



INDIGENOUS LANGUAGE: AMHARIC

DETAILED PLAN AMHARIC BEGINNERS LEVEL 5 WEEKS-10 SESSIONS

OBJECTIVES

- To understand the basics of the Amharic language, including grammar, vocabulary, and writing.
- To develop conversational skills in Amharic for everyday communication.
- To gain cultural insights and understanding of Amharic customs and traditions.
- To build a foundation for further language learning and proficiency in Amharic.

| WEEK | TOPIC | GOALS | LESSON STRUCTURE | ACTIVITY | MATERIALS | OUTCOMES |
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| 1 | Amharic Greetings <ul style="list-style-type: none"> • Amharic is a gendered language Amharic word for hello: Tenastalign. Selam (meaning: peace) is also used as a greeting. | At the end of the lesson students should be able to: <ul style="list-style-type: none"> • understand the importance and context of greetings in Amharic culture. • learn and pronounce common greetings for different times of day and situations. • practice responding appropriately to greetings in conversations. | <p>Teacher discusses the cultural significance of greetings in different societies and how they reflect respect and social connections:</p> <p>STEP 1:</p> <ul style="list-style-type: none"> • Teacher introduces that in Ethiopian culture, formalities of greeting, friendliness and hospitality are observed before stating purpose (asking a question or requesting assistance), whereas in the west, its more straightforward and businesslike (Hello, how are you, here is what I need). <p>STEP 2:</p> <ul style="list-style-type: none"> • Introduce general Amharic greetings such as “endet aderachu (እንደትኣደራቸ) ”(good morning),”enkuan dehna metachu (እንኩዋን በደህና ሙጠቸ) ”(welcome),” yikerta (ይቅርታ) ”(am sorry). • Explain the importance of using gender-specific greetings and adapting language formality based on the situation and interlocutor. <p>STEP 3:</p> <ul style="list-style-type: none"> • Introduce general Amharic greeting questions like How Are You (Male): Endet Neh, How Are You (Female): Endet Nesh and Where Are You From (M): Kayet Ahger Neh, Where Are You From (F): Kayet Ahger Nesh? • Teach students proper responses to the greetings like Fine/All Right: Dehna, I’m from | <ul style="list-style-type: none"> • Listening • Reading • Practise | <ul style="list-style-type: none"> • Audio • Handouts with Amharic greetings and translations | |

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| | | | <p>_____ : Inae Ke _____ Negn (For example: "Inae Ke Chicago Negn"), Yes: Awo (one would respond with "Awo" if they were responding to a question), Ok: Ischi (one would respond with "Ischi" if they being told something), No: Aij, I'm Sorry: Yikirta, Thank You: Ameseginalow Questions and answers</p> | | | |
| | <p>Amharic alphabet and pronunciations</p> <p>The Amharic alphabet is called Fidel, a modern and adapted version of the Ge'ez script.</p> | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Identify and accurately pronounce common Swahili consonant sounds. Understand the differences between Swahili and English consonant pronunciation. Confidently read and speak simple Swahili words with correct pronunciation. | <p>STEP 1:</p> <ul style="list-style-type: none"> Teacher teaches that the Ethiopian fidel is classified as an abugida, meaning that each "letter" represents both a vowel and consonant sequence, not just a single letter. This makes sense as there are limited cases of finding a vowel written or spoken alone in Amharic (in shorter words). In Amharic there are 33 base characters plus a few additional variations, each of these characters has 7 different forms as they are paired with a different vowel. <p>STEP 2:</p> <ul style="list-style-type: none"> Understanding how each vowel sounds with a consonant is essential in differentiating between "letter" forms. Vowels: a as in fAther, u as in whO, ee as in feet, a as Ugh, ë as in wAy, i as in plin, and o as in wOah. There are 7 variations of one consonant in Amharic. For efficiency, students select a consonant and practice each consonant & vowel pair with it's corresponding character in a list multiple times. Teacher introduces Amharic alphabets alongside their pronunciation as differentiated by their legged letters. Two legged letters are those that have two legs like ለ le , ሰse, በ be, ከ ke , ዘ ze, ደ de Three legged letters are letters that have three legs like ሐ(hamer waha) spelled as he. Then the legless group are letters with no leg like ሀ U ለ ሰ ሰ ሰ The uni legged characters are letters with one leg only like ቀ ቶ ት ጎ <p>CONCLUSION:</p> <ul style="list-style-type: none"> Show flashcards with simple Amharic words containing practiced consonant sounds. Students take turns reading the words aloud, focusing on accurate pronunciation. | <ul style="list-style-type: none"> Reading Writing Discussion Vocabulary Building Assessment | <ul style="list-style-type: none"> Audio Hand outs | |

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| <p style="text-align: center; font-size: 2em; color: #008080;">2</p> | <p>Amharic writing system (Ge'ez)</p> <ul style="list-style-type: none"> Amharic does not technically use an alphabet, it uses what's known as an abugida - or alphasyllabary - known as Ge'ez. | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Students will understand the historical and cultural roots of the Ge'ez script. Students will identify the basic features of Ge'ez, including its syllabic nature and unique symbols. Students will learn the pronunciations and names of the first fifteen basic characters (Fidäl) | <p>STEP 1:</p> <ul style="list-style-type: none"> Briefly introduce the topic of the lesson: exploring the ancient and fascinating Ge'ez script, the foundation of the Amharic writing system. Discuss the unique cultural significance of writing systems and their connection to identity and expression. <p>STEP 2:</p> <ul style="list-style-type: none"> Show a picture of the Amharic letter "U" (ሀ) and ask students to guess what sound it might represent. Discuss how their assumptions compare to the actual pronunciation. Explain the structure of the Amharic writing system, including its syllabary nature and the use of abugida. In the Amharic writing system, each symbol (known as a fidel) represents a consonant-vowel combination. <p>STEP 3:</p> <ul style="list-style-type: none"> Demonstrate the Amharic writing system is quite complex when compared to many European languages. It contains over 300 unique fidels including nine punctuation marks and 20 numerals. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Summarize the key points covered during the lesson, emphasizing the importance of understanding the Amharic writing system for further language learning. | <ul style="list-style-type: none"> Vocal Unveiling Tone drills | <ul style="list-style-type: none"> Handouts with visuals of Ge'ez characters and their names | |
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| 2 | <p>Introducing Oneself</p> <ul style="list-style-type: none"> Conjugation of verb “to be called” መባል mäbbal [ተባለ täbalä] The ordinary title for adult men in Amharic is አቶ ato (equivalent to the English ‘Mr.’). The ordinary title for married women is ወይዘሮ wäyzäro and for unmarried women ወይዘሪት wäyzärit. There is no equivalent for Ms in Amharic. | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Introduce yourself stating your nationality, occupation, and marital status Ask others for personal information: about place of origin, occupation, and marital status Use the verbs ‘to be called’ as in, what’s your name? (What do they call you?) Use possessives Pluralize nouns | <p>STEP 1:</p> <ul style="list-style-type: none"> Greet the students and introduce the topic of the lesson: introducing oneself in Amharic. Discuss the importance of self-introductions and the role they play in communication and building relationships. Engage the students by asking them to share their experiences with introducing themselves in different settings and cultures. <p>STEP 2:</p> <ul style="list-style-type: none"> Introduce and clearly pronounce key vocabulary related to personal information, such as: Nationality: አገር (ager) - country, ኢትዮጵያዊ (itiyopiyawi) - Ethiopian, አሜሪካዊ (amerikawi) - American Occupation: ስራ (sira) - work, ምህር (mihir) - teacher, ዶክተር (dokter) - doctor Marital status: ትዳር (tidar) - marriage, ያዘነ (yazene) - married, ያልገቡ (yaligabu) - single Introduce the verb "ይባላሉ" (yiballalu) - "to be called" - with emphasis on pronunciation and its use in asking someone’s name: "ስምህ ምን ይባላል?" (simich min yiballal?) Focus on possessives using the pronoun "የ-" (ye-) and practice with nouns like "ስም" (sim) - name, "ቤት" (bet) - house, and "ምስክር" (miskir) - friend. Briefly explain noun pluralization by adding "-ዎች" (-woch) to singular nouns (e.g., መምህር - መምህሮች, ዶክተር - ዶክተሮች). <p>CONCLUSION:</p> <ul style="list-style-type: none"> Provide handouts with key phrases for self-introductions and questions. Students practice saying them individually and in pairs, paying attention to pronunciation and intonation. | <ul style="list-style-type: none"> Listening Speaking Practice Repetition Drills Assessment | <ul style="list-style-type: none"> Picture cards Audio recordings of pronunciation | |
| 3 | <p>Amharic Consonants</p> <ul style="list-style-type: none"> All consonants in Amharic occur short (indicated by a single symbol: r, l, m, etc.) and long (indicated by doubling the symbol: rr, ll, mm, etc.). | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Identify and pronounce the consonant sounds in the Amharic language. Understand the sound variations and rules associated with Amharic consonants. Recognize and differentiate | <p>STEP 1:</p> <ul style="list-style-type: none"> Discuss that Amharic has twenty-seven consonants which are written as plain and glottalized Plain: b c d f g h j k l m n n n p r s s t w y z z Glottalized: C K P S T. <p>STEP 2:</p> <ul style="list-style-type: none"> Teach that the plain consonants have near equivalents either in English or in other familiar languages such as French, Italian or Spanish. Hints on pronunciation are given as necessary The voiced consonants /b, d, g, z / are generally devoiced in final position and sound very much like their voiceless counterparts /p, t, k, s, s/. | <ul style="list-style-type: none"> discussion Practice Pronunciation and rhythmic patterns | <ul style="list-style-type: none"> charts and visual aids Video and audio | |

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| | | <p>between similar sounding consonants.</p> <ul style="list-style-type: none"> Practice writing and reading Amharic words containing consonants. | <p>They are, however, more 'l e m s ' , i.e. pronounced with more relaxed muscles of the mouth..</p> <p>STEP 3:</p> <ul style="list-style-type: none"> Teacher teaches that the glottalized consonant sounds /C K P S T/ are not like anything in English or any other language in Europe. These sounds are formed almost like /c k p s t/ as far as the tongue (or lips in case of /p/) are concerned. But they are 'exploded' not with air from the lungs but rather with the air imprisoned between the vocal cords (which are completely closed) and the tongue (or lips in case of /P/) <p>CONCLUSION:</p> <p>Encourage students to ask questions and seek clarification on the pronunciation and usage of consonants..</p> | | | |
| | <p>Counting</p> <ul style="list-style-type: none"> Counting numbers in Amharic is relatively straightforward. | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Learn the Amharic number system and count from 1 to 20. Practice pronouncing Amharic numbers accurately. Understand the rules and patterns for counting in Amharic. Apply counting skills in real-life scenarios, such as counting objects or people. | <p>STEP 1:</p> <ul style="list-style-type: none"> Briefly review greetings and common vocabulary. Introduce the theme of the lesson - counting in Amharic and exploring the excitement of numbers. <p>STEP 2:</p> <ul style="list-style-type: none"> Present the numbers 1 to 10 written in Amharic and English side-by-side on the visuals. Emphasize clear pronunciation and practice repeating each number individually and in order. Associate numbers with quantities: Show flashcards with objects grouped from 1 to 10, saying the corresponding number as you point to each item. Students can repeat after the teacher and count the objects themselves. <p>STEP 3:</p> <ul style="list-style-type: none"> Practice forming numbers from eleven to nineteen, simply combine the number "ten" (አስር - asirä) with the number from one to nine. For example: አስር አንድ (asirä and) - "eleven", አስር ሁለት (asirä hulet) - "twelve". Practice counting sequences together, starting from 1 and 20. Encourage students to join in and identify missing numbers in a sequence. <p>CONCLUSION:</p> <ul style="list-style-type: none"> Briefly summarize the numbers 1 to 20 in Amharic. Play a quick quiz game where students identify a number based on its pronunciation or picture clue. | <ul style="list-style-type: none"> pronunciation practice Practice counting Review Consolidation | <ul style="list-style-type: none"> Handouts with Amharic numbers Flashcards with visuals representing numbers | |
| | <p>Telling Time</p> <ul style="list-style-type: none"> To distinguish “am” and “pm, Ethiopians add qualifiers such as “ጠዋት t’äwat” (morning), “ከሰአት በኋላ | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> Correctly ask and tell time Name days of the week Describe your daily routine Use prepositions and | <p>STEP 1:</p> <ul style="list-style-type: none"> introduce the theme of the lesson - exploring the unique ways of telling time in Amharic. Revise past lesson of numbers <p>STEP 2:</p> <ul style="list-style-type: none"> Telling time in Amharic follows a similar format to the English language. The basic structure is "hour + minutes + time indicator." Here are some examples: አንድ ሰዓት and sä'ät (one | <ul style="list-style-type: none"> Telling Time Practice telling time interactive activities pronunciation and usage of Amharic expressions | <ul style="list-style-type: none"> Handouts with vocabulary and phrases related to telling time Clock or watch for demonstration purposes Flashcards with different times | |

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| 4 | <p>käsä'at bähwala' (afternoon), “ምሽት mīššīt'” (evening), and “ለሊት läilit'” (at night).</p> | <p>adverbs to describe when actions happened</p> <ul style="list-style-type: none"> • Correctly use the compound imperfect (present/future) tense. | <p>o'clock), ሁለት ሰዓት hulet sä'ät (two o'clock)</p> <ul style="list-style-type: none"> • Introduce between 5 minutes after and 25 minutes after the hour, use the preposition k “kä”. From 35 to 55 minutes after the hour, time is expressed from the next hour, as in 10 until 8 pm. The preposition “ለ lä ... ጉዳይ gudday” is used. • teacher introduces times of days example ጠዋት tewat morning, ቀን ken, day ከሰዓት በኋላ keseat bewhala afternoon, ምሽት mishit evening, ለሊት lelit night and እኩለ ለሊት ikule lelit midnight. <p>STEP 3:</p> <ul style="list-style-type: none"> • the Ethiopian day starts at “ከጠዋቱ 1 ሰዓት kät'awatu 1 sä'at” (7 am.). Therefore, “ከጠዋቱ 2 ሰዓትkät'awatu 2 sä'at ” is 8 am, noon is “ከቀኑ 6 ሰዓት kä k'ānu 6 sä'at”, 2 pm is “ከቀኑ 8 ሰዓት kä k'ānu 8 sä'at”, 9 pm is “ከምሽቱ 3 ሰዓት kä mīššītu 3 sä'at”, and 4 am is “ከለሊቱ 10 ሰዓት kä lelitu10 sä'at ”. <p>CONCLUSION:</p> <p>Summarize the key points covered during the lesson, emphasizing the ability to tell time in Amharic.</p> | | <ul style="list-style-type: none"> • textbooks | |
| | <p>Amharic Verbs</p> <ul style="list-style-type: none"> • Both 'mä' and 'ma' verbs account for the majority of Amharic verbs. | <p>At the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> • Understand the concept of verbs in Amharic and their role in sentence structure. • Learn commonly used Amharic verbs and their conjugation patterns. • Practice using Amharic verbs in context through speaking and writing exercises. • Develop an understanding of verb tenses in Amharic. | <p>STEP 1:</p> <ul style="list-style-type: none"> • Welcome the students and Briefly review greetings and basic vocabulary. • Ask students about how verbs work in their own language and share some fun facts about the diversity of verbs in different languages. <p>STEP 2:</p> <ul style="list-style-type: none"> • Explain the role of verbs as words that express actions, states, or occurrences. Provide examples of common verbs in Amharic like “ይበሉ” (yibelu) - they eat, “ይጠጡ” (yiteta) - she drinks, “ይናገሩ” (yinagara) - they talk. • Introduce the concept of subject-verb agreement and the basic conjugation patterns for regular verbs in the present tense (adding subject suffixes like “-u” for singular first person, “-ta” for singular second person, etc.). Use conjugation charts and clear pronunciation to demonstrate. <p>STEP 3:</p> <ul style="list-style-type: none"> • Present Verbs whose infinitives begin with 'mä' change the initial syllable of the stem from first order to the sixth. <p>CONCLUSION:</p> <ul style="list-style-type: none"> • Generate excitement for further exploration by introducing upcoming lessons on specific verb categories, tenses, and using verbs in different sentence structures.. | <ul style="list-style-type: none"> • listening and speaking practice • Sentence Building | <ul style="list-style-type: none"> • Textbook • Handouts with verb conjugation charts and example sentences • Picture cards depicting actions (e.g., eating, drinking, talking) | |

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| | | <ul style="list-style-type: none"> • Make grammatical sentences | <p>x lä(to), kä(from/since) x indä- (as/ as soon), sīlä- (because/for that reason)</p> <ul style="list-style-type: none"> • These prepositions, act like transitional phrases, but also provide a reason/rationale, for the dependent clause. Example: He came; issu mät'a እሱ ጠጣ <p>ስለ sīlä and the other prepositions above are typically only found in complex sentences.</p> <p>CONCLUSION: Practice forming different sentence structures.</p> | | | |
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