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**Analysis of Linguistic Contents in Grades 5-8 English Textbooks  
of the Curriculum of Oromia Regional State:  
Focus on Grammar Contents**

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**September 2010**  
**Addis Ababa**

**Analysis of Linguistic Contents in Grades 5-8 English  
Textbooks of the Curriculum of Oromia Regional State:  
Focus on Grammar Contents**

**By  
Eba Teresa**

**A Thesis Submitted in Partial Fulfillment of the Requirements for  
the Degree of Master of Arts in Linguistics  
Faculty of Humanities  
Department of Linguistics and Philology  
Addis Ababa University**

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## **Acknowledgements**

I want to express my genuine gratitude to many people for the help they offer me, and their cooperation while conducting the research. I am very much grateful and indebted to my advisor Professor Baye Yimam for his unreserved and valuable guidance and persistent encouragement. He sacrificed much of his time reading and commenting on my work. I also extend my special thanks to my intimate friends, Abiyot Negera, Ashenafi Belay, Tariku Desalegn and Haweni Gonfa for offering me friendly help, and for editing the draft of the research report. I thank Dr. Binyam Sisay and Ato Girma Mengistu at the Department of Linguistics and Philology for their encouragement and cooperation during my two years study. The teachers who participated in computing questionnaires and observations, and those who facilitated the classrooms for me to gather data have their own contributions in this study; I want to send them my thanks. My colleagues and friends, Yonas Temesgen, Getahun Kasaye, Haileab Kasaye, Belete Mamo, Habtamu Girma, Henok Wondimu and others deserve my sincere gratitude.

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## **Abstract**

The study was designed to evaluate the grammar contents of English textbooks of grades 5-8 in Oromia Regional State. The evaluation includes grammar exercises, explanations of rules, selection, sequencing, repetition of items and difficulty level of the contents. To conduct the study, a purposive sampling technique was used to select the textbooks, the schools and the teachers, and content analysis was also employed. Four English textbooks (grades 5-8), 32 classrooms (from 8 schools) and 143 English teachers were selected for the study.

The study revealed that the contents of the textbooks are selected in line with the social and environmental backgrounds of the students. However, the exercises in the books lack clear instructions, contexts and exhaustive questions that are relevant to particular lessons. There are also shortages of explanations about the grammar rules presented in all of the textbooks.

The findings also show that the sequencing of the grammar contents is adequate in that there is a single grammar rule presented at a time. However, many grammar items are not repeated in subsequent units and grades. Moreover, there is little attention paid to grammar contents of the whole textbooks, and many grammar items such as tag questions and answers, nominals, phrases and clauses that need to be taught to primary school children are not addressed in the books. Furthermore, the study shows that there are no grammar summaries/reviews, glossaries, and activities in any of the textbooks.

# Chapter One

## Introduction

### 1.1. Background of the Study

Textbook is a book dealing with a definite subject of study which is systematically arranged, intended for use at a specified level of instruction, and used as a principal source of teaching material in classroom (Good 1978: 5). It is a teaching material prepared for different levels based on the curriculum of a certain subject to facilitate teaching-learning processes. Hence, it serves as a vehicle for transmission of knowledge in school, and can replace various things as main source of information (Garner 1992: 53). It is also a prominent organ in the process of constructing various ideologies and beliefs, and as a reflection of the history, knowledge and values that are considered to be important by certain groups in a society.

Heilenman states that “[t]extbooks are the place where teacher, students and curriculum meet, and everyone, that is, teacher, methodologist, researcher, curriculum developer and even student, uses them and has opinions about them” (1991: 104). Although textbooks have been parts of education for centuries, we know very little about how teachers and students use them. Textbook features that affect long-term outcomes and reciprocal influences of teacher and students’ experiences on the form of textbooks and on other issues remain highly speculative (p.112).

The roles and uses of textbooks, particularly, those of foreign language teaching are numerous. Teachers rely on textbooks, and textbooks provide proficiency and security for both teachers and students in shaping contents, scope and sequence. Hutchinson and Torres (1994: 315) state that “textbook is almost a universal element of foreign language teaching: ... no teaching-learning process seems effective and complete without relevant textbook, usually, in primary and secondary schools.”

Textbooks are also psychologically essential for students whose progress and achievement can be measured concretely. Students often show expectations about using a textbook in their particular language classroom and believe that published materials have more credibility than

teacher-generated materials. At best, textbooks are seen as compilations of materials that help compensate for inadequate teaching or save the time and trouble of developing material by teachers who are generally sensitive to students' needs and are efficient in terms of time, effort, money and quality. Textbooks can, thus, reduce potential occupational overload and allow teachers the opportunity to spend their time by undertaking more worthwhile activities (Heilenman 1991: 109).

Moreover, textbooks are effective resources for self-directing, sources of ideas and activities, reference sources for students, syllabuses where they reflect predetermined learning objectives and support for less experienced teachers who have yet to gain in confidence (Cunningsworth 1995: 71; O'Neill 1982: 17; Sheldon 1988: 23).

With regard to textbooks of foreign language teaching in primary schools, the main aim is to enable students use the language correctly and fluently. It is only in a wider sense that students acquire an insight into other knowledge with the language. The contents are and should be targeted for the development of communicative competence, awareness of the nature of language, and insight into the foreign culture and positive attitude towards others (Pingel 1999: 112).

Foreign language textbooks for primary schools should contain grammar to teach basic principles and items of language. Such textbooks of grammar show students covert structures of language (Heilenman 1991: 106). They present many linguistic contents appropriately and proportionally in line with the basic skills of listening, speaking, reading and writing, and vocabulary.

The activity of organizing contents in language textbooks in Ethiopia is done by the Institute for Curriculum Development and Research (Language Panel). However, there is a field called Educational Linguistics under Applied Linguistics that uses linguistic knowledge to make a language accessible to students by including linguistic structures in textbooks. The structures are described appropriately so that students can produce correct sounds, forms and sentences of a language as accurately as possible. This is done using information and research on the language which could be either the result of theories or descriptions, or both (Ellis 1997: 36).

Although it is claimed that the contents of English textbooks of primary schools in Oromia Regional State include items of grammar, vocabulary and skills of language, grammar is included with little consideration of appropriateness and proper explanations.

## **1.2. Statement of the Problem**

Teaching of grammar rules in primary schools is not just helping students learn grammatical theories and concepts, but also use what they have learned in producing grammatical sentences. The importance of textbooks is seen in relation to their roles in facilitating foreign language teaching-learning processes in classrooms. However, it should not be taken for granted that they are free of errors, biases and inaccuracies. Hence, textbook analysis and evaluation is needed to update the contents, reduce errors and biases, and provide information about the overall contents.

There are a number of textbooks which are being used without rigorous evaluation of the adequacy or inadequacy of their contents. On the contrary, there are considerable studies conducted on textbooks though they do not focus on analysis of the grammar contents of grades 5-8 English textbooks.

On a personal level, I have been training primary school teachers in different zones of Oromia for the last three years (2005/06-2007/08). I have observed grammatical problems in the teaching-learning processes while supervising the trainees during their practicum. This might be due to the problems of grammar contents in the textbooks of the schools. In this study, I intend to deal with the following research questions:

- Do the textbooks contain grammar contents with necessary explanations and illustrations?
- Are the textbooks prepared considering the processes of sequencing, repetition, and level of difficulty across grades and levels?

### **1.3. Objectives of the Study**

The main objective of the study is to briefly evaluate grammar contents of grades 5-8 English textbooks of Oromia Regional State. Based on this, the following specific objectives are in focus:

- Assessing whether the textbooks provide exercises and activities in line with presentations and explanations of grammar contents.
- Evaluating selection, sequence, repetition and difficulty levels of grammar contents within and across grade levels.

### **1.4. Significance of the Study**

The study under consideration contributes to the improvement of foreign language textbooks, particularly, at the second cycle of primary schools. The following may be considered as contributions:

- Providing feedback for textbook writers and educational planners.
- Creating awareness, among second cycle primary school English teachers, on how to present grammar contents of textbooks.
- Forwarding suggestions as to how second cycle primary school students can practice with the language appropriately.
- Indicating to teachers of the region the benefits of teaching grammar using textbooks.

### **1.5. Scope of the Study**

The series of textbooks prepared in Oromia Regional State for grades 5-8 are the subject of this study. The analysis focuses on the contents of grammar to the exclusion of other materials like syllabus and teacher's guide. Furthermore, the teaching methods and learning activities in language classes are not considered except some activities related to implementation of grammar teaching, and variables like availability of other materials (radio, chart and pictures) are out of the scope of the study.

## **Chapter Two**

### **Review of Related Literature**

#### **2.1. Conceptual Framework**

##### **2.1.1. The Contribution of Linguistics to Language Teaching**

Language is the chief medium through which people express their relationships. Unless one can understand and use language to make meaning out of reality, he is seriously handicapped in adjusting himself to the demands of the world in which he lives. By using language, a child uses his creative power to make meaning out of reality. It is through such exercises that a person comes to greater mastery over his/her environment (Rodgers 1968: 40-41).

The relation between linguistics and the actual materials we use for teaching is an indirect one. Linguistics alone cannot provide the criteria for selecting, ordering or presenting the content of teaching, but it is applied to the raw data of statements, and yields a linguistic description of the data (Corder 1974: 143; Rodgers 1968: 114). It is hard to imagine languages being taught without reference to the available language descriptions. In this case, Linguistics is always relevant for language teaching. Most foreign language teachings are based on the assumption that linguistic structure has some psychological realities, and that learning is made easier if similar pieces of language are taught together and dissimilar ones are treated differently (Corder 1974: 143).

The contents to be taught are based on the descriptions made by linguists; but the writing of a language textbook is a specialized activity, and is not the same thing as describing a language. The textbook writer needs to have some acquaintance with the attitude towards language and with the foundations of linguistic theory which underlie a good description; otherwise, he/she will almost certainly fail to make the best use of whatever pedagogical methods he/she is seeking to apply (Halliday, et al. 1965: 169).

Textbook writers base the contents to be taught on what they know of a certain language. Since in practice, they do not base their teaching on a single description, the teaching will reflect different approaches to language (Wilkins 1978: 18-19).

In reality, the place for Linguistics is in the preparation of textbooks and other teaching materials one uses in classrooms according to which the curriculum is organized. These are the points where Linguistic science has effect on language teaching (Halliday, et al. 1965: 187).

## **2.1.2. Perspectives on Teaching Grammar**

Grammar teaching has been a point of controversy among scholars for centuries. There are three views on teaching grammar. One argues in favour of grammar and its centrality in the entire language teaching process and the other argues against the inclusion of grammar in language teaching. The third one lies in between the two opposing perspectives (Thornsbury 1999: 20 and Azar 2007: 3).

### **2.1.2.1. Perspective in Favour of Teaching Grammar**

There are strong claims that support the importance of incorporating grammar teaching as one part of second/foreign language teaching. The proponents argue that people learn a language in order to use it and accordingly, they should learn the rules first, and then engage themselves in communication in order to apply what they have learned (Thornsbury 1999: 21).

The first argument sets grammar at the head of second/foreign language teaching as a sentence making machine. Unless one has the necessary knowledge about how structural words combine with content words to convey meaning, it is very difficult to communicate only by using content words (Thornsbury 1999: 24; Cook 2001: 24). Azar supports this idea, and states the contribution of grammar teaching as follows:

*Language consists of predictable patterns that make what we say, read, hear and write intelligible. Without grammar, we should have individual words or sounds, pictures, and body expression to communicate meaning. Grammar is the weaving that creates the fabric. (2007: 3)*

In connection with this, scholars like Cunningsworth (1984: 15), Celce-Murcia (1991: 71), Widdowson (1990: 11) and others underline the inclusion of grammar in second language teaching with no significant debatable issues. It is not optional since it is one of the key elements necessary for effective communication to take place. Thus, “[g]rammar is sometimes

called the computational system that relates sound and meaning's trivial in itself but impossible to manage without" (Cook 2001: 19).

The second argument comes from 'fossilization'. Thornsbury (1999: 24) states that "[m]ore recently, research works suggest that without some attention to form, learners run in the risk of fossilization." Similarly, Larsen-Freeman (1992: 19) has noted that excluding the teaching of syntax is opening the door for linguistic competence fossilization. There is nothing difficult than trying to explain certain grammatical structures and rules for students who know nothing about the ideas of grammar. According to Azar (2007: 4), those learners who wish to use a language to the best of their ability, usually for academic purposes, should have fundamental understanding in the target language grammar. Therefore, there must be a grammar lesson that draws some attention to form.

The third argument is related to the issue of 'noticing'. Knowledge of grammar serves as an 'advance organizer' which facilitates the language acquisition process. The grammar lesson students have learnt previously can help them to be fluent speakers of the language if they notice certain features of grammar while communicating naturally with others (Harmer 1987: 69).

### **2.1.2.2. Perspective against Teaching Grammar**

The proponents of this thought forward different arguments. The first argument comes from the view that language is a set of skills. From this point of view, people learn grammar by doing it. It is through experience that one can learn a language, and not through studying it. It is suggested that second/foreign language learners should not be exposed to explicit grammar learning, rather there should be a situation where students use the target language to communicate their ideas, opinions and feelings with each other (Thornsbury 1999: 20).

The second argument is related to the goal of second language learning and communicative competence. Here, linguistic competence is considered as one element of communicative competence like sociolinguistic and discourse. Scholars who are in favour of communicative

language teaching believe that second language learners can acquire a language by using it and teaching grammar is ‘valueless’ or ‘waste of time’ (Thornsbury 1999: 21).

The third argument against teaching grammar concerns theories of language acquisition. Thornsbury (1999: 21) states “[t]he fact that we learned our first language without being taught grammar rules has not escaped theories for second/foreign language learning. If it works for first language, why shouldn’t it work for the second?” Some scholars (like Krashen, Chomsky and others) identify the conditions in which first language is acquired to be applied in second language learning. Acquisition can occur when learners are exposed to a rich variety of comprehensible input in a comfortable environment which can trigger learners’ innate capacity.

### **2.1.2.3. The Eclectic Perspective**

Many scholars argue that lessening the disagreement between the two opposing views is possible. They believe that focusing only on one aspect of language teaching definitely results in a defect which may not help learners acquire the language effectively. Hence, they argue for an eclectic view that takes the better of the two approaches. They say:

*The middle way, covering both form and meaning, accuracy or fluency, would seem to be the most sensible way to proceed, and indeed there currently appears to be a general consensus that it is unwise to neglect either area. (Seedhouse 1997: 338)*

Azar has also suggested that both form and meaning are inseparable language elements in second/foreign language learning, and thus practitioners should give a balanced emphasis.

*Focus on fluency or accuracy? Do both, in proper balance given to the students’ needs and goals. Have students worked with grammar structures inductively or deductively? Students need both... Explicit instruction or communicative exposure? Both. (Azar 2007: 112)*

Cunningsworth (1995: 36) adds that grammar cannot be taught from meaning-focused instruction, that is, it does not only deal with the function of language. Thus, “[n]o one, however, can produce functional course without also teaching language form; so, we are not really choosing to teach either structure or function, but both.” This does not mean that developing learners’ grammatical competence is the goal of second/foreign language teaching,

nor is explicit grammar teaching alone sufficient to guarantee learners' communicative competence, but is one means to the end goal of language learning (Ur 1991: 75).

### **2.1.3. Explicit Explanation of Grammar**

Grammar is a unique aspect in a language around which other areas of language are bound. It has no clear cut definition. However, scholars define it from their own perspectives. Cook (2001: 25), for instance, defines it as a way of telling people what they ought to say and the knowledge of the structural regularities of language in the minds of speakers. For Lado (1964: 90), Brown (1994: 347) and Ur (1988: 61), it is a system for describing sentences based on the idea of smaller structures built up into larger ones. Harmer (1987: 43), on the other hand, defines it as the study and practice of the rules by which words change their forms and are combined into a sentence.

The grammar of English is usually no less complex than the grammar of any other language. In traditional descriptions of the grammatical system of English, one finds morphology and syntax. Within morphology, there are the internal forms of words-inflexions for case, number, tense, agreement and certain kinds of affixes of derivation. Syntax deals with descriptions of relations between words, including their order. Both syntax and morphology have the function of showing relationships between items in a sentence. For linguists, the distinction between the two is largely artificial because when one discusses syntax, he uses concepts from morphology and vice-versa (Wilkins 1978: 68). For instance, in talking about subject-verb agreement in syntax, the issues of inflections (morphology) of the words in the structure are raised.

The main issue is the connection between conscious understanding of a rule and the ability to use it. Grammatical explanation is a way of teaching facts about language which is a form of Linguistics. In the classroom, it is assumed that rules which are learned consciously can be converted into unconscious processes of comprehension and production. If the objective of teaching is academic knowledge of language, conscious understanding is acceptable as a form of English learning, but students who use the language need to be able to convert the academic knowledge into the ability to actually use it (Cook 2001: 39-4; Rodgers 1968: 94).

It is essential for students to be able to manipulate grammatical forms, but it is not enough; students also need to understand the concepts expressed and the tasks performed through a particular grammatical element. Without the knowledge of grammar, either conscious or unconscious, we would not be able to string words together in any meaningful way; the relationship between them would be tightly packed (Harmer 1987: 12).

#### **2.1.4. Selection and Preparation of Quality Language Textbooks**

Textbook selection and preparation is an ongoing process, and requires a great deal of effort, time and training. One should consider various points while selecting and preparing textbooks. The aims of textbooks should be clear to students, and textbooks should be relevant to the needs and levels of students. The contents are expected to be interesting to students, and should include a variety of sufficient activities. The students should also be able to relate the contents to their own experiences and cultural knowledge (Cunningsworth 1995: 31).

Textbooks are essential tools in the English language classroom. They allow students to interact with words, images and ideas to develop their abilities in thinking, reading, listening, speaking, writing and using different sources. Because textbooks are primary resources for English teachers, they must be selected and prepared wisely (Goldmann and Wolfe 2001: 15631).

##### **2.1.4.1. Grammar Contents of English Textbooks**

A good teaching curriculum is uniquely suited for the exercises and development of individual inspiration because its purposes, contents and methods are related to creativity. Students learning English at every educational level should be taught to express their ideas in a good manner (Rodgers 1968: 49-50). Unless grammatical knowledge is applied in reading, speaking, and more obviously in writing, there is little justification for spending a great deal of time in teaching it. It is not sufficient to merely enable students to produce grammatical sentences; they must know when and how to use them (Bright and McGregor 1978: 254).

Grammar lessons in textbooks should be based on examples from real life. The examples, exercises and methods of presentation will be affected by the description chosen. The items to be taught at lower and intermediate levels are, in most cases, the uses of definite and indefinite

articles, concrete and abstract nouns with their plural and possessive forms, personal, possessive and demonstrative pronouns as subject and object in a sentence, demonstrative, possessive and qualitative or determinative adjectives, and their positions, common adverbs of time, place and frequency with their positions and all common prepositions of time, place and direction. Both regular and irregular verbs are given attention with their tense/aspect forms. Another area to be focused on is word order in phrases and sentences, in such basic structures as affirmative, negative, interrogative with or without question words. Imperative sentences and question tags are also considered to be included in textbooks (Mackey 1978: 217-218; Wilkins 1978: 78).

## **2.1.4.2. Organization of Grammar Contents**

### **2.1.4.2.1. Selection of Contents**

Textbook writers usually decide on the language contents to be included in textbooks based on national policies, scientific data, the demand of society, the nature of the learners, and the learners' stage of development, including their linguistic backgrounds and interests. There are certain criteria which textbook writers have to apply in content selection. Regardless of their curriculum design preference or their philosophical orientation, textbook writers have to apply the following criteria in choosing textbook contents including grammar lessons (Dublin and Olshtain 1986: 62).

#### **2.1.4.2.1.1. Validity**

Validity is the authenticity of the content selected. Content selected for school can quickly become outdated, and even incorrect. As new knowledge is discovered, content once assumed valid may become misleading at best and false at worst. The validity must be verified at the initial selection of the content, and needs to be checked at regular intervals to determine if the content continues to be valid (Brumfit 1983: 125).

For the content to be chosen as valid, it should coincide with the objectives of the curriculum. Validity of contents is also the degree to which it is closely connected with the desired educational goals. Only those contents that actually do contribute towards outcome should be

selected. If content does not bring about change in the right direction, then no matter how valuable it may be in other ways, it is not valid (Steenhouse 1975: 337; Ur 1996: 203).

#### **2.1.4.2.1.2. Comprehensiveness**

Comprehensiveness means that all the objectives stated in the curriculum should have corresponding contents. It is required that valid contents must be provided for a wide range of objectives because objectives without contents make no contribution to behavioural change (Steenhouse 1975: 337).

#### **2.1.4.2.1.3. Variety**

Variety is closely related to comprehensiveness. Individuals bring quite different abilities, capacities and backgrounds to the same learning tasks, and evolve different methods and techniques. In addition, they have different interests and purposes. Wide and varied school experiences allow them to satisfy these interests and serve their purposes. Thus, textbook writers should consider all these conditions in their activities (Brumfit 1983: 128; Taba 1962: 334).

#### **2.1.4.2.1.4. Appropriateness**

The requirement that contents should be suited to the level of learners is best expressed in the concept of readiness. It is clear that learning proceeds most effectively when the learner is psychologically, physically and socially ready. When content is meaningful to a child, and when one is cognitively and economically ready, then he/she will learn more easily and can retain what has been learnt longer. Contents must not be so difficult that the child cannot achieve a bit of success; they must not be so easy that no effort is needed (Dublin and Olshtain 1986: 64; Steenhouse 1975: 339; Ur 1996: 211).

#### **2.1.4.2.1.5. Relevance to Life**

To say that educational experiences should be functional is to suggest that they should have maximal relevance to life. Transfer is greatest when the learning situation is most like the situation in which the learning is to be used; contexts must be chosen which will enable the student to apply it to life. It is only in this way that learning becomes meaningful. From the point of view of maximum transfer, what goes in the school must be closely related to what

goes on outside it. No school can operate successfully if it is isolated from its socio-cultural surroundings, particularly in a world of change. Contents can be justified only in terms of their immediate significance (Brumfit 1983: 129; Ur 1996: 214).

#### **2.1.4.2.2. Sequencing/Grading**

Every contents of language cannot be taught at once; some content must come before or after some other content. Since any item to be taught must necessarily come before or after some other item, textbooks are arranged in sequences of individual items or of combinations of items (NP, VP, PP, clause and sentence) in various structures. Not all words fit into the same phrases, clauses, and sentence (Corder 1974: 308-309).

According to Cunningsworth (1989: 25), sequencing means the speed with which the student progresses, how much new language item is introduced in a textbook, how far apart new grammatical structures are in relation to each other, how much vocabulary is introduced in each unit and so on. What is important here is the amount of practice provided in the form of exercises, explanations and other variables such as open dialogues and role-plays, after one new language item has been presented and before the next one is introduced. Sequencing suggests that each step in the textbook should be small enough for students to cope with at only one time (Corder 1974: 296).

Textbook writers consider that sequencing/grading of contents in terms of complexities is important in achieving maximum effectiveness in teaching. However, most sequencing of structures, even when done by competent and experienced experts, has been based on impressionistic judgements and vaguely conceived theoretical principles (Corder 1974: 308). Nevertheless, there may be some indications for sequencing the textbooks from the perspectives of grammar rules.

To teach language is to impart a new system of complex habits which are acquired slowly. According to Lado (1964: 53), there are strategically certain areas to begin, and sequences to follow in teaching English grammar. One should begin with teaching sentences, not with words, and should order the sequences of textbooks on the basis of sentence patterns. Then, sub-sentence elements, such as parts of speech, function words, and modification structures, in

connection with full sentence patterns are introduced. Linguistically, these sub-sentence elements are not free, and are not fully taught unless placed in a sentence frame. It is after this that new elements and patterns are added to the preceding.

### **2.1.4.2.3. Repetition/Recycling**

Repetition is the principle of organizing contents in a textbook through which items presented once are repeated at different times both in the same textbook and in that which follows. Each language item is presented and practised once in a contextualized drill, and then practised further in a variety of communicative activities. Students meeting the structures for the first time would probably have difficulty in coping with the variety in such a limited time scale, and would therefore need supplementary exercises to help them learn the language forms (Cunningsworth 1989: 25).

It is rarely sufficient to introduce a new grammatical item only once and then forget about it. An item may need to be repeated three, four or five times before it is used adequately. A principle of repeating or recycling is that items are best mastered in different contexts. In this way, the students learn grammatical items through progressive exposure. By meeting the items in a number of different contexts, the students develop a fuller understanding of the structures (Cunningsworth 1989: 26).

## **2.2. Review of Related Studies**

There are a lot of studies done on textbooks of both primary and secondary schools in different fields of study at different levels. Among these, the ones which are closely related to the study under consideration are Mazengia Mekkonen (1982), Nuru Mohammed (1992), Eshetu Teka (1998), Sintayehu Endris (2006) and Zewdu Emiru (2006), at postgraduate level, and Nigussie Demissie (1987), Solomon Takele (1991), Abebe Keno (1998) and Abdulkarim Seid (2003) at undergraduate level.

Mazengia (1982) is an MA thesis in Teaching English as a Foreign Language titled “Content Analysis of Senior High School English Textbooks in Terms of Performance Objectives”. The purpose of the study is to analyze the contents of grades 9 and 10 English textbooks. It

concludes that the contents of the textbooks are satisfactory under the existing difficult teaching and learning circumstances; but communicative activities which need direct experiences of students are not included in the contents of the textbooks.

Another study by Nuru (1992), “Level of Questions: A Description of Textbook and Exam Questions in Higher Secondary Schools”, has the objective of identifying the types of questions occurring in reading components of two English textbooks and corresponding exams pertaining to grades 11 and 12 students. The analysis reveals that the textbooks devoted more of the questions to lower-order factual questions as opposed to higher cognitive levels. The exam questions are significantly more influential comprehension questions.

Eshetu (1998) analyzes and evaluates contents of textbooks in his thesis “Content Analysis and Evaluation of the New English Textbook for Teacher Training Institutes with Reference to Adama Teachers’ Training Institute”. The finding is that the exercise items meet the communicative needs of trainees. The general and specific objectives stated in the syllabus are measurable, attainable, and relevant to the professional and educational needs of trainees.

Sintayehu (2006) is an MA research undertaken in the Department of Curriculum and Instruction. The title of the study is “Survey of Textbook Provision and Availability in Primary Schools of Addis Ababa: Their Impact on Quality of Education”. The main objective of the study is to examine the provision and availability of textbooks for primary schools. Its findings indicate that there are inadequacies and problems in supplementing textbooks for primary schools of Addis Ababa public schools.

Zewdu (2006) attempts to explore the status of gender representation in the old and new grade 11 English textbooks and to check whether there are manifestations of sexism in these textbooks. The findings reveal that although the new textbooks are better than the old ones in some respects, they are still sexist as they present students with unfair profile of women. There are also certain improvements in the new textbooks due to awareness of textbook writers.

At the undergraduate level in the Department of Foreign Language and Literature, Nigussie (1987) intends to examine the adequacy of textbooks to meet the needs, abilities and motivation of grade 7 students in two Junior Secondary Schools of Addis Ababa. The study shows that

lack of interests of students, insufficiency of textbooks, ineffective use of textbooks among teachers, the wide coverage of textbook contents which are beyond the allotted time and the difficulty level of textbooks to understand.

Solomon (1991) is another BA thesis in the same department and is entitled “The Teaching of the Present Perfect Tense in Grade 7 English Textbook”. It identifies the cause of obstacles students encounter in learning grammar in general, and present perfect tense in particular. It raises four points: inadequate professional trainings of language teaching for teachers, students’ poor backgrounds of foreign language in their early grades, the large number of students which hinders communicative language teaching approach, and the inappropriateness of the English textbooks.

Abebe (1998) makes a functional assessment of grammar presentations in English textbooks of grade 10. The study explores whether or not students make meaning out of the grammar items in the textbook presented in situations and contexts, and assess the various methods employed to motivate students in grammar presentation. The results show that emphasis is given to explicit explanations of grammatical rules with little consideration of activities and exercises that make students participate in classes.

Abdulkarim (2003) makes a thorough analysis of writing activities in grade 10 English textbooks in terms of their contents and objectives. He found that the writing activities are found to be difficult because some activities have difficult and vague contents, and the methodologies suggested are inappropriate, especially for teachers to apply them in large classes.

All the above studies are conducted on English textbooks of primary and secondary schools as well as in teacher training institutes; their relation with the present study is indirect since the present study focuses only on the grammar lessons of the currently used series of textbooks in second cycle of primary schools of Oromia Regional State. It specifically deals with the provision of exercises and explanation of grammar rules, and selection, sequencing, repetition and level of difficulty of the contents.

## **Chapter Three**

### **Methodology**

There are three main kinds of textbook evaluations forwarded by scholars. These are predictive (pre-use), in-use and retrospective (post-use) evaluations. Predictive evaluation is done in order to prepare a certain textbook for future use. In-use evaluation concerns a textbook that is being used, and retrospective evaluation deals with a textbook that has already been used in a certain institution (Cunningsworth 1995: 7; Ellis 1997: 36-7). This study deals with textbooks which are approved by the Institute for Curriculum Development and Research on the basis of in-use evaluation.

#### **3.1. Sources of Data**

Sources of data for the study are the English textbooks of grades 5-8, classroom interactions and teachers. The study involves mainly content analysis and fieldwork. To meet the objectives of the study, a critical reading of related literatures is made and extracts that contain grammar lessons are closely examined using standardized textbook evaluation checklist proposed by Cunningsworth (1995), Ur (1996) and Ellis (1997).

Of course, one can analyze and evaluate textbooks as they stand, without any reference to their use in classrooms. However, such an approach may not help very much since it gives no clues about how the textbooks are used. This means that textbooks in-use provide information about the ways students and teachers interact and whether or not the textbooks are fit for the purpose. Hence, second cycle primary schools of Oromia Regional State and English teachers in selected schools are the sources for the data.

#### **3.2. Sampling Method**

The textbooks are organized in four grade levels, and each level has different units. In each unit, there are lessons that contain grammar. The contents for the analysis are selected on the basis of their suitability for the context; there is no neat formula or system that provides a definite standard for textbook evaluation (McDonough and Christopher 1993: 65).

From the 17 zones of Oromia, 4 were selected purposively for the study. These are West Shoa, Jimma, East Wolega and Horo Guduru Wolega; they are selected on the basis of convenience as I am familiar with them.

From each zone, 8 schools were selected purposively because they are geographically convenient for me to gather data, and I have also been working near some of the schools for some time. The total number of schools to be considered for data gathering was 32. There are a total of 143 English teachers in these schools and each teacher is given a questionnaire to fill in. Only 4 of 143 distributed questionnaires were not returned.

Since the total number of classes is more than 600, which is impossible to manage in a short time, observation is made on only one class from each grade level in 8 schools. The classes are selected purposively on the basis of convenience for me to do the observation. The total number of classes observed is 32.

### **3.3. Data Gathering Tools**

Multiple sources of information are required since no single source of information can provide a comprehensive perspective. To accomplish the objectives of the study, textbook evaluation checklist, questionnaires for teachers and classroom observation are used as tools.

The checklist for textbook evaluation is adopted from Cunningsworth (1995: 5-7), Ur (1996: 186) and Ellis (1997). The items in the checklist are set in close-ended and open-ended forms (See Appendix-V). The close-ended set has items on selection and organization of grammar contents, provision of exercises, explanation of grammar rules and examples, while the open-ended one contains items that refer to strengths, weaknesses and general comments on the grammar contents of the textbooks. There are also items that indicate the overall organization of the four textbooks (See Appendix-VI).

The questionnaire is designed to reveal the teachers' awareness of the contents of grammar in the textbooks. It contains close-ended and open-ended questions, and questions on backgrounds of teachers. The background questions include the sex, educational level or qualification, area of study and experiences of the teachers. All of the selected teachers are diploma holders (10+3

and 12+2). The number of males is 108 while that of females is 35. With regard to the area of study, 113 were trained as English major, 8 as Afan Oromo and 22 as language stream (English, Amharic and Oromo). Most of the teachers (97) have 6-10 years of experience, while 32 have 0-5 years of experience. Only 14 have 11-15 years of experience. Information about the teachers is needed because it may provide hints about the coverage of the contents in the textbooks (See Appendix-VII).

There is classroom observation checklist to be used in data gathering. Classroom observation provides a clear picture of the actual teaching-learning processes by showing the involvement of students and teachers in the processes, and how teachers understand the grammar contents designed by the textbook writers. In classroom interactions, there were many things observed; the way the teachers began lessons of the day, their provision of sentence models on blackboards, explanation of grammar rules, participation of the students, relationship between classroom activities and real life, provision of instruction on exercises, the sequences of presentation and the way they summarize the lessons were the main issues to be dealt with. Moreover, teachers' utilization of the textbooks, and their encouragement to make the students use the textbooks were observed (See Appendix-VIII).

### **3.4. Data Analysis**

The data were analyzed qualitatively and quantitatively. Qualitative method reveals selection, sequencing, repetition and difficulty level of the grammar contents within and across each grade level. Quantitative method is used in the analysis of data collected through questionnaires. The two methods are used for both adequacy and accuracy in the interpretation of the findings. Finally, conclusion is made on the basis of the analysis, and recommendations are forwarded.

## **Chapter Four**

### **Presentation and Analysis of Data**

#### **4.1. Layout and Overview of the Textbooks**

The layout of a textbook refers to its organization and presentation of language items and activities. It includes clear and concise objectives, overview of the topics, grammar, skills and language functions within each unit (McDonough and Christopher 1993: 67).

The English textbooks used for the analysis are those of grades 5-8 being used in Oromia Regional State. They are prepared by Alabama A. and M. University (USA) and Institute for Curriculum Development and Research (Ethiopia). The grade levels (5-8) are selected because they are crucial periods, and comprise the fundamental phases in the educational development of children; they are at transfer age from primary to secondary school in which all subjects, except Amharic and Afan Oromo, are taught in English. Unless children understand concepts in English at these levels, they face difficulty while learning various subjects in the same language.

The approach used for the preparation of the textbooks is predominantly communicative, instead of mixed-strand that combines different aspects in order to be maximally comprehensive and helpful to teachers and students by including specific topics, tasks, functions, skills, grammar and vocabulary. The contents in the textbooks focus on language skills with little emphasis on grammar which is organized as a subordinate of speaking, listening and writing. The grammar rules are presented in the textbooks using a deductive approach that gives students little explanation about the rules in an analytical way, and then applies the rules by providing an example or two.

The grade 5 textbook has 20 units, each of which has lessons on speaking, listening, writing, reading, and grammar. But units 2, 11, 15, 17 and 18 are organized without grammar contents. The units that include grammar integrate it with speaking, listening and writing. The textbook has 120 pages. It is different from the subsequent three textbooks in that it has too many pictures, and no objectives stated at the beginning of each unit.

The grade 6 textbook has 23 units with lessons similar to that of grade 5, but in an advanced way. The pictures that were too many in grade 5 are minimized here in order to make the items more complex for the level of grade 6 students. Units 1, 2, 8, 17, 19, 20, 21 and 23 have no grammar items. The pages of the textbook are 160.

The grade 7 textbook is more advanced in that it has complex lessons. It consists of 16 units in 164 pages. This is better than the preceding grades in its grammar contents except units 13, 14, 15 and 16 which lack grammar items.

The last level of the textbooks in the analysis is that of grade 8 which has 15 units in 183 pages. All the units in the textbook have lessons of grammar. The entire grammar contents of the four textbooks are provided at the end of this study as appendices (I-IV).

The contents of the textbooks are organized around topics like culture, environment, social life, education, jobs, stories, and others that are relevant to real life. But all the textbooks are similar in that they do not identify what type of skills, grammar, and language function to be taught in each lesson. Besides, there are no additional useful extensive grammar references, glossaries, vocabulary lists and communicative activities that are arranged as appendices.

## **4.2. Assessment of the Provision of Exercises and Explanations of Grammar Contents**

### **4.2.1. Provision of Exercises and Activities**

Exercises and activities in textbooks have their own benefits for students learning a foreign language. They increase quantities of students' language use, enhance quality of the language that students use and give the opportunity to clarify, reorganize information, express ideas, get feedbacks and justify their claims (Cunningsworth 1995: 37). With respect to this, Hedge (2000: 13) states that "interaction pushes learners to produce more accurate and appropriate language."

#### **A. Grade 5 English Textbook**

In the grade 5 textbook, the activities are inadequate to make students use new items to communicate. The variety, extent and quality of language patterns presented do not seem to be

carefully considered because the lessons do not contain form of input data using dialogue and/or conversation, and exercises or activities that introduce what the students are to do in relation to the input. In the following data, students are expected to tell their peers how they help their family at home using the combination of adjectives and nouns.

**Data 1: adjectives and nouns**

*Talk with a partner about how you help at home.*

*Make a list of eight adjectives and nouns that tell about your home. Examples: small rooms, large table, small box.*

Adjective	Noun	Adjective	Noun
1. _____	_____	5. _____	_____
2. _____	_____	6. _____	_____
3. _____	_____	7. _____	_____
4. _____	_____	8. _____	_____

*Practice writing several sentences describing your house.*

*Grade 5 Unit 1, Lesson Two, p.3-4*

People use language for a wide variety of purposes, usually social; it is thus natural to make learning activities purposeful in a social context and consequently relevant to students as individuals. One way of doing this is to personalize classroom activities so that students learn about each other, express their own ideas and feelings, and communicate about things that matter. The lessons in the grade 5 textbook give students the opportunity to practice writing grammatical sentences using prepositions. Here, the students write sentences about their families and classmates.

**Data 2: prepositions**

*Practice writing eight sentences using **prepositions**. Use family and classmates' names to write your sentences. Draw a line under each preposition. Circle each noun.*

**Example:** *My brother is inside the school.*

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

*Grade 5 Unit 9, Lesson Seven, p.57*

Some exercises in the textbook are poor in facilitating students' use of rules of grammar. They do not create situations in which the rules are applied. They, even, do not promote critical thinking. The data below show a lesson that simply requires students to find the past form of the given verbs.

**Data 3: simple past tense**

Write the **past forms** of the following verbs in your exercise book. Number 1 is done for you.

1. become became

2. happen \_\_\_\_\_

3. run \_\_\_\_\_

4. is \_\_\_\_\_

5. start \_\_\_\_\_

6. hold \_\_\_\_\_

7. win \_\_\_\_\_

8. set \_\_\_\_\_

9. have \_\_\_\_\_

10. vote \_\_\_\_\_

11. die \_\_\_\_\_

Grade 5 Unit 16, Lesson Two, p.94-95

As opposed to the above lesson, verbs need to be taught with the exceptions to the rules because there are regular and irregular forms in taking affixes. One problem of the lesson is that of identifying the rules. Regular verbs that take *-ed* in their past forms are presented with irregular ones. The other is lack of situation in which students can practice the items.

Exercises and activities provide the students with opportunities to use what has already been presented in a controlled learning situation where errors are reduced. With regard to the provision of exercises and activities in the grade 5 textbook, 37 teachers from the selected schools have provided responses to the questionnaires distributed to them.

No	Items	Rating				
		Poor	Fair	Good	Very Good	Excellent
1	The textbook involves learners in solving problems.	-	14	13	10	-
2	The textbook contains activities that are interesting for learners to produce meaningful language.	-	7	24	6	-
3	The textbook contains well-designed grammar exercises.	-	26	4	7	-
4	The textbook includes grammar contents which give enough opportunities to learners to practice.	1	23	8	5	-

**Table 1: Items on provision of exercises and activities**

The textbook is viewed by the teachers as slightly helpful in giving students the opportunity to practice the grammar rules outside classroom, and in containing well-designed grammar exercises. As can be seen from table 1, 26 (70.3%) teachers rated the textbook as *fair* for the inclusion of grammar exercises whereas only 7 (19%) rated it as *very good*, and 4 (10.9%) as *good*. This shows that the textbook is not effective in providing sufficient grammar exercises.

While I was observing the 8 classrooms of grade 5, I found that most teachers revised previous lessons at the beginning of the day's lesson. However, only about half of the 8 teachers made

students practice the items presented in the middle of the grammar lessons. The teachers took a lot of time talking too much and asking questions instead of encouraging the students to interact. The interactions seemed to be in the form of questions and answers, rather than making the students practice the items with each other. The classroom situations cannot help the students grasp the expected language aspects, like prepositions, simple future tense, interrogatives, past participles and gerunds since the students are given less time compared to the time teachers take. There are also problems of clarity of instructions provided by teachers.

### B. Grade 6 English Textbook

With regard to grade 6, some exercises help students to use new items in communication. Situations are created to facilitate students' participation in practicing the rules, and the lessons include exercises with contexts from reading passages. In the following lesson, students are expected to find nouns, pronouns, adjectives and verbs from reading passage.

**Data 4: nouns, pronouns, adjectives and verbs**

*Copy the table in your exercise book and fill in the blank spaces with information from the passage (p.23). Read the examples in the chart to the class.*

Nouns	Pronouns	Adjectives	Verbs
<i>Beletu</i>	<i>she</i>	<i>hardworking</i>	<i>works</i>

*Grade 6 Unit 3, Lesson Seven, p.24*

Teaching comparative and superlative forms of adjectives is facilitated if there are contexts in which two or more things/ideas, people or places are compared. However, lesson six in unit 4 of the textbook presents the adjectives using a table without any context as shown in 5 below. Though using tables in presenting items is a better way of making beginners understand the items, the lesson encourages rote memorization because it lacks context.

**Data 5: comparative and superlative forms of adjectives**

*In your exercise book, copy and complete the chart below.*

Adjective	Comparative	Superlative
<i>bad</i>		
	<i>lesser</i>	
		<i>(the) coldest</i>
	<i>better</i>	
<i>hot</i>		
		<i>(the) most</i>

*In your exercise book write three sentences using an irregular form of an adjective to make a comparison. Share your sentences with a partner.*

*Grade 6 Unit 4, Lesson Six, p.32*

As opposed to the above exercise, grammar teaching is effective if students are brought to real life situations to apply what is taught in class. This is true in the case of teaching the simple present tense. Though the lesson below creates situations, it does not provide the students with dialogue that looks natural, and hence it is artificial and monologue. In real life, people take turn to speak, and to listen to each other; likewise, dialogue enables students use such principle in their speeches. Besides, the first sentence in the second column of the table does not contain possessive adjective *my* to be grammatical: it says “*After I wake up, I wash hands and face*” instead of “*After I wake up, I wash **my** hands and face*”.

**Data 6: simple present tense**

*Imagine that today is Saturday. Take turns with your partner completing each sentence in the chart below. Use simple present tense verbs. The first sentence is completed for you.*

<b>Sentence Starters</b>	<b>Answers</b>
1. <i>After I wake up,</i>	<i>I wash hands and face.</i>
2. <i>After I finish breakfast,</i>	
3. <i>After I help my parents,</i>	
4. <i>After I go shopping,</i>	
5. <i>After I play football,</i>	
6. <i>After I read a book,</i>	
7. <i>After I play with my friends,</i>	
8. <i>After I cook,</i>	
9. <i>After I go to market,</i>	
10. <i>After I rest,</i>	

*Grade 6 Unit 12, Lesson Three, p.79*

At this grade level, there are 32 English teachers in the selected schools, and all of them were given questionnaires on the textbook they are using, but 2 did not return the questionnaires. The items are similar to those of table 1 (p.23). More than half (60%) of them have rated the textbook as *good* and *fair* on the grammar exercises and the roles given to students in problem solving. Accordingly, the exercises on grammar do not seem to be effective, in the eyes of the teachers, in helping students to produce meaningful language.

The observed lessons in grade 6 are mainly teacher-centred with all teachers providing few explanations and instructions, asking questions and eliciting responses from the students. One frequent feature of the classes observed is giving students exercises and activities related to

topics under discussion; however, the exercises are presented from the textbook without any modification.

### C. Grade 7 English Textbook

In the grade 7 textbook, lessons are presented with different items at a time. Though it is necessary to compare and contrast notions and things, the lessons presented lists of words which do not encourage the students to practice the language. The exercises lack dialogues and language drills that could promote their ability to express their feelings, attitudes and opinions about real things or events to people. In the data below, such problems are reflected, and there are words that can be categorized under two classes without change of form, such as *rope* and *water*; they can be *nouns* or *verbs*.

#### Data 7: nouns, verbs, adjectives and adverbs

Word Bank				
<i>rope</i>	<i>afraid</i>	<i>agreed</i>	<i>waterfalls</i>	<i>famous</i>
<i>water</i>	<i>delivered</i>	<i>carried</i>	<i>pushed</i>	<i>carefully</i>
<i>gently</i>	<i>quickly</i>	<i>nationality</i>	<i>friendly</i>	<i>brave</i>

Copy the chart. Place the words from the Word Bank in the correct column in the chart.

Noun	Verb	Adjective	Adverb

Grade 7 Unit 2, Lesson Eight, p.18

One of the reasons why some textbooks become boring to students is due to the complication and unnecessary repetitions of activities in a particular lesson. The textbook introduces many activities within a single lesson as shown below.

#### Data 8: past continuous tense

- Listen to your teacher read some examples of verbs without endings and verbs with **-ing** endings. Listen for the helping verbs **was** and **were** used with the verbs ending in **-ing**.
- Listen to your teacher read some sentences. Repeat each sentence out loud. Listen for the words **was** and **were**. Listen for verbs with **-ing** endings.
- Think of what you were doing yesterday before school. Were you eating breakfast? Were you brushing your teeth?

- *Talk with a partner. Tell what you were doing at different times yesterday morning. Use the new language pattern of **was** and **were**. Use verbs with **-ing** endings.*
- *Pay attention to the new language pattern as your partner tells what he or she did yesterday morning.*

*Grade 7 Unit 11, Lesson Two, p.109*

Here, students are expected to listen to their teacher while he is reading examples of helping verbs with the verbs ending in *-ing*. They also repeat the sentences louder after the teacher, think of what they did yesterday, talk about it with their partners using *was* and *were*, and verbs ending in *-ing* forms and pay attention to the new pattern. These are tiresome activities that may not be completed within a single lesson.

There were items of questionnaires that required 36 of the English teachers of grade 7 to investigate if they perceive that the grammar exercises are useful to the lives of students. From the respondents, 2 teachers did not offer complete answers so that their responses were avoided. The items are similar to those in table 1 (p.23). Most of the respondents (22 or 64.7%) believed that the exercises and activities are *good* in helping students to solve problems, but they are less effective in giving enough opportunities to students to practice the items well.

While observations of classrooms were being made, many teachers presented exercises and activities that contain discrete items where the grammar lessons were not organized in meaningful contents. The teachers allowed students to interact in controlled manners because they took much time to talk: for instance, they provide students with sentences containing *-ing* form of gerunds, and make them identify words that contain the form.

#### **D. Grade 8 English Textbook**

With respect to the grade 8 English textbook, grammar is included to enhance the knowledge of students on the structure of the language, and the various relations that exist within it. The lessons contain predominantly exercises of controlled practice activities.

##### **Data 9: gerunds**

*Choose the correct gerund from the Word Bank to complete each of the sentences below. Write the answers in your exercise book.*

##### **Word Bank**

<i>swimming</i>	<i>milking</i>	<i>growing</i>	<i>driving</i>	<i>riding</i>	<i>sitting</i>
<i>cooking</i>	<i>running</i>	<i>working</i>	<i>fixing</i>	<i>making</i>	<i>reading</i>

**Example**

*I enjoy walking to school with my friends.*

*I learn (1) \_\_\_\_\_ from my mother every day after school. My older brother's hobby is (2) \_\_\_\_\_ broken tools. My younger brother enjoys (3) \_\_\_\_\_ the cows early in the morning. Every evening, our mother practices (4) \_\_\_\_\_ books with us.*

*My sister who works in Addis Ababa is looking forward to (5) \_\_\_\_\_ in the women's race on Sunday. She works in a dress shop where she likes (6) \_\_\_\_\_ beautiful dresses and scarves. The farm work my whole family likes best of all is (7) \_\_\_\_\_ wheat and barley. At lunchtime we relax by (8) \_\_\_\_\_ in the shade of a tree. (9) \_\_\_\_\_ in the river is a special treat for us after (10) \_\_\_\_\_ in the fields.*

*Grade 8 Unit 1, Lesson Eight, p.12*

In the above lesson, students are asked to fill in the blank space by using words from the word bank without any modification. The exercise provides situations in which students can practice the gerund, and it also focuses on accuracy because there is only one option to get the correct answer.

One of the aspects of language to be taught to students of primary school is the concept of active and passive verbs. These two integrated language aspects have different forms in past, present and future tenses, and progressive and perfective aspects. The lesson below provides active and passive present continuous verbs. This seems a bit complex for students because they have not learned active and passive verbs of simple tenses. Another problem of the lesson is that the third instruction includes *wh*-questions which need to be taught separately.

**Data 10: present active and passive continuous verbs**

- *To your partner orally state three sentences that contain **present active continuous verbs**. You can use some of the verbs from the word bank.*
- *To your partner orally state three sentences that contain **present passive continuous verbs**. You can use some of the verbs from the word bank.*
- *Think of four questions using the present continuous tense verbs and each of the **wh- question** word. Ask your partner these questions.*

**Word Bank**

<b>Present Continuous Tense Verbs</b>	
<i>seeing</i>	<i>taking</i>
<i>going</i>	<i>doing</i>
<i>coming</i>	<i>helping</i>
<i>running</i>	<i>making</i>
<i>eating</i>	<i>giving</i>

*Grade 8 Unit 10, Lesson Two, p.110-111*

Basically, the words in the word bank are vague as they stand because they can also be gerund forms. However, the textbook lists them as present continuous forms.

Another lesson in the same unit also introduces many exercises in one lesson which relate to different concepts, such as direct and indirect questions, and present continuous verbs of active and passive voices. These do not seem to have been selected on the basis of the students' interest and the level of complexity that primary school children can cope with. The data are given below.

**Data 11: direct and indirect questions, present active and passive continuous verbs**

- *In your exercise book write five **direct** and **indirect questions**. Share your questions with the class.*
- *Listen as your teacher reviews **present active** and **present passive continuous verbs**.*
- *In your exercise book write five sentences with **present active continuous verbs**. Underline the **continuous verbs** in each sentence. Share your sentences with your partner.*
- *In your exercise book write five sentences with **present passive continuous verbs**. Underline the **continuous verbs** in each sentence. Share your sentences with your partner.*
- *Listen as your teacher review **wh-question** sentences containing **continuous verbs**.*
- *In your exercise book write four **wh-question** sentences with **continuous verbs**. Underline the **continuous verbs** in each sentence. Share your questions with the class.*

*Grade 8 Unit 10, Lesson Three, p.11*

Items similar to those of table 1 (p.23) were meant to assess if teachers believe that the exercises are provided using well-structured lessons of the textbook. From 38 teachers, 21 (55.3%) rated the lesson *good* with respect to provision of activities that help students in problem solving, while 9 (23.7%) rated it *very good* and 8 (21.1%) *fair*. It seems that the lessons rarely give opportunities to students to practice the grammar items.

Throughout the observations of classes, more than half of the 8 teachers used textbook effectively. They taught grammar rules using grammatical terms. Though the teachers exercised grammar-translation method, almost all of them tried to practice peer corrections of the exercises done in class.

This section discusses the provision of exercises and activities in grades 5-8 English textbooks. Accordingly, the analysis reveals that there are problems in the presentation of the exercises due to lack of contexts and dialogues, and hence encourage rote memorization. The exercises are usually presented in the form of controlled practices. The grammatical rules do not consider

exceptions of the rules. Some exercises that present word classes contain vague words which can be nouns or verbs. There are also many activities within a single lesson that do not seem to have been selected on the basis of their complexities.

#### **4.2.2. Presentations and Explanations of Grammar Contents**

Grammar, being the system of rules for the formation of correct sentences, is immensely important. It is essential that students are able to understand and use rules. Its inclusion in textbooks is central for language learning. However, care needs to be taken about the way the rules are explained to primary level students since the most difficult aspect in textbook writing is providing grammatical items which are structurally simple to such students (Ur 1996: 81). Simple and brief explanations of grammar contents provide clear framework for teachers and students in making them know where they are going and what is coming next. Thus, there is a sense of structure and progress.

The textbooks under consideration are ineffective in using explicit teaching of grammar rules. They only describe for what purpose the language can be used, indicating functional aspects like describing oneself, people and objects or helping others.

##### **A. Grade 5 English Textbook**

In the grade 5 textbook, word classes such as adjectives, nouns, prepositions, verbs and adverbs, structures like affirmatives, negatives, imperatives, prepositional phrases, gerunds and tenses (past, present and future) are designed for the lessons in the different units. But they lack clear explanations and relevant examples.

###### **Data 12: adjectives and nouns**

*We tell our new friends important things about ourselves. We use **adjectives** to describe ourselves. Example: I am a **happy** student. **Happy** is an adjective that describes the student.*

*A **noun** is a word that names a person, place or thing. Mother, home, and glass are all nouns.*

*Grade 5 Unit 1, Lesson Two, p.3-4*

*We can name and describe people, animals, and objects. We can tell what they look like. We can compare them to other people, animals, and objects. We can tell what they are used for.*

*Grade 5 Unit 3, Lesson One, p.16*

In these lessons, the functions of adjectives and nouns are described. Adjectives are used to describe and compare people, objects and animals. Though this is one aspect to be taught, a brief description of the structures, the types, positions and derivation of adjectives are lacking here. The lessons also include nouns. It is good to teach nouns and adjectives together because adjectives are the words that modify nouns. In contrast, teaching two new items at a time creates confusion among students. Nouns have a wide-ranging concept, such as simple, compound, mass, countable, proper and personal nouns all need clear distinctions, and examples should be given at the beginning.

In principle, subject pronouns need to be presented first for simplicity, followed by object pronouns (Tucker 1975: 357). However, in another unit of the grade 5 textbook, possessive nouns and pronouns are included in the following manner.

**Data 13: possessive nouns and pronouns**

*Possessive words tell us who owns something.*

*For example, in the sentence: I ride in my **father's car**, the words **father's car** show that father owns the car. Our **mother's straw** basket shows that mother owns the straw basket.*

*Possessive nouns are usually formed by adding an apostrophe and an "s" to the end of the noun. Orally read the nouns and possessive nouns in the list below to a partner.*

**Regular Noun**

1. brother
2. Halima
3. farmer

**Possessive Noun**

1. brother's
2. Halima's
3. farmer's

*Grade 5 Unit 5, Lesson Four, p.30-31*

*Pronouns can be possessive just like nouns can be possessive. Examples are his, hers, its, theirs, ours.*

*Look at the following nouns, possessive nouns, pronouns, and possessive pronouns in the following chart.*

<b>Nouns</b>	<b>Possessive Noun</b>	<b>Pronoun</b>	<b>Possessive Pronoun</b>
<i>donkey</i>	<i>donkey's</i>	<i>it</i>	<i>its</i>
<i>Halima</i>	<i>Halima's</i>	<i>her</i>	<i>hers</i>
<i>farmer</i>	<i>farmer's</i>	<i>him</i>	<i>his</i>

*Grade 5 Unit 5, Lesson Seven, p.32*

The first lesson in 13 does not create situations or contexts that provide regular and possessive nouns in sentences. The students can easily forget the items because they are not guided as to how to use the words in different situations. The second lesson also contains words that are presented without context. In this lesson, the pronoun **her** is vague in that it can be either object

pronoun or possessive pronoun. Besides, the types of the pronouns are not stated in the table; the word *it* can be subject or object pronoun.

Some lessons use ambiguous descriptions. Quantifiers and numerals are two different but related categories. Numerals, as the name indicates, are used for describing the number of things, persons or objects. Quantifiers, on the other hand, are words that indicate people, things and objects when their number is not specified or when they are uncountable. Such words include *most, some, all, few, little, no* and *any*. The following lesson demonstrates these items.

**Data 14: numerals and quantifiers**

*Words can tell how many or how much. These words are called **quantity words**.*

*Quantity words can tell an exact (countable) number such as **five, sixteen, one hundred**.*

*Quantity words can also give a quantity (uncountable) number that is not an exact number such as **many, few, or some**.*

*Grade 5 Unit 6, Lesson Four, p.37*

In the above lesson, both quantifiers and numerals are given as words of quantity. There is also unclear statement given as explanation: “*Quantity words can also give a quantity (uncountable) number that is not an exact number such as many, few, or some*”.

Gerunds are derived nominals that show the suffix *-ing*, and are used as subject, object or complement in sentences. They are derived from verbs with the *-ing* suffix. In the following lesson, gerunds are not given explanations or illustrations.

**Data 15: gerunds**

*Copy the chart below in your exercise book. Place an **X** in the box in front of the sentences that tell what you like to do. Circle the words that end in **-ing** and are used as nouns. These words are called **gerunds**. Example: I like running.*

	<i>I like studying.</i>
	<i>I like reading at home.</i>
	<i>I like eating bananas.</i>
	<i>Drawing is fun.</i>
	<i>Swimming is easy for me.</i>
	<i>I am good at cooking.</i>
	<i>Buying sweets is my favourite thing to do.</i>

*Grade 5 Unit 12, Lesson Five, p.71*

The above lesson shows an artificial way of presenting exercises in textbooks: it does not help students in practicing the rules as they are used by fluent speakers. It, even, does not make the students think critically about the rules.

Grade 5 English teachers from the selected schools were asked to give their opinions about the effectiveness of explanations given in the textbook.

No	Items	Rating				
		Poor	Fair	Good	Very Good	Excellent
1	The textbook has instructions or directions that students can easily understand.	9	16	4	8	-
2	The textbook has clear objectives, stating what learners will be able to do as a result of taking part in the tasks.	14	12	8	3	-
3	The textbook contains clear and enough explanations on grammar contents.	13	20	4	-	-

**Table 2: Items on presentation and explanation of grammar contents**

Most teachers (33 or 89.2%) agreed that the explanations given about grammar rules are not clear and sufficient for the concepts of the lessons in the textbook; they rated the textbook *fair* and *poor*. They also believed that the instructions are difficult for students to understand and move to subsequent activities.

The classrooms observed in the selected schools are 8. It was observed that the teachers provided example sentences on the blackboards, and explained the concepts to students. But almost all of them used Afan Oromo predominantly in explaining the rules. Here, they use some type of grammar-translation method in that Afan Oromo is used. This is because, firstly, the teachers were not fluent in English, and secondly, they thought that the students could easily understand the concepts better. From the observations, it can be said that teachers' use of students' first language is one of the major factors for poor performance by students.

## **B. Grade 6 English Textbook**

Different structures, such as possessive phrases, comparative phrases like *the same as*, *different from* and *too*, regular and irregular comparative and superlative adjectives, wh-words, infinitives, consecutive past actions, and other items are presented in the textbook of grade 6.

Comparative and superlative forms of adjectives are formed by adding the suffixes *-er* and *-est* to words with short syllables (usually 3 and less) or by putting 'more' and '(the) most' before words of long syllable. Some other adjectives ending in *-y* form their comparative and superlative forms by changing *-y* to *-i* and by adding the same suffixes. The lesson below

presents examples with very short explanations. The examples do not take things, people or places to compare with adjectives, but show only the forms of adjectives.

**Data 16: regular and irregular comparative and superlative forms of adjectives**

*Regular and irregular comparative and superlative adjectives compare people, places, and things.*

*Regular comparative and superlative adjectives add -er and -est to show comparison.*

**Example**

*high-higher-highest*

*hot-hotter-hottest*

*cold-colder-coldest*

*Irregular comparative and superlative adjectives change the form of the word to show comparison. The change is not regular.*

**Example**

*bad-worse-(the) worst*

*some-more-(the) most*

*good-better-(the) best*

*Grade 6 Unit 4, Lesson Six, p.32*

In teaching interrogatives, the form of simple *yes* or *no* questions in which an *auxiliary* comes at the beginning of the sentence should be taught first. Other types of questions that involve more complex transformations should be presented subsequently according to the degree of complexity (Tucker 1975: 356). However, the grade 6 textbook presents *wh-questions* before simple questions of *yes* or *no* type such as ‘*Is Abebe a student?*’ The lesson in data 17 shows this.

**Data 17: interrogatives**

*We ask questions to find about people’s jobs or occupations. The questions often begin with who, what, and/or where.*

**Example**

1. *Who uses a hammer in his occupation?*

2. *What do you call someone who uses a pen for his/her occupation?*

3. *Where does a teacher work?*

*Grade 6 Unit 7, Lesson Two, p.47*

Despite the above methodological principle, if one considers the inclusion of *wh-questions* in the textbook, one finds that it is inefficient for teaching the rules of question formation. *Wh-questions* begin with words like *what, who, whom, whose, why, which, where, when* and *how*. *What* and *which* refer to things/objects and animals, *who, whom* and *whose* represent persons, *why* represents reason, *where* and *when* are used for place and time respectively and *how* for situations. The textbook explains these items in only two sentences and three examples as

shown above. The lesson also contains inversion plus wh-questions that make the concepts complex.

The textbook also presents tenses in relation to actions or events. Simple present defines actions done at the time of speech, or habitual and planned future actions, and simple future tense refers to actions that take place after the time of speech. These tenses are explained in the textbook as follows.

**Data 18: simple present and future tense verbs**

*Simple present tense verbs tell what you are doing. Simple present tense verbs do not tell what you will do or what you have already done.*

*Grade 6 Unit 12, Lesson Three, p.79*

*We can plan what we will do next Saturday. We can also plan what we will not do next Saturday. What will you do next Saturday? What will you not do?*

**Examples**

*I will*

*I will help my father build a chair.*

*I will not*

*I will not go to school.*

*I will*

*I will go to the market to buy shoes.*

*Grade 6 Unit 13, Lesson Three, p.85*

In 18, the statement about simple present tense is insufficient because it includes structures with singular and plural subjects, and negatives. The explanation given about the tense says “*Simple present tense verbs do not tell what you will do or what you have already done.*” Contrary to this, simple present tense can indicate habitual and planned future actions. On the other hand, the lesson on simple future tense has sufficient example sentences, but insufficient explanations.

As part of the analysis, English teachers were given items that relate to instructions, objectives and explanations of grammar rules in the textbook. The items are similar to those in table 2 (p.33). The teachers seem to have doubts concerning instructions, objectives and explanations because 19 (63.3%) teachers out of 30 rated the textbook as *good* and *fair*. Concerning open-ended items, the teachers believed that there are difficult instructions, and inadequately stated objectives given at the beginning of the units with few descriptions of grammar rules.

Selected grade 6 classrooms were observed to see the level of explanation of grammar rules. The recurrent feature observed in almost all classrooms is copying of example sentences on the blackboard. Other features like using the language of instruction, giving elaborations and providing summaries of lessons, however, have not been done.

### C. Grade 7 English Textbook

Though there are so many grammar rules to be learned at this grade level, the contents of the lesson are limited to a few structures. Examples do not illustrate items in free practice. The grammar lessons in the grade 7 textbook are limited. They deal with one grammar item in a lesson, and then move on to another without having fully explained it as shown in 19 below.

**Data 19: verbs and adverbs**

*A **verb** is a word that shows action (someone or something doing something).*

**Example**

1. The boy **runs** to the car.
2. The girl **walks** with her sister.
3. Tsehay **sits** in the library.

*An **adverb** is a word that describes a verb. Adverbs usually end in the letters **-ly**. To find the adverb, first find the verb. Then find the word that describes the verb. The adverb often answers the question, how.*

**Example**

1. The boy ran quickly to the car.  
What is the verb? **ran**  
How did the boy run? **quickly**
2. The girl walks slowly with her sister.  
What is the verb? **walks**  
How does the girl walk? **slowly**
3. Tsehay sits quietly in the library.  
What is the verb? **sits**  
How does Tsehay sit? **quietly**

*Grade 7 Unit 2, Lesson Five, p.14-15*

Verbs have different forms for different tenses and subjects, and they show regular patterns of affixation. Besides, adverbs have different positions in relation to verbs; they can occur before or after verbs. They are also different in types. These are adverbs of *time, place, degree, frequency and manner*. Some adverbs are formed from adjectives by adding the suffix *-ly*. In the above lesson, the concepts of verbs and adverbs are not made clear. The example sentences are presented in question and answer type which can be taken as more effective though the explanations are poor.

There are lessons that present language aspects in a brief way by inherent similarities and differences. However, the lesson below lacks sufficient examples to illustrate the concepts. Simple past and present perfect tenses are explained in the following way.

**Data 20: simple past and present (perfect) tenses**

*When we talk about what we have or have not done, we use a special language pattern. We can use verbs in different tenses. Verb tenses can tell what is happening in the present, has happened in the past, or will happen in the future.*

The **simple past tense** (V2) of a verb tells about something that happened in the past and did not continue into the present. The **present perfect tense** of a verb tells about something that happened at some indefinite time in the past. The simple past tense of a verb is one word, but the present perfect tense of a verb must have the word *have* or *has* with the past participle (V3).

**Example**

V1: *I go to school every day.*

V2: *I went to school yesterday.*

V3: *I have gone to school for seven years.*

*Grade 7 Unit 9, Lesson One, p.90-91*

On the other hand, the system the textbook follows to teach conditional clauses is not relevant to the level of grade 7 students. It simply uses statements to show the function of the language in the form of cause and effect as demonstrated below

**Data 21: likely/real conditional clause**

*When we do something, something else happens. When someone kicks a football towards the goal, a goal could be made. This is an example of **cause** (kicking the ball) and **effect** (scoring a goal). Sometimes we act in ways that cause something else to happen. What happens is called the **effect**. I took my sister's pencil. After I did that, she cried. My action (taking the pencil) is the **cause**. Her crying is the **effect**.*

*Grade 7 Unit 10, Lesson One, p.98-99*

Conditionals are taught after the students thoroughly manipulate the use of verbs and tense forms of simple factual sentences. The students must recognize and use with ease and accuracy at least present tense, past tense, past perfect and auxiliary verbs. This is not continually done in the series of the textbooks. Thus, it is difficult for students to learn about conditional clauses at this grade level.

Questionnaires were prepared in the same way as in table 2 (p.33) to see if teachers have found the instructions and objectives included in the textbook effective. 21 (61.8%) of the 34 teachers responded that objectives were clear, frequent and precise. The instructions were also simple according to the same teachers. Concerning explanations, 18 (54%) teachers of the total responded that explanations presented about new rules of grammar were not sufficient.

#### **D. Grade 8 English Textbook**

The grade 8 textbook presents gerund in four basic patterns in its first unit where it is used as *subject*, *direct object*, *predicate noun* and *object of preposition*. This is appreciable because at this level, students can understand that a form may have several distributions and functions in a sentence. However, students do not know *predicate nouns* and *object of prepositions* as they

were not taught them in the preceding grades, and that the current lesson does not include explanations about such concepts.

**Data 22: gerunds**

A **gerund** is a verb used as a noun and has an *-ing* ending. In a sentence, a gerund can be used as a subject, direct object, predicate noun, or object of a preposition.

Look at the interview with Liya Kebede in Lesson Four (p.8). Many gerunds are used.

1. Example of a gerund used as the **subject of a sentence**: Modeling is Liya Kebede's profession. In this sentence the word modeling is a gerund from the verb, to model, that tells what her profession is.
2. Example of a gerund used as a **direct object**: How long do you plan to continue modeling?
3. Example of a gerund used as a **predicate noun** (after the verb, to be): Something very important to Liya Kebede is dreaming about the future.
4. Example of a gerund used as an **object of a preposition**: The interviewer asked Liya when she first thought about becoming a model.

Grade 8 Unit 1, Lesson Seven, p.11-12

Another grammatical element presented in this textbook is conjunction. Conjunctions play a great role in joining words, phrases, clauses and sentences. Despite this, only a few conjunctions are presented in the textbook.

**Data 23: conjunctions**

When people, animals, and objects are compared and contrasted, the language pattern **either...or** and **neither...nor** can be used.

Follow along as your teacher reads aloud sentences that have the language pattern **either...or** and **neither...nor**.

1. Some farmers specialize in growing **either** bananas **or** pineapples.
2. **Neither** bananas **nor** pineapples can grow in cold weather.
3. **Either** a man **or** a woman can be trained to run fast.
4. **Neither** a man **nor** a woman can run as fast as a cheetah.
5. If you want to find **either** a turtle **or** a snail, you should look near water.

Grade 8 Unit 2, Lesson One, p.14

In English, there are a number of conjunctions under coordinating and subordinating types. However, those that are treated in the textbook are only *neither...nor* and *either...or*, *if...not* and *unless* (unit 11, lesson two), and *while* and *when* (unit 13, lesson one). Even, the patterns of these conjunctions are not clearly stated in structural terms.

**Data 24: conjunctions**

When someone is in danger or at risk, we can give him or her **warning**. When we give a warning, we can use the language patterns **unless** or **if...not**.

**Example**

1. You ought to go to the clinic and get medicine for the cut on your hand **unless** you want to get an infection. **If** you do **not** get medicine, you could become ill.
2. You should be careful walking through the grass **unless** you go with someone who can help you watch for snakes. **If** you do **not** watch for snakes, you could step on one. **If** you do **not** want to get in trouble, you ought to obey your parents.

Grade 8 Unit 11, Lesson Two, p.123

Listen as your teacher reads several example sentences using **while** and **when**. **While** and **when** show time. **While** indicates that something is happening at the same time. **When** indicates something is happening at a certain time.

**Example**

1. **While** Aida and Mekedem were watching, the priest showed the millet to begin the holiday.
2. **When** he finished sowing the millet, we could not play the drums for thirty days.
3. **While** Aida was helping in the house, Mekedem worked in the fields.
4. **When** Mekedem and his father came home, Aida and her mother served them a meal.

Grade 8 Unit 13, Lesson One, p. 149-150

The teaching of such items at this grade level is appropriate. Since the students are at the final stage of primary education, they are expected to construct compound and complex sentences by using conjunctions as linking devices. The problem here is that the students were not taught simple conjunctions in preceding grade levels.

With regard to objectives and explanation of grammar rules of the grade 8 textbook, 38 English teachers were given questionnaires. More than half of them (23 or 60.5%) rated the textbook as *good* seeing the clarity of instructions and objectives. However, only 10 (26.3%) teachers out of the total rated it as *very good* with respect to explanations of grammar rules.

Under this section, the presentation and explanation of grammar contents of grades 5-8 English textbooks are discussed. The result shows that the textbooks do not use explicit teaching of grammar rules, and only a few explanations occur in some lessons with no clarity. There are ambiguous statements that illustrate the given items. The examples provided are insufficient because students cannot identify the difference between the given items having only one or two example sentences.

### **4.3. Organization of Grammar Contents in the Textbooks within and Across Grade Levels**

#### **4.3.1. Organization of Grammar Contents within a Grade Level**

##### **4.3.1.1. Selection**

Textbooks need to be composed of real language which helps build students' confidence, motivation and overall performance because they specify structures that are being taught and introduce particular meanings of structures which students use. It would, thus, seem fairly

obvious that for students to learn something new, they need to be able to perceive and understand it (Cunningsworth 1995: 23; Ur 1996: 11). Therefore, the grammar contents in the textbooks should inspire both teachers and students towards a more creative and independent relationship in which imagination and understanding of students' difficulties and interests come into focus.

### A. Grade 5 English Textbook

The roles of the lessons in textbook can be seen as a source of practical examples of ideas in the teaching of particular topics. Although the items designed in one of the lessons in the grade 5 textbook are realistic in nature, they are composed of fragmented ideas.

**Data 25: nouns and adjectives**

*Describe a person, an object, and an animal. Example of words that could be used: tall, short, boy, girl, big, large, small, brown, yellow.*

*Use as many words as possible to describe this person, object, and animal.*

*Grade 5 Unit 3, Lesson One, p.16*

This extract is designed to teach adjectives and nouns. Though the extract reflects real life, it does not expose students to authentic use of the language through the use of sufficient examples and dialogues that can help to exploit their experiences. The lesson does not clearly indicate what is expected of students. The same is true about the following lesson that describes people and objects but does not include explicit activity that students can do. The lesson is only effective in presenting nouns that come from students' practical environment.

**Data 26: singular and plural nouns**

*Nouns can be used to name people, animals, and objects. When we talk about people, animals, or objects, we can talk about one or more than one. One is called **singular**. More than one is called **plural**. To change a singular noun into a plural noun we simply add an '-s' to the end of the word. Sometimes we must add '-es'.*

*Read the following examples of singular (one) and plural (more than one) nouns.*

<b>Singular Nouns</b>	<b>Plural Nouns</b>
<i>teacher</i>	<i>teachers</i>
<i>boy</i>	<i>boys</i>
<i>girl</i>	<i>girls</i>
<i>box</i>	<i>boxes</i>
<i>desk</i>	<i>desks</i>

*Grade 5 Unit 3, Lesson Three, p.16-17*

On the contrary, there are lessons that include grammar contents in the textbook of grade 5 with practical use of the language. They create classroom contexts, and make students practice structures of *imperatives* as demonstrated below. However, the lesson does not show the

difference between *command* and *request*. The heading is about *commands* while the examples are about *request* where the word *please* is used. The lesson also lacks descriptions about the ways in which *imperatives* are formed and used in communication.

**Data 27: imperatives**

**Positive Commands**

*Give your partner instructions on two ways to keep the classroom environment clean.*

**Example 1:** *Your partner will give you the verb throw.*

*You will use throw in a sentence about keeping the classroom environment clean.*

*You will say: "Please throw dirty paper into the waste basket."*

**Example 2:** *clean*

*"Please clean your classroom after the class."*

**Negative Commands**

**Example 1:** *throw*

*"Please do not throw dirty paper onto the floor."*

**Example 2:** *clean*

*"Please do not clean your classroom during the lesson."*

*Grade 5 Unit 10, Lesson One, p.59*

Students need to feel that their textbook has relevance to the real world and at the same time it relates positively to aspects of their thinking. Concerning this, teachers were given the questionnaire in the following table.

No	Items	Rating				
		Poor	Fair	Good	Very Good	Excellent
1	The textbook includes grammar contents that are valid, comprehensive and relevant to life.	6	5	7	19	-

**Table 3: Items on selection of grammar contents**

According to 19 (51.4%) out of the 37 teachers, the grammar contents seem relevant to the life of students. The teachers believe that the units in the textbook talk about environment, farming, school life, famous people, diseases and other issues related to students' experiences. The number of respondents who rated the textbook as *very good* is the highest as shown in table 3.

**B. Grade 6 English Textbook**

The grade 6 textbook presents possessive adjectives and possessive pronouns in one of its units. The lesson shows how such forms are formed by giving examples of local names, and by showing the difference between the two types of possessives. Though the examples refer to the environment of the students, they seem artificial in that the examples are sentences, and not conversations or dialogues as shown below.

**Data 28: possessive adjectives, nouns and pronouns**

When we want to describe a person, animal, or a thing clearly, we often say who they belong to using an apostrophe and the letter s ('s-Bayush's) or an apostrophe (Haileyesus'). If the person's name ends in a letter other than s, we add an apostrophe and the letter s to the end. If the person's name ends in the letter s, we only add an apostrophe to show what they own.

**Example**

*Bayush's skirt is long.*

*Haileyesus' donkey is healthy.*

We can replace a person's name with her or his to show what she or he has or owns. These words are called singular **possessive adjectives**. Other **singular possessive adjectives** are my and your.

If the possessive adjective is separated from the named object, it changes from my to mine, your to yours, and her to hers. The word his does not change. The words mine, yours, his, and hers are called possessive pronouns.

*Listen to your teacher read the following sentences using other possessive adjectives and pronouns.*

	<b>Possessive Adjective</b>	<b>Possessive Pronoun</b>
<i>I have a long dress.</i>	<i>My dress is long.</i>	<i>This long dress is <b>mine</b>.</i>
<i>My brother has three goals in the field.</i>	<i><b>His</b> goals are in the field.</i>	<i>The three goals in the field are <b>his</b>.</i>
<i>Bayush's tee shirt is blue.</i>	<i><b>Her</b> tee shirt is blue.</i>	<i>That blue tee shirt is <b>hers</b>.</i>
<i>You have a big cow. I have a bigger cow.</i>	<i><b>My</b> cow is bigger than your cow.</i>	<i>My cow is bigger than <b>yours</b>.</i>

*Grade 6 Unit 3, Lesson Four, p.21-22*

There are instances of ineffective organization of lessons in the same textbook. This concerns the teaching of prepositions and prepositional phrases, particularly. Explanations and examples given for these two contents appear to be insufficient for students to practice exhaustively.

**Data 29: prepositions and prepositional phrases**

When we talk and write, we use words that express the relationship of a noun or pronoun to another word in the sentence. These relationship words are called **prepositions**. **Prepositions** are found in prepositional phrases.

A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun. This noun or pronoun is called the object of the preposition. In the example below, "**of Addis Ababa**" is the prepositional phrase.

**Example**

1. *Mekele is north **of** Addis Ababa.*
2. *Dire Dawa is east **of** Addis Ababa.*
3. *Awassa is south **of** Addis Ababa.*
4. *Asosa is west **of** Addis Ababa.*

*Grade 6 Unit 9, Lesson One, p.59*

Primary school students can rarely understand a wide range of prepositions and prepositional phrases with only one demonstration on a single example like the preposition '**of**'. Prepositions are taught to such students by providing simple and short texts some of which are repeatedly

used. For example, one can present three or four sentences in which the prepositions *down*, *up*, *to* and *from* appear several times since prepositions of directions are easy to teach through visual hints.

Regarding content selection, items describing the validity, comprehensiveness and relevance to students' lives are presented to teachers. Such items are similar to those in table 3 (p.41). 19 (63.3%) of the 30 English teachers of grade 6 seem to be satisfied with the textbook because they rate it as *very good* while 7 (23.3%) rated it *good* and 4 (13.3%) *fair*. In the open-ended questions, the teachers stated that the textbook takes into consideration students' background, the social environment and current problems like HIV/AIDS. They believe that students can easily understand their environment through practice of the rules of the language.

### C. Grade 7 English Textbook

In teaching language patterns, students are expected to ask for information about their peers and also to give personal information in return. Though the concept seems practical in the lives of students, the grade 7 textbook provides not even one example in the following two lessons.

#### **Data 30: inversion of verbs**

*When we greet one another, we ask questions and give personal information. We ask about people's names, ages, places of work, or school. We show how personal information compares with someone else's by using language patterns such as **so am I**, or **so do I**, **neither am I**, or **nor do I**. When our personal information is the same, we use **so am I** or **so do I**.*

*Grade 7 Unit 1, Lesson Two, p.2*

*When our personal information is not the same as someone else's personal information, it should be in the negative form. We use **neither am I** or **nor do I**.*

*Grade 7 Unit 1, Lesson Three, p.2*

*Listen to your teacher review the new language patterns **so am I** or **so do I** and **neither am I** or **nor do I**.*

*Read the example sentences silently as your teacher reads them out loud.*

- 1. My friend is from Ethiopia. I am from Ethiopia.  
My friend is from Ethiopia **and so am I**.*
- 2. My mother likes oranges. I like oranges.  
My mother likes oranges **and so do I**.*
- 3. My sister is not in grade five. I am not in grade five.  
My sister is not in grade five **and neither am I**.*
- 4. My father does not like to sing. I do not like to sing.  
My father does not like to sing **nor do I**.*

*Grade 7 Unit 1, Lesson Ten, p.9*

In these lessons, the textbook does not include practical examples from students' experience. In the same textbook in a different lesson, there is review of these items in pairs of sentences for

*so am I, so do I, neither am I and nor do I.* Inversion of verbs involves exchange of places with subjects, and adding conjunctions in front of the inverted verbs. In the above sentences, the conjunction *and* is common while *so* and *neither* or *nor* are used on the basis of affirmative or negative mood. Such elaboration is not given in the textbook.

Present tense is the tense which has a direct connection with time of speech or writing. It can be taught easily by describing what is being done. The last grammar lesson of the grade 7 textbook is organized in such a way that the present tense is changed into the respective past tense and vice-versa. This is adequate in considering patterns of present tense beginning with the time of speech relative to the past, and in its grouping of regular verbs that take *-ed* for the past forms. But it lacks oral practices that could help students to freely use real language as opposed to practices in controlled exercises.

**Data 31: present and past tense verbs**

*Read each sentence below. The underlined verbs are in the present tense. Change each present tense verb to a past tense verb. In your exercise book, write each sentence with the past tense of the verb that is underlined.*

*Read the examples below.*

**Example**

1. The girl pays in the school yard. (present tense)
2. The girl played in the school yard. (past tense)
3. Mesfin works in his father's carpentry shop.
4. My friends talk about the Ethiopian Olympic runners.
5. Many problems need our attention.
6. I walk to school each day.

*Grade 7 Unit 19, Lesson Four, p.120-121*

With regard to the items presented in table 3 (p.41) to teachers in relation to selection of grammar contents, the grade 7 English teachers have responded differently. Out of 34 respondents, 13 (38.2%) have labelled it as *very good* while 9 (26.5%) teachers have labelled it *excellent*. On the other hand, 5 (14.7%) teachers have said it is *good* and the rest 7 (20.6%) rated it as *fair*. It seems, from the responses of the teachers that more than half of them consider the textbook as effective for its inclusion of valid, comprehensive and authentic materials.

#### **D. Grade 8 English Textbook**

The basic grammatical structure that people use in their speech or writing is sentence. It can be affirmative or negative, and people use this in their daily experiences. The following two tables show affirmative and negative structures in the grade 8 textbook.

**Data 32: affirmatives and negatives**

Below are positive and negative statements using the **verb to be** and the language pattern **going to**.

Listen and follow the words as your teacher reads the statements orally.

**Positive Statements**

Subject	verb to be	going to	rest of sentence
I	am	going to	eat lunch now.
She	is	going to	the cinema tonight because she has tickets.
They	are	going to	book a hotel room for their holiday.
You	are	going to	like the new book that I read. I will give it to you tomorrow.

**Negative Statements**

Subject	verb to be	going to	rest of sentence
I	am	not going to	eat lunch now.
She	is	not going to	the cinema tonight because she does not have tickets.
They	are	not going to	book a hotel soon for their holiday because their grandmother lives there.
You	are	not going to	like the new book that I read because it is difficult to read.

Grade 8 Unit 6, Lesson Two, p.68

Though the lesson seems brief in its tabular presentation of affirmative and negative structures, it is incomplete in that it does not elaborate the rules of the *verb to be* and *progressive* or *perfective actions*. Affirmatives and negatives can also occur in different tenses like past and future. In addition, students have not been introduced to *subject pronouns* in preceding grade levels.

It is important to teach the roles and responsibilities of students at different grade levels. To teach these, the textbook of grade 8 presents structures that show obligations and prohibitions as language patterns. The lessons present different kinds of auxiliary verbs in such sentences as the following two lessons show.

**Data 33: obligations and prohibitions**

In order to carry out our responsibilities, there are things we must do. We call these **obligations**. To develop sentences about obligations, use the language pattern **must + the verb**.

**Examples**

*must + finish*

*I must finish harvesting the teff before nightfall.*

*must + be*

*I must be on time for dinner tonight.*

*shall have to + buy*

*I shall have to buy a new exercise book.*

*shall have to + care*

*I shall have to care for my brother.*

*will have to + milk*

*Aida will have to milk the goats before school.*

*will have to + mend*

*His mother will have to mend his torn school uniform.*

Grade 8 Unit 12, Lesson One, p.136

*There are many things we must not do. We call these **prohibitions**. Use the language pattern **must not do** or the short form, **mustn't do** to tell others what they are prohibited from doing. Use the language pattern **must not** or **mustn't + the verb** to form sentences about prohibitions.*

**Examples**

*must not + be  
must not + go  
mustn't + jump  
mustn't + walk*

*You must not be late to work.  
Lombabo must not go to the river alone.  
Muktar mustn't jump over the school fence.  
Lensa mustn't walk in front of the truck.*

*Grade 8 Unit 12, Lesson Two, p.137*

The grade 8 English teachers from the selected schools responded to questions about such structures. The items are similar to those in table 3 (p.41). Out of 38 teachers, 17 (44.7%) have rated the textbook as *good*, and 14 (36.8%) *very good*. The remaining 7 (18.4%) categorized it as *fair* and *poor*. Those who take the textbook as effective in content selection have forwarded in the open-ended items that the contents reflect customs, ways of living and feelings of society; hence, children are motivated by the contents.

#### **4.3.1.2. Sequencing**

Students of primary school are not mature enough to grasp various concepts at a time. Hence, textbooks should be organized in such a way that they introduce single concepts, and not multiple ones at the same time (section 2.1.4.2.2). The textbooks under study are categorized well in this regard except some lessons.

#### **A. Grade 5 English Textbook**

There are different patterns that are taught together, such patterns of structures with modifier and modified elements. For instance, the grade 5 textbook presents adjectives and nouns (unit 1, lesson two; unit 3, lesson one), and verbs and adverbs (unit 13, lesson six) in a single lesson.

**Data 34: adjectives and nouns**

*We tell our new friends important things about ourselves. We use **adjectives** to describe ourselves. Example: I am **happy** student. **Happy** is an adjective that describes the student.*

*A **noun** is a word that names a person, place or thing. Mother, home, and glass are all nouns.*

*Grade 5 Unit 1, Lesson Two, p.3*

*We can name and describe people, animals, and objects. We can tell what they look like. We can compare them to other people, animals, and objects. We can tell what they are used for.*

*Grade 5 Unit 3, Lesson One, p.16*

In these lessons, the two elements are taught together since they are closely related. What is lacking in the lessons is sufficient amount of practice in the form of exercises and activities such as dialogues and role plays.

**Data 35: verbs and adverbs**

*Verbs show actions in a sentence. Adverbs describe verbs.*

*Adverbs are words like: **often, never, always, and sometimes, rarely, usually.***

*Read the three examples given below. The verbs are in bold and the adverbs are underlined.*

1. *The girls' volleyball team always **plays** well.*
2. *Bogale and Alemnesh never **finish** their papers on time.*
3. *I often **miss** the English lesson.*

*Grade 5 Unit 13, Lesson Six, p.77*

The lesson in data 35 is similar to that of 34 in the presentation of related language patterns in the form of modifier and modified. However, it does not indicate the type of verbs and adverbs. Besides, the word *well* is not considered in the first example though it can be used as an adverb.

**Data 36: regular and irregular verbs**

*Sometimes verbs do not follow a pattern when they change from present tense to past tense.*

*Look at the following verbs in group 1 and group 2. What differences do you see?*

Group 1		Group 2	
<i>wash-washed</i>	<i>play-played</i>	<i>bring-brought</i>	<i>hurt-hurt</i>
<i>clean-cleaned</i>	<i>talk-talked</i>	<i>give-gave</i>	<i>put-put</i>
<i>comb-combed</i>	<i>look-looked</i>	<i>go-went</i>	<i>lose-lost</i>

*Grade 5 Unit 16, Lesson Four, p.95*

Categorizing language patterns on the basis of regular and exceptional rules facilitates students' learning of a foreign language. In this respect, regular and irregular verbs are presented in tables like in data 36 above. However, presenting such complex pattern to students without any practical context of use can lead to rote memorization of the contents.

In this regard, the textbook is viewed by teachers in terms of the sequencing of rules as observed in the following table.

No	Items	Rating				
		Poor	Fair	Good	Very Good	Excellent
1	The textbook enables learners to practice specific rules of language.	2	6	16	13	-

**Table 4: Items on sequencing of grammar contents**

Sequencing, on one hand, indicates the focus given to specific categories like nouns, adjectives, verbs, noun phrases, affirmatives, negatives, etc. in a single lesson. Keeping this in mind, if we observe table 4, we find that 13 (35.1%) teachers have rated the textbook *very good*, 16 (43.2%) *good*, 6 (16.2%) *fair* and 2 (5.4%) *poor* for the contents of grammar and for helping students practice particular rules in a single lesson. This means that the students can slightly grasp one aspect of language in a single lesson and at a time.

I have observed the selected classes of grade 5 to see whether the teachers keep the sequence of new items in the lessons or not. Almost all of them presented the lessons continuously as they were organized in the textbook. This way of delivering the lesson may create discomfort among students because some contents need modifications in terms of arrangements of items and explanations about them.

### **B. Grade 6 English Textbook**

There are regular and irregular comparative and superlative forms of adjectives presented in one of the lessons in the grade 6 textbook. The contents are appropriate for the grade level though they lack context in which they are applied.

**Data 37: comparative and superlative forms of adjectives**

*Regular and irregular comparative and superlative adjectives compare people, places, and things.*

*Regular comparative and superlative adjectives add -er and -est to show comparison.*

**Example**

*high-higher-highest*

*hot-hotter-hottest*

*cold-colder-coldest*

*Irregular comparative and superlative adjectives change the form of the word to show comparison. The change is not regular.*

**Example**

*bad-worse-(the) worst*

*less-lesser-(the) least*

*some-more-(the) most*

*good-better-(the) best*

*Grade 6 Unit 4, Lesson Six, p.32*

Likewise, different tenses can be presented together in a lesson since they all represent the concept of time. Present and past tenses are introduced in one lesson as shown below.

**Data 38: simple past and present continuous tenses**

*When we talk and write about things that happened in the past, we must use **past tense verbs**. These verbs tell us that things happened before now. When we talk and write about things that are happening now, we must use **present tense verbs**. These verbs tell us about things that are happening now.*

**Example**

*Last night I chopped wood for the fire. (simple past tense)*

*Today I am chopping wood for the fire. (present continuous tense)*

*Grade 6 Unit 10, Lesson Two, p.66*

In contrast, the textbook presents various concepts such as syntactic classes and functional words in a single lesson. Teaching syntactic classes like *adjective* and *noun* or *adverb* and *verb* in a single lesson may be justified as these show modifiers and modified relationships. But including functional words like *pronouns* to these items makes the lesson a bit complicated. The following lesson shows this.

**Data 39: syntactic classes/parts of speech**

*Words can be classified as **nouns, pronouns, adjectives, and verbs**.*

*Grade 6 Unit 3, Lesson Seven, p.24*

In this lesson, there can be confusion in the classification of words because of the statement “*Words can be classified as nouns, pronouns, adjectives, and verbs.*” Linguists categorize *pronouns* under functional classes and *nouns, adjectives* and *verbs* under syntactic classes/parts of speech. But, pronouns are classified as syntactic classes in the above lesson.

There is another lesson in the grade 6 textbook that presents multiple concepts which can be difficult for the students. Tense is a concept that needs to be treated independently in the teaching of grammar. But it is presented here together with language patterns that are identified in terms of their syntactic positions, like *subject, direct object* and *verb* of sentences.

**Data 40: simple present tense, subject, verb and direct object**

*When we talk about something that people do now, the verb is in the **present tense**.*

**Example**

*After school I play football with my friends in the empty lot behind my house.*

*In this sentence, the subject is I.*

*The **subject** (I) tells who or what the sentence is about.*

***Play** is a **present tense verb** and tells what the subject does.*

***Football** is called a **direct object**. Football tells what the subject plays.*

*Grade 6 Unit 7, Lesson Three, p.48*

Similar items of questionnaires like those in table 4 (p.47) were given to 30 English teachers of grade 6. Among them, 20 (66.7%) have confirmed that the textbook is *good* in a way that

students can often practice one new item in a lesson. Only 4 (13.3%) teachers rated the textbook *very good*, and 6 (20%) teachers said it as just *fair*.

### C. Grade 7 English Textbook

The grade 7 textbook has well-graded grammar contents in that it presents one new language item in a lesson. But some grammar contents do not show smooth transition in the presentation of rules. For example, constructions of comparisons with conjunctions are provided in lesson one and lesson seven of unit 3. These are *neither...nor*, *either...or*, *either of us*, *neither of us*, and *both*, etc.

#### **Data 41: conjunctions**

*When we compare ourselves to others, we often use words such as **neither...nor**, **either...or**, **neither of us**, **either of us**, and **both of us**.*

#### **Example**

1. ***Neither** Kedija **nor** Girma can talk about the incident.*
2. ***Either** Abera **or** Imuye can answer the questions correctly.*
3. ***Neither of us** support the rebellion.*
4. ***Either of us** can do the job.*
5. ***Both of us** can understand the conversation.*

*Grade 7 Unit 3, Lesson One, p.22*

These conjunctions are complex in that they have specific features in their distribution. These conjunctions come after simple conjunctions like **and** or **but** which link words, phrases, clauses and sentences. Such simple conjunctions are not included in any of the units in the textbook.

On the other hand, helping/auxiliary verbs like **was** and **were** are found in the textbook. Helping/auxiliary verbs support main verbs of sentences in describing actions that happened in the past, or are happening at the time of speaking. The verbs are presented in the textbook in the following way.

#### **Data 42: helping/auxiliary verbs**

*The words, **was** and **were**, are called **helping verbs**. They work with verbs to help us speak, read, and write about actions that happened in the past.*

*The helping verb, **was** is used when the action was done by a **singular noun**. The helping verb, **were** is used when the action was done by a **plural noun**.*

*Grade 7 Unit 11, Lesson One, p.108*

In teaching grammar rules, textbooks are expected to begin with present contexts. Primary school students are, in most cases, visually-oriented, and they learn more by observing what is happening in their immediate environment. Contrary to this, the above lesson begins with past forms of helping verbs. *Verb to be* must be presented very early in foreign language teaching

despite its irregularities (Tucker 1975: 357). Thus, the content in this case is weak in presenting the rules sequentially.

Questionnaires were prepared to find out the level of awareness of grade 7 English teachers of the selected schools about the grading/sequencing of grammar rules in their textbook (table 4, p.47). Half (50%) of the 34 teachers rated the presentation *very good* while 13 (38.2%) rated it *good*, and 4 (11.8%) said it was *fair*. Most of them have stated that students can easily manipulate specific rules of the language in many lessons.

#### **D. Grade 8 English Textbook**

The sequencing of grammar contents in the grade 8 textbook seems to be attractive in that it can help students grasp one new item in a particular lesson. The patterns can help them develop the ability to process a given piece of information with more awareness or attention using their memory.

##### **Data 43: tenses**

*Verbs are words that tell you what the subject of the sentence is doing, has done (the action), or will do. The tense of a verb tells reader whether the action is happening now, has happened in the past, or will happen in the future. Present tense verbs show that something is happening now. Past tense verbs show that something has already happened. Future tense verbs show what will happen in the future. The future tense is formed with will or shall. Shall only is used with I or we.*

##### **Example**

*Present tense: I walk to school every day.*

*Past tense: I walked to school.*

*Future tense: I shall walk to school tomorrow.*

*He will walk to school tomorrow.*

*Grade 8 Unit 5, Lesson Five, p.57-58*

The lesson in data 43 presents three kinds of tense by taking examples from students' practical life. Since the patterns taught in comparison have long lasting effects on students to remember, lessons such as the above should be designed carefully as they contribute much to the development of students' language ability.

##### **Data 44: adverbs of time**

*In order to show time, we often use words such as: yet, ever, never, just, already, since, and for.*

*Grade 8 Unit 7, Lesson Three, p.79*

The words in data 44 show time. However, they do not identify the time as short, extended, duration or period. Besides, there are no examples given to show the position of the words in

sentences. Since sequencing indicates the depth of the items, the above lesson seems shallow in this respect.

From the selected schools, 38 teachers have given their responses about sequencing of grammar contents in the textbook they are using (table 4, p.47). 21 (55.2%) teachers have rated it as *very good* while 14 (36.8%) rated it as *good* for its presentation of specific features of the language within particular lessons. Only 3 (7.9%) teachers have rated it *fair*.

### 4.3.1.3. Repetition

It is rarely sufficient to introduce new grammar items only once, and then forget about them. The principle of repetition is that grammar items are best recycled in different contexts. Students learn the form and function of an item through progressive exposure. When students meet an item in a number of different contexts, they can develop a fuller understanding of its role in the language (Cunningsworth 1995: 25). The textbooks under consideration have somehow repeated language patterns in their lessons, but are not presented in a progressive way.

#### A. Grade 5 English Textbook

In the grade 5, *adjectives* and *nouns* are repeated in different units as shown in data 45 below. Though the units contain repeated patterns, they are not organized in such a way that provides enough information about adjectives and nouns. They simply present the definitions, the singular and plural forms of a few nouns and the way some adjectives are derived from them.

**Data 45: adjectives and nouns**

*We tell our new friends important things about ourselves. We use **adjectives** to describe ourselves. **Example:** I am **happy** student. **Happy** is an adjective that describes the student*

*A **noun** is a word that names a person, place or thing. **Mother, home, and glass** are all **nouns**.*

*Grade 5 Unit 1, Lesson Two, p.3*

*We can name and describe people, animals, and objects. We can tell what they look like. We can compare them to other people, animals, and objects. We can tell what they are used for.*

*Grade 5 Unit 3, Lesson Three, p.6*

*The first column contains a list of nouns. The second column contains a list of adjectives made from the nouns.*

*Copy the adjectives in your exercise book and write a sentence using each one.*

**Example:** *It is a very windy day today.*

<i>Nouns</i>	<i>Adjectives</i>
<i>sun</i>	<i>sunny</i>
<i>rain</i>	<i>rainy</i>
<i>cloud</i>	<i>cloudy</i>
<i>wind</i>	<i>windy</i>

Grade 5 Unit 20, Lesson Nine, p.120

Quantifiers and numerals have their own roles in a language. Quantifiers are determiners that occur with nouns, either alone, as in **most men**, or with the preposition *of* and definite articles as in **most of the/these men**. Numerals are of two types: *cardinal* and *ordinal*. However, the following lessons in the grade 5 textbook present numerals repeatedly in a progressive manner without clear descriptions given about the items in two subsequent units.

**Data 46: quantifiers and numerals**

Words can tell how many or how much. These words are called **quantity words**.

Quantity words can tell an exact (countable) number such as **five, sixteen, one hundred**.

Quantity words can also give a quantity (uncountable) number that is not an exact number such as **many, few, or some**.

Grade 5 Unit 6, Lesson Four, p.37

When numbers are placed in order, they are called **ordinal numbers**. Among the ordinal numbers are **first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, and tenth**.

We can use ordinal numbers to tell placement of someone or something.

Ordinal numbers are also used to describe **a date**.

**Example:** I am going to take a mathematics test on the sixth of November.

**In your exercise book, change the dates below into ordinal numbers.**

**Example:** I will leave for Nazret to visit my grandmother on September 7.

I will leave for Nazret to visit my grandmother on the seventh of September.

Grade 5 Unit 7, Lesson Five, p.44-45

There is no other unit where these items are repeated except in the lessons in data 45 and 46. Inaccuracy in proper language use may result from lack of repetition in the organization of language items in textbooks and that students do not get opportunities to rehearse such repeated items at different times. With regard to this, teachers from the selected schools have reflected their opinion as shown in table 5 below.

No	Items	Rating				
		Poor	Fair	Good	Very Good	Excellent
1	The textbook has repeated grammar items in different units.	-	4	21	10	2

**Table 5: Items on repetition of grammar contents in subsequent units**

As shown in the table, the majority (21 or 56.8%) of the grade 5 English teachers slightly agree that the grammar rules in the textbook are recycled in subsequent units; they rated it as *good*. 4 (10.8%) of the respondents have rated the textbook *fair* on the point of repetition of concepts in different units while 10 (27%) teachers rated it *very good* and 2 (5.4%) rated it *excellent*. Some of them have responded to open-ended items by saying that the textbook has very few repeated items of grammar which means that students have little chance of practicing the items in different lessons.

### **B. Grade 6 English Textbook**

The item that is repeated many times in the different units of grade 6 is tense. Simple present and past tenses are recycled in four different units as indicated in data 47.

#### **Data 47: simple present and past tenses**

*When we talk about something that people do now, the verb is in the **present tense**.*

#### **Example**

*After school I play football with my friends in the empty lot behind my house.  
Grade 6 Unit 7, Lesson Three, p.48*

*When we talk and write about things that happened in the past, we must use **past tense verbs**. These verbs tell us that things happened before now. When we talk and write about things that are happening now, we must use **present tense verbs**. These verbs tell us about things that are happening now.*

#### **Example**

*Last night I chopped wood for the fire. (simple past tense)  
Today I am chopping wood for the fire. (present continuous tense)  
Grade 6 Unit 10, Lesson Two, p.66*

***Simple present tense verbs** tell what you are doing. Simple present tense verbs do not tell what you will do or what you have already done.*

*Grade 6 Unit 12, Lesson Three, p.79*

*When thinking about the past, we think of things that have already happened. For example, what you did last week or yesterday happened in the past. Sometimes two actions take place at the same time.*

#### **Example**

*He saw the dog. He ran away.  
These two sentences sound much better as one long sentence.*

#### **Example**

*He ran away when he saw the dog. Or When he saw the dog, he ran away.  
Grade 6 Unit 15, Lesson One, p.105-106*

These units have no considerable progress; they simply present different examples in different lessons. The only quality the lessons have is that the last unit contains two consecutive actions described in the past tense.

In addition to the above items, *adjectives* are repeated in some units of the textbook as shown below. However, the repetition is not systematic in that it does not progress from simple to complex, but in a uniform way.

**Data 48: adjectives**

*When we compare people, animals, and objects, we use **adjectives**. An adjective describes a person, place, or thing. **Adjectives** can be used to compare one or more things.*

*An adjective that compares two things is a comparative adjective. The **comparative** form of adjectives ends in **-er**.*

*An adjective that compares more than two things is a **superlative adjective**. The superlative form of adjectives ends in **-est**.*

*Adjectives ending in **-y** usually change their spelling by dropping the **-y** and adding **-ier** or **-iest**.*

*Grade 6 Unit 4, Lesson Two, p.26*

*Fruits and vegetables can be described using words that tell how they look, smell, taste, and feel. Words that describe people, places, and things are called **adjectives**.*

*Grade 6 Unit 20, Lesson Two, p.134*

In the following data, the first lesson describes a verb as a word that expresses an action. But the function of verbs is more than describing; for instance, a verb can indicate state, event, and possession. In the second lesson, two verbs are combined to show two actions using conjunctions. The repetition shows some degree of progress in teaching a single verb and then moves to pairs of verbs though there are no descriptions on the functions of verbs and enough illustrations on their types.

**Data 49: verbs**

*A **verb** shows action. Verbs are words like run, walk, ride, talk. **Verbs** can be **past**, **present**, or **future**.*

*Grade 6 Unit 5, lesson Five, p.37*

*A **verb** is a word that shows action. **Pairs of verbs** can be combined to form one sentence. The verbs **opened** and **flew** can be combined to form the sentence: When the teacher opened the window, the bird flew away.*

*Grade 6 Unit 15, Lesson Two, p.106*

Wh-words in interrogative structures have various syntactic positions; they can occur in subject or object positions. They can refer to people, things, actions, ideas, etc. The following lessons present very minor uses of wh-words in interrogatives without describing them as subjects or objects of sentences. There is no significant progress between the two lessons except repeating the items.

**Data 50: interrogatives**

*We ask **questions** to find about people's jobs or occupations. The questions often begin with **who**, **what**, and/or **where**.*

**Example**

1. **Who** uses a hammer in his occupation?
2. **What** do you call someone who uses a pen for his/her occupation?
3. **Where** does a teacher work?

Grade 6 Unit 7, Lesson Two, p.47

Ask your partner questions about his her way of life. Ask questions about your partner's language, custom, his or her parents' occupations, clothing, transportation, other occupations, food, dancing, music, and anything else you can think of. Your partner also will ask you questions about way of life.

**Example**

1. In **what** region do you live?
2. **What** region do your parents come from?
3. **What** languages do you speak at home?

Grade 6 Unit 22, Lesson Two, p.148

The item which is similar to that in table 5 (p.53) is used to identify whether or not the grammar items in the textbook are repeated. 18 (60%) out of the 30 teachers indicated that the grammar lessons were repeated in the different units of the textbook and hence the teachers rated the textbook *very good*. The other 12 (40%) respondents said it was *good*.

### C. Grade 7 English Textbook

In grade 7, there are no contents that are recycled in different units, except the simple past and present (perfect) tenses that are presented in unit 9 (lesson one) and unit 12 (lesson four). The following data show such lessons.

**Data 51: simple past and present (perfect) tenses**

The **simple past tense** (V2) of a verb tells about something that happened in the past and did not continue into the present. The **present perfect tense** of a verb tells about something that happened at some indefinite time in the past. The simple past tense of a verb is one word, but the present perfect tense of a verb must have the word *have* or *has* with the past participle (V3).

**Example**

- V1: I go to school every day.  
V2: I went to school yesterday.  
V3: I have gone to school for seven years.

Grade 7 Unit 9, Lesson One, p.90-91

**Example**

- The girl pays in the school yard. (present tense)  
The girl played in the school yard. (past tense)

Grade 7 Unit 12, Lesson Four, p.120-121

From the data, one can see that the grade 7 students do not get chances to practice an item more than once. The lessons also show no progression of the items from one unit to the next.

Textbooks, in principle, should move from one language item to another, and then progressively turns back to each item once or more than once later in the same textbook. This helps students to acquire a wider range of expressive possibilities at an earlier stage, and to develop better ability to communicate though with less accuracy (Cunningsworth 1989: 25). However, the textbook of grade 7 is of less value in this respect.

The teachers of grade 7 in the selected schools were asked about repetition of contents in units (table 5, p.53). 16 (47%) of the 34 teachers rated the textbook *good*, 8 (23.5%) rated it *very good* and 6 (17.6%) said it was *excellent*. It can be inferred from these that there are grammar contents that are rarely repeated in the different units. These responses can support the analysis that there are problems of repetition/recycling of grammar contents in the textbook.

#### **D. Grade 8 English Textbook**

With regard to the grade 8 textbook, there seems to be more progress in recycling/repeating language aspects in different lessons. Tenses come first in the textbook in this regard.

##### **Data 52: tenses**

*Verbs are words that tell you what the subject of the sentence is doing, has done (the action), or will do. The tense of a verb tells reader whether the action is happening now, has happened in the past, or will happen in the future. **Present tense** verbs show that something is happening now. **Past tense** verbs show that something has already happened. **Future tense** verbs show what will happen in the future. The future tense is formed with will or shall. Shall only is used with I or we.*

*Grade 8 Unit 5, Lessons Five, p.57-58*

*When we talk about future plans, we can use the language pattern going to....  
When we talk about our future plans, we also can use the language pattern will (be).  
The language patterns going to and will be are sometimes used in the same sentence.*

*Grade 8 Unit 6, Lesson One, p.65-66*

Tenses are repeated in units 7 (lesson two) and 11 (lesson seven). Conjunctions are repeated in unit 2 (lesson one), unit 11 (lesson two) and unit 13 (lesson one). The presentation of active and passive voices in unit 9 (lesson three), unit 10 (lesson two) and unit 15 (lesson four) include some descriptions and exercises (See Appendix-IV).

The presentation of the above language items shows some quality about the textbook. However, this is not enough as it shows no substantial progression. There are also contents that are not repeated. These include gerunds (unit 1, lesson seven), clauses (unit 3, lesson one), affirmatives and negative moods (unit 6, lesson two), helping/auxiliary verbs (unit 8, lesson three), adverbs (unit 7, lesson three) and obligations (unit 12, lesson one). These have not been recycled and that this may result in them being easily forgotten (See Appendix-IV).

#### **4.3.1.4. Difficulty Levels**

Analysis of grammar contents in the textbooks under consideration depends on identifying the difficulty levels of lessons. From practical observation of real life, more than three-fourth of the children in primary schools of the Oromia Regional State live in rural villages. The ages of students in the second cycle of primary schools are on average between 13 and 17. Hence, the contents in the textbooks should, on one hand, consider the environments, and on the other hand, fit with the maturity levels of students.

#### **A. Grade 5 English Textbook**

The grade 5 textbook appears to be loosely organized with the grammar contents which are ineffective in showing the complexity of the rules. For teaching purposes, a sentence is the most convenient unit to be taught first in which smaller units, like clauses, phrases, words and morphemes are presented (Section 2.1.4.1). However, the textbook here begins with a presentation of adjectives and nouns in isolation in unit 1 (lesson two) (See data 45). It also presents open-ended exercises in unit 9 (lesson seven) without making clear the different parts of simple sentences. The following lesson illustrates this idea.

##### **Data 53: prepositions**

*Review the following prepositions.*

1. *The food is **on** the table.*
2. *There are pictures **on** the wall.*
3. *The letter is **under** your exercise book.*
4. *Alem is **under** the table.*
5. *Brehan is **behind** the door.*
6. *Abebech is standing **by** the window.*

*Grade 5 Unit 9, Lesson Seven, p.57*

The opportunities students have for practicing the target language are less because the items do not seem to be organized progressively. Moreover, the textbook is dominated by teaching word

classes without contexts/situations of use. For instance, the following items are presented with no context, thus resulting in less quality.

**Data 54: syntactic classes**

*When we compare people, animals, and objects, we use **adjectives**. Remember, an adjective describes something. **Adjectives** also can be used to compare one or more things.*

*Grade 5 Unit 4, Lesson One, p.23*

*Sometimes **verbs** do not follow a pattern when they change from present tense to past tense.*

**Look at the following verbs in group 1 and group 2. What differences do you see?**

Group 1		Group 2	
<i>wash-washed</i>	<i>play-played</i>	<i>bring-brought</i>	<i>hurt-hurt</i>
<i>clean-cleaned</i>	<i>talk-talked</i>	<i>give-gave</i>	<i>put-put</i>
<i>comb-combed</i>	<i>look-looked</i>	<i>go-went</i>	<i>lose-lost</i>

*Grade 5 Unit 16, Lesson Four, p.95*

The items in table 6 below were mentioned in questionnaires to check if teachers are aware of the difficulty levels of grammar lessons in the textbook. Their responses are shown below.

No	Items	Rating				
		Poor	Fair	Good	Very Good	Excellent
1	The textbook allows learners to rehearse grammar items they need in the real world.	7	10	15	5	-
2	The textbook is suitable for students of various backgrounds.	-	13	18	6	-
3	The textbook includes grammar contents that are appropriate to stretch and challenge children of this grade level.	1	11	23	2	-

**Table 6: Items on difficulty levels of grammar contents**

From the above table, one can see that many of the respondents believe that the textbook is *good* and *fair* with regard to appropriateness of the grammar contents to the level of the grade 5 students. The teachers seem to be not satisfied with the appropriateness of the grammar lessons in the textbook.

**B. Grade 6 English Textbook**

In the grade 6 textbook, the grammar contents are presented in a better way by teaching smaller items like words and phrases using sentences. But the level of complexity of the contents does not help the students in understanding simple elements and in passing to more complex ones.

For example, lesson two in unit 7 is about interrogatives with wh-words, but lesson three in the same unit is about present tense. Moreover, unit 9 presents prepositions in lesson one.

**Data 55: interrogatives, present tense and prepositions**

*We ask **questions** to find about people's jobs or occupations. The questions often begin with **who, what, and/or where**.*

*Grade 6 Unit 7, Lesson Two, p.47*

*When we talk about something that people do now, the verb is in the **present tense**.*

*Grade 6 Unit 7, Lesson Three, p.48*

*When we talk and write, we use words that express the relationship of a noun or pronoun to another word in the sentence. These relationship words are called **prepositions**. Prepositions are found in prepositional phrases.*

*A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun. This noun or pronoun is called the object of the preposition.*

*Grade 6 Unit 9, Lesson One, p.59*

In these lessons, there are no dialogues that include examples of new structural units. Thus, students lack practice in drilling grammar rules.

Regarding items with the difficulty levels of grammar contents out of the 30 English teachers of grade 6, more than half (18) stated that the textbook considers the backgrounds of the students, and challenges them in critical thinking (See table 6, p.59).

### **C. Grade 7 English Textbook**

In the grade 7 textbook, the units are organized on the basis of students' familiarity with new concepts or patterns presented in syntactic structures. There are phrases/clauses that are thus used to compare people or things at the beginning of the textbook.

**Data 56: inversions of verbs**

*When we greet one another, we ask questions and give personal information. We ask about people's names, ages, places of work, or school. We show how personal information compares with someone else's by using language patterns such as **so am I, or so do I, neither am I, or nor do I**. When our personal information is the same, we use **so am I or so do I**.*

*Grade 7 Unit 1, Lesson Two, p.2*

There is another use of patterns that include adjectives and comparative words. These patterns are like as adjective as and *affirmative verbs* used to compare and contrast people, things/objects as shown in the following lesson.

**Data 57: constructions with comparisons**

*When we compare and contrast, we use special language patterns that include adjectives. Remember that an adjective describes a person, place, or thing.*

*When we compare things, we use the language pattern **as adjective as**. When we contrast things, we use the pattern **not as adjective as**.*

Read the sentences. Notice the underlined adjectives and the new language pattern.

1. I am as tall as you.
2. I am not as tall as you.
3. Shege is as beautiful as Bontu.
4. Shege is not as beautiful as Bontu.
5. My father is as young as yours.
6. My father is not as strong as yours.

Grade 7 Unit 5, Lesson Seven, p.51-52

The exercises in data 56 and 57 are practical in that they help students construct their own sentences, ask each other questions, and discuss ideas despite lack of realistic conversations. This makes the exercise interesting, practical and challenging.

There is also conditional clause in the textbook. Conditionals are a bit challenging to primary school children because they have verbs that are complex. The lesson in 59 below shows the presentation of auxiliary verbs after many items have been taught.

**Data 58: likely/real conditional clause**

In your exercise book, copy the sentence beginnings and complete them. Read the example.

**Example**

If I'm feeling ill I will go to the clinic.

1. If I'm hungry \_\_\_\_\_.
2. If I'm sick \_\_\_\_\_.
3. If I'm lazy \_\_\_\_\_.
4. If my friend loses \_\_\_\_\_.
5. If my teacher \_\_\_\_\_.

Grade 7 Unit 10, Lesson Seven, p.104

**Data 59: helping/auxiliary verbs**

Listen as your teacher reads two short dialogues.

The words, **was** and **were**, are called **helping verbs**. They work with verbs to help us speak, read, and write about actions that happened in the past.

The helping verb, **was** is used when the action was done by a singular noun. The helping verb, **were** is used when the action was done by a plural noun.

Grade 7 Unit 11, Lesson One, p.108

## D. Grade 8 English Textbook

In the grade 8, the students are at advanced stage so they need to understand language patterns without referring to external criterion. The textbook is effective in presenting contents that are abstract but related to previous grade levels. There is adjectival clause in the following lesson that modifies nouns. This new item is described in the lesson about clauses as groups of words with subject and verb. It is presented as follows.

**Data 60: adjective clauses**

An **adjective clause** is a group of words with a subject and a verb. It modifies or describes a noun. The clause usually begins with *who*, *whose*, *that*, or *which*. It is not complete sentence by itself.

**Example**

1. My uncle **who lives in Tigray** visits us once as month.
2. An orphan is a child **whose parents are not living**.
3. The tree **that we planted last year** is growing well.
4. The red flower **which you gave me last week** is still pretty.

Grade 8 Unit 3, Lesson One, p.26

However, some contents are not abstract enough to teach students at this level. They reflect only simple language aspects. For example, the lesson below is about nouns. The concept of simple nouns is expected to be done in lower levels and that complex aspects of nouns need to be presented at this level. Yet, the lesson is about nouns defined in single sentences.

**Data 61: nouns**

A **noun** names a person, place, or thing.

**Example**

1. Did you read the story about **Workenesh**?
2. Where is **Addis Ababa**?
3. **Children** should go to school?
4. **Marriage** should not happen early.

Grade 8 Unit 11, Lesson Six, p.129

Other concepts about the difficulty level of grammar contents in the grade 8 textbook concern infinitives. Infinitives are verbs that are neutral for tense, and show the element *to*. These are presented in the textbook in line with adjectives as shown below.

**Data 62: infinitives**

An **adjective** is word that describes a person, place, or thing. An **infinitive** is made up of the word *to* and a verb.

**Example:** It is + adjective + *to*-infinitive

1. It is difficult to climb up a hill.
2. It is easy to run on a rural road.
3. It is rude to refuse an invitation.
4. It is wrong to steal a cow.
5. It is good to tell the truth.
6. It is healthy to eat fresh fruit and meat.

The adjective describes the subject, **It**, and the infinitive in the example sentences tell what is difficult, easy, rude, wrong, or good to do.

Grade 8 Unit 14, Lesson Four, p.168

The contents in the lesson seem simple for a student who can identify adjectives. However, there are other groups of words which can occur with *to*. These are *verb + to + infinitive* as in *I began to read the book; I like to travel*. Such patterns are not included in the textbook.

The discussion under this section indicates that the contents seem to have been selected on the basis of real life situations, but they are composed of fragmented ideas. They do not give chances to students to use authentic language with examples and dialogues that can help exploit students' experiences. Some contents are not selected on the basis of their relevance to the maturity levels of students. Contrary to this, many contents are sequenced in a way that only one item is presented at a time though there are lack of orders and groupings in some lessons. The problem of recycling is dominant in the textbooks because many items are left without repetition. The difficulty levels of the contents in the textbooks vary as many items are organized well on the basis of their familiarities to students despite the presentation of the contents without contexts.

### **4.3.2. Organization of Contents Across Grade Levels**

If textbooks are organized in series, the inclusion of items in an earlier textbook will give hints about later series. Comparison of complex items may serve to show how much one level contributes to the next. There are also certain necessary overlaps that come for reasons of recycling.

The textbooks under study are organized with grammar contents of authentic pieces of language. For example, the contents include narrations of pictures and story-telling which involve a variety of natural English utterances that introduce structures to be taught in the lessons.

The grade 5 textbook presents ordinal numerals to be used in practical situations. Since teaching different meanings of prepositions is viewed as one of grammar rules, students need to have the basis for understanding and practicing correct uses of prepositions. Although the contents here seem to be useful in reflecting students' experiences, the lessons do not provide rich sources of natural language for the students to acquire the rules. The following data show such items.

**Data 63: numerals (ordinal numerals)**

*When numbers are placed in order, they are called **ordinal** numbers. Among the ordinal numbers are **first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, and tenth.***

*We can use ordinal numbers to tell placement of someone or something.*

*Grade 5 Unit 7, Lesson Five, p.44-45*

**Data 64: prepositional phrases**

*Prepositional phrases are found in sentences. They begin with a word such as in, on, to, for, at, etc. These words are called prepositions.*

*Read the sentences below. The prepositional phrases are underlined.*

- 1. I do my homework in the evening.*
- 2. I play football at different football fields.*
- 3. My grandfather ploughs the fields on sunny days.*
- 4. My brother reads to me in English at night.*

*Grade 5 Unit 7, Lesson Two, p.42*

There are sufficient numbers of grammatical contents that are socially appropriate in the grade 6 textbook. Items like nouns, adjectives and pronouns in unit 3 (lesson four), interrogatives in unit 7 (lesson two) and unit 22 (lesson three), and tenses in unit 5 (lesson two), unit 7 (lesson three and lesson six), unit 10 (lesson two) and unit 12 (lesson three) include some grammar contents that are relevant to life (See Appendix-II). There is problem however; the contents are not organized on the basis of linguistic principles which require that lessons should start from simple and concrete, and move to complex and abstract things.

With respect to the treatment of grammatical items in the grade 7 textbook, there are activities and exercises that appear to be challenging to students' creative thinking. They encourage both controlled practice of skills, and personal and free responses. Despite its strengths, the textbook has problems here since there are few exercises on prepositions and prepositional phrases in the textbook. Some of the explanations given for the contents are poor. For example, lesson one in unit 9 is about past and present perfect tenses, presented badly (See Appendix-III).

In grade 8, we find grammar contents that are more advanced and challenging to students at this level. There are illustrations with examples in the lessons; but they are less authentic and natural. The contents include gerunds (unit 1, lesson seven and lesson eight); conjunctions (unit 2, lesson one; unit 11, lesson two; unit 13, lesson one), adjective clauses (unit 3, lesson one), tenses (unit 4, lesson two; unit 5, lesson five; unit 15, lesson four), affirmatives and negatives (unit 6, lesson two), auxiliary verbs (unit 8, lesson two) and others. However, some of the contents, such as in lesson eight of unit 11, are below the level of learners (See Appendix-IV). Students of grade 8 are expected to use structures more complex than simple nouns or verbs.

Contents in textbooks are repeated for students to understand and master. Unless contents are repeated in subsequent units and grade levels, they can be easily forgotten. By repetition, we

mean presenting items taught at lower levels with some progression or modification (Section 2.1.4.2.3).

There are contents that are repeated in the series of the textbooks under study. In the grade 5 textbook, adjectives and nouns are taught using simple and elementary descriptions and illustrations (unit 1, lesson two; unit 20, lesson nine). These are also repeated in grade 6 (unit 20, lesson two). The lessons are given in the data below.

**Data 65: adjectives and nouns**

*We tell our new friends important things about ourselves. We use **adjectives** to describe ourselves. Example: I am **happy** student. **Happy** is an adjective that describes the student.*

*A **noun** is a word that names a person, place or thing. Mother, home, and glass are all nouns.*

*Grade5 Unit 1, Lesson Two, p.3-4*

*The first column contains a list of nouns. The second column contains a list of adjectives made from the nouns.*

*Copy the adjectives in your exercise book and write a sentence using each one.*

**Example:** *It is a very windy day today.*

<b>Nouns</b>	<b>Adjectives</b>
<i>sun</i>	<i>sunny</i>
<i>rain</i>	<i>rainy</i>
<i>cloud</i>	<i>cloudy</i>
<i>wind</i>	<i>windy</i>

*Grade 5 Unit 20, Lesson Nine, p.120*

*Fruits and vegetables can be described using words that tell how they look, smell, taste, and feel. Words that describe people, places, and things are called **adjectives**.*

*Grade 6 Unit 20, Lesson Two, p.134*

Comparative and superlative forms of adjectives are other aspects that are taught repeatedly across levels. They are presented in unit 4 (lesson one) of grade 5, unit 4 (lesson six) of grade 6 and unit 3 (lesson ten) of grade 7 as indicated in the following data.

**Data 66: comparative and superlative forms of adjectives**

*When we compare people, animals, and objects, we use **adjectives**. Remember, an adjective describes something. Adjectives also can be used to compare one or more things.*

*An adjective that compares two things is a **comparative adjective**. The comparative form of adjectives ends in **-er**.*

*An adjective that compares more than two things is a **superlative adjective**. The superlative form of adjectives ends in **-est**.*

*Adjectives ending in **-y** usually change their spelling by dropping the **y** and adding **-ier** or **-iest**.*

**Examples:**

Adjective	Comparative	Superlative
<i>tall</i>	<i>taller</i>	<i>tallest</i>
<i>long</i>	<i>longer</i>	<i>longest</i>
<i>fast</i>	<i>faster</i>	<i>fastest</i>
<i>heavy</i>	<i>heavier</i>	<i>heaviest</i>

*Grade5 Unit 4, Lesson One, p.23-24*

When we compare people, animals, and objects, we use **adjectives**. An adjective describes a person, place, or thing. Adjectives can be used to compare one or more things.

An adjective that compares two things is a **comparative adjective**. The comparative form of adjectives ends in **-er**.

An adjective that compares more than two things is a **superlative adjective**. The superlative form of adjectives ends in **-est**.

Adjectives ending in y usually change their spelling by dropping the y and adding **-ier** or **-iest**.

Adjective	Comparative (-er)	Superlative (-est)
<i>tall</i>	<i>taller</i>	<i>tallest</i>
<i>large</i>	<i>larger</i>	<i>largest</i>
<i>heavy</i>	<i>heavier</i>	<i>heaviest</i>
<i>short</i>	<i>shorter</i>	<i>shortest</i>
<i>fast</i>	<i>faster</i>	<i>fastest</i>

*Grade 6 Unit 4, Lesson Two, p.26-27*

We use **comparative** and **superlative** adjectives when we compare (alike) and contrast (different) two or more people or things. An adjective is a word that describes a noun or a pronoun. A **comparative adjective** describes two things. A **superlative adjective** describes three or more things.

**Example**

Abera is **taller** than Befekadu (comparative).

Abera is **the tallest** boy in our class (superlative).

*Grade 7 Unit Three, Lesson Ten, p.29-30*

In the first two lessons of the grade levels, the comparative and superlative forms of adjectives are presented in almost the same way, showing no progress from one grade level to the other. In fact, they seem to be copies of one source, against the principle of content recycling required across grade levels.

There are also contents that are introduced in grade 7, and continued in grade 8. For example, conjunctions are presented in unit 3 (lesson one) of grade 7, and repeated in unit 2 (lesson one) and unit 13 (lesson one) of grade 8.

**Data 67: conjunctions**

When we compare ourselves to others, we often use words such as **neither...nor**, **either...or**, **neither of us**, **either of us**, and **both of us**.

**Example**

1. **Neither** Kedija **nor** Girma can talk about the incident.
2. **Either** Abera **or** Imuye can answer the questions correctly.
3. **Neither of us** support the rebellion.

4. **Either of us** can do the job.
5. **Both of us** can understand the conversation.

*Grade 7 Unit 3, Lesson One, p.22*

*When people, animals, and objects are compared and contrasted, the language pattern **either...or** and **neither...nor** can be used.*

*Follow along as your teacher reads aloud sentences that have the language pattern **either...or** and **neither...nor**.*

1. *Some farmers specialize in growing **either** bananas **or** pineapples.*
2. ***Neither** bananas **nor** pineapples can grow in cold weather.*
3. ***Either** a man **or** a woman can be trained to run fast.*
4. ***Neither** a man **nor** a woman can run as fast as a cheetah.*
5. *If you want to find **either** a turtle **or** a snail, you should look near water.*
6. ***Neither** a turtle **nor** s snail moves quickly.*

*Grade 8 Unit 2, Lesson One, p.14*

The textbooks are organized poorly in repeating grammar rules progressively across grade levels. This makes students forget the rules presented only once. While the textbooks lack repetition of contents across grade levels, the grammar rules presented in the textbooks as a whole do not have dialogues or conversations to illustrate the rules taught. This is another problem in the organization of contents of grammar in the textbooks.

In general, the lessons of grades 5-8 English textbooks do not provide rich sources of natural language for students to acquire the rules despite the usefulness of the contents in reflecting students' experiences. Some of the activities and exercises are relevant to challenge students' critical thinking. There are contents that are repeated in the series of the textbooks though they are insufficient compared to the whole grammar contents of the textbooks, and they do not show progress from one grade to another. The contents are designed in a way that only one item is presented at a time so that students can grasp the rules without confusion.

## Chapter Five

### Conclusion and Recommendations

#### 5.1. Conclusion

The main objective of the study was to evaluate the linguistic contents of grades 5-8 English textbooks of Oromia Regional State, with particular focus on grammar exercises, explanations of grammar rules, selection, sequencing, repetition and difficulty level of the contents. To gather data for analysis, evaluation checklist, questionnaire and observation were employed as the main tools. 4 textbooks of grades 5-8, 143 second cycle primary school English teachers from 32 schools of the region, and 32 classrooms were used as subjects of the study. The analysis of the data leads to the following findings.

With regard to the overall organization of the textbooks, attention is predominantly given to language skills (reading, writing, speaking and listening) and functions, with little consideration of grammar and vocabulary. The grammar rules are presented in a deductive approach that gives some explanations of the rules followed by few examples and exercises. The strengths observed in the textbooks are inclusion of topics related to culture, environment, social life, education and other things that are relevant to students' lives. However, lack of specification and separation of skills and grammar items, lack of useful extensive grammar references, glossaries and other communicative activities as appendices, and lack of summaries in all the units are considered as weaknesses of the textbooks.

**Grade 5 English textbook:** The grammar lessons are found to be inadequate because the exercises and activities lack dialogues and/or conversations to make the students understand and practice the given items. Some exercises are also poor in facilitating students' use of grammar rules, creating no situations in which the rules are applied as there are no identifications of exceptional rules in the lessons.

The textbook contains word classes, sentence types (imperatives, negatives, affirmatives and interrogatives), gerunds, tenses and others. However, these items do not have clear and elaborate explanations with examples. The lessons consider students' real lives in their selection of contents, but they do not expose the students to authentic use of the language by

providing examples with contexts. The grammar items are usually presented sequentially in that only one item can be taught at a time. There are various repeated items in different units of the textbook though they are not exhaustively presented.

**Grade 6 English textbook:** Some exercises provide contexts from reading passages to help students practice the rules though the contexts do not seem natural communication, like dialogues. The exercises in the textbook are organized in a fragmented manner so that students probably face problems in identifying what type of grammar item is to be taught in a particular lesson.

There are structures like possessive adjectives, comparative words/phrases, comparative and superlative adjectives, wh-words, infinitives and two consecutive past actions that are organized in the textbook. The problem is that the presentations of these items are incomplete: they lack clear and relevant examples, identification of exceptional rules, and explanations for rules in many lessons. In the selection of contents, the textbook has good qualities in some exercises since the examples are taken from the localities of the students. On the contrary, the contents are not organised in line with the level of grade 6 students, and the sequencing of the contents is poor as various concepts are included within a single lesson. The repetition of grammar items is moderate in that different units have rules that are recycled in subsequent units.

**Grade 7 English textbook:** The lessons are presented with various grammar items though they do not encourage students to practice the language through dialogues, language drills and others in which the students can express their ideas and feelings. Some of the items are vague in their categories; they can be either nouns or verbs based on their distributions in a sentence. There are also unnecessary repetitions and multiple instructions in a single exercise which can be barriers in students' understanding of the rules.

Moreover, the explanations and elaborations given about the grammar rules are incomplete in that the items are presented with definitions of only few words and illustrations of an example or two instead of dialogues or language drills. Some of the explanations are irrelevant to the contents, for instance, conditional clauses are presented in the textbook with the expressions of

only cause and effect. However, the selected contents reflect the practical lives of the students though they lack illustrations. In the textbook, there are well-graded grammar rules even if some contents do not show progression from one unit to the next. The principle of repetition is not implemented in the lessons hence many items are presented only once. The units are organized on the basis of the familiarities of contents to the students so that they seem correspond to the levels of the students.

**Grade 8 English textbook:** The exercises are dominated by controlled practice activities, requiring students to use one correct form. There are also exercises which have been selected without careful consideration of the complexities of the contents and instructions to this level of students.

In the textbook, there are problems of explanations in grammar terms: many items are included without definition. However, the contents are selected on the basis of their relevance to the grade level. They present items in the form of comparison, and the responsibilities students have expressed in the form of obligation and prohibition though they lack explicit teaching of the rules. The sequencing of the grammar items is rated as good since the patterns are organized to help the students in understanding a given piece of item at a time. With respect to the recycling of contents, only a few are repeated while many are left without repetition. Because it is the last stage of primary school, the contents need to be relevant to the development of the students' skills though some contents are not deep enough.

**Organization of grammar contents across grades 5-8:** The contents are organized using grammar items that seem to challenge the students in their creative thinking though the explanations are poor. The textbooks have problems in presenting grammar rules repeatedly in a progressive way in consecutive grades, resulting in problems of rehearsal. Moreover, contexts are not provided for many of the contents of the textbooks: there are no dialogues and/or conversation, language drills, and language games that could make students learn the grammar items with interest.

In general, the textbooks are dominated by communicative activities that give little emphasis to grammar contents. And, there are a number of grammar items that are not addressed by the textbooks: these include tag questions and answers, nominals (compound, mass and proper), phrases (noun and verb phrases), clauses (relative, main and subordinate) and others, all of which are essential at this level.

## **5.2. Recommendations**

On the basis of the findings concerning grammar contents of English textbooks of grades 5-8 in Oromia Regional State, the following are recommended.

1. The language planners and authors who are involved in the preparations of the textbooks should be linguists or should have linguistic knowledge so that they can logically relate theories and descriptions of language.
2. The overall organizations of the four textbooks should be revised to include mixed-strand approach/eclectic view of language teaching rather than communicative approach, so that grammar lessons get proportional coverage with skills and vocabulary.
3. There should be summaries/reviews of grammar in all the units, and extensive grammar references and glossaries at the end of the whole textbooks.
4. The textbooks need to be reconsidered, especially where the grammar exercises lack clear instructions and sufficient questions, and the grammar rules lack relevant and proper explanations. There is a need to include explanations and clear illustrations.
5. The exercises and activities presented in the grammar lessons need to be organized on the basis of real-life like contexts, dialogues and/or conversations and language drills so that students are able to manipulate the structures properly.
6. The repetition and sequencing of grammar rules in the textbooks should be reconsidered. There are many grammar items that need to be repeated across units and grade levels, and they need to be organized progressively from unit to unit.
7. Grammar items, such as tag questions and answers, different phrases, clauses, nominal types (compound, mass and proper), and simple conjunctions need to be included in the textbooks.

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# Appendices

## Appendix-I

### English for Ethiopia, Grade 5

#### Unit 1

#### Helping at Home

#### Lesson Two (p.3-4)

We tell our new friends important things about ourselves. We use **adjectives** to describe ourselves. Example: I am **happy** student. **Happy** is an adjective that describes the student.

A **noun** is a word that names a person, place or thing. **Mother, home, and glass** are all nouns.

**Talk with a partner about how you help at home.**

**Make a list of eight adjectives and nouns that tell about your home. Examples: small rooms, large table, small box.**

Adjective	Noun	Adjective	Noun
1. _____	_____	5. _____	_____
2. _____	_____	6. _____	_____
3. _____	_____	7. _____	_____
4. _____	_____	8. _____	_____

**Look at the example sentence below. Draw an arrow from the adjective to the noun it is describing. One is done for you.**

I live in a small house.

I have a beautiful mother.

We have an old cow.

I have a red scarf.

**Practice writing several sentences describing your house. Write the sentences like the example below.**

**Example:** house: I live in a small house.

#### Lesson Three (p.4)

**Practice writing several sentences describing your family. Read each example sentence. Write five sentences that are like each example sentence.**

My family

**Example:** I have a beautiful mother. I have a strong mother.

**Give your paper to a partner to read.**

#### Unit 3

#### Wild Animals and their Use

#### Lesson One (p.16)

We can name and describe people, animals, and objects. We can tell what they look like. We can compare them to other people, animals, and objects. We can tell what they are used for.

**Describe a person, an object, and an animal. Example of words that could be used: tall, short, boy, girl, big, large, small, brown, yellow.**

Use as many words as possible to describe this person, object, and animal.

**Read your list of words to the class. The class will try to who you are describing.**

**Example:**

He is a tall boy. He has a large black bag.

He sits behind two tall girls. Who is he?

### **Lesson Three (p.16-17)**

Nouns can be used to name people, animals, and objects. When we talk about people, animals, or objects, we can talk about one or more than one. One is called **singular**. More than one is called **plural**. To change a singular noun into a plural noun we simply add an ‘-s’ to the end of the word. Sometimes we must add ‘-es’.

**Read the following examples of singular (one) and plural (more than one) nouns.**

<b>Singular Nouns</b>	<b>Plural Nouns</b>
teacher	teachers
boy	boys
girl	girls
box	boxes
desk	desks
hat	hats

## **Unit 4**

### **Good Practices in School**

#### **Lesson One (p.23-24)**

I am the smallest girl in my class. I have the longest hair and the prettiest headscarf. My brother, Tesfaye, is the tallest boy in his class. He is shorter than me, but taller than all the boys in his class. Tesfaye is fast in running matches. He can run faster than all the other boys. He is the fastest of all.

When we compare people, animals, and objects, we use adjectives. Remember, an adjective describes something. Adjectives also can be used to compare one or more things.

An adjective that compares two things is a comparative adjective. The comparative form of adjectives ends in *-er*.

An adjective that compares more than two things is a superlative adjective. The superlative form of adjectives ends in *-est*.

Adjectives ending in -y usually change their spelling by dropping the y and adding *-ier* or *-iest*.

**Examples:**

<b>Adjective</b>	<b>Comparative</b>	<b>Superlative</b>
tall	taller	tallest
long	longer	longest
fast	faster	fastest
heavy	heavier	heaviest

**Copy the chart in your exercise book. Write the comparative and superlative adjectives.**

<b>Adjective</b>	<b>Comparative</b>	<b>Superlative</b>
tall		
short		
heavy		
light		
thick		
cheap		
strong		
young		
old		
fast		
hard		
small		
narrow		
wide		

**Unit 5**

**Caring for plants**

**Lesson Four (p.30-31)**

Possessive words tell us who owns something.

For example, in the sentence: I ride in my father's car, the words **father's** car show that father owns the car. **Our mother's straw basket** shows that mother owns the straw basket.

Possessive nouns are usually formed by adding an apostrophe and an "s" to the end of the noun. Orally read the nouns and possessive nouns in the list below to a partner.

**Regular Noun**

1. brother
2. Halima
3. farmer

**Possessive Noun**

1. brother's
2. Halima's
3. farmer's

**Make a list of five regular nouns. Turn the regular noun into a possessive noun.**

Regular Noun	Possessive Noun

**Write a sentence for each possessive noun. Example: Desta’s flowers are pretty.**

**Lesson Six (p.31-32)**

A pronoun is a word that replaces a specific noun. Examples of pronouns are **I, you, he, she, it, we, and they**. Pronouns such as **she** and **her** could replace the name of a girl or woman. Example: Sara is washing clothes. She is washing clothes. Seble is helping Sara. Seble is helping **her**.

In the sentences below, replace the underlined words with **her, him, or them**.

The teacher is standing near Ahmed.

She is talking to Ahmed.

He is listening to the teacher.

The other students are watching Ahmed and the teacher.

Alemitu is speaking.

Hailu is listening to Alemitu.

She is helping Hailu.

The teacher is looking at Alemitu and Hailu.

**Lesson Seven (p.32)**

Pronouns can be possessive just like nouns can be possessive. Examples are **his, hers, its, theirs, ours**.

**Look at the following nouns, possessive nouns, pronouns, and possessive pronouns in the following chart.**

Nouns	Possessive Noun	Pronoun	Possessive Pronoun
donkey	donkey’s	it	its
Halima	Halima’s	her	hers
farmer	farmer’s	him	his

**Choose two of the possessive nouns from the chart above. Write sentences using the possessive pronouns.**

Example: Snake are living in Halima’s vegetable garden. That garden is hers.

Practice writing some sentences with your possessive nouns. Write a sentence that replaces the noun with a possessive noun. Write another sentence that replaces the pronoun with a possessive pronoun. Look at the examples.

Example: **My brother** has a football.  
**My brother's** football is black and white.

Example: **He** has a football.  
The black and white football is **his**.

**Write five pairs of sentences like the example above.**

**Unit 6**  
**Farming Tools**  
**Lesson Four (p.37)**

Words can tell how many or how much. These words are called quantity words.  
Quantity words can tell an exact (countable) number such as five, sixteen, one hundred.  
Quantity words can also give a quantity (uncountable) number that is not an exact number such as many, few, or some.

**Look at the words below. Copy the chart below in your exercise book. Put a check in the column to tell if the quantity word is countable or uncountable.**

	Countable	Uncountable
five		
three hundred		
some		
less		
much		
few		
ten		
little		
both		
no		
more		

**Make two sentences with 'no' using countable and uncountable words.**

**Lesson Five (p.37)**

Select two **countable** words from the chart above.  
Think of objects that you use in school that are countable such as pencils, desks, and students.  
Then write a sentence for each countable word that you wrote. Example: There are 72 students in my class.

more books more rain less water fewer books
--

Select two **uncountable** words from the chart above.

Think of ways to write sentences using these words. Example: We had **more** rain than was predicted. Write these words. Then write a sentence for each uncountable word that you wrote. The following chart may help you.

## Unit 7

### Using Time Wisely

#### Lesson Two (p.42)

Prepositional phrases are found in sentences. They begin with a word such as **in, on, to, for, at**, etc. These words are called prepositions.

**Read the sentences below. The prepositional phrases are underlined.**

1. I do my homework in the evening.
2. I play football at different football fields.
3. My grandfather ploughs the fields on sunny days.
4. My brother reads to me in English at night.

In your exercise book, write three sentences with prepositional phrases. Use prepositional phrases that begin with on, in, and at. Write about something that you do every day.

Example: I feed the chickens every day **in the morning**.

#### Lesson Five (p.44-45)

When numbers are placed in order, they are called **ordinal** numbers. Among the ordinal numbers are **first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, and tenth**.

We can use ordinal numbers to tell placement of someone or something.

Imagine that you have four bags of grain. The bag that is used before all of the others is used **first**. The one that you use next would be used **second**.

Think about your brothers and sisters. If you are the oldest, you were born **first**. If you were born last and have three brothers, you would be **fourth**.

Ordinal numbers are also used to describe a date.

**Example:** I am going to take a mathematics test on the **sixth** of November.

In your exercise book, change the dates below into ordinal numbers.

**Example:** I will leave for Nazret to visit my grandmother on September 7.

I will leave for Nazret to visit my grandmother on the seventh of September.

1. I will be leaving for Addis in October 4.
2. My birthday is August 14.
3. April 11 is my birthday.
4. My mother was born on December 25.
5. Our Christmas holiday is on January 7.

## Unit 8

### People's Work

#### Lesson Three (p.50-51)

Use the information in the picture below (p.51) to write four sentences about people's work. The verbs such as **is**, **uses**, **writes** are called simple present verbs. They tell what someone is doing now.

**Example:** Halimah **is** a secretary.

She **works** in an office.

She **writes** letters.

She **uses** a pen.

## Unit 9

### The Importance of Saving

#### Lesson Five (p.56-57)

A **preposition** is a word placed before a noun. A list of prepositions includes: **behind/in front of, at the bottom/top of, on the left/right of, next to, near, beside, by, under.**

**Example:** The book is on top of the desk.

The pencil is under the exercise book.

#### Lesson Six (p.57)

Use classroom objects, pictures, and photos to practice prepositions. Look at an object, picture, or photo, and write a sentence in your exercise book.

**Example:** The pencil is **on the left of** the pen. (Make sure that what you are writing is real and observable from the positions of objects in the classroom.)

#### Lesson Seven (p.57)

**Review the following prepositions.**

1. The food is on the table.
2. There are pictures on the wall.
3. The letter is under your exercise book.
4. Alem is under the table.
5. Brehan is behind the door.
6. Abebech is standing by the window.

Practice writing eight sentences using prepositions. Use family and classmates' names to write your sentences. Draw a line under each preposition. Circle each noun.

Example: My brother is inside the school.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Unit 10**  
**Keeping the Environment Clean**  
**Lesson One (p.59)**

**Positive Commands**

Give your partner instructions on two ways to keep the classroom environment clean.

Example 1: Your partner will give you the verb *throw*.

You will use throw in a sentence about keeping the classroom environment clean.

You will say: "Please throw dirty paper into the waste basket."

Example 2: *clean*

"Please clean your classroom after the class."

**Negative Commands:**

Example 1: *throw*

"Please do not throw dirty paper onto the floor."

Example 2: *clean*

"Please do not clean your classroom during the lesson."

Please state four positive commands sentences to your partner.

Your partner will orally give you four positive command sentences too.

collect	cover	burn	bury
---------	-------	------	------

**Unit 12**  
**What I Want To Be When I Grow Up**  
**Lesson Five (p.71)**

Copy the chart below in your exercise book. Place an **X** in the box in front of the sentences that tell what you like to do. Circle the words that end in **-ing** and are used as nouns. These words are called **gerunds**. Example: I like running.

	I like studying.
	I like reading at home.
	I like eating bananas.
	Drawing is fun.
	Swimming is easy for me.
	I like dancing.
	I am good at cooking.
	Buying sweets is my favorite thing to do.

Think about what you like doing.  
 Orally list three things that you like doing.  
 Then write three sentences about what you like doing.

**Lesson six (p.72)**

Complete the following sentences.  
 Use the words: running, cooking, swimming, and dancing.

1. I like to eat my mother's \_\_\_\_\_.
2. \_\_\_\_\_ is my favorite sport.
3. I stay fit by \_\_\_\_\_.
4. \_\_\_\_\_ is what I do when I hear music.

**Unit 13**

**Self-Reliance**

**Lesson Six (p.77)**

**Verbs** show actions in a sentence. **Adverbs** describe verbs.  
 Adverbs are words like: **often, never, always, and sometimes, rarely, usually.**  
 Read the three examples given below. The **verbs** are in italics and the **adverbs** are underlined.

1. The girls' volleyball team always *plays* well.
2. Bogale and Alemnesh never *finish* their papers on time.
3. I often *miss* the English lesson.

Write five sentences using the following adverbs: **always, never, sometimes, rarely, often, and usually.**

Share your answers with the class.

**Lesson Nine (p.78)**

Change positive statements to negative statements in the chart below.

**Example:**

Positive Statement: I like to go to school.

Negative Statement: I do not like to go to school.

**Positive Statements**

**Negative Statements**

<b>Positive Statements</b>	<b>Negative Statements</b>
The candy is very good.	
My teacher tells me I do good work.	
My father likes to plough the fields.	
My grandfather buys us presents.	
I can write my name.	
My goats are getting bigger every day.	
We play football at school on Friday.	
I help my mother care for my younger brother and sister.	

**Unit 14**  
**Out-of-School Activities**  
**Lesson Four (p.82-83)**

A verb after the word **going to** tells what we will do in the **future** (such as tonight, tomorrow, next week, Saturday, next month, next year, or on weekends).  
These are activities that will happen in the future.  
Read the sentences below aloud to the class. Then take turns reading the sentences aloud with a partner.

1. Tonight after school, I am going to feed the chickens.
2. Tomorrow I am going to play football with my friends.
3. Next week I am going to plant trees.
4. On Saturday I am going to shop at the market.
5. Next month I am going to help my mother in her store.
6. Next year I am going to be in Grade 6.
7. During the weekend I am going to walk to my friend's house.

In your exercise book, copy the sentence beginnings given below. Complete the sentences saying what you are going to do.

1. Tonight after school, I am going to\_\_\_\_\_.
2. Tomorrow I am going to \_\_\_\_\_.
3. Next week I am going to\_\_\_\_\_.
4. On Saturday I am going to\_\_\_\_\_.
5. Next month I am going to \_\_\_\_\_.
6. Next year I am going to\_\_\_\_\_.
7. During the weekend I am going to \_\_\_\_\_.

Exchange papers with a partner. Practice reading each other's descriptive sentences. Are there similar things that you and your partner do in the evenings after school?

**Unit 16**  
**A Famous Person**  
**Lesson Two (p.94-95)**

The past form of the following verbs are in the passage in Lesson One (p.93). Find them and write them in your exercise book. Number 1 is done for you.

- |                         |                |
|-------------------------|----------------|
| 1. become <u>became</u> |                |
| 2. happen _____         | 7. win _____   |
| 3. run _____            | 8. set _____   |
| 4. is _____             | 9. have _____  |
| 5. start _____          | 10. vote _____ |
| 6. hold _____           | 11. die _____  |

### Lesson Three (p.94)

Action verbs tell about something that someone is doing or did. Copy the chart below in your exercise book. Change the verbs in the verbs in the sentences from simple present to simple past.

Simple Present	Simple Past
Example: I wash my face every day.	Example: Last week I washed my face every day.
I clean my teeth.	
Ahmed combs his hair.	
Dessie plays with her friends.	
My mother talks to my brothers and sister.	
I look after my baby brother.	

Write sentences using simple past verbs. Tell about things that you did yesterday.

### Lesson Four (p.95)

Sometimes verbs do not follow a pattern when they change from present tense to past tense. Look at the following verbs in group 1 and group 2. What differences do you see?

Group 1		Group 2	
wash-washed	play-played	bring-brought	hurt-hurt
clean-cleaned	talk-talked	give-gave	put-put
comb-combed	look-looked	go-went	lose-lost

In your exercise book, write one sentence using each of the past tense irregular verbs in the chart below.

**Example:** I hurt my leg yesterday while I was playing football.

Present Tense Irregular Verb	Past Tense Irregular Verb
hurt	hurt
give	gave
buy	bought
write	wrote
keep	kept
lose	lost

## Unit 19

### A Brave Dead of a Woman

#### Lesson Two (p.110)

Prepositions are words that show positions. Prepositions are usually followed by a noun. **Over, under, to, on, in,** and other words that show position are prepositions.

Work with a partner and take turns describing what you see in the picture (p.111) by using prepositions.

## Lesson Six (p.113)

Copy the sentences below in your exercise book, and fill in the preposition.

1. I went to Nazret \_\_\_\_\_ car.
2. She goes to school \_\_\_\_\_ foot.
3. We visited Addis Ababa \_\_\_\_\_ June.
4. We started our journey \_\_\_\_\_ the Sheraton Hotel.
5. There were fifteen birds \_\_\_\_\_ the tree.
6. Five guards were standing \_\_\_\_\_ the gate.
7. Twelve donkeys were \_\_\_\_\_ the side of the road.
8. The lady walked fast \_\_\_\_\_ the market.

## Unit 20

### Water Harvest

## Lesson Nine (p.120)

The first column contains a list of nouns. The second column contains a list of adjectives made from the nouns.

Copy the adjectives in your exercise book and write a sentence using each one.

**Example:** It is a very windy day today.

Nouns	Adjectives
sun	sunny
rain	rainy
cloud	cloudy
fog	foggy
wind	windy

Write a paragraph using the adjectives and nouns in the chart. Describe the weather of the day.

**Example:** Today is very cold and cloudy. The sun is not shining.

## Appendix-II

### English for Ethiopia, Grade 6

#### Unit 3

#### Hardworking People

#### Lesson Two (p.19-20)

When we talk about people, animals and objects, we use words to tell how they compare and contrast. When we talk about how they compare, we can say they are *the same as*. When we talk about how they contrast, we can say they are *different from*.

**Listen to your teacher read the following sentences.**

1. Bayush lives on a farm. Haileyesus lives on farm.
1. Bayush lives on a farm *the same as* Haileyesus.
2. Bayush is 12 years old. Haileyesus is 12 years old.
2. Bayush's age is *the same as* Haileyesus.
3. Bayush is quite short. Haileyesus is quite tall.
3. Bayush's height is *different from* Haileyesus'.
4. Bayush is a girl. Haileyesus is a boy.
4. Bayush's gender is *different from* Haileyesus'.

**Tell your partner how you are the same as and different from one another.**

When we talk about how people, animals, and objects compare, we can use the word *too*.

**Listen to your teacher read the following sentences about how Bayush and Haileyesus compare.**

1. Bayush lives on a farm. Haileyesus lives on a farm.
1. Bayush lives on a farm. Haileyesus lives on a farm, too.

**Talk with your partner. Tell your partner how you compare using the word *too*.**

#### Lesson Three (p.20)

**Listen and follow the words as your teacher reads sentences about what Bayush and Haileyesus have or own.**

1. Bayush has a long skirt.
2. Haileyesus owns a donkey.
3. Bayush has a blue tee shirt.

#### Lesson Four (p.21)

When we want to describe a person, animal, or a thing clearly, we often say who they belong to using an apostrophe and the letter ('s-Bayush's) or an apostrophe (Haileyesus'). If the person's name ends in ends in a letter other than *s*, we add an apostrophe and the letter *s* to the end. If the person's name ends in the letter *s*, we only add an apostrophe to show what they own.

**Listen to your teacher read sentences about what Bayush and Haileyesus have or own. Notice how the sentences use 's or ' after the s to show what Bayush and Haileyesus have or own.**

**Example**

1. Bayush's skirt is long.
2. Haileyesus' donkey is healthy.
3. Bayush's tee shirt is blue.

**Work with a partner. In your exercise book write five sentences to show what you own. Be sure to use an 's or ' to show ownership. Remember, if your name ends in a letter other than s, add 's. if your name ends in s, just add an apostrophe.**

**Read your sentences to your partner. Listen to your partner read his or her sentences to you.**

We can replace a person's name with *her* or *his* to show what she or he has or owns. These words are called *singular possessive adjectives*. Other *singular possessive adjectives* are *my* and *your*.

**Listen to your teacher read the following sentence pairs. Read silently from your textbook. Notice that each person's name has been replaced with a possessive adjective.**

- |  |                         |
|--|-------------------------|
| 1. Bayush's skirt is long.      —————> | 1. Her skirt is long.   |
| 2. Haileyesus' shirts are tan. —————>  | 2. His shirts are tan.  |
| 3. Haileyesus' donkey is brown. —————> | 3. His donkey is brown. |

If the possessive adjective is separated from the named object, it changes from *my* to *mine*, *your* to *yours*, and *her* to *hers*. The word *his* does not change. The words *mine*, *yours*, *his*, and *hers* are called *possessive pronouns*.

**Listen to your teacher read the following sentences using other possessive adjectives and pronouns.**

	<b>Possessive Adjective</b>	<b>Possessive Pronoun</b>
I have a long dress.	My dress is long.	This long dress is mine.
My brother has three goats in the field.	His goats are in the field.	The three goats in the field are his.
Bayush's tee shirt is blue.	Her tee shirt is blue.	That blue tee shirt is hers.
You have a big cow. I have a bigger cow.	My cow is bigger than your cow.	My cow is bigger than your.

**Tell your partner three sentences using possessive adjectives or pronouns. Listen to your partner tell his or her sentences to you. Tell what words are possessive adjectives or pronouns.**

**Lesson Seven (p.24)**

Words can be classified as *nouns*, *pronouns*, *adjectives*, and *verbs*.

**Copy the table in your exercise book and fill in the blank spaces with information from the passage (p.23). Read the examples in the chart to the class.**

Nouns	Pronouns	Adjectives	Verbs
Beletu	she	hardworking	works

#### Unit 4

### The Highest Mountain in Ethiopia

#### Lesson Two (p.26-27)

When we compare people, animals, and objects, we use *adjectives*. An adjective describes a person, place, or thing. Adjectives can be used to compare one or more things.

An adjective that compares two things is a comparative adjective. The comparative form of adjectives ends in *-er*.

An adjective that compares more than two things is a superlative adjective. The superlative form of adjectives ends in *-est*.

Adjectives ending in y usually change their spelling by dropping the y and adding *-ier* or *-iest*.

Adjective	Comparative (-er)	Superlative (-est)
tall	taller	tallest
large	larger	largest
heavy	heavier	heaviest
short	shorter	shortest
fast	faster	fastest

**In small groups of three or more, answer the questions about the students in your group or class. Use complete sentences.**

1. Who is the tallest in your group? Who is the tallest in your class?
2. Who is the shortest in your group? Who is the shortest in your class?
3. Who is the youngest in your group? Who is the youngest in your class?
4. Who is the oldest in your group? Who is the oldest in your class?

**With a partner use a comparative form of an adjective from the word bank to describe two members of your group.**

Word Bank				
lazy	quick	quiet	old	young
tall	short	fast	heavy	noisy

#### Example

Fatuma is shorter than Zeberga. Zeberga is taller than Fatuma.

**With a partner use a superlative form of an adjective from the Word Bank to describe a member of your group.**

Word Bank				
lazy	quick	quiet	old	young
tall	short	fast	heavy	noisy

**Example**

Zeberga is the tallest in the group. Fatuma is the shortest in the group.

**Lesson Six (p.32)**

*Regular and irregular comparative and superlative adjectives* compare people, places, and things.

*Regular comparative and superlative adjectives* add *-er* and *-est* to show comparison.

**Example**

high-higher-highest

hot-hotter-hottest

cold-colder-coldest

*Irregular comparative and superlative adjectives* change the form of the word to show comparison. The change is not regular.

**Example**

bad-worse-(the) worst

less-lesser-(the) least

some-more-(the) most

good-better-(the) best

**In your exercise book, copy and complete the chart below.**

Adjective	Comparative	Superlative
bad		
	lesser	
		(the) coldest
	better	
hot		
		(the) most

**In your exercise book write three sentences using an irregular form of an adjective to make a comparison. Share your sentences with a partner.**

**Unit 5****My Experience as a Child****Lesson Two (p.35)**

When we talk about things that we did in the past but do not do anymore we can use a new language pattern. We can use the language pattern *used to* plus a *verb*.

Read the following example as you listen to your teacher read it out loud.

*When + I + was young + I +used to +crawl.*

**Listen as your teacher asks and answers questions using the new language pattern.**

**Work with your partner again. Take turns using the new language pattern above. Ask and tell about things that you did when you were very young that you don't do any more.**

**Work with another set of partners. In your group of four using the new language pattern above, report on what your partner used to do in the past. Listen as others tell about what their partner did in the past. Listen for the new language pattern.**

### **Lesson Five (p.37)**

A verb shows action. Verbs are words like *run, walk, ride, talk*. Verbs can be *past, present, or future*.

### **Lesson Six (p.39)**

**Read the list of words in the Word Bank.**

<b>Word Bank</b>				
crawl	ride	run	read	talk
play	write	work	drink	add

**Use each verb from the word bank to write sentences in your exercise book about what you used to do in the past. Use the new language pattern *when + subject + simple past + subject + used to + verb* when you write sentences.**

## **Unit 7**

### **Tools My Parents Use**

#### **Lesson Two (p.47)**

We ask questions to find about people's jobs or occupations. The questions often begin with *who, what, and/or where*.

#### **Example**

Who uses a hammer in his occupation?

What do you call someone who uses a pen for his/her occupation?

Where does a teacher work?

**Work with a partner to ask each other questions about the occupations that you listed in the chart. Use *wh*-questions that begin with *who, what, and/or where*.**

#### **Example**

What is the occupation of someone who examines you when you are sick?

What kinds of tools does this person use?

Where does this person work?

How much is he or she paid?

Who works with this person?

#### **Lesson Three (p.48)**

When we talk about something that people do now, the verb is in the present tense.

#### **Example**

After school I *play* football with my friends in the empty lot behind my house.

In this sentence, the subject is *I*.

The subject (I) tells *who* or *what* the sentence is about.  
 Play is a *present tense verb* and tells *what the subject does*.  
 Football is called a *direct object*. Football tells *what* the subject plays.

**Copy the sentences below in your exercise book. Underline *the subject* one time. Underline *the present tense verb* two times. Draw a dotted line under the *direct object*. Read the example before you begin.**

**Example**

Abel harvests vegetables with his uncle after he gets home from school.

1. The butcher cuts meat for my family.
2. The mechanic fixes cars for people so that they can drive safely to work.
3. The farmer plants teff to sell at the market.
4. The chef bakes injera each day for the restaurant.
5. A pilot flies airplanes for the Ethiopian Air Force.
6. Nurses help patients in the hospital.
7. Policemen direct traffic on busy streets.
8. A shoeshine boy makes money to buy his school uniform by shining shoes.
9. My mother cooks breakfast for me every day.
10. My teacher uses chalk to write on the blackboard.

**Lesson Six (p.50-51)**

A present tense verb shows action that is happening now.

**Example**

Authors \_\_\_\_\_ letters, books, and articles.

Authors write letters, books, and articles.

**In your exercise book use the Word Bank to complete the sentences with the correct verb. Remember, a present tense verb shows action that happens now.**

Word Bank				
type(s)	drive(s)	fly(flies)	repair(s)	serve(s)
give(s)	write(s)	bake(s)	sell(s)	play(s)

1. The chef \_\_\_\_\_ bread at the bakery
2. The team members \_\_\_\_\_ football in the stadium.
3. A typist \_\_\_\_\_ letters at the office.
4. The man \_\_\_\_\_ a taxi around the city.
5. The nurse \_\_\_\_\_ medicine to children at the clinic.
6. A mechanic \_\_\_\_\_ the broken cars.
7. The pilot \_\_\_\_\_ the plane between Ethiopia and Europe.
8. The shopkeepers \_\_\_\_\_ tomatoes, onions, and lentils.
9. The teacher \_\_\_\_\_ lesson on the chalkboard.
10. The waitresses \_\_\_\_\_ food and drink to the people.

## Unit 9

### Drought-Where Is It in Ethiopia?

#### Lesson One (p.59)

When we talk and write, we use words that express the relationship of a noun or pronoun to another word in the sentence. These relationship words are called *prepositions*. Prepositions are found in *prepositional phrases*.

A *prepositional phrase* begins with a preposition and ends with a noun or a pronoun. This noun or pronoun is called the object of the *preposition*. In the example below, “of Addis Ababa” is the *prepositional phrase*.

#### Example

Mekele is north *of Addis Ababa*.

Dire Dawa is east *of Addis Ababa*.

Awassa is south *of Addis Ababa*.

Asosa is west *of Addis Ababa*.

#### Lesson Two (p.60-61)

Prepositions which are used often are listed in the Word Bank.

Word Bank			
above	below	in	toward
across	beside	into	under
after	between	of	up
among	by	on	with
around	down	over	
at	for	through	
behind	from	to	

**Write the following sentences in your exercise book. Put prepositions in the blank spaces. Then underline the prepositional phrase.**

1. Tsehay played the piano well \_\_\_\_\_ ten years lessons.
2. My brother and I walked \_\_\_\_\_ the street.
3. The Rift Valley look pretty \_\_\_\_\_ the mountains.
4. He planned to herd the cows \_\_\_\_\_ the lake.
5. The taxi driver took us \_\_\_\_\_ the shop.
6. His plans \_\_\_\_\_ the trip were made months ago.
7. My family traveled \_\_\_\_\_ Nazareth to visit our uncle.
8. My brother plays football \_\_\_\_\_ the field \_\_\_\_\_ the street.
9. My father works \_\_\_\_\_ the corner from my mother.

**Choose five of the prepositions from the Word Bank. In your exercise book write sentences using each preposition. Underline the prepositional phrases and circle the prepositions.**

## Unit 10

### My Experience/what I Couldn't Do in the Past

#### Lesson One (p.65)

When we get older, we can do things that we could not do when we were younger. We use *can* to tell others what we are able to do now. We use *cannot* to tell others what we are not able to do now. We use *could* to tell others what we were able to do in the past. We use *could not* to tell others what we were not able to do in the past.

**Compare what you can do now with what you could not do when you were younger.**

#### Example

When I was younger I could not play football with my brother. Now that I am older, I am a good football player.

#### Lesson Two (p.66)

When we talk and write about things that happened in the past, we must use *past tense verbs*. These verbs tell us that things happened before now. When we talk and write about things that are happening now, we must use *present tense verbs*. These verbs tell us about things that are happening now.

#### Example

Last night I chopped wood for the fire. (simple past tense)

Today I am chopping wood for the fire. (present continuous tense)

**Write three sentences in your exercise book about what your family did yesterday. Use *past tense verbs* and put a line under each verb.**

**Write three sentences in your exercise book about what your family is doing today after school. Use *present tense verbs* and put a line under each verb.**

#### Lesson Three (p.67-68)

**Copy the sentences below in your exercise book. Write the correct verb in each blank. Use *present tense* for something that is happening now. Use *past tense* for something that happened before now.**

1. Abdellah \_\_\_\_\_ (cannot, could not) spend his money on something sweet at the market.
2. Iman \_\_\_\_\_ (has, had) extra money today.
3. Abdellah \_\_\_\_\_ (wants, wanted) to buy something for his grandfather today.
4. Abdellah and Iman \_\_\_\_\_ (can, cannot) both buy something today.
5. Grandfather \_\_\_\_\_ (tells, told) Abdellah that he \_\_\_\_\_ (needs, needed) a new shirt.

## Unit 11

### The Teacher I Like Most

#### Lesson Three (p.73-74)

The word *to* often is used to show movement to a new location.

#### Example

I went *to* the market.

My friend walked *to* the river.

The teacher goes *to* school each day.

When we talk and write about things that we like, dislike, want, and need, the word *to* is not used to show location. *To + a verb* forms an *infinitive*.

**Example**

- to + run to run*
- to + buy to buy*
- to + do to do*
- to watch to watch*

**Read the sentences. In your exercise book write the infinitives that are in each sentence.**

1. I need to run to school today.
2. I want to buy a car.
3. I need to feed the chickens.
4. I want to watch the football game.
5. My father needs to plough the land in order to grow the crops.
6. My mother needs to grind the teff to make injera.
7. My parents need to borrow an axe to chop the wood.
8. My family needs to carry the bananas to market.

**Unit 12**

**Plan Your Daily Work**

**Lesson Three (p.79)**

Simple present tense verbs tell what you are doing. Simple present tense verbs do not tell what you will do or what you have already done.

**Imagine that today is Saturday. Take turns with your partner completing each sentence in the chart below. Use simple present tense verbs. The first sentence is completed for you.**

Sentence Starters	Answers
1. After I wake up,	I wash hands and face.
2. After I finish breakfast,	
3. After I help my parents,	
4. After I go shopping,	
5. After I play football,	
6. After I read a book,	
7. After I play with my friends,	
8. After I cook,	
9. After I go to market,	
10. After I rest,	

**Talk with your partner about how your answers and your partner’s answers compare and contrast.**

**Unit 13**  
**My Future Plans**  
**Lesson Three (p.85)**

We can plan what we *will do* next Saturday. We can also plan what we *will not do* next Saturday. What will you do next Saturday? What will you not do?

**Examples**

<i>I will</i>	I will help my father build a chair.
<i>I will not</i>	I will not go to school.
<i>I am going to</i>	Later, I am going to write a letter to my uncle.
<i>I will</i>	I will go to the market to buy shoes.
<i>I will not</i>	I will not have time to play with my brother.
<i>I am going to</i>	At night, I am going to read a good book.

**In your exercise book complete the chart below with a list of things you will do next Saturday. Then add a list of things you will not do.**

What I will do next Saturday	What I will not do next Saturday
1.	1.
2.	2.
3.	3.
4.	4.

**Unit 14**  
**Taking Care of Those with HIV/AIDS**  
**Lesson Two (p.94)**

When we talk about things that we *must do* or *must not do*, we also can say that these are things that we *have to do* or *do not have to do*.

**Example**

I must help my family when I get home from school.  
 I have to help my family when I get home from school.

**Tell your partner two things that you must not do at home.**

**Example**

I must not play football after school when I have work to do at home.  
 I must not come home after dark.

**Tell your partner two things that you do not have to do and give reasons for each.**

**Example**

I do not have to fetch water every day. We take turns to do that.  
 I do not have to water the vegetables. That is my older sister's job.

## Unit 15

### Bravery

#### Lesson One (p.105-106)

When thinking about the past, we think of things that have already happened. For example, what you did last week or yesterday happened in the past.

**Share with a partner five things you did in the past. You can share something you did yesterday, last week, or even years ago.**

Sometimes two actions take place at the same time.

#### Example

He saw the dog. He ran away.

These two sentences sound much better as one long sentence.

#### Example

He ran away when he saw the dog.

*or*

When he saw the dog, he ran away.

In the first sentence, the word *when* connects two sentences to make a single sentence of two clauses. The second sentence starts with the word *when* and a comma (,) connects the two clauses. Both sentences are correct.

#### Example

Megersa ran to the house. His mother called him for dinner.

Megersa ran to the house when his mother called him for dinner.

*or*

When his mother called him for dinner, Megersa ran to the house.

**Work with a partner. Combine the two short sentences into one long sentence.**

1. The teacher clapped her hands. The students stopped talking.
2. The athlete stopped running. She hurt her foot.
3. The crops grew tall. They were gathered for harvest.
4. My family moved to a new city. Our house was destroyed by a flood.
5. Rahel studied for her English test. She made a good grade.
6. He went to market. He sold teff.

#### Lesson Two (p.106)

A verb is a word that shows action. Pairs of verbs can be combined to form one sentence. The verbs *opened* and *flew* can be combined to form the sentence: *When the teacher opened the window, the bird flew away.*

**Work with a partner. Use each pair of past tense verbs to form one sentence. Write the sentences in your exercise book. Remember to use a comma (,) and the word when to combine two short sentences into one long sentence when necessary.**

1. chased, caught
2. slept, awoke
3. watched, listened

4. arrived, left
5. walked, talked
6. drove, arrived

When people talk about the past they often ask when why questions.

**Example**

When the teacher opened the window yesterday, the bird flew away.

When did he open the window? Why did the bird fly away?

**Unit 19**

**Honesty**

**Lesson Six (p.131)**

**Think about what you do regularly. Tell the class one sentence about what you do regularly.**

**In your group talk about what you can see in your immediate environment. Talk about what you see daily. Use the words *always, sometimes, rarely, never.***

**Example**

On my way to school, I rarely see taxis.

On Saturday I always play football. There is a field near our school where children can play football.

**In your exercise book write ten sentences about what you see daily.**

**Unit 20**

**Food and Plants**

**Lesson Two (p.134)**

Fruits and vegetables can be described using words that tell how they look, smell, taste, and feel. Words that describe people, places, and things are called *adjectives*.

**Use the list of *adjectives* given below to describe a fruit or vegetable. Copy the chart below into your exercise book. Write the name of the fruit or vegetable in the appropriate place in the chart. You may use the same fruit or vegetable more than one time.**

Adjective	Fruit or Vegetable
1. sour	
2. juicy	
3. hard	
4. soft	
5. rough	
6. bitter	
7. smooth	
8. fleshy	
9. spicy	
10. watery	

## **Unit 22**

### **The People of Ethiopia**

#### **Lesson Three (p.148)**

**Ask your partner questions about his her way of life. Ask questions about your partner's language, custom, his or her parents' occupations, clothing, transportation, other occupations, food, dancing, music, and anything else you can think of. Your partner also will ask you questions about way of life.**

#### **Example**

In what region do you live?

What region do your parents come from?

What languages do you speak at home?

## Appendix-III

### English for Ethiopia, Grade 7

#### Unit 1

#### A Famous Person

#### Lesson Two (p.2)

When we greet one another, we ask questions and give personal information. We ask about people's names, ages, places of work, or school. We show how personal information compares with someone else's by using language patterns such as *so am I*, or *so do I*, *neither am I*, or *nor do I*. When our personal information is the same, we use *so am I* or *so do I*.

**Talk with your partner read sentences. Practice asking and answering questions giving personal information. Use the new language pattern *so am I* or *so do I*.**

**Work with another set of partners. In your group of four, practice asking and answering questions giving personal information. Use the new language pattern *so am I* or *so do I*.**

#### Lesson Three (p.2)

When our personal information is not the same as someone else's personal information, it should be in the negative form. We use *neither am I* or *nor do I*.

**With a partner practice asking and answering questions giving personal information. Use the new language pattern *neither am I* or *nor do I*.**

**Work with another set of partners. In your group of four, practice asking and answering questions giving personal information. Use the new language pattern *neither am I* or *nor do I*.**

#### Lesson Ten (p.9)

**Listen to your teacher review the new language patterns *so am I* or *so do I* and *neither am I* or *nor do I*.**

**Read the example sentences silently as your teacher reads them out loud.**

1. My friend is from Ethiopia. I am from Ethiopia.
1. My friend is from Ethiopia and so am I.
2. My mother likes oranges. I like oranges.
2. My mother likes oranges and so do I.
3. My sister is not in grade five. I am not in grade five.
3. My sister is not in grade five and neither am I.
4. My father does not like to sing. I do not like to sing.
4. My father does not like to sing nor do I.

#### Lesson Eleven (p.9-10)

You can convert sentences with *so am I*, and *so do I* to sentences with *neither am I* or *nor do I*.

#### Example

1. You like oranges and *so do I*.
1. You do not like oranges and *nor do I*.

2. You are in grade seven and *so am I*.
2. You are not in grade seven and *neither am I*.

**Copy the sentences below in your exercise book. Change them from *so am I* or *so do I* to *neither am I* or *nor do I*.**

1. You enjoy football and *so do I*.
2. You are very tall and *so am I*.
3. You are from Addis Ababa and *so am I*.
4. You run very fast and *so do I*.
5. You are a good student and *so am I*.
6. You enjoy school and *so do I*.

## Unit 2

### The Story of Two Brothers

#### Lesson Five (p.14-15)

A *verb* is a word that shows action (someone or something doing something).

#### Example

The boy *runs* to the car.

The girl *walks* with her sister.

Tsehay *sits* in the library.

An *adverb* is a word that describes a verb. Adverbs usually end in the letters *ly*. To find the adverb, first find the verb. Then find the word that describes the verb. The adverb often answers the question, *how*.

#### Example

1. The boy ran quickly to the car.  
What is the verb? *ran*  
How did the boy run? *quickly*
2. The girl walks slowly with her sister.  
What is the verb? *walks*  
How does the girl walk? *slowly*
3. Tsehay sits quietly in the library.  
What is the verb? *sits*  
How does Tsehay sit? *Quietly*

#### Lesson Eight (p.18)

Word Bank				
rope	afraid	agreed	waterfalls	famous
water	delivered	carried	pushed	carefully
gently	quickly	nationality	friendly	brave

**Copy the chart. Place the words from the Word Bank in the correct column in the chart.**

Noun	Verb	Adjective	Adverb

### Unit 3

#### Neither Tears Nor Sweat Transmit HIV/AIDS

##### Lesson One (p.22)

When we compare ourselves to others, we often use words such as *neither...nor*, *either...or*, *neither of us*, *either of us*, and *both of us*.

##### Example

Neither Kedija nor Girma can talk about the incident.

Either Abera or Imuye can answer the questions correctly.

Neither of us support the rebellion.

Either of us can do the job.

Both of us can understand the conversation.

**Write five complete sentences comparing two or more people using *neither...nor*, *either...or*, *neither of us*, *either of us*, and *both*.**

##### Lesson Seven (p.27)

We can compare ourselves to others in many ways.

**Read the sentences below, and think about each comparison.**

##### Example

Alemu is not sleepy nor am I sleepy.

Neither Getachew nor birhanu has completed the assignments.

Hawi is ten years old. So am I.

**In your exercise book write eight complete sentences that compare you to other students in your class. Use the comparison words that follow: *so am I*, *nor am I*, *neither... nor*.**

##### Lesson Ten (p.29-30)

We use *comparative* and *superlative adjectives* when we compare (alike) and contrast (different) two or more people or things. An *adjective* is a word that describes a noun or a pronoun. A comparative adjective describes two things. A superlative adjective describes three or more things.

##### Example

Abera is taller than Befekadu (comparative).

Abera is the tallest boy in our class (superlative).

**Look at the illustration above (p.29-30), and in your exercise book write five sentences that tell how the animals are alike (compare) and five sentences that tell how they are different (contrast).**

##### Example

Giraffe is taller than zebra. (contrast)

The giraffe, camel, and zebra have four legs. (compare)

## Unit 5

### Addis Ababa Is Not as Old as Harar

#### Lesson Seven (p.51-52)

When we compare and contrast, we use special language patterns that include *adjectives*. Remember that an adjective describes a person, place, or thing.

#### Listen to your teacher review adjectives.

When we compare things, we use the language pattern *as adjective as*. When we contrast things, we use the pattern *not as adjective as*.

#### Read the sentences. Notice the underlined adjectives and the new language pattern.

1. I am *as tall as* you.
2. I am *not as tall as* you.
3. Shege is *as beautiful as* Bontu.
4. Shege is *not as beautiful as* Bontu.
5. My father is *as young as* yours.
6. My father is *not as strong as* yours.

**Work with a partner. Read the four sentence pairs below. Combine them to make a new sentence using the new language pattern *as adjective as*, or *not as adjective as*.**

#### Example

I am tall.	You are tall.	I am as tall s you.
1. My father is not strong.	1. Your father is strong.	1.
2. I am fast.	2. You are fast.	2.
3. My mother is not small.	3. Your mother is small.	3.
4. I am a hardworking student.	4. You are a hardworking student.	4.

#### Lesson Nine (p.54)

In this lesson you will be using the new language pattern *as adjective as*, or *not as adjective as* to compare and contrast Harar and Addis Ababa.

1. Addis Ababa is old.                      Harar is older than Addis Ababa.

New Sentence:

---

2. Harar is a large city.                      Addis Ababa is larger than Harar.

New Sentence:

---

3. Harar is a modern city.                      Addis Ababa is more modern city than Harar.

New Sentence:

---

## Unit 6

### I Want Respect

#### Lesson Four (p.60)

**Read the following sentence pairs.**

*I would* like to go to the market.

*I'd* like to go to the market.

*I would* rather go to Harar.

*I'd* rather go to Harar.

**In order to express our thoughts and wishes, we often use *I would*. *I'd* can be used in conversation with friends. It means *I would*.**

#### Example

own a beehive	I would like to own a beehive. I'd like to own a beehive.
be a fisherman	I would like to be a fisherman. I'd like to be a fisherman.
have a herd of goats	I would like to have a herd of goats. I'd like to have a herd of goats.

**In your exercise book write seven sets of complete sentences using *I would* and *I'd*. Read the example.**

#### Example

eat injera: I would like to eat injera for dinner.

I would like to eat injera for dinner.

1. like to visit the library.
2. like to fly to Johannesburg.
3. like to join the military.
4. like to own a business.
5. like to work for the United Nations.
6. like to go to college.
7. like to attend Addis Ababa University.

## Unit 7

### My Responsibilities

#### Lesson Ten (p.77)

We interview people to find out information about them. One way to do this is to ask questions that begin with the words *who*, *what*, *when*, *where*, and *why*.

**Prepare interview question to ask your partner. In your exercise book write five questions to ask when you interview him or her.**

Questions should begin with *who*, *what*, *when*, *where*, or *why*.

**Ask your partner each question. Record his or her answers in your exercise book.**

## Unit 8

### Do Things on Time

#### Lesson One (p.79)

In order to show time, we often use phrases such as: *soon, later, in the evening, tomorrow, in two hours' time, this afternoon, in the morning, and in a few minutes.*

**Think of other words or phrases that show the passage of time. Share them with a partner.**

**In your exercise book, write eight complete sentences. Complete the sentences using time phrases.**

#### Lesson Nine (p.88)

A sentence that gives a command is called an *imperative sentence*. This type of sentence tells someone to do something and ends with a period (full stop) or an exclamation mark.

**Read the imperative sentences.**

1. Please answer all the questions carefully for the teacher.
2. Take a photograph of your family.
3. Be on time for work and school.

**Think of some imperative sentences that show good work ethics at school. In your exercise book write five imperative sentences that relate to school.**

**Example**

1. Don't be late to school!
2. Don't waste your time!
3. Complete your work neatly.

## Unit 9

### Learn from Your Mistakes

#### Lesson One (p.90-91)

When we talk about what we have or have not done, we use a special language pattern. We can use verbs in different tenses. Verb tenses can tell what is happening in the present, has happened in the past, or will happen in the future.

The *simple past tense* (V2) of a verb tells about something that happened in the past and did not continue into the present. The *present perfect tense* of a verb tells about something that happened at some indefinite time in the past. The *simple past tense* of a verb is one word, but the *present perfect tense* of a verb must have the word *have* or *has* with the past participle (V3).

**Example**

V1: I go to school every day.

V2: I went to school yesterday.

V3: I have gone to school for seven years.

**Listen to your teacher read sentences that have simple past tense and present perfect tense verbs in them. Tell your partner what the verb is in each sentence after it is read.**

**With a partner practice using simple past and present perfect verbs to talk about things you have done. Say one sentence using simple past tense. Say each sentences again using present perfect tense.**

## **Unit 10**

### **How to Live with HIV/AIDS**

#### **Lesson One (p.98-99)**

When we do something, something else happens. When someone kicks a football towards the goal, a goal could be made. This is an example of *cause* (kicking the ball) and *effect* (scoring a goal). Sometimes we act in ways that cause something else to happen. What happens is called the *effect*. I took my sister's pencil. After I did that, she cried. My action (taking the pencil) is the *cause*. Her crying is the *effect*.

**Listen to your teacher read sentences that show *cause* and *effect*. Take turns with your partner. Tell your partner what the cause is and what the effect is for each sentence.**

Sometime *cause* and *effect* can be expressed by using *If..., then....* We use *If* to tell about the cause. We use *then* to tell about the effect.

**Listen to your teacher read sentences that show cause and effect. Take turns with your partner. Tell your partner what the cause is and what the effect is for each sentence.**

#### **Lesson Seven (p.104)**

**In your exercise book, copy the sentence beginnings and complete them. Read the example.**

##### **Example**

If I'm feeling ill I will go to the clinic.

If I'm hungry \_\_\_\_\_.

If I'm sick \_\_\_\_\_.

If I'm lazy \_\_\_\_\_.

If my friend loses \_\_\_\_\_.

If my teacher \_\_\_\_\_.

## **Unit 11**

### **Bullying/Frightening People**

#### **Lesson One (p.108)**

**Listen as your teacher reads two short dialogues.**

The words, *was* and *were*, are called *helping verbs*. They work with verbs to help us speak, read, and write about actions that happened in the past.

The helping verb, *was* is used when the action was done by a *singular noun*. The helping verb, *were* is used when the action was done by a *plural noun*.

**Listen to your teacher review singular and plural nouns. Listen to your teacher review action verbs.**

**Lesson Two (p.109)**

Often a verb ends with the letters *-ing* when it follows the helping verbs *was* or *were* in a sentence.

**Listen to your teacher read some examples of verbs without endings and verbs with *-ing* endings. Listen for the helping verbs *was* and *were* used with the verbs ending in *-ing*.**

**Listen to your teacher read some sentences. Repeat each sentence out loud. Listen for the words *was* and *were*. Listen for verbs with *-ing* endings.**

**Talk with a partner. Tell what you were doing at different times yesterday morning. Use the new language pattern of *was* and *were*. Use verbs with *-ing* endings.**

**Pay attention to the new language pattern as your partner tells what he or she did yesterday morning.**

**Work with a partner and select three words from the box. Mime the words and share them with the class.**

walking	pushing
talking	laughing
reading	telling
skipping	pulling
writing	sitting

**Lesson Three (p.110)**

**Listen to your teacher read the words below. Write the words in your exercise book. Circle the base word and underline the *-ing*.**

Word Bank			
standing	frowning	waiting	making
laughing	looking	threatening	cutting

Why does *cut* become *cutting*? Why does *make* become *making*? Why does *look* become *looking*? Many times when a verb ends in the letter *e*, you must drop the *e* before adding *-ing*. When a verb ends in one vowel and one consonant, you must double the consonant before adding *-ing*.

**With a partner write the correctly spelled word in your exercise book.**

1. I was (save) to buy a radio. (saving, Savving, saveing)
2. The train was (stop) on the railroad track. (stoping, stopeing, stopping)
3. The children were (look) for the lost dog. (lookeing, looking, lookking)
4. The mother was (care) for her baby. (careing, carring, caring)
5. Some nurses were (wrap) the boy's broken arm. (wrapping, wrapping, wrapeing)

**Discuss with the class the correct spelling. Explain why you chose each answer. Copy the chart in your exercise book and complete it.**

Base word	-ing ending	Word
joke	-ing	
laugh	-ing	
drop	-ing	
bully	-ing	threatening
	-ing	waiting
	-ing	hitting
	-ing	smiling

## Unit 12

### Be Proud of Good Deeds

#### Lesson One (p.118)

Verbs are words that tell you what the subject of the sentence is or has does (the action). The tense of a verb tells the reader whether the action is happening now or has happened in the past. Present tense verbs show that something is happening now. Past tense verbs show that something has already happened.

#### Example

Present tense: I use my exercise book every day in school.

Past tense: I use my exercise book yesterday to write a paragraph about football.

**Listen to your teacher read sentences with present and past tense verbs. Listen for whether the action happens in the present or happened in the past. Tell your partner whether the verb is present or past tense.**

#### Lesson Four (p.120-121)

**Read each sentence below. The underlined verbs are in the *present tense*. Change each *present tense verb* to a past tense verb. In your exercise book, write each sentence with the past tense of the verb that is underlined.**

**Read the examples below.**

#### Example

The girl pays in the school yard. (present tense)

The girl played in the school yard. (past tense)

1. Mesfin works in his father's carpentry shop.
2. My friends talk about the Ethiopian Olympic runners.
3. Many problems need our attention.
4. I walk to school each day.
5. Abera helps me with my mathematics.

**Give your exercise book another student. Read the sentences that he or she wrote. Mark any sentence that is not correct.**

**In your exercise book rewrite any sentences that are not correct.**

**In your exercise book copy each sentence below. The underlined verbs are in the past tense. Rewrite each sentence using the present tense of the verb that is underlined. Read the examples below.**

**Example**

The girl played in the school yard. (past tense)

The girl plays in the school yard. (present tense)

1. The teacher gave the rules for the exercise.
2. The class voted for new monitors on Tuesday.
3. The students listened to the speeches.
4. The children helped their parents plant crops in the fields.
5. They played football after school on Tuesday.

## Appendix-IV

### English for Ethiopia, Grade 8

#### Unit 1

#### A Famous Person

#### Lesson Seven (p.11-12)

A gerund is a verb used as a noun and has an *-ing* ending. In a sentence, a gerund can be used as a subject, direct object, predicate noun, or object of a preposition.

**Look at the interview with Liya Kebede in Lesson Four (p.8).** Many gerunds are used.

1. **Example of a gerund used as the subject of a sentence:** *Modeling* is Liya Kebede's profession. In this sentence the word *modeling* is a gerund from the verb, *to model*, that tells what her profession is.
2. **Example of a gerund used as a direct object:** How long do you plan to continue *modeling*?
3. **Example of a gerund used as a predicate noun (after the verb, to be):** Something very important to Liya Kebede is *dreaming* about the future.
4. **Example of a gerund used as an object of a preposition:** The interviewer asked Liya when she first thought about *becoming* a model.

**In your exercise book write the sentences below and underline the gerunds.**

1. I suggest you give up smoking so that your health improves.
2. Running was my favorite sport until I learned to play football.
3. When a visitor enters the room, students must stop talking.
4. Harvesting teff is done after the rainy season.
5. People of all ages in Ethiopia earn money by shining shoes.
6. Riding in a taxi is one way people in the cities get to work.
7. The main way students travel to school in the countryside is by walking.
8. Farmers take their extra vegetables to the market for selling.
9. Riding a horse can be very difficult when there is a lot of traffic.
10. One requirement for school is buying exercise books.

**In your exercise book use the gerunds from the chart below to write complete sentences.**

Playing	travelling	studying	competing	discovering
---------	------------	----------	-----------	-------------

#### Lesson Eight (p.12)

**Choose the correct gerund from the Word Bank to complete each of the sentences below. Write the answers in your exercise book.**

#### Word Bank

swimming	milking	growing	driving	riding	sitting
cooking	running	working	fixing	making	reading

### Example

I enjoy walking to school with my friends.

I learn (1) \_\_\_\_\_ from my mother every day after school. My older brother's hobby is (2) \_\_\_\_\_ broken tools. My younger brother enjoys (3) \_\_\_\_\_ the cows early in the morning. Every evening our mother practises (4) \_\_\_\_\_ books with us.

My sister who works in Addis Ababa is looking forward to (5) \_\_\_\_\_ in the women's race on Sunday. She works in a dress shop where she likes (6) \_\_\_\_\_ beautiful dresses and scarves. The farm work my whole family likes best of all is (7) \_\_\_\_\_ wheat and barley. At lunchtime we relax by (8) \_\_\_\_\_ in the shade of a tree. (9) \_\_\_\_\_ in the river is a special treat for us after (10) \_\_\_\_\_ in the fields.

### Unit 2

#### Street Children

##### Lesson One (p.14)

When people, animals, and objects are compared and contrasted, the language pattern *either...or* and *neither...nor* can be used.

**Follow along as your teacher reads aloud sentences that have the language pattern *either...or* and *neither...nor*.**

Some farmers specialize in growing *either* bananas *or* pineapples.

*Neither* bananas *nor* pineapples can grow in cold weather.

*Either* a man *or* a woman can be trained to run fast.

*Neither* a man *nor* a woman can run as fast as a cheetah.

If you want to find *either* a turtle *or* a snail, you should look near water.

*Neither* a turtle *nor* a snail moves quickly.

##### Lesson Two (p.15)

**Listen as your teacher reads sentences using the language patterns *either...or* and *neither...nor*.**

### Example

You should bring *either* a pencil *or* a pen to school.

*Neither* the pencil *nor* the pen can be used on the chalkboard.

*Either* Mesfin *or* Rahel will share the book with you.

*Neither* Mesfin *nor* Rahel has a partner to share with.

We may see *either* the elephant *or* the hippopotamus drink water from the river.

*Neither* the elephant *nor* the hippopotamus can live far from water.

**With a partner orally use the *either...or* language pattern in complete sentences to compare common classroom objects: the table and your teacher's desk, chalkboard, pencil and pen, textbooks and exercise books.**

**With a partner orally use the *neither...nor* language pattern in complete sentences to compare common classroom objects: the table and your teacher's desk, chalkboard, pencil and pen, textbooks and exercise books.**

In lesson one read the examples of the language patterns *either...or* and *neither...nor* (p.17).

Compare yourself with another person by telling you partner five sentences. In at least two of the sentences, use the *either...or* and *neither...nor* language pattern. *Either... or* and *neither...nor* can be used to compare things.

Listen as your teacher reads the example sentences.

We must *either* store rainwater *or* dig a well.

In the dry season *neither* the pool *nor* the river has enough water for the animals to drink.

With a partner take turns orally filling in the gaps in the sentences below with *either... or* and *neither... nor*.

1. If you are in a hurry, you will have to take a plane. \_\_\_\_\_ the train \_\_\_\_\_ the car will arrive on time in the city.
2. Please choose \_\_\_\_\_ the apple \_\_\_\_\_ the banana to eat.
3. \_\_\_\_\_ the teacher \_\_\_\_\_ the student will go to school on Friday. They both will celebrate the National Holiday.
4. We can take water from \_\_\_\_\_ the river \_\_\_\_\_ the well to water the trees in the tee nursery.
5. I will use \_\_\_\_\_ the pencil \_\_\_\_\_ pen to complete my class work.

### Unit 3

#### Animals Useful for Tourism

##### Lesson One (p.26)

An adjective clause is a group of words with a subject and a verb. It modifies or describes a noun. The clause usually begins with *who*, *whose*, *that*, or *which*. It is not complete sentence by itself.

##### Example

1. My uncle *who lives in Tigray* visits us once as month.
2. An orphan is a child *whose parents are not living*.
3. The tree *that we planted last year* is growing well.
4. The red flower *which you gave me last week* is still pretty.

As your teacher reads a story aloud, listen for the adjective clauses. In the story that the teacher has written on the chalkboard, be prepared to underline the adjective clause and put a circle around the word that the adjective clause describes.

### Unit 4

#### A Wish

##### Lesson Two (p.40-41)

Some language patterns express present wishes, past wishes, or future wishes. Present wishes tell what we want to do now. Past wishes tell about something we wish we would have done in the past. Future wishes tell what we wish for at a later time.

Listen and follow the words in the example sentences as your teacher reads them aloud.

**Example (wish-present)** something you want now.

I wish I could go to the library now.

My mother wishes that she could pick the vegetables today.

My brother wishes that he could help my father at his store immediately.

**Example (wish-past)** something you think you should have done in the past.

I wish I had written to my aunt about my good grades at school.

I wish I hadn't spent so much money.

I wish I had done my homework.

**Example (wish-future)** something you would like in the future.

I wish my sister could help me fix my father's car tomorrow.

I wish I could play football after school.

My father wishes that I could help him with his business when I finish school.

## Unit 5

### Our museums

#### Lesson Five (p.57-58)

*Verbs* are words that tell you what the *subject* of the sentence is doing, has done (the action), or will do. The *tense* of a verb tells reader whether the action is happening now, has happened in the past, or will happen in the future. *Present tense verbs* show that something is happening now. *Past tense verbs* show that something has already happened. *Future tense verbs* show what will happen in the future. The future tense is formed with *will* or *shall*. *Shall* only is used with I or we.

#### Example

Singular Subject	Plural Subject
I shall	We shall
You will	They will
He, she, or it will	

Present tense: I *walk* to school every day.

Past tense: I *walked* to school.

Future tense: I *shall walk* to school tomorrow.

He *will walk* to school tomorrow.

**Pretend that you are travelling somewhere to visit a museum. Use complete sentences in your exercise book to answer the questions below. Use the language pattern *I shall + a verb*.**

1. What day will you travel?
2. Where will you meet your classmates?
3. What time will you meet?
4. How will you travel?
5. What time will you leave?
6. What time will you arrive at the museum?

7. About how long will your visit last?
8. What will you eat for lunch?
9. Will you do anything else in the town?
10. Will you need to take any extra money?

**Lesson Nine (p.62)**

**You are travelling from your home to Mekele. Explain to a partner how you would get there. Use sentences like the ones below that use the language pattern shall/will. Remember to use shall with *I* or *we* and will with all other subjects.**

**Example**

1. I shall go by taxi.
2. We shall take plane because it is very far away.
3. The plane will leave at 8 a.m. and land at 11:30 a.m.
4. Who will travel to Mekele to meet us?
5. You will arrive at the same time as Aseffa.
6. They will visit the museum in Axum.

**Unit 6**

**An Educated Farmer**

**Lesson One (p.65-66)**

When we talk about future plans, we can use the language pattern *going to*....

When we talk about our future plans, we also can use the language pattern *will (be)*.

The language patterns *going to* and *will be* are sometimes used in the same sentence.

**Example**

I am *going to* study very hard so that I *will be* able to go to the university.

My parents and I *will be* travelling to Awasa to visit older family members, but my older sister is *going to* stay at home.

**Have a conversation with your partner about your future plans. Use the language pattern *will be* and *going to*.**

**Lesson Two (p.68)**

Below are positive and negative statements using the *verb to be* and the language pattern *going to*.

Listen and follow the words as your teacher reads the statements orally.

**Positive Statements**

Subject	verb to be	going to	rest of sentence
I	am	going to	eat lunch now.
She	is	going to	the cinema tonight because she has tickets.
They	are	going to	book a hotel room for their holiday.
You	are	going to	like the new book that I read. I will give it to you tomorrow.

### Negative Statements

Subject	verb to be	going to	rest of sentence
I	am	not going to	eat lunch now.
She	is	not going to	the cinema tonight because she does not have tickets.
They	are	not going to	book a hotel soon for their holiday because their grandmother lives there.
You	are	not going to	like the new book that I read because it is difficult to read.

**With a partner have a conversation using the same structures used in the positive and negative statements.**

### Unit 7

#### Never Delay Work

#### Lesson Two (p.78-79)

A verb is a word that shows action. The past participle of a verb is sometimes formed by adding *-d* or *-ed* to the verb.

**Listen as your teacher reads the examples below. Notice how the past participle form of a verb is written after the words have or has.**

#### Example

I have *stayed* at the hotel many times.

The market has *closed* because of rain.

She has *talked* to her teacher about the assignment.

**Read the list of words in the word bank. Use the past participle form of the verb and have or has plus an action verb to fill in the gaps in the sentences. Work with a partner to complete the sentences orally.**

#### Word Bank

walk	bake	talk	play
help	cook	repair	work

- The boys \_\_\_\_\_ dinner for their grandmother.
- She \_\_\_\_\_ to her brother on the telephone.
- I \_\_\_\_\_ to market many times.
- The farmer \_\_\_\_\_ hard in the fields.
- The chef \_\_\_\_\_ the guitar for a long time.
- Naboni \_\_\_\_\_ his father harvest vegetables.
- The mechanic \_\_\_\_\_ the car's engine.

**With a partner orally create sentences using each of the verbs in the word bank.**

#### Lesson Three (p.79)

In order to show time, we often use words such as: *yet, ever, never, just, already, since, and for.*

**Listen to your teacher read aloud some sentences. Write the sentences in your exercise book and complete the sentences using words that express time. Share your sentences with the class.**

**With a partner write a dialogue using as many of the words as possible that express time.**

## Unit 8

### What Might Happen to You in Ten Years' Time

#### Lesson Two (p.88)

Listen as your teacher reads aloud several new sentences using *to do* and *to make*. Notice how the italicized words are used.

Tewodros	“What are you going <i>to do</i> with the teff you bought at the market today?”
Yatani	“My mother is going <i>to make</i> a lot of injera using the teff because my grandmother is coming for a visit next week.”
Tewodros	“Could I have enough of the grain <i>to make</i> a bowl of injera for tomorrow?”
Yatani	“ <i>To do</i> that I will have to ask my mother.”
Tewodros	“There are only two of us, my mother and me so I will only need one cup of grain <i>to make</i> the injera.”
Yatani	“I think my mother will be glad <i>to do</i> that so you can make injera since we have plenty of grain.”

Look at each italicized word in the conversation. *To make* is used when there is a product (i.e., injera, clothes, coffee, furniture), and *to do* is used when there is an activity (i.e., work, homework, chores, weaving, ploughing).

With a partner use the verbs *to do* and *to make* orally in sentences.

#### Example

What do you want to do tomorrow when you get home from school?

Do you want to make a ball to play with in the field?

#### Lesson Three (p.89)

Listen as your teacher reads aloud the following sentences. Notice how the italicized verbs *may*, *might*, *do*, and *make* are used in each of the sentences.

If I travelled a long way from home, I *might* get to see a National Park and lots of other interesting things.

What *might* you do if the roof begins to leak on your bed?

I *might* gather more bamboo to make the roof stronger and thicker or I *might* use more clay beneath the bamboo to make it stronger.

If you run to the village when the wind is blowing, you *may* want to wear a long-sleeved shirt.

If I save enough money, I *may* go to the university when I am old enough.

If you become an airplane pilot, you *may* travel all over the world.

My mother *will do* the washing today.

*Do* the exercises before you go to bed.

We will *make* a fire for the celebration.

You will *make* a mistake if you rush to get your homework completed.

Reread the sentences and pay attention to how the italicized verbs are used and what they mean.

## Unit 9

### Everyday Scenes in the Environment

#### Lesson Three (p.103)

When a verb tells about an action performed by its subject, the verb is in the active voice.

#### Example

Active voice: Workitu *performs* the coffee ceremony very night. (present simple active verb)

Ahmed *is kicking* the football. (present continuous active verb)

When a verb tells about an action performed on its subject, the verb is in the passive voice.

#### Example

Passive voice: The coffee ceremony *is performed* by Workitu every night. (present passive verb)

The football *is being kicked* by Ahmed. (Present continuous passive verb)

**Look at the first scene in Lesson Two (p102), and read the sentence with the present continuous active verb and the sentence with the present continuous passive verb from the chart. In your exercise book copy the chart and write sentences about the other two scenes using both active and passive verbs.**

## Unit 10

### Nobody Knows How He gets the Money

#### Lesson Two (p.110-111)

Present continuous tense verbs end in *-ing* and express action that is happening now.

#### Example

Walking, talking, working

Active verbs used when the subject is doing something to the object. Before the *-ing* form, we use part of the present simple tense of the verb *to be*.

#### Example

Joseph *is kicking* the football into the goal. (present continuous active verb)

Passive verbs are used when the subject receives the action.

#### Example

The football *is being kicked* into the goal by Joseph. (present continuous passive verb)

**To your partner orally state three sentences that contain present active continuous verbs. You can use some of the verbs from the word bank.**

**To your partner orally state three sentences that contain present passive continuous verbs. You can use some of the verbs from the word bank.**

Present active continuous verbs can be used in asking questions using *who*, *what*, *when*, *where*, and *why*.

#### Example

1. Who is planning our visit to the museum on Saturday?
2. What is making that loud noise in the forest?
3. Why is taking evening classes important to your career?
4. When is the new Olympic team running its first race?

Think of four questions using the present continuous tense verbs and each of the *Wh* question word. Ask your partner these questions.

### Word Bank

Present Continuous Tense Verbs	
seeing	taking
going	doing
coming	helping
running	making
eating	giving

### Lesson Three (p.112)

Listen as your teacher reviews direct and indirect questions.

In your exercise book write five direct and indirect questions. Share your questions with the class.

Listen as your teacher reviews present active and present passive continuous verbs.

In your exercise book write five sentences with present active continuous verbs. Underline the continuous verbs in each sentence. Share your sentences with your partner.

In your exercise book write five sentences with present passive continuous verbs. Underline the continuous verbs in each sentence. Share your sentences with your partner.

Listen as your teacher review *wh*-question sentences containing continuous verbs.

In your exercise book write four *wh*-question sentences with continuous verbs. Underline the continuous verbs in each sentence. Share your questions with the class.

### Unit 11

Say “No”/The Impact of Early Marriage on Late Life.

### Lesson Two (p.123)

When someone is in danger or at risk, we can give him or her a warning. When we give a warning, we can use the language patterns *unless* or *if...not*.

#### Example

You ought to go to the clinic and get medicine for the cut on your hand *unless* you want to get an infection. *If* you do *not* get medicine, you could become ill.

You should be careful walking through the grass *unless* you go with someone who can help you watch for snakes. *If* you do *not* watch for snakes, you could step on one.

*If* you do *not* want to get in trouble, you ought to obey your parents.

### Lesson Six (p.129)

A noun names a person, place, or thing.

#### Example

1. Did you read the story about *Workenesh*?
2. Where is *Addis Ababa*?
3. *Children* should go to school?
4. *Marriage* should not happen early.

**In your exercise book copy the sentences below and underline the nouns that name a person, place, or thing.**

1. Workenesh moved to Bahir Dar to find a job.
2. Her husband died of HIV/AIDS.
3. Workenesh began working as a laborer on a construction site.
4. Today parents should prevent young girls from early marriage.
5. Girls like Workenesh can get the education they need for success in their own lives.

**In your exercise book write five sentences that have nouns that name persons, places, or things. Underline the nouns in each sentence. Share your answers with a partner.**

**Lesson Seven (p.130)**

All complete sentences contain a verb. This verb can be an action word that tells what someone or something has done or doing.

**Example**

<b>Verb Tells What Someone or Something Has Done (Past)</b>	<b>Verb Tells What Someone or Something Has Done (Present)</b>
Workenesh Ashebir <i>married</i> early.	Many girls in Ethiopia <i>marry</i> early.
Workenesh <i>moved</i> to Bahir Dar.	Workenesh <i>lives</i> in Bahir Dar today.
She <i>supported</i> her children after her husband died.	She <i>supports</i> her children.

**Read each sentence to your partner and tell which word is the action verb.**

Some regions in Ethiopia practise early marriage.

1. Workenesh did not earn much money.
2. Girls who marry young suffer from disadvantages.
3. Prevention for many girls starts with saying “no”.
4. Education plays a significant role in the prevention of early marriage.

**In your exercise book use action verbs to write sentences.** Sentences can have either present or past tense verbs.

marry	move	ask
prevent	toil	change
stay	take	earn

**Lesson Eight (p.131-132)**

**Read the words below aloud with your teacher.**

<b>Verbs</b>	<b>Noun</b>
control	control
prevent	prevention
destroy	destruction

**With a partner orally make sentences using each word.**

**Copy the chart below in your exercise book, and write the verbs and nouns from each sentence.**

1. His anger is out of control.
2. Can you control the horse?
3. Please help prevent accidents.
4. We study about the prevention of HIV/AIDS.
5. Do not destroy your exercise book.
6. Parents understand the harmful tradition of early marriage.

Verb	Noun
1.	
2.	
3.	
4.	
5.	
6.	

When changed to a noun, some verbs stay the same; but others may add the ending *-tion*.

### Example

report/report

export/export

exhibit/exhibition

prevent/prevention

**With a partner give five examples of verbs that do not change when made into nouns and five examples of verbs that take *-tion* when changed to nouns. Write these in your exercise book.**

## Unit 12

### Cost-Sharing

#### Lesson One (p.136)

In order to carry out our responsibilities, there are things we must do. We call these *obligations*. To develop sentences about obligations, use the language pattern *must + the verb*.

#### Examples

*must + finish*

I *must finish* harvesting the teff before nightfall.

*must + be*

I *must be* on time for dinner tonight.

*shall have to + buy*

I *shall have to buy* a new exercise book.

*shall have to + care*

I *shall have to care* for my brother while mother is at the market.

*will have to + milk*

Aida *will have to milk* the goats before school.

*will have to + mend*

His mother *will have to mend* his torn school uniform.

**With a partner have a conversation about things you are obligated to do to learn. Use the language pattern *will/shall have to* or *must/have to*.**

**Turn to another partner and have a conversation about your obligations to do chores at home. Practice using the language pattern *will/shall have to* or *must/have to*.**

#### Lesson Two (p.137)

There are many things we must not do. We call these *prohibitions*. Use the language pattern *must not do* or the short form, *mustn't do* to tell others what they are prohibited from doing. Use the language pattern *must not* or *mustn't + the verb* to form sentences about prohibitions.

### Examples

- must not + be*            You *must not be* late to work.  
*must not + go*            Lombabo *must not go* to the river alone.  
*mustn't + jump*         Muktar *mustn't jump* over the school fence.  
*mustn't + walk*         Lensa *mustn't walk* in front of the truck.

Sometimes we do things that carry no obligation. When we tell others what we are not obligated to do, we use the language pattern need not or the short form, needn't.

### Example

- need not + eat*                                 Drivers *need not eat* lunch in the bus station café.  
*needn't + copy*                                 Students in eighth grade *needn't copy* long passages.

### Lesson Ten (p.148)

**Think about obligations and prohibitions required of you in order to continue your education in secondary school in the future.**

**In your exercise book write a list of obligations, prohibitions and things that have no obligations.**

Obligations	Prohibitions	Absence of Obligations
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

**Using your lists of obligations, prohibitions, and absence of obligation write three paragraphs about your preparations for secondary education. Choose from the language patterns *will/shall have to do or must/have to do, must not do or mustn't do and need not do or needn't do.***

### Unit 13

#### A Holiday in the Past

#### Lesson One (p.149-150)

**Listen as your teacher reads several example sentences using *while* and *when*.** *While* and *when* show time. *While* indicates that something is happening at the same time. *When* indicates something is happening at a certain time.

### Example

1. *While* Aida and Mokedem were watching, the priest showed the millet to begin the holiday.
2. *When* he finished sowing the millet, we could not play the drums for thirty days.
3. *While* Aida was helping in the house, Mokedem worked in the fields.
4. *When* Mokedem and his father came home, Aida and her mother served them a meal.
5. I brought the wood for the bonfire *while* you finished cleaning the house.
6. *While* your mother prepared the lentils and split peas, you helped me with the injera and bread.

**Using *while* and *when*, orally make six sentences with your partner about a past holiday that you enjoyed with your family.**

Listen and follow the words as your teacher reads gap sentences. With your partner decide whether *while* or *when* fits each of the sentences below.

1. \_\_\_\_\_ most holidays in Ethiopia are either Christian or Muslim, New Year's Day was an exception.
2. \_\_\_\_\_ the bonfire had been built all the members of the family danced and sang around it.
3. I asked Adugna to go with me to the palace \_\_\_\_\_ we finished the baking.
4. \_\_\_\_\_ I gathered the flowers, helped mother.

## Unit 14

### Living in Harmony

#### Lesson Four (p.168)

An adjective is word that describes a person, place, or thing. An infinitive is made up of the word *to* and a verb.

**Example:** *It is + adjective + to -infinitive*

It is difficult to climb up a hill.

It is easy to run on a rural road.

It is rude to refuse an invitation.

It is wrong to steal a cow.

It is good to tell the truth.

It is healthy to eat fresh fruit and meat.

The adjective describes the subject, *It*, and the infinitive in the example sentences tell what is difficult, easy, rude, wrong, or good to do.

**In your exercise book write five sentences using the language pattern *It is + adjective + to -infinitive*. Use the sentences in the example as a guide.**

#### Example

It is good to eat lots of vegetables.

**Read your sentences to your partner. Have your partner underline the adjective and put a box around the infinitive.**

**Exchange your book with a partner and use his or her sentences to write new sentences using the same adjective and infinitive language pattern (*It is + adjective + to -infinitive*) with a different ending. Look at the examples below.**

#### Example

1. Original Sentence: It is difficult to climb *up a hill*.
2. New Sentence with New Ending: It is difficult to climb *a smooth tree*.
3. Original Sentence: It is good to tell *the truth*.
4. New Sentence with New Ending: It is good to tell *interesting stories*.

## Unit 15

### Describing a Process

#### Lesson Four (p.178)

Simple present tense verbs tell what is happening now. Simple present tense verbs are called active verbs when the subject is doing the action.

Simple present passive tense verbs also tell what is happening now. When the subject receives the action, they are called passive verbs.

**Example**

*Simple present tense active verb:* I roast the coffee beans I, (the subject) performs the action (roasting the coffee beans).

*Simple present tense passive verb:* The coffee beans are roasted. (The subject) beans are receiving the action (being roasted by someone).

Compare the language pattern of verbs used in “Making a school Uniform” and “How to Make Coffee.” Explain to the class which paragraph contains active verbs and which paragraph contains passive verbs.

**Paragraph 1**

*Several steps must be followed in order to make coffee.* First the coffee beans are washed and roasted in a pan. After the coffee beans are roasted, they are ground in a mortar with a pestle. Next the ground coffee is added to boiling water. The coffee is boiled until it rises in the pot. Sugar is put into small cups. Then the coffee is poured into the cups. Finally the coffee is served to people.

**Paragraph 2**

*When I needed a school uniform, first my mother and I visited the fabric store and purchased the material.* Then the fabric was taken to the tailor. My height, waist and shoulders were measured in order to cut the fabric for my uniform. Next, the three parts of the uniform were sewed by the tailor. The buttons were added to the shirt and vest. Finally, a zipper in was sewed in the skirt. The uniform was then delivered to our house so that I could wear it to school on the first day.

Read paragraph 2 again. In your exercise book rewrite the paragraph by changing the simple present passive verbs to simple present active verbs.

**Appendix-V**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Institute of Language Studies**  
**Department of Linguistics and Philology**  
**Textbook Evaluation Checklist**

This checklist is used to evaluate grammar contents of grades 5-8 English textbooks in Oromia Regional State. Each question in the checklist is based on either recent research or previously developed checklists.

Grade level \_\_\_\_\_

No	Checklist	Excellent	Good	Adequate	Poor	Totally Lacking
1	Is the subject matter presented in an organized manner?					
2	Are the grammar selections authentic pieces of language?					
3	Does the content contain real-life issues that challenge the learners to think critically about their worldview?					
4	Are the grammar rules presented in an increasing order of difficulty?					
5	Are the new grammatical items presented at an appropriate level so that students can understand and retain the new items?					
6	Are the new items repeated in subsequent lessons?					
7	Are there interactive and task-based activities that require students to use new items to communicate?					
8	Do instructions in the textbook tell students to practice grammar well?					
9	Are students given sufficient examples to learn simple techniques for grammar items?					
10	Do the activities facilitate students' use of grammar rules by creating situations in which these rules are needed?					
11	Does the text make grammar learning easier by addressing one new concept at a time instead of multiple new concepts?					
12	Do the exercises promote critical thinking of the text?					
13	Does the textbook contain enough explanations on the grammar contents?					

The strengths of the textbook:

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The weaknesses of the textbook:

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General comment:

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Date \_\_\_\_\_

Evaluator's signature \_\_\_\_\_

## Appendix-VI

**Addis Ababa University**  
**School of Graduate Studies**  
**Institute of Language Studies**  
**Department of Linguistics and Philology**  
**Textbook Evaluation Checklist (Across Grade Level)**

This checklist evaluates organization of grammar contents across grades 5-8 English textbooks in Oromia Regional State. It shows the selection, sequencing, repetition and difficulty level of the contents across the grade levels.

No	Checklist	Excellent	Good	Adequate	Poor	Totally Lacking
1	Are the grammar selections across the textbooks authentic pieces of language?					
2	Do the textbooks make grammar learning easier by addressing one new concept at a time instead of multiple new concepts?					
3	Are the new items repeated in subsequent grade levels?					
4	Are the grammar contents in the textbooks presented in increasing order of difficulty?					

The strengths of the textbooks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The weaknesses of the textbooks: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

General comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

Evaluator's signature \_\_\_\_\_

## Appendix-VII

**Addis Ababa University  
School of Graduate Studies  
Institute of Language Studies  
Department of Linguistics and Philology  
Questionnaire for Selected English Teachers**

The purpose of this questionnaire is to collect information and to assess the presentation of grammar contents in English textbooks of the second cycle primary schools (grades 5-8) in Oromia Regional State, and to give possible solution if there are problems related to the textbooks. The effectiveness of the study depends partly on your genuine response to each question. Your responses to the questionnaire would be kept confidential, and will be used only for the purpose of the research. Therefore, please be objective in responding to each item of the questionnaire.

### General Direction

- There is no need of writing your name.
- Be brief and direct in responding to the open ended questions.

### Respondents Background

Choose the correct information that describes you, and put “√” symbol in one of the boxes after the options.

**Sex:** Male  Female

**Educational Level:** 10+1  10+2  10+3  BA/Degree

**Area of Study (Major):** English  Oromo  Amharic  Language

**Experience:** 0-5 years  6-10 years  11-15 years  16 years and above

## 2. Questions on the Textbooks

Name of the school \_\_\_\_\_

Grade level \_\_\_\_\_

Choose one of the values listed 1-5 for the following criteria of the English textbook you are using and put the “√” symbol under the value you select.

**Key:** 1-Poor    2-Fair    3-Good    4-Very Good    5-Excellent

Items		Rating				
No	The textbook:	1	2	3	4	5
1	has instructions or directions that students can easily understand.					
2	enables learners to practice specific features of language.					
3	allows learners to rehearse grammar items they need in the real world.					
4	is organized including grammar contents that are valid, comprehensive and relevance to life.					
5	is suitable for students of various backgrounds.					
6	involves learners in solving problems.					
7	has clear objectives, stating what learners will be able to do as a result of taking part in the tasks.					
8	contains activities that are interesting for learners to produce meaningful language.					
9	contains well-designed grammar exercises.					
10	includes grammar contents which give enough opportunities for learners to practice.					
11	includes grammar contents that are appropriate to stretch and challenge children of this grade level.					
12	has repeated grammar items in different in different chapters.					
13	contains clear and enough explanations on grammar contents.					

14. What are the challenges/problems you usually face in presenting grammar contents in the textbook?

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15. List any modifications of grammar contents that you think should be done on the textbook:

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16. Write your general comments on the overall organization of grammar contents in the textbook:

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Thank you in advance for your cooperation!

## Appendix-VIII

**Addis Ababa University  
School of Graduate Studies  
Institute of Language Studies  
Department of Linguistics and Philology  
Observation Form of Classroom in Action**

Observer's name \_\_\_\_\_ Observation time and date \_\_\_\_\_

Name of the school \_\_\_\_\_

Teacher's name \_\_\_\_\_

Grade level \_\_\_\_\_ Class size \_\_\_\_\_

Lesson

(Topic) \_\_\_\_\_

This observation provides information about the way grammar contents in grades 5-8 English textbooks of Oromia Regional State are treated. The frequency of classroom activities is used as a checklist to indicate the activities performed on the lessons of grammar items. The “√” symbol is used under the frequency observed.

**Key:**

EI-Effectively implemented    WI-Well implemented

PI- Poorly implemented    NO-Not observed

No	Observation notes	Frequency of classroom activities			
		EI	WI	PI	NO
1	Opening with review questions				
2	Providing sentences on the blackboard as models				
3	Making grammar contents appropriate to the level of students				
4	Providing enough explanations on grammar contents				
5	Giving relevant examples to strengthen the lesson				
6	Making learners practice the items well enough				
7	Relating classroom activities to real life				
8	Presenting large number of questions related to the lesson				
9	Giving clear and direct instruction				
10	Considering learners of various backgrounds				
11	Keeping the sequence of presenting the items				
12	Giving feedback for the activities done in the class				
13	Summarizing the lesson of the day				

	25% or less	50%	75%	over 75%
Teacher's talk				
Students' talk				

The strengths observed in the classroom: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The weaknesses observed in the classroom: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Observer's comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date\_\_\_\_\_

Observer's signature\_\_\_\_\_