

UNIT 3: YOU MUST HAVE FUN

LESSON ONE

Activity I

Directions: Read the story, “My Little Sister,” silently while your teacher reads it out loud.

My Little Sister

My name is Assiya. My little sister, Ouma, is seven years old. She is five years younger than I am. Since I am the older, I always try to show my little sister the right things to do. Big sisters must teach their little sisters what they must and mustn't do.

I walk Ouma to school on her first day. I try to help her understand school rules. I tell Ouma it is not nice to shout at school. I say, “Ouma, you mustn't shout. You must speak quietly.” Ouma likes to talk loudly and play with her friends. I tell her that she can't do this in class.

When I get to Ouma's classroom, she is running around with her friends. I tell Ouma that good students mustn't do things like that. Good students must stay in their seats, listen carefully, speak quietly and study.

I know that Ouma will do what is right because she is a good student. Good students work hard and follow the rules.

Activity 2

Directions: In your exercise book write answers to each of the following questions. Share your answers with a partner.

1. How old is Assiya?
2. Why does Assiya walk to school with Ouma?
3. What things does Ouma like to do that she must not do at school?
4. Do you think Assiya is a good student? Why?
5. What does a good student do at school?

Activity 3

Directions: Work in a small group. Copy the chart into your exercise book and list things that you must and mustn't do at school.

| Must Do | Mustn't Do |
|---------------------------------|--|
| go to school sweep the floor | shout in class put rubbish on the floor |

LESSON TWO

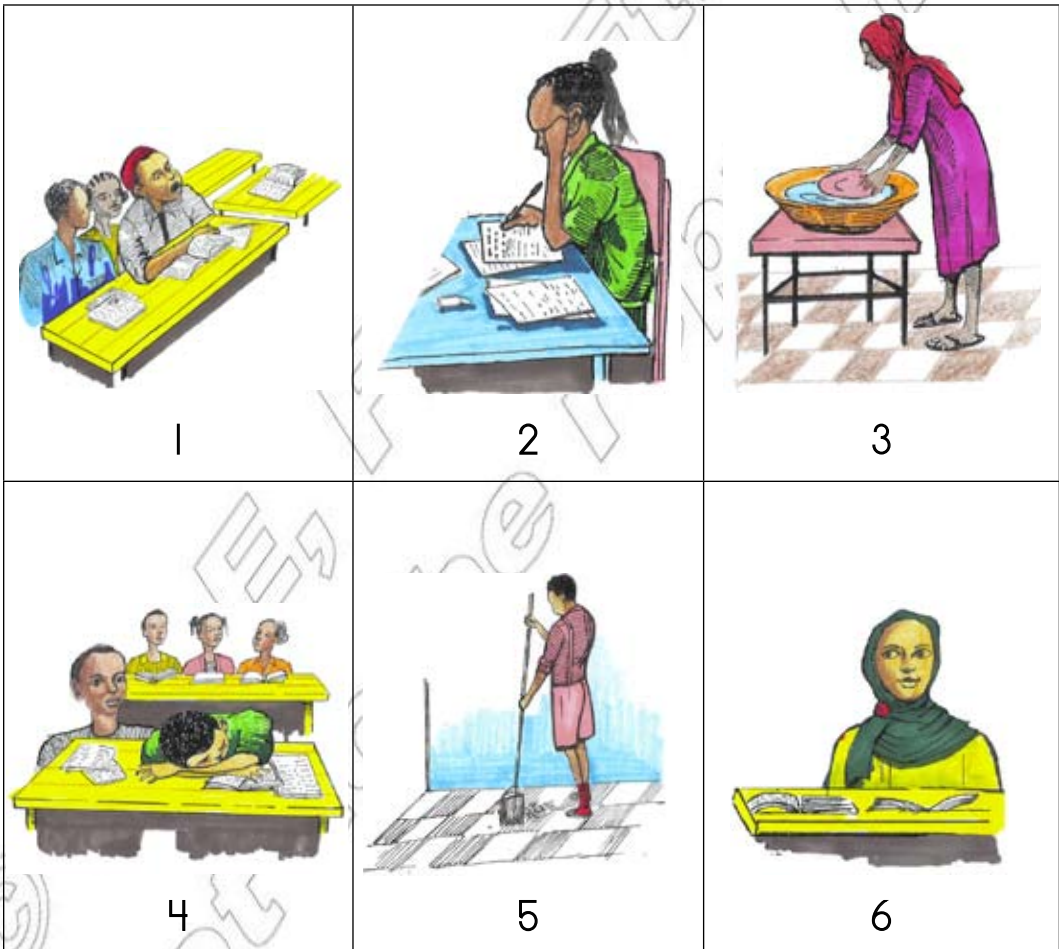
Activity 1

Directions: With a partner write a list in your exercise book of things you must and mustn't do at home.

Activity 2

Directions: Copy the sentences below into your exercise book. Study the pictures. Write the number in the gap that matches the correct picture.

- _____ I must wash the dishes.
- _____ I mustn't sleep during class.
- _____ I must sweep the floor.
- _____ I must do my homework.
- _____ I must sit quietly in class.
- _____ I mustn't shout in class.



LESSON THREE

Activity 1

Directions: Read the story, “Naughty Nebil and Lazy Lalise,” silently as your teacher reads it out loud.

Naughty Nebil and Lazy Lalise

Nebil and Lalise rarely do anything right. All the things that they mustn't do are the things they like to do.

Nebil is very naughty. He throws garbage in the streets. He even throws stones at his uncle's chickens. His only friend is Lalise.

Lalise and Nebil are great friends because they don't follow the rules. Lalise is lazy. She doesn't help with chores. She doesn't wash dishes or clean the floors.

Nebil and Lalise meet a wise man one day. The man asks, “What are your names?” They answer saying, “We're Naughty Nebil and Lazy Lalise! That's what everyone calls us because we don't do what is right. We do all the things that we mustn't do.” The wise man tells them, “In life everyone must do what is right. There are always things that people must and mustn't do. If you want to live a good life, take my advice and do what's right.”

Nebil and Lalise think about what the man is saying. They both decide that they will not be naughty or lazy anymore.

Activity 2

Directions: With a partner write three sentences about three things that Nebil and Lalise do that they mustn't do. Write three sentences about what they must do.

Example: 1. Nebil throws stones at his uncle's chickens.
2. He must feed his uncle's chickens.

Activity 3

Directions: In your exercise book write three things you mustn't do in life. Share these with a partner.

LESSON FOUR

Activity

Directions: Copy the chart below into your exercise book. Write one activity that you do on each day of the week.

| Days of the Week | Activity |
|------------------|----------|
| Monday | |
| Tuesday | |
| Wednesday | |
| Thursday | |
| Friday | |
| Saturday | |
| Sunday | |

LESSON FIVE

Activity I

Directions: Read the story, “The Fishy River,” silently as your teacher reads it out loud.

The Fishy River

Chuol and Ajulu love to fish in the river. On Monday at four o'clock, they go down to the river and catch five tiny fish. This makes Ajulu very unhappy. “We will return in exactly one hour, and I am sure we will catch the biggest fish our village has ever seen!” she says. Chuol throws the five tiny fish back into the water, and they agree to come back in exactly sixty minutes.

At five o'clock Chuol and Ajulu return to the river to fish. This time they catch ten medium size fish. Ajulu is still unhappy. “We will return in exactly twenty-four hours, and I bet we will catch the biggest fish our village has ever seen!” she says. Chuol throws the fish back once more and agrees to return in exactly one day.

The next day, which is Tuesday, Chuol and Ajulu return to the river to fish again. On this particular day Chuol and Ajulu catch twenty large fish. This makes Chuol happy, but Ajulu is still very unhappy. “These fish are still not large enough!” shouts Ajulu. We will throw these back and return in exactly seven days! Chuol unhappily throws the fish back and agrees to come back in one week.

Seven days pass and Chuol and Ajulu go back to the river to fish again. Ajulu says, "I feel very lucky; today is the day we will catch the biggest fish our village has ever seen!" Chuol and Ajulu start to fish and in about one hour, Ajulu pulls out the biggest fish she has ever seen. Chuol says, "We will not throw this one back!" We have been patient and our patience has brought us the biggest fish our village has ever seen!"

Activity 2

Directions: Copy the sentences into your exercise book and fill in the gaps using words from the Word Bank.

1. There are seven days in a _____.
2. _____ is the sixth day of the week.
3. On _____ Chuol and Ajulu catch five tiny fish.
4. _____ is the fifth day of the week.
5. _____ is the day after Wednesday.
6. Sixty minutes equals one _____.
7. On _____ Chuol and Ajulu catch twenty large fish.
8. _____ is the seventh day of the week.
9. _____ is the third day of the week.
10. _____ is the day after Saturday.

| Word Bank – Times and Days | | | | |
|----------------------------|----------|--------|----------|---------|
| Sunday | hour | week | Monday | Tuesday |
| Wednesday | Thursday | Friday | Saturday | Sunday |

LESSON SIX

Activity I

Directions: Read the story, “Shure’s Watch Tells the Time,” silently as your teacher reads it out loud.

Shure’s Watch Tells the Time

Shure has a new watch. At 12:00 Ethiopian time every morning, Shure’s watch tells her it’s time to get up and get ready for school. At 1:00 her watch tells her it’s time for breakfast. Shure eats her breakfast. At 2:00 Shure’s watch tells her it’s time to go to school. Shure walks to school. At 6:00 Shure’s watch tells her it’s time for lunch. Shure eats lunch with her friends. Then they return to their school work.

At 10:00 the school bell rings, and Shure’s watch tells her it’s time to go home. Shure walks home. When she gets home, she starts her chores and homework. When she finishes, it is 2:00. Shure’s watch tells her it’s time for dinner. Shure sets the table and has dinner with her family. Then Shure clears the table and washes the dishes. Shure yawns, and her watch tells her it’s 3:00. It’s time for bed. Shure falls asleep and dreams of how good it is to have such a useful watch.

Activity 2

Directions: Read each sentence silently. Copy the sentence number and the digital watch in your exercise book. Fill in the correct time. Use the story above for help.

1. What time does Shure get up? __:00
2. What time does Shure eat breakfast? __:00
3. What time does Shure go to school? __:00
4. What time does Shure eat lunch? __:00
5. What time does Shure walk home? __:00
6. What time does Shure eat dinner? __:00
7. What time does Shure go to bed? __:00

Activity 3

Directions: Work in a small group. Take turns writing on a digital clock the times that your teacher reads out loud to you.

LESSON SEVEN

Activity 1

Directions: Copy the chart into your exercise book. Listen as your teacher reads a class timetable out loud. Fill in the correct times for each lesson. Use the answer choices for help.

Answer Choices

| | | |
|-----------|-----------|-----------|
| 2:15–3:00 | 9:30 | 5:45–6:45 |
| 4:15–5:00 | 5:00–5:45 | 6:45–7:30 |
| 8:15–8:45 | 7:30–8:15 | 3:45–4:15 |
| 3:00–3:45 | 8:45–9:30 | |

| Subjects | Times |
|-----------------------------|-------|
| Environmental Science | |
| Mother Tongue | |
| Break Time | |
| English | |
| Amharic | |
| Lunch | |
| Maths | |
| English | |
| Break Time | |
| Arts and Physical Education | |
| Dismissal | |

Activity 2

Directions: Answer your teacher's questions about the timetable from Activity 1.

Activity 3

Directions: In your exercise book write a timetable for your class for one day of the week. Write the times and the names of the subjects in a list. Share your timetable in a small group.

LESSON EIGHT

Activity 1

Directions: Sing the “Good Morning” song with your teacher.

Good Morning

Good morning, good morning, good morning.

How are you?

I’m fine, I’m fine,

I’m fine, thank you.

Good afternoon, good afternoon, good afternoon.

How are you?

I’m fine, I’m fine,

I’m fine, thank you.

Good evening, good evening, good evening.

How are you?

I’m fine, I’m fine,

I’m fine, thank you.

Good night, good night, good night.

It’s time to go to bed.

It’s time to lay down

Your sleepy head.

Activity 2

Directions: Choose a day of the week to write about. In your exercise book write three or four sentences about the things you do on that day of the week. Use the notes your teacher has written on the chalkboard to help you.

LESSON NINE

Activity 1

Directions: In your exercise book write one rule that you follow at school and one that you follow at home. Share your rules in a small group.

Activity 2

Directions: In your group make a poster that shows the rooms in one building or an outdoor area of your school. Label the rooms on your drawing. Use the Word Bank.

| Word Bank – Places in a School | | | | |
|--------------------------------|-----------|-------------------|---------|------------|
| classroom | staffroom | director's office | library | playground |

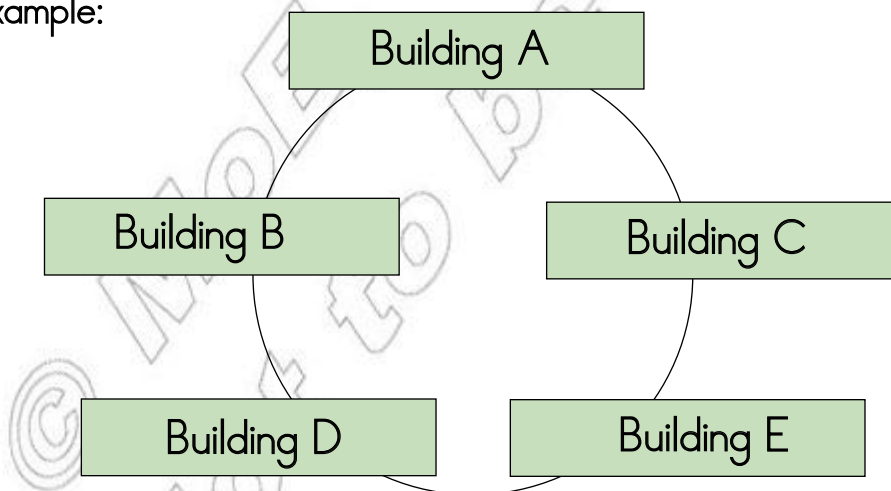
Activity 3

Directions: Write three rules to be followed in the area of the school your group has drawn.

Activity 4

Directions: Arrange the buildings you have drawn in your groups to make a plan of your school. Copy the plan into your exercise book.

Example:



LESSON TEN

Activity 1

Directions: With a partner make a list in your exercise book of six things that are irresponsible. Share your ideas in a small group.

Activity 2

Directions: Silently read the fable, “The Ant and the Grasshopper,” as your teacher reads it out loud.



The Ant and the Grasshopper

| | |
|-------------|--|
| Narrator | One summer day a grasshopper sings and chirps and hops through the grass. It has a happy time. It sees an ant on the ground that is busy gathering and storing grain for the winter. |
| Grasshopper | Stop and talk to me. We can sing some songs and dance a while. |
| Ant | Oh no! Winter is coming. I am storing food for the winter. I think you should do the same. |
| Grasshopper | Oh, I can't be bothered. Winter is a long time off. There is plenty of food. |

| | |
|-------------|---|
| Narrator | So the grasshopper continues to dance and sing and chirp, and the ant continues to work. Winter comes. The grasshopper has no food. It is starving! It goes to the ant's house. |
| Grasshopper | Can I have some wheat or maybe a few kernels of corn. Without food I will starve! |
| Ant | Do you understand now? There is a time to work and a time to sing and dance! |
| Grasshopper | Yes, I'm sorry! |
| Narrator | The kind ant shares its food and then the ant and the grasshopper sing and dance together. The grasshopper promises to never be irresponsible again. <i>Adapted from the original fable by Aesop</i> |

Activity 3

Directions: Each student in your group of three will choose a character and act out the fable.

LESSON ELEVEN

Activity 1

Directions: In your exercise book write the answers to the questions.

1. Is the grasshopper a hard worker?
2. Why does the ant store food?
3. What can happen to the grasshopper if there's no food.
4. In what way is the grasshopper irresponsible?
5. What lesson does this story teach us?
6. What other lesson does the ant teach us at the end of the story?

Activity 2

Directions: Talk with a partner about whether you are more like the ant or the grasshopper and tell why. Share your answer with the class.

Examples: I am like the ant because I share with others.
I am like the grasshopper because I like to play while others work.

Activity 3

Directions: Choose three verbs from the Word Bank and write in your exercise book your own sentences using each of the verbs.

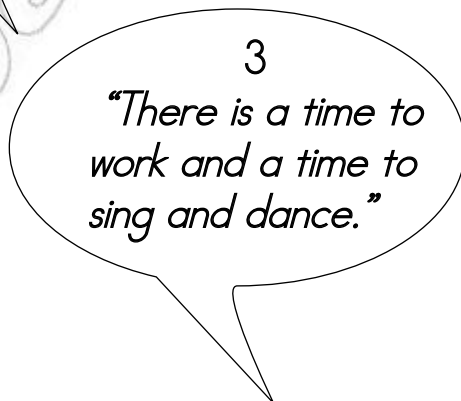
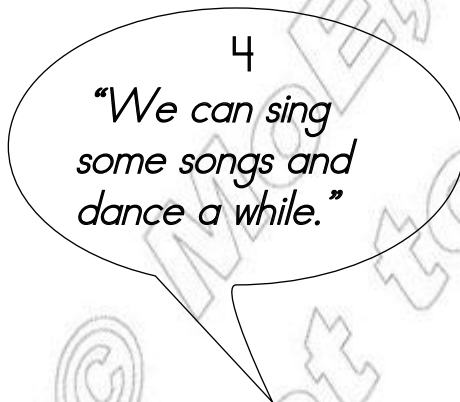
Word Bank – Verbs

| | | | | | |
|-------|------|------|-------|------------|-----|
| dance | sing | work | chirp | store food | hop |
|-------|------|------|-------|------------|-----|

LESSON TWELVE

Activity 1

Directions: There are five speech bubbles below from the fable, “The Ant and the Grasshopper.” Decide which happens first, second, third, fourth and fifth in the story. Write the numbers in the correct order in your exercise book. Discuss your answers with a partner.



Activity 2

Directions: Read the story, “Baby,” silently as your teacher reads it out loud.

Baby

I am a little child and am called a baby. My family loves me dearly. They take good care of me! When I am hungry, they feed me. When I cry they hold me. They rock me in their arms. When I am not well, they give me medicine. They always make sure I am clean and my clothes are clean. At night when I get sleepy, they gently put me into bed and kiss me good night. Sometimes they sing me a song or tell me a story. My family is wonderful. I am very lucky to be their baby!

Activity 3

Directions: In your exercise book write three different activities from the story that a family does to care for a baby. Use complete sentences.

LESSON THIRTEEN

Activity 1

Directions: In your exercise book write the times your teacher reads out loud to you.

Activity 2

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

M_nda_

_un_ay

Sa_ u_day

F_ id_y

T_e_day

Th_r_d_y

Wed_es_a_



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