

Unit 4: Would you like to come to my birthday party?

Grade 5

Objectives

In this unit you will:

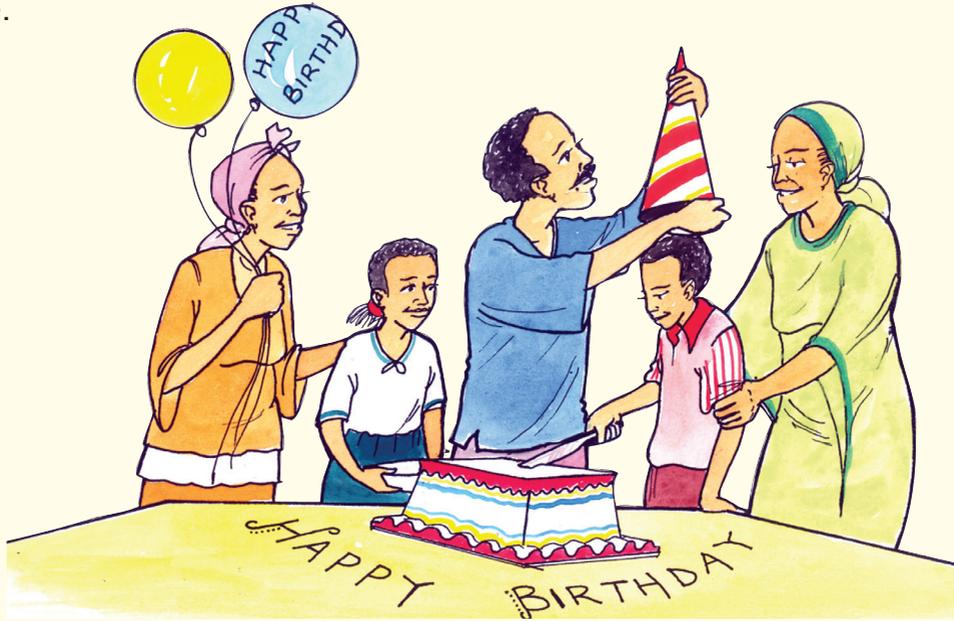
- ▶ describe what you like and what you don't like.
- ▶ talk about invitations and seasons.

A Listening and speaking

LESSON ONE

Activity

Look at the picture. Form groups of three and describe what you see in the picture.



Exercise 1: Answer these questions.

1. What ceremony is this? Give reasons.
2. What is the boy doing?
3. Which other ceremony do you know?
4. Why do we usually hold ceremonies?

Listening

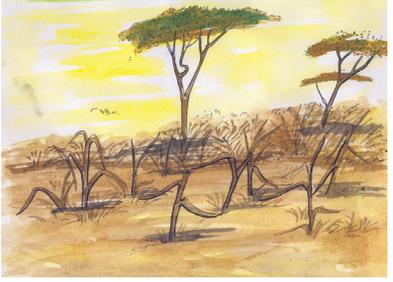
Exercise 2: Name the celebrations that you have ever attended. Mention how they were organised. Talk about what you liked or disliked.

LESSON TWO

Vocabulary: spring summer winter autumn

Activity 1

Look at the pictures. Match the months with the pictures or the four seasons.

		Month of the year
(a)		1 September October November
(b)		2 December January February
(c)		3 March April May
(d)		4 June July August

Seasons:

- A. Spring - Sunny and windy
- B. Summer - Rainy
- C. Autumn - Fresh and green
- D. Winter - Dry

Exercise 1: What are the typical activities that the people in your area do during these seasons?

Exercise 2: In groups of four, talk about the seasons you like or dislike. Why do you like particular seasons or dislike others?

Grammar: Language practice

The present simple tense

Using: I like ... / I do not like ...

Activity 2

Form groups and study these sentences. What do you like? What don't you like?

- (a) I like playing football.
- (b) I do not like playing in the rain.
- (c) I like singing.
- (d) I do not like fighting.
- (e) I like spring.
- (f) I do not like winter.

Exercise 3: Form correct sentences from the table below.

I	like	taking a walk in spring.
	do not like	summer. playing volleyball. autumn. winter.

Exercise 4: Write 5 sentences about things you don't like. Use phrases from the box below.

Example: I do not like sleeping late.

arriving late at school
the rainy season
reading bad stories
bad groups

reading good stories
the dry season
harvesting crops
good groups

sleeping late
sewing clothes
walking at night
planting crops

Exercise 5: Write 5 sentences about things you like. Use the phrases from the box above.

Example: I like sewing clothes.

LESSON THREE

Using: He/She likes ... We/They like ...

Activity

In groups of four, discuss the activities which you like participating in during different seasons. Give reasons why you like participating in those activities. Talk about what your friends like and dislike.

Exercise 1: Form correct sentences from the table below.

He	likes like	winter.
She		digging in the garden.
We		the wet season.
They		collecting fruits.

Exercise 2: Write 5 sentences about things you don't like. Use phrases from the box below.

playing netball
eating eggs
spring

praying
clean places
fruits

travelling by bus
the rainy season
good children

Exercise 3: Write 5 sentences about things you like. Use phrases from the box above.

LESSON FOUR

Activity

In groups of four, discuss the behaviour of your classmates. What behaviour do you like? What behaviour don't you like?

Using: He/she doesn't like ... We/they don't like ...

Exercise 1: Form correct sentences from the table below.

He	doesn't like	cold weather.
She		travelling at night.
We	don't like	playing in the sand.
They		lazy people.

Exercise 2:

Write about the seasons in your country and share with your friends. Mention the activities that people participate in during the different seasons. Explain why crops are planted in the wet season? Explain why crops are harvested in the dry season?

LESSON FIVE

Using: Do you like ... ? Yes, I do/No, I don't.

Activity 1

With a partner, study the following questions and the answers.

- | | |
|---|---|
| (a) Do you like pineapples?
Yes, I do. | (b) Do you like travelling by ship?
No, I don't. |
| (c) Do you like spring?
Yes, I do. | (d) Do you like winter?
No, I don't. |

Exercise 1: Discuss the following questions and write the answers in your exercise book.

- Do you like swimming?
- Do you like working in the garden?
- Do you like learning English?
- Do you like parties?
- Do you like playing football?

Exercise 2: (a) Read what Amina likes and dislikes. Fill in what you like and dislike.

	Amina		You	
	Likes	Dislikes	Like	Dislike
Sports	Volleyball	Cheese		
Foods	Table tennis	Football		
During her free time	Porridge	Meat		
	Bread	Pasta		
	Playing out	Sitting at home		
	Visiting places			

(b) Read the information about Amina and yourself. Complete the following questions and answers.

Example: **Question:** What sports does she like?

Answer: Volleyball and table tennis.

- What kind of food _____?
She _____ porridge and bread but she _____ meat and pasta.
- What sort of foods do you like?
I _____ but I _____.
- What does she like and dislike doing during her free time?
She _____ but _____.
- What do you like doing during your free time?
_____.

Using: I like / don't like ... because ...

Activity 2

With your partner, talk about the things you like and don't like. Give reasons why you like certain things and don't like others. Share your views with the class. Listen carefully as your classmates present their work to the class.

Exercise 3: Read the sentences.

- I like story books because they are interesting.
- I don't like winter because it is very cold.

Answer the following questions in your exercise book.

1. Why do you like pineapples?
2. Why do you like spring?
3. Why don't you like summer?
4. Why don't you like naughty children?

LESSON SIX

Comparatives

Using: ... than ...

Activity 1

Form groups of four and describe the different people in your community:

- | | |
|---------------------|--------------------|
| (a) your friends | 1. Who is taller? |
| (b) your neighbours | 3. Who is smaller? |
| (c) your teachers | 2. Who is fatter? |
| | 4. Who is shorter? |

Example: Hailu is taller than Nasir.
Woizero Bekelech is fatter than Woizero Kelemwa.

Activity 2

Compare the things you know with those your partner knows. Follow the example.

Example: You : Which is faster, a car or a bicycle?
Partner : A car is faster than a bicycle.

Exercise 1: What do you think? Form sentences comparing a classroom and an office.

The classroom is	bigger	than the office.
	smaller	
The office is	wider	than the classroom.
	narrower	
	hotter	
	colder	

Exercise 2: Form correct sentences using the words in brackets.

1. Ayele is (**young**) than Roba.
2. A cheetah is (**fast**) than a leopard.
3. A snail is (**slow**) than a chameleon.
4. Summer is (**hot**) than Spring.
5. Winter is (**cold**) than Autumn.
6. The rainy season is (**short**) than the dry season.

Grammar highlight:

We use the comparative (... than ...) when we compare things or people. When we use the comparative we change the adjective using 'er'.

Example: short - shorter

He is a short man. He is shorter than me.

LESSON SEVEN

The Past Simple Tense

Activity 1

In groups of three or four, talk about when you did the following.

came to school for the first time

played volleyball last

boarded a bus

visited the park

Exercise 1: Complete the following sentences as you wish.

1. I came to school the first time in _____.
2. I met my friend _____.
3. I last played volleyball on _____.
4. I boarded a bus last _____.
5. I visited the park when I was _____ years old.

Exercise 2: Form correct sentences from the table below.

In Last	winter summer spring autumn	I we they	ploughed the land. visited Nairobi. sowed the seeds. harvested the crops.
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Activity 2

List down the activities you did last week. Use the past simple tense.

Exercise 3: Form sentences in the past simple tense.

Use these verbs: **visit give draw like invite**

Exercise 4: Answer the questions below in complete sentences.

1. Whom did you visit last holiday?
2. Where did you go last weekend?
3. When did you harvest crops?
4. When did your parents plant the crops?

Grammar highlight:

We use the past simple tense to describe actions that took place in the past.

LESSON EIGHT

Using: Would you like to ... ? I would like to ...

Activity 1

Read the following conversation with a partner.

- A. Would you like to eat something?
B. Yes, I would like to eat a cake.
A. Would you like a soft drink as well?
B. No, thank you. A cake will be enough.
A. Ok, here is a cake.
B. Thank you very much.

Activity 2

Discuss the sentences with a partner. What is the difference?

I would like to eat a cake.	I want to eat a cake.
Would you like to eat something?	Do you like to eat something?

Exercise 1: Study the phrases in the box.

Send them invitation cards / attend the party / decorate the room / have dinner with us / invite them to the party / welcome the guests.

Use the phrases above to form questions and answers.

Use the phrases **would you like to?** / **I would like to**

Example: Question: Would you like to have dinner with us?

Answer: Yes, I would like to have dinner with you.

Using can / can't ...

Activity 3

With a partner, study the short story below about Denki. Complete the table about you and your partner. Use ✓ for **can** and x for **can't**.

Denki is a very good student in grade 5. She is also a very talented football player. She participates in the school media. She reads the school news. She has never seen a computer. She is too young to drive. She fears water, so she does not swim.

What can Denki do?

What can't she do?

can	Denki	you	your partner
read			
write			
play football			
use computer			
drive			
swim			

Exercise 2: Ask your partner what he/she can/can't do and fill the table.

1. Who can do more activities?
2. Which activities can be done by all?
3. Which activities/activity cannot be done by all?
4. Write full sentences from the table.

Examples: Denki can play football.

My partner can't use a computer. I can't write.

LESSON NINE

Dialogue

Activity 1

Do you think it is good to celebrate your birthday? Yes/No? Discuss your views with your partner.

Read the dialogue in pairs.

Moses' birthday party

Jeilu: I understand you are going to have your birthday party soon.

Moses: That is right. I intended to tell you after making all preparations.

Jeilu: How far have you gone with the preparations?

Moses: Everything will be ready in a fortnight.

Jeilu: Are you going to invite many people?

Moses: I would have loved to invite many people but I cannot.

Jeilu: Why?

Moses: I don't have enough money.

Jeilu: Why don't you talk to your friends? They may help you.

Moses: You are right. I should talk to my friends. Thank you for the advice.

Jeilu: You are welcome.

Exercise 1: Answer the questions

1. What is the dialogue about?
2. Do you think Moses was prepared for the party?
3. Why didn't Moses want to invite many people?
4. What do you find great about inviting friends to a party?
5. Do you like parties? Give reasons.

Exercise 2: Write a similar dialogue like the one on page 61 about a friend's birthday.

B Reading

LESSON TEN

Comprehension

Activity 1

Form groups and discuss the following questions:

1. Which are the wettest months in the Central Highlands?
2. Which ocean is closest to Ethiopia?
3. Which type of climate is experienced in Ethiopia?

Exercise 1: Read the passage and answer the questions below.

Weather

Ethiopia's weather conditions are determined by two main **factors**. These are the physical nature of the country and its closeness to the Indian Ocean.

Ethiopia is warm throughout the year. It is **pleasant** in the low lying areas. It is cool and fresh in the Central Highlands.

There are two main seasons: the rainy season and the relatively dry season.

The rainy season runs from June to August while the dry season is experienced for the rest of the year.

In the Central Highlands, the wettest months are July and August. These are followed by very cold nights in November and December.

During these cold months, the temperatures often **drop** to around freezing point. **Humidity** varies between 50 per cent and 80 per cent throughout the year.

The climate is generally of Mediterranean type.

1. Ethiopia's weather condition is determined by
 - (a) the Indian Ocean.
 - (b) two factors.
 - (c) no factor.
 - (d) all factors.

2. The rainy season is
(a) long. (b) cool. (c) short (d) wet.
3. The temperatures drop to around freezing point.
(a) between July and August.
(b) during the wettest months.
(c) between November and December.
(d) during the rainy season.

Exercise 2: Match the words in A with their meaning in B.

A

factors
proximity
pleasant
drops
character
humidity

B

nature
reasons
being near
wetness
nice
falls

Exercise 3: Match the phrases in A with those in B to form complete sentences.

A

(a) I do not like winter

(b) Farmers plant different crops

(c) She likes spring

(d) The rainy season is

(e) The wettest months are

B

.... but hates winter.

.... followed by cold nights.

.... shorter than the dry season.

.... during the wet season.

.... because it is very cold.

LESSON ELEVEN

Reading for pleasure

Activity

The story about 'The Gate Crasher' is not complete. With a partner, read the first part of the story and discuss what you think happens next.

The Gate Crasher



As Seketa was walking home one day, he passed by a reception hall. He peeped through the entrance. He saw a nice big cake. "I should have a share of that cake," he thought. "I only need to go home and dress smartly", he said. Seketa did not know that all the guests had to show their invitation cards at the entrance to the reception hall.



Seketa rushed home. He wore his best suit. He looked at himself in the mirror. "I will be among the smartest guests," he said to himself.

Of course, Seketa did not have a present for the couple. He had no idea where he was going to get one at that time of the evening. He decided to wrap a stone in a colourful paper and he walked to the reception hall.



At the entrance, the usher asked Seketa for his invitation card. "I don't have any but I have a present for the couple," he said.

"I am sorry I can't let you in. The reception is strictly for invited guests," the gentleman at the entrance said.

Exercise 1: Tell the second part of the story to your partner.

Exercise 2: Why is it not good to attend a party when you are not invited?

C Writing

LESSON TWELVE

Guided Composition

Activity

Rearrange the sentences to form a good story.

1. The party took place at their home.
2. Yesterday Suzan celebrated her 10th birthday.
3. Then she cut the cake.
4. Lastly, the guests handed in their presents to Suzan.
5. First, there was a prayer.
6. It was followed by speeches.
7. The party ended at 7 p.m.
8. After the speeches food was served.

Exercise 1: With a partner, discuss the different activities which people do during each season in your home or your community.

Exercise 2: Identify an activity or celebration you have ever participated in. Describe what took place to your classmates to enable them write a short story.

LESSON THIRTEEN

Revision Exercise

A: Rearrange the given words to write correct sentences.

Example: I am sorry I can't have dinner with you.

1. playing I games like.
2. not I fighting do like.
3. likes netball playing She.
4. like not He seasons does hot.

5. hotter spring Summer than is.
6. attend party I like your would to.
7. welcome guests I the can.
8. sorry dinner I you with am can't I have.

B: Use the correct form of the words given in brackets.

1. Rose _____ rice more than potatoes. **(like)**
2. It is _____ in April than in July. **(hot)**
3. Have you received your _____ card? **(invite)**
4. They don't like _____. **(swim)**
5. Last week, I _____ my cousin in Nairobi. **(visit)**

C: Rewrite the sentences as instructed in brackets.

6. I like cakes. They are sweet.
(Join the sentences using 'because').
7. Addis Ababa is cold. Debre Birhan is colder.
(Join the sentences using 'than').
8. Solomon likes fishing. He doesn't like hunting.
(Join the sentences using 'but').
9. Ayele likes spending winter holidays in Ethiopia.
(Begin: Does ...)
10. Rebika stayed with us. It was summer time.
(Join the sentences using 'during').