the problems they face. They receive assistance and **encouragement** from other family members. In addition, they respect each other's unique personal differences. When two individuals fight or argue, the family has the ability to quickly settle that **dispute** easily and peacefully. Therefore, no matter whatever happens, all of the family members share joyful and **unpleasant** moments together.

Post-reading Activity

Answer the following questions in groups and report your answers to your teacher.

1. Why do family members need to love each other?
2. How do your family members solve their own problems?

Week 4

Day 2

3. Vocabulary

Answer the following questions by choosing a word with a similar meaning for the underlined word in the sentences.

- Ibrahim lives in an extended family with his grandparents, aunts and uncles.
A. small B. large C. medium
- Family members communicate with each other to solve any disputes.
A. disagreements C. agreements
B. challenges
- Family communication creates a sense of belonging among family members.
A. closeness B. quarrelling C. sociability
- Family members should form special relationship and respect each other to have a good bond.
A. distance B. attachment C. fighting
- On holidays, the family enjoys eating traditional food known in their culture.
A. modern B. local C. new
- Mothers always give special affection for their children.
A. love B. care C. A and B
- My elder sister usually advises me to study hard. Her encouragement helps me to be successful.
A. support B. agreement C. care

8. In life there are unpleasant moments that leave bad memories.
 A. happy B. disagreeable C. difficult

4. Listening

Pre-listening Activity

In pairs discuss the following questions before you listen to the text.

1. How do you help your mother?
2. What are the people in the pictures doing?



While Listening Activity

Complete the table below while you are listening to the text.

Family members	Activities/ Jobs
1. all family members	practise in team work
2. father	
3. mother	teacher
4.	takes out trash
5.	does the laundry
6. my brother	
7.	sweep the floor

Post-listening Activity

Discuss the following questions in pairs and present a report to the class.

1. What do people get from working in teams?
2. Do your family members share work at home? Why? Why not?

Week 4

Day 3

5. Speaking

Read the following conversation in pairs with your partner and model the conversation. Then, describe your own family members.

Yeron: How many people are there in your family?

Tofik: There are seven people in my family.

Yeron: How many brothers and sisters do you have?

Tofik: I have two brothers and two sisters. My brothers are Khalid and Ahmed.

Yeron: What are your sisters' names?

Tofik: My sisters' names are Samiya and Gifti.

Yeron: Do you have any grandparents?

Tofik: Yes, I have a grandfather and a grandmother.

Family Quiz

Individually, do the following quiz.

1. What do you call your father's father?

grandfather

2. What do you call your father's sister?

3. What do you call your mother's brother?

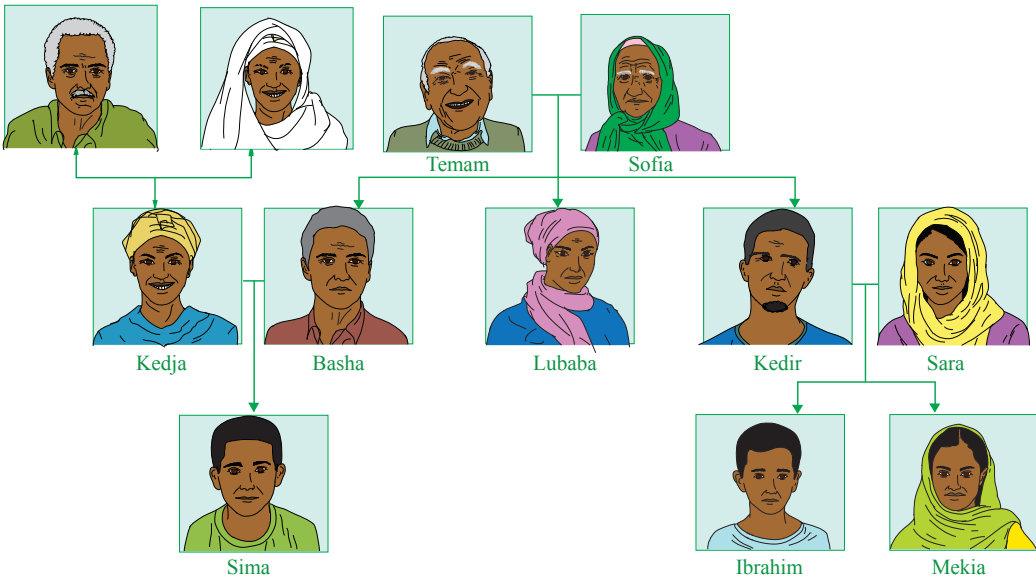
4. What do you call your uncle's son?

5. What do you call your brother's daughter?

6. Grammar

Possessives

A. Look at the following family tree and then complete the sentences using (’s) or (s’) to show possession.



Example:

Ibrahim and Mekia are Kedir's children

1. Ibrahim is _____ brother.
2. Mekia is _____ granddaughter.
3. Kedir is _____ husband.
4. Temam is _____ grandfather.

5. Basha is _____ husband.
6. Lubaba is _____ aunt.
7. Basha, Lubaba and Kedir are _____ children.

B. Read the following paragraph and complete the sentences using have or has.

My name is Kedir. I ___1___ a wife. Her name is Sara. I ___2___ a sister. Her name is Lubaba. I also ___3___ a mother; her name is Sofia. I also ___4___ two children. They are Ibrahim and Mekia. My father, Temam ___5___ three children including me. I ___6___ a brother. His name is Basha. He ___7___ a wife. Her name is Kedija. He also ___8___ a daughter. Her name is Chaltu .

Week 4

Day 4

7. Reading Fluency

Read the first paragraph of the text: "Ibrahim's Lovely Family." Read it aloud with your partner with appropriate speed, accuracy and expression.

8. Vocabulary

Choose from the words listed below and complete the following sentences.

teamwork

chores

laundry

household

trash

1. The family members are assigned to different household _____.
2. The people in a family who are living in one house are called a _____.

3. _____ is work done by people who work together as a team.
4. _____ is the chore of washing and drying clothes, towels, sheets, etc.
5. Things that are no longer useful or wanted and that have been thrown away are called _____.

Week 4

Day 5

9. Writing

Writing Conventions

Write the contracted form of the words or phrases in the brackets. Use an apostrophe (') to show where the letters are missing.

Example:

I am → I'm

My name is Jordan. (I am) ___1___ a basketball player. Our team will have a game this weekend. But (I do not) ___2___ think I will attend the match. (I cannot) ___3___ attend the game because my mother is sick. (She is) ___4___ really exhausted. (I am not) ___5___ mentally strong. My father and sister are on the way to visit us. (They are) ___6___ coming to the hospital. (We are) ___7___ all very worried about our mother's health.

Writing Composition

A. Arrange the following jumbled sentences that are not in order and write a logical paragraph.

1. Our grandparents also live with us.
2. My name is Suzan.
3. I live with my parents.

4. I am twelve years old.
5. I am a grade five student.
6. I have two brothers and one sister.
7. We live in Hawasa.

B. Write a short paragraph about your family based on the exercise you did above.

My name is _____

Family Relationships

Week 5

Day 1

1. Word Study

Blending and Segmenting

Blend the following segmented words and practise reading them aloud.

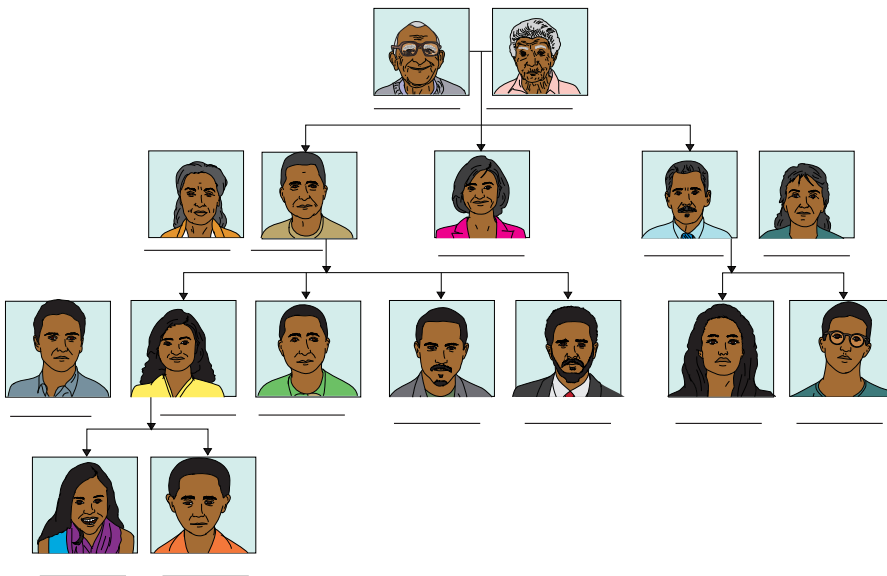
Segmented	Blended
1. daugh-ter	daughter
2. grand-moth-er	
3. grand-par-ents	
4. grand-fa-ther	
5. fa-mi-lies	
6. in-di-vi-du-als	

2. Reading Comprehension

Pre-reading Activity

Before you read the text below, answer the following questions.

1. How many people live in your family?
2. Do you have grandparents? Where do they live?
3. What do you understand from the pictures below?



While Reading Activity

A. Read the text and decide if the following statements are True or False.

1. Axum is near Addis Ababa.
2. The person in the story has one sister and two brothers.
3. His mother's parents live far from him.

4. Abrham's children are the nephew and niece of the person in the story.
5. The person's father's mother visits them rarely.

B. Based on the reading passage below, label the people in the family tree above

My Relatives

My grandparents are coming to visit us soon from Axum. My father is very glad that he will see his parents. We do not see them very often because Axum is far from Addis Ababa.

My grandparents have two sons and one **daughter**. They are my father, Belew, my **uncle**, Abraham, and my **aunt**, Mihret. Uncle Abraham is married to Roman. They have a daughter and a son. Their children are my **cousins**. Their little son, Yohannes, is my best cousin because we both like the same television shows and the same games. I like him more than I like his sister, Tsige.

I have two brothers, Kebede and Dawit and one sister, Beti. Both my brothers are younger than I. They are **twins**, so they have the same birthday. My sister is older than I. She is married. She has a daughter, Mary and a son, Eyob. My sister's daughter is my **niece** and her son is my **nephew**. My sister's husband, Tewolde, is my **brother-in-law**.

My mother's parents, Goshu and Beletu, live near us. They are the grandmother and grandfather I know best because they visit us often. My mother, Hiwot, does not have any brothers or sisters. She is the only child. I like to take my grandparents for walks. They can see my school, and they can meet my friends.

My parents talk to my brothers, my sister and to me a lot. We are a very close family. People who have close families are very lucky. I am Yehualashet.

Post-reading Activity

Comprehension Questions

After you read the text, discuss the following questions with your partner.

1. How does your family differ from the family in the reading text?
2. Do you have relatives who live far away from your area? How often do you visit them? Do they visit you?

Week 5 Day 2

3. Vocabulary

A. List the following words under the correct heading.

grandfather	daughter	wife	brother
grandson	son	uncle	niece
father	mother	aunt	nephew

Male	Female
_____	wife
_____	_____
_____	_____
_____	_____
uncle	_____

B. Look at the meaning of the following words and match the words in Column A with their meanings in Column B. Then find the nouns under Column A from the word puzzle below.

A	B
1. grandfather	A. a daughter of your brother or sister
2. family	B. a sister of your father or mother
3. grandmother	C. a mother of your father or mother
4. uncle	D. a child of your uncle or aunt
5. aunt	E. a brother of your father or mother
6. nephew	F. a group of people who are related to each other
7. niece	G. a son of your brother or sister
8. cousin	H. a father of your father or mother

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

4. Listening

Pre-listening Activity

Answer the following questions before you listen to the text.

1. How many brothers and sisters do you have?
2. What does your father do when your sisters and brothers argue each other?
3. What do you understand from the illustrations below?



While Listening Activity

Complete the following sentences with appropriate words.

1. Petros gave only one _____ to each son.
2. Petros told his sons to _____ the sticks.
3. If the boys stop arguing with each other, they will be _____ and _____ in their life.
4. After the lesson, the sons _____ arguing.

Post-listening Activity

Answer the following questions by discussing them with your partner.

1. How did Petros solve his sons' fight?
2. What did Petros's sons learn from their father?
3. What do you do to solve such problems?

Week 5

Day 3

5. Speaking

In pairs, play a “Who am I?” game.

Hanan: I am your father’s mother.

Who am I?

Taddese: You are my grandmother.

1. I am your mother’s mother.
Who am I?
2. I am your father’s sister.
Who am I?
3. I am your brother’s daughter.
Who am I?
4. I am your father’s brother.
Who am I?
5. I am your father’s father.
Who am I?
6. You are my daughter.
Who am I?

7. I am your aunt's daughter.
Who am I?
8. You are my son.
Who am I?

6. Grammar

Comparative and Superlative forms

- A. In a small group, make statements comparing the three girls described in the table below using comparative and superlative forms of the adjectives.

	Chaltu	Almaz	Jemanesh
Age	15 yrs.	12 yrs.	10 yrs.
Height	120 cm	125 cm	117 cm
Weight	38 kg	35 kg	33 kg
Hair	short	long	long

- B. Use the information about the three girls and write comparative and superlative sentences.

Example:

Chaltu is older than Almaz. (comparative)

Jemanesh is the youngest. (superlative)

- Jemanesh /young/ Almaz. _____
- Almaz /tall/ Chaltu . _____
- Chaltu /heavy/ Jemanesh. _____

4. Almaz /tall/ girl. _____
5. Chaltu /old/ girl. _____
6. Jemanesh /young/ girl. _____
7. Chaltu 's hair/short/ Almaz's hair. _____

Grammar Spot

- We use comparatives when we compare two things or people. We use... than... and add -er at the end of adjectives that have one syllable.
- We use superlatives when we compare more than two things or people. We say (the)...and add -est at the end of adjectives that have one syllable.

Adjective	Comparative	Superlative
small	smaller	(the) smallest
tall	taller	(the) tallest
old	older	(the) oldest
young	younger	(the) youngest
short	shorter	(the) shortest
long	longer	(the) longest
heavy	heavier	(the) heaviest

Week 5**Day 4****7. Reading Fluency**

Read the first paragraph of the passage: **My Relatives with appropriate speed, accuracy and expression.**

8. Vocabulary**Homophones**

Complete the following sentences using the given pairs of words in their appropriate place.

hour/our

meet/meat

for/four

sun/son

1. My _____ usually wakes up before the _____ rises.
2. My parents _____ at the butcher and eat _____.
3. I have _____ sisters who work hard _____ the family.
4. Now, from this _____, we will be ready to meet _____ uncle.

Week 5

Day 5

9. Writing

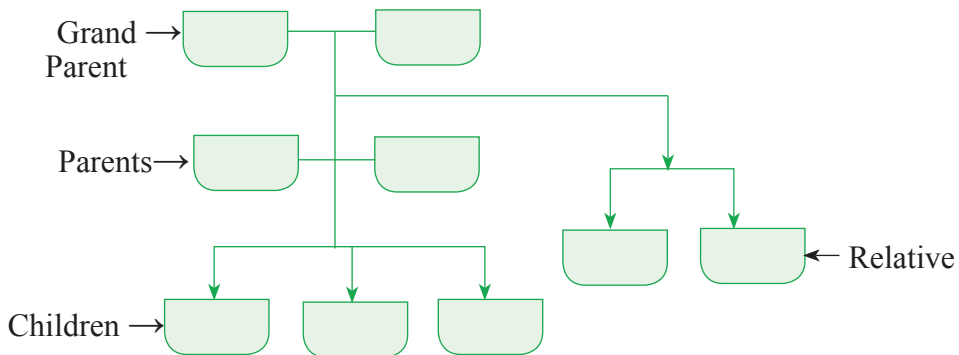
Writing Conventions

Read the following paragraph about Semahal's family. Then, fill in the gaps using comparative or superlative forms.

My name is Semahal. I have two brothers and one sister. I am _____ (old) than both of my brothers. My sister is the _____ (young) child in our family. My mother advises me to be _____ (clever) child of all. I usually arrive at home from school _____ (early) .

Writing Composition

First, draw your own family tree and then write a paragraph about your family.



Example:

My name is _____. I am going to tell you about my family. _____

A Mother's Role

Week 6

Day 1

1. Word Study

Compounding

sun + rise → sunrise.

Match words under Column A with words under Column B to form compound words.

A	B
1. home	A. load
2. fire	B. work
3. break	C. table
4. time	D. fast
5. over	E. wood

2. Reading Comprehension

Pre-reading Activity

Before you read the following text, discuss the questions with your partner.

1. What do mothers do in your area?
2. What are the people in the pictures doing?



While reading Activity

1. Read the text and list what Genet and Derartu do every day.
2. Who works in a hospital?
3. Who has domestic animals?

Mother's Roles

I am Genet. I live in Semera town, in Afar region. I am a mother of two children. I have one son and one daughter. I am the head of my family. I usually wake up before sunrise. I prepare breakfast and lunch. I feed my children before I go to work. I work in a hospital as a head nurse. Moreover, I help my children to be clean and healthy. I wash their clothes and assist them washing their body regularly. I always work hard and make my family happy.

My name is Derartu. I live in Afambo district in Afar region. I am a mother of three children. I have lots of tasks to do. I take care of my children. I collect firewood from the nearby forest and fetch water from

to grazing land. In addition, I prepare food for the family. I always work hard to serve and please my family.

Post-reading Activity

In groups, discuss and answer the following questions.

1. Which mother do you think has more difficult work? Why?
2. Describe the challenges that different mothers face.

Week 6

Day 2

3. Vocabulary

Homonyms

From the following list of words or phrases, choose the best matches with the underlined words in the sentences.

leader	rest	part of the body	tell untruths
not left	correct	tin	is able to

1. We should not walk on the right side of a road.
2. You have the right answer.
3. He usually nods his head in agreement.
4. He is the head of the organization.
5. The witnesses who lies in the court about the accident will face a penalty.
6. Students sometimes lie under trees during their break time.
7. Kenenisa can run fast.
8. My mother buys a can of milk powder for the little baby.

4. Listening

Pre-listening Activity

Answer the following questions before you listen to a text to be read by your teacher.

1. Do you celebrate Mother's Day in your area? If yes, why? If not, Why not?
2. What are the children in the pictures doing?



While listening Activity

Listen to a text being read by your teacher. And, as you listen, answer the following questions.

1. On Mother's Day, people give _____, pay _____ and honour mother's responsibilities.
2. Mother has special place in the heart of her _____ and _____.
3. On Mother's Day, people say to mothers _____.
4. On Mother's Day, families go for _____ or _____ and have fun.

Post-listening Activity

Answer the following questions.

1. In pairs discuss any day you celebrate in your area to give respect to mothers and report your answer to your teacher.
2. How do you like to celebrate Mother's Day at your home?

Week 6

Day 3

5. Speaking

Asking and offering help using ‘Can you....?’.

A. In pairs practise the following dialogue by taking turns as mother and son.

Mother: What are you doing my son? You are going to be late for school.

Son: Mom, I am trying to tie my shoes. Can you help me?

Mother: Yes, I can. But why? You are old enough to tie your shoes.

Son: Yes, I know Mom. But please come and help me, I can learn how to tie my shoes.

Mother: Ok, twist the shoelaces and tie them like I do.

Son: Thank you, Mom. Next time, I will tie my shoes on my own.

Mother: Now, hurry up; it is getting late.

Son: Thank you, Mom. But, can you...?

Mother: What? .

Son: Give me a kiss?

Mother: Of course.

B. In pairs interview each other on how each of you can help your mother.

S1: What can you do to help your mother?

S2: I can collect firewood while she cooks. How about you?

S1: _____.

6. Grammar

Adverbs of Degree

Look at the picture and answer the questions below.

1. When is it extremely cold? It is extremely cold at 0°C.
2. When is it extremely hot?
3. When is it very hot?
4. When is it very cold?

extremely

hot

very

very

cold

extremely



Grammar Spot

Adverbs of degree answers how much and tells the extent to which something is done.

Adverbs modify a verb, an adjective or another adverb.

An adverb can tell us more about a verb in a sentence.

Peter **runs fast**.

They **listened carefully** to be speech.

I **usually** go out on Saturdays

She **spoke well**.

An adverb can describe an adjective in a sentence.

The day was **very surprising**.

The cake was **really tasty**.

The film was **absolutely amazing**.

An adverb can modify another adverb in a sentence

He spoke **extremely well**.

Peter runs **amazingly fast**.

Sarah organised the conference **very professionally**.

Most adverbs are formed by adding **ly** to an adjective.

slow

slowly

quick

quickly

amazing

amazingly

Adjectives that end in **y** are changed by turning the **y** to **i** and adding **ly**.

happy

happily

easy

easily

Re-write the sentences below by changing the given adjectives in brackets into adverbs.

1. It was late. So we walked _____ (quick) home to celebrate Mother's Day.
2. The baby dressed _____ (beautiful) while everybody was together on Mother's Day.
3. Nafisa presented a gift to her mother _____.(nice)
4. Muna speaks to her grandparents _____.(polite)
5. Hamid helps his mother _____ (careful).

Week 6

Day 4

7. Reading Fluency

Read the first paragraph of the passage about "Mother's Roles" in pairs with appropriate speed, expression and accuracy.

8. Vocabulary

Choose from the following words to complete the blank space.

flock

overloaded

fetch

collect

tap

grazing

bath

assist

I was born in a small village. Our parents have a large _____ 1 _____ of goats. My brother and I usually take our goats to _____ 2 _____ land. We _____ 3 _____ firewood and _____ 4 _____ water from the river. We have no _____ 5 _____ water in our village. We also take a _____ 6 _____ in the river. We are _____ 7 _____ with different activities the whole day. Our elder brothers sometimes _____ 8 _____ us to finish the work.

Make your own sentences using the list of words in the box.

Week 6

Day 5

9. Writing

Writing Conventions

Hyphenated compound words

Hyphenated compound words are connected by a hyphen (-).

Write the following words in the correct hyphenated form.

great grandfather

great-grandfather

1. brother in law _____
2. sister in law _____
3. great grandmother _____
4. mother in law _____
5. father in law _____

Writing Composition

Write a paragraph about the roles and responsibilities of your family members. Look at the following examples and make your own sentences.

Family members	Role/responsibility
I	prepare food
My father	wash clothes
My brothers	earn money
My sister	fetch water
My grand father	look after children
My grand mother	cook
My uncle	make tea
	help mother

I am grade five student. All my family members have their own roles. My father _____

We all celebrate _____ together.

UNIT 3

School

School Rules and Regulations

Week 7

Day 1

1. Word Study

Blending and Segmenting

Segment the following words into the syllables and read them by blending.

Blended	Segmented
1. regulation	re-gu-la-tion
2. assignments	
3. laboratory	
4. textbooks	
5. equipment	

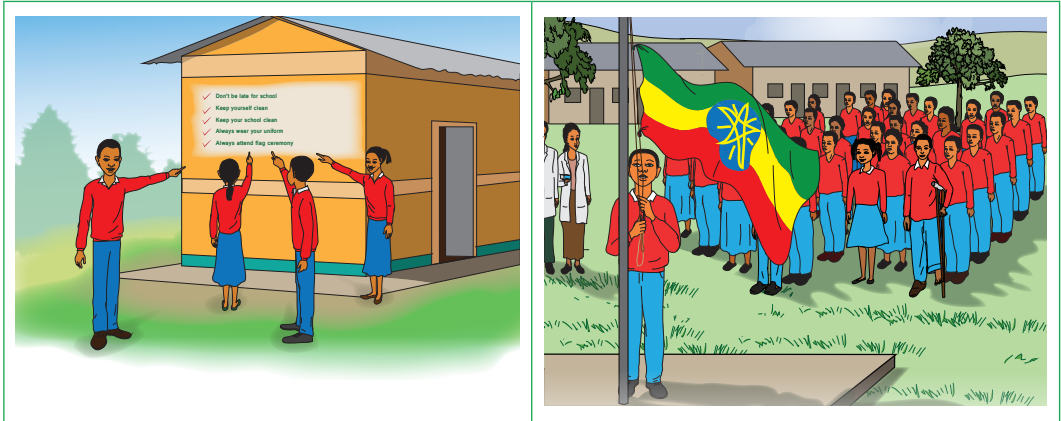
2. Reading Comprehension

Pre-reading Activity

Discuss the following questions with your partner before you read the passage.

1. What does school rule mean to you?
2. What are your responsibilities in a class?

3. What do you understand from the pictures below?



While reading Activity

Answer the following question based on the reading passage.

1. What is the name of Khalid's school?
2. How does Khalid respect school rules?
3. How does Khalid read in the library?
4. Does Khalid fight with students? Why?

School Rules

Schools have governing rules and regulations. Khalid is a student in Wilwal Primary School. He **respects** the school rules and regulations. He always **wears** the school uniform, and he is always on time. He **attends** classes regularly. He does his classwork, homework and assignments and shows his work to his teacher to get feedback. Khalid **keeps** his textbooks properly.

Khalid does not fight with other students at school. He does not **disturb** other students in the classroom. He never **participates** in any sort of **cheating**. He reads silently in the library. He uses the laboratory equipment carefully. Khalid always cleans equipment and puts everything back in its proper place in the laboratory.

Khalid knows that rules are made to benefit all the students in school. He believes that arguments should be settled easily and school resources should be **fairly** distributed so that the students use the resources equally. Therefore, rules and regulations are necessary for schools.

Post-reading Activity

Discuss the following questions with your partner and report your answer to your teacher.

1. What are the benefits of following school rules and regulation?
2. Do you have rules and regulation that are mentioned by Kahlid in your school? What are they?

Week 7

Day 2

3. Vocabulary

Fill in the gaps using the appropriate word from the list in the box.

respect

rules

bring

cheating

wear

attend

disturb

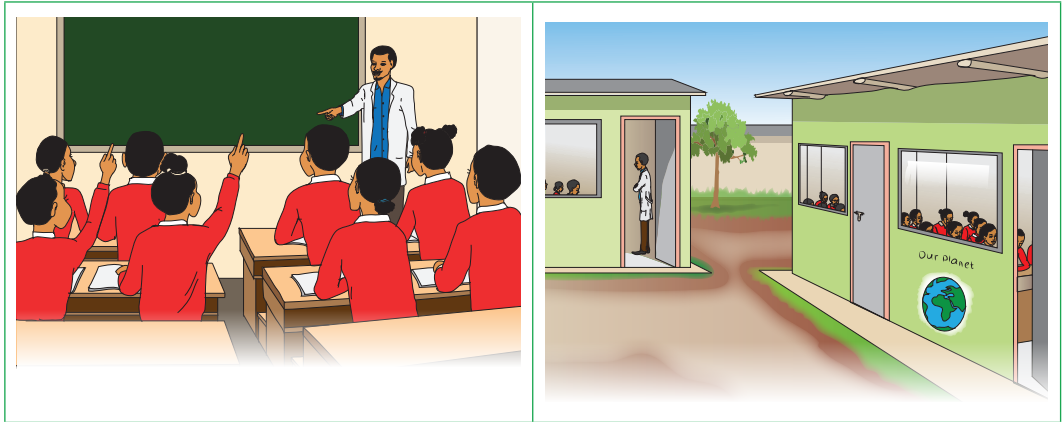
Many schools have very clear (1). One of the rules is that the students must (2) school every day and (3) their uniform. In the classroom, the students must (4) their lessons. They should not (5) in the class. The students must also (6) their books and exercise books properly. During examinations (7) is strictly forbidden. Therefore, all the students are expected to (8) the rules.

4. Listening

Pre-listening Activity

Answer the following questions in pairs before you listen to the text.

1. Why do you wear uniform at school?
2. Do you usually arrive at school on time? Why?
3. What would happen to you if you didn't arrive at school on time?



While listening Activity

Fill in the gaps while listening to a text read by your teacher.

1. School rules are made for the _____ and better welfare of _____ in school.
2. Rules are important to promote good _____ and _____ among students.
3. Rules make _____ and _____ come to school on time.
4. Rules help students to take good _____ of their school's _____.

Post-listening Activity

Discuss the following questions in a group of three and report your answers to your teacher.

1. How do school rules help students to take care of school property?
2. How do rules make students and teachers to come to school on time?
3. What are your school rules and regulations? List at least 3 of them.

Week 7

Day 3

5. Speaking

Talking about rules and regulations by using "must" and "must not"

Take the roles of Gasherma and Gutema, while conversing with your partner.

Gasherma: How are you doing, Gutema? How is your new school?

Gutama: I'm fine. It's OK.

Gasherma: How are its rules?

Gutema: The school has rules, such as: wearing uniform, being on time and respecting teachers.

Gasherma: Oh! Good! What else?

Gutema: We must not miss classes.

Gasherma: Really? That is good.

Gutema: Yes, we must attend the classes regularly.

Gasherma: Wow! It's really interesting. Good luck!

Gutema: Thank you!

Now, Discuss the rules of your school. You can take ideas from the list below, and write using must and must not.

- steal others' property
- do homework
- shout in class
- read school notes
- wear a uniform

6. Grammar

Simple Present Tense

A. Look at the following sentences carefully.

Example:

The children play football.

The children do not play football.

My best friend usually comes to school early.

My best friend does not usually come to school early.

B. Complete the following table using the correct negative forms of the auxiliary verbs "do" and "does". Use verbs that show actions.

Subject	Auxiliary	Example
I	do not	I do not disturb.
She	does not	She does not shout in class.
He		
They		
You		
We		

C. Complete the following paragraph using ‘do not’ or ‘does not’.

Tolla and Sara are learning in the same class. At school there are certain things that make them similar. Tolla ___(1)___ want to be late for school. He ___(2)___ want to speak aloud in the library. Like Tolla, Sara also ___(3)___ disturb and shout in the class. When they get ready for school, they ___(4)___ forget to put on the school uniform. They ___(5)___ fight with other students. Both Tolla and Sara respect the school rules.

Grammar Spot

Verb to Do: Negative Form

Do not and does not are used to change simple present positive sentences into negative forms.

- We use do not with I and you and all plural nouns and does not with singular third person nouns and pronouns.

Week 7

Day 4

7. Reading Fluency

In pairs, read the passage titled "School Rules" aloud with expression and speed.

8. Vocabulary

A. Replace the underlined words with the following words taken from the passage.

promote	safety	welfare
disordered	benefit	

1. The new rules and regulations of school help every student.
2. We try to ensure the well-being of our students in our school.
3. Rules of schools are established to advance respect for school environment.
4. The classroom was disturbed by noisy students.
5. The rules of the school are made to ensure the security of students.

B. Make your own sentences using the words listed in the box above.

Week 7

Day 5

9. Writing

Writing Conventions

Capitalisation

Tadele respects school rules.

Sosina does not go to school on Sunday.

School begins in September.

From the above sentences, the underlined nouns begin with capital letters. In the first sentence, Tadele is a name of a person; Sunday is the name of a day of a week; September is a name of a month of a year.

Rewrite the following paragraph using capital letters where necessary.

my brother daniel is learning in grade five. classes start in september. he goes to school from monday to friday. he does not have classes in july and august because it is vacation time.

Writing Composition

Write a descriptive paragraph about school rules using the following information given below.

Do (what you have to do)	Don't (what you do not have to do)
Do homework and assignments.	Don't disturb in the classroom.
Wear your school uniform.	Don't write on the books.
Come to school on time.	Don't come to school late.
Raise your hand to participate.	Don't cheat on exams.

Since we are students, we should respect our school rules and our teachers.
 We should We
 should not

Let's Make Our School Beautiful

Week 8

Day 1

1. Word Study

Blending and Segmenting

Blend the following words with the suffixes and practise reading them aloud.

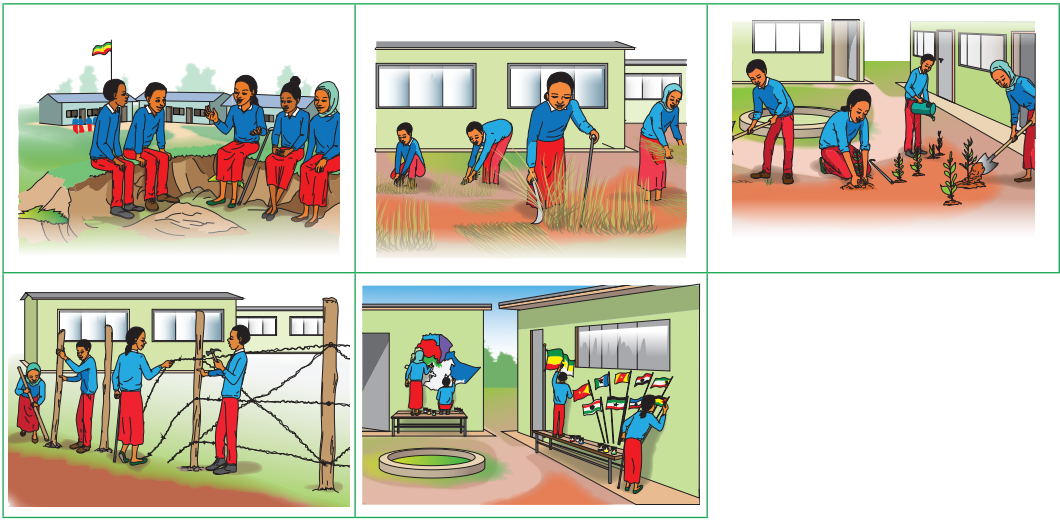
Root Words	Suffixes	Blended
1. beauty	-ful	beautiful
2. construct	-ion	
3. decorate	-tion	
4. plant	-tion	
5. campaign	-ing	

2. Reading Comprehension

Pre-reading Activity

In a group of three, discuss the following questions.

1. Have you ever planted trees at your school? Why?
2. What are the children in the pictures below doing?



While reading Activity

Answer the following questions while reading the passage below.

Group	Activities
Group one	Reconstruct the damaged fence
Group two	cleaning _____ _____
Group three	_____ Paint the black board _____
Group four	_____ _____ _____

Eden and her School

Eden is a grade five student. She attends Mekdela Primary School in Addis Ababa. She is a clever student. She is **sociable**. She participates with a group of her friends to make the school attractive.

One day, Eden thinks about how to make her school **beautiful**. She knows that the school is not as beautiful as she wants. The classrooms need **renovation**. The colour of the blackboards is **fading**, and there are no pictures on the walls. The compound is not clean and some parts of the fence are **damaged**. The school also needs some trees and flowers to make it shady, green and colourful.

Eden shares the idea of renovating the school with her classmates and friends. They hold a meeting and set up a **campaigning** plan. They plan to do many activities to change their school's appearance. First, they form four groups. The first group works on reconstruction. They **reconstruct** the damaged part of the fence. The second group works on cleaning. They collect all the rubbish and burn it. The third group works on **decoration**. They paint blackboards and draw some pictures on the walls of the classrooms. The fourth group works on **planting**. They plant some trees and flowers.

The next day, the principal appreciates the students because they have made their school beautiful. As a result, he calls all the students and their parents to a meeting. He reports what Eden and her group members have done to make their school beautiful. The parents become very happy. They become proud of their children's **initiative**. They **promise** to support the school. After the meeting, everyone goes home happy.

Post-reading Activity

In pairs, discuss the following questions, and report your answers to the class.

1. What is the importance of making our school beautiful?
2. Why do the students' parents go home happy?
3. What contribution do you make to beautify your school?

Week 8

Day 2

3. Vocabulary

From the following list of words, choose the best word to complete the paragraph.

initiative	decoration	sociable	plantation
reconstruct	fading	beautiful	renovation

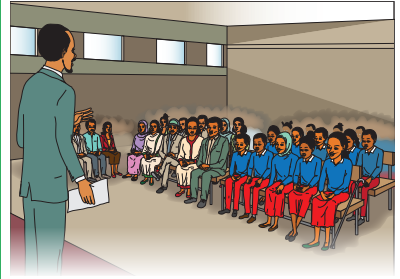
Mebratu is a clever student in our class. He talks to all of us because he is very ___1___. He usually works hard to make our school ___2___. He prepares a ___3___ plan. His first idea is to ___4___ the fence, since it is damaged. He also has some students work on the ___5___ of the classrooms. He arranges others to paint the blackboards because they are ___6___. Those who have had training on ___7___ participate in planting and protecting trees. The school director praises Mebratu and his group for their ___8___ in improving the school environment.

4. Listening

Pre-listening Activity

In small groups, answer the following questions.

1. How often do your parents participate in school meetings?
2. What are the agendas of parents' meetings?
3. How do your parents support school?



While listening Activity

As you listen to a text, write True if the following sentences are correct and False if they are incorrect.

1. The number of students in the school is increasing.
2. The school has enough classrooms and libraries for the coming year.
3. The walls of the classrooms need painting.
4. The library has enough books.
5. The director asks the parents to work together to support the school.

Post-listening Activity

In your groups of three, discuss the following questions.

1. How often does your school have parents meetings?
2. What are the discussion points of parents meetings at school?

Week 8

Day 3

5. Speaking

In a group of six, discuss the roles you play in making your school beautiful. Use ‘should’ and ‘should not’ and ‘why don’t you...?’.

Example:

Beti: We need clean windows for the classroom.

Nanati: Yes. We should clean the windows.

Oman: We should paint the door.

Soliyana: We need to make our school beautiful.

Tofik: Why don’t we clean our school?

Soliyana: We shouldn’t drop pieces of papers everywhere.

Tofik: We should put bins for rubbish in the halls.

Bereket: We should plant some trees.

6. Grammar

Adverbs as connecting words

Belete and Sichora are friends. They always go to school together. Belete helps keep the school beautiful because he always picks up paper from the floor. He also cleans blackboard because he is helpful. He also hangs student papers on wall since his teacher likes to display them.

Look at the above paragraph. The underline words ‘**because**’ and ‘**since**’ are adverbs that connect two complete sentences.

- A. Complete the sentences in Column A with sentences in Column B. Use 'because' or 'since' to connect ideas.**

A	B
1. There is no class on the coming Friday	A. she is tall
2. I couldn't hear the answer well...	B. there are no benches in the class
3. Akrem got special award.....	C. his grades were high
4. Evan is a good basketball player	D. there is teachers' meeting
5. We have nowhere to sit and rest	E. the class was noisy

1. There is no class on the coming Friday **since** there is a teacher meeting.
2. _____
3. _____
4. _____
5. _____

- B. Answer the following questions using since/because.**

Example:

Why do you wake up early?

I wake up early because I have to arrive at school on time.

Why are you painting the wall?

I am painting the wall, since I am a member of the renovation team.

1. Why are you studying your lesson?
2. Why do you wear a uniform?
3. Why do you do your homework?
4. Why do you plant trees?

Week 8

Day 4

7. Reading Fluency

In groups of three, read the second paragraph of the passage titled 'Eden and her School'.

8. Vocabulary

Synonyms

In the following paragraph, substitute the words in bold with a word that means the same from the box below.

fix	assures
friendly	beautify
pretty	disappear

Mary is 17 years old. She is very **beautiful** (1). She is **sociable** (2). She is positive and humble to everybody. She knows how to **repair** (3) the broken chairs and tables at home. She also knows how to **decorate** (4) the house. When she sees their house wall color **fading** (5), she **promises** (6) her parents that she will change the color of the wall.

Week 8**Day 5****9. Writing****Writing Conventions****Comma (,) and Question mark (?)**

Look at the following examples.

Example 1:

A. I have a pen, a pencil and a marker.

B. My brother was born on Monday, October 08, 2009.

In Sentence A, the comma (,) is used to separate items in a series of three or more.

In Sentence B, the comma (,) is used in writing the date, after the day of the week and before the year.

Example 2:

What is the importance of school rules?

In the sentence above, the question mark is used at the end of the question.

Rewrite the following sentences, using comma (,) full stop (.) or a question mark (?).

1. What is your favourite subject
2. Chaltu's favourite subjects are English mathematics science and sport
3. Where are you going for vacation
4. I was born on Thursday July 25 1970

5. My mother buys scissors an eraser and some pencils for me

Writing Composition

Write a short paragraph describing ways of improving your school environment.

- First, identify some problems your school has.
- Next, list actions you should take to solve these problems.
- Then, organise the ideas you listed into a paragraph.

What are your Future Plans?

Week 9

Day 1

1. Word Study

Blending and Segmenting

Segment the suffixes from the following words from the reading passage and read them aloud.

Blended	Segmented
1. lovely	love-ly
2. shopping	
3. flowers	
4. clothing	
5. meeting	

2. Reading Comprehension

Pre-reading Activity

In pairs, discuss the following questions.

1. What are you going to do next week?
2. What are you going to do when you grow older?
3. What do you understand from the pictures below?



While reading Activity

Read the following text and complete the table below with information from the text.

	Monday	Tuesday	Wednesday	Thursday
Morning		visit dentist		
Afternoon	go shopping			go to his friend's birthday party
Evening			bake bread	

Future Plan

My name is Dosa. I always **plan** the activities that I am going to do in the near future.

Next week, on Monday morning, I am going to clean the compound. In the afternoon, I am going out to do some shopping together with my parents. My cousin will go, too. In the evening, I am going to water the

plants. On Tuesday morning, I will **visit** the dentist. In the afternoon, I am going to **attend** a meeting at the local Youth Sport Centre.

On Wednesday afternoon, I will clean the house and wash some of my clothes. In the evening, I will help my mother to **bake** bread. On Thursday morning, I will go to the bank together with my Mom to put some money into our **savings** account. In the afternoon, I will go to my best friend's birthday **party**. In the evening, I will write a letter to my lovely cousin.

Therefore, I will be very **busy** all day, every week. I will plan my future work again next Friday.

Post-reading Activity

In pairs, discuss the following questions and report to your teacher.

1. What are the uses of planning?
2. Why does Dosa plan his next week activities?

Week 9

Day 2

3. Vocabulary

Complete the following dialogue choosing the appropriate word from the box.

shopping	visit	bake
planning	attend	party
busy		

A: What are you 1 to do after class?

B: First, I will go 2 with my sister to buy some goods for my birthday.

- A: That means you are not going to ___3___ the tutorial class.
- B: Yes, I will be ___4___ preparing for the birthday party.
- A: When is your birthday ___5___?
- B: It is on the coming Saturday. Will you come.
- A: No, I won't. I am going to ___6___ my aunt on Saturday. She will teach me how to ___7___ a cake .
- B: Oh, Sorry. We are going to miss you.
- A: I know. Wish you a happy birthday.

4. Listening

Pre-listening Activity

In group of three, discuss the following questions.

1. What do you want to be when you grow up?
2. What do you understand from the picture?



While listening Activity

Complete the following sentences as you listen to the dialogue read by your teacher.

1. Nyamal wants to be _____.
2. Nyamal wants to help _____.
3. Nyamal's model teacher is _____.
4. Nyamal wants to teach _____ like her.
5. Nyamal got an '100%' in _____.
6. Jami wants to be a teacher of _____.

7. Jami's sister wants to be _____.
8. Jami's brother wants to be _____.

Post-listening Activity

In small groups discuss the following questions.

1. Why does Nyamal want to be an English teacher?
2. Which profession do you think is the most challenging? Why?

Week 9

Day 3

5. Speaking

Role Playing Using 'going to...'

- A. Work in pair and ask your partner about what he/she are going to do next weekend. Use the following questions to ask. Take turn to ask each other and answer.**

What are you going to (do, buy, see)?

Where are you going to go ?

Who is going to go with you?

When are you going to go?

How are you going to get there?

- B. With a different partner, read the following dialogue between Ujulu and Ketema. Then, tell each other what you are going to do next holiday.**

Ujulu: Hi, my dear friend! What are you going to do next holiday?

Ketema: Hi, Ujulu. I am going to visit my grandparents.

- Ujulu: Really? Where are you going to go?
- Ketema: We are going to go to Bahir Dar by plane.
- Ujulu: What are you going to do there?
- Ketema: We are going to swim and fish.
- Ujulu: OK, bye, see you!
- Ketema: See you, too!

6. Grammar

A. Complete the following paragraph using 'going to' or 'will'.

Example

Helen _____ (catch) the bus.

Helen is going to catch the bus now.

Helen will catch the bus to go shopping tomorrow.

My name is Bete. I _____ tell you about my plans for next Saturday. In the morning, _____ wash my clothes and iron them. Then, I _____ visit my grandmother who lives in the countryside. After that, I _____ probably go to my friend's home to do our group work. In the evening, I _____ read poems and watch TV with my family.

B. Rewrite the following sentences with 'will' or 'going to'.

Example

Beshu plans to buy a new dictionary next year.

Beshu will buy a new dictionary next year.

1. I have an arrangement to play tennis with a friend this evening. _____
2. Look! The trees are about to fall. _____
3. I plan to work hard this year. _____
4. Gulte plans to join university next year. _____
5. I plan to visit my grandparents this summer _____

Grammar Spot

Simple future

Example

I am going to attend the tutorial class.

I will see you at school.

Both will and going to are used to form future tense (future actions).

To express distant future plans, **will** ...is generally used.

To express definite (immediate) intentions **going to** is used.

Week 9

Day 4

7. Reading Fluency

Take turns to read aloud the second paragraph of the text: Future Plans. Give each other constructive feedback.

8. Vocabulary

A. Match the following words in the box with the pictures below.

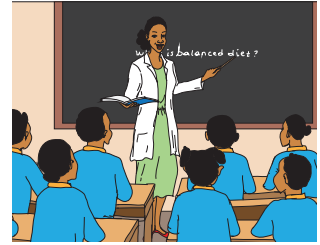
dentist teacher doctor artist farmer baker



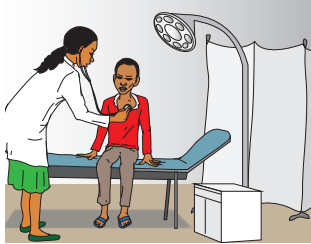
A



B



C



D



E



F

B. Work with a partner and discuss what these professionals do.

- | | |
|------------|------------|
| 1. dentist | 4. baker |
| 2. teacher | 5. painter |
| 3. doctor | 6. Farmer |

Example

A shopkeeper sells goods.

Week 9

Day 5

9. Writing

Writing Composition

Write a short paragraph about your plans for next summer.

Example:

Next summer, I will travel to a rural area to visit my grandparents. I will _____

UNIT 4

Food

Why Do We Eat Food?

Week 10

Day 1

1. Word Study

Blending and Segmenting

Segment the following words from their suffixes and read them aloud.

	Segmented	Suffixes
1.	regulat-ed	-ed
2.	surviv-al	
3.	appropriate-ly	
4.	vari-et-ies	
5.	sick-ness	

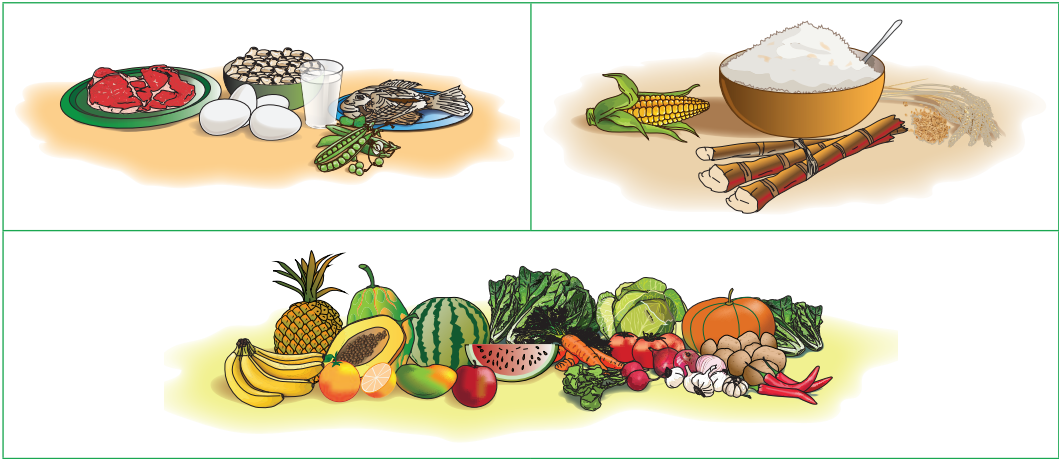
2. Reading Comprehension

Pre-reading Activity

In a small group, discuss the questions.

1. What types of food do you eat every day?
2. Which foods are popular in your area?

3. What do you understand from the pictures below?



While reading Activity

Answer the following questions while you are reading the passage below.

1. Food is essential for our body because it _____, _____ and _____ cells and tissues.
2. Foods that develop our body are called _____.
3. We can get protein from foods such as _____, _____ and _____.
4. Food provides us with the means to resist and fight _____ in our body.
5. Eating too much _____, _____ and _____ food can negatively affect our health.

The Importance of Food

All living things, including people, need food for survival. Food is very important for us because it gives us energy for everything that we do. It is **fuel** for our body.

Food is also **essential** for our body because it develops, replaces and repairs cells and tissues. Foods that build our body can contain proteins, which include meat, eggs and legumes such as beans and peas.

Food also **protects** us against diseases. It **provides** us with the means to resist and fight diseases in our bodies. It helps us to recover from **sickness**. It **heals** injuries and wounds to our body quickly. It **regulates** our body temperature. It helps all the processes of our body to function appropriately.

The way we use food affects our health. Eating different types of food such as fruits and vegetables is very important for our body. Eating too much sugar, salt and fatty food has a negative effect on our health. Therefore, we must try to eat proportionally and carefully. Without food, we cannot **survive**.

Post-reading Activity

In your small group, discuss the following questions and report to the class.

1. What is the importance of food for our body?
2. Why do we eat different varieties of food?
3. What are your eating habits?

Week 10

Day 2

3. Vocabulary

- A. The following words in Column A are taken from the reading text. Predict their meaning in the text contextually and match them with the words in Column B**

A	B
1. fuel	A. stay alive
2. essential	B. balances/controls
3. protects	C. illness
4. provides	D. cures
5. sickness	E. gives
6. heals	F. energy source
7. regulates	G. shields
8. survive	H. necessary

- B. Fill in the gaps in the paragraph below using the following list of words taken from the reading text.**

survive essential regulate fuel protect provide

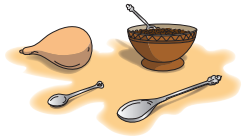
One of the most _____ 1 _____ food groups for our body is carbohydrates. Carbohydrates _____ 2 _____ us with energy. They are a _____ 3 _____ for our body. They _____ 4 _____ us from cold and _____ 5 _____ our body temperature. So, we cannot _____ 6 _____ without them.

4. Listening

Pre-listening Activity

In pairs, discuss the following questions.

1. What is your favourite food?
2. Why do you prefer this food?



While listening Activity

A. Answer the following questions while-listening to the text.

1. Nyaluak's favourite food is _____ served with dried fish and _____ or with _____.
2. Nyaluak likes this food because she thinks it is the most _____ food in Nuer culture.
3. It is Nyaluak's favourite food because she likes its _____ and _____.
4. Nyaluak eats with a _____.
5. Her _____ makes it the best.

B. Identify the sentences as True or False based on the listening text.

1. Nyaluak is from Afar.
2. Kop is Nyaluak's favourite food.
3. Nyaluak's mother cannot cook Kop.

Post-listening Activity

In a group of three, discuss the following questions.

1. What is the most delicious and popular food in your area? Why?
2. Have you ever tasted food from a different culture? What was it? How did it taste?

Week 10**Day 3****5. Speaking****'How many' and 'How much'**

Take parts and play the role of Shopkeeper and customer using How much? and How many?

Shopkeeper : Good morning sir? What can I do to help you?

Customer: I would like some eggs , tea bags and soap.

Shopkeeper : How many eggs do you want?

Customer: Two, please. Do you have lettuce?

Shopkeeper : Yes! How much do you want?

Customer: Not too much.

Shopkeeper : What about olives?

Customer: Not too many olives, please.

Shopkeeper : And salt?

Customer: I don't want too much salt.

Shopkeeper : Is there anything else?

Customer: That is all. Thanks!

Work in pairs, complete the following dialogue with How much ... and How many...

Student A: _____ oranges do you eat in a day?

Student B: I eat only an orange.

Student A: _____ sugar do you take in a day?

Student B: I use a little sugar.

Student A: _____ water do you drink?

Student B: _____ how about you?

Student A: I drink only two glasses of water. Water is good for your health. You should drink enough water.

Student B: _____ glasses of water do you suggest?

Student A: I suggest 6-8 glasses of water per day.

6. Grammar

Countable and Uncountable Nouns

Countable nouns have singular and plural forms, but uncountable noun have only a singular form.

Look at the following example:

Countable	Uncountable
book	money
student	juice
orange	milk

We ask, how many? for countable nouns and how much? for uncountable nouns.

Singular	Plural
orange	oranges
student	students
book	books
money	
juice	
milk	

In the above examples, the nouns orange, student and book have plural forms because they are countable nouns. But, the nouns money, juice and milk have no plural forms since they are uncountable nouns.

A. List the following words under 'countable' and 'uncountable' nouns. Then, change the countable singular nouns into plural forms.

honey	soup	tomato	flour
mango	oil	egg	teacher
tea	rice	bread	window
pasta	apple	banana	class
coffee	carrot	teff	woman
sugar			

B. Complete the following paragraph by changing the given words into their appropriate forms.

Every Sunday morning, I usually go to the nearest shop to buy food. In the shop, different fruits and other food items are sold. I usually buy three _____ (orange), two _____ (banana) and one _____ (papaya). I also buy some _____ (onion), two loaves of _____ (bread) and four _____ (egg). In addition, I buy a little _____ (oil) and _____ (salt). Then, I have a delicious egg sandwich and sweet juice for my breakfast.

Grammar Spot

Countable nouns have singular and plural forms. In plural forms, they take ‘-s’ or ‘es’

friend	→	friends
book	→	books
fish	→	fishes

There are exceptions. Some nouns do not take ‘s’ or ‘es’.

child	→	children
man	→	men

Uncountable nouns can only be used in singular forms. They cannot usually be changed into plural forms.

Week 10

Day 4

7. Reading Fluency

In pairs read the second paragraph of the passage titled The Importance of Food in pairs aloud and accurately with rate and expression.

8. Vocabulary

The following words are from the reading passage. Use to make your own sentences.

- | | | |
|--------------|-------------|-------------|
| 1. fuel | 4. provide | 7. regulate |
| 2. essential | 5. sickness | 8. survive |
| 3. protect | 6. heal | |

Week 10

Day 5

9. Writing

Writing Conventions

Verb forms ('-s' or '-es')

Add (-s) or (-es) to the verb in the bracket in the following sentences to make singular or plural verb:

- Hawa (like) to play football.
- My son (watch) too much TV.
- Rita (do) n't like coffee.
- Monkey (climb) trees.
- (Do) Norasa like to cook?
- Teklay (wash) his own clothes.
- Worku (go) to school at seven.
- Motuma (get) his work done on time.
- Selam (play) tennis every day.
- A tortoise (live) in the garden.

Writing Composition

First complete the table below, writing in the names of things you like to eat and drink for breakfast, lunch and dinner. Then write a paragraph.

	Food you like to eat	Food you like to drink
Breakfast	bread _____ _____	tea _____ _____
Lunch	pasta _____ _____	juice _____ _____
Dinner	_____ _____ _____	_____ _____ _____

I like to have bread and tea for my breakfast. I also like _____

_____.

Shopping for Food

Week 11

Day 1

1. Word Study

Blending and Segmenting

Blend the following segmented words using suffixes and read each of them aloud.

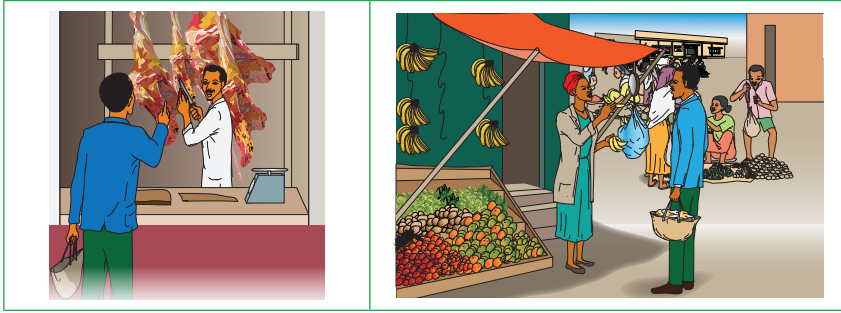
	Segmented	Suffixes	Blended
1	shop-p-ing	-ing	shopping
2	wav(e)-ing	-ing	_____
3	set-t-ing	-ing	_____
4	advertise-ment	-ment	_____
5	count-able	-able	_____

2. Reading Comprehension

Pre-reading Activity

Discuss the following questions with your partner.

1. Have you ever gone to the market? Why?
2. Who usually shops at the market in your family?
3. What do you understand from the pictures below?



While reading Activity

Answer the following questions while you are reading the poem.

1. When does the writer go to town?
2. Which items are on her shopping list?
3. Which does the writer buy at the butcher's shop?
4. Why does the writer check for more space in the basket?
5. Why does the writer hurry back home?

Shopping

The sun is high up in the sky

I walk towards town

Waving to friends

As I pass them by.

At the first shop, I stop

To check on my shopping list:

Sugar, salt and bread.

At the butcher's, I insist:

Goat meat and liver today.

Here's the money to pay.
I stop a while at the market.
Is there space in my basket?
I need onions and tomatoes,
Fruits, vegetables and potatoes. The sun is going down,
In the west as usual,
As I leave the town.
I hurry back home; time is short.
I must unpack all I've bought.
It's good to know
The shopping's done.

Post-reading Activity

In groups of four, prepare an advertisement for a shop in your area. Indicate some of the items people can expect to find in the shop. Find a suitable name for the shop, indicate opening hours, prices etc....

Example:

Food items: spices, biscuits, bread and many others.

Price: attractive

We are open: Monday-Saturday 7:00am-6:00pm,

Sunday 10:00am-4:00pm

Week 11**Day 2****3. Vocabulary**

A. Match the words under Column A with their definitions under Column B’.

A	B
1. basket	A. someone who cuts and sells meat in a shop
2. town	B. an open space where products are bought and sold
3. shop	C. a container usually made by weaving reeds or other materials together.
4. market	D. a place where people live and which is larger than a village but smaller than a city
5. butcher	E. a building or room where goods and services are sold

B. Make your own sentence using of the words under Column A.

4. Listening**Pre-listening Activity**

In your groups of four, discuss the following questions.

1. What day is the market day in your area?
2. Where is the market situated?
3. What are the people in the picture doing?



While listening Activity

Fill in the table by listening to the text your teacher reads to you.

	Sellers	Things/Items they sell
1	traders	a lot of things
2		their product
3	carpenters	
4	herdsmen	
5	fishmongers	
6	tailors	
7		meat
8	ironmongers	

Post-listening Activity

In small group, discuss the questions.

1. Why do you think markets are often held in an open field?
2. What makes the market place dirty?
3. How do traders bring their items to the market place in your area?

Week 11**Day 3****5. Speaking****How many ... and 'How much...**

In pairs, read the following dialogue taking the roles of shopkeeper and the buyer.

- Buyer:** Hello, good morning.
- Shopkeeper:** Good morning! May I help you?
- Buyer:** Yes! I want some sugar, please.
- Shopkeeper:** How much?
- Buyer:** One kilo, please.
- Shopkeeper:** Here it is. Anything else?
- Buyer:** I want two bars of soap, please.
- Shopkeeper:** Ok, here you are.
- Buyer:** And some coffee, please.
- Shop keeper:** Sorry, we don't have coffee.
- Buyer:** Ok. How much is that all together?
- Shopkeeper:** It is 21 Birr.
- Buyer:** Here you are.
- Shopkeeper:** Thank you.

6. Grammar

Quantifier: little, few, much, many'

Look at the following examples.

- There are many oranges in the basket.
- I don't need much sugar in my tea.
- Nani bought few apples.
- There is little milk in the bottle.

In the above sentences **many** and **few** are used for countable nouns, but **much** and **little** are used for uncountable nouns.

many bananas	much milk
many tables	much water
many students	much sugar
few apples	little milk
few oranges	little rice

A. Complete the following questions by adding much or many.

Student A: How many glasses of water do you drink every day?

Student B: I drink two glasses of water.

- Student A:** How _____ did you buy yesterday?

Student B: I bought a few oranges.
- Student A:** How _____ did you take with you?

Student B: I took a lot of olive oil with me.

3. **Student A:** How _____ do you have for lunch?

Student B: I do have a little soup.

4. **Student A:** How _____ do you want for making tea?

Student B: I usually use much sugar.

5. **Student A:** How _____ do you have?

Student B: I have only three bananas.

6. **Student A:** How _____ do you need in your food?

Student B: I need to have a little butter.

B. Fill the gaps using 'a few' or 'a little'.

1. There are only _____ bananas in the box.

2. We need _____ butter for this cake.

3. There are only _____ days left before we take the final exam.

4. Could I have _____ milk in my coffee please?

5. We saw _____ people we knew at the bus stop.

6. Imran has got _____ more coloured pencils in his box.

Week 11

Day 4

7. Reading Fluency

In a small group take turns reading the poem titled "Shopping."

8. Vocabulary

The words in Column A are taken from the listening text **Market Day**. Match them with their meaning in Column B.

A	B
1. loaded	A. full of people
2. enjoyable	B. chairs, tables
3. furniture	C. pleasant
4. expensive	D. dressmaker
5. crowded	E. costing a lot of money
6. display	F. cultivate
7. tailor	G. show
8. produce	H. piled up

Week 11

Day 5

9. Writing

Writing Conventions

Change the following nouns ending in ‘-y’ to plural by dropping ‘y’ and adding ‘-ies’.

baby	→	babies
penny	→	pennies

- | | |
|----------|---------|
| 1. candy | 3. fly |
| 2. spy | 4. city |

Writing Composition

A. Arrange the following jumbled sentences into a logical paragraph.

1. Next, she goes to the stall where she can buy milk, but they don't have any milk left.
2. Finally she buys bread and completes her shopping.
3. Before going to market, Hadas writes a shopping list.
4. On her list, she writes: onions, carrots, bananas, milk, rice and bread.
5. First, she goes to the fruit and vegetable shop.

B. Write a short descriptive paragraph about your shopping, experience include the following information:

- the person who went with you to the shop.
- the distance of the shop from your home.
- the list of the items:(banana, battery, etc.)
- the cost of each item.
- the shop had what you wanted or not.

Food for Health

Week 12

Day 1

1. Word Study

Blending and Segmenting

Blend the following segmented words and read them out loud.

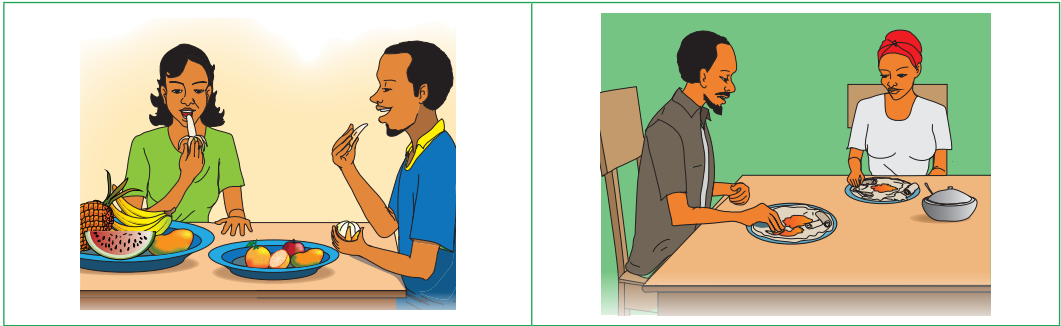
Segmented	Blended
1. nu-tri-ents	
2. vi-ta-mins	
3. min-er-als	
4. car-bo-hy-drates	
5. veg-e-ta-bles	

2. Reading Comprehension

Pre-reading Activity

In pairs discuss the following questions.

1. Which foods do you usually eat?
2. Which type of food did you eat when you were a child? Do you eat the same food now? Why?
3. Why do people eat different types of foods?
4. What do you understand from the pictures?



While reading Activity

Complete the table below based on the reading passage.

List of nutrients	Lists of foods
1. cereals	
2.	potatoes, sweet potatoes
3. legumes	
4.	banana, orange, lemon
5.	onion, cabbage, carrot
6. animal and dairy products	

A Healthy Diet

Eating well means eating a **variety** of foods. No single food **contains** all the nutrients that our body needs. Different foods contain varieties of **nutrients**. Among these nutrients, vitamins and minerals are needed only in small **amounts** in our body. Carbohydrates, proteins and fats are needed in larger amounts.

The main food groups are: cereals, starchy foods, legumes, fruits, vegetables, dairy products, fat oils and sugar. Eating a balanced **diet** means choosing a wide variety of foods from all the food group. Foods such as rice, maize, teff, sorghum, wheat and barley. Foods supply

energy and some **proteins** to our body. **Starchy** foods such as potatoes and sweet potatoes and sugar and sugary foods gives us energy.

In addition, we have to eat fruits and vegetables. Fruits such as oranges, bananas, lemons and vegetables such as onions, cabbage and carrots are good for our body. Eating them every day is **vital** because they **protect** our body from different diseases.

Another types of food that we have to eat are meat and **dairy** products. These foods include, chicken, fish, egg, milk, butter, yoghurt, cheese and many others. Eating them every day is good because they are body building foods. Furthermore, having fats and oily foods in small amounts is good. They also build our body and help to store energy. Finally, drinking **plenty** of clean and safe water is paramount.

Remember that eating a variety of different foods will supply the nutrients that are essential for our body. Our body may not function properly if some nutrients are missing. So, live by the belief: "**Prevention** is better than **cure**." The earlier a person starts to eat a healthy and balanced diet, the more he or she will stay healthy.

Post-reading Activity

In group of three, discuss the following questions.

1. Why is eating different types of food important for our body?
2. Do you eat a healthy and balanced diet? What food do you typically eat every day?
3. What types of foods form part of a regular diet in your area?

Week 12

Day 2

3. Vocabulary

Choose from the words listed below to complete the sentences.

nutrients	protein	health
fruits	balanced	variety
diary	diet	vegetables

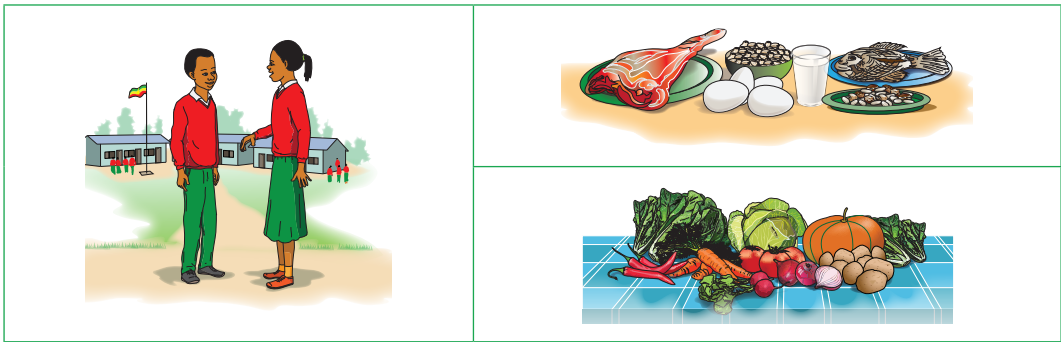
1. My neighbour prefers to eat _____ products; such as milk, cheese and yoghurt.
2. To have a balanced _____, you need to eat a variety of foods daily.
3. I am always keen on to have a _____ of dishes for my lunch.
4. Eating a _____ diet is important for your health.
5. Our body gets important _____ from the food we eat.
6. Peas, beans and lentils are good sources of _____.
7. You can keep in good _____ by eating a balanced diet regularly.
8. Eating _____ such as bananas, oranges, and lemons and _____ such as cabbage and carrots every day is important.

4. Listening

Pre-listening Activity

In a small group discuss the following questions.

1. Do you eat fruits and vegetables every day? If yes, why? If not why?
2. What important nutrients do fruits and vegetables give to your body?
3. Look at the pictures and predict eight words that you will hear in the listening passage.



While listening Activity

Listen to the text and write 'True' if the sentence is correct and 'False' if the sentence is incorrect.

1. Fruits and vegetables are not good for health.
2. Lettuce and banana are examples of vegetables and fruits.
3. Fayisa did not know the importance of eating fruits.
4. Eating only meat and dairy products keeps you healthy.
5. Fayisa learns something important from Ubah's discussion.

Post-listening Activity

In a small group, discuss the questions below.

1. What kinds of fruits and vegetables grow in your local area?
2. What happens to our body when we do not eat fruits and vegetables?

Week 12

Day 3

5. Speaking

Expressing Permission using May, Can, Could.

Look at the following dialogue and do the role-play your group. Then, create your own dialogue.

Mr. Abera is in a café with his colleague Mr. Soressa. They are sitting around a table. The waiter comes to take their order.

Waiter: Good afternoon? May I help you?

Mr. Abera: Yes, I would like a cup of coffee, please.

Waiter: How about you?

Mr. Soressa: Can I have a cup of tea and cake, please?

Waiter: Of course. Would you like to have cream cake?

Mr. Soressa: No, thank you. I prefer chocolate cake instead.

Waiter: Ok. Is there anything else you want?

Mr. Abera: May I have a glass of water, too?

Waiter: Certainly.

Mr. Abera and Soressa (together): Thank you.

Waiter: You're welcome.

6. Grammar

Definite and Indefinite Articles

Look at the following examples.

Give me a book.

In this sentence, the speaker does not specify which book is to be given.

Give me the book.

In this sentence, the speaker refers to a specific book known to the listener.

The indefinite article 'an' is used before a word beginning with a vowel:

Example: May I have an ice cream?

A. Complete the following sentences using the indefinite articles 'a' or 'an'.

1. A: What is wrong?
B: I have _____ bad headache.
2. A: Why was today's class cancelled?
B: It is because today is _____ holiday.
3. A: What does he do?
B: He is _____ engineer.
4. A: How long does it take to get there?
B: It takes about _____ hour.
5. A: What do you want to buy?
B: I want to buy _____ orange.
6. A: I don't understand what the new words mean.
B: I need to buy _____ dictionary.

B. Complete the following sentences using a, an or the.

1. My mother is _____ doctor, and my father is _____ author.
2. Emebet recommended that I visit _____ dentist but _____ dental clinic has been closed for two days.
3. Do you have _____ vacuum cleaner at home?
4. There is _____ sweet mango on the table. I bought _____ mango for you yesterday.
5. Here is _____ candy you wanted, chewing gum and chocolate.

Grammar Spot

Indefinite article is used to refer to something for the first time.

Definite article refers to something that speaker has already mentioned or it something uniquely specified.

1. I bought a new dictionary today. The new dictionary is on the table.

(a dictionary - one of many in the shop)

(the new dictionary - the specific one I told you that I bought)

2. Could you lend me a book? I would like you to lend me the book you bought last week. I hear it has an interesting story.

(a book - any book)

(the book - the specific book I'd like/ the actual book you bought last week)

Interesting story - a story that I think may be interesting

In the examples above, 'a' and 'an' are indefinite articles but the is definite article.

Week 12**Day 4****7. Reading Fluency**

In a group of four, read the second paragraph of the passage titled **A Healthy Diet**.

8. Vocabulary

Find the following words in the text and match the words in **Column A** with their synonyms in **Column B**.

A	B
1. plenty	A. essential
2. vital	B. meals/ food that is eaten
3. prevent	C. different kinds
4. cure	D. consist of
5. diet	E. quantity
6. variety	F. ample
7. contain	G. block/stop from happening
8. amount	H. remedy

Week 12

Day 5

9. Writing

Writing Conventions

Change the following nouns into plural forms.

knife → knives leaf → leaves

1. shelf _____
2. thief _____
3. calf _____
4. wife _____

Nouns that end in -f or -fe usually change the f' to 'v' and add '-es'.

Writing Composition

Complete the following table adding food items you like to eat to each category. Then, compose a paragraph.

Types of nutrients	Food items
1 proteins	
2 carbohydrates	
3 fruits	
4 vegetables	

I get different types of nutrients from different food items. For example, I get proteins from _____

_____.

Making Tea

Week 13

Day 1

1. Word Study

Blending and Segmenting

Blend the following segmented words and read them aloud.

Segmented	Blended
1 ket-tle	kettle
2 ther-mos	
3 in-gre-di-ents	
4 cin-na-mon	
5 dis-solv-ing	

2. Reading Comprehension

Pre-reading Activity

In pairs answer the following questions.

1. How is tea prepared in your area?
2. How is it drunk?
3. How long does it take to prepare tea?

4. What do you understand from the pictures below?



While reading Activity

Read the following passage and answer the questions below.

1. What are the ingredients that are used in making tea?
2. How many steps are mentioned in the text?
3. What sort of tea does the writer prefer?
4. In the last paragraph what does the word **it** refer to?

Making Tea

Tea is one of the popular hot drink in Ethiopia. People drink **tea** throughout the day. Most people usually drink tea in the morning, some drink it at mid-day and others drink it in the evening. Tea making passes through different **processes**.

First, you need to have clean water. After that, you wash the **kettle**, thermos, tea glasses or tea cups, saucers and spoons. Then, have the tea **ingredients** such as **tea leaves**, sugar, cloves, ginger and cinnamon ready. Next, fill the kettle with clean water and put the kettle on the fire

to boil the water. After the water **boils**, add the spices and tea leaves to the kettle.

Then, you wait for a while until the colour of the tea leaves turns to reddish brown. While the leaves are **soaking**, you put the glasses, sugar, spoons and plates on the table. Take a thermos, fill it with tea. You can use the **sieve** to filter the tea into the thermos and take it to the table.

Finally, you sit down and serve the tea. Most people just add sugar to their tea and stir **it** with a teaspoon until it dissolves. Enjoy the tea together happily. Then, wash the tea utensils.

Post-reading Activity

Be in a group of three and discuss the questions below.

1. Have you ever made tea? Who taught you for the first time?
2. What steps do people in your family follow in making tea?
3. Do you know other ways of making tea? If so tell your partner.
4. How many times do people drink tea in a day in your area?
5. What benefits do you think people get from drinking tea?

Week 13

Day 2

3. Vocabulary

A. The following lists of words are taken from the reading passage. Use the words to complete the sentences below.

kettle	ingredients	dissolves	tea leaves
boil	process	tea	sieve

1. I like plenty of sugar in my _____.
2. To make tea, you need to follow a certain _____.
3. _____ such as cloves and gingers make the tea spicy.
4. The main ingredient to make tea is _____.
5. Before adding tea leaves and sugar, we have to _____ the water.
6. We fill our _____ with clean water and put it on a fire to boil.

B. Classify the following lists of objects and ingredients under their appropriate column

tea leaves	cinnamon	ginger	sieve	kettle
teaspoon	sugar	cloves	cup	saucer

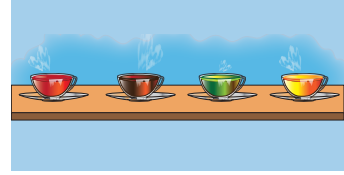
Objects	Ingredients
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

4. Listening

Pre-listening Activity

In pairs discuss the following questions.

1. What kinds of teas do you know?
2. Where does tea grow?
3. What do the pictures below illustrate?



While listening Activity

By listening to your teacher, answer the following questions by choosing the correct answer.

1. Some tea is....

A. purple	B. green	C. pink	D. blue
-----------	----------	---------	---------
2. People drink coffee before tea in...

A. China	C. England
B. Korea	D. Vietnam
3. People add milk to their tea in ...

A. India	C. Vietnam
B. England	D. Sri Lanka
4. People drink iced sweet tea in...

A. The southern U.S.	C. Korea
B. The Northern U.S.	D. Sri Lanka

5. Most tea comes from
- | | |
|--------------|----------|
| A. Indonesia | C. Japan |
| B. Kenya | D. China |
6. Wush-Wush and Anbessa tea are _____ products.
- | | |
|--------------|---------------|
| A. Ethiopian | C. Indonesian |
| B. Chinese | D. Kenyan |

Post-listening Activity

In groups discuss the following questions.

1. Do you know where the tea you drink comes from?
2. What do you think is the benefit of producing tea in Ethiopia?

Week 13

Day 3

5. Speaking

Practise the dialogue,

Singitan: Good morning, Jalali.

Jalali: Good morning, Sinigitan.

Singitan: How are you? Let me make tea for you, please.

Jalali: Oh, thanks. Do you know how to make tea?

Singitan: Sure, don't you?

Jalali: I am sorry. I don't know. Would you please tell me the process.

Singitan: Ok. It is easy. First, we put some water into a kettle. Then, we put the kettle on the stove.

Jalali: What do we do after we put the kettle on the stove?

Signitan: We add tea leaves and other ingredients when the water boils.

Jalali: Ingredients! Do we need other ingredients to make tea?

Singitan: Yeah, to make our tea better, we add ingredients such as cloves, ginger and cinnamon.

Jalali: Oh, it sounds a bit complicated.

Singitan: No, come on! It's easy.

Jalali: Then, what else do we do?

Singitan: Finally, we use a sieve to filter the tea into the pot.

Jalali: Oh, you can make nice tea.

Singitan: Thanks.

Jalali: You're welcome.

6. Grammar

Imperatives

Look at the following examples.

Sit down.

Come here.

What is the subject of these sentences? The above sentences are imperative sentences. In imperative sentences, the subject is not stated. The subject is understood to be you. (you) sit down.

Negative imperatives are introduced with Don't.

Don't sit down.

Don't leave.

Grammar Spot

Remember two basic facts.

1. An imperative sentence is a sentence that gives a command.
2. A command is an order given to someone.

The subject of most imperative sentences is you but it is not stated, so the above sentences are really saying.

(You) sit down.

(You) come here.

A. Change the following imperative sentences into negative commands.

Affirmative imperatives	Negatives imperatives
1 Go away.	Don't go away.
2 Boil the water.	
3 Make tea for me.	
4 Drink your tea with a lot of sugar.	
5 Add milk to my tea.	

B. Make imperative sentences for each of the following situations.

You are a teacher. The students are disturbing the class. You say:
Don't disturb the class.

You are a mother. Your son is going to buy some fruits from the market for the first time. You are worried. You say: Don't run across the road.

1. You are a mother or a father. Your daughter is going to make tea. You say: _____.
2. You are a doctor. You have a patient with cough and fever. Give him some basic advice. _____.
3. You have a little brother. He is playing near the road. What do you say? _____.
4. Your sister is going for a vacation to a lake. Give her some advice: _____.
5. It is cold and windy outside. You are going out. Your mother says: _____.
6. You have a little sister. You are going to take her to school but she is taking too long to get ready. You say: _____.

C. In pairs, give suggestions to one another using imperatives.

Student A: My back hurts

Student B: Visit a doctor

1. A: I'm thirsty.
B: _____.
2. A: The water in the kettle is boiling.
B: _____.
3. A: My tea does not taste sweet.
B: _____.
4. A: A: I don't know how to make tea.
B: _____.
5. A: The charcoal is burning.
B: _____.

Week 13**Day 4****7. Reading Fluency**

Form groups of three and take turns to read the second paragraph of the passage titled "Making Tea". Give each other positive feedback.

8. Vocabulary**Synonyms**

Match the words under Column A with their similar meanings from Column B

A	B
1. depends	A. well-liked
2. sieve	B. quantity
3. boiled	C. cooker
4. utensils	D. give out
5. serve	E. tools
6. stove	F. relies
7. amount	G. filter
8. popular	H. heated

Week 13

Day 5

9. Writing

Writing Conventions

Punctuate and capitalize the following imperative sentences.

Example:	Corrected
1. add tea leaves	1. Add tea leaves.
2. put water in the kettle	2. Put water in the kettle.

1. place the kettle on the gas stove

2. stir the sugar and serve it

3. don't add sugar

4. pour the tea into a cup

5. add the tea spices to the boiling water

Writing Composition

Write a short descriptive paragraph on the process of making any common drink in your area. Use the sequencing words such as first, then, next, after that, finally.

To make..., first. _____

Baking Bread

Week 14

Day 1

1. Word Study

Blend the following segmented words by their suffixes and then practise reading each word aloud.

Segmented	Suffixes	Blended
1 slight-ly	-ly	slightly
2 gold-en	-en	
3 mix-ing	-ing	
4 knead-ed	-ed	

2. Reading Comprehension

Pre-reading Activity

In pairs discuss the following questions with your partner.

1. How do people prepare bread in your area?
2. What ingredients do they use?



While reading Activity

Answer the following questions while you are reading the text below.

1. What is the most common flour we use to make bread?
2. What ingredients do we need to make bread?
3. What are the first and second steps we can follow in making bread?
4. Where do we place the dough in order to rise?
5. For how long do we wait for the dough to double in size?
6. What is the final step in preparing bread?

Making Bread

Bread is one of the common foods that are made from grain. Wheat and corn **flour** are commonly used for making bread. In Ethiopia one of the most familiar processes for making bread is as follows.

First, the ingredients are collected. The ingredients that are usually used in making bread are flour, yeast, salt, oil and sugar. Secondly, the flour, yeast, salt, and sugar are mixed in a large bowl. Then, water is added and **stirred** by hand to **mix** them well in order to form **dough**.

The dough is kneaded until it becomes smooth. Then, the dough is placed in a slightly oiled bowl to **rise**. The dough is covered and is left there to rise for about two hours, until it has doubled in size. After two hours, the dough is kneaded again and it is then gently **moulded** into a round, ball shape. The dough is placed back into the bowl.

After the dough has completely risen, it is divided into long round **loaves**. Then, the loaves are covered with banana leaves and put in the baking pan on the fire. The loaves are left on the fire to **bake** until they are a golden brown colour. When the bread has become brown enough, the fire is put out and the bread is left to cool. Finally, the bread is ready to eat.

These are the steps we can follow to make delicious bread.

Post-reading Activity

In groups discuss the following questions and report to your teacher.

1. Why do people use different ingredients to make bread?
2. Why do people knead dough?
3. Discuss how to prepare other food, for example cake.

Week 14

Day 2

3. Vocabulary

The following words are taken from the reading passage titled "Baking Bread". Find out their meanings in the reading passage and make your own sentences.

Bake: My mother usually bakes bread from wheat flour.

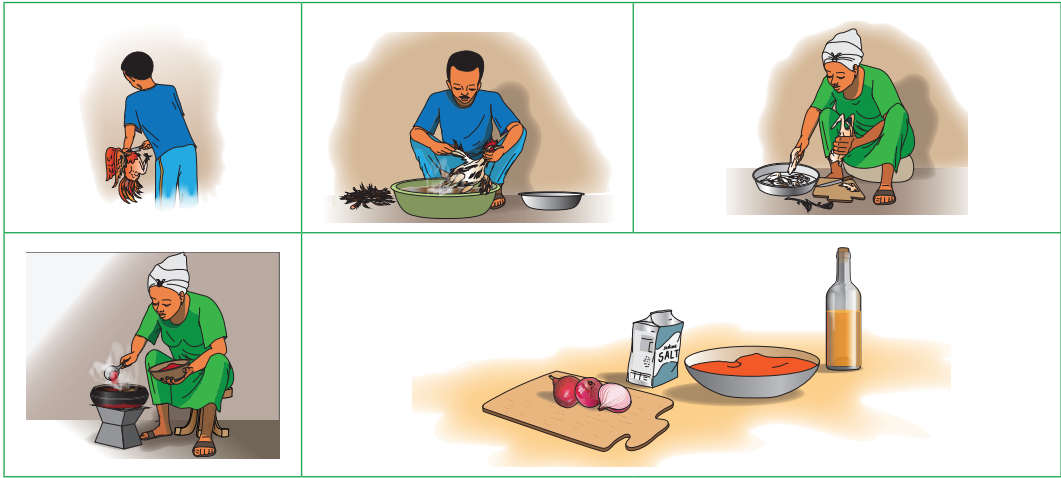
- | | |
|----------|----------|
| 1. mix | 4. mould |
| 2. dough | 5. stir |
| 3. knead | |

4. Listening

Pre-listening Activity

In pairs answer the following questions before listening to the text.

1. What is your favourite dish?
2. How do you prepare it?
3. What do the pictures below illustrate?



While listening Activity

Answer the following questions while you are listening to the text.

- Doro wot is the _____ people like most in Ethiopia.
 A. drink B. dish C. farm D. choice
- Doro wot might take _____ hours to prepare.
 A. 3- 4 B. 5-3 C. 1- 2 D. 2-3
- The chicken is dissected into _____ parts.
 A. 21 B. 14 C. 12 D. 22
- Another word for chop is _____.
 A. stir B. cook C. cover D. cut

Post-listening Activity

In a group of three, discuss the following questions.

- List the ingredients that are used to prepare doro wot.
- Why does chopping the onions take time?
- What is the importance of pepper and butter in preparing doro wot?
- Explain the procedure for preparing any cultural food in your area.

Week 14**Day 3****5. Speaking****can and can't**

Look at the following dialogue between Elsa and Genet.

Notice the use of can and can't. Then take the roles of Elsa and Genet and describe what you can and can't do. Finally answer the given questions.

Elsa: Good morning, Genet.

Genet: Good morning, Elsa. Let me make tea for you.

Elsa: Thanks. Can you make spicy tea?

Genet: Yes, I can. And you?

Elsa: No, I can't. But, I can make tea without spice. I can make good coffee too. Can you bake bread?

Genet: No, I can't bake bread. I usually watch mom while she is preparing bread, but I can't tell you the process. Here is your tea. It's nice and spicy.

Elsa: Let me taste. Wow, it's really nice; thanks.

Genet: You're welcome!

Ask and answer the following questions orally:

1. Can you make spicy tea?
2. Can you make coffee?
3. Can you tell the process of making bread?
4. What can and can't you do at home?

6. Grammar

Present Simple Passive

Look at the paragraph carefully, the present passive verbs are underlined.

Example 1:

Flowers are loved throughout the world. They are appreciated mostly for their beauty. Their beauty brings joy and happiness. Flowers are often used as decorations. They are found in almost every country in the world. They are also a source of food. For example, honey is made from nectar which is gathered by bees from flowers.

In the paragraph, the underlined verbs are in simple present passive form.

Construct passive sentences using the following words.

Bread /eat/ students

Bread is eaten by students.

1. The flour/mix/hand
2. Other ingredients/add/Melaku
3. Bread/production/advertise/on television.
4. Over 100 loaves of bread /bake/the baker.
5. All the bread/sell/ in the shop

Grammar Spot

Passive sentences are used when the focus is on the action done.

Form:

is
are
am

} + past participle

- is eaten
- are prepared
- are spoken
- is baked

Week 14**Day 4****7. Reading Fluency**

Read the second paragraph of the reading passage titled "Making Bread with expression and speed."

8. Vocabulary

The following words are taken from the reading passage. First, find out their meanings contextually and make a sentence for each.

flour

My mother usually uses wheat flour to make bread.

- | | |
|-----------|----------|
| 1. mould | 4. tray |
| 2. loaves | 5. wheat |
| 3. bowl | |

Week 14

Day 5

9. Writing

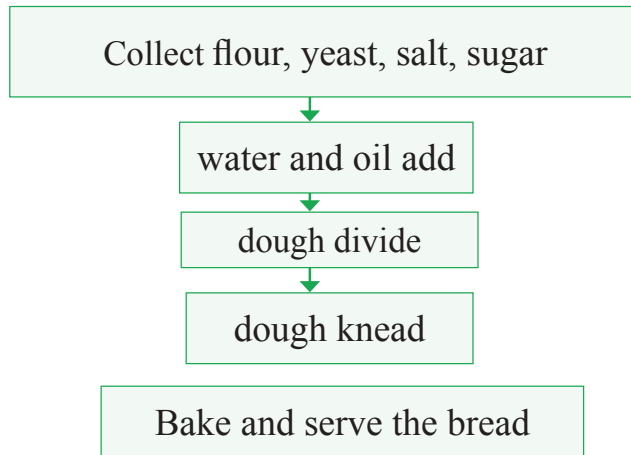
Writing Conventions

Rewrite the following paragraph, Use capital letters and full stops where necessary.

there was a break-in at the bakery last night the owner was locking up the shop when a robber threatened him with a gun the robber told him to open the shop he went inside and stole money and bread the owner called the police the robber was caught and taken to the police station

Writing Composition

Use the information in the boxes below and write a paragraph. Use present passive sentences in your paragraph to describe the process. In addition, use sequence words such as first, second, then, next, after that and finally.



Making a Table

Week 15

Day 1

1. Word Study

Segment the following words by identifying their suffixes and read them aloud.

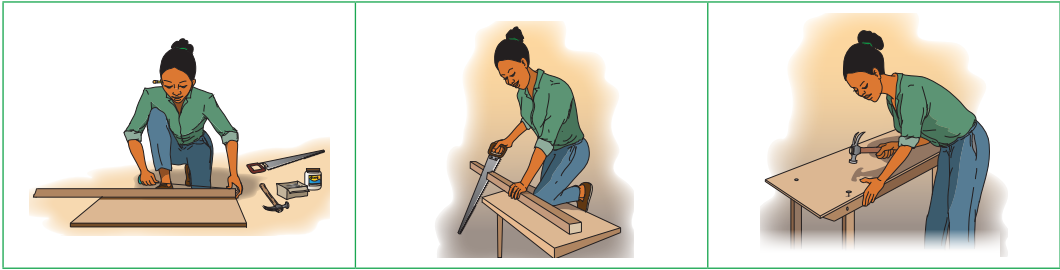
Word	Segmented	Suffixes
1 clamped	clamp-ed	-ed
2 smoothed		
3 varnished		
4 measured		
5 created		

2. Reading Comprehension

Pre-reading Activity

Be in a group of three and discuss on the following questions.

1. What types of tables are there at your home/school?
2. What materials are the tables made of?
3. What do you understand from the pictures below?



While reading Activity

Answer the following questions based on the reading text.

1. What materials and tools are used to make a table?
2. What do we use to cut wood to make a table?
3. What do we use to create the upper part of a table?
4. What do we do before cutting wood?
5. What do we use to measure the size of a table?

Making a Table

A table is one of the most common items of furniture. It is usually made of wood. It can be made in both traditional and modern styles. To make a traditional table follow these procedures.

You will need the following materials: timber, meter rule, clamp, pencil, saw, nails, hammer, glue and varnish. It is good to know in advance how much timber is needed.

First, the flat top of a table is **constructed**. Measure and mark where to cut the timber according to the size of the table. The size of the table is measured with the meter ruler. The cutting lines are marked and drawn using the pencil. Cut on the drawn lines using the saw.

Secondly, the under table is created. Four pieces of wood are cut slightly shorter than the four sides of the table. These pieces help to support the table legs, preventing them from **wobbling**. After cutting, these pieces are attached to the table top with the glue and nails. Use the hammer to **hit** the nails into the wood.

Then, the legs of the table are made. Measure and cut four pieces of timber for the legs according to the height that is needed for the table. After that, all the four legs are **clamped** together.

Finally, the top of the table is turned upside down and the legs are **fitted** under the table and glued in place. The legs are left there until the glue dries. After the glue has dried, the legs are nailed firmly to the top of the table.

Finally, the table is smoothed and **varnished** or painted and made ready for use or sale.

These are the procedures to be followed in making a table.

Post-reading Activity

In a small group, students will discuss the questions below.

1. Why do we create the top of the table first?
2. How do we measure the size of the table?
3. what different tools are used to make any furniture in your reach?

Week 15

Day 2

3. Vocabulary

A. Match the following words under Column A with their appropriate meanings from Column B.

A	B
1. timber	A. a tool for hitting nails
2. saw	B. determine size
3. traditional	C. prepared wood
4. measure	D. fastened
5. attached	E. back up
6. support	F. a tool for cutting
7. hammer	G. not modern

B. Make a sentence for each of the words above from Column A.

4. Listening

Pre-listening Activity

In pairs discuss the following questions.

1. What materials are used to make a pot?
2. How do people make pots?
3. What do you understand from the pictures below?





While listening Activity

Listen to the procedure of making pots and arrange the steps.

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | |

Post-listening Activity

In groups of five students, discuss the following questions.

1. Do people in your area make pots?
2. What kinds of pots do you have in your home?
3. Have you ever made a pot? What procedures did you use?

Week 15

Day 3

5. Speaking

Sequential Words

In pairs describe the things that you can do at your home. Use sequencing words in describing the processes.

Look at the following example.

Lidiya: Hi, Tariku! What are you doing?

Tariku: I'm fine, Lidiya. I'm making a car model from this carton.

Lidiya: Oh, that sounds fun. From where did you get the carton ?

Tariku: I got the carton from a nearby shop. Then, I cut the carton into pieces and folded them.

Lidiya: How do you attach these cut pieces of carton?

Tariku: I attach them using glue and tape.

Lidiya: What do you do after you attach them?

Tariku: I make tires from wire and fix them on the sides.

Lidiya: Oh, it really looks like a car. How do you move your car?

Tariku: Finally, I tie a rope onto the car and pull it along to play with it.

Lidiya: Thank you for your explanation.

Tariku: It is my pleasure.

In a group of five, discuss the following questions.

1. List the sequencing words used in the dialogue above.
2. Describe how you and your brothers and sisters make things that to play with at home.

6. Grammar

Present Simple Passive

Look at the following examples.

Do you know where the following items are made?

- your jacket
- your shoes

This chair is made in modern style.

In the above sentences, the underlined verbs are in present passive forms.

A. Fill in the gaps in the following sentences with the present passive forms of the given verbs.

make	correct	eat
write	construct	sell

1. Furniture such as tables and chairs _____ by carpenters.
2. Small fish _____ by big fish.
3. Books _____ by authors.
4. The students' papers _____ by the teacher.
5. The Great Renaissance Dam _____ of concrete.
6. Pots of all sizes _____ in the local market.

B. Write present passive sentences using the given phrases.

Meals/cook/ in the kitchen. Meals are cooked in the kitchen
--

1. Fish /find/ in the sea.
2. Bread /sell/ in the bakery.
3. Tables /use/ in schools and homes.
4. Traditional food /eat/ most Ethiopians.
5. Ethiopian coffee /export/ to many different countries.

Week 15**Day 4****7. Reading Fluency**

Read with your partner chorally the third paragraph of the passage titled "Making a Table."

8. Vocabulary

Match the words under Column A with their similar meanings under Column B based on their contextual meaning in the reading passage.

A	B
1. fit	A. fix
2. hit	B. polished
3. construct	C. strike/ knock
4. clamp	D. suit
5. wobbling	E. make
6. varnished	F. shaking

Week 15**Day 5****9. Writing****Writing Conventions**

Rewrite the following paragraph using the correct punctuation where it is needed (capital letters, commas, full stops and question marks).

do you like to cook doro wot my mom and i cook it nearly every Sunday last week our uncle grandfather grandmother and aunt came to visit us

we enjoyed eating together the residents of our neighbourhood joined us afterwards it was fun

Writing Composition

A. Choose the appropriate word from the list and complete the given paragraph.

kitfo	first	then	chewed	make
meat	next	pepper	finally	eaten

Kitfo is a type of food made of chopped ____1____. It is ____2____ with a bread like type of food called Qocho. In preparing kitfo __3_ choose fresh red meat to __4__ sure it will be good for kitfo. __5__ chop the red meat into pieces of a manageable size to be ____6____. __7__ prepare special spices, butter and pepper.

____8____ mix up the chopped meat with the spices, butter and ____9____. The ____10____ is now ready to be eaten with Qocho.

B. Write a paragraph describing how to make a typical food of your own choice.

In your paragraph use sequencing words such as first, second, then, last, finally.