

# UNIT 11: WHAT IS THIS MADE OF?

## LESSON ONE

### Activity

**Directions:** Write numbers 1 – 10 in your exercise book. Match the words in the Word Bank to the pictures. Copy the words into your exercise book.



Word Bank – Tools				
spade	hammer	plough	hoe	axe
broom	saw	rake	nail	sickle

## LESSON TWO

### Activity 1

**Directions:** Ask and answer questions about the tools used in the classroom.

### Activity 2

**Directions:** In a group play The Possession Game with your teacher.

### Activity 3

**Directions:** Follow the words silently as you listen to your teacher read the story, “A visit to Father’s Workplace,” out loud. Read the story again with your partner.

### A Visit to Father’s Work Place

Hamid is a grade 4 student. He is eleven years old. His father’s name is Kemal. He is a carpenter. Every morning Ato Kemal wakes up early. He eats his breakfast and goes to work.

One day Hamid asks Ato Kemal, “Father, where are you going?” His father says, “I am going to my workplace. You see, I am a carpenter. I make furniture.” Then Hamid asks his father to show him his workplace. His father says, “No problem. I will show you tomorrow.”

The next morning, Ato Kemal takes Hamid to his workplace. In the workplace, Hamid sees many tools. Hamid holds up a tool and asks, “Father, what is this?” “His father looks at the tool and says, “It is a hammer. I use it to hammer nails for making chairs, tables and beds.” Ato Kemal also shows him a saw and a plank of wood. He tells Hamid, “I use a saw for cutting wood.” He shows Hamid how he cuts wood with the saw. Hamid asks his father about all his tools, one by one. Hamid is very happy to learn the names of all his father’s tools. He tells his father, “When I grow up, I want to be a carpenter like you.” Finally they go back home.

The following day at school Hamid tells his classmates about his visit to his father’s workplace. He tells them about the different tools his father uses to make furniture. The other students are interested to learn all the new things Hamid tells them.

## LESSON THREE

### Activity I

**Directions:** Your teacher will choose students to reread the story, “A Visit to Father’s Workplace” out loud. Then read it silently to yourself and answer the questions in your exercise book. Discuss your answers with a partner.

1. Why does Ato Kemal wake up early?
2. Which tools does Ato Kemal show to Hamid?
3. What furniture does Ato Kemal make?
4. Why do you think Hamid wants to become a carpenter?

## Activity 2

**Directions:** With a partner ask and answer questions about the pictures.

**Example:** Student 1: Whose hat is this?

Student 2: It's Girum's hat.



Nebil



Amezench



Girum



Nejat

### Activity 3

**Directions:** Copy each sentence into your exercise book. Study the pictures and write the correct name in the gap.

**Example:** 1. Girum

1. It's \_\_\_\_\_'s hat.
2. It's \_\_\_\_\_'s bag.
3. It's \_\_\_\_\_'s ball.
4. It's \_\_\_\_\_'s hammer.
5. It's \_\_\_\_\_'s rake.
6. It's \_\_\_\_\_'s book.
7. It's \_\_\_\_\_'s spade.
8. It's \_\_\_\_\_'s stick.
9. It's \_\_\_\_\_'s nail.
10. It's \_\_\_\_\_'s pencil.

### Activity 4

**Directions:** In a small group ask and answer questions about your possessions.

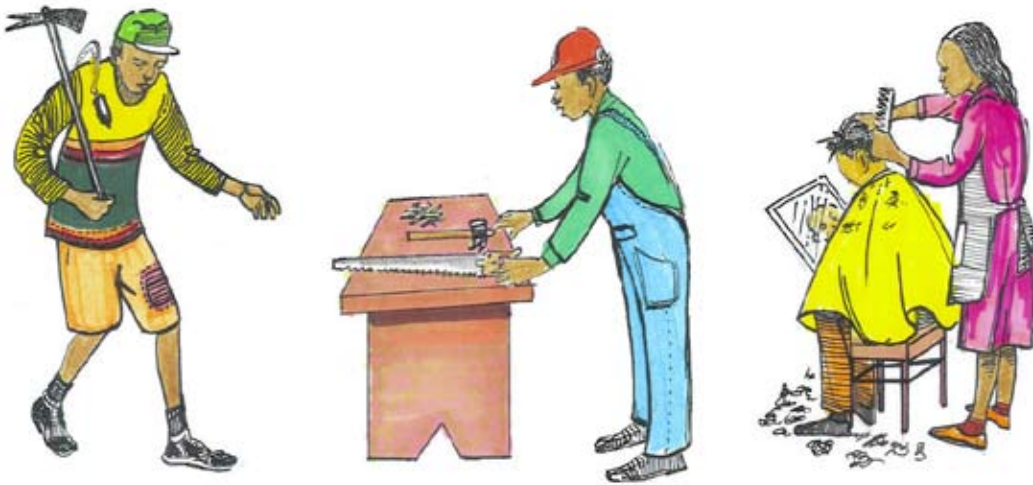
**Example:** Student 1: Whose pencil is this?

Student 2: It's Metesabia's pencil.

# LESSON FOUR

## Activity 1

**Directions:** Listen to your teacher read about the three people in the picture, their jobs and their tools. Write each person's name and job in your exercise book.



## Activity 2

**Directions:** Copy the sentences into your exercise book. Fill in the gaps using words from the Word Bank. Draw the tools used by each person.

1. My name is \_\_\_\_\_. I'm a \_\_\_\_\_. My tools are a \_\_\_\_\_ and a \_\_\_\_\_.
2. This is my \_\_\_\_\_. His name is \_\_\_\_\_. He is a \_\_\_\_\_. He uses a \_\_\_\_\_, \_\_\_\_\_ and a \_\_\_\_\_ to make furniture.
3. This is my \_\_\_\_\_. Her name is \_\_\_\_\_. She is a \_\_\_\_\_. She uses a \_\_\_\_\_ and \_\_\_\_\_.

Word Bank				
aunt	carpenter	comb	farmer	Kebede
hairdresser	hammer	hoe	nails	Alemnesh
saw	scissors	sickle	uncle	Tesfahune

### Activity 3

**Directions:** In your exercise book draw pictures of five tools used by your parents or other family members.

## LESSON FIVE

### Activity 1

**Directions:** In a small group show pictures of the tools you drew in Lesson Four, Activity 3. Name the tools and talk about them.

### Activity 2

**Directions:** In your group write lists of objects that are hard and objects that are soft. Your teacher will give you five minutes for this activity. Share your lists with your classmates.

**Example:** hard: desk, book  
soft: shirt

### Activity 3

**Directions:** With a partner ask and answer questions about who uses different materials and tools.

**Example:** Student 1: Who uses wood?

Student 2: A carpenter.

Student 2: Who uses a whip?

Student 1: A herder.

# LESSON SIX

## Activity 1

**Directions:** In your group talk about the pictures. Name the tools used by people in their jobs.



## Activity 2

**Directions:** Use the Substitution Table to make sentences about eight people's jobs and the tools they use every day. Start with the names of people you know.

**Example:** Aysha is a housewife. She uses pans and a coffee pot in her job.



## Substitution Table

Aysha Belew	is a	farmer librarian carpenter barber hairdresser herder housewife plumber butcher	He/ She	uses(a)  and(a)	computer pans coffee pot scissors wrench stick comb spoons hammer saw nails hoe sickle saw knife whip stove	in his/her job.
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### Activity 3

**Directions:** Find the names of four tools or materials in each of the following joined up words. Write each set of four words separately in your exercise book. Share your lists with a partner.

1. cottonmetalplasticpaper
2. woodleatherglassbrick
3. hammernailsawwrench
4. hoesicklewhipstick
5. dusterchalkbookcomputer
6. scissorsspooncombknife

## Activity 4

**Directions:** Unjumble the letters and write them in your exercise book in the correct order to spell the names of 10 people who do jobs. Share your list with a partner.

1. fiwoushee
2. pencraetr
3. blpremu
4. chertub
5. armfer
6. raidshers
7. eachtre
8. uierbld
9. rehred
10. rbareb

## LESSON SEVEN

### Activity 1

**Directions:** Copy the table into your exercise book. Put a tick (✓) in the correct column or columns to show what the tools are made of. The first one is done for you.

Tools	Materials					
	Plastic	Cotton	Wood	Metal	Leather	Fibre
1. hammer			✓	✓		
2. whip						
3. duster						
4. sickle						
5. scissors						
6. comb						

## Activity 2

**Directions:** Write a sentence to say what each tool in Activity 1 is made of and who uses it.

**Example:** 1. A hammer is made of wood and metal. It's used by a carpenter.

## Activity 3

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

**Example:** 1. A **saw** is used for making tables.

1. A \_\_\_\_\_ is used for making tables.
2. \_\_\_\_\_ are used for cutting hair.
3. A \_\_\_\_\_ is used for chopping onions.
4. A \_\_\_\_\_ is used for driving goats.
5. A \_\_\_\_\_ is used for harvesting teff.

# LESSON EIGHT

## Activity I

**Directions:** Practise the dialogue between Aster and Elias with a partner. Your teacher will select students to perform the dialogue for the class.

### Dialogue

<b>Aster</b>	Hi, Elias.
<b>Elias</b>	Hi, Aster. How are you?
<b>Aster</b>	I am fine thank you.
<b>Elias</b>	We are learning about jobs in our English lessons. Let's practise asking each other questions about the jobs our family members do?
<b>Aster</b>	That's a good idea, Elias.
<b>Elias</b>	What is your father's name?
<b>Aster</b>	My father's name is Gemechu.
<b>Elias</b>	What does he do?
<b>Aster</b>	He is a teacher. He teaches mathematics.
<b>Elias</b>	What is your mother's name?
<b>Aster</b>	Her name is Leiya.
<b>Elias</b>	What does your mother do?
<b>Aster</b>	She is a housewife. How about your father and mother?
<b>Elias</b>	I live with my father and grandmother. My father is a farmer.
<b>Aster</b>	Oh, really. What is his name?

Elias	His name is Amin. He uses a hoe, a sickle and a plough.
Aster	Elias, what are they?
Elias	They are the tools that my father uses for farming. My older brother, Yesuf, is a cowherd. He uses a whip and a stick to drive our cows. Does your father use any tools for teaching?
Aster	Well, he uses books, chalk and a duster, of course. Sometimes he uses the computer in the staffroom. And my mother uses pots, pans and spoons every day. They are her tools.
Elias	Oh, the bell has gone. I must go to my classroom. Goodbye, Aster.
Aster	Goodbye, Elias.

## Activity 2

**Directions:** Answer the questions in your exercise book. Use possessives('s) in each answer.

**Example:** 1. Aster's father is a teacher.

1. Whose father is a teacher?
2. Whose father is a farmer?
3. Whose father is Ato Gemechu?
4. Whose father is Ato Amin?
5. Whose father uses a plough?
6. Who uses spoons?
7. Who uses a whip?
8. Who is Leila?

### Activity 3

**Directions:** Listen as your teacher reads sentences about the people named in the dialogue and decide if each sentence is true or false. Your teacher will show you how to make a T with your body if the sentence is **true** and an **F** if the sentence is **false**.

## LESSON NINE

### Activity 1

**Directions:** Reread silently the dialogue in Lesson Eight. Your teacher will read out loud some sentences about the dialogue. Decide if each sentence is true or false. If a sentence is true, make a T with your arms. If it is false, Make an F.

### Activity 2

**Directions:** When your teacher rereads the false sentences from Activity 1, change a word/words to make them true.

### Activity 3

**Directions:** Tell your partner about the jobs of two of your family members and the tools they use. Write two sentences about your partner's family members. Your partner will check your sentences.

### Activity 4

**Directions:** Read the story about the possessions of the people named in the dialogue. Copy the checklist into your exercise book and fill in the total number of each object mentioned in the passage.

## Possessions

In his schoolbag, Elias has three pencils, a pen, five exercise books and three books. He also has a ruler, a rubber and a bottle of water.

His friend, Aster, has two pencils, six exercise books, two books and a bottle of water in her schoolbag. She doesn't have a rubber, but she has a pencil sharpener and a ruler.

Aster's father, Gemechu, brings to school in his bag two mathematics books, two pens, six pencils, two rulers, a rubber, a pencil sharpener and an exercise book. He keeps a box of chalk and a duster in the staffroom.

Elias's father, Amin, has two hoes, four sickles, a spade, two rakes and a plough. He always carries a bottle of water with him to the field.

Elias's brother, Yesuf, has three whips and five sticks for driving his cows. He also has a sickle to cut grass for the animals and a big water bottle to fill at the stream.

Aster's mother has a lot of things in her kitchen: six spoons, three knives, a large coffee pot, a small coffee pot and five pans. She has two stoves, a kerosene stove for cooking food and a charcoal stove for making coffee.

## Checklist

Object	No.	Object	No.	Object	No.
pencil		bag		rake	
pen		water bottle		spade	
rubber		hoe		pan	
ruler		plough		spoon	
pencil sharpener		whip		knife	
book		stick		stove	
exercise book		sickle		coffee pot	

### Activity 5

**Directions:** In a small group take turns to describe an object from the checklist. Do not name the object. Say what it is made of, who uses it and what it is used for. The group will try to guess the name of the object.

## LESSON TEN

### Activity 1

**Directions:** Read the story, “Bacha Learns to Plough,” in your group. Find 18 describing words (adjectives) and write them in your exercise book.



## Bacha Learns to Plough

It is a beautiful, sunny day in May. The sky is clear and blue. Bacha's father, Mulata, says: "You are growing big and strong. This is a fine day for me to show you how to plough."

Mulata drives the oxen to the field and there he shows his son how to attach the plough with strong ropes. Then Mulata shows him how to hold the handle of the plough as he guides the oxen to make straight wide lines. Then Mulata hands over the plough to Bacha and says: "Now it's your turn."



At first, Bacha finds the work very tiring. It is difficult to keep the edge of the plough straight and the soil sticks to his feet, so it is hard to walk in the deep furrows the plough makes. Luckily the oxen are strong and good at their work and so they plough on and on until the work is done.

Mulata says, "Well done, Bacha! The first time is always difficult. You will find it easy the next time." Bacha is proud of his work. He thinks the ploughed field looks beautiful.

## Activity 2

**Directions:** In your group each student must use two of the adjectives from Activity 1, to write his/her own sentences. Share your group's sentences with the class.

## Activity 3

**Directions:** Find answers to the following questions in the story, "Bacha Learns to Plough." Your teacher will ask the questions orally.

1. Why is it a fine day to plough?
2. With what does Mulata attach the plough to the ox?
3. What kind of lines does Mulata make with the plough?
4. Why is it hard for Bacha to walk?
5. How do the oxen help Bacha?
6. Do you think Mulata is proud of his son?

# LESSON ELEVEN

## Activity 1

**Directions:** Write two sentences to say how you help your family members and three sentences to say what skills your family members taught you. Share your sentences with other students in the class as your teacher directs you.

**Example:** 1. I help my mother to make coffee.  
2. My brother taught me how to swim.

## Activity 2

**Directions:** In your group make a list of your names and your possessions that start with the same letter.

**Example:** Jemal has a jacket.  
Kebede has a key.

# LESSON TWELVE

## Activity 1

**Directions:** Copy the sentences into your exercise book. Fill in the gaps with the correct pronouns from the Word Bank. You can use the same pronoun more than once.

1. Ali wants to write. Give \_\_\_\_\_ a pen.
2. Lalise wants to read. Give \_\_\_\_\_ a book.
3. Jemila and Nuria want to play. Give \_\_\_\_\_ a ball.
4. Marta needs to sleep. Show \_\_\_\_\_ the bedroom.
5. I want to clean the chalkboard. Give \_\_\_\_\_ a duster.
6. We want to play. Give \_\_\_\_\_ a ball.
7. They are new students. Show \_\_\_\_\_ their classroom.
8. I am thirsty. Give \_\_\_\_\_ a bottle of water.
9. Hamid is talking too much. Tell \_\_\_\_\_ to be quiet.
10. We are making coffee. Give \_\_\_\_\_ the coffee pot.

Word Bank – Pronouns		
me	her	us
him	them	

## Activity 2

**Directions:** Copy the Word Search into your exercise book. Find the five hidden tools and circle them.

### Tools Word Search

H	B	R	O	O	M	A
A	I	M	N	S	A	W
M	R	G	O	N	A	R
M	O	A	X	E	O	T
E	F	S	T	G	K	H
R	A	N	A	I	L	S

## Activity 3

**Directions:** Make a Word Search with the names of other tools for your partner to solve.

## LESSON THIRTEEN

### Activity 1

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

### Activity 2

**Directions:** Solve the Tools Word Search your partner has made for you.

### Activity 3

**Directions:** Unscramble the scrambled words in your exercise book to write a list of materials.

1. oncott \_\_\_\_\_
2. dowo\_\_\_\_\_
3. amlet \_\_\_\_\_
4. licstap \_\_\_\_\_
5. slags\_\_\_\_\_
6. ealhert\_\_\_\_\_
7. cribk\_\_\_\_\_
8. notes\_\_\_\_\_
9. repap\_\_\_\_\_

### Activity 4

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

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