LESSON ONE
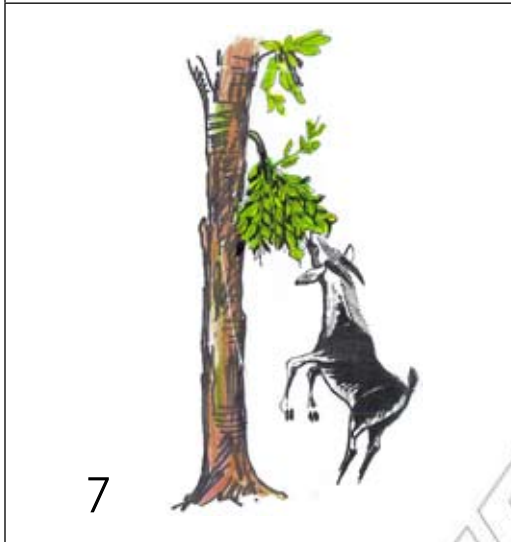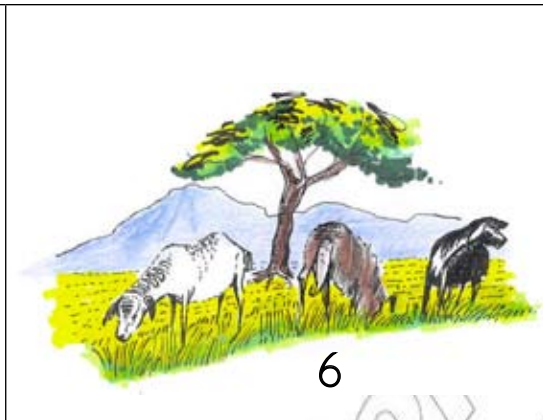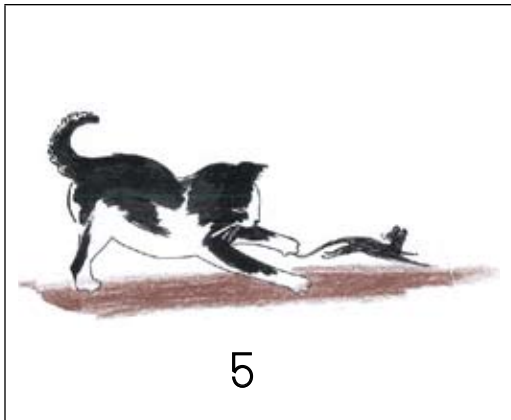
Activity 1

Directions: Listen as your teacher names and describes each of the animals and insect that live on a farm. Match the words in the Word Bank to the pictures and write them in the correct order in your exercise book.

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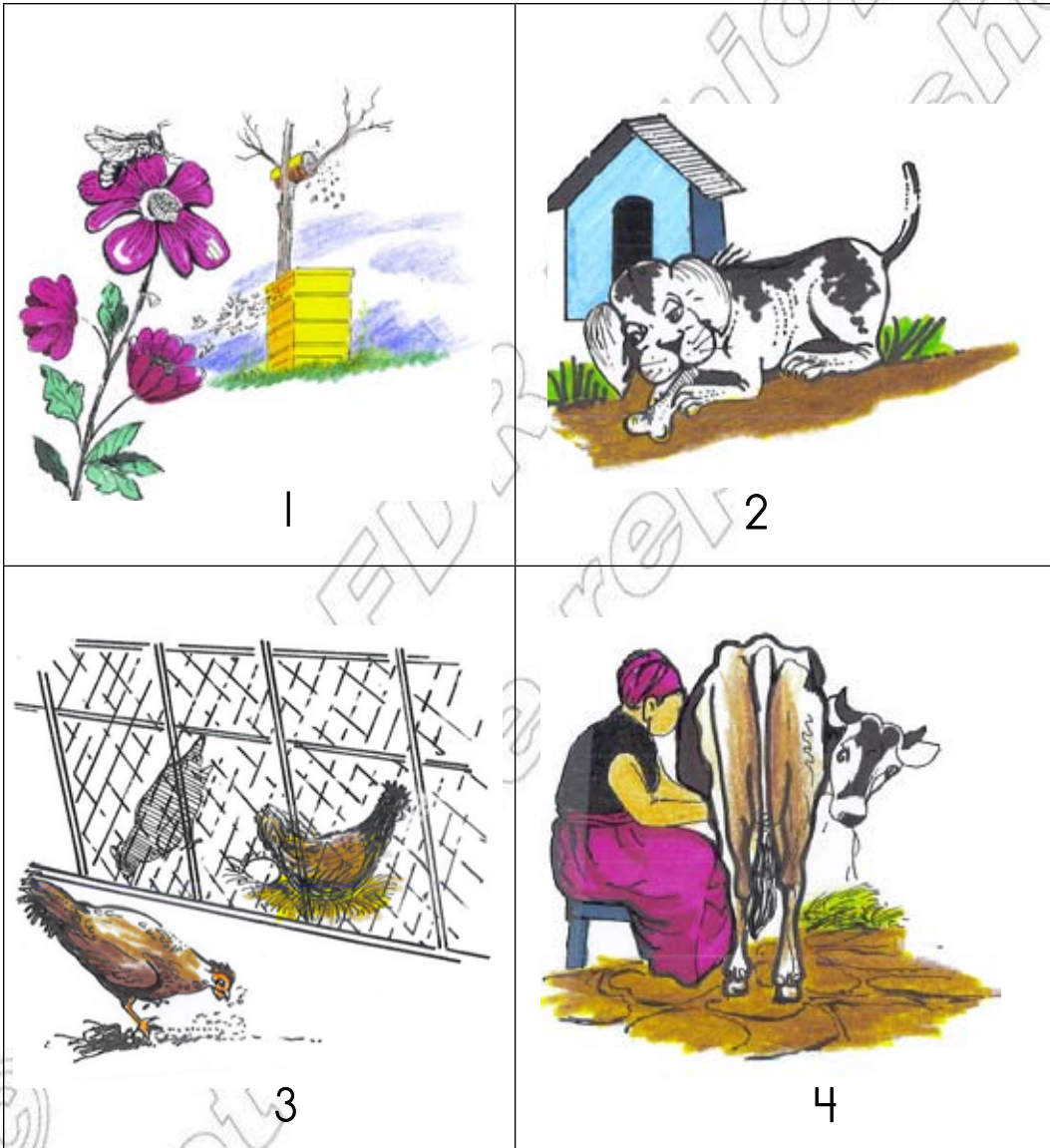
Word Bank – Farm Animals				
oxen	goat	bees	cow	donkey
cat	dog	sheep	chickens	

Activity 2

Directions: Practise animal and insect sounds with your teacher. Sing the song.

Animal and Insect Sounds

What's this, what is that?
It's a cat, *meow, meow.*
What's this, what is that?
It's a sheep, *baa, baa.*
What's this, what is that?
It's a dog, *woof, woof.*
What's this, what is that?
It's a donkey, *hee haw, hee haw.*

What are these, what are those?
They are chickens, *cluck, cluck.*
What are these, what are those?
They are cows, *moo, moo.*
What are these, what are those?
They are goats, *meh, meh.*
What are these, what are those?
They are bees, *buzz, buzz.*

Activity 3

Directions: With a partner take turns asking the following questions and answering them with either: **Yes, it can.** or **No, it can't.**

1. Can a goat run?
2. Can a cat dance?
3. Can a dog jump?
4. Can a cow climb?
5. Can a chicken fly?
6. Can a donkey carry?

Activity 1

Directions: Write four sentences in your exercise book about what different animals can do. Use the following language pattern: **A _____ can _____ .**

Example: A <u>cat</u> can <u>catch rats</u>.

Activity 2

Directions: Share your sentences from Lesson Two, Activity 1 in a small group.

Activity 3

Directions: Match the beginnings and endings of sentences from the table below and write them in your exercise book. Share your sentences with your partner.

Example: 1. A cat kills rats.

Sentence Beginnings	Sentence Endings
1. A cat	pulls the plough.
2. A cow	gives us meat and wool.
3. An ox	give us eggs.
4. Chickens	carries things.
5. A donkey	give us honey.
6. A dog	guards the house.
7. Bees	kills rats.
8. A sheep	gives us milk, meat and leather.

Activity 4
Directions: Read each animal word with a partner in singular and plural forms using correct pronunciation.

–Z sound	– S sound
dog – dogs chicken – chickens cow – cows bee – bees donkey –donkeys	cat – cats goat – goats rat – rats

LESSON THREE

Activity 1
Directions: Write numbers 1–10 in your exercise book. Listen to your teacher read plural words. Write **z** if the ending sounds like **z** and **s** if the ending sounds like **s**.

Activity 2
**Directions:** Make six sentences from the Substitution Table and write them in your exercise book. Remember to make the name of the animal plural when you write about more than one.
Example: He has seven goats.

Substitution Table			
I We You He She They	have has	a one two three four etc…	cow chicken sheep goat cat ox

Activity 3

Directions: Read the words in the Word Bank. Study the pictures. With a partner match the words to the pictures. Write the words in your exercise book.
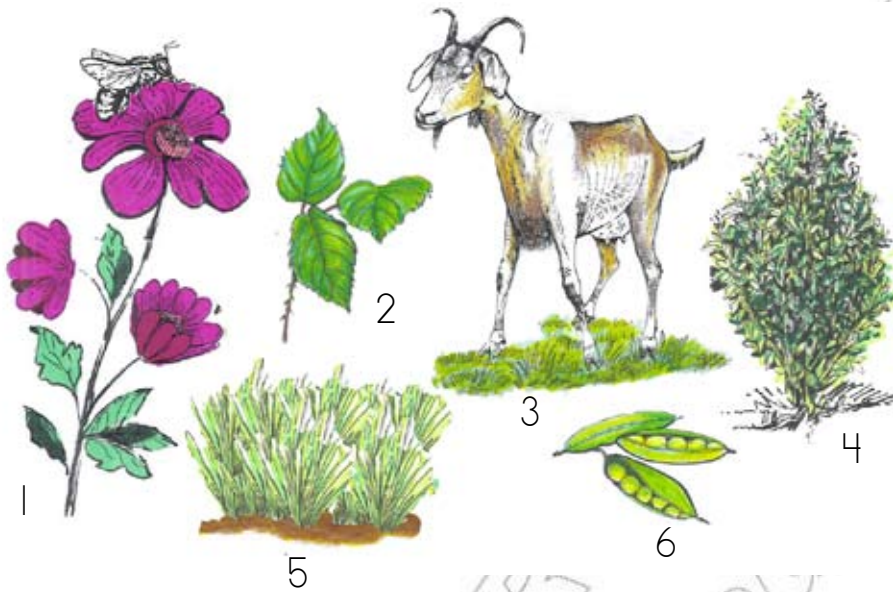
Word Bank – Matching Words		
grass	flower	seed
plant	leaf	meat

Activity 4

Directions: Your teacher will give you the name of an animal about which to write. Answer the following questions in complete sentences:

1. What is the name of the animal?
2. What sound does it make?
3. What does it eat?
4. Where does it live?
5. What does it give us?/What does it do for us?

Activity 5
Directions: Share your sentences with your group and discuss all of the animals.

LESSON FOUR

Activity 1
Directions: Copy the T-chart into your exercise book. Write the names of four animals in each column.

Animals That Give Us Food	Animals That Help Us

Activity 2
Directions: Write numbers 1–10 in your exercise book. Read each of the sentences about animals. Write **true** in your exercise book if the sentence is true and **false** if the sentence is false. **Example**: 1. true

1. Goats drink water.
2. Cows eat meat.
3. Cats kill rats.
4. Dogs eat leaves.
5. Bees give us honey.
6. Donkeys give us wool.
7. Chickens eat eggs.
8. Oxen pull ploughs.
9. All animals drink water.
10. All animals give us products.

Activity 3
Directions: Compare your answers to Lesson Four, Activity 2 in a small group. Decide how to correct the sentences you marked as **false** to become true statements. Write the corrected true sentences in your exercise book.

LESSON FIVE

Activity 1
Directions: Read the words in the Word Bank. Write in your exercise book the words you think are in the story, "A Farmer and his Animals."

Word Bank – A Farmer and his Animals					
cat	rat	soldier	market	boat	family
cow	airplane	wife	children	dog	Addis Ababa

Activity 2
Directions: Read the story, "A Farmer and His Animals," silently as your teacher reads it out loud.

A Farmer and His Animals

Ato Sembeto is a farmer in a village near Addis Ababa. He lives with his wife Kibitu and their five children, Marga, Marta, Biritu, Jarra and Nasise. Ato Sembeto has ten cows, three donkeys, thirty chickens and five bee hives. The family also has a dog and a cat.

The cat is the only animal that lives in the house with the family. The other animals and the bees have their own homes. The cows live in a barn, the chickens in a cage, and the donkeys in a shed. The dog lives in the compound outside the house. The bees live in hives in the trees in or near the compound.

The dog does not sleep at night. It guards the animals and the family from harm. When the dog hears a strange sound or smells a wild animal, it barks to wake the farmer. The cat always stays in the house and hunts for rats. When the cat sees a rat, it chases it, catches it and eats it.

Ato Sembeto works all day on his farm. His wife milks the cows. The youngest daughter, Nasise, collects the eggs from their chickens; and the oldest son, Marga, cuts honey from the bee hives. The donkeys help the family to carry wood and other products to and from the market. They also carry harvested crops such as teff, barley and beans from Ato Sembeto's farm.

Activity 3

Directions: Read the questions with a partner and write their answers in your exercise book. Share your answers with the class.

1. How many people are in Ato Sembeto's family?
2. Who is Kibitu and what does she do?
3. Who is Nasise and what does she do?
4. Who is Marga and what does he do?
5. Why does the cat chase and catch rats and where does it live?
6. Where does the dog live and what is its job on the farm?
7. How are the donkeys helpful and where do they live?
8. Which animals carry crops?
9. Which animals live in a cage and what do they do for the farmer and his family?
10. Which animals live in a barn and what do they do for the farmer and his family?

Activity 4

Directions: List the names of the animals that your family owns. Next to each animal's name, write the place where it lives. If your family does not have any animals, list the animals you would like your family to have.

Activity 1

Directions: Read the substitution table. Write five sentences about the animals in the story, "A Farmer and his Animals."

Example: The cows produce milk.

Substitution Table

The	cow(s) chicken(s) bee(s) cat(s) donkey(s) dog(s)	produce(s) carry/carries live(s) kill(s) guard(s)	the family in a barn in a cage in a hive eggs wood teff rats milk honey

Activity 2

Directions: Listen to your teacher reading about a farmer and the seasons. In your exercise book, write numbers 1–7. Copy the verbs from the Word Bank in the order that a farmer does them.

Word Bank – Verbs			
sow	hoe	thresh	winnow
plough	store	harvest	

Activity 3

Directions: Copy the T-chart into your exercise book. Use the verbs in your list to show the farmer's activities during each season.

Rainy Season	Dry Season

Activity 1

Directions: With a partner practise the dialogue between a farmer and a student.

Student	Good morning.
Farmer	Good Morning.
Student	For what do you use a plough?
Farmer	I use a plough to turn over or dig the soil in the fields.
Student	For what do you use a spade?
Farmer	I use a spade to dig in the garden.
Student	When do you use a sickle?
Farmer	I use a sickle when I cut grass, teff and corn.
Student	When do you use an axe?
Farmer	I use an axe when I cut wood.
Student	For what do you use a hoe?
Farmer	I use a hoe to remove weeds around the plants.

Activity 2

Directions: Study the pictures below of the farmer's tools. With a partner point to the tools and make sentences about what they are used for.

Example: Partner A: (Points to the plough.) What is this and for what is it used?
Partner B: That is a plough. It is used to turn over the soil.

Activity 3

Directions: Follow your teacher's directions as you play a miming game about tools.

Activity 1

Directions: Read the story, "Samira's Visit – Part I," silently as your teacher reads it out loud.

Samira's Visit – Part I

Haminat and Samira are friends. Haminat lives on a farm in the countryside and Samira lives in the town. Samira has never been to a farm. Haminat likes to tell Samira about the animals her father has.

One day Haminat takes Samira to visit her home in the ountryside. On their way they see many farm animals grazing and shepherds playing. They also see farmers ploughing fields using oxen.

When they arrive at Haminat's home, Haminat's parents welcome them and feed them a meal. The food is prepared from cabbage, potatoes and onions which are grown in their garden. After their meal Haminat's father takes them outside to see the animals.

Samira watches the sheep, the donkeys, the oxen and the cows grazing in the field while the goats eat leaves. She watches the bees buzzing around the hives. Samira goes with the herders and the animals to the river so that the animals can drink as much water as they need.

When they return from the river, Samira asks the farmer why he needs all these animals in his farm. Haminat's father tells her that the cows give him milk; the oxen pull the plough; the donkeys carry things; and the sheep and goats give meat.

The farmer takes good care of his animals. Samira learns many things on her visit to Haminat's home in the countryside.

Activity 2

Directions: In complete sentences write answers to the questions below in your exercise book. Look back in the story to find any answers you do not remember. Share your sentences with a partner.

1. In which season does the story take place? (Look for the clues in the story.)
2. What do Samira and Haminat see on their way to the countryside?
3. Where do the herders take the animals? Why?
4. What does the farmer do when they return home from the field?
5. Do you think that Samira is enjoying her visit? Explain why or why not.

Activity 3

Directions: Predict what you think will happen in Part Two of the story, "Samira's Visit." Share your prediction with a partner. In your exercise book write three words you think you will find in this part of the story.

Activity 1

Directions: Read the story, "Samira's Visit – Part Two," silently as your teacher reads it out loud.

Samira's Visit – Part Two

Before dark, the herders take the oxen and cows to their barn, the donkeys to their shed and the goats and sheep to the small barn. Haminat's mother puts the chickens in their cage. Then she starts milking the cows and Haminat helps by holding the calf. Samira watches how the cow is milked. The milk is so white and hot. She sees steam coming from the container, called *chocho*.

After all the cows are milked, Haminat and Samira go into the house. The room is warm and glows with the light from the fire. While they are sitting around the fire, Samira watches the cat chasing a rat. She is excited by the new things she is seeing in the countryside.

As they sit around the fire, Haminat's father tells Samira how living in the countryside is full of hard work and how the fields and the animals need the family's attention every single day. "Hard work always pays you back double," he says with pride.

The next morning, Haminat's mother takes Samira to the garden where they grow many different vegetables to eat. Haminat's mother gives Samira some vegetables to take to her parents in the town.

Samira feels happy to have such an unforgettable visit in the countryside. She can't wait to tell her family and friends all about it.

Activity 2
Directions: Think about the story, "Samira's Visit." Answer the questions below in your exercise book in complete sentences. Look back in the story to find any answers you do not remember. Share your answers with a partner.

1. Which animals do the herders take to the barn before dark?
2. Which animals do they take to the small barn before dark?
3. Where do the chickens go before dark?
4. How does Samira know that the milk is hot?
5. What does the cat do in the evening?
6. Does Samira enjoy watching the cat?
7. How does Samira feel about her visit to the farm in the countryside?
8. Which of the words on your list from Lesson Eight, Activity 3 are in the story?

Activity 3
Directions: Choose your favourite part of the story, "Samira's Visit – Parts 1 and 2." Tell your partner if it happens at the beginning, the middle or the end of the story and why it is your favourite.

Activity 1

Directions: Copy the table below into your exercise book. Then sort and write the words from the Word Bank under the correct heading. Two are already done for you.

Fruit	Vegetables	Crops	Farm Animals
	carrot	barley	

Word Bank – On the Farm			
pineapple	cotton	barley	banana
teff	cow	pumpkin	sheep
watermelon	maize	goat	wheat
cat	avocado	onion	bee
carrot	chicken	donkey	cabbage
orange	potato	dog	ox

Activity 2
Directions: Read silently as your teacher sings the song, "I Want to be a Farmer."

I Want to Be a Farmer

I want to be a farmer to plant fruits,
Pineapples, avocadoes, watermelon, oranges and bananas.

I want to be a farmer to plant crops.
Cotton, wheat, maize, teff, and barley.

I want to be a farmer to plant vegetables,
Pumpkins, cabbages, onions, potatoes and carrots.

I want to be a farmer to own animals,
Cows, goats, sheep and chickens.

I want to be a farmer to own animals,
Cats, dogs, donkeys, oxen and bees.

I want to be a farmer to listen to the sweet sounds they make,
Meow, neigh, woof, hee-haw, cluck, moo, buzz.

Activity 3
Directions: Follow the words and sing the song, "I Want to be a Farmer," as your teacher directs you.

Activity 1

Directions: Read silently as your teacher reads "An Ethiopian Folk Tale" out loud. It is a story from long, long ago.

An Ethiopian Folk Tale

In the southwest of Ethiopia in an area called Kaffa near Jimma, in a small village lives a young goatherd.

One afternoon as the goatherd is herding his goats in the field near the river, he grows tired and decides to take a nap. He sleeps under a tree. When he wakes up, he sees that many of his goats are dancing happily in the field. He wonders why they are dancing. Are they sick?

He sees one of the goats eating the leaves of a bush that has small red fruit. The goat begins to dance. The goatherd eats some of the red fruit and soon he too is dancing in the field with his goats.

A monk comes walking past and sees the goatherd and his goats dancing in the field. He asks why they are dancing happily, and the goatherd tells him about the leaves and the red fruit. The monk thanks the goatherd and takes some of the fruit back to the monastery to try.

The monk makes a drink with the fruit for the other monks in the monastery. The drink tastes good, and it helps the monks to stay awake while they are praying at night. The monk gives this tasty drink to people who visit the monastery, and soon people are drinking it all around the world.

Activity 2

**Directions:** Talk about the story with your partner and answer the questions below.

1. Do you know this folktale?
2. Do you know the name of the goatherd?
3. Do you know the name of the drink?

Activity 3

Directions: Find five new words in the story. Copy the words into your exercise book. Read the story again with a partner and try to find the meanings of the new words.

Activity 4

Directions: Look carefully at the pictures. With your partner decide how to put the pictures in order to tell the story. Write the numbers in story order in your exercise book. Talk about the pictures in a small group.

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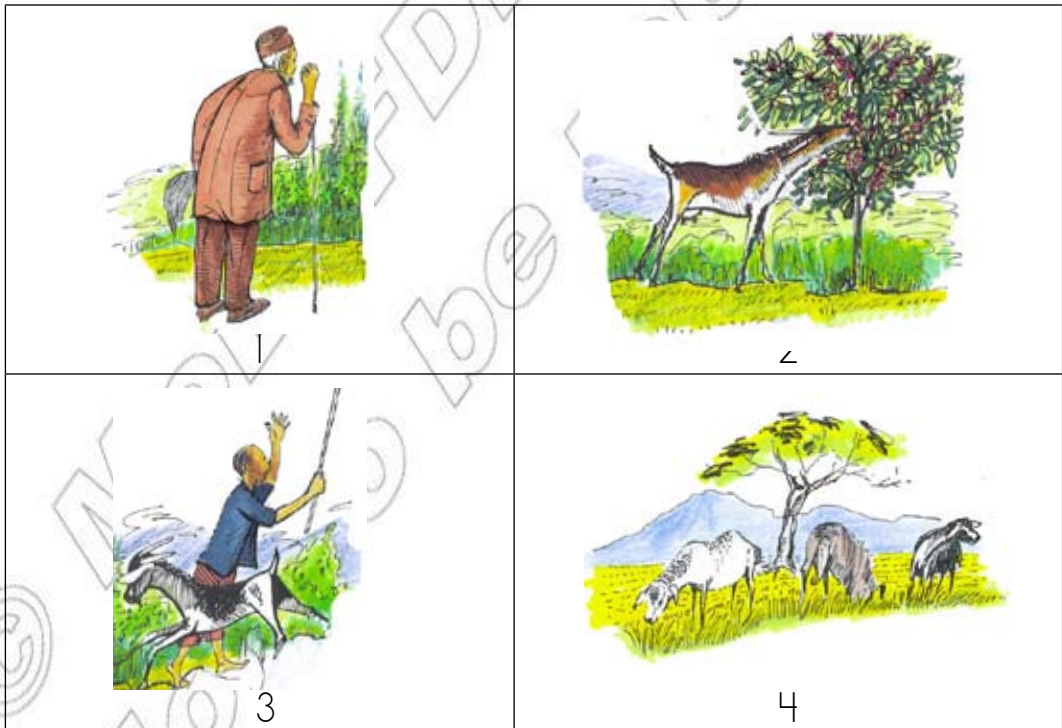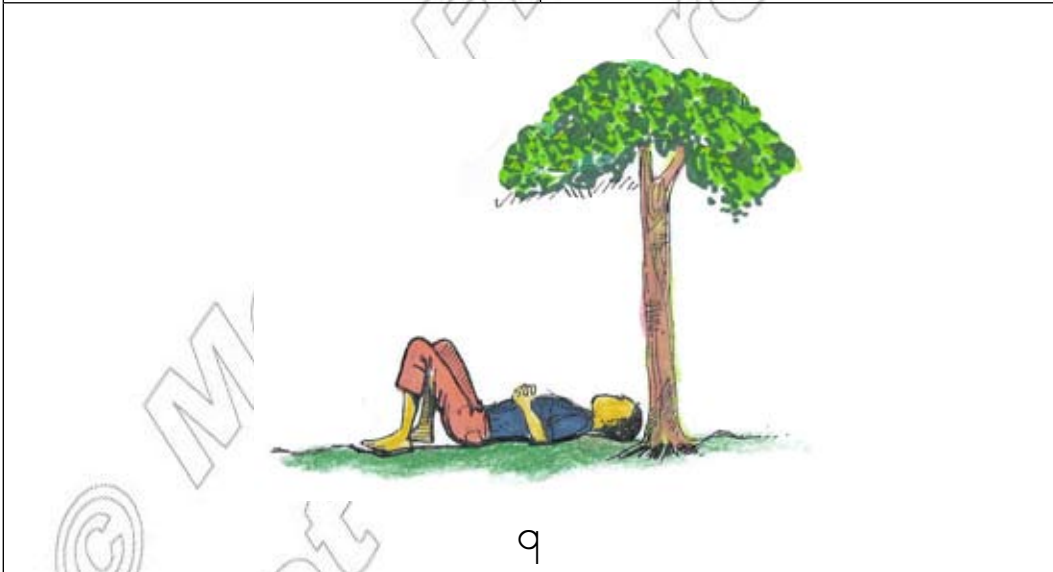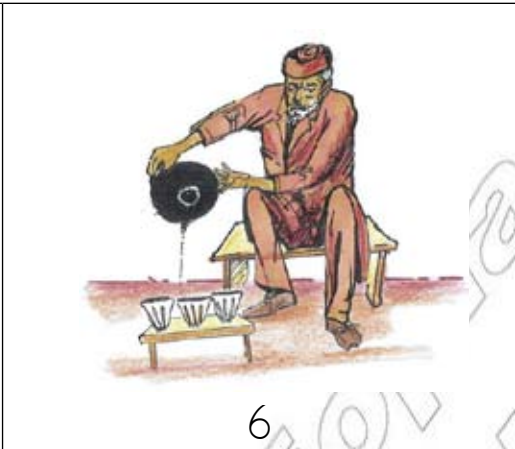
Activity 1

Directions: The six sentences in the table below are based on "An Ethiopian Folk Tale." Decide what happens first, second, third, fourth, fifth and sixth (last) in the story. Write the sentences in the correct sequence in your exercise book.

Story Sentences

The monk makes coffee.
The goats eat leaves from a bush with small red fruit.
The goatherd sleeps.
The monk takes the fruit to the monastery.
The goatherd is herding the goats.
The monk sees goats dancing.

Activity 2

Directions: Copy the sentences below into your exercise book. Fill in the gaps with words from the Word Bank.

1. I like to listen to my grandmother when she tells me a _____ tale.
2. In the afternoon I sometimes take a _____ under a tree.
3. Children like to pick _____ from the trees to eat.
4. We can make a very good _____ with the coffee beans.
5. My mother always cooks _____ food for us to eat.
6. Usually families _____ the church or the mosque on holidays.
7. In my garden I have a coffee _____.
8. The children go to bed early when they grow _____.
9. My brother is out in the field. He is _____ the goats.
10. Aren't you _____? It's time to get out of bed.

Word Bank				
nap	awake	drink	fruit	bush
herding	tasty	folk	visit	tired

Activity 1
Directions: Correct the incorrect sentences your teacher says about the animals in the pictures.

Activity 2
Directions: Study the pictures in Lesson One, Actvity 1 and listen as your teacher says the sounds of animals. Tell your teacher which animal makes each sound. Then tell everything you know about each animal.

Activity 3
Directions: In a small group make a list from memory of the things Samira sees and does while she is visiting the farm in Lessons Eight and Nine. Compare your list with the other groups' lists. Which group's list is longer?