

# UNIT 1: MY SCHOOL

## LESSON ONE

### Activity 1

**Directions:** Read the words of the “Greeting Song” with your partner. Sing the song as your teacher directs you.

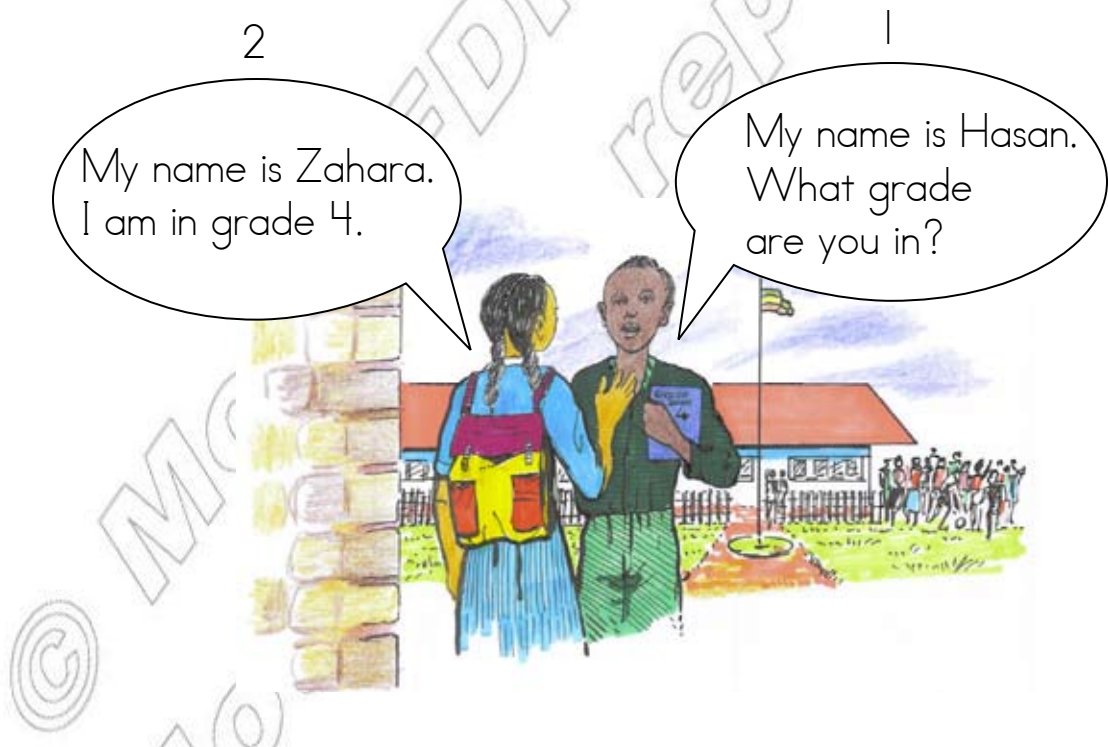
### Greeting Song

Hello, hello.  
How are you?  
I'm fine, thank you.  
I'm fine, thank you.  
How are you?

Hello, hello.  
How are you?  
I'm fine, thank you.  
I'm fine, thank you.  
How are you?

### Activity 2

**Directions:** Study the picture. Introduce yourself to a partner. Take turns asking and answering the questions.



Hello. What's your name?  
What's your father's name?  
How old are you?  
Where are you from?  
What school do you go to?  
What grade are you in?

Hello. My name is \_\_\_\_\_.  
My father's name is \_\_\_\_\_.  
I'm \_\_\_\_\_ years old.  
I'm from \_\_\_\_\_.  
I go to \_\_\_\_\_ Primary School.  
I'm in grade four.

### Activity 3

**Directions:** Work in a small group to make a list of classroom objects. Compare your list with the lists of other groups.

## LESSON TWO

### Activity 1

**Directions:** Read the story, "Fatuma's First Day of School," silently as your teacher reads it out loud.

### Fatuma's First Day of School

Fatuma is happy. Today is the first day of school. She is starting grade four.

Fatuma wakes up early. She sweeps the house, washes and gets dressed for school. She puts on her school uniform – a shirt, sweater, leggings, skirt and sandals. She gets her book bag and begins her long walk to school.

As Fatuma nears the school, she becomes excited. She runs to the gate. There she meets many friends. She hurries to her classroom. When she gets near the classroom, she stops hurrying and walks slowly. She is greeted at the door by the teacher, Ato Robale. He welcomes her. Then he says, "Please sit at a desk."

Fatuma chooses a desk and sits down. She looks around the classroom. She sees many objects. There are two windows and one door. There are many desks and benches. The teacher has a table with papers, books, chalk, pens and a ruler. The teacher also has a chair. There is a big chalkboard on the wall.

Fatuma sees many of her friends from her grade three class. She is happy that her teacher is friendly, that her classroom is clean and filled with objects, and many of her friends are classmates. She knows it's going to be a great year.

## Activity 2

**Directions:** Read the story silently with a partner. Find the names of classroom objects in the story and list them in your exercise book.

### Activity 3

**Directions:** Study the picture. Find the classroom objects. Put a tick beside the names of objects on your list for Activity 2 if they are shown in the picture. In your exercise book list the objects shown in the picture that are **not** mentioned in the story.





# LESSON THREE

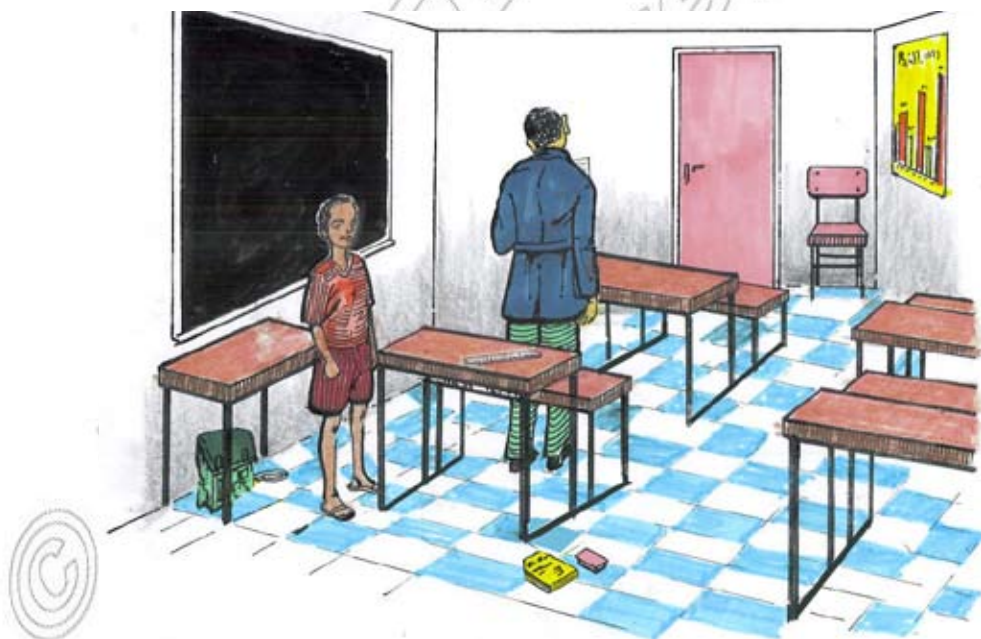
## Activity 1

**Directions:** With a partner reread the story, “Fatuma’s First Day at School,” and discuss the questions below.

1. Why do you think Fatuma wakes up early?
2. Do you think Fatuma is lazy?
3. Is Fatuma sad because it is the first day of school?  
Why or why not?
4. Does Fatuma like her classroom?  
Why or why not?
5. Why does Fatuma think it is going to be a great year?

## Activity 2

**Directions:** Study the picture. Copy the sentences into your exercise book. Fill in the gaps with the names of the objects in the picture.



1. The \_\_\_\_\_ is on the desk.
2. The \_\_\_\_\_ is under the table.
3. The \_\_\_\_\_ is near the door.
4. The \_\_\_\_\_ is in front of the book.
5. The \_\_\_\_\_ is behind the boy.
6. The \_\_\_\_\_ is between the teacher and the door.
7. The \_\_\_\_\_ is on the wall opposite the chalkboard.

## LESSON FOUR

### Activity I

**Directions:** Listen as your teacher reads the story, “Jalalle and Birritu.” Look for the words that describe each girl’s school.

### Jalalle and Birritu

Jalalle and Birritu are cousins. They are both in grade four. Jalalle goes to Ambo Primary School, but Birritu goes to Wonchi Primary School.

Jalalle says to Birritu, “Tell me about your new school. Do you like your teacher and your classroom?”

Birritu replies, “I like my school, my teacher and my classroom. My school is very small. There are only three

classrooms. There aren't any tables or desks for the students at the school, only benches to sit on. Our teacher's name is Rabiya. She has the only table in the classroom. In the classroom we have one doorway, three small windows and one chalkboard. Do you like your teacher and your classroom?"

Jalalle replies, "Ambo Primary School is very big. There are twenty-five classrooms. Each classroom has a door and two glass windows that are painted. The rooms are very crowded with students, benches and tables. My teacher's name is Ato Mulata. He has a table and a chair. There is one chalkboard. There are colourful posters on the walls. We also have a library with many books. I like to spend time in the quiet library. Does your school have a library?"

Birritu replies, "They are building a library at my school. All of the students in our class have been given new English books. I have made many friends in my class. I like to go to school and learn each day." "So do I," agrees Jalalle.

## Activity 2

**Directions:** Look in the story, "Jalalle and Birritu." Identify words that describe each girl's school. Help your teacher fill in a Venn Diagram to show similarities and differences.

# LESSON FIVE

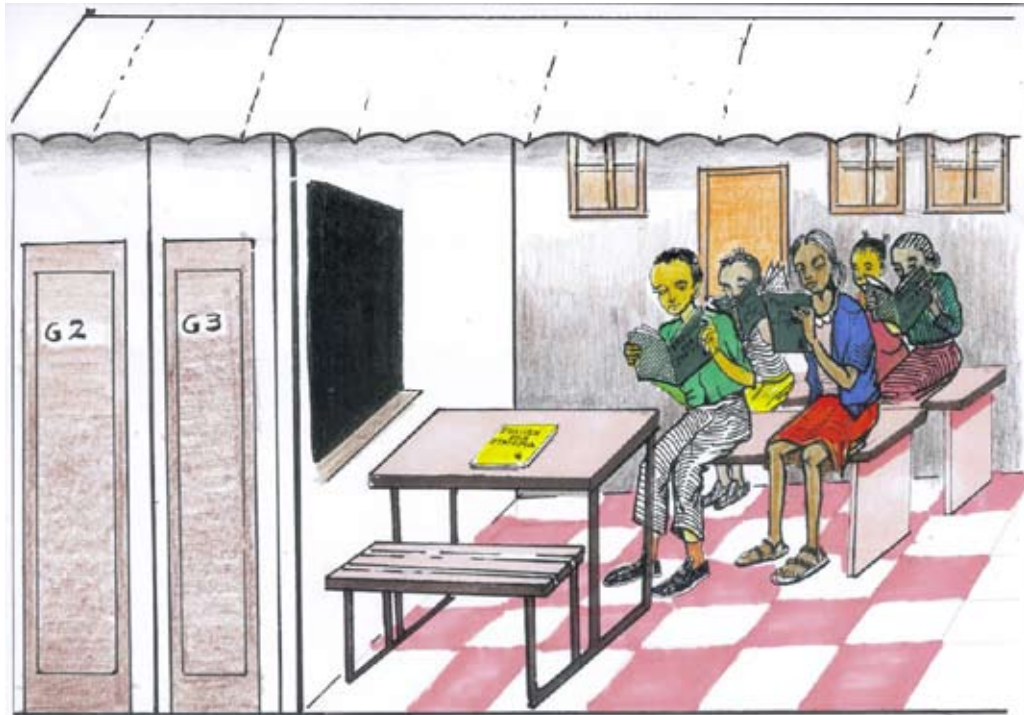
## Activity 1

**Directions:** In a small group discuss the pictures and decide which one shows Ambo Primary School and which one shows Wonchi Primary School. Explain why.



1





2

## Activity 2

**Directions:** Study Picture 2. Write numbers 1–5 in your exercise book. Read each statement. Write the letter T next to the matching number in your exercise book if the statement is true. Write the letter F next to the matching number if the statement is false.

1. There are posters on all of the walls.
2. There are three windows.
3. The teacher and students have desks and chairs.
4. There is one doorway.
5. There aren't any books in the classroom.

## LESSON SIX

### Activity 1

**Directions:** Write numbers 1–8 in your exercise book. Find the answer to each riddle in the Word Bank and write the answer using the language pattern: **It's a \_\_\_\_\_.**

1. This room has a chalkboard, benches and desks. What is it?
2. There are many books in this room. What is it?
3. This room is where teachers go to rest. What is it?
4. This is the area where students play football. What is it?
5. This is where the director works. What is it?
6. Students walk through this when they come to school and when they go home. What is it?
7. This is around the school. What is it?
8. The Ethiopian flag flies on this. What is it?

Word Bank – Places in a School			
staffroom	library	gate	sports field
fence	flag pole	director's office	classroom

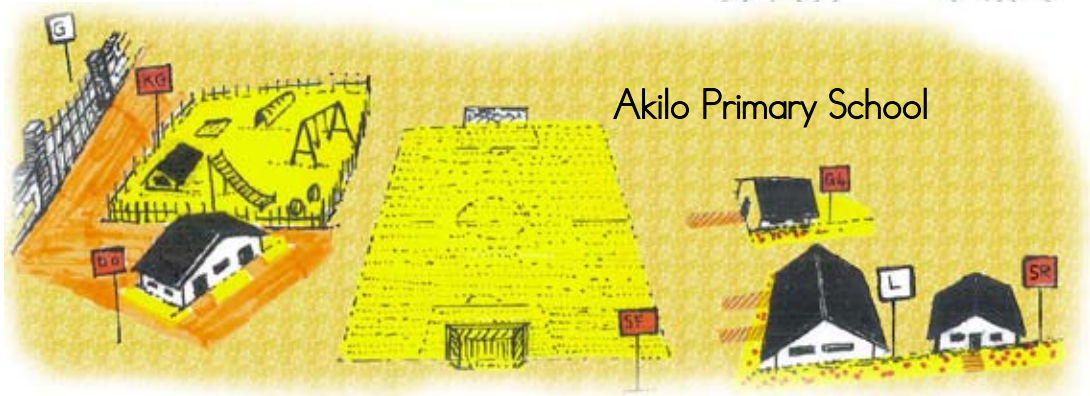
### Activity 2

**Directions:** Play the What is it? game. Tell your partner three clues about a classroom object.

## LESSON SEVEN

### Activity 1

**Directions:** Study the plan of the Akilo Primary School compound. In your exercise book write three sentences about what you see in the plan. Share your sentences with a small group.



### Activity 2

**Directions:** In your exercise book list three questions about the Akilo Primary School compound.

## LESSON EIGHT

### Activity 1

**Directions:** Listen as your teacher reads the story, “An Imaginary School Compound.” Draw and label a plan of the school in your exercise book. Share your plan with a partner.

## Activity 2

**Directions:** Read the following description of Hawassa Primary School. Draw and label a plan of the school in your exercise book.

### Hawassa Primary School

The compound is rectangular and there is a fence around it. The sports field is in front of the gate. Behind the sports field is a classroom building with eight classrooms. Next to the classroom building is the director's office. The library is opposite the director's office.

## Activity 3

**Directions:** Show your plan of the school to your partner. Ask each other questions about your plans.

## LESSON NINE

### Activity 1

**Directions:** Listen as your teacher reads the letter below. In your exercise book write numbers 1–6 and list the words from the Word Bank to fill the gaps.

15th March

Dear Obse,

Hello! How are you? Do you like school this year? I want to tell you about the school that I go to. My school is in a compound with a \_\_\_\_\_ (1) around it. I have to walk through a \_\_\_\_\_ (2) to get into the compound. There is a big \_\_\_\_\_ (3) where we play. I like to play football at break time while my teacher rests in the \_\_\_\_\_ (4). There are five \_\_\_\_\_ (5) where students learn.

My favourite day is Monday. We visit the \_\_\_\_\_ (6) on Monday at 9:30. There are many books to read there. After we visit the library, we have mathematics. I also enjoy listening to the radio programme every Monday at 11:30. Please write to me and tell me about your school.

Sincerely,  
Hanna

### Word Bank – Places in a School

gate	sports field	library
staffroom	classrooms	fence



## Activity 2

**Directions:** Compare your list of words from Activity 1 with your partner's list.

## Activity 3

**Directions:** Study the pictures below. Write the numbers of the pictures in the correct sequence based on the letter in Activity 1. Write a sentence to describe each picture. Start your sentences with a sequencing word from the Word Bank. Share your answers with a partner.

### Word Bank – Sequencing Words

first

next

last



1



2



3

## LESSON TEN

### Activity

**Directions:** In your exercise book write a letter to your partner using the format. Use words from the letter in Lesson Nine to complete your letter.

Date \_\_\_\_\_

Dear \_\_\_\_\_(1),

Hello! How are you? I want to tell you about my favourite day at school .

My favourite day is \_\_\_\_\_ (2). I like this day best for three reasons. First, I \_\_\_\_\_ (3). Next, I \_\_\_\_\_ (4). Last, I \_\_\_\_\_ (5).

Please write to me and tell me about your favourite day at school.



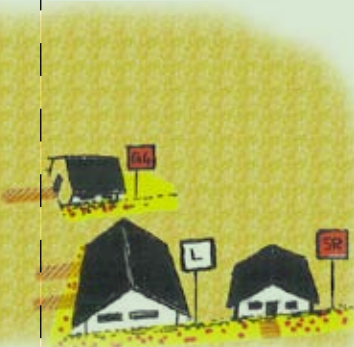
Sincerely,

\_\_\_\_\_(6)

# LESSON ELEVEN

## Activity I

**Directions:** Study the pamphlet and answer the questions your teacher asks.

<p><b>Akilo Primary School</b></p> <p>Welcome to Akilo Primary School.</p> 	<p>Please take the time to visit our director, Ato Muktar. His office is opposite the gate.</p> 	<p>If you would like to talk to a teacher, visit the staffroom where teachers rest. It is located behind the library.</p> 
<p>First shift begins at 8:00 and ends at 11:30. Second Shift begins at 12:00 and ends at 3:30. Students from KG to grade eight attend school here.</p>	<p>Please visit our new library. It is near a grade four classroom and has many books.</p>	<p>Thank you for visiting our school. We hope to see you again soon.</p>

## Activity 2

**Directions:** Reread the pamphlet with a partner. Take turns asking and answering questions about Akilo Primary School.

## Activity 3

**Directions:** In your exercise book write from memory five facts about Akilo Primary School. Check your facts with a partner.

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# LESSON TWELVE

## Activity 1

**Directions:** In a small group use the model below to make a pamphlet about your school. Share your pamphlet with other groups.

Welcome to \_\_\_\_ (1) Primary School. First shift begins at \_\_\_\_ (2) and ends at \_\_\_\_ (3). Second shift begins at \_\_\_\_ (4) and ends at \_\_\_\_ (5). Students from \_\_\_\_ (6) to \_\_\_\_ (7) attend school here.

Please take the time to visit our Director, \_\_\_\_ (8). His office is \_\_\_\_ (9). Please visit our \_\_\_\_ (10). It is \_\_\_\_ (11). If you would like to talk to a teacher, visit the staffroom where many of our teachers rest. It is located \_\_\_\_ (12).

Thank you for visiting our school. We hope to see you again soon.

\*Alternative for second sentence

School begins at \_\_\_\_ (2) and ends at \_\_\_\_ (3). There is a lunch break from \_\_\_\_ (4) to \_\_\_\_ (5).



## Activity 2

**Directions:** Write numbers 1–5 in your exercise book. Unscramble the letters to make a spelling word and write each word next to its number.

1. egta
2. mrcsolsoa
3. fciefo
4. ybailrr
5. numpcood

# LESSON THIRTEEN

## Activity 1

**Directions:** Listen to your teacher and follow the instructions for taking a spelling test.

## Activity 2

**Directions:** Choose a story from the unit to read to your partner. Then your partner will read a story from the unit to you.

## Activity 3

**Directions:** Follow your teacher's instructions to complete the revision activities.

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