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ABSTRACT

These materials are part of a one-week experimental program to bring together the language and the TESL components of the Peace Corps Training Program for Ethiopia. The program is based on the relationship between language teaching and language learning, that is, between the methods classes in the teaching of English as a second language, and the language classes aimed at giving the volunteers a practical knowledge of Amharic. The present materials serve as the basis for TESL lectures and the joint sessions involving the English and Amharic staffs. There are five English lessons; four introduce new material while the fifth is a detailed review. These five lessons match the first five Amharic lessons in the amount of material covered: by the end of lesson four, students have been introduced to simple affirmative, negative and interrogative sentences with the verb "to be." By comparing the sentences they learn in Amharic with those they teach in English, students increase their awareness of the need for control in structure and vocabulary. Each lesson is followed by a pronunciation lesson and a section for contrastive comments, intended as a brief introduction to the application of contrastive analysis in a practical classroom situation. (CLK)

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AMHARIC AND ENGLISH

An Introduction to the Principles of  
Language Teaching and Language Learning

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PEACE CORPS

UNIVERSITY OF UTAH

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## INTRODUCTION

These materials are part of a one-week experimental program designed to bring together the language and TESL components of our Peace Corps Training Program for Ethiopia. Behind the program is the assumption that there is an obvious relationship between language teaching and language learning--between the methods classes in the teaching of English as a second language and the language classes aimed at giving the PCV's a practical control of Amharic.

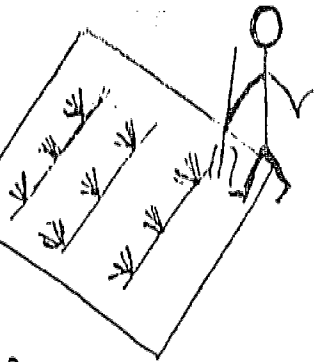
The schedule for the one-week program has been carefully planned to bring the TESL and Amharic staffs together so that they will have the opportunity to observe each other's classes and to comment on common problems. During this first week, all the English instructors are required to attend the drill classes in Amharic, and all the Amharic instructors are required to attend the lectures in English. In addition, for one hour each day, both staffs meet together to discuss the material contained in the section called "Contrastive Comments."

The materials in this booklet will serve as the basis for the TESL lectures and the joint sessions involving the English and Amharic staffs. (The Amharic lessons are printed separately.) The content is briefly described in the three points that follow:

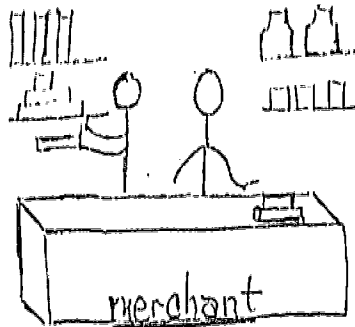
- 1) There are five grammar lessons, four of which introduce new material while the fifth is a detailed review. These five lessons match the first five Amharic lessons exactly in the amount of "language" covered: that is, by the end of Lesson Four, the students have been introduced to simple sentences (affirmatives, negatives, and questions) with be (am, is, are). By comparing the sentences he is required to learn in Amharic with the sentences he is required to teach in English, the PCV should increase his awareness of the need for control in structure and vocabulary.
- 2) Each grammar lesson is followed by a detailed pronunciation lesson which deals with a problem contrast for Amharic speakers--for example, the contrast between /f/ and /v/. These lessons are intended to serve as models which the PCV can follow in preparing lessons of his own for other pronunciation problems that are the result of differences between the Amharic and English systems of vowels and consonants.
- 3) After the lessons themselves, there is a section called "Contrastive Comments." Here the model sentences in English and Amharic are presented with equivalents that are as literal as

possible. Then certain obvious differences between the two languages both phonological and grammatical, are pointed out in a way that is relatively non-technical. Finally, the students are encouraged to predict possible points of interference in going from one language system to one other. In short, this section is intended as a brief introduction to the application of contrastive analysis in a practical classroom situation.

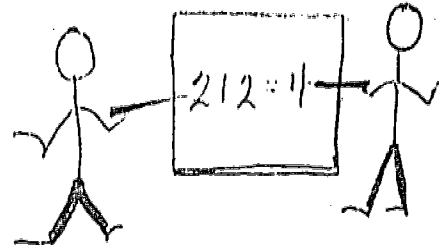
OCCUPATIONS CHART



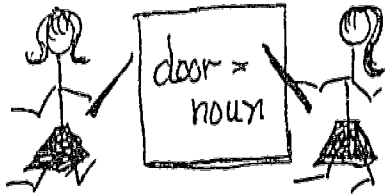
farmer  
hane  
Clark



merchant  
Mr. Scott  
Mr. Webb

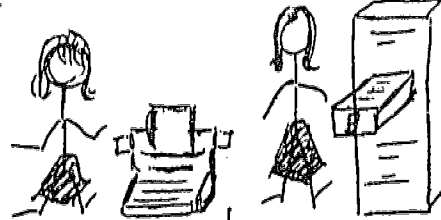


teacher  
Mr. Snow  
Mr. Carr



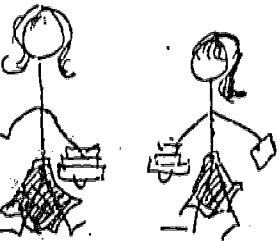
teacher

Mrs. hane  
Mrs. Scott  
Mrs. Carr



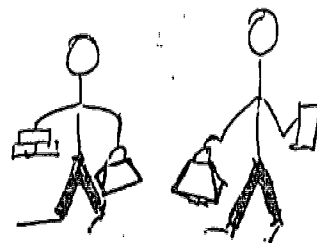
secretary

Miss Webb  
Miss Snow  
Miss hane



Mary hane  
Jane Scott  
Kay Clark

student



Dick Lane  
Tom Scott  
Jim Webb

LESSON ONE:

AMHARIC → ENGLISH

GREETINGS:

1. Teacher: Hello.  
Class: Hello.
2. Teacher: Hello.  
Class: Hello.  
Teacher: How are you?  
Class: Fine.
3. Teacher: Hello.  
Class: Hello.  
Teacher: How are you?  
Class: Fine, thank you.
4. Teacher: Hello.  
Class: Hello.  
Teacher: How are you?  
Class: Fine, thank you. And how are you?  
Teacher: Fine, thank you.
5. Class: Hello.  
Teacher: Hello.  
Class: How are you?  
Teacher: Fine, thank you. And how are you?  
Class: Fine, thank you.

Class → you  
are you

Teacher → you  
are you

LESSON ONE

Model A

Mr. Lane's a farmer. He's a farmer.

1.1 Mr.

- |    |       |           |
|----|-------|-----------|
| 1. | Lane  | Mr. Lane  |
| 2. | Scott | Mr. Scott |
| 3. | Clark | _____     |
| 4. | Webb  | _____     |
| 5. | Snow  | _____     |
| 6. | Carr  | _____     |

1.2

- |    |       |                      |
|----|-------|----------------------|
| 1. | Lane  | Mr. Lane's a farmer. |
| 2. | Scott | _____:               |
| 3. | Clark | _____:               |
| 4. | Webb  | _____:               |
| 5. | Snow  | _____:               |
| 6. | Carr  | _____:               |

1.3 Mr. Lane he

- |    |           |                      |                |
|----|-----------|----------------------|----------------|
| 1. | Mr. Lane  | Mr. Lane's a farmer. | He's a farmer. |
| 2. | Mr. Scott | _____:               | _____:         |
| 3. | Mr. Clark | _____:               | _____:         |
| 4. | Mr. Webb  | _____:               | _____:         |
| 5. | Mr. Snow  | _____:               | _____:         |
| 6. | Mr. Carr  | _____:               | _____:         |

Model B:

Mrs. Lane's a teacher. She's a teacher.

Miss Lane's a secretary. She's a secretary.

1.4 Mrs. and Miss. (Use the chart)

- |          |            |
|----------|------------|
| 1. Lane  | Mrs. Lane  |
| 2. Scott | Mrs. Scott |
| 3. Carr  | _____      |
| 4. Webb  | _____      |
| 5. Snow  | _____      |
| 6. Lane  | _____      |

1.5 Mrs. and Miss in sentences.

- |               |                        |
|---------------|------------------------|
| 1. Mrs. Lane  | Mrs. Lane's a teacher, |
| 2. Mrs. Scott | _____.                 |
| 3. Mrs. Carr  | _____.                 |
| 4. Miss Webb  | _____.                 |
| 5. Miss Snow  | _____.                 |
| 6. Miss Lane  | _____.                 |

1.6 Mrs., Miss She.

- |               |                        |                  |
|---------------|------------------------|------------------|
| 1. Mrs. Lane  | Mrs. Lane's a teacher. | She's a teacher. |
| 2. Mrs. Scott | _____.                 | _____.           |
| 3. Mrs. Carr  | _____.                 | _____.           |
| 4. Miss Webb  | _____.                 | _____.           |
| 5. Miss Snow  | _____.                 | _____.           |
| 6. Miss Lane  | _____.                 | _____.           |



1.7 He and She Student. (Forcing the choice.)

- |         |                    |                  |
|---------|--------------------|------------------|
| 1. Mary | Mary is a student. | She's a student. |
| 2. Jane | _____.             | _____.           |
| 3. Dick | _____.             | _____.           |
| 4. Tom  | _____.             | _____.           |
| 5. Kay  | _____.             | _____.           |
| 6. Jim  | _____.             | _____.           |

1.8 He and She (Forcing the choice.)

- |               |   |
|---------------|---|
| 1. Mr. Lane   | Mr. Lane is a farmer.<br>He's a farmer. |
| 2. Miss Webb  | _____.                                  |
| 3. Mary       | _____.                                  |
| 4. Mr. Clark  | _____.                                  |
| 5. Mrs. Lane  | _____.                                  |
| 6. Dick       | _____.                                  |
| 7. Mr. Scott  | _____.                                  |
| 8. Miss Snow  | _____.                                  |
| 9. Kay        | _____.                                  |
| 10. Tom       | _____.                                  |
| 11. Mr. Webb  | _____.                                  |
| 12. Mrs. Carr | _____.                                  |
| 13. Miss Lane | _____.                                  |
| 14. Jim       | _____.                                  |

Model C: 
 Is Mr. Lane a farmer? Yes, he is.  
 Is Miss Snow a secretary? Yes, she is.

1.9 Questions.

- |              |                         |
|--------------|-------------------------|
| 1. Mr. Lane  | Is Mr. Lane a farmer?   |
| 2. Mr. Webb  | Is Mr. Webb a merchant? |
| 3. Mrs. Carr | _____?                  |
| 4. Miss Snow | _____?                  |
| 5. Kay       | _____?                  |
| 6. Mr. Snow  | _____?                  |

1.10 Short answers with Yes. (Repetition)

1. Yes, he is.
2. Yes, he is.
3. Yes, he is.
4. Yes, she is.
5. Yes, she is.
6. Yes, she is.

1.11 He and She. (Yes answers only)

<u>Teacher</u>	<u>Half of Class or Student #1</u>	<u>Half of Class or Student #2</u>
1. Miss Snow	Is Miss Snow a secretary?	Yes, she is.
2. Mr. Scott	Is Mr. Scott a merchant?	Yes, he is.
3. Dick	_____?	_____.
4. Jane	_____?	_____.
5. Mr. Clark	_____?	_____.
6. Miss Webb	_____?	_____.
7. Mary	_____?	_____.
8. Jim	_____?	_____.

Model D:

Is Mr. Lane a merchant? No, he's not.  
Is Mrs. Lane a secretary? No, she's not.

1.12 Short answers with No. (Repetition)

1. No, he's not.
2. No, he's not.
3. No, he's not.
4. No, she's not.
5. No, she's not.
6. No, she's not.

1.13 He and She. (No answers only)

<u>Teacher</u>	<u>Half of Class or Student #1</u>	<u>Half of Class or Student #2</u>
1. Mr. Snow	Is Mr. Snow a teacher?	No, he's not.
2. Mr. Carr	Is Mr. Carr a merchant?	No, he's not.
3. Mrs. Scott	Is Mrs. Scott a secretary?	No, she's not.
4. Jim	_____?	_____.
5. Mr. Carr	_____?	_____.
6. Kay	_____?	_____.
7. Miss Webb	_____?	_____.
8. Mrs. Carr	_____?	_____.

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1.14 Conversation. He and She, Yes and No.

1. Teacher: Is Mr. Scott a merchant?  
Class: No, he's not.
2. Teacher: Is Jim a student?  
Class: Yes, he is.
3. Teacher: Is Mrs. Scott a teacher?  
Class: Yes, she is?
4. Teacher: Is Mr. Snow a secretary?  
Class: \_\_\_\_\_.
5. Teacher: Is Miss Lane a secretary?  
Class: \_\_\_\_\_.
6. Teacher: Is Jim a merchant?  
Class: \_\_\_\_\_.

1.15 Conversation. He and She, Yes and No.

1. Student 1: Is Miss Snow a secretary?  
Teacher: Yes, she is.
2. Student 2: Is Mr. Clark a merchant?  
Teacher: No, he's not.
3. Student 3: Is Tom a student?  
Teacher: Yes, he is.
4. Student 4: \_\_\_\_\_?  
Teacher: \_\_\_\_\_.
5. Student 5: \_\_\_\_\_?  
Teacher: \_\_\_\_\_.
6. Student 6: \_\_\_\_\_?  
Teacher: \_\_\_\_\_.

Model E:

Is Mr. Lane a teacher?

No, he's not. He's not a teacher. He's a farmer.

Is Mrs. Lane a secretary?

No, she's not. She's not a secretary. She's a teacher.

1.16 Not.

- |                               |               |                      |
|-------------------------------|---------------|----------------------|
| 1. Is Mr. Lane a teacher?     | No, he's not. | He's not a teacher.  |
| 2. Is Mr. Scott a merchant?   | No, he's not. | He's not a merchant. |
| 3. Is Miss Jones a housewife? | No, _____.    | _____.               |
| 4. Is Tom a farmer?           | _____.        | _____.               |
| 5. Is Mrs. Scott a secretary? | _____.        | _____.               |

1.17 No and Not.

Teacher

Class

- |                               |               |                                       |
|-------------------------------|---------------|---------------------------------------|
| 1. Is Mr. Lane a teacher?     | No, he's not. | He's not a teacher.<br>He's a farmer. |
| 2. Is Mr. Scott a merchant?   | _____.        | _____.                                |
| 3. Is Miss Jones a housewife? | _____.        | _____.                                |
| 4. Is Tom a farmer?           | _____.        | _____.                                |
| 5. Is Mrs. Scott a secretary? | _____.        | _____.                                |
| 6. Is Mrs. Carr a merchant?   | _____.        | _____.                                |

1.18... Choosing Yes or No.

	<u>Teacher</u>	<u>Class</u>
1.	Is Miss Snow a secretary?	Yes, she is. She's a secretary.
2.	Is Miss Snow a teacher?	No, she's not. She's not a teacher. She's a secretary.
3.	Is Mr. Webb a merchant?	_____.
4.	Is Mr. Webb a farmer?	_____.
5.	Is Dick a student?	_____.
6.	Is Dick a farmer?	_____.

Model F:

Is Mr. Lane a farmer or a merchant?  
 He's a farmer. He's not a merchant.  
 Is Miss Snow a teacher or a secretary?  
 She's a secretary. She's not a teacher.

1.19 Or.

	<u>Teacher</u>	<u>Class</u>
1.	Is Mr. Clark a teacher or a farmer?	He's a farmer.
2.	Is Mrs. Lane a student or a housewife?	She's a housewife.
3.	Is Miss Webb a teacher or a secretary?	_____.
4.	Is Mr. Snow a teacher or a merchant?	_____.
5.	Is Dick a farmer or a student?	_____.
6.	Is Mrs. Carr a housewife or a teacher?	_____.

1.20 Game (Give each student an occupation)

1. Student 1: Are you a teacher or a student?  
 Student 2: I'm a student.
2. Student 2: Are you a secretary or a student?  
 Student 3: I'm a secretary.
3. Student 3: Are you a merchant or a student?  
 Student 4: I'm a merchant?
4. Student 4: \_\_\_\_\_?  
 Student 5: \_\_\_\_\_.



INTONATION

Mr. Lane's a farmer.

Mr. Scott's a merchant.

Mrs. Carr's a teacher.

Miss Lane's a secretary.

Mr. Snow's a teacher.

Jim's a student.

He's a farmer.

He's a merchant.

She's a teacher.

She's a secretary.

He's a teacher.

He's a student.

Is Mr. Lane a farmer?

Yes. Yes, he is.

Is Mr. Scott a merchant?

Yes. Yes, he is.

Is Miss Lane a secretary?

Yes. Yes, she is.

Is Tom a student?

Yes. Yes, he is.

Is Mr. Carr a teacher?

Yes. Yes, he is.

He's not a teacher.

No, he's not.

He's not a farmer.

No, he's not.

She's not a teacher.

No, she's not.

She's not a secretary.

No, she's not.

He's not a student.

No, he's not.

She's not a student.

No, she's not.

Is Mr. Lane a farmer or a merchant?

Is Miss Snow a teacher or a secretary?

Is Mr. Webb a teacher or a merchant?

Is Tom a student or a farmer?

Is Miss Lane a teacher or a secretary?

Is Kay a student or a secretary?

LESSON ONE

PRONUNCIATION: CONSONANTS

1. Introducing the contrast: /t/ and /θ/

Teacher

- a. Mr. Webb's a merchant. He sells tin.  
Mr. Snow's a teacher. He's very thin.
- b. Mr. Webb sells tin.  
Mr. Snow's very thin.
- c. tin tin tin tin tin
- d. thin thin thin thin thin
- e. tttt....in eeeθ....in

2. Identifying the contrast. Say same or different.

Teacher

Class

- |    |      |      |           |
|----|------|------|-----------|
| a. | tin  | thin | different |
| b. | tin  | tin  | same      |
| c. | thin | tin  | different |
| d. | thin | thin | same      |
| e. | tin  | tin  | same      |



3. Identifying the contrast: Say th or t.

<u>Teacher</u>	<u>Class</u>
a. tin	t
b. tin	t
c. thin	th
d. tin	t
e. thin	th

4. Producing the contrast: repetition.

<u>Teacher</u>	<u>Class</u>
a. tin thin	tin thin
b. tin tin	tin tin
c. thin thin	thin thin
d. thin tin	thin tin
e. tin thin	tin thin

5. Memorize the following sentences:

- Mr. Webb's a merchant. He sells tin.
- Mr. Snow's a teacher. He's very thin.

6. Dictating words and sentences.

- a. tin tin
- b. thin tin
- c. thin thin
- d. thin tin
- e. tin thin
- f. It's tin.
- g. It's thin.
- h. It's thin.
- i. It's thin.
- j. It's tin.

7. Additional minimal pairs for advanced students.

- a. boat both
- b. bat bath
- c. pat path
- d. tick thick

PRONUNCIATION: Part II

1. Introducing the contrast: /θ/ and /s/

Teacher

The book is thick. The student's sick.

thick

sick

θθθθ....ick

ssss....ick

2. Identifying the contrast: Say same or different.

Teacher

Class

- |    |       |       |           |
|----|-------|-------|-----------|
| a. | thick | thick | same      |
| b. | thick | sick  | different |
| c. | sick  | sick  | same      |
| d. | sick  | thick | different |
| e. | thick | sick  | different |

3. Identifying the contrast: Say s or th.

<u>Teacher</u>	<u>Class</u>
a. sick	s
b. thick	th
c. thick	th
d. sick	s
e. thick	th

4. Producing the contrast in words.

<u>Teacher</u>		<u>Class</u>	
a. sick	thick	sick	thick
b. sick	sick	sick	sick
c. thick	thick	thick	thick
d. thick	sick	thick	sick
e. sick	thick	sick	thick

5. Producing the contrast in sentences.

<u>Teacher</u>	<u>Student</u>
a. book/thick	The book's thick. It's thick.
b. man/thin	The man's thin. He's thin.
c. student/sick	The student's sick. He's sick.
d. wall/thick	The wall's thick. It's thick.
e. Mr. Snow/sick	Mr. Snow's sick. He's sick.

Memorize the following sentences:

Dick's a student. He's very sick.

This is a book. It's very thick.

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6. Dictating words and sentences.

Words

- a. thick            sick
- b. thick            thick
- c. sick             sick
- d. sick             thick
- e. thick            sick

Sentences

- a. The book's thick. It's thick.
- b. Mr. Snow's sick. He's sick.
- c. Dick's sick. He's sick.

7. Producing a three-way contrast: /θ/, /s/, and /t/.

- a. thin            sin            tin
- b. tin             sin            thin
- c. sin             tin            thin
- d. sin             thin           tin
- e. thin            thin           sin

8. Additional contrasting words for advanced students.

- a. thigh           sigh           tie

PRONUNCIATION: Part III

1. Introducing the contrast: /ð/ and /d/.

Teacher

- a. They speak English every day.

they ... they speak

day ... every day

they ... They speak English.

day ... every day

ððð....ey

ddd....ay

2. Identifying the contrast: Say same or different.

Teacher

Class

- |    |      |      |           |
|----|------|------|-----------|
| a. | day  | day  | same      |
| b. | day  | they | different |
| c. | they | they | same      |
| d. | they | day  | different |
| e. | day  | they | different |

3. Identifying the contrast: Say voiced th or d.

Teacher

Class

- |    |      |                  |
|----|------|------------------|
| a. | they | voiced <u>th</u> |
| b. | day  | <u>d</u>         |
| c. | day  | <u>d</u>         |
| d. | they | voiced <u>th</u> |
| e. | day  | <u>d</u>         |

4. Producing the contrast: repetition.

	<u>Teacher</u>		<u>Class</u>	
a.	day	they	day	they
b.	they	day	they	day
c.	day	day	day	day
d.	they	day	they	day
e.	day	day	day	day

5. Producing the contrast in sentences. Memorize the following sentences.

- a. They speak English every day.
- b. They come to class every day. There they speak English.

6. Dictating words and sentences.

	<u>Words</u>	
a.	day	day
b.	day	they
c.	they	they
d.	they	they
e.	day	they

- |    | <u>Sentences</u>              |
|----|-------------------------------|
| a. | They speak English every day. |
| b. | They come to class every day. |
| c. | There they speak English.     |



7. Additional contrasting words for advanced students.

- a. day      say      they
- b. thick    Dick      sick      tick
- c. bass     bath      bat      bad

PRONUNCIATION: Part IV

1. Introducing the contrast: /ð/ and /z/.

Teacher

- a. These students speak Amharic.
- b. The word buzz has two z's.
- c. These ... these students.
- d. z's ... two z's.
- e. ððððð...ese
- f. zzzzz... 's.

2. Identifying the contrast: Say same or different.

Teacher

Class

- |    |             |             |           |
|----|-------------|-------------|-----------|
| a. | these       | these       | same      |
| b. | <u>z</u> 's | <u>z</u> 's | same      |
| c. | these       | <u>z</u> 's | different |
| d. | <u>z</u> 's | these       | different |
| e. | these       | <u>z</u> 's | different |

3. Identifying the contrast: Say voiced th or z.

Teacher

Class

- |    |             |                  |
|----|-------------|------------------|
| a. | these       | voiced <u>th</u> |
| b. | <u>z</u> 's | <u>z</u>         |
| c. | <u>z</u> 's | <u>z</u>         |
| d. | these       | voiced <u>th</u> |
| e. | <u>z</u> 's | <u>z</u>         |

4. Producing the contrast in words.

- |    |             |             |             |             |
|----|-------------|-------------|-------------|-------------|
| a. | <u>z</u> 's | these       | <u>z</u> 's | these       |
| b. | these       | these       | these       | these       |
| c. | these       | <u>z</u> 's | these       | <u>z</u> 's |
| d. | <u>z</u> 's | <u>z</u> 's | <u>z</u> 's | <u>z</u> 's |
| e. | these       | <u>z</u> 's | these       | <u>z</u> 's |

5. Memorize the following sentences.

- These students speak Amharic.
- Those students speak English.
- The word buzz has two z's.
- The word fuzz has two z's.

6. Dictating words and sentences.

Words

- these      these
- these      z's
- z's      these
- these      z's
- z's      z's

Sentences

- ~~These are z's.~~ This is a z.
- These are z's.

7. Additional contrasting words for advanced students.

- |    |       |      |       |
|----|-------|------|-------|
| a. | day   | they | say   |
| b. | tin   | thin | sin   |
| c. | phase | face | faith |
| d. | thigh | sigh | die   |
| e. | thick | sick | Dick  |

LESSON TWO:

AMHARIC → ENGLISH

GREETINGS:

1. Teacher: Good morning.  
Class: Good morning.
2. Teacher: Good morning.  
Class: Good morning.  
Teacher: How are you?  
Class: We're fine, thank you.
3. Teacher: Good morning.  
Student #1: Good morning.  
Teacher: How are you?  
Student #1: I'm fine, thank you. And how are you?
4. Teacher: Good morning.  
Student #1: Good morning.  
Teacher: How are you?  
Student #1: I'm fine, thank you.
5. Student #1: Good morning.  
Student #2: Good morning.  
Student #1: How are you?  
Student #2: I'm fine, thank you.

Class → we (are)

Student → I (am)

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LESSON TWO

Model A: Mr. Lane's a farmer, and Mr. Clark's a farmer.  
They're farmers.

2.1 Plurals.            /s/ merchants, students  
                             /z/ farmers, teachers, secretaries

- |    |           |             |     |
|----|-----------|-------------|-----|
| 1. | merchant  | merchants   | /s/ |
| 2. | student   | students    | /s/ |
| 3. | farmer    | farmers     | /z/ |
| 4. | teacher   | teachers    | /z/ |
| 5. | secretary | secretaries | /z/ |

2.2 And between sentences.

- |     |                      |   |
|-----|----------------------|---|
| 1.  | Mr. Lane/Mr. Clark   | Mr. Lane's a farmer,<br>and Mr. Clark's a farmer.     |
| 2.  | Mrs. Scott/Mrs. Carr | Mrs. Scott's a teacher,<br>and Mrs. Carr's a teacher. |
| 3.  | Miss Webb/Miss Snow  | _____.  |
| 4.  | Dick/Tom             | _____.  |
| 5.  | Mr. Webb/Mr. Scott   | _____.  |
| 6.  | Mr. Snow/Mr. Carr    | _____.  |
| 7.  | Mary/Jane            | _____.  |
| 8.  | Miss Snow/Miss Lane  | _____.  |
| 9.  | Mrs. Carr/Mrs. Lane  | _____.  |
| 10. | Dick Lane/Jim Webb   | _____.  |



2.3 They're (they are).

1. Mr. Lane/Mr. Clark

Mr. Lane's a farmer,  
and Mr. Clark's a farmer.  
They're farmers.  
Dick's a student,  
and Kay's a student.  
They're students.

2. Dick/Kay

3. Miss Webb/Miss Snow

4. Mr. Clark/Mr. Lane

5. Mrs. Carr/Mrs. Lane

6. Tom/Kay

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

Model B:

Mr. Lane and Mr. Clark are farmers.  
They're farmers.

2.4 And between words.

1. Mr. Lane/Mr. Clark

Mr. Lane and Mr. Clark are farmers.  
They're farmers.

2. Mrs. Lane/Mrs. Scott

Mrs. Lane and Mrs. Scott are teachers.  
They're teachers.

3. Mary/Jane

Mary and Jane are students.  
They're students.

4. Mr. Scott/Mr. Webb

5. Mrs. Carr/Mrs. Lane

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

2.5a Choosing he, she, or they. (Use the chart)

1. Mr. Lane	He's a farmer.
2. Mrs. Lane	She's a teacher.
3. Mary/Jim	They're students.
4. Mr. Clark	_____ a farmer.
5. Mrs. Carr	_____ a teacher.
6. Mrs. Lane/Mrs. Scott	_____ teachers.
7. Mary/Jane	_____ students.
8. Mr. Scott/Mr. Webb	_____ merchants.
9. Mr. Webb	_____ a merchant.
10. Dick	_____ a student.
11. Mrs. Lane	_____ a teacher.
12. Miss Lane	_____ a secretary
13. Mr. Scott	_____ a merchant.
14. Miss Lane/Miss Snow	_____ secretaries.
15. Jim	_____ a student.

2.5b Choosing he, she, it, or they. (Use the chart)

1. table	It's a table.
2. Jane	She's a student.
3. chair	It's a chair.
4. Mr. Scott/Mr. Webb	They're merchants.
5. duster	_____ a duster.
6. Mrs. Clark	_____ a farmer.
7. Mrs. Carr	_____ a teacher.
8. Mary/Jane	_____ students.
9. Jim Webb	_____ a student.
10. pencil	_____ a pencil.
11. Miss Lane	_____ a teacher.
12. Mr. Webb	_____ a merchant.
13. Mrs. Lane/Mrs. Scott	_____ teachers.
14. pen	_____ a pen.
15. Kay	_____ a student.



Model C: Are Mr. Lane and Mr. Clark farmers?  
 Yes, they are. They're farmers.  
 Are Mr. Lane and Mr. Clark merchants?  
 No, they're not. They're not merchants. They're farmers.

2.6 Questions.

- |                         |  |
|-------------------------|--|
| 1. Mr. Lane/Mr. Clark   | Are Mr. Lane and Mr. Clark farmers?<br>Are they farmers?     |
| 2. Mr. Scott/Mr. Webb   | Are Mr. Scott and Mr. Webb merchants?<br>Are they merchants? |
| 3. Mary/Jim             | _____?   |
| 4. Mrs. Lane/Mrs. Scott | _____?   |

2.7 Repetition.

- |                   |                     |
|-------------------|---------------------|
| 1. Yes, they are. | 4. No, they're not. |
| 2. Yes, they are. | 5. No, they're not. |
| 3. Yes, they are. | 6. No, they're not. |

2.8 Questions and answers.

- |                |                                       |
|----------------|---------------------------------------|
| 1. Teacher:    | Are Mr. Lane and Mr. Clark farmers?   |
| Student #1:    | Yes, they are. They're farmers.       |
| 2. Student #1: | Are Mr. Lane and Mr. Clark merchants? |
| Student #2:    | No, they're not. They're farmers.     |
| 3. Student #2: | Are Tom and Jane students?            |
| Student #3:    | _____?                                |
| 4. Student #3: | _____?                                |
| Student #4:    | _____?                                |

INTONATION

1. Mr. Lane's a farmer, and Mr. Clark's a farmer.  
Mrs. Scott's a teacher, and Mrs. Carr's a teacher.  
Miss Webb's a secretary, and Miss Snow's a secretary.  
Dick's a student, and Tom's a student.

2. Mr. Lane and Mr. Clark are farmers.  
Mrs. Lane and Mrs. Scott are teachers.  
Mary and Jane are students.  
Mr. Scott and Mr. Webb are merchants.

3. Are Mr. Lane and Mr. Clark farmers?  
Are Mr. Scott and Mr. Webb teachers?  
Are Mrs. Scott and Mrs. Carr teachers?  
Are Kay and Jim students?

4. ~~Yes~~, they are.  
~~Yes~~, they are.  
~~Yes~~, they are.  
~~Yes~~, they are.

~~No~~, they're not.  
~~No~~, they're not.  
~~No~~, they're not.  
~~No~~, they're not.

5. They're farmers.  
They're merchants.  
They're teachers.  
They're secretaries.  
They're students.

They're not merchants.  
They're not teachers.  
They're not secretaries.  
They're not students.  
They're not farmers.

PRONUNCIATION: Part I

1. Introducing the contrast: /n/ and /r/.

Teacher

Dick rang the bell and ran to class.

rang

rang the bell

ran

ran to class

rang the bell

ra rrrrrr →

rannnnnn →

2. Identifying the contrast: Say same or different.

Teacher

Class

a. ran ran

same

b. ran rang

different

c. rang rang

same

d. ran ran

same

e. rang ran

different

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3. Identifying the contrast: say n or eng.

<u>Teacher</u>	<u>Class</u>
a. ran	n
b. ran	n
c. rang	eng
d. ran	n
e. rang	eng

4. Producing the contrast: repetition.

<u>Teacher</u>	<u>Class</u>
a. ran rang	ran rang
b. ran ran	ran ran
c. ran ran	ran ran
d. rang ran	rang ran
e. rang rang	rang rang

5. Producing the contrast in sentences. Memorize the following sentences.

- Dick rang the bell and ran to class.
- Dick ran outside and rang the bell.
- He rings the bell every day.
- He runs to school every day.

6. Dictating words and sentences.

Words

- a. ran rang
- b. ran ran
- c. rang ran
- d. rang ran
- e. ran ran

Sentences

- a. Dick rang the bell and ran to class.
- b. He rings the bell every day.
- c. Dick ran outside and rang the bell.
- d. He runs to school every day.
- e. They sell rings and tin and everything.

7. Additional minimal pairs for advanced students.

- a. sun sung
- b. run rung
- c. thin thing
- d. sin sing
- e. kin king

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PRONUNCIATION: Part II

1. Introducing the contrast: /ŋ/ and /ŋ/

Teacher

Mr. Webb's a singer.

This is a singer.

a singer

a finger

singer

finger

si ŋ er

fi ŋ er

2. Producing the contrast.

Teacher

Class

a. long longer

long longer

b. sing singer

sing singer

3. Producing the contrast in context. Memorize the following sentences:

a. Kim is the king's son. He's a very fast runner.

b. John's a student. He's a very fast swimmer.

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LESSON THREE:

AMHARIC → ENGLISH

GREETINGS:

1. Teacher: Good afternoon.  
Class: Good afternoon.  
Teacher: How are you?  
Class: We're fine, thank you. And how are you?
2. Teacher: Good afternoon.  
Student #1: Good afternoon.  
Teacher: How are you?  
Student #1: Fine, thank you. (I'm fine, thank you)
3. Teacher: Good afternoon.  
Student #1: Good afternoon.  
Teacher: How are you?  
Student #1: I'm fine, thank you. And how are you?  
Teacher: Fine, thank you.
4. Student #1: Good afternoon.  
Teacher: Good afternoon.  
Student #1: How are you?  
Teacher: Fine, thank you. And how are you?  
Student #1: Fine, thank you.
5. Student #1: Good afternoon.  
Student #2: Good afternoon.  
Student #1: How are you?  
Student #2: Fine, thank you. And how are you?  
Student #1: I'm fine, thank you.

Class → we are

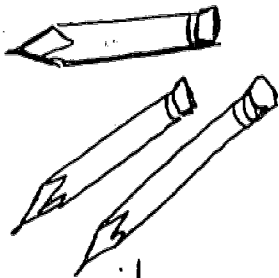
Student → I am



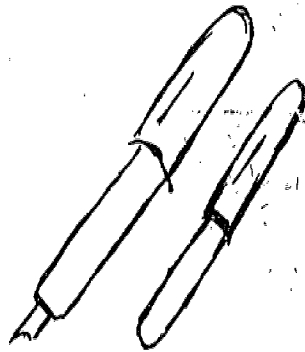
SINGULAR AND PLURALS - CHART



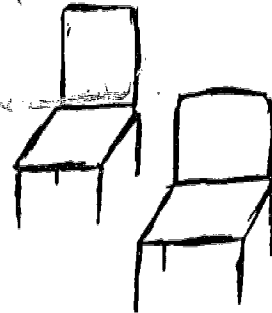
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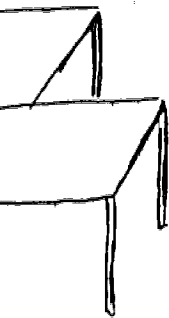
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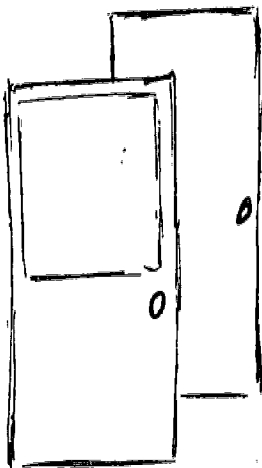
pen



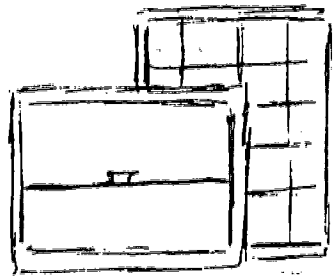
chair



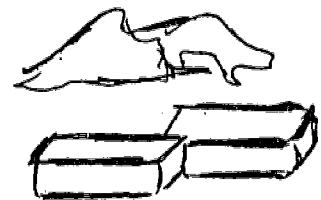
table



door



window



duster

LESSON THREE

book	pencil	pen	chair
table	door	window	duster

Model A:

What's this?

It's a book.

3.1 Repetition. book it

- |                  |                  |
|------------------|------------------|
| 1. a book...it   | 5. a table...it  |
| 2. a pencil...it | 6. a door...it   |
| 3. a pen...it    | 7. a window...it |
| 4. a chair...it  | 8. a duster...it |

3.2 Repetition. The contraction of it's/Its/.

- |                   |                   |
|-------------------|-------------------|
| 1. It's a book.   | 5. It's a table.  |
| 2. It's a pencil. | 6. It's a door.   |
| 3. It's a pen.    | 7. It's a window. |
| 4. It's a chair.  | 8. It's a duster. |

3.3 Completion.

- |           |                |
|-----------|----------------|
| 1. book   | It's a book.   |
| 2. pencil | It's a pencil. |
| 3. pen    | _____.         |
| 4. chair  | _____.         |
| 5. table  | _____.         |
| 6. door   | _____.         |
| 7. window | _____.         |
| 8. duster | _____.         |

3.4 Practice on a and it's a/its /.

1. book	a book	It's a book.
2. pencil	_____	_____.
3. pen	_____	_____.
4. chair	_____	_____.
5. table	_____	_____.
6. door	_____	_____.
7. window	_____	_____.
8. duster	_____	_____.

3.5 Repetition. Questions with what.

1. What's this?
2. What's this?
3. What's this?
4. What's this?
5. What's this?
6. What's this?
7. What's this?
8. What's this?

3.6 Questions and answers. Use the chart on page 1.

1. What's this?	(book)	It's a book.
2. What's this?	(pencil)	It's a pencil.
3. What's this?	(pen)	_____.
4. What's this?	(chair)	_____.
5. What's this?	(table)	_____.
6. What's this?	(door)	_____.
7. What's this?	(window)	_____.
8. What's this?	(duster)	_____.

### 3.7 Conversation.

1. Teacher: What's this?  
Class: It's a book.
2. Teacher: What's this?  
Class: It's a pencil.
3. Teacher: What's this?  
Class: \_\_\_\_\_.
4. Teacher: What's this?  
Class: \_\_\_\_\_.
5. Teacher: What's this?  
Class: \_\_\_\_\_.
6. Teacher: What's this?  
Class: \_\_\_\_\_.
7. Teacher: What's this?  
Class: \_\_\_\_\_.
8. Teacher: What's this?  
Class: \_\_\_\_\_.

### 3.8 Conversation. Chain Drill.

1. Teacher: What's this?  
Student #1: It's a book.
2. Student #1: What's this?  
Student #2: It's a pencil.
3. Student #2: What's this?  
Student #3: \_\_\_\_\_.
4. Student #3: What's this?  
Student #4: \_\_\_\_\_.
5. Student #4: What's this?  
Student #5: \_\_\_\_\_.
6. Student #5: What's this?  
Student #6: \_\_\_\_\_.
7. Student #6: What's this?  
Student #7: \_\_\_\_\_.
8. Student #7: What's this?  
Student #8: \_\_\_\_\_.

Model B:

What's this? Is it a book?  
Yes. Yes, it is.

3.9 Yes-No Questions.

1. book	a book	Is it a book?
2. pencil	a pencil	Is it a pencil?
3. pen	_____	_____?
4. chair	_____	_____?
5. table	_____	_____?
6. door	_____	_____?
7. window	_____	_____?
8. duster	_____	_____?

3.10 Repetition. Short answers with yes.

- |                     |                     |
|---------------------|---------------------|
| 1. Yes. Yes, it is. | 5. Yes. Yes, it is. |
| 2. Yes. Yes, it is. | 6. Yes. Yes, it is. |
| 3. Yes. Yes, it is. | 7. Yes. Yes, it is. |
| 4. Yes. Yes, it is. | 8. Yes. Yes, it is. |

3.11 Conversation.

- |             |                 |
|-------------|-----------------|
| 1. Teacher: | Is it a book?   |
| Class:      | Yes, it is.     |
| 2. Teacher: | Is it a pencil? |
| Class:      | Yes, it is.     |
| 3. Teacher: | Is it a pen?    |
| Class:      | _____.          |
| 4. Teacher: | Is it a chair?  |
| Class:      | _____.          |
| 5. Teacher: | Is it a table?  |
| Class:      | _____.          |
| 6. Teacher: | Is it a door?   |
| Class:      | _____.          |
| 7. Teacher: | Is it a window? |
| Class:      | _____.          |
| 8. Teacher: | Is it a duster? |
| Class:      | _____.          |

Model C:

Is it a pencil? No. No, it's not.
--------------------------------------

3.12 Repetition. Short answers with no.

- |                      |                      |
|----------------------|----------------------|
| 1. No. No, it's not. | 5. No. No, it's not. |
| 2. No. No, it's not. | 6. No. No, it's not. |
| 3. No. No, it's not. | 7. No. No, it's not. |
| 4. No. No, it's not. | 8. No. No, it's not. |

3.13 Questions and short answers with no.

- |                           |               |
|---------------------------|---------------|
| 1. Is it a pencil?        | No, it's not. |
| 2. Is it a pen?           | No, it's not. |
| 3. <u>   </u> it a chair? | _____.        |
| 4. <u>      </u> a table? | _____.        |
| 5. <u>      </u> door?    | _____.        |
| 6. <u>      </u> window?  | _____.        |
| 7. <u>      </u> duster?  | _____.        |
| 8. <u>      </u> book?    | _____.        |

3.14 Answers with yes and no.

- |             |                                    |
|-------------|------------------------------------|
| 1. Teacher: | What's this? Is it a book?         |
| Class:      | Yes, it is.                        |
| Teacher:    | Is it a pencil?                    |
| Class:      | No, it's not.                      |
| 2. Teacher: | What's this? Is it a pencil?       |
| Class:      | Yes, it is.                        |
| Teacher:    | Is it a pen?                       |
| Class:      | No, it's not.                      |
| 3. Teacher: | What's this? Is it a pen?          |
| Class:      | Yes, it is.                        |
| Teacher:    | Is it a pencil?                    |
| Class:      | _____.                             |
| 4. Teacher: | <u>What's this?</u> Is it a chair? |
| Class:      | _____.                             |
| Teacher:    | <u>Is it a table?</u>              |
| Class:      | _____.                             |

### 3.15 Conversation.

1. Teacher: What's this? Is it a book?  
Class: Yes, it is.
2. Teacher: What's this? Is it a pencil?  
Class: No, it's not.
3. Teacher: What's this? Is it a pen?  
Class: \_\_\_\_\_.
4. Teacher: What's this? Is it a chair?  
Class: \_\_\_\_\_.
5. Teacher: What's this? Is it a table?  
Class: \_\_\_\_\_.
6. Teacher: What's this? Is it a door?  
Class: \_\_\_\_\_.
7. Teacher: What's this? Is it a window?  
Class: \_\_\_\_\_.
8. Teacher: What's this? Is it a duster?  
Class: \_\_\_\_\_.

Model D:

Is this a pencil?

No, it's not. It's not a pencil.

### 3.16 Conversation.

1. Teacher: Is this a book?  
Class: No, it's not. It's a pencil.
2. Teacher: Is this a pen?  
Class: No, it's not. It's a \_\_\_\_\_.
3. Teacher: Is this a chair?  
Class: No, it's not. It's a \_\_\_\_\_.
4. Teacher: Is this a table?  
Class: No, it's not. It's a \_\_\_\_\_.
5. Teacher: Is this a duster?  
Class: No, it's not. It's a \_\_\_\_\_.
6. Teacher: Is this a pencil?  
Class: No, it's not. It's a \_\_\_\_\_.
7. Teacher: Is this a door?  
Class: No, it's not. It's a \_\_\_\_\_.
8. Teacher: Is this a window?  
Class: No, it's not. It's a \_\_\_\_\_.

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1.17 Conversation. Negative sentences with stressed not.

1. Teacher: Is this a book?  
Class: No, it's not. It's not a book.
2. Teacher: Is this a pencil?  
Class: No, it's not. It's not a pencil.
3. Teacher: Is this a pen?  
Class: No, it's not. \_\_\_\_\_.
4. Teacher: Is this a chair?  
Class: \_\_\_\_\_.
5. Teacher: Is this a table?  
Class: \_\_\_\_\_.
6. Teacher: Is this a door?  
Class: \_\_\_\_\_.
7. Teacher: Is this a window?  
Class: \_\_\_\_\_.
8. Teacher: Is this a duster?  
Class: \_\_\_\_\_.

1.18 Chain Drill.

1. Teacher: What's this? Is it a book?  
Student #1: Yes, it is.
2. Student #1: What's this? Is it a book?  
Student #2: No, it's not. It's not a book. It's a pencil.
3. Student #2: What's this? Is it a pencil?  
Student #3: Yes, it is.
4. Student #3: What's this? Is it a chair?  
Student #4: No, it's not. It's not a chair. It's a table.
5. Student #4: What's this? Is it a duster?  
Student #5: Yes, it is.
6. Student #5: What's this? Is it a door?  
Student #6: No, it's not. It's not a door. It's a window.
7. Student #6: What's this? Is it a pen?  
Student #7: Yes, it is.
8. Student #7: What's this? Is it a pen?  
Student #8: No, it's not. It's not a pen. It's a chair.

Note: All the exercises can be reviewed as chain drills.



3.19 Choosing he, she, or it.

<u>Teacher</u>	<u>Class</u>
1. Miss Snow	she
2. Tom	he
3. a book	it
4. Miss Webb	she
5. Kay	she
6. a duster	it

3.20 Choosing he, she, or it.

<u>Teacher</u>	<u>Class</u>
1. Is Miss Snow a secretary?	Yes, she is.
2. Is Tom a student?	Yes, he is.
3. Is this a book?	Yes, it is.
4. Is Mr. Clark a farmer?	Yes, he is.
5. Is this a window?	Yes, it is.
6. Is Mary a student?	Yes, she is.

3.21 Or...it

1. Is it a table or a chair?	It's a table.
2. Is it a pencil or a pen?	It's a pen.
3. Is it a door or a notebook?	_____.
4. Is it a chair or a door?	_____.
5. Is it a notebook or a chair?	_____.
6. _____?	_____.

PRONUNCIATION: INTONATION

1. What's this?

What's this?

What's this?

What's this?

2. It's a book.

It's a pen.

It's a window.

3. Is it a book?

Is it a pen?

Is it a table?

Is it a window?

4. Yes, it is.

Yes, it is.

Yes, it is.

5. No, it's not.

No, it's not.

No, it's not.

6. It's not a book.

It's not a pen.

It's not a window.

It's not a table.

What's this?

What's this?

What's this?

What's this?

It's a pencil.

It's a door.

It's a duster.

Is it a pencil?

Is it a chair?

Is it a door?

Is it a duster?

Yes, it is.

Yes, it is.

Yes, it is.

No, it's not.

No, it's not.

No, it's not.

It's not a pencil.

It's not a door.

It's not a duster.

It's not a chair.

PRONUNCIATION: CONSONANTS

1. Introducing the contrast: /f/ and /v/

Teacher: Use pictures or Amharic equivalents to introduce the two words.

- |    |                          |                          |
|----|--------------------------|--------------------------|
| a. | What's this? It's a fan. | What's this? It's a van. |
| b. | It's a fan.              | It's a van.              |
| c. | a fan                    | a van                    |
| d. | fan                      | fan                      |
| e. | fffff...an               | vvvvv...an               |
| f. | /f/ is voiceless.        | /v/ is voiced.           |

2. Identifying the contrast: say same or different.

	Teacher	<u>Class</u>
a.	van     van	same
b.	fan     fan	same
c.	fan     van	different
d.	van     fan	different
e.	fan     fan	same

3. Identifying the contrast: say f or v.

Teacher	<u>Class</u>
a. fan	f
b. van	v
c. van	v
d. fan	f
e. van	v
f. fan	f
g. fan	f
h. van	v
i. fan	f

4. Producing the contrast: repetition.

<u>Teacher</u>		<u>Class</u>	
a.	fan van	fan	van
b.	van fan	van	fan
c.	van fan	van	fan
d.	van fan	van	fan
e.	fan van	fan	van
f.	fan van	fan	van

It's a book ↔ mets'ihaf new  
 new ∅ mets'ihaf book it's

B. Questions.

1. Contrast a book and mets'ihaf. Does Amharic have an equivalent for the indefinite article a?
2. Contrast What's this? and yih mindin new. Does Amharic use a contraction in this question? How does the word order of the English wh- question differ from the Amharic?
3. Contrast mets'ihaf new and It's a book. How many words does English use? Does the Amharic sentence contain an equivalent for subject it? (Note: English has a three-way contrast of he-she-it. In Amharic, new is used with both ato abbabe and mets'ihaf.)

C. Possible language learning problems.

1. Amharic to English.  
Example: Amharic speakers will need practice using the independent pronoun it and contractions of be.
2. English to Amharic.

Model B

A. Summary of grammatical points.

yes ↔ awon

Is it a book? ↔ mets'ihaf new?  
 new ∅ mets'ihaf book is it

Yes, it is ↔ awon, new  
 awon new yes it is

B. Questions.

1. Contrast Is it a book? and mets'ihaf new? Does Amharic change word order in yes-no questions? Does English change word order?

(Listen for differences in intonation in Amharic and English yes-no questions.)

2. Contrast the short answers Yes, it is and awon new. How many words does English use? What is the Amharic equivalent for it? (Note: Compare the Amharic equivalent of Yes, he is with the equivalent of Yes, it is. Are they the same?)

C. Possible language learning problems.

1. Amharic to English.

Example: Amharic speakers will need practice in changing word order in the English yes-no question.

2. English to Amharic.

Model C

A. Summary of grammatical points.

no  $\longleftrightarrow$  yəlləm

not  $\longleftrightarrow$  ay-...-m

is (be)  $\longleftrightarrow$  -dəll(ə)- (with negative affix)

No, it's not  $\longleftrightarrow$  yəlləm aydəlləm  
yəlləm aydəlləm            no            it's not

B. Questions.

1. Contrast No, it's not and yəlləm aydəlləm. What is the Amharic equivalent for not? Is it a single word? (Note: ay-...-m is a discontinuous affix which includes a prefix and a suffix. Compare French ne...pas.) What is the Amharic equivalent of He's not? Is it the same as the equivalent of It's not?
2. Contrast n(ə)- and -dəll(ə)-. (Note: -dəll(ə)- is an infix.) Does English change the form of is in negative sentences?

C. Possible language learning problems.

1. Amharic to English.  
Example: Amharic speakers will need practice on contractions and on the independent pronoun it.
2. English to Amharic.

Model D

A. Summary of grammatical points.

Is this a pencil? ← → yih irsas new?  
new yih Ø irsas                      this pencil is

No, it's not a pencil ← → yellem irsas aydelləm  
yellem aydelləm Ø irsas                      no pencil it's not

B. Questions.

1. Contrast the word order of Is this a pencil? and yih irsas new.
2. Contrast No, it's not a pencil and yellem irsas aydelləm. What is the Amharic equivalent of not? Of is?

C. Possible language learning problems.

1. Amharic to English.  
Example: Amharic speakers will need practice in stressing not.
2. English to Amharic.

## CONTRASTIVE COMMENTS

### Lesson Four

#### Preparations

##### A. Summary of grammatical points.

are you (singular)  $\longleftrightarrow$  nə-wot (singular-formal)  
are you (singular)  $\longleftrightarrow$  nə-h (singular-masculine)  
are you (singular)  $\longleftrightarrow$  nə-š (singular-feminine)  
are you (plural)  $\longleftrightarrow$  n-aččihu (plural)  
I am (singular)  $\longleftrightarrow$  nə-ŋ (singular)

am (be)  $\longleftrightarrow$  n(ə)-  
n(ə)-                      am (be)

##### B. Questions.

1. How many forms of you does English have? How many does Amharic have? Does English have a polite form for you?
2. Contrast be and n(ə)-. Can n(ə)- occur alone-- that is, with a suffix? Can be and its forms (am, is, are) occur alone? Can you suggest why the /ə/ drops from n(ə)- in naččihu but not in nəwot? (Compare English buzz/buzzes.)

##### C. Possible language learning problems.

1. Amharic to English.
2. English to Amharic.

#### Model A

##### A. Summary of grammatical points.

these (plural)  $\longleftrightarrow$  innəzzih (plural)  
this (singular)  $\longleftrightarrow$  yih (singular-masculine)  
/s/, /z/ (plural suffixes)  $\longleftrightarrow$  (w)očč (plural suffixes)



This is a book ↔ yih mets'ihaf new  
 yih new /ə/ mets'ihaf this book is

These are books ↔ innəzzih mets'ihafočč naččew  
 innəzzih naččew mets'ihafočč these books are

B. Questions.

1. Contrast These are books and innəzzih mets'ihafočč naččew. Is the choice of the plural suffix determined differently in English and Amharic?

C. Possible language learning problems.

1. Amharic to English.
2. English to Amharic.  
 Example: The plural of yih (innəzzih) will be especially difficult for speakers of English to pronounce. It has /nn/, /zz/, and final /n/.

Model B

A. Summary of grammatical points.

What are these? ↔ innəzzih mindin naččew?  
 mindin naččew innəzzih these what are

They're books ↔ mets'ihafočč naččew  
 naččew mets'ihafočč books they're

B. Questions.

1. Contrast What are these? and innəzzih mindin naččew? How does the word order of the Amharic question differ from the word order of the English wh- question? Does the intonation of the Amharic sentence differ from the English?
2. Contrast They're books and mets'ihafočč naččew. What is the Amharic equivalent of they?

Is the intonation of the Amharic sentence different from the English?

3. Possible language learning problems.

1. Amharic to English.

2. English to Amharic.

Model C

A. Summary of grammatical points.

What are these? ← → innəzzih mindin naččəw?  
mindin naččəw innəzzih these what are

Are they books? ← → mets'ihafočč naččəw?  
naččəw mets'ihafočč books are they

Yes, they are ← → awon naččəw  
awon naččəw yes they are

Are they pencils? ← → irsasočč naččəw?  
naččəw irsasočč pencils are they

No, they're not ← → yelləm aydellum  
yelləm aydellum no they're not

They're not pencils ← → irsasočč aydellum  
aydellum irsasočč pencils they're not

They're books ← → mets'ihafočč naččəw.  
naččəw mets'ihafočč books they're

B. Questions.

1. Contrast Are they books? and mets'ihafočč naččəw. Is the intonation of the Amharic yes-no question different from the English? How does the word order of the Amharic

question differ from the word order of the English question? (Compare your answer here with your answer to question one in Model B.)

2. Contrast Yes, they are and awon naččaw. What is the Amharic equivalent of they in the short answer?
3. Contrast No, they're not and yəlləm aydəllum. What is the equivalent of they in the Amharic short answer? What is the equivalent of are in the Amharic short answer? (Note: Contractions do not occur in affirmative short answers in English: Notice that English has Yes, they are, never Yes, they're; Yes, it is, never Yes, it's.)

C. Possible language learning problems.

1. Amharic to English.  
Example: Amharic speakers will need practice on the word order of English wh- and yes-no questions.
2. English to Amharic.  
Example: English speakers will need practice on Amharic negative and affirmative verb constructions of be.