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)
AMHARIC AND ENGLISH

An Introduction to the Principles of Language Teaching and Language Learning

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            Donna Carr
            Stanley Cooke
            Mary Ruth Bracy

PEACE CORPS
UNIVERSITY OF UTAH
1966
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 terminology 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, the section is intended as a brief introduction to the application of contrastive analysis in a practical classroom situation.
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
2. Scott
3. Clark
4. Webb
5. Snow
6. Carr

1.2
1. Lane
2. Scott
3. Clark
4. Webb
5. Snow
6. Carr

1.3 Mr. Lane he
1. Mr. Lane
2. Mr. Scott
3. Mr. Clark
4. Mr. Webb
5. Mr. Snow
6. Mr. Carr

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

Page Three
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
2. 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  

Mary is a student. She's a student.

1. Mary
2. Jane
3. Dick
4. Tom
5. Kay
6. Jim

1.8 He and She (Forcing the choice.)

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

1. Mr. Lane
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)

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

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

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8
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.

1.6  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? _______. 

1.7  No and Not.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is Mr. Lane a teacher?</td>
<td>No, he's not. He's not a teacher. He's a farmer.</td>
</tr>
<tr>
<td>2. Is Mr. Scott a merchant?</td>
<td>_______.</td>
</tr>
<tr>
<td>3. Is Miss Jones a housewife?</td>
<td>_______.</td>
</tr>
<tr>
<td>4. Is Tom a farmer?</td>
<td>_______.</td>
</tr>
<tr>
<td>5. Is Mrs. Scott a secretary?</td>
<td>_______.</td>
</tr>
<tr>
<td>6. Is Mrs. Carr a merchant?</td>
<td>_______.</td>
</tr>
</tbody>
</table>

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14
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.
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. 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: __________.
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, he's a farmer.

Is Mr. Scott a merchant?
Yes, he's a merchant.

Is Miss Lane a secretary?
Yes, she's a secretary.

Is Tom a student?
Yes, he's a student.

Is Mr. Carr a teacher?
Yes, he's a teacher.

He's not a teacher.
He's not a farmer.
She's not a teacher.
She's not a secretary.
He's not a student.
She's not a student.

Is Mr. Lane a farmer or a merchant?
No, he's not.

Is Miss Snow a teacher or a secretary?
No, she's not.

Is Mr. Webb a teacher or a merchant?
No, she's not.

Is Tom a student or a farmer?
No, he's not.

Is Miss Lane a teacher or a secretary?
No, she's not.

Is Kay a student or a secretary?
No, she's not.
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  θθθθθ...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.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. tin</td>
<td>t</td>
</tr>
<tr>
<td>b. tin</td>
<td>t</td>
</tr>
<tr>
<td>c. thin</td>
<td>th</td>
</tr>
<tr>
<td>d. tin</td>
<td>t</td>
</tr>
<tr>
<td>e. thin</td>
<td>th</td>
</tr>
</tbody>
</table>

4. Producing the contrast: repetition.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. tin</td>
<td>thin</td>
</tr>
<tr>
<td>b. tin</td>
<td>tin</td>
</tr>
<tr>
<td>c. thin</td>
<td>thin</td>
</tr>
<tr>
<td>d. thin</td>
<td>tin</td>
</tr>
<tr>
<td>e. tin</td>
<td>thin</td>
</tr>
</tbody>
</table>

5. Memorize the following sentences:
   a. Mr. Webb's a merchant. He sells tin.
   b. 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

θssss...ick sssss...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.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. sick</td>
<td>s</td>
</tr>
<tr>
<td>b. thick</td>
<td>th</td>
</tr>
<tr>
<td>c. thick</td>
<td>th</td>
</tr>
<tr>
<td>d. sick</td>
<td>s</td>
</tr>
<tr>
<td>e. thick</td>
<td>th</td>
</tr>
</tbody>
</table>

4. Producing the contrast in words.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. sick</td>
<td>thick</td>
</tr>
<tr>
<td>b. sick</td>
<td>sick</td>
</tr>
<tr>
<td>c. thick</td>
<td>thick</td>
</tr>
<tr>
<td>d. thick</td>
<td>sick</td>
</tr>
<tr>
<td>e. sick</td>
<td>thick</td>
</tr>
</tbody>
</table>

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16
5. Producing the contrast in sentences.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It's thick.</td>
</tr>
<tr>
<td>b. man/thin</td>
<td>The man's thin.</td>
</tr>
<tr>
<td></td>
<td>He's thin.</td>
</tr>
<tr>
<td>c. student/sick</td>
<td>The student's sick.</td>
</tr>
<tr>
<td></td>
<td>He's sick.</td>
</tr>
<tr>
<td>d. wall/thick</td>
<td>The wall's thick.</td>
</tr>
<tr>
<td></td>
<td>It's thick.</td>
</tr>
<tr>
<td>e. Mr. Snow/sick</td>
<td>Mr. Snow's sick.</td>
</tr>
<tr>
<td></td>
<td>He's sick.</td>
</tr>
</tbody>
</table>

Memorize the following sentences:

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

This is a book. It's very thick.
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: /d/ and /d/.

Teacher
a. They speak English every day.
   they ... they speak
day ... every day
they ... They speak English.
day ... every day
\( \emptyset \emptyset \emptyset \) ey
ddd .... ay

2. Identifying the contrast: Say same or different.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. day</td>
<td>day</td>
</tr>
<tr>
<td>b. day</td>
<td>they</td>
</tr>
<tr>
<td>c. they</td>
<td>they</td>
</tr>
<tr>
<td>d. they</td>
<td>day</td>
</tr>
<tr>
<td>e. day</td>
<td>they</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. they</td>
<td>voiced th</td>
</tr>
<tr>
<td>b. day</td>
<td>d</td>
</tr>
<tr>
<td>c. day</td>
<td>d</td>
</tr>
<tr>
<td>d. they</td>
<td>voiced th</td>
</tr>
<tr>
<td>e. day</td>
<td>d</td>
</tr>
</tbody>
</table>
4. Producing the contrast: repetition.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. day</td>
<td>they</td>
</tr>
<tr>
<td>b. they</td>
<td>day</td>
</tr>
<tr>
<td>c. day</td>
<td>day</td>
</tr>
<tr>
<td>d. they</td>
<td>day</td>
</tr>
<tr>
<td>e. day</td>
<td>day</td>
</tr>
</tbody>
</table>

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.

Words

<table>
<thead>
<tr>
<th>a. day</th>
<th>day</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. day</td>
<td>they</td>
</tr>
<tr>
<td>c. they</td>
<td>they</td>
</tr>
<tr>
<td>d. they</td>
<td>they</td>
</tr>
<tr>
<td>e. day</td>
<td>they</td>
</tr>
</tbody>
</table>

Sentences

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: /θ/ 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. ðððð...ese
   f. zzzzz...'s.

2. Identifying the contrast: Say same or different.

   Teacher                Class
   a. these    these    same
   b. z's      z's      same
   c. these    z's      different
   d. z's      these     different
   e. these    z's      different

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

   Teacher                Class
   a. these                voiced th
   b. z's                  Z
   c. z's                  Z
   d. these                voiced th
   e. z's                  Z
4. Producing the contrast in words.

a. z's  these  
   these
b. these  these  
   these

c. these  z's  
   these  z's

d. z's  z's  
   z's  z's

e. these  z's  
   these  z's

5. Memorize the following sentences.

a. These students speak Amharic.

b. Those students speak English.

c. The word buzz has two z's.

d. The word fuzz has two z's.

6. Dictating words and sentences.

Words

a. these  these
b. these  z's

c. z's  these
d. these  z's
e. z's  z's

Sentences

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

b. 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)
LESSON TWO

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

2.1 Plurals.

| 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, and Mr. Clark's a farmer. |
| 2. Mrs. Scott/Mrs. Carr | Mrs. Scott's a teacher, 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 and Mr. Clark are farmers. They're farmers.

2. Dick/Kay
   Dick and Kay are students. They're students.

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

Page Twenty-seven
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.
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.

Page Twenty-eight
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? Are Mr. Lane and Mr. Clark merchants?
2. Mr. Scott/Mr. Webb
Are Mr. Scott and Mr. Webb merchants?
3. Mary/Jim
Are they farmers? Are they merchants?
4. Mrs. Lane/Mrs. Scott

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

Page Twenty-nine
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. 
   Yes, they are.

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

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

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

Page Thirty
30
PRONUNCIATION: Part I

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

Teacher
Dick rang the bell and ran to class.
rang
rang the bell
ran
ran to class
rang the bell
ran
ran

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
3. Identifying the contrast: say *n* or *eng*.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ran</td>
<td>n</td>
</tr>
<tr>
<td>b. ran</td>
<td>n</td>
</tr>
<tr>
<td>c. rang</td>
<td>eng</td>
</tr>
<tr>
<td>d. ran</td>
<td>n</td>
</tr>
<tr>
<td>e. rang</td>
<td>eng</td>
</tr>
</tbody>
</table>

4. Producing the contrast: repetition.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. ran</td>
<td>rang</td>
</tr>
<tr>
<td>b. ran</td>
<td>ran</td>
</tr>
<tr>
<td>c. ran</td>
<td>ran</td>
</tr>
<tr>
<td>d. rang</td>
<td>ran</td>
</tr>
<tr>
<td>e. rang</td>
<td>rang</td>
</tr>
</tbody>
</table>

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

a. Dick rang the bell and ran to class.

b. Dick ran outside and rang the bell.

c. He rings the bell every day.

d. 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
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 ng er
   fi nger

2. Producing the contrast.

   Teacher
   a. long longer
   b. sing singer

   Class
   long longer
   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.
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

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

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

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>pencil</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>pen</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>chair</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>table</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>door</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>window</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>duster</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>What's this? (pencil)</td>
<td>It's a pencil.</td>
</tr>
<tr>
<td>3.</td>
<td>What's this? (pen)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>What's this? (chair)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>What's this? (table)</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>What's this? (door)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>What's this? (window)</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>What's this? (duster)</td>
<td></td>
</tr>
</tbody>
</table>
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.  
   Student #2: What's this?  
   Student #3: It's a pencil.
2. Student #1: What's this?  
   Student #2: What's this?  
   Student #3: What's this?  
   Student #4: 
3. Student #2: What's this?  
   Student #3: What's this?  
   Student #4: What's this?  
   Student #5: 
4. Student #3: What's this?  
   Student #4: What's this?  
   Student #5: What's this?  
   Student #6: 
5. Student #4: What's this?  
   Student #5: What's this?  
   Student #6: What's this?  
   Student #7: 
6. Student #5: What's this?  
   Student #6: What's this?  
   Student #7: What's this?  
   Student #8: 
7. Student #6: What's this?  
   Student #7: What's this?  
   Student #8: 
8. Student #7: What's this?  
   Student #8: 

Page Forty
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: Is it a chair?
4. Teacher: Is it a table?
   Class: Is it a door?
5. Teacher: Is it a window?
   Class: Is it a duster?
6. Teacher: Class:
7. Teacher: Class:
8. Teacher: Class:

Page Forty-one
41
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.

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. _ it a chair? ________
4. _____ a table? ________
5. _____ door? ________
6. _____ window? ________
7. _____ duster? ________
8. _____ book? ________

3.14 Answers with yes and no.

   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: No, it's not.
4. Teacher: What's this? Is it a chair?
   Class: ________
   Teacher: Is it a table?
   Class: ________
3.15 Conversation.

   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 ______.
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.**

   Student #1: Yes, it is.  
   Student #2: What's this? Is it a book?  
   Student #3: Yes, it is.

2. Student #4: What's this? Is it a pencil?  
   Student #5: Yes, it is.

3. Student #6: What's this? Is it a chair?  
   Student #7: Yes, it is.

4. Student #8: What's this? Is it a duster?  
   Student #9: Yes, it is.

5. Student #10: What's this? Is it a door?  
   Student #11: Yes, it is.

6. Student #12: What's this? Is it a window?  
   Student #13: Yes, it is.

7. Student #14: What's this? Is it a pen?  
   Student #15: Yes, it is.

8. Student #16: What's this? Is it a pen?  
   Student #17: Yes, it is.

Note: All the exercises can be reviewed as chain drills.
3.19 Choosing he, she, or it.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Miss Snow</td>
<td>she</td>
</tr>
<tr>
<td>2. Tom</td>
<td>he</td>
</tr>
<tr>
<td>3. a book</td>
<td>it</td>
</tr>
<tr>
<td>4. Miss Webb</td>
<td>she</td>
</tr>
<tr>
<td>5. Kay</td>
<td>she</td>
</tr>
<tr>
<td>6. a duster</td>
<td>it</td>
</tr>
</tbody>
</table>

3.20 Choosing he, she, or it.

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

3.21 Or...it

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is it a table or a chair?</td>
<td>It's a table.</td>
</tr>
<tr>
<td>2. Is it a pencil or a pen?</td>
<td>It's a pen.</td>
</tr>
<tr>
<td>3. Is it a door or a notebook?</td>
<td></td>
</tr>
<tr>
<td>4. Is it a chair or a door?</td>
<td></td>
</tr>
<tr>
<td>5. Is it a notebook or a chair?</td>
<td></td>
</tr>
<tr>
<td>6. Is it a chair or a notebook?</td>
<td></td>
</tr>
</tbody>
</table>
1. What's this?
   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.

   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?
   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
   a. van  van  Class
      b. fan  fan
      c. fan  van  same
      d. van  fan  different
      e. fan  fan  different
      f. fan  fan  same
3. Identifying the contrast: say \( f \) or \( v \).

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. fan</td>
<td>( f )</td>
</tr>
<tr>
<td>b. van</td>
<td>( v )</td>
</tr>
<tr>
<td>c. van</td>
<td>( v )</td>
</tr>
<tr>
<td>d. fan</td>
<td>( f )</td>
</tr>
<tr>
<td>e. van</td>
<td>( v )</td>
</tr>
<tr>
<td>f. fan</td>
<td>( f )</td>
</tr>
<tr>
<td>g. fan</td>
<td>( f )</td>
</tr>
<tr>
<td>h. van</td>
<td>( v )</td>
</tr>
<tr>
<td>i. fan</td>
<td>( f )</td>
</tr>
</tbody>
</table>

4. Producing the contrast: repetition.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. fan</td>
<td>van</td>
</tr>
<tr>
<td>b. van</td>
<td>fan</td>
</tr>
<tr>
<td>c. van</td>
<td>fan</td>
</tr>
<tr>
<td>d. van</td>
<td>fan</td>
</tr>
<tr>
<td>e. fan</td>
<td>van</td>
</tr>
<tr>
<td>f. fan</td>
<td>van</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 yrh mindra 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 ∅ to abbaba 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.

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

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

3. 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.

4. Summary of grammatical points.

   no ←→ yalləm
   not ←→ ay-...-m
   is (be) ←→ -dell(e)- (with negative affix)

   No, it's not ←→ yalləm aydalləm
   yalləm aydalləm    no     it's not

3. Questions.

   1. Contrast No, it's not and yalləm aydalləm. 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(e)- and -dell(e)-. (Note: -dell(e)- 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 ñ irsas this pencil is

   No, it's not a pencil yellem irsas aydellam
   yellem aydellam ñ 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 aydellam. 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

Greetings

A. Summary of grammatical points.
   
   are you (singular) ←→ na-wot (singular-formal)
   are you (singular) ←→ na-h (singular-masculine)
   are you (singular) ←→ na-ḥ (singular-feminine)
   are you (plural) ←→ n-aččřhu (plural)
   I am (singular) ←→ n-e-m (singular)

   am (be) ←→ n(e)-
   (singular)

   n(e)- 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(a)-. Can n(a)- 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(a)- in naččřhu but not in newot? (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) ←→ innezzih (plural)
   this (singular) ←→ yĭh (singular-masculine)
   /s/, /z/ (plural suffixes) ←→ (w)očč (plural suffixes)
This is a book → yih mets'ıhafoč new
yih new ደ mets'ıhafoč this book is

These are books → innæzīh mets'ıhafoč načēw
innæzīh načēw mets'ıhafoč these books are

B. Questions.
1. Contrast These are books and innæzīh mets'ıhafoč načēw. 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 yīh (innæzī) will be especially difficult for speakers of English to pronounce. It has /nn/, /zz/, and final /h/.

Model B

A. Summary of grammatical points.

What are these? → innæzīh mindın načēw?

mindın načēw innæzīh these what are

They're books → mets'ıhafoč načēw
načēw mets'ıhafoč books they're

B. Questions.
1. Contrast What are these? and innæzīh mindın načēw? 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'ıhafoč načēw. What is the Amharic equivalent of they?
Is the intonation of the Amharic sentence different from the English?

2. Possible language learning problems.
   1. Amharic to English.
   2. English to Amharic.

Model C

A. Summary of grammatical points.

What are these? ከንገዝት ከንንኝን ወን መድ? ከንኝን መድ ከንገዝት ለስ ለት መድ

Are they books? ወን መድ? መድ' ከፍታ መድ? መድ መድ' ከፍታ ለስ ለት መድ

Yes, they are ወን መድ? ወን መድ? ለስ ለል ወን መድ? ለስ ለል ወን መድ

Are they pencils? ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለስ ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወን ለș ለል ወ Pri

3. Questions.

1. Contrast Are they books? and mets' ከፍታ. 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 načxaw. What is the Amharic equivalent of they in the short answer?

3. Contrast No, they're not and yllum aydallum. 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.