



INDIGENOUS LANGUAGE:AMHARIC

DETAILED PLAN AMHARIC ADVANCED LEVEL 5 WEEKS-10 SESSIONS

OBJECTIVES

- Expand vocabulary and comprehension of advanced-level Amharic language.
- Enhance conversational skills and fluency in Amharic through interactive activities.
- Develop reading and listening comprehension skills in Amharic at an advanced level.
- Deepen cultural understanding of Ethiopia through advanced-level language learning

WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
1	Amharic Slang and Informal Language	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> • Explore colloquial and informal expressions in Amharic. • Understand the cultural context and usage of slang. • Distinguish between slang and colloquial expressions in conversations. • Distinguish features of colloquial language (fillers, contractions, etc.) and slang. 	<p>STEP 1:</p> <ul style="list-style-type: none"> • The teacher will start their lesson with a spelling bee followed by the review of last course activities. • Discuss the importance of informal language in Amharic communication. <p>STEP 2:</p> <ul style="list-style-type: none"> • Introduce and discuss commonly used Amharic slang and informal expressions. • Engage in activities that practice using slang and informal language in context. • Identify and discuss the meanings of Amharic slang and informal expressions • Students identify the slang and colloquial expression in given sentences and encircle the slang and box the colloquial. <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Review the key points of the lesson, emphasizing the importance of mastering tone drills and vocabulary for effective communication. 	<ul style="list-style-type: none"> • Discussion • Role play • Writing • Reading 	<ul style="list-style-type: none"> • Handouts with slang and informal expressions • Handouts. • Pictures • Vocabulary cards • Worksheets 	

	<p>Appointments and Invitations</p> <ul style="list-style-type: none"> It is quite common in Ethiopian culture to invite friends out for lunch, dinner, ሻይ/ ቡና šay/buna, and other more formal events. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Extend invitations Set, accept, or decline appointments Follow the general outline of a telephone conversation in Amharic Describe different cultural celebrations Review major verb tenses 	<p>STEP 1: Teacher introduces that making suggestions involves use of the jussive form of the verb. The jussive is formed by adding an appropriate prefix to the male form of the imperative verb. A common use of the jussive expresses “let’s” do something: እን ከንኑ + imperative verb form for male person = let’s</p> <p>STEP 2:</p> <ul style="list-style-type: none"> Class discuss the dialogue that makes use of the jussive form of መገናኘት mägänañät [+ገናኘትägänañä], as in: መቼ እንገናኝ mäče innigänañ? (When shall we meet?). Extending an invitation or offering something involves another form of the jussive. This form is represented in the dialog by: ለጋብዝኝ ለገባኝ? (May I invite you?). When phrased as a question, this form of the jussive indicates either, “Shall I?” or “May I?” As a statement, the sense is, “Let me” (i.e. allow me to). Object suffixes are always attached to the end of the jussive verb. The verb መመረቅ mämäčät [+መረቅ tämäčä] “to be suitable” is used in extending, accepting, or declining invitations <p>CONCLUSION:</p> <ul style="list-style-type: none"> Review the key points of the lesson. 	<ul style="list-style-type: none"> Discussion Reading Writing 	<ul style="list-style-type: none"> Pictures Visual aids Video Worksheets 	
<p>2</p>	<p>The masculine definite suffix /-u ~ - w /</p> <ul style="list-style-type: none"> The suffix / - u / after consonants and / - w / after vowels is added to masculine nouns or their modifiers to make them definite or specific. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Understand the concept of the masculine definite suffix in Amharic and its usage. Learn the rules and patterns for adding the masculine definite suffix to nouns in Amharic. Practice using the masculine definite suffix in Amharic sentences. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Greet the students and introduce the topic of the lesson: The Masculine Definite Suffix in Amharic. Discuss the importance of understanding the masculine definite suffix for effective communication in Amharic. <p>STEP 2:</p> <ul style="list-style-type: none"> Explain the two forms of the masculine definite suffix - "u" generally added to consonant-ending nouns and "-w" used with most vowel-ending nouns. The suffix / - u / after consonants and / - w / after vowels is added to masculine nouns or their modifiers to make them definite or specific. It is generally used when the speaker refers to things or persons that have been mentioned before, or to things or persons which are in his presence. It is, however, not necessarily used in the same situations as the English definite article. The suffix makes the 'pointing out' or 'reference' more explicit. It is less used with plural nouns than with nouns in the singular. 	<ul style="list-style-type: none"> Brainstorming Reading Writing 	<ul style="list-style-type: none"> Flashcards with nouns in Amharic Audio recordings or videos with examples of Amharic sentences using the masculine definite suffix 	

			<p>STEP 3:</p> <ul style="list-style-type: none">• Explain the concept of the masculine definite suffix in Amharic and its usage.• Present the rules and patterns for adding the masculine definite suffix to nouns in Amharic.• Use flashcards or visuals to practice recognizing and pronouncing nouns with and without the masculine definite suffix.• Play audio recordings or videos with examples of native speakers using the masculine definite suffix in Amharic sentences. <p>CONCLUSION:</p> <ul style="list-style-type: none">• Summarize the key points covered during the lesson, emphasizing the rules and patterns for using the masculine definite suffix in Amharic.			
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WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
2	<p>Describing the Household</p>	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Learn vocabulary related to describing the household items and rooms in Amharic. Practice using descriptive language to describe the household items and rooms in Amharic. Develop listening and speaking skills through interactive activities focused on describing the household in Amharic. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Greet the students and introduce the topic of the lesson: Briefly review basic vocabulary like "ቤት" (bet) - house, "መኝታ" (meneta) - bed, and "ውስጥ" (wist) - inside. Introduce the theme of the lesson - exploring and describing the world of your home using fun Amharic words and phrases. Discuss the importance of learning vocabulary related to the household for effective communication. <p>STEP 2:</p> <ul style="list-style-type: none"> Present vocabulary related to household items and rooms in Amharic, using flashcards or visuals to practice recognition and pronunciation. Introduce and practice key vocabulary for different rooms (e.g., "ከ-ረገፍ" - kitchen, "መቀመጫ" - living room, "الحمام" - bathroom). Focus on furniture and object vocabulary (e.g., "ጠረጴዛ" - table, "ወንበር" - chair, "መብራት" - light). <p>CONCLUSION:</p> <ul style="list-style-type: none"> Students take turns describing household items shown in flashcards 	<ul style="list-style-type: none"> Sentence strips Reading Writing Discussion 	<ul style="list-style-type: none"> Flashcards with vocabulary related to household items and rooms in Amharic Pictures or visuals representing different household items and rooms Audio recordings or videos with examples of descriptive language in Amharic 	
3	<p>Personal Health and Wellbeing</p> <ul style="list-style-type: none"> Expressing Aches and Pains Object Markers Parts of the Body Clinic Vocabulary 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Name body parts, common diseases, symptoms, and objects in a clinic Describe feelings and emotions Express good wishes to a sick person Use personal pronouns, suffixes, and object markers 	<p>STEP 1:</p> <ul style="list-style-type: none"> Greet the students and introduce the topic of the lesson: Personal Health and Wellbeing in Amharic. Discuss the importance of learning vocabulary related to personal health for effective communication and self-care. <p>STEP 2:</p> <ul style="list-style-type: none"> Introduce and practice key vocabulary for body parts (e.g., "ራስ" - head, "እግር" - leg, "ልብ" - heart). Focus on common diseases and symptoms (e.g., "ስንብት" - cold, "ራስ ይወድቅኛል" - my head hurts). Include vocabulary for clinic objects (e.g., "ጠረጴዛ" - table, "ክርስ" - chair, "ሚዛን" - scale)... <p>STEP 3:</p> <ul style="list-style-type: none"> Provide pictures or visuals representing different body parts, clinic objects, and emotions, and have students describe them using Amharic language. 	<ul style="list-style-type: none"> Interactive Discussion Reading 	<ul style="list-style-type: none"> Visual aids Textbook Handouts with illustrations Flashcards with different objects and demonstrative words 	

			<p>CONCLUSION:</p> <ul style="list-style-type: none"> Summarize the key points covered during the lesson, emphasizing the vocabulary and descriptive language related to personal health and wellbeing in Amharic. 			
	<p>Personal Safety</p> <ul style="list-style-type: none"> List several important threats to your safety and security in Ethiopians. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> List several important threats to your safety and security in Ethiopia Utter appropriate, recognizable distress calls in order to alert people that you are in trouble Ask for help in an emergency Use the verbs of obligation Demonstrate different uses of the relative past 	<p>STEP 1:</p> <ul style="list-style-type: none"> Begin with a thought-provoking question like "እንዴት ራስዎን በደህና ትጠብቃሉ?" (How do you stay safe?) Encourage students to share their approaches and concerns about safety in Ethiopia. List common situations or issues that could compromise personal safety (e.g., lost in a crowded market, petty theft, natural disasters). <p>STEP 2:</p> <ul style="list-style-type: none"> Show the imperative (command) forms of መርዳት mārīdat [ረዳ rädda], 'to help', are as follows: "Help me!" (እባክህ ገብረኝ ገብረኝ ገብረኝ! to a ♂. <p>The various forms of the verb መርዳት mārīdat [ረዳ rädda] as used in offering help</p> <p>Distress call: ኡ ! ኡ ! ኡ ! ኡ ! ሀ ! ሀ ! ሀ ! ሀ ! a distress call indicating, "I am in trouble! Help!"</p> <p>CONCLUSION:</p> <ul style="list-style-type: none"> Introduce and practice key vocabulary for expressing distress ("እገር!" - Help!, "ደግ አለ!" - Stop!, "የኔን ይዘው!" - Leave me alone!). Focus on phrases for requesting assistance ("እረዳኝ!" - I need help!, "ከልክ ይደውሉ!" - Call the police!) in various scenarios (medical emergency, accident, harassment). Discuss polite ways to address strangers and authorities in emergency situations. 	<ul style="list-style-type: none"> Reading Writing Discussion Assessment 	<ul style="list-style-type: none"> Audio Visual aids Pictures 	
<p>4</p>	<p>Plurals</p> <ul style="list-style-type: none"> Nouns are made plural by the addition of the suffix o-r 	<p>At the end of the lesson studentsshould be able to:</p> <ul style="list-style-type: none"> Understand the concept of plurals in Amharic and their formation. Learn the rules and patterns for forming plurals of nouns in Amharic. Practice using plurals of nouns in Amharic sentences.. 	<p>STEP 1:</p> <ul style="list-style-type: none"> reet the students and introduce the topic of the lesson: Amharic Plurals. Discuss the importance of understanding plurals for effective communication in Amharic. <p>STEP 2:</p> <p>Explain the concept of plurals in Amharic and their formation.</p> <p>Present the rules and patterns for forming plurals of nouns in Amharic, emphasizing vowel changes, consonant additions, and other patterns.</p> <p>Use flashcards or visuals to practice recognizing and pronouncing singular and plural nouns in Amharic.</p> <p>Play audio recordings or videos with examples</p>	<p>Reading Writing Role play</p>	<ul style="list-style-type: none"> Worksheets Words Audio Video Textbook 	

			<p>of native speakers using plural nouns in Amharic sentences.</p> <p>CONCLUSION: Provide opportunities for students to ask questions and clarify any doubts about the rules and usage of plurals in Amharic.</p>			
	<p>Verbs " to be", "to be present", " to have"</p> <ul style="list-style-type: none"> using the verbs "ይሆናል" (yihonal), "ይገኛል" (yigenyal), and "አለው" (allew) in various contexts 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> introduce students to the story "Tatu na Watoto Wake Nyumbani" in Swahili. identify and name common Swahili words for family members and relationships. recognize and use vocabulary related to household objects and activities. Introduce learners to the Swahili phrase "Tatu na Watoto Wake Nyumbani" and its meaning. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Briefly review basic greetings like "ሰላም!" (salam!) and pronouns like "እኔ" (enie) - I, "አንተ" (ante) - you. Introduce the theme of the lesson - unlocking the secrets of three powerful verbs that help us talk about existence, presence, and possession in Amharic.. <p>STEP 2:</p> <ul style="list-style-type: none"> ntroduce and practice the meaning and function of each verb: "ይሆናል" (yihonal): translates to "is" or "will be," often used for states of being and future predictions. "ይገኛል" (yigenyal): means "is present" or "exists," emphasizing location or availability. "አለው" (allew): translates to "has" or "owns," denoting possession or existence of something.. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Briefly summarize the key conjugations and usages of the three verbs.. 	<ul style="list-style-type: none"> Reading Discussion Writing negation and interrogative sentences 	<ul style="list-style-type: none"> Textbook grammar resources Audio recordings 	

WEEK	TOPIC	GOALS	LESSON STRUCTURE	ACTIVITY	MATERIALS	OUTCOMES
5	<p>Amharic - Food and Drink</p> <ul style="list-style-type: none"> Tatu aliwaambia watoto wake waende dukani kununua vitu. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Learn vocabulary related to food and drink in Amharic. Practice using descriptive language to discuss food and drink items in Amharic. 	<p>STEP 1:</p> <ul style="list-style-type: none"> Greet the students and review basic vocabulary related to meals ("እራት" - breakfast, "አትክልት" - lunch, "ከረማ" - dinner). Introduce the theme of the lesson - embarking on a delicious journey through the world of Ethiopian food and drink in Amharic. <p>STEP 2:</p> <ul style="list-style-type: none"> Present vocabulary related to food and drink in Amharic, using flashcards or visuals to practice recognition and pronunciation. Introduce and practice pronunciation of key vocabulary for various food categories (e.g., "እንጀራ" - injera, "ትምባህ" - shiro wot, "ቡና" - buna). Expand vocabulary to include drinks ("ብረና" - water, "ጠጅ" - tej, "ማርከ ሻይ" - macchiato). Focus on adjectives for describing taste ("ጣፋ" - spicy, "ለስለሳ" - sweet, "አይጥ" - sour). <p>STEP 3:</p> <ul style="list-style-type: none"> Briefly discuss Ethiopian food etiquette (e.g., communal eating, using injera as utensils), traditional coffee ceremonies, and regional specialties. Share interesting facts and cultural insights. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Briefly summarize the key food and drink vocabulary and expressions. Play a quick quiz game where students identify the dish or drink based on a given description in Amharic. 	<ul style="list-style-type: none"> Story-telling Break down the words Conduct repetition exercises for pronunciation worksheets for sentence construction 	<ul style="list-style-type: none"> Flashcards or visuals representing different food and drink items in Amharic Audio recordings or videos with examples of descriptive language related to food and drink in Amharic Pictures or samples of traditional Ethiopian dishes 	
	<p>Animals in Amharic</p> <ul style="list-style-type: none"> Learning vocabulary and describing animals in Amharic. 	<p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Learn vocabulary related to animals in Amharic. Practice using descriptive language to discuss animals in Amharic. Develop listening and speaking skills through interactive 	<p>STEP 1:</p> <ul style="list-style-type: none"> Greet the students and introduce the topic of the lesson: Animals in Amharic. Discuss the importance of learning vocabulary related to animals for effective communication, cultural understanding, and wildlife conservation. <p>STEP 2:</p> <ul style="list-style-type: none"> Present vocabulary related to animals in Amharic, using flashcards or visuals to practice recognition and pronunciation. Introduce and practice pronunciation of key vocabulary for various Ethiopian animals (e.g., "ልጅ" - lion, "ዝንብ" - elephant, "ፍየል" - hyena). Expand vocabulary to include different colors 	<ul style="list-style-type: none"> Story-telling Break down the words Conduct repetition exercises for pronunciation worksheets for sentence construction 	<ul style="list-style-type: none"> Pictures or flashcards Handouts with pictures and vocabulary lists for Ethiopian animals Audio 	

		<p>activities focused on animals in Amharic..</p>	<p>("ቀይ" - red, "ቢጫ" - yellow, "ጥቁር" - black) and body parts ("ራስ" - head, "እግር" - leg, "አፍ" - mouth).</p> <ul style="list-style-type: none"> • Focus on verbs for animal actions ("ይሮጥል" - runs, "ይበራል" - flies, "ይወጋል" - barks). <p>STEP 3:</p> <ul style="list-style-type: none"> • Introduce basic counting ("አንድ" - one, "ሁለት" - two, "ስምንት" - eight) and practice counting animals in a scene or picture. <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Ask students to write a short poem or story about their favorite animal, using all the learned vocabulary and describing its appearance, behavior, and their reasons for liking it. 			
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