

English for Ethiopia Student's Book Grade 2

DEVELOPERS

Writers

Gemechis Teshome (PhD, Ass Prof)

Aberash Tibebe (PhD, Ass Prof)

Language editor

Guta Legesse (PhD, Ass Prof)

Content editor

Ashenafi Belay (PhD, Asso Prof)

Curriculum editor

Woynishet Diriba (MA)

Illustrator

Alemisa Endebu (Msc)

Designer

Birhanu Simeneh (Bsc)



Federal Democratic Republic of
Ethiopia Ministry of Education



Sidama National Regional State
Education Bureau

Acknowledgement

This book is prepared by the Sidama National Regional State Education Bureau based on the textbook preparation documents prepared by the Ministry of Education in accordance with the recommendations of the Education and Training Roadmap. The cost of preparation and publication is covered by the Sidama National Regional State and the FDRE Ministry of Education General Education Certification Program-E (GEQIP-E).

Therefore, the Education Bureau would like to thank all those who directly or indirectly supported the preparation of the book in terms of funding, manpower and materials, providing the necessary information, approving their institution, sharing their experience and knowledge, and so on.

©The book is the official copyright of the Sidama Regional Education Bureau.

No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means (including electronic, mechanical, photocopying, recording or otherwise) either prior written permission of the copyright owner or a license permitting restricted copying in Ethiopia by the Federal Democratic Republic of Ethiopia, Federal Negarit Gazeta, Proclamation No. 410/2004 Copyright and Neighbouring Rights Protection Proclamation, 10 th year, No. 55, Addis Ababa, 19 July 2004.

First Edition - 2016 / 2024

Sidama, Hawassa

Contents






unit	title	page
Unit 1:	Our Surroundings_____	<u>1</u>
Unit 2:	Days of the Week_____	<u>28</u>
Unit 3:	Traffic Lights_____	<u>42</u>
Unit 4:	Forest_____	<u>58</u>
Unit 5:	Food Crops_____	<u>71</u>
Unit 6:	Foods_____	<u>79</u>
Unit 7:	Polluted Environment_____	<u>93</u>
Unit 8:	Good Manners _____	<u>105</u>

UNIT 1 Our Surroundings

Section 1: Oral Language

Lesson 1: My School

Activity 1: Say the names after your teacher and point to the pictures.

				
chalk	Pen	Pencil	duster	Book

Activity 2: Listen and repeat the following song

A greeting song “Hello”
Hello, hello, hello.
How are you?
I’m fine, thank you.
I’m fine, thank you.
How are you?



Hello, hello, hello.



How are you?



I'm fine, thank you.
I'm fine, thank you.

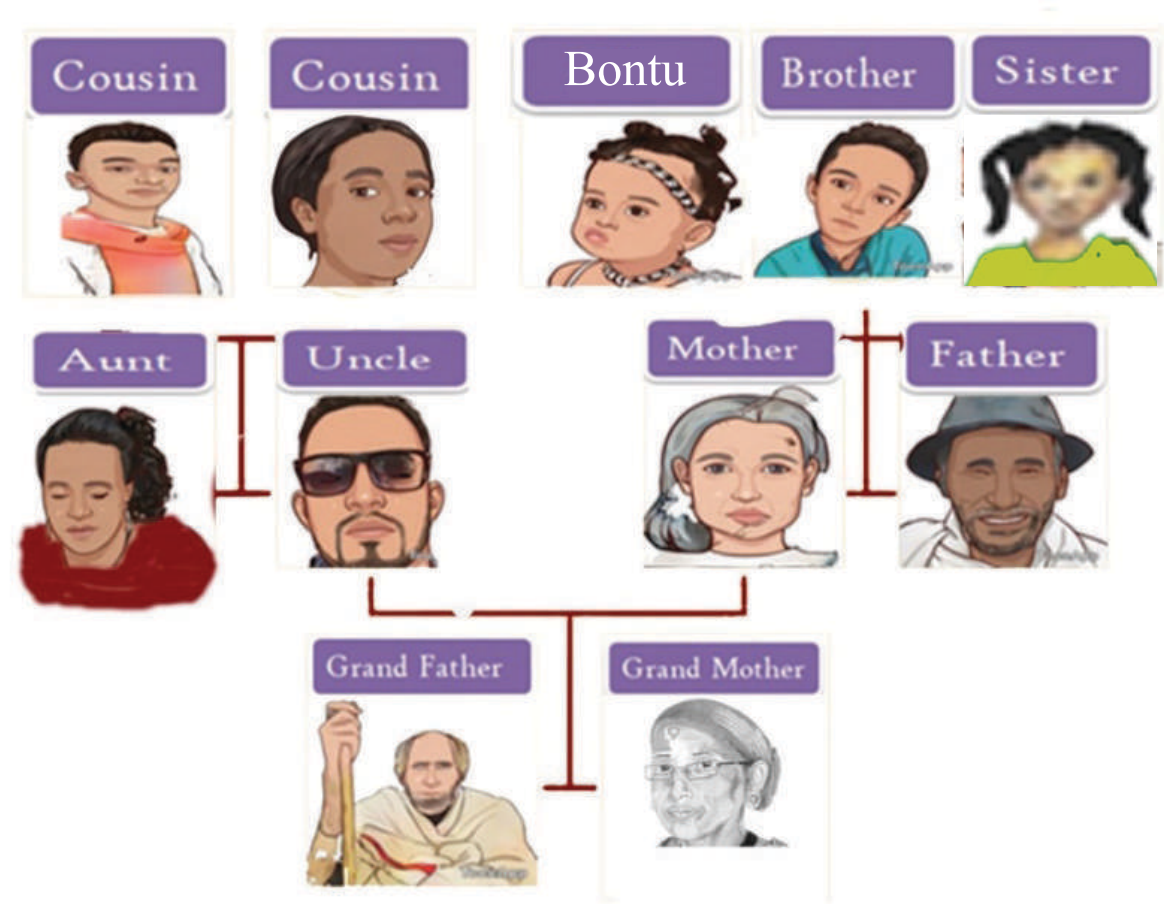


How are you?

Lesson 2: Listening about Bontu’s family

Activity 1: Listen and repeat the following words.

Grandfather	Father	Uncle
Grandmother	Brother	Cousin
Mother	Sister	Aunt



family tree

Activity 2: As you listen, fill in the blank space.

- 1. Bontu is _____ years old.
- 2. Bontu learns in grade _____.
- 3. Bontu’s father is a _____.
- 4. She goes to _____ every morning.

Activity 3: As you listen, tick the family members of Bontu in the table.

Bontu lives with her _____ “✓”	
1. brother	
2. sister	✓
3. grandfather	
4. grandmother	
5. uncle	
6. nephew	
7. aunt	
8. mother	
9. father	
10. cousin	

Activity 4: List the words of family members.

Example: grandfather








- 1. _____
- 2. _____
- 3. cousin
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Activity 5: Tell story of your family after listening about Bontu’s.

Bontu’s family	Your family
Bontu is eight years old. She learns in grade two. She lives with ten family members. They are her grandfather, grandmother, mother, father, uncle, aunt, cousin, sister and brother. Bontu’s father is a farmer. Bontu loves and respects all her family.	

Lesson 3: Song about the village

Activity 1: Listen and sing a song about village.

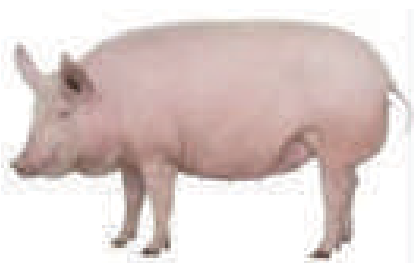
<p>Let's take a walk <u>around</u> the farm (3)</p> <p>Let's take a walk <u>around</u> the farm (3)</p> <p>What do you see?</p> <p>a cow, a cow</p> <p>a dog</p> <p>a duck</p> <p>a horse</p> <p>a pig</p> <p>a sheep</p> <p>That is what you see.</p>	
<div></div> <div></div>	<div></div> <div></div>
<div></div> <div>a pig</div>	<div></div> <div>a sheep</div>

Source: EFL Kids Video: <https:// youtube.com/c/EFLKidsVideos>

Activity 2: Listen and associate the names with pictures.



a horse



a pig







a sheep



a dog

Activity 3: Listen and sing the following song.

<p>Let's take a walk <u>around</u> the farm (3)</p> <p>Let's take a walk <u>around</u> the farm (3)</p> <p>What do you hear?</p> <p>a cow, a cow</p> <p>a dog</p> <p>a duck</p> <p>a horse</p> <p>a pig</p> <p>a sheep</p> <p>That is what you hear</p>	
<div></div> <div></div>	<div></div> <div></div>
<p>A COW</p> <p>A DOG</p>	<p>A DUCK</p> <p>A HORSE</p>
	
<p>A PIG</p>	<p>A SHEEP</p>






Source: EFL Kids Video: <https:// youtube.com/c/EFLKidsVideos>

Lesson 4: Short and long sound words

Activity 1: Listen and repeat short and long sound words.

Short sound	Long sound
Doll	Door
Live	Leave
Got	Goat

Activity 2: Listen and associate the words with the pictures.

Short sound	Picture	Long sound	Picture
Doll		Door	
Live		Leave	
Got		Goat	



Section 2: Word study

Lesson 1: Saying words

Activity1: Say each of the following words after your teacher.

Sheep	Ship
-------	------

Activity 2: Listen and associate words with their pictures.

Sheep	
Ship	

Activity 3: Point to each picture and say the family words.

Grandfather	Father	uncle
Grandmother	Brother	Aunt
Mother	Sister	

My Family



Lesson 2: Naming pictures and objects

Activity 1: Name the pictures by using 'This and That'.

Teacher: What is this?

Students: This is a blackboard.



Teacher: What is that?

Students: That is a village.



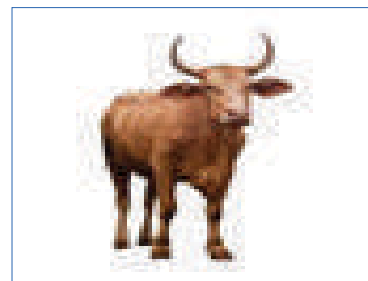
Teacher: What is this?

Students: This is a _____.



Teacher: What is that?

Students: That is an _____.



Teacher: What is that?

Students: That is _____.



Activity 2: Name the real objects in the classroom using 'This and That'.

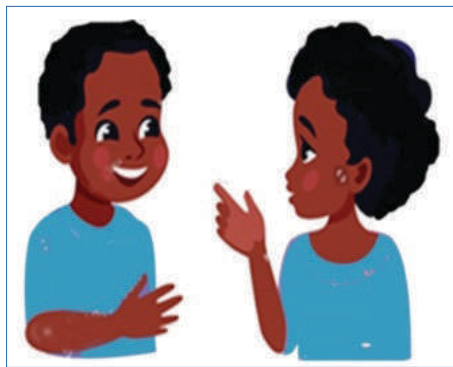
Examples of classroom objects: duster, pen, pencil, door, window

1. This is _____
2. This is _____
3. That is _____
4. That is _____

Section 3: Expressions/Dialogue

Lesson 1: Making a dialogue

Activity 1: Read the following dialogue with your partner.



Kedir: Hi, what's your name?

Keti: My name is Keti. What is your name?

Kedir: My name is Kadir. Where are you from?

Keti: I am from Najjo.

Kedir: Thank you.

Keti: My pleasure. Goodbye!

Kedir: Ok. Goodbye!

Activity 2: Do the same dialogue with your teacher.



Teacher: Hi, what is your name?

Students: _____

Teacher: Where are you from?

Students: _____

Teacher: Thank you.

Students: _____

Teacher: Ok. Goodbye.

Lesson 2: Making a dialogue using 'they'

Activity 1: Listen and say after your teacher.

Teacher: What are they?

Students: They are chairs.



Teacher: What are they?

Students: They are tables.



Teacher: What are they?

Students: They are beds.



Teacher: What are they?

Students: They are clothes.



Activity 2: Tell each other the real objects in the classroom using 'they'.

Example: They are chairs.

Lesson 3: Making a dialogue using 'I have'

Activity 1: Read the dialogue below and practise with your partner.

Dawit: Do you have a ball?

Musa: Yes, I have a ball.



Dawit: Do you have a ruler?

Musa: Yes, I have a ruler.



Dawit: Do you have a chair?

Musa: Yes, I have a chair.



Activity 2: Tell what you have at home. Follow your teacher's instruction.

Lesson 4: Expressing Likes and Dislikes

Activity 1: Read the following dialogue with your partner.

Muna: Do you like banana?
Okello: Yes, I like banana.



Muna: Do you like orange?
Okello: Yes, I like orange.



Muna: Do you like lemon?
Okello: No, I dislike lemon.



Muna: Do you like papaya?
Okello: Yes, I like papaya.



Activity 2: Tell which food you dislike.

Example: I dislike an egg.

- a) _____
- b) _____
- c) _____

Section 4: Reading

Lesson 1: Reading words and sentences

Activity 1: Read each of the following words and sentences after your teacher.

Grandfather	Father	Uncle
Grandmother	Brother	Aunt
Mother	Sister	



Activity 2: Read each of the sentences below.

1. I have grandfather.
2. I have brother.
3. I have sister.
4. I have uncle.

Activity 3: Read the words in the following table after your teacher.

Book
Pen
Pencil
Eraser
Duster
Chalk

Activity 4: Point to each object and read its name.

Book	
Pen	
Pencil	
Eraser	
Duster	
Chalk	

Lesson 2: Using “These and Those”

Activity 1: Read each underlined word in the sentences below.

- 1. These books belong to Shonkore. Those exercise books belong to Hana.
- 2. These pens are expensive. Those pencils are not expensive.

Activity 2: Name the objects in the classroom using ‘These and Those’

Lesson 3: Contracted and full forms

Activity 1: Study the following contracted word and their full forms.

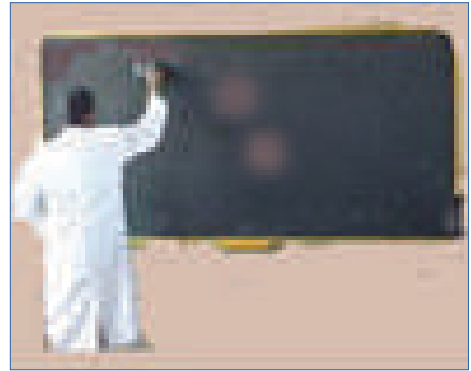
I’m I am	He’s He is	We’re We are
You’re You are	She’s She is	They’re They are

Activity 2: Read the full and the contracted forms correctly.



- 1. I am a student. I’m a student.

2. He is a teacher. He's a teacher.



3. We are farmers. We're farmers.



4. They are nurses. They're nurses.



Activity 3: Look at the pictures and say as in the example.

A. They’re goats.



B. They’re hens.

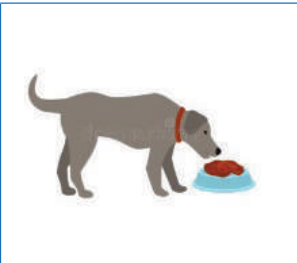

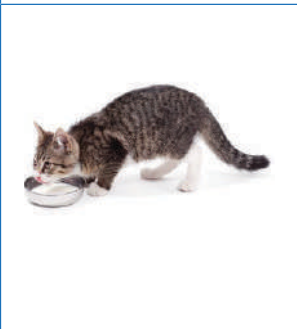
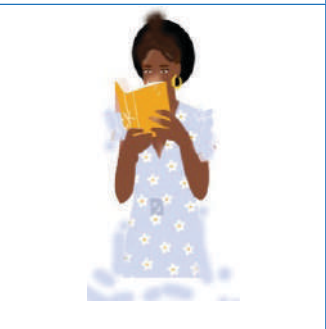


C. They’re cows.



Lesson 4: Differentiating “Its and It’s” in the sentences below.

Activity 1: Identify the use of its and it’s.

The dog eats <u>its</u> food		<u>It’s</u> huge house.	
The cat drinks <u>its</u> milk.		<u>It’s</u> important to read.	

Activity 2: Listen and repeat what your teacher says.

Teacher: What's the name of this?

Students: Its name is blackboard.

Teacher: What's the colour of this?

Students: Its colour is black.

Teacher: What's this?

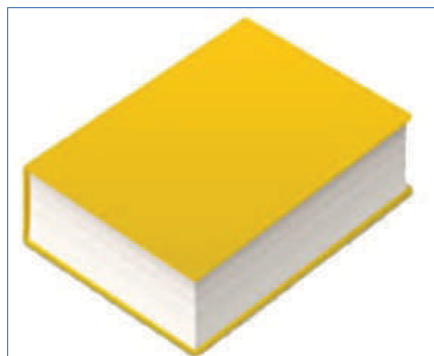
Students: It's a blackboard.

Teacher: What's this?

Students: It's a book.

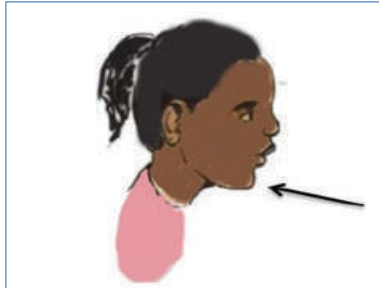
Teacher: What's the name of this?

Students: Its name is a book.



Activity 2: Look at the picture and use “its or it’s” in the sentence.

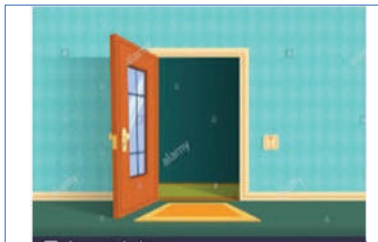
1. It’s his chin.



2. Its colour is red.



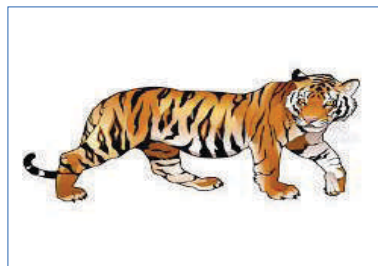
3. Its door is open.



4. It’s a book.



5. It’s a tiger.



Lesson 5: Using 'in, on, under, near and inside' in the sentence.

in	on	under	near	inside	outside	in front of
----	----	-------	------	--------	---------	-------------

Activity 1: Look at the pictures and make a dialogue with your partner.

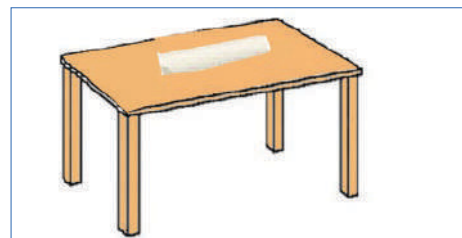
Danbobe: Where is the blackboard?

Aster: The blackboard is in front of the table.



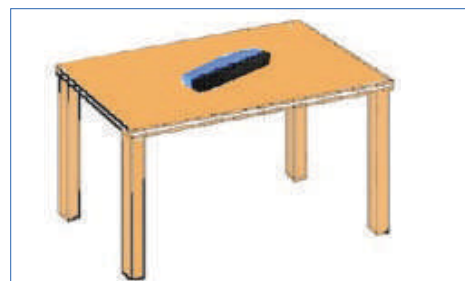
Danbobe: Where is the chalk?

Aster: It is on the table.



Danbobe: Where is the duster?

Aster: It is on the table.



Activity 2: Look at the pictures below and tell where the duster is.



Activity 3: Practise the following dialogue in pairs.

Baraga: Where's the duster?

Hunde: The duster is in the box.

Baraga: Where's the duster?

Hunde: The duster is under the chair.

Baraga: Where is the duster?

Hunde: The duster is on the table. .

Baraga: Where is the duster?

Hunde: The duster is near the book.

Lesson 6: Reading a story about Bontu's family.



Read Story about Bontu's family

Bontu is eight years old. She learns in grade two. She goes to school every morning. She lives with ten family members. The family members are grandfather, grandmother, mother, father, uncle, aunt, cousin, sister and brother. Bontu's father is a farmer. Her mother is housewife. Bontu loves and respects all her family.

Activity 1: Fill the blank spaces from the reading.

1. Bontu is _____ years old.
2. Bontu learns in _____.
3. She lives with _____ family members.
4. She _____ all her family members.

Activity 2: Talk with your partner about the following question.

1. What is the job of your father and mother?
2. How large is your family members?

Section 5: Writing

Lesson 1: Correcting scrambled sentences

Activity 1: Write what you like or dislike.

Examples:

A. an orange/I/like
I like an orange.

B. Lemon/dislike/I.
I dislike a lemon.

1. like/ I/ a cat. _____.
2. a dog/ like/ I. _____.
3. I/ a cow/ dislike. _____.

Activity 2: Write short sentences about where the objects are.

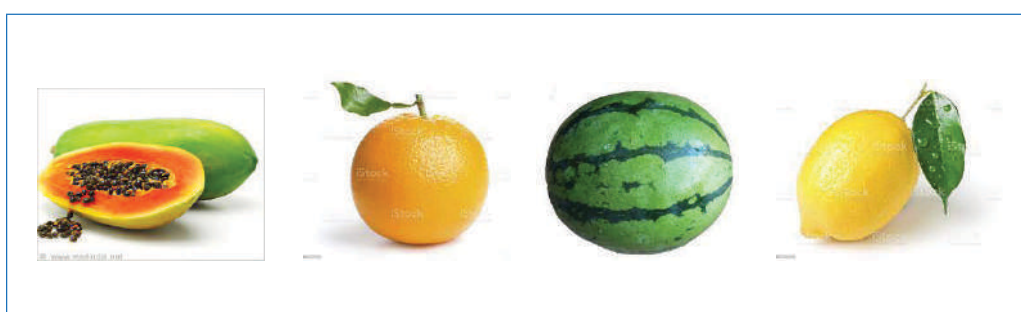


1. _____
2. _____
3. _____

Lesson 2: Writing sentences

Activity 1: Write three sentences about the fruits using like and dislike.

Example: I like banana.



1. _____
2. _____
3. _____

UNIT 2

Days of The Week



Section 1: Oral Language

Lesson 1: Listening and repeating

Activity 1: Listen and say the following numbers after your teacher.

Numbers in word	Numbers in figure	Ordinal number
One	1	first
Two	2	second
Three	3	Third
Four	4	Fourth
Five	5	Fifth
Six	6	Sixth
Seven	7	Seventh

Activity 2: Listen and repeat the letters and their sounds.

Mm	Tt	Ww	Ff	Ss
----	----	----	----	----

Activity 3: Listen and repeat the pronunciation of the days of the week.

Name of the days of week
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Activity 4: Sing the following song after your teacher
Song 1:



A week has seven days (2)
A week has seven days (2)
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday and
Sunday



Lesson 2: Listening and Associating

Activity 1: Listen and associate the school days in their order.

Monday	First
Tuesday	Second
Wednesday	Third
Thursday	Fourth
Friday	Fifth

Activity 2: Listen and match the days of the week with the numbers.

A

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday

B

- A. Fourth
- B. First
- C. Seventh
- D. Second
- E. Fifth
- F. Third
- G. Sixth

Section 2: Dialogu

Lesson 1: Making a dialogue

Activity 1: Practise the dialogue with your teacher.



Teacher: What is the first day of the week?

Students: The first day of the week is Monday.

Teacher: What is the second day of the week?

Students: The second day of the week is Tuesday.

Teacher: What is the fifth day of the week?

Students: The fifth day of the week is Friday.

Teacher: What is the sixth day of the week?

Students: The sixth day of the week is Saturday.

Teacher: What is the seventh day of the week?

Students: The seventh day of the week is Sunday.

Activity 2: Practise the following dialogue with a classmate.



Sirri: What is today?

Hanna: Today is Monday.

Sirri: What is tomorrow?

Hanna: Tomorrow is Tuesday.

Sirri: What is the day after Tuesday?

Hanna: The day after Tuesday is Wednesday.

Sirri: What is the day after Wednesday?

Hanna: The day after Wednesday is Thursday.

Lesson 2: Using before, after and in between

Activity 1: Practise using before, after, in between and in front of. Follow your teacher's instructions.

Activity 2: Use “before, after and between” to describe the order of the days.

Examples:

A. Monday comes before Tuesday.

B. Monday comes after Sunday.

C. Monday is in between Sunday and Tuesday.

1. Wednesday comes _____ Tuesday.
2. Wednesday comes _____ Thursday.
3. Tuesday comes in _____ Monday and Wednesday.
4. Friday comes in _____ Thursday and Saturday.
5. Sunday comes _____ Monday.

Activity 2: Look at the pictures and fill the blank spaces with before, after or between.



1. Kumale is standing _____ Akkati.
2. Akkati is _____ Kumale and Dibora.
3. Dibora is _____ Kumale.

Section 3: Reading

Lesson 1: Reading about the days of the week

Activity 1: Read the text below and answer the questions.

1. What do you do on Monday?



2. Tell your partner what you do on Wednesday.



Activity 2: As you read the text, complete the table below with information from the text.

Days of the week	Monday	Tuesday	Wednesday
What does Tola do?	Tola reads an English book		
Thursday	Friday	Saturday	Sunday
		He goes to swimming	

Every Monday, Tola reads an English book. On Tuesday, he listens to stories from his father. On Wednesday, he plays football. Every Thursday, he helps his family. On Friday, he learns riddles from his mother. On Saturday, he goes to swimming with his brother and sister. On Sunday, he washes his body with his sister.



Lesson 2: Reading about what you do in each day of the week

Activity 1: After you read the text, do the following questions.

- 1. Tell your partner what you do every Monday.
- 2. Tell your friend what you do on Wednesday.

Activity 2: Fill in the chart what you do in each day of the week.

Days of the week	What you do
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	I go for shopping
Sunday	

Section 4: Word Study

Lesson 1: Filling the gaps.

Activity 1: Fill in the gaps with the correct day.

- 1. The first day of the school in a week is Monday.
- 2. The fifth day of the school in a week is _____.
- 3. The third day of the school in a week is _____.
- 4. The fourth day of the school in a week is _____.

Activity 2: Read the words aloud. Follow your teacher’s instructions.

Monday morning	Tuesday morning	Thursday morning	Saturday morning
Monday afternoon	Tuesday afternoon	Thursday afternoon	Saturday afternoon
Monday evening	Tuesday evening	Thursday evening	Saturday evening

Activity 3: Write three sentences in the blank spaces as in the examples.

I study English on Monday morning.

I visit my grandfather on Saturday afternoon.

I help my parents on Sunday evening.

- 1. _____.
- 2. _____.
- 3. _____.

Lesson 2: Arranging scrambled words

Activity 1: Write the scrambled words of each day of the week correctly as in the example.

Scrambled	Unscrambled
edenysaW	Wednesday
oManyd	
uesTyda	
truSadya	
yidFar	
hdusyTra	
Snuady	

Activity 2: Write the name of the day that begins with the following letters.

M	T	W	T	F	S	S
---	---	---	---	---	---	---

M _____

T _____

W _____

T _____

F _____

S _____

S _____

Activity 3: Listen and repeat the song on “Days of the Week”.

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

...

Source: English for Ethiopia, Student’s text book Grade 2, book 2 (2017, p. 104-105)

Section 5: Writing

Lesson 1: The correct order of the days of the week

Activity 1: Match the days of the week with their correct order. Look at the example.

A	B
1. Monday	A. Fifth
2. Tuesday	B. Second
3. Wednesday	C. Seventh
4. Thursday	D. First
5. Friday	E. Third
6. Saturday	F. Sixth
7. Sunday	G. Fourth

Activity 2: Fill in the missing letters to spell the days of the week correctly.

M-nda- -ue-day W-d-esd-y
Th-r-da- -rid-y S-tur-a- S-nda-

Activity 3: Write the days of the week in their correct order.

Incorrect order:

1. Friday 2. Sunday 3. Monday 4. Thursday 5. Wednesday 6. Tuesday 7. Saturday.

Correct order:

1. _____ 2. _____ 3. _____ 4. _____
5. Friday 6. _____ 7. _____

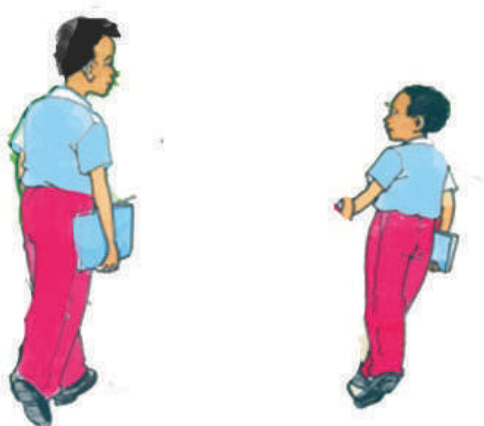
Lesson 2: Writing sentences

Activity 1: Write about your birthday as in the example.

Example: My birthday is on Monday.

Student: _____

Activity 2: Complete the dialogue according to the example given.



Solomon: What day comes before Sunday?

Jemal: Saturday comes before Sunday.

Solomon: What day comes before Monday?

Jemal: _____

Solomon: What day comes before Tuesday?

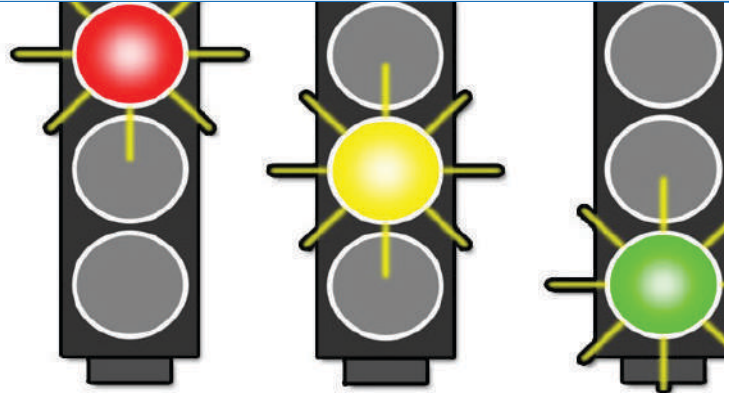
Jemal: _____

Solomon: What day comes after Wednesday?

Jemal: _____

UNIT 3

Traffic Lights



Section 1: Oral language

Lesson 1: Listening and practising the letters.

Activity 1: Listen and practise saying the letters below.

Gg

Rr

Yy

Activity 2: Practise the dialogue below with your partner.



Student A: What colour is your shirt?

Student B: It is green.

Student A: What is the colour of your trousers?

Student B: It is yellow.

Student A: What is the colour of your shoes?

Student B: It is red.

Activity 3: Sing the following song with your teacher.

Red light, red light,
What do you say?
I say stop!
Yellow light, yellow light,
What do you say?
I say wait!
Green light, green light,
What do you say?
I say go and run away.

Lesson 2: Listen and Practise Traffic light colour

Activity 1: Listen and practise what your teacher says.

Red: Stop. Stop.



Yellow: Wait. Wait and prepare to go.



Green: go.



Activity 2: Listen and say the vowel and consonant sounds after your teacher




A. Vowel

i	e
---	---

B. Consonant

r	y	G
---	---	---

Activity 3: Listen and practise pronouncing the names of the colours.

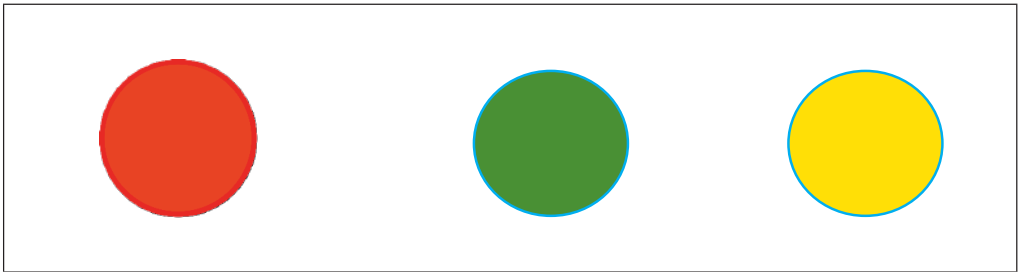
Words	Colours
Red	
Yellow	
Green	

Activity 4: Listen to the names of colours and point to each colour.

1. Green

2. Red




3. Yellow








Section 2: Reading

Lesson 1: Reading about the colours

Activity 1: Read and answer the colour of the objects as in the example.

What colour is the book?		It's red
What colour is the banana?		It's ____
What colour is the bag?		It's ____

Activity 2: Read the words below and match them with the colours. See the example.

A		B
1. Red box		a. 
2. Green tree		b. 
3. Yellow pen		c. 
4. Red pepper		d. 
5. Yellow flower		e. 

Note: An orange arrow points from '2. Green tree' to 'd. Green tree'.

Activity 3: Read the following dialogue aloud.

Student 1: What is the meaning of red traffic light?

Student 2: The meaning of red traffic light is to stop.

Student 1: What is the meaning of yellow traffic light?

Student 2: The meaning of yellow traffic light is to get ready to go.

Student 1: What is the meaning of green traffic light?

Student 2: The meaning of green traffic light is to go.

Lesson 2: Reading Traffic light

Activity 1: Answer the following questions.

- A. Discuss what you know about the colours of traffic lights with your friend?
- B. Do you walk across a street?
- C. Tell the meaning of each colour of traffic light.

Activity 2: Read the following text and answer the question that follows.

Abdi's Mother Advice on Traffic Lights

Abdi is grade two student. He goes to school with his friends by crossing the main street. His mother, Weddu, advises and teaches him to obey the rule of traffic lights. She tells him to stop whenever the pedestrians' traffic light turns red. Every pedestrian should stop when there is a sign of a red traffic light.

Again, Abdi's mother informs her son to differentiate yellow and green traffic lights. Whenever it turns to yellow light, it means wait and prepare to go. When the pedestrians' traffic light turns a green colour, you can cross and run away. Abdi's mother strongly advises her son to identify those three traffic lights before he walks and crosses the road.

Finally, she warns him to be cautious, take care of traffic light, and cross only on zebra crossing.



Activity 3: As you read the short text, fill the gaps in the table below.

Activity 4: Discuss the following questions with your partner. Follow your teacher’s instruction.

Abdi’s mother advice	Which traffic light?
She tells him to stop whenever he sees_____ traffic light.	Red
Whenever the light turns to _____, it means wait and prepare to go.	
Every pedestrian should stop when there is a sign of a _____ light.	
A _____light shows to wait and prepare to go.	
A _____ colour means you can go.	

- A. What do you do when you see a red traffic light?
- B. Can you go when you see a yellow traffic light? Yes or No. Why?

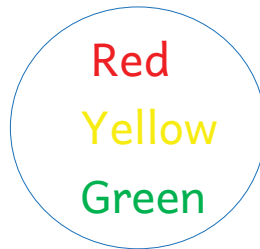
Section 3: Writing

Lesson 1: Identifying traffic lights

Activity 1: Match the traffic light under A with their meaning under B. Look the example.

A	B
1. Green	A. Stop.
2. Red	B. Go and run away.
3. Yellow	C. Wait and prepare.

Activity 2: Fill in the blank space by choosing words from the word bank. Look at the example.



- Students stop whenever they see a _____ traffic light.
- Every pedestrian goes whenever there is a _____ traffic light.
- You cross on zebra when you see only a green traffic light.
- We wait and prepare to go when we a _____ traffic light.
- A _____ traffic light shows stop or do not go.

Activity 3: Write a short answer for the following questions as in the example.

1. What do you do when you see red traffic light?
I stop when I see red traffic light.
2. What do you do when you see yellow traffic light?

3. What do you do when you see green traffic light?

Lesson 2: Writing about traffic lights

Activity 1: Say true if the sentence is correct and false if it is incorrect.

1. I stop when I see green traffic light. _____
2. I go when I see green traffic light. _____
3. I wait and prepare when I see yellow traffic light. _____
4. I never cross when I see the red traffic light. _____
5. I go when I see yellow traffic light. _____

Activity 2: Write the scrambled colours of traffic light words correctly as in the example.

Scrambled	Unscrambled
eGenr	
olYlew	
deR	Red

Activity 3: Write the meaning of each traffic light colours in their order.

No	Colours	Meaning
1	Red	
2	Yellow	
3	Green	

Section 4: Word Study

Lesson 1: Making sentences

Activity 1: Say each of these words in the table and make your own sentences as in the example.

Yellow light	Cross a street
red light	Zebra
green light	Wait
Walk	Pedestrian
Caution	stop sign

Example: I use zebra to cross a street.

1. _____
2. _____
3. _____
4. _____

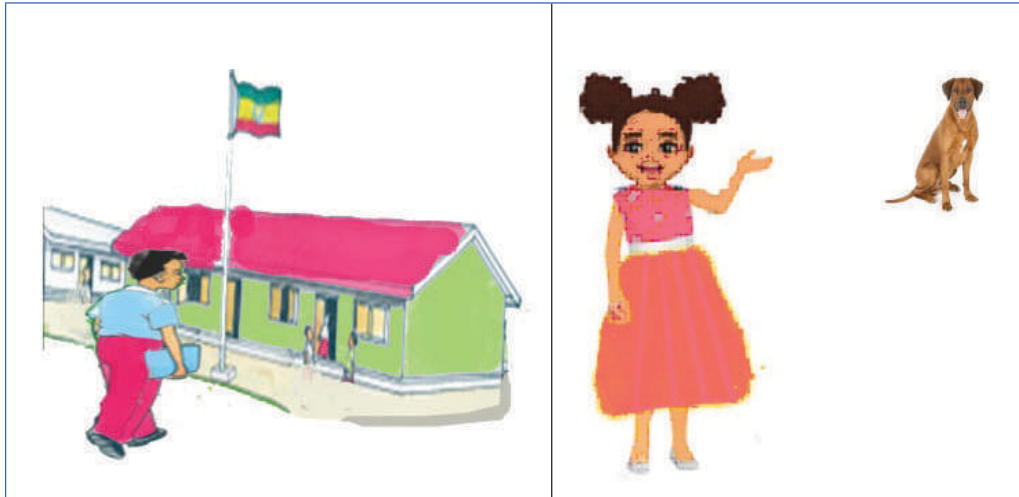
Activity 2: Identify the following words from the picture

yellow light	cross a street
red light	Zebra
green light	Wait
Walk	Pedestrian
Caution	Stop sign



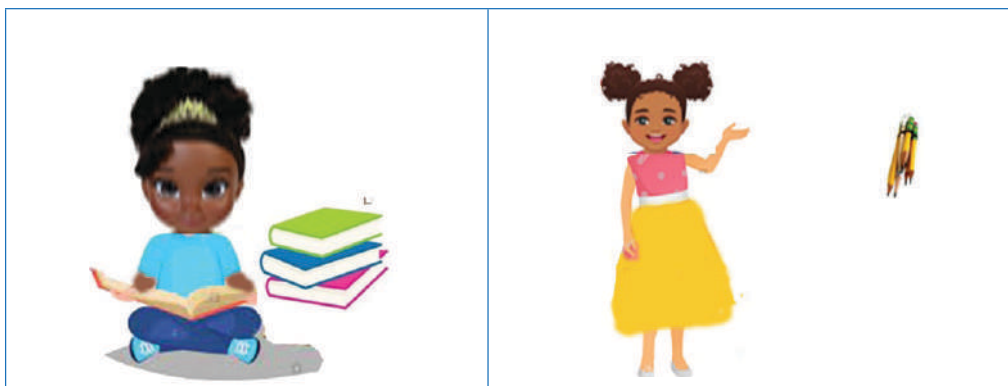
Lesson 2: Making sentences using 'this, that, these and those'

Activity 1: Look at the pictures and make sentences using 'this and that' .



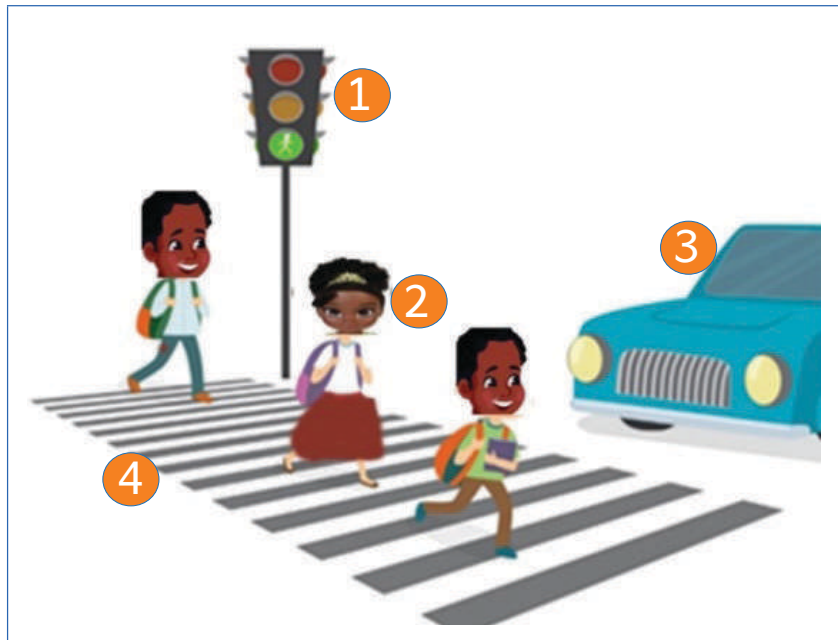
- A. _____
- B. _____

Activity 2: Look at the pictures and make sentences using 'these and those'.



- A. _____
- B. _____

Activity 3: See the pictures below and write what they are on the spaces given.



1. _____ 2. _____ 3. _____ 4. _____

Section 5: Expressions

Lesson 1: Practising dialogue of traffic lights

Activity 1: Practise the following dialogue.

Faarur: Hello, how are you?

Bilaal: Hello, I am fine.

Faarur: Do you know the meaning of traffic light colours to cross a street?

Bilaal: Yes, I know the meaning of traffic light colours.

Faarar: What do you do when the traffic light turns red?

Bilaal: When the traffic light turns red, I stop.

Faarar: Is it possible to walk when the traffic light turns yellow?

Bilaal: No, it is impossible to walk when traffic light turns yellow.

Faarar: So, what can I do when there is yellow traffic light?

Bilaal: You wait and prepare to go until the traffic light turns green.

Faarar: Am I allowed to turn left or right at the traffic lights?

Bilaal: No, you are not allowed to turn left or right at the traffic lights.

Faarar: I thank you very much.

Bilaal: It is my pleasure.



Activity 2: Listen and practise traffic rules.

Teacher: Are you ready to listen about traffic light rule?

Students: Yes, teacher.

Teacher: You always need to remember the three colours
(Red, yellow and Green).

Students: What do they mean?

Teacher: Red means STOP! Yellow means WAIT or get
READY to go! Green means GO.

Students: Ok!

Teacher: Only cross on ZEBRA crossing.

Students: Thank you for the advice!

Activity 3: Before concluding this unit, sing a song about colours of Traffic Lights again.

Sing a song about colours of Traffic Lights

Red light, red light,
What do you say?
I say stop!
Yellow light, yellow light,
What do you say?
I say wait!
Green light, green light,
What do you say?
I say go and run away.

UNIT 4

Forest






Section 1: Oral Language

Lesson 1: Identifying Short and Long Vowel Sounds





A. Short vowel sounds

Activity 1: Listen and practise saying the given words with correct pronunciation

Words	Pictures
Forest	
Bush	
Stem	

B. Long vowel sounds

Activity 2: Listen and practise saying the words with correct pronunciation

Words	Pictures
Grass	
Leaf	
tree	
Root	

Lesson 2: Talking about parts of tree

Activity 1: Answer the following questions before listening to the text.

1. What do you know about the forest?
2. Tell the meaning of the following words. Follow your teacher’s instructions.

Activity 2: Fill in the blank spaces as you listen to the text. Look at the example.

Root	Leaf	Stem
------	------	------

Parts of the tree	Their functions
Leaf	It is used as food factory of tree.
_____	It cleans the air and uses energy.
_____	It is used to support the tree.
_____	It holds the soil.
_____	It uses energy from the sun to produce food.

Activity 3: Discuss the meaning of the following words according to the listening text.

1. Roots absorb water and nutrients from the ground.
Absorb means _____?
2. Leaf cleans the air and uses energy from the sun to prepare food for the tree. Prepare means _____?

Activity 4: Answer the following questions based on the listening text.

1. Tell the other parts of the tree not mentioned in the paragraph.
2. Why do you think leaf is the important part of tree?
3. Tell the difference between leaf and stem.

Section 2: Dialogue

Lesson 1: Making a dialogue

Activity 1: Practise the following dialogue with your partner.

Kamal: Hi friend, what do you do?

Yado: I read about the importance of trees.

Kamal: Great! Can you tell me some of the importance of trees?

Yado: Yes, trees help to breathe in and live.

Kamal: They are also sources of food.

Yado: Firewood and timber also come from trees.

Kamal: What is timber?

Yado: It is a wood for building.

Kamal: Trees are important to get rain and farming.

Yado: Yes, they are also important for making medicine.

Kamal: We need to plant more trees.

Yado: Planting more trees give forests and jungle.

Kamal: Right you are. Thank you very much.

Yado: You are welcome.



Activity 2: Make a dialogue on the importance of trees.



Student 1: Dear friends, can you tell me the importance of trees?

Student 2: Trees help to make chairs and tables.

Student 3: Trees help to build house.

Student 4: Trees are homes for birds.

Student 1: I thank you very much!



Section 3: Word study






Lesson 1: Practising the given words

Activity 1: Say the following words after your teacher.

Forest	Plant
Trees	Leaves
Bushes	Timber
Wood	Stem
Roots	Vegetation

Activity 2: Write sentences about the picture based on the example.

Words	Pictures	Sentences
1.timbers		These are timbers
2. leaf		

3. forest		
4. tree		
5. root		
6. grass		
7. bushes		

Activity 3: Write atleast three sentences about the trees in your village. Follow the example your teacher gives you.

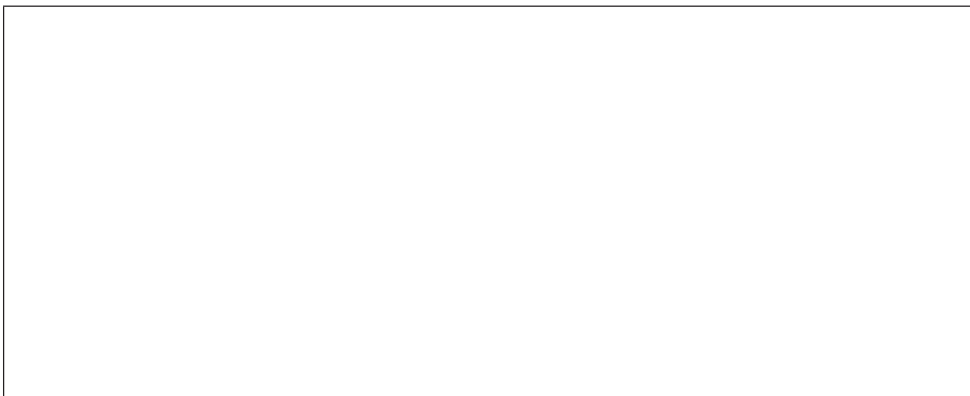
1. _____
2. _____
3. _____

Activity 4: Draw the pictures of tree, leaf and timber in the box. Use your exercise book.

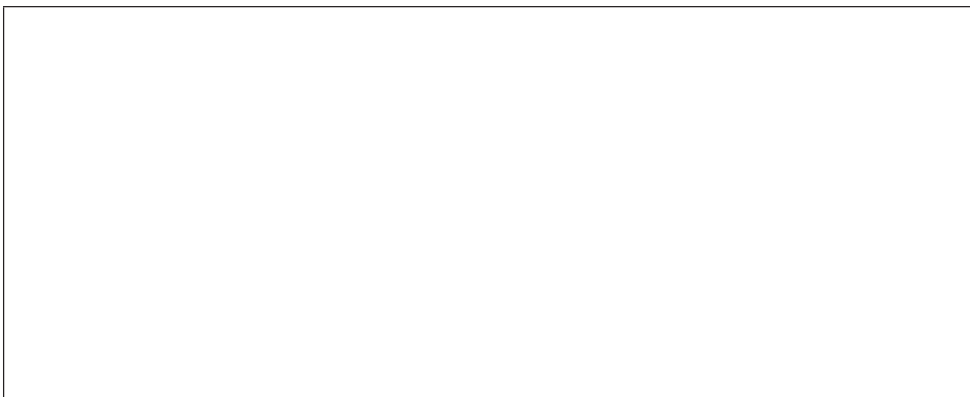
Tree



Leaf



Timber



Section 4: Reading

Activity 1: Talk with your partner about the following questions.

1. Talk about the importance of forest.

The Importance of Forest

Forest has great advantages for living things. Different trees, bushes, plants, vegetation, wild animals and birds are found in the forest. The first advantage of forest is to maintain the water cycle. Plants use their roots to absorb water. The second importance of forest is to maintain the temperature. Plants release oxygen and consume carbon dioxide. This helps them to prepare their food. Forests play an important role in balancing oxygen level in the atmosphere. Moreover, forest helps in preventing a global warming. The last benefit of forest is to prevent soil erosion. This is made through the roots of the tree.

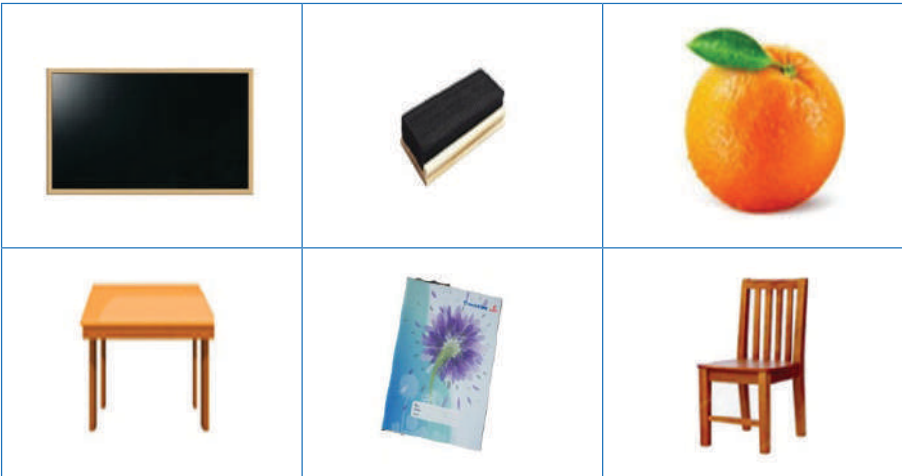


Activity 2: Say True or False in the blank space based on the above reading text.

- 1. Forest has no advantages for living things. False
- 2. Many living things live in the forest. _____
- 3. Plants use their roots to absorb water. _____
- 4. Forest is not the home of wild animals. _____

Lesson 2: Using “a and an”


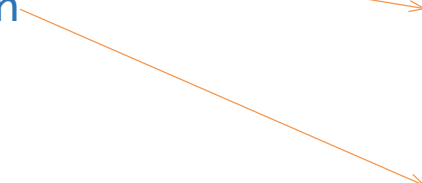
Activity 1: Use the correct article in the blank space as in the example.



This is a/an duster.	This is a duster.
2. This is a/an exercise book.	This is _____exercise book.
3. This is a/ an orange.	This is _____orange.
4. This is a/an chair.	This is _____ chair.
5. This is a/ an blackboard.	This is ____ blackboard.

Activity 2: Point to the objects in the classroom using “a or an”. Follow your teacher’s instructions.

Activity 4: Match “a or an” with the name of professionals as given in examples





A		B
1. a		A. nurse
2. an		B. farmer
		C. barber
		D. actor
		E. artist
		F. teacher
		G. engineer
		H. shopkeeper

Activity 3: Tell your friends about the importance of forest in your village. Follow your teacher’s instructions.

Section 5: Writing

Lesson 1: Writing Sentences

Activity 1: Write sentences on the following names of professionals using “a or an”. Look at the example.

Nurse	Farmer	Engineer	Artist	Teacher
				

Example: She is a nurse.

1. _____ engineer.
2. _____ farmer.
3. _____ artist.
4. _____ teacher

Activity 2: Complete the following sentences from the reading text “The Importance of Forest”. Look at the example.

1. The last benefit of forest is to prevent soil erosion.
2. Forest has great advantages for _____.
3. Plants use their roots to Plants _____ water.
4. The second importance of forest is to maintain the _____.
5. Forest helps in preventing a global _____.

Lesson 2: Writing sentences and short paragraph

Activity 1: Write five sentences about the importance of forest. Follow your teacher's instruction. One example is done for you.

1. Wild animals live in the forest.

2. _____

3. _____

4. _____

5. _____

Activity 2: Complete the following short paragraph about the picture.



Tree has different parts. These are leaf, _____ and root. _____ is green in colour. Leaf plays important role in _____ preparation. The stem _____ the tree. The stem is found between the _____ and the _____. The root _____ from the ground. The root protects the soil from erosion.

UNIT 5









Food Crops



Section 1: Oral Language

Lesson 1: Listening and practising

Activity 1: Listen and say the names of food crops after your teacher

<p>1.Maize</p> 	<p>2.Wheat</p> 	<p>3.Tomatoes</p> 
<p>4.Avocado</p> 	<p>5. Cabbage</p> 	<p>6. Beans</p> 
<p>7. Pine apple</p> 	<p>8. Lentils</p> 	<p>9. Carrot</p> 

Activity 2: Listen and say the following sentences after your teacher.






- 1. Orange, banana and mango are fruits.
- 2. Cabbage, carrot and tomatoes are vegetables.
- 3. Maize, rice and wheat are cereals.
- 4. Carrot, potatoes and beetroots are root vegetables.

Lesson 2: Listening to a short text

Activity 1: Listen to your teacher and complete the following sentences.

- 1. The term ----- refers to plants, which provide food for human consumption.
- 2. Food crops mainly constitute of cereals, -----, vegetables, tubers and fruits.
- 3. Other food crops include root crops such as potatoes, -----, carrots and sweet potatoes.
- 4. Vegetables are also food crops and among these can be mentioned cabbages, letus, and -----.

Activity 2: Listen to your teacher and write name of each food crop under its category.

Vegetables	Fruits	Legume	Cereals	Root vegetables
				
Example: Cabbage				

Lesson 3: Talking about Food Crops

Activity 1: Listen and say the following sentences after your teacher.

1. I like pineapple.
2. She likes potato.
3. He likes carrot.
4. I do not like rice.
5. She does not like cabbage.

Activity 2: Tell your friends the familiar food crops in your area.

Section 2: Reading

Lesson 1: Words Related to Food Crops

Activity 1: Read the following food crops related words and identify the vowel and consonant sounds.

1. Maize
2. Wheat
3. Cabbage
4. Orange
5. Beans
6. Beetroots

Activity 2: Read the following words aloud with the help of your teacher.

maize	wheat	barley	beans	sorghum	rice
-------	-------	--------	-------	---------	------

Lesson 2: Reading a short text

Activity 1: Answer the following questions orally.

1. Tell the food crops you know. _____
2. Which of the food crops are harvested in your area?

Food Crops

Food crops, such as fruits, vegetables, and grains, are harvested to feed many people in the world. Climate, accessibility, trade, and culture are just some of the geographic factors that influence the popularity of a food crop in a given region. Grains, such as maize, wheat, and rice, are the world's most popular food crops. These crops are often the basis for food staple.

A food staple is a food that makes up the dominant part of a population's diet. Food staples are eaten regularly—even daily—and supply a major proportion of a person's energy and nutritional needs.

Activity 2: As you read the above text, complete the following sentences.

1. Food crops, such as _____ vegetables, and _____, are harvested to feed many people in the world.
2. Grains, such as maize, _____, and _____, are the world's most popular food crops.
2. _____ is a food that makes up the dominant part of a population's diet.
3. _____ accessibility, trade, and _____ are just some of the geographic factors that influence the popularity of a food crop in a given region.

Activity 3: List the common food crops in your area from the short text above.

_____, _____, _____, _____

Section 3: Writing

Lesson 1: Writing words

Activity 1: Copy down the words given on the black board. Follow your teacher's instruction.

Activity 2: Write the missing letters to complete blank space in names of food crops.

b—ns	wh-at	gr—n	m-ize
	po-ato-s	C-rr-ts	r-c-

Lesson 2: Correcting scrambled letters in words, and completing sentences

Activity 1: Rewrite the following scrambled letters to make meaning full words.

Example: fiutr = fruit

1. garisn _____

2. bneas _____

3. ograne _____

4. cebbaga _____

5. Avcaodo _____

Activity 2: Choose appropriate phrases or words from the following list to complete sentences 1 to 5.

takes	prepare	watering	working	a farmer
-------	---------	----------	---------	----------

My father is _____ .

1. He is _____ in the field.
2. Every morning, I help my parents _____ the young plants.
3. My mother and sisters _____ seedling beds.
4. My elder brother _____ farm tools to our father in the field.

Activity 3: Rewrite the scrambled words in each bracket to make complete sentences.

Example: My brother bought orange / (My brother, orange bought)

1. _____.(I , banana like)
2. _____.(My mother , pine apple, likes)
3. _____.(My father, rice plants)
4. _____.(My friend, cabbage, does not like)
5. _____(My sister, sweet potato, likes)

Activity 4: Choose five food crops from the following list and write five sentences to express your favorite food crops.

pine apple	avocado	carrot	potato	tomato
apple	sweet potato	papaya	orange	banana
spinach	lentils	maize		

Example: My favorite food crop is maize.

1. -----.
2. -----.
3. -----.
4. -----.
5. -----.

Section 4: Expressions of “likes and dislikes”

Lesson 1: Expressing what you like and don't like

Activity 1: Study the expressions in the box with the help of your teacher.

my favorite,	like,	enjoy,	don't like,	don't enjoy
--------------	-------	--------	-------------	-------------

Activity 2: Read the following example sentences to study about expressions of likes and dislikes.

Examples:

I like *banana*.

I like eating *rice*.

I enjoy *spaghetti*.

She likes *vegetables*.

He doesn't like *porridge*.

My favorite food is bread. I like it very much.

Activity 3: Use one of the expressions given in each bracket to write your own sentence.

Example: My sister likes orange. (like / likes)

1. _____.(enjoy / enjoys)
2. _____.(don't like /doesn't like)
3. _____. (don't enjoy/ doesn't enjoy)

UNIT 6

Foods



Section 1: Oral Language

Lesson 1: Listening and Practising





Activity 1: Listen to your teacher and practise the pronunciation of each of the following words / phrases.



healthy food, grains, milk, cheese, yogurt, meat, egg, fish, nuts, protein, fruits, vegetables, chips, cookies

Activity 2: Listen to your teacher and complete the sentences looking at the pictures.

1 These are cookies.



2. This is an_____	
3. These are_____	
4. This is _____	
5. These are _____	

6. This is raw _____	
7. This is potato _____	
8. This is _____	
9. This is _____	
10. These are slices of _____	

Lesson 2: Listening to a short text

Activity 1: Answer the following questions orally.

- 1. Tell your teacher the common foods in your area.

Activity 2: As you listen to the text, join parts of the sentences under column A with parts under B to complete the sentences.

Example: 1. Healthy food is tasty and good.

A	B
1.Healthy food _____	give you strong bone.
2.You can find grains _____	give you protein.
3.Milk, cheese and yogurt _____	is tasty and good.
4.Meat and fish_____	in bread and rice.





Activity 3: Now answer the following questions based on what you have listened.

- 1. Is healthy food tasty? _____
- 2. Where can we get grains? _____
- 3. What will milk, cheese and yogurt give you? _____
- 4. Which of the foods are good to eat? _____and _____
- 5. What do meat, fish, egg and nuts give you? _____
- 6. Is eating vegetables and fruits as many as you can every day good? _____
- 7. Is eating too much cookies and chips every day good? _____

Lesson 3: Practising Pronunciation

Activity 1: Pronounce the following words with short and long vowel sounds with the help of your teacher.

Words with short vowel /u/	Words with short vowel/o/	Words with Long vowel /o:/	Words with long vowel /ou /
put 	dot 	food 	boat 
sun 	got 	cook 	goat 
cut 	top 	moon 	house 
cup 	dog 	broom 	group 

fun 	not 	spoon 	mouth 
fog 	stoop 	cloud 	
hut 	roof 	bought 	

Activity 2: Use the following pairs of words to make sentences orally.

Example: My sister put the cup on the table.

cup put	spaghetti like	food cook	meat like	plates clean
fork wash	spoon use	pizza eat	papaya juice drink	

Section 2: Expressions of likes and dislikes

Lesson1: Learning expressions of likes and dislikes

Activity 1: Rewrite the jumbled words correctly to make correct sentences.

1. like Azeb photos does not taking.

Correct: eg. Azeb does not like taking photos.

2. Omud and her sister tennis like do playing?

Correct: _____?

3. books Aman does reading like ?

Correct: _____?

4. do playing football Gelan and Kebede like?

Correct: _____?

5. Pictures Chaltu painting likes.

Correct: _____.

6. Do reading you stories like?

Correct: _____?

Activity 2: Complete the sentences in the table choosing appropriate words from the given.

eggs	cake	peas	bread	oranges
carrots		mangos	yogurt	

1. I like _____		He likes _____	
2. I do not like _____		My sister likes _____	
3. She likes _____		Mybrother likes _____	
4. He does not like _____		8 I like _____	

Section 3: Expressions for asking and offering helps

Lesson 1: Using expressions for asking and giving help

Activity 1: Study the following expressions for asking help.

Example expressions

- 1. Could you help me please?
- 2. Can you help me please?
- 3. Can you give me a hand with this?
- 4. Give me a hand with this, will you?
- 5. Lend me a hand with this, will you?

Activity 2: Study the following expressions for giving help.






Example expressions

1. Can I get you something?
2. Shall I help you with homework?
3. I would be glad to help.
4. What can I do for you?
5. May I help you?

Activity 3: Practise the following short conversations with your friend.

1. Okello: May I help you?
Solomon: Thank you. That is kind of you.
2. Selam: Can you, please give me a hand?
Chaltu: Yes, I can.
3. Daughter: Mom, Can I help you?
Mother: That would be great, thank you.

Activity 4: Study the following foods and utensils by associating them with pictures.

Foods / meals	Pictures	Utensils	Pictures
spaghetti		fork	
rice		glass	
burger		plate	
salad		bowl	
pizza		knife	
Juice		spoon	
chicken			

Activity 5: Practice the following dialogue with your friend.

Dialogue

Waiter: Can I help you?

Alemu: Yes please, I want to order a plate of 'chechebsa' and a cup of milk.

Waiter: Do you want 'chachabsa' with or without salt?

Alemu: With salt please!

Waiter: We will prepare your order.

Alemu: Thanks.

Waiter: It's my pleasure.



Section 3: Reading

Lesson 1: Reading and completing sentences

Activity1: Read the following poem aloud.

Do you like healthy food? Or do you like junk food?

I like chocolate bars ... and I like apple pies!

I like chips and cookies ... and I like salty fries!

But why do you avoid the healthy food like fruits and vegetables!

Like fish and egg, yogurt, grains and nuts

But healthy food makes strong!

Healthy food makes you fast!

Healthy food makes you grow!

It is good for you!

You know it's good for you'

Why did you avoid the healthy food?

Activity 2: Answer the following questions based on the above poem.

1. Healthy food makes you _____ and _____.
2. _____ and _____ are healthy foods.
3. It is good to eat less of _____ food and more of _____ food.
4. Fish and egg are examples of _____ food.
5. Chocolate bars, salty fries and chips are examples of _____ food.

Activity: 3: Use the expressions in the box to answer the questions.

like	dislike	enjoy	do not like
------	---------	-------	-------------

Question: What do you like to drink?

Answer: I like to drink hot coffee.

1. What do you like to eat?

Answer: _____.

2. What do you like to do after class?

Answer: _____.

3. Which one do you enjoy playing? Tennis ball or football?

Answer: I enjoy _____.

4. Do you like to drink yogurt?

Answer: No, I do not _____.

Activity 4: List more names of food items from the poem you have read.

Example. yogurt, carrot, pizza.

_____, _____, _____, _____

Section 4: Writing

Lesson 1: Using expressions

Activity 1: Listen to your teacher and write down some words and phrases from the poem. Follow your teacher's instruction.

Activity 2: Write short sentences using likes and dislikes.

Example. I like banana. I do not like alcohol.

1. _____
2. _____
3. _____
4. _____
5. _____

Activity 3: Study the following expressions of preference.

Preferto ..., means to like something more than something else.

Examples.

- I prefer tea to coffee. (I like tea more than I like coffee.)
- I prefer rice to pasta.
- He prefers milk to water.
- She prefers 'porridge' to bread.

Activity 4: Now write sentences of your own using the expression “prefer----to-----”.

1. -----

3. -----

2. -----

4 -----

UNIT 7

Polluted Environment



Section 1: Oral Language

Lesson 1: Listening a short text about pollution



Activity 1: Read aloud words related to pollution with the help of your teacher



1. Pollution	4. protect	7. throw
2. environment	5. waste	8. handle
3. chemical	6. toxic	9. gas
		10 .contaminate

Activity 2: Now study the meaning of the words with your teacher.

Words	Meaning
1 pollution	anything that makes the earth dirty and unhealthy
2 environment	our surrounding including land, air and water
3 chemical	substances such as acids and pesticides that can harm
4 protect	take care of
5 waste	unwanted material
6 toxic	Harmful
7 throw	put away
8 handle	Control
9 gas	Smoke
10 contaminate	make dirty

Activity 3: Listen to your teacher and write the correct word beside each picture.

Words or phrases related to pollution	Pictures
1. _____	
2. _____	

3. _____	
4. _____	

Lesson 2: Talking about pollution

Activity 1: Look at the pictures in Activity 3 above, and tell your class the causes of environment pollution.

Example: throwing waste materials

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

Activity 2: Tell your classmates what you can do to prevent pollution looking at the following picture.



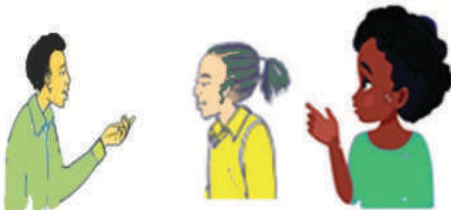
Example: You may say: I clean my surroundings.



Section 2: English pronouns

Lesson 1: Studying English Subject Pronouns

Activity 1: Look at each of the following pictures and study the pronouns.

<p>I</p> 	<p>We</p> 
<p>You</p> 	<p>You</p> 
<p>She</p> 	<p>He</p> 
<p>They</p> 	<p>It</p> 

Activity 2: Identify the pronouns in each of the following sentences and tell them to your teacher.

1	Example: I run on rainy days. I am healthy. (Example: I).
2	Aster and I always clean our environment. We want to make it free from pollution.
3	Robe is gaining weight. She often eats bread.
4	That man drinks polluted water. He feels sick now.
5	It is a cold day. I do not like cold weather.
6	You are my best friend. I like to play with you.
7	Kedija, Mammadnur and Boru are in our class. They are clever students.

Activity 3: Write your own sentences using the pronouns in the following table.

Pronoun	Sentence
I	Example: I enjoy cleaning my environment.
We	
She	
He	
It	
You	
They	

Section 3: Reading

Lesson 1: Reading and studying words related to pollution

Activity 1: Read and study the meanings of the following words.

Words and their meanings	Pictures and example sentences
1. Pollution = anything that makes the earth dirty and unhealthy	<ul style="list-style-type: none">• <u>Smoke</u> released from factories is one of the causes of pollution. 
2. Cause = what makes something happen	<ul style="list-style-type: none">• Cutting trees can <u>cause</u> draught 
3. Smog = a mixture of fog and smoke	<ul style="list-style-type: none">• <u>Smog</u> affects our health. 

4. Harmful =
causing damage or
injury

- Some chemicals can be harmful to our environment.



5. Environment =
our surrounding
including land, air
and water

- We should protect our environment from pollution.



6. Chemicals=
substances such as
acids and pesticides
that can harm

- We should be careful when we use chemicals.



Activity 2: Read the following text and fill in the blank spaces using appropriate words or phrases from the table below.

pollution	cause	smog	harmful
chemicals	trash	natural	humans
environment	types		

1. You hear about _____ all the time. 2. It could be the _____ in your city or the _____ covering your beach. 3. When it comes to pollution, there isn't just one _____. There are lots of them. 4. However, before we can break down what causes pollution and the _____ of pollution, it's important to look at what pollution is. 5. In simple terms, pollution is the introduction of _____ into some areas of the _____. 6. This could be the toxic gases released from the burning of fossil fuels, or it could be the ash created by a natural volcano eruption.

Activity 3: Read the text again and answer the following questions.

- 1.What does the above text talk about?





2. What are the causes of pollution according to the text?





Lesson 2: Short and long vowels

Activity 1: Read aloud the following long and short vowels with the help of your teacher.











a, a: e, e: i, i: o, o: u, u:

Activity 2: Read aloud short and long vowels from the following words.

			
Weather (e:)	Pollute (o)	climate (i:)	environment (i)
Long sound	Short sound	Long sound	Short sound

			
humans (u)	gas (a)	smog (o)	trash (a:)
Short sound	Short sound	Short sound	Long sound

Activity 3: Read aloud the following pair of words with short and long vowel sounds with the help of your teacher.

Vowels	Words with short vowel sounds	Words with long vowel sounds
A	apple (a) 	trash (a:) 
E	elephant (e) 	eagle (e:) 
I	insect (i) 	island (i:) 
O	ostrich (o) 	oatmeal (o:) 
U	umbrella (a) 	uniform (u:) 

Section 4: Writing

Lesson 1: Writing words, phrases and short sentences

Activity 1: Copy the following sentences into your exercise book.

1. Humans need air and water free from pollution.
2. Throwing trash to our surrounding causes air pollution.
3. Trashes, harmful chemicals and waste water from factories cause water pollution.
4. Polluted air and polluted water are major causes of health problem.
5. We should make our surroundings free from pollution.

Activity 2: Complete the following text using correct words from the given.

Humans, trash, water pollution, harmful chemicals, cause

----- need water to survive. That is a fact. However, ----- and chemicals can get thrown into lakes and water sources. This is called _____. Not only can they affect fish and other aquatic life, when ----- get into the water, they have a harmful effect on the water cycle. Natural causes of water pollution include algae blooms and volcanoes. However, humans also ----- water pollution through trash and wastewater from factories.

Activity 3: Unscramble the following group of words to write short sentences

Example: *Scrambled:* Is good tree planting.

Correct: Tree planting is good.

1. Together should students work to pollution avoid.

Correct: _____

2. Need clean to sources water people.

Correct: _____

3. The smog result is of chemical pollution.

Correct: _____

4. Our environment cleaning helps pollution to minimize.

Correct: _____

5. Pollution are the causes of nature and people

Correct: _____

Lesson 2: Writing short sentences

Activity 1: Write five short sentences of your own using words related to polluted environments (eg. pollution, waste materials, smoke, trashes, chemicals, cutting trees)

Example: We don't throw trashes everywhere. We collect them in trash bins.

1. _____ 4. _____

2. _____ 5. _____

3. _____

Activity 2: Write five sentences about pollution.

Example: Pollution affects human health.

1. _____ 4. _____

2. _____ 5. _____

3. _____

UNIT 8

Good Manners



If they respect you, respect them. If they disrespect you, still respect them. Do not allow the actions of others to decrease your good manners. Because you respect yourself not others.

Mohammed Zeyara



Section 1: Oral Language

Lesson 1: Listening and completing sentences

Activity 1: Answer the following question orally.

Question: What are the common polite words in English?

Activity 2: Listen to your teacher and complete the following sentences.

1. His parents and teachers often lectured him about using words like _____, _____, _____
2. Whenever he wanted to get something, he would simply _____ it.
3. She cursed “From now on whatever _____ you utter will leave a scar on your face”.
4. Belay continued to be _____ and have scars until one day he got tired and began to sob.
5. When his father came to his room to comfort him, he said “_____,” Dad, leave me alone.
6. The moment he uttered “_____” the scar on his forehead disappeared.
7. He _____ and with everyone and with each polite word his scars disappeared.
8. He rushed to and said, “_____ Madam!”

Lesson 2: Saying words, phrases and expressions aloud

Activity 1: Say the following polite words, phrases and expressions aloud after your teacher.

Please	Excuse me.
Welcome	Can I help you?
Thank you.	What can I help you, please?
I’m sorry.	May I come in?







Activity 2: Read the following pairs of conversations.

1. Hagos: Can you please tell me your name?
Hanna: I am Hanna.
2. Teacher: Welcome to your new class.
Student: Thank you.
3. Abebe: Thank you for your help.
Chala: You are welcome.
4. Student: I am sorry for interrupting.
Teacher: It's alright.
5. Student: Excuse me, but are you our teacher?
Teacher: Yes, I'm
6. Kebede: Can I help you with the luggage. It looks heavy.
Najiba: Yes please. Thank you for your help.
Kebede: It's my pleasure.
7. Daughter: Mom, what can I help you? I have completed my assignment.
Mother: Please wash the dishes in the basin.
8. Student: I'm sorry for being late. May I come in, please?
Teacher: Yes, you can, but don't be late another time.

Activity 3: Now practise the above conversations with your friend in pairs. Follow your teacher’s instruction.

Lesson 3: Studying words related to good manners

Activity 1: Choose appropriate expressions from the following table and complete the sentences that follow.

thank you	Sorry	please	polite	don't be rude	speak politely
					

1. You should say _____ when a person does something for you.
2. We say _____ if we do something wrong against a person. (For example, stepping on his foot)
3. You should say _____ when you ask for help. (For example, when you ask someone to help you carry a big box)
4. Everybody likes _____ people so _____

Activity 2: Complete the following sentences using appropriate expressions from the given alternatives.













1. Madam, _____sit here.	<ul style="list-style-type: none"> • Please • thank you 	
2. Grand father, _____. Come in please.	<ul style="list-style-type: none"> • Welcome • Thank you 	
3. _____ my son.	<ul style="list-style-type: none"> • Please help me • Thank you 	
4. Thank you for _____.	<ul style="list-style-type: none"> • the gift • carrying 	
5 .I am _____.	<ul style="list-style-type: none"> • thank you • sorry 	

Section 3: Short and long vowel sounds:

Lesson 1: Studying short and long vowel sounds

Activity 1: Study the following words with short and long vowel sounds with the help of your teacher.

Short / i /	long / i: /	Short / e/	long /ei/
Ship	Sheep	Ten	Made
		10	
Sit	Seat	Wet	Wait
			
Bin	Bean	Fell	Fail
			
Chin	Pen	Pain	
			

<p>Fill</p> 	<p>Feel</p> 	<p>Test</p> 	<p>Taste</p> 
<p>Fit</p> 	<p>Feet</p> 	<p>West</p> 	<p>Waist</p> 
<p>Slip</p> 	<p>Sleep</p> 	<p>Rest</p> 	<p>Race</p> 

Activity 2: Study the following words with short /e / and long /ei/ sounds.

Short / e/	long /ei/
bed	made
get	gate
wet	wait
fell	fail
pen	pain
test	taste
west	waist
rest	raced
sell	sale

Section 4:**Expressions for asking and giving permission****Lesson 1: Expressions for asking permission**

Activity 1: Study the following example expressions for asking permission.

1. Can I use your pen, please?



2. May I use your computer?



2. Can I sit here?



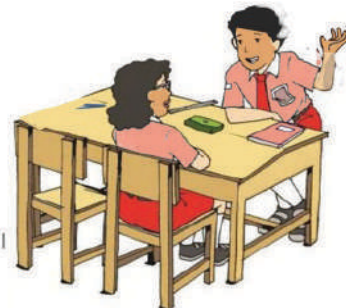
6. May I come in?



3. Is it okay if I sit here?



7. May I borrow your book, please?



4 Can I ask you a question?



Activity 2: Practise asking permission using the expressions given.

1. It's me. May I come in?
2. Can I open the window?
3. Can I read this book?
4. Can I sit here?
5. Can you help me draw a lion?
6. May I leave class early?
7. May I borrow your book?

Lesson 2: Expressions for giving permission

Activity 1: Read the following example expressions for giving permission.

1. Sure.
2. Sure, go ahead.
3. No problem.
4. Yes, you can.
5. Please feel free.
6. I don't mind.

Activity 2: Match the expressions for asking permission with the expressions for giving permission.

Expressions for asking permission	Expressions for giving permission
1. May I borrow your pencil? _____	A. Yes, you can
2. Can I sit here? _____	B. Sure go ahead
3 . May I come in? _____	C . Sure, feel free
4. Can I ask you a question? _____	D. Yes I do
5. Do you mind if I take your pencil? _____	E. No I don't

Activity 3: Practise the following dialogue with your friend. Follow your teacher's instruction.

Halima: It's me, may I come in?
Asaniya: Of course, come in.
Halima: What a messy room you have! You need to clean it up Ann.
Asaniya: Alright, alright.... Maybe later,
Halima: What are you up to? Let's hang out!
Asaniya: I'm in the middle of doing my homework. I'm almost done. Hold on

Halima: Okay. But it's really hot in here. Can I open a window?

Asaniya: Yeah, Go ahead!

Halima: Thanks!

Asaniya: Phew.... Oh, My homework!

Halima: I'm so sorry! Can I read this book?

Asaniya: Yeah, yeah. Go ahead.

<https://www.youtube.com/watch?v=FZBjuwqn4xo>

Activity 4: With the help of your teacher, write sentences to ask permission.

Example: Can I sit here, please?

1. _____
2. _____
3. _____
4. _____
5. _____

Section 4: Reading

Lesson 1: Reading a short story about good manner

Activity 1: Answer the following question orally.

Question: What are the common expressions for good manners?

Eg. I am sorry.

Activity 2: Read the following story.

Birra and Bari were twin brothers. Though they looked the same, their manners and thoughts look opposite. Birra lives to enjoy life. He never cared for people around him. On the other hand, Bari likes helping people around him. He had good behaviors. He likes taking care of his grandparents and doing chores for his mom and dad. And even helping Birra complete his homework. His friends and teachers too appreciated him as he was always ready to lend a hand.

Activity 3: Read the short story again, and write “true” or “false”.

- _____1 Birra lived to enjoy life
- _____2. Bari liked helping people around him.
- _____3. Bari cared for people around him
- _____4. Birra had good manners.
- _____5. Bari liked taking care of his grandparents.

Activity 4: Complete the following sentences with words or phrases from the story you have read.

- 1. Birra and Bari were _____.
- 2. Their _____ and _____ look completely opposite.
- 3. He liked taking care of his grandparents and _____ for his mom and dad.
- 4. His friends and teachers too _____ him as
- 5. he was always ready to _____.

Section 5: Writing

Lesson 1: Writing words and phrases related to good manners

Activity 1: The following are words related to good manners. Write more words or phrases you know.

Respect	polite	clever	loyal	supportive
generous	obedient			
_____, _____,				
_____, _____				

Activity 2: Write the words you listed for the previous activity in the first column. Then write bad manner words in the second column.

Good manner	Bad manner
Eg. Polite	Eg. Rude

Activity 3: With your friend, write rules for your class.

Example: Students must attend classes regularly.

Lesson 2: Writing correct sentences

Activity 1: Below are jumbled up words. Read and correctly rearrange the words to make meaningful sentences.

Example. I get may in?

Correct: May I get in?

1. Is Abebe rude a boy?

Correct _____

2. Children their should obey parents.

Correct _____

3. It good is be to polite.

Correct: _____

4. follow people examples we of have to good.

Correct: _____

5. likes our hard working teacher students.

Correct: _____

Activity 2: Write short sentences related to good manners.

Example: Children should respect elders.

1. _____
2. _____
3. _____
4. _____
5. _____

