

**English Syllabus
for
Grades 9 & 10**

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GECFDD, Ministry of Education, Addis Ababa, May 2008

Rationale

Why do Ethiopian students study English?

English has been retained in the educational system because it is vital to for the economic development of Ethiopia. English is the language of wider communication across the globe in international relations, science and technology, commerce and trade. It is also the medium of instruction for secondary and higher education in Ethiopia

What is the new syllabus based on?

The English syllabus for grades 9-10 is based on the new curriculum framework for Ethiopian schools and on the needs assessment conducted prior to revision work. The syllabus has also considered international content standards for a similar age and grade level of learners

What are the main changes?

The main changes to the previous English syllabus are:

- The content has been reduced and teachers should be able to cover the content in the allotted time.
- The syllabus is based on minimum learning competencies for each grade against which students will be assessed. Each unit provides the content and activities needed to build up students' competency.
- There is spiral progression throughout the four grades of secondary: the four language skills, grammatical and vocabulary items and other language components are taught at increasing levels of difficulty and sophistication within the topic areas. This spiral progression is demonstrated in the minimum learning competences and the topic flow chart.
- The content is relevant to all students whether they are leaving school after grade 10, continuing to grades 11 and 12 or moving into the vocational stream.

1. Psychological preparation

This includes:

- motivating students to learn English by using interesting and enjoyable methods
- learning geared to: communicating in English in both speaking and writing and using the language creatively
- building on learners' natural curiosity and desire to try things out
- taking account of students' capacity for imagination and creativity

- The syllabus demonstrates practical implementation of active learning and learner-centredness. It is designed to inform the production of quality textbooks that will inspire confidence and develop competence in teachers so they can use a broader range of methodologies in their teaching.
- The approach to language teaching is communicative and skills based: students learn and practise language which is meaningful to them and which has a real purpose and context. For this reason the focus is on the four skills of listening, speaking, reading and writing. Grammar, vocabulary and social expressions are integrated into practice of these skills. Language is about communicating with others and learners are encouraged to interact with each other in a variety of patterns: pairs, groups and plenary. The activities are also designed to encourage students' natural curiosity and appetite for discovery together with enjoyment of learning through debates, surveys, games and stories appropriate to their age.

What is the new approach?

The new approach contains a number of aspects that are demonstrated in the MLCs, the syllabus and its activities

- developing in learners sensitivity to foreign languages and cultures
- raising their awareness of the mother tongue and English
- developing in them a positive attitude to language learning

2. Attitude goals

Attitude is an important aspect of language learning and therefore the new syllabus. Students should want to communicate and find pleasure and confidence in exploring English. They should anticipate or predict what comes next and be willing to 'have a go'. They should not be afraid of taking risks or making mistakes. Finally they should reflect on their actions and learn from them.

4. Lessons and materials

These include activities and tasks that:

- have a clear learning outcome
- can be personalised according to students' interests
- are graded, to facilitate movement from the cognitively simple to the more demanding
- are contextualised and meaningful, with a real purpose and audience in mind
- encourage creative, productive and enjoyable use of language
- are designed to enable increasing student independence and choice
- stimulate learners
- engage students' minds and keep them occupied
- allow students to respond to language input by doing
- provide opportunities for interaction to develop fluency
- enable teachers to choose a style that suits the mood
- cater for different modes of learning: verbal, visual, musical, logical, physical, interpersonal etc
- vary work on the same topic
- vary the organisation of learning (students working in pairs, groups, plenary)
- reuse materials for a different purpose
- repeat patterns (e.g. words or phrases) which promote learning
- repeat rhythms that reinforce English sounds, stress and intonation

3. Content goals

Content is both topic-based and linguistic. Topics have been chosen that are interesting and enjoyable, relevant to Ethiopian life and complementary to what students are studying in other subjects. All four language skills are developed equally and language chosen is functional, relevant and realistic for teenagers.

What are the main features of the syllabus?

1. Minimum Learning Competencies

The Minimum Learning Competencies (MLCs) are the skill levels we expect all the students to have reached within each topic at the end of each grade. Some students will demonstrate abilities beyond the MLCs.

2. Topic flow chart and content map

The topic flow chart shows the spiral progression of the competencies within a number of topics. The content map shows the content to be learnt in each unit at each grade.

3. Units and period allocation

Each grade is broken up into a number of units based around a topic. Competencies in language and skills are built up within a topic as topics recur a number of times throughout the 4 grades of secondary.

In both grades 9 and 10 there will also be four revision units. These units will provide teachers and students with opportunities to recycle language and skills and assess competencies. In these units there should be a variety of activities across the skills and integrated tasks to practise and assess what has been learnt. Activities should be enjoyable and engaging but should also include examples of national test types such as multiple choice.

Each unit is divided into 11 of periods based on a 34-week school year. Regular, short slots of language learning during the week are likely to be more effective than a longer, more concentrated slot once a week. In grades 9 and 10 students will have 4 periods of English per week.

Below is the proposed period allocation across the units. However, while teachers should ensure they finish the syllabus, exact period allocation is flexible. Teachers should respond to the needs of their students in different skills and topics.

Grade 9 (4 periods a week)

Units 1-12	11 periods (each)
Revision units	4 periods (in total)
Total periods	136

Grade 10 (4 periods a week)

Units 1-12	11 periods (each)
Revision units	4 periods (in total)
Total periods	136

4. Learning outcomes, language focus and vocabulary

Each unit starts with a learning outcome related to the topic and which is applicable across the skills. Each unit also has a language focus divided into grammar, vocabulary and social expressions. The grammar focus will be the main structures/items that are revised or introduced in the unit. The vocabulary focus lists the main topic areas of vocabulary and social expressions are the main functional structures.

For vocabulary, examples of words in the topic areas can be found at the end of each grade. It is important to stress that these are only suggested examples. Teachers can choose relevant lexical items from this list and add items appropriately. Students do not have to learn all the words from the list. Students should also be encouraged to keep vocabulary notebooks. (See Learning Strategies).

Teachers should recycle grammar, vocabulary and social expressions as much as possible. This can be done through speaking activities, games, tests etc. at the beginning and end of lessons.

5. Competencies

The left hand column of the syllabus lists the relevant competencies for each unit. These are derived from the Minimum Learning Competencies for each grade. Teachers use these competencies to assess students (see assessment).

6. Skills

For clarity of focus each unit of the syllabus is broken up into

- Listening
- Speaking
- Reading
- Writing
- Additional Learning Strategies

It is important to stress that this is not the order in which activities should be conducted. Indeed over the course of the 11 periods per unit teachers should provide a variety of skills practice both within and between lessons.

Some activities do need to precede others: listening and speaking activities often provide the context for the introduction of new vocabulary, grammar or social expressions. In addition to this, activities in different skills are often connected and may need to be followed consecutively e.g. reading texts often provide models for writing activities. However, although textbook writers and teachers need to bear this in mind, they are free to conduct the activities in the order that will best suit their classes and give variety. Moreover, they are also free to adapt and change the activities as they see fit as long as the relevant Minimum Learning Competencies are met. If textbook writers or teachers need suggestions on a possible order of activities for each unit, the Curriculum Department will be happy to provide it.

7. Learning Strategies

Learning strategies (or study skills) are the skills students need not only to improve their competency in English and therefore their ability to access other subjects through the medium of English, but also to improve their ability to learn generally. The aim of developing learning strategies is for students to understand how they learn and ultimately for them to become independent learners.

In the primary English syllabus many activities focused on developing the sub-skills needed in each of the four main language skills of listening, speaking, reading and writing. In reading for example the sub-skill of predicting the content of texts was a minimum learning competency from grade 4 onwards.

Grades 9 and 10 continue to develop these linguistic sub-skills which are reflected in the Minimum Learning Competencies and practised through a variety of activities. What is different is that the secondary syllabus contains additional activities which aim to make these sub-skills explicit to the students. These activities give them the opportunity to discuss and assess their strengths and weaknesses in each skill/sub-skill as well as try out new ways of learning. Moreover, the syllabus also extends learning strategies to the areas of vocabulary and grammar. For example students try out different ways of recording vocabulary in their notebooks and reflect on which is most appropriate and effective. They also discuss the issue of making grammatical mistakes and how this is a necessary stage in becoming better communicators. Finally, the syllabus for grades 9 and 10 also incorporates activities which aim to improve generic study skills such as being aware of their individual learning styles and time management.

It is hoped that this focus on learning strategies in English will help students to cope with the English speaking environment at Secondary school as well as give them vital skills for future studies in any subject.

8. Language Content/items

On each page of the syllabus the middle column of content/language items contains the grammar, language patterns, social expressions, vocabulary or text type to be learnt in each unit to build up students' competency within each topic and skill area. Examples of the language items students are expected to produce or respond to in order complete an activity are also given in this column. These are located across the skills but more often appear under listening or speaking as the communicative approach would generally expect them to be introduced in these skills first. Teachers should clearly present the new language within context and check understanding before proceeding to the practice activities. Under reading and writing, the language content also contains the text type (such as sentences, paragraphs, newspaper article, story, descriptive passage etc.) the students will be working with.

9. Language activities and resources

The third column contains activities and resources for the teacher to use with students to facilitate learning of the corresponding content/ language items and build up the corresponding competencies. The resources that are needed are included in the activities.

As mentioned above, the syllabus is not set out in the order it should be followed. However, when students are introduced to new language items, controlled practice of these discreet items should precede freer speaking activities. This is to give the students the chance to practise the meaning, use and manipulation of the target language.

Occasionally there are suggestions for activities which may not be possible in all classes, these are 'optional'. However, as with all the activities, teachers are free to adapt them to meet the needs or situations they face.

With all the skills students should be encouraged to work on activities in a variety of interaction patterns: pairs, threes, small groups, larger groups and plenary. For listening and reading activities students should check and compare their work together, practising their English as they do so. For reading, students should read aloud in pairs and small groups rather than reading silently. The skill of writing is as much about process as product. Indeed Secondary English follows the six stages of writing model (think/brainstorm, plan, draft, check, rewrite, proofread) and students must be encouraged to follow this model both individually and in pairs/groups for every writing activity.

10. Assessment

Teachers are expected to assess students on a continuous basis. Many of the activities can be used for assessment as well as practice. Teachers should keep records of student performance in class and regularly take in notebooks to mark work and record achievement. At the end of each unit there are suggested assessment activities, some of which are taken from the unit (mainly for writing) and some of which are additional.

Moreover, as mentioned earlier, each grade will have four revision units which will also provide the teacher and students with opportunities for assessment. It is not only the teacher who can assess; students should also be encouraged to do self and peer assessment activities.

11. Assessing speaking

Assessing speaking is vital for providing feedback to the students and for informing schemes of work and lesson plans. Ensuring that students are aware of their competencies and how they can improve their language is also essential now that English is the medium of instruction for other subjects.

Assessing speaking should not be formal or intimidating. The teacher should just listen in on pairs and groups, provide them with feedback and record progress. The teacher should not focus on mistakes but rather on whether the students have reached the competency level and can be understood. This means the focus is on communicating the intended message not fluency or accuracy.

In large classes assessing speaking can be challenging. Below are some ideas to address these challenges and provide the teachers with at least one assessment opportunity per child per term.

- At the beginning of each term, the teacher divides the class into speaking/assessment groups (of about 10 students) according to where they sit in the class (this can be rows or groups of students whichever is more practical). For all speaking activities, students form pairs, threes or groups within these groups. For assessment the teacher concentrates on one group per week. He/she can assess a number of students each lesson and record comments.
- In each grade there are a number of activities where students are working in small groups. As long as the teacher is satisfied that discipline will not be affected, students can be pulled out of these activities to be assessed for speaking.
- Some of the writing activities may take a lesson or two. Once more the teacher could listen to 10 pairs of students perform a speaking/listening activity in this time.

12. Assessing writing

Assessing writing is vital for the same reasons as assessing speaking. However with large classes it can often be burdensome and challenging to mark. The following are some ideas:

- Develop marking schemes to use when correcting e.g. letters/symbols such as 'Sp', 'T' or ^ which denote the type of mistake ('Sp' = spelling mistake, 'T' = tense and ^ = missing word) but not the actual correction. Students then correct the mistakes for themselves or with partners. This process takes a lot less time and encourages student awareness of the mistakes they are making.

- Teachers don't need to correct everything – indeed some days teachers may just focus on one area e.g. tenses or vocabulary so that students hone in on these areas of the language.
- Students should be encouraged to check their own and others' writing before they hand in work. This follows the 6 stage model of writing (think/brainstorm, plan, draft, check, rewrite, proofread) and encourages them to become more independent learners.
- For some assignments students can work in pairs or groups and be assessed as a pair or group. This strategy will cut down the marking considerably but must be used in conjunction with assessing students individually.
- Assess students in class time as they are doing writing activities (using the 6 stage model) – success is just as much about process as product

13. Assessing listening and reading

Assessing the receptive skills is also vital, especially since students' access to other subjects is mainly through these skills. Teachers can assess the competencies for listening and reading both informally and formally. Continuous assessment can take place as the students are doing the activities and through regular checking of their notebooks. More formal assessment should be done through the end of unit assessment activities and in the revision units.

Assessing listening and reading is not too time-consuming as exercises can be devised that are easy to mark. However teachers do need to ensure that all the range of competencies are being assessed and that what they are assessing is reading or listening i.e. if it is note-taking that is being assessed, it is the skill of understanding the content that is key not the quality of the notes made.

14. What is the difference between primary and secondary English in Grades 9 and 10?

There are a number of differences between primary English and secondary English in grades 9 and 10. Firstly students are now studying through the medium of English. It is therefore crucial that English classes develop students' subject survival skills, confidence and learning strategies. Secondly students will have come to secondary from a range of different schools and backgrounds and will be a more diverse group. For these reasons the focus in grades 9 and 10 is on revision and extension of what students covered at primary rather than introducing a range of new language items. Another difference is that topics, texts, vocabulary and activities are more directly linked to other school subjects and reflect the national focus on Science and Technology. For reading and listening there is also much more of a focus on authentic materials.

The syllabus for grades 9 and 10 also presumes that when they finish, most students will continue to use English, either in grades 11 and 12, at college or in the world of work. For this reason there is a focus on communication and through the development of learning strategies, independent learning. Finally, at secondary, students should begin to take more responsibility for their own learning. The syllabus therefore encourages students to use on-site facilities such as libraries, reading boxes and computer rooms (if appropriate) and access the English speaking environment wherever possible. This can be done through setting up reading logs, research tasks, inviting speakers etc.

English Language Syllabus for Grade 10

Introduction

In grade 10 the students have 4 periods of English a week. The syllabus contains 12 units and each unit is divided into 11 periods. There should also be two revision units (each of two periods each), one at the end of each semester. This makes a total of 136 periods. The aim of the revision units is twofold. The teacher has the opportunity to recycle language and assess students against the competencies.

At Secondary School students are studying other subjects through the medium of English. Like Grade 9, Grade 10 therefore focuses on all four language skills equally, developing students' subject survival skills as well as building confidence and learning strategies. Learning strategies from Grade 9 are built on and extended in Grade 10 both through skills practice and specific activities. In terms of language items grade 10 both revises structures and introduces new structures to equip students with the English they need to enter grade 11, go to college or enter the world of work.

Topics, texts, vocabulary and activities are directly linked to other school subjects and reflect the national focus on Science and Technology. For reading and listening there is increasing use of authentic materials.

Teachers are strongly advised to look at the Grade 10 Minimum Learning Competencies for all of the four skills which also act as objectives.

Unit 1: Sport and Fitness (11 periods)

Learning Outcomes: By the end of Unit 1 students will be able to describe different types of sporting activities

Language focus

Grammar: relative clauses (who/whose), present perfect (still/yet/already), both/neither, one/the other, the former/the latter, going to/will, modal verbs, adverbs of frequency/time,

Vocabulary: sport, fitness

Social Expressions: making plans/suggestions

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • listen to descriptions identify specific information • listen to a lecture and identify main ideas • talk about themselves, others and their daily lives • research and give a short presentation on a chosen topic 	<p>A. Listening</p> <p>Two listening texts describing famous sports personalities</p> <p>Relative clauses E.g. Derartu Tulu, who was born in Ethiopia, is a famous runner.</p> <p>Present perfect (with still/yet/already) E.g. Derartu Tulu has already won three gold medals.</p> <p>Short lecture about the importance of health and fitness (if possible, from a visiting speaker).</p> <p>B. Speaking</p> <p>Modal verbs E.g. You must exercise to keep fit</p> <p>Adverbs of frequency and time E.g. You should exercise daily/regularly</p>	<p>The teacher reads a short text about a famous Ethiopian female athlete (E.g. Derartu Tulu). Students answer questions: E.g. When/where she was born Her main achievements (E.g. in Olympics or World Cross Country etc.)</p> <p>The teacher reads a similar short text about a famous football player (E.g. Pele). Students answer questions: E.g. When/where he was born His main achievements (World Cup, the number of goals he scored etc.)</p> <p>After the 2 listening texts, students make sentences about the sports personalities using relative clauses and present perfect.</p> <p>Students listen to a short lecture about keeping fit and take notes.</p> <p>In groups, students talk about themselves using a prompt sheet: E.g. the sports they play, how they keep fit, individual athletes or teams they admire etc.</p> <p>In groups students use information from the lecture, available reference sources and their own discussions, to prepare a presentation on different topics: E.g. health, diet, fitness, hygiene They present to the class.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> compare people using appropriate language use a range of structures to make plans and suggestions read a newspaper article and identify the main arguments and give their own opinions read a factual article and scan to obtain specific information 	<p>both/neither E.g. both have won gold medals one/ the other E.g. One is a runner; the other was a footballer. the former/the latter E.g. Derartu Tulu is a runner. Pele was a footballer. The former is from Ethiopia; the latter is from South America.</p> <p>Social expressions: making plans and suggestions E.g. Why don't you...? If I were you, I'd... What/how about ...-ing? Let's... Perhaps you could... You could always...</p> <p>Going to/will E.g. I'm going to visit my friend this weekend. It's hot in here. I'll open a window.</p> <p>Pronunciation: going to / will (short forms)</p> <p>C. Reading An extract from a newspaper about sport E.g. women's football match</p> <p>Text on an unfamiliar sport e.g. skiing/ mountaineering</p>	<p>Teacher gives example sentences using both/neither, one/the other and the former/the latter on the board. Students compare the two sports people (from the Listening section), using information from comprehension questions.</p> <p>Teacher writes phrases for making plans/suggestions on the board and models pronunciation. Students repeat. Students write down 10 health/fitness problems and 10 ways of keeping fit/healthy. In pairs, one student chooses a problem and the other suggests a way of solving it. E.g. Student A: Exercise is boring. Student B: Let's go swimming together. We can have fun.</p> <p>Teacher revises "going to" for future plans and "will" for spontaneous decisions by giving examples on board. Teacher models pronunciation of short forms of going to/will E.g. I'm /gəʊnə/ go shopping /all/ open a window Students repeat as whole class, in pairs and finally individually. Students are given different scenarios/prompts and asked to make dialogues practising "going to/will" E.g. shopping this afternoon Student A: I'm going to go shopping this afternoon. Student B: I'll come with you. Students act out their dialogues in front of the class.</p> <p>Students read the text and teacher asks them to note the 5/6 main ideas. Students discuss their selected points with a partner and give their own opinion. Students report back ideas to class.</p> <p>Students read the passage and answer comprehension questions</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> read a factual article and infer meanings of new words using contextual clues and/or knowledge of word formation write a short report based on available data 	<p>D. Writing A data table listing countries which have participated in the African Cup of Nations and facts about them (E.g. the winners, the host country, year, etc.)</p> <p>Relative clauses who/whose E.g. Derartu Tulu, whose nationality is Ethiopian, is a famous runner.</p> <p>present perfect (with still/yet/already) E.g. She still hasn't done her homework.</p>	<p>Students infer the meaning of key/unfamiliar words in the passage by matching them with definitions from a list supplied.</p> <p>In groups students analyse the data and write sentences. E.g. Ethiopia participated four times in the African Cup of Nations and won the 19... Cup. Students write a short report, combining the sentences about each country into a paragraph and adding a brief introduction and conclusion. Students can be given writing outline: paragraph 1: introduction paragraph 2: country A paragraph 3: country B paragraph 4: country C etc last paragraph: conclusion (country with most/fewest wins; predictions for future)</p> <p>Students join two sentences together using relative pronouns E.g. Derartu Tulu is a famous runner. She is Ethiopian.</p> <p>Students look at pictures and make sentences using present perfect + still. not/not...yet/already</p>
<ul style="list-style-type: none"> identify and follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read write 2-3 paragraphs to describe and persuade 	<p>Descriptive and persuasive paragraphs</p>	<p>Students follow the seven stages of writing and write paragraphs describing their favourite sports. They give reasons why young people should do exercise and try to persuade them</p> <p>Teacher gives students a writing scaffold: i.e. topic sentences, paragraph headings and recommends/revises useful language patterns. Teacher also refers back to reading text as model. Suggested paragraph topics: 1. introduction</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	<p>E. Additional Learning Strategies Ground rules for learning environment</p> <p>Revision of some learning strategies from Grade 9</p> <ul style="list-style-type: none"> - English skills/strategies - time management - vocabulary notebook 	<p>2. favourite sports 3. why exercise is important</p> <p>Teacher and students draw up ground rules together for English classroom. E.g. Students must take responsibility for their own learning. Students and teacher must respect each other. Students should participate in all activities. It is okay to make mistakes. Rules should be written on a poster and displayed on wall.</p> <p>Teacher and students discuss use of English in other subjects</p> <ul style="list-style-type: none"> - What English skills do students need? - What strategies are useful in other subjects? etc <p>Teacher reviews the importance of time management/daily routines. Students draw up a schedule for homework.</p> <p>Teacher encourages students to record vocabulary in a notebook or on paper. As a whole class activity, students and teacher record sports/fitness vocabulary from Unit 1 using different approaches covered in Grade 9 E.g. pictures, collocations, sentences, translation of words etc</p>

Assessment:

Skill	Minimum Learning Competency	Task
Listening	Listen to descriptions and identify specific information through answering questions	Students listen to a passage read by the teacher and answer multiple choice questions.
Speaking	Compare people using appropriate language	Students are given photographs of two famous people and they orally compare them.

Unit 2: Health – First Aid (11 periods)

Learning Outcomes: By the end of Unit 2 students will be able to give and respond to instructions on first aid.

Language focus

Grammar: first conditional, modal verbs, past simple/past continuous, sequencing words, present perfect simple/continuous, imperatives/present simple, question forms (which/what/how), going to (for prediction), sense verbs, somebody/anything etc

Vocabulary: health, accidents and emergencies

Social expressions: remembering/reminiscing

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • listen to instructions and identify key content words by filling in a table • listen to a story and follow the structure, logic and sequence through identifying discourse markers and tenses • listen to a story and be able to retell what they have heard in some detail • contribute to and develop conversations around the unit topic • ask and respond accurately to a basic range of open, closed and 	<p>A. Listening First aid instructions First conditional / modal verbs E.g. If you cut your hand, you should clean the wound and cover it with a bandage.</p> <p>A story about an accident Past simple/past continuous Sequencing words: first, next, then, finally, after, before, while E.g. While the boy was standing on the chair, a cat rushed past and knocked the chair over.</p> <p>B. Speaking Present perfect E.g. I've cut my hand. Imperatives/present simple for instructions E.g. Don't waste time. Rush the person to the hospital as soon as possible. First, you put the person in a sitting position.</p> <p>Question formation (which/what/how) E.g. What do you do if a snake bites</p>	<p>Teacher gives first aid instructions. Students listen to the instructions and fill in a table. E.g. cut hand – clean wound, cover with bandage</p> <p>Students listen to a story about an accident. They put pictures of the story in the correct order.</p> <p>Students retell the story using sequencing words.</p> <p>Using the information from the first aid instructions table (see Listening section), students conduct a 3 way role-play between a sick/injured person, a first aid practitioner and a trainee first aid practitioner E.g. Student A: I've cut my hand Student B: Relax. First, you clean the wound and then put a bandage on it. Student C: I see but what do you do if</p> <p>Optional: First Aid worker is invited to class to ask/answer questions in English. Students prepare questions in small groups beforehand, choosing different question words. Teacher checks question formation before students ask</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>follow-on questions</p> <ul style="list-style-type: none"> talk about the future using a range of structures recount stories and experiences in the past using a range of structures use a range of structures to remember and reminisce 	<p>you?</p> <p>Going to – for prediction E.g. He is going to fall.</p> <p>Revision of present perfect (contrasted with past simple) E.g. He’s cut himself. How did it happen?</p> <p>Going to – for prediction E.g. He’s going to burn himself.</p> <p>Sense verbs E.g. It sounds/feels/looks/tastes/smells + adjective E.g. It smells good + as if E.g. It looks as if it’s broken. + like E.g. It sounds like thunder.</p> <p>Social expressions: remembering and reminiscing E.g. It reminds me of... I remember + ing It sounds like... When I was [a child] I used to...</p> <p>C. Reading First aid vocabulary</p>	<p>questions.</p> <p>Students look at pictures of actions that are about to happen and describe them using “going to”. In pairs, one student mimes an action and the other says what is going to happen. E.g. Student A: Aah aah aatch..... Student B: He’s going to sneeze!</p> <p>Teacher gives pictures of potentially dangerous situations. Students work in small groups and interpret pictures and discuss what advice and warning they can give.</p> <p>Teacher elicits sense verbs and mimes actions/emotions E.g. The teacher looks sad/happy The food smells good/bad. Teacher writes patterns that come after these verbs on the board and explains grammar. Students read prompts and make sentences using sense verbs. E.g. chicken – delicious: “It tastes delicious” In pairs, one student mimes and the other guesses by making phrases with “sense” verbs E.g. He looks angry, he looks as if he’s going to shout</p> <p>Teacher writes expressions on board, checks grammar patterns and models pronunciation. Teacher gives students prompts and in small groups, students make as many phrases as they can using the prompt E.g. rain The smell of wet grass reminds me of the rain. I remember watching the rain on the window. It sounds like rain. When I was a child, I used to love the rain.</p> <p>Teacher pre-teaches vocabulary for first aid using pictures and mime. Students match pictures with words.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • predict the content of a story from pre-reading activities • read a story and retell it in chronological order • write instructions and support them with pictures 	<p>Story of an emergency/accident</p> <p>D. Writing Instructions</p> <p>Present perfect simple/continuous E.g. He's written 3 letters. He's been writing all day.</p> <p>Some/any/every/no – body/one/where/thing</p> <p>E. Additional Learning Strategies Vocabulary recording – affixes</p> <p>Revision of Grade 9 strategies</p> <ul style="list-style-type: none"> - English environment - learner styles - prioritising skills 	<p>Teacher gives list of content words from the reading passage. Students use these to predict the subject/content of the text.</p> <p>Students retell the story.</p> <p>Using the first aid instructions manual and gap-fill sentences (see Reading section) as a model, students write instructions on how to help a sick/injured person. Teacher gives scenario and prompts. Students support their instructions with simple pictures that indicate the sequence of actions.</p> <p>Teacher writes examples of present perfect simple and present perfect continuous on the board and explains/mimes difference. Students look at pictures and choose correct verb: present perfect or present perfect continuous E.g. "I've cut my hand" or "I've been cutting my hand"</p> <p>Students make sentences from a substitution table using Some/any/every/no – body/one/where /thing E.g. The surgeon prepares everything before the operation. Everybody should give blood.</p> <p>Students record affixes (prefixes and suffixes) used in the unit e.g. breathless. Students try to deduce meaning of certain affixes. E.g. –less can mean "without" Students add affixes to a root word and put in gaps to complete sentences. E.g. –less (homeless, penniless) He could not afford the rent for his house, so now he is homeless.</p> <p>Teacher reviews with students the ways of maximising the English environment and draws up a list of ideas E.g. English club, watching English movies etc Teacher asks students to complete sentences about themselves (with regard to learning) beginning "I like...." and "I don't like". In pairs, students compare answers and discuss what this means about their own learning styles.</p> <p>Based on their sentences, students prioritise the skills and areas they need to focus on in Grade 10. They rank which skill is their strongest and why; and which skill they need to work on more and why.</p>

Assessment:

Skill	Minimum Learning Competency	Task
Reading	Read a story and retell it in chronological order	Students are given different short stories to read. They retell the story to the teacher.
Writing	Write instructions and support them with pictures	Students are given pictures of a machine/process and they write instructions/sentences for each picture.

Unit 3: Fiction (11 periods)

Learning Outcomes: By the end of Unit 3 students will be able to read a variety of fiction texts and express their views

Language focus

Grammar: past tenses (past simple/continuous/perfect), verb patterns (+infinitive with ‘to’, + object + infinitive with ‘to’ or + gerund), 2nd conditional, reported speech

Vocabulary: stories and story-telling (e.g. genres, people, adjectives)

Social expressions: telling a story

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • listen to descriptions and dialogues and identify gist • predict the content of a story using a variety of contextual clues • listen to a story and retell what they have heard in some detail • recount stories in the past using a range of structures 	<p>A. Listening Phrases/short dialogues for genre identification</p> <p>Story Past simple/continuous/perfect E.g. The man went into the room. The woman was screaming. They hadn’t seen the body.</p> <p>B. Speaking Verb patterns</p> <ul style="list-style-type: none"> • verb followed by infinitive (with ‘to’) E.g. decided to go • verb followed by “gerund” E.g. like cooking • verbs followed by object + infinitive E.g. warn her to wait, teach you to speak 	<p>Teacher lists various fiction genres on the blackboard. E.g. poem, romance, detective story, adventure. Teacher reads out a phrase/short dialogue and students match by ticking genre E.g. I will always love you.... - Romance</p> <p>The teacher asks the students to listen to a story – after the first section of the story, students choose an appropriate sentence from a given list to complete the section. The exercise is continued with the following 2 sections of the story.</p> <p>The students relate what they can remember of the story and retell it.</p> <p>Teacher asks students to recall verb patterns in the story (from listening). Different categories are collected on the blackboard. Students choose some examples and create a story using these verb patterns.</p>

English: Grade 10

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • contribute to and develop conversations around the unit topic • report what they have heard • recount stories in the past using a range of structures 	<p>2nd conditional E.g. If I were the stranger, I would try to talk with everyone.</p> <p>Dialogue to reported speech E.g. Don't move! The detective told them not to move.</p> <p>Social expressions: telling a story: First of all ... To begin with... Then... After that... Finally... To cut a long story short... So in the end... All in all /...</p> <p>Pronunciation (short forms: 'd) - 2nd conditional - Past perfect</p>	<p>Vocabulary extension: students are given a list of characters which they match to different genres E.g. detective, body, stranger – murder mystery Students add more examples of their own. Students imagine they are characters in one of the stories and orally make sentences about what they would do E.g. If I were the detective, I would listen as much as possible</p> <p>Students read a short play script and act out the parts in small groups. They decide which genre it belongs to e.g. comedy, thriller etc. Teacher gives groups of students different genres which they must keep secret from the class. They write a short play script/dialogue of their own and act it out. Other groups guess the genre and express their opinions, saying what they liked about the play.</p> <p>Groups exchange scripts and put a section of dialogue into reported speech.</p> <p>Teacher writes a list of story-telling phrases on the board. Students look at pictures from a story. In groups, students make up a story where each student introduces one step of the story using a suitable phrase from the list. Students could read their story to the class as if it were a radio drama.</p> <p>Teacher writes examples of sentences on board and highlights contracted forms when speaking E.g. He'd = he would / he had Teacher models pronunciation of 2nd conditional and past perfect phrases. Students repeat and practise in pairs.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> • read stories and skim to get the general idea • read stories and express their views and give reasons • write a short informal letter 	<p>C. Reading Reading for enjoyment</p> <p>D. Writing Formal/informal letters</p> <p>Punctuation – auction game</p> <p>Verb patterns E.g. decide to go</p>	<p>If possible students have access to a range of short fiction texts including simple poetry. The majority of the texts should be written by African writers and based in Africa. In pairs, they skim texts to choose what they want to read and the teacher moves around the class supporting individuals.</p> <p>When they have read texts, in groups, the students complete a chart and design a cover for the story, or an illustration for a poem. E.g. Title: Author: What the story/poem is about Characters Why I think you should read this</p> <p>Optional: if graded readers are available, students should be encouraged to read them over a number of weeks and write a short book report or keep a reading log to share with the class.</p> <p>Teacher gives students examples of appropriate openings and closings for formal/informal letters. These are mixed up on the board. Students match possible openings with appropriate closings.</p> <p>Teacher elicits characteristics of an informal letter and notes on the board.</p> <p>Students are asked to write a 3 paragraph letter to the main character of one of the stories, giving their own opinion on the situation and giving advice.</p> <p>When they have completed the first draft of their letter, they exchange it with a partner and check each other's for accuracy paying particular attention to punctuation and capitalisation.</p> <p>Teacher plays "Punctuation Auction Game" with class. Students in groups are given an imaginary sum of money. The teacher puts sentences on the board, some correctly punctuated, some not. Groups 'bid' for sentences that they think are correct. If they are wrong they lose their money. The group with the most money at the end wins the game.</p> <p>Students copy examples of verb patterns from Reading 2. They note different verb pattern groups.</p>

English: Grade 10

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> write 2-3 paragraphs to narrate 	<p>Past perfect E.g. The murderer had left the room before we arrived.</p> <p>Past tenses – mixed</p> <p>Revision of reported speech</p> <p>Revision of 2nd conditional E.g. If I were rich, I would buy a car.</p> <p>Narration</p> <p>E. Additional Learning Strategies Focus on grammar, assessment and goal setting</p>	<p>Students put given verbs in a sentence into the correct form (+infinitive with ‘to’, + object + infinitive with ‘to’ or + gerund). Teacher checks answers. Students write on 3 separate papers (+infinitive with ‘to’, + object + infinitive with ‘to’ or + gerund). Teacher calls out verb and students hold up card with appropriate matching verb pattern e.g. decide = + infinitive with ‘to’</p> <p>Teacher pulls examples of past perfect from listening and reading texts and puts on board. Teacher elicits form and use. Students complete gap-fill sentences with past perfect verbs.</p> <p>Students read a cloze text and put the verbs given into the appropriate past tense (past simple/ continuous /perfect).</p> <p>Teacher puts different examples of direct speech on the board and elicits the rules for reported speech and, with the help of students, completes transformations. E.g. Stop! – He told them to stop Why are you here? – He asked them why they were here. Do you speak Amharic? – He asked them if they spoke Amharic. He loves cooking – He said he loved cooking. Teacher underlines reporting verbs on board and students match with statements/orders/questions E.g. say – statement tell – command ask – question etc Teacher elicits more examples of reporting verbs E.g. reply, order etc</p> <p>Students complete 2nd conditional sentence halves E.g. If I had a car.....(I would drive to school). (If I saw a crime)....I would go to the police.</p> <p>Students are given the first line of a story. They continue writing the story using their imagination. In groups, they read out their stories.</p> <p>With the help of the teacher, students list the types of ways they can learn grammar E.g. rules from the teacher; working out rules themselves from writing/listening</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
		<p>models; using a grammar book; reading and recognising grammar patterns etc. Students use smiley faces to evaluate each and highlight the ones they use themselves.</p> <p>They decide to focus on one strategy they haven't used before/regularly and practise in the following lessons.</p> <p>Students discuss with the teacher whether it is okay to make grammatical errors. If yes, when is it okay and what kinds of errors are okay?</p> <p>Students discuss with teacher ways of collating grammar rules and record some examples as a model: E.g. past continuous: recording form of verb (was/were + -ing), spelling rules (for -ing), example sentences, pictures, contrasting with another verb form (e.g. past simple).</p> <p>Teacher pulls examples of past perfect and verb patterns from listening and reading texts to highlight forms, context and use of these grammatical items. Students use Reading 2 to locate a grammar item of their choice and record examples/rules using previous model</p> <p>Students record their marks for grammar exercises (E.g. cloze, sentence completion) in this Unit and set themselves a grammar goal for the next Unit (E.g. get higher marks; record examples of a challenging grammar item etc)</p>

Assessment:

Skill	Minimum Learning Competency	Task
Speaking and Listening	Report what they have heard	Teacher says some statements/commands/questions and students transform them into reported speech
Writing	Write a short informal letter	Teacher assesses in-class writing

Unit 4: Moral Education and Personal Responsibility (11 periods)

Learning Outcomes: By the end of Unit 4 students will be able to show awareness of moral issues and personal responsibility

Language focus

Grammar: modal verbs (mixed), gerunds, cause/effect, verb patterns, adverbs of manner, direct/indirect objects

Vocabulary: morals and ethics, adjectives for describing character/personality

Social expressions: apologising, agreeing/disagreeing (so do I/neither do I)

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> listen to a description and identify main ideas use a range of structures to express agreement/disagreement 	<p>A. Listening A descriptive text involving a young person experiencing a conflict about the right course of action</p> <p>Modal verbs (should, ought to, might, could, must, may, have to, will)</p> <p>B. Speaking Agreeing/disagreeing: so do I/ neither do I</p> <p>Pronunciation: word stress for emphasis</p> <p>Gerunds E.g. Caring for others is right</p>	<p>Teacher reads a passage. Students are asked to note down the main difficulties and in their groups decide what the character should do to resolve them E.g. She should talk to her teacher</p> <p>The teacher asks a representative from each group to come to the front of the classroom and give their group’s opinion. Other students are encouraged to ask questions after each person speaks.</p> <p>Teacher writes statements on the board and builds up a list of phrases for expressing same/different feelings using so/neither E.g. I am from Ethiopia – So am I / I’m not! I like injera – So do I / I don’t! I’m not happy – Neither am I / I am! I don’t like coffee – Neither do I / I do!</p> <p>Teacher explains rules and students copy examples. Teacher models word stress and students repeat. E.g. Speaker 1: I’m from Tigray. Speaker 2: I’m not! Students practise in pairs: one student makes a statement and the other agrees or disagrees.</p> <p>Introduction to Right and Wrong Students are asked to write down 3 things which are examples of ‘wrong’ behaviour and 3 examples of ‘right’ behaviour’ E.g. Stealing is wrong</p>

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Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • express cause and effect • agree, disagree and express simple counter arguments • use a range of structures to apologise • ask for opinions, express their own opinion and support it 	<p>Cause and effect E.g. If you steal, you will go to jail. Caring for others leads to a happier society.</p> <p>You should act responsibly so that others follow your example.</p> <p>Social expressions: apologising: E.g. Sorry, I didn't mean to I am sorry but..... I apologise for I hope you will forgive me but I seem to have made a mistake. I'm really sorry. I am very sorry for the misunderstanding I hope you will understand</p>	<p>Teacher collects examples and displays on the board. With the teacher's help, students look at the cause and effect of such behaviour. Teacher models language patterns, providing examples.</p> <p>Students are encouraged to agree and disagree with the suggestions with reasons.</p> <p>The teacher collects from the class different ways of saying sorry and puts these on the board, checking pronunciation and understanding.</p> <p>Teacher organises students into groups and gives each group a situation card. E.g. Your football team are playing an important game and you want to see it with your friends. Your parents say you have to go with them to visit your grandmother who is ill. The students prepare a short role play based on the situation using appropriate expressions of apology.</p> <p>The class watch the groups' role plays and discuss the issues involved.</p> <p>The teacher presents the class with a moral/ethical problem. E.g. There is only enough medicine to treat 3 of the villagers who are suffering from AIDS. Who should be given the medicine?</p> <ul style="list-style-type: none"> • A young mother of 2 children whose husband has already died from the disease. • A five year old child • A young university graduate who wants to become a doctor • The father of a family of 6 children • The Head teacher of a local school • A religious leader

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • use previous knowledge to pronounce new words and structures • read a story and relate what they have read to their own experience • read labels and warnings and scan to obtain specific information • read a story and skim to get the general idea • write warnings and support them with pictures • reply to an informal letter 	<p>C. Reading Short story related to a central character who is facing a difficult situation.</p> <p>Verb patterns E.g. decide to go</p> <p>Labels/warnings</p> <p>Narrative text</p> <p>Adverbs of manner E.g. suddenly, quickly, violently etc</p> <p>D. Writing Warnings</p> <p>Informal letter</p> <p>Problems – selection of letters taken from the problem page of a magazine for young people.</p>	<ul style="list-style-type: none"> • A hearing impaired 18-year-old. <p>Students are asked to work in groups to make the decision. Ideas and reasons are shared in whole class discussion.</p> <p>(see reading section – labels and warnings)</p> <p>Students read the story independently and answer questions for understanding. They also try to think of occasions in their own lives when they have been uncertain about what to do.</p> <p>The teacher asks students to look at verb patterns, copy examples and group them according to their pattern. Students can add these to their lists from the previous unit.</p> <p>Teacher gives the class examples of labels and warnings that will be familiar to them. These can be distributed, displayed, in the text book, or written on the board. Students answer comprehension questions.</p> <p>Students look for imperatives and verb patterns in the short texts and attempt to pronounce new words using previous knowledge.</p> <p>Students read a short narrative text about a person in trouble. Students then read a list of adverbs and decide where to put these adverbs in the story to add colour/drama. Teacher gives feedback on position of adverbs. Students read the passage aloud in a dramatic fashion.</p> <p>In pairs students think about what warnings they would give to people of their own age to help them avoid danger or difficulty. They write these using the reading examples as models and illustrate with pictures. The teacher displays these in the classroom.</p> <p>Teacher reminds students of the characteristics of an informal letter including openings/closings.</p> <p>Students are asked to choose one problem and write a letter in response giving advice.</p>

Competency	Content/Language Item	Learning Activities and Resources
	<p>Adjectives of character Adverbs of manner E.g. You should behave sensibly. You should listen carefully. You should act responsibly</p> <p>Verbs with two objects (direct/indirect objects) E.g. Give me the book</p> <p>E. Additional Learning Strategies Dictionary skills – looking up words and choosing correct meaning</p>	<p>When they have completed the first draft of their letter, they exchange it with a partner and check each other's for accuracy paying particular attention to punctuation and capitalisation.</p> <p>Students revise vocabulary for adjectives of character. They change a list of adjectives into adverbs, being careful of spelling changes. Students match these adverbs to sentences of advice and place in the appropriate position.</p> <p>Teacher reviews object pronouns with students. Teacher writes on board a list of verbs that can take two objects E.g. lend, tell, give etc Using a substitution table, students make sentences using direct/indirect objects E.g. Tell me the truth; give it to me</p> <p>Students are given a picture of a human body to label E.g. chest, head, mouth, foot, cheek, nail, palm, neck, calf, hand Students then match these words with another meaning, using dictionaries to check answers E.g. a large strong box with a lid - chest the most important person - head the place where a river goes into the sea - mouth a measure of length - foot Students test their friends by choosing other words that have more than one meaning and giving examples E.g. This word means baby cow and is also part of your leg - calf</p>

Assessment:

Skill	Minimum Learning Competency	Task
Reading	Read labels and warnings and scan to obtain specific information	Students read a selection of different labels/warnings and answer multiple choice questions
Writing	Reply to an informal letter	Teacher assesses in-class writing activity

Unit 5: Advertising (11 periods)

Learning Outcomes: By the end of Unit 5 students will be able to demonstrate comprehension of advertisements and advertising and produce their own examples

Language focus

Grammar: who (as subject/object of questions), extreme adjectives, adverbs of degree, comparatives/superlatives (more/less), so/such, someone/somewhere/something, who/that

Vocabulary: advertising and publicity, products (including adjectives for describing products)

Social expressions: illustrating a point

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> listen to advertisements and identify gist listen to a lecture and identify key content words describe objects using appropriate language ask and respond accurately to a basic range of questions ask for opinions, express their own opinion and support it describe objects using appropriate language 	<p>A. Listening Advertisements</p> <p>A talk on advertising</p> <p>B. Speaking Who (as subject/object of questions) E.g. Who will buy this product? Who does this product appeal to?</p> <p>Who as subject and object of questions E.g. Who does Mary love? – John Who loves Mary? - Tony</p> <p>Extreme adjectives/adverbs of degree</p>	<p>Students listen to advertisements and match to products.</p> <p>Students listen to a description of a product and make an advertising slogan for the product.</p> <p>Students listen to an advertising executive talking about what makes a successful advert. Students take notes of the key points.</p> <p>Teacher brings some products into the classroom and asks students about them: E.g. Insect spray: What is this? – stuff that kill insects Who will buy this product?/ Who does this product appeal to? Someone who has an insect problem Why? It is very effective. It is quite cheap.</p> <p>Teacher draws a square on the board with different names at each corner. Teacher explains that each person loves another E.g. Mary loves John. John loves Sandra. Sandra loves Tony. Tony loves Mary. Teacher asks students questions about the people. Students practise asking/answering questions about the people. Students make their own examples and practise in pairs.</p> <p>Students discuss any TV/radio adverts they have seen/heard and say what they think about them. (If possible students should be given the opportunity to listen to/watch a TV /radio advert).</p> <p>Students discuss what makes a good product. They rank answers and reach consensus.</p>

Competency	Content/Language Item	Learning Activities and Resources
	<p>E.g. This washing powder is absolutely fantastic. Comparatives/superlatives E.g. It leaves your clothes whiter than white. Imperatives E.g. Buy this product today! So/such E.g. This is such a great product! It is so useful</p> <p>Pronunciation: weak forms – comparatives/superlatives</p> <p>Someone/somewhere/something Thing/stuff Relative pronouns: who/that E.g. A dentist is someone who checks your teeth. A wardrobe is somewhere that you store clothes. A fly swat is a thing that you use for killing insects. The stuff that you put on your toothbrush is called toothpaste.</p>	<p>Students are given different products to advertise in small groups. Students use language of listening texts as a model. They prepare a short TV/radio advert for the product and present.</p> <p>Teacher writes examples of phrases with comparatives/superlatives on board and models pronunciation of short forms: - er E.g. bigger / bɪgə / than / ðən / the + superlative E.g. the / ðə / best Students repeat and practise in pairs.</p> <p>Teacher introduces the words “someone/somewhere/something” and the spoken lexical items “thing/stuff” and explains that “thing” is for countable nouns and “stuff” for uncountable nouns. Teacher writes a list of nouns on the board and students divide into person/place/countable object/uncountable object.</p> <p>Students match some example words with their definitions using the language patterns: someone who a thing that stuff that somewhere that</p> <p>Students then define nouns of their choice using these language patterns. They test partners by reading a definition and asking for the name of the object/person/place being described.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> • read advertisements and express their view • read factual articles and skim to get the general idea • -read factual articles and scan to obtain specific information 	<p>Social expressions: Illustrating a point: E.g. For example, ... For instance, ... To give you an idea.. For one thing.. Take the way he/she..</p> <p>C. Reading Examples of authentic adverts from magazines/newspapers/TV etc</p> <p>A text from a marketing company explaining the process involved in advertising a product and the advantages to the consumer.</p> <p>A text about the disadvantages of advertisements.</p> <p>D. Writing Vocabulary groups</p> <p>Extreme adjectives E.g. marvellous, dreadful</p>	<p>Teacher writes a list of phrases on the board and elicits positive/negative adjectives for describing products E.g. expensive, efficient, time-consuming, fast etc Students complete descriptions of products by introducing extra information using phrases given. E.g. The CD player is really expensive. To give you an idea, it costs more than a month's salary.</p> <p>Students read authentic adverts and discuss any common features E.g. Use of colour/illustration/vocabulary. They compare and contrast different adverts for a similar product and make judgements on which is most effective.</p> <p>Jigsaw reading: students are divided into two groups. One group reads the text from the marketing company and the other reads the text about disadvantages. Both groups answer gist questions and more detailed questions.</p> <p>Using the adverts from the reading section, the teacher extracts examples of vocabulary for advertisements:</p> <ul style="list-style-type: none"> • positive extreme adjectives • superlatives/comparatives, • imperatives • adverbs of degree <p>Students are encouraged to record vocabulary in these groups.</p> <p>Students are given a list of adjectives (including extreme) which they group as positive or negative. Students check with dictionary/teacher:</p> <p>E.g. positive – good, excellent, marvellous, tasty, delicious negative – bad, dreadful, terrible, awful, foul Students grade adjectives from weak to strong E.g. good – tasty – delicious</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> write a piece of publicity individually or in a group 	Adverbs of degree E.g. very interesting, absolutely fantastic	Teacher writes a list of adverbs of degree on the board and asks students to grade them from weak to strong. E.g. not very- quite – very – really - absolutely Teacher explains the difference between extreme and other adjectives by matching adverbs of degree with adjectives. E.g. very – good; absolutely – fantastic, really -can be used for extreme and other adjectives Students choose correct adverb(s) of degree to complete sentences E.g. The food in the restaurant was (very/ really/absolutely) delicious.
	Comparatives/superlatives more/less (much/many more; much less)	Students revise formation and use of comparatives/superlatives. They complete sentences using adjective/noun prompts E.g. Bahr Dar is less crowded than Addis Ababa. There are more cars in the towns than the countryside. The countryside has much less pollution than the cities.
	So/such	Teacher writes examples of so/such on the board and helps students deduce rule. Students change sentences with “so” into sentences with “such” and vice versa E.g. Tesfaw is so good at speaking English. Tesfaw is such a good English speaker.
	Adverts	Students design posters advertising familiar or new products.
	E. Additional Learning Strategies Accessing English outside the classroom Feedback on grammar goal	Students collect adverts written in English and bring to the classroom. Students explain what the advert says and whether it is effective or not. Teacher checks whether students have met their grammar goal from unit 3.

Assessment:

Skill	Minimum Learning Competency	Task
Speaking	Describe objects using appropriate language	Students describe products that the teacher gives them.
Reading	Read factual articles and skim to get the general idea	Students read texts within a short time limit and answer questions for gist

Unit 6: Drugs (11 periods)

Learning Outcomes: By the end of Unit 6 students will be able to discuss the issue of drugs and drug abuse

Language focus

Grammar: zero conditional, modal verbs, cause/effect, past simple active/passive

Vocabulary: drugs and addiction, language of graphs

Social expressions: identifying/thinking about problems

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • predict the content of a story using a variety of contextual clues • listen to a story and identify main ideas through taking notes • ask for opinions, express their own opinion and support it (including illustrating a point) • contribute to and develop conversations around the unit topic • research and give a short presentation on a chosen topic 	<p>A. Listening Short story about someone whose life was destroyed by drugs, but then through counselling, treatment and self-will, rebuilt themselves</p> <p>B. Speaking</p> <p>Zero conditional/modal verbs E.g. If you drink alcohol, you may get a headache.</p> <p>Cause/effect E.g. leads to, results in, ends up, means</p> <p>Modal verbs (should/ought to/must) E.g. He should stop smoking. She must see a counsellor.</p>	<p>Students look at a picture or vocabulary connected with the story and predict content.</p> <p>Students listen to the story and note main points.</p> <p>Teacher writes the word “drugs” on the board and asks students what they associate with the word. Teacher puts elicited words in mind map.</p> <p>Students are organised into groups. Different groups discuss and brainstorm:</p> <ol style="list-style-type: none"> a) the various drugs that are in circulation and what they know about them and their effects. b) the consequences of taking drugs c) the reasons why people take drugs <p>Groups are reformed in order to share information from the three topics. Students return to their original groups and report back.</p> <p>Students work in pairs and role play a conversation between friends who are worried about the drug-taking habits of a classmate. They try to decide whether they should ignore the behaviour/talk to them and give advice/ report to a teacher/parent.</p> <p>Teacher writes on the board a suitable structure for a talk and elicits useful language in note form.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> • agree, disagree and express simple counter arguments • describe graphs using appropriate language • use a range of structures to identify problems 	<p>Language of graphs E.g. Increase, decrease, remain constant</p> <p>Social expressions: Identifying/thinking about problems: The trouble is... The problem is... The awful/worst/terrible thing is... Don't forget that... In a case like this, ... In a situation like this, ... In this sort of situation, ...</p> <p><i>C. Reading</i></p>	<p>Students individually prepare a short talk suitable for a school's anti-drug club or a broadcast by a school's media club on the dangers of drug taking. In groups students read their talks to each other. Optional – selected students present their talks at the next club meeting, or have the opportunity to broadcast.</p> <p>Groups are given one of the following debate topics:</p> <ol style="list-style-type: none"> a) Chat is of no benefit to society b) All drug addicts should be sent to jail c) Alcohol should not be sold to people under 30 years of age d) Cigarettes should be banned in Ethiopia <p>Students prepare arguments for and against the topic they have been given. They prepare speeches for a debate, and present these to 3 groups so that everybody has the opportunity to listen to a debate on each of the topics.</p> <p>Speaking information gap: in pairs, one student describes information on a graph (about drugs) and the other draws. Students then swap roles.</p> <p>Teacher writes expressions on board and models examples. Students are divided into teams and given a list of problem topics E.g. Smoking, drugs, unemployment, alcohol, learning English, forgetting to do your homework Team A chooses a topic and Team B has to say a related sentence using one of the expressions within a specified time limit (e.g. 15 seconds). E.g. Smoking – the trouble is you need will-power to stop. If Team B makes a suitable sentence in the time given, they score a point. Teams swap roles and the team with the most points at the end is the winner.</p> <p>Teacher writes the word "consequences" on the board and elicits vocabulary/ideas connected with drug taking E.g. death, serious illness, addiction etc</p>
<ul style="list-style-type: none"> • read a factual article and make notes of the main points 	<p>Advice booklet written for young people on the consequences of drug abuse.</p>	<p>Students copy vocabulary from board, read text in pairs and tick items if they are mentioned in text. Teacher helps students with any information they find confusing. Students take notes of main points.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • read a factual article and scan to obtain specific information • read and interpret statistical data • write a short report based on available data 	<p>A passage on drugs in an international context.</p> <p>Graphs</p> <p>D. Writing Graph language Past simple active/passive E.g. 2000 cars were exported in 1999. More schools were built in 2005 than in 2004. In 2005, Saudi Arabia exported more oil than Libya.</p> <p>A report</p> <p>Cause/effect E.g. leads to, results in, ends up, means</p> <p>Zero conditional/modal verbs</p> <p>Past simple passive</p>	<p>Students read text and record information in a chart or table: E.g. Type of drug Where grown How trafficked Impact on society</p> <p>Students look at examples of graphs and match to key vocabulary E.g. increase/decrease rise dramatically remain constant etc</p> <p>Students read graphs and complete gap-fill sentences with appropriate graph vocabulary and choosing active/passive verbs</p> <p>Students are given data (in the form of a graph/graphs) relating to drugs in Ethiopia. Using the data they prepare a report for their school newspaper/magazine, or for display in the anti-drug club room.</p> <p>Students match sentence halves incorporating cause/effect language E.g. Consuming too many calories results in – obesity Cutting down the rainforests leads to – higher global temperatures and loss of animal species</p> <p>Using a substitution table, students write sentences using an if-clause and a modal verb E.g. If you drink alcohol, you may get a headache.</p> <p>Students transform active sentences into the passive E.g. The government built 100 schools – 100 schools were built by the government Students record a list of irregular past participles and add more that they know E.g. Built, sent, won</p>

English: Grade 10

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • identify and follow the seven stages of writing • write 2-3 paragraphs to describe and persuade 	<p>Descriptive and persuasive paragraphs</p> <p>E. Additional Learning Strategies Dictionary work</p> <ul style="list-style-type: none"> • understanding definitions 	<p>Students follow the seven stages of writing and write paragraphs describing the drugs situation in Ethiopia and the dangers of taking drugs, persuading others not to get involved.</p> <p>Teacher gives students a writing scaffold: i.e. topic sentences, paragraph headings and recommends/revises useful language patterns. Teacher also refers back to reading text as model.</p> <p>Suggested paragraph topics:</p> <ol style="list-style-type: none"> 1. introduction 2. drugs situation in Ethiopia 3. why young people should not take drugs <p>Students look at examples of definitions from a dictionary and match to words. E.g. syringe – is a type of medical instrument used for extracting blood</p> <p>Students then read a list of words connected to the unit topic and write/say definitions for each word using the following patterns:</p> <p>..is a type of.. ..is a/the place where.. ..is used for.. ..means not.. ..is part of.. ..is a large/small.. ..lives in/is found in.. ..means the same as.. ..means connected with.. When you..., you....</p>

Assessment:

Skill	Minimum Learning Competency	Task
Speaking	Describe graphs using appropriate language	Students interpret and describe information presented in a graph
Listening/Writing	Listen to a story and identify main ideas	Teacher reads a short story about a young person involved in drugs. Students take notes and write up the story in their own words.

Unit 7: Natural Disasters (11 periods)

Learning Outcomes: By the end of Unit 7 students will be able to talk about natural disasters

Language focus

Grammar: would, so/such, mixed tenses (active/passive), somebody/everything etc, prepositions of time

Vocabulary: disasters (natural and man-made)

Social expressions: showing uncertainty

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> predict the content of a news broadcast using a variety of contextual clues listen to a news broadcast and identify specific information recount stories and experiences in the past using a range of structures 	<p>A. Listening A listening text – news broadcast relating to disaster e.g. earthquake, floods etc</p> <p>B. Speaking Mixed past tenses E.g. The ground opened up and swallowed the houses.</p> <p>I would... E.g. I would take a picture of a child.</p> <p>So/such E.g. The volcanic eruption was so strong that it destroyed the small island. It was such a strong eruption that it</p>	<p>Students look at pictures/read key words/first line of broadcast and predict what the listening text will be about. Students listen to whole broadcast and check their predictions.</p> <p>Students listen to the text and answer comprehension questions.</p> <p>In groups, students look at pictures of different kinds of disasters and create an oral story about the event, using past tenses.</p> <p>Students imagine they are at the scene of these disasters and discuss and record what photographs they would take for a newspaper/magazine e.g. a child stranded in the middle of the lava. Teacher models use of “would”.</p> <p>Teacher provides a list of disasters on the blackboard and asks students to group them to natural, man-made and those with elements of both E.g. flooding caused by heavy rain, but exacerbated by deforestation. The teacher asks students to work in small groups and to select a disaster and to brainstorm words related to the disaster and then present to the rest of the class.</p> <p>So/such practice: in pairs, one student says sentence with “so” related to the listening text; partner changes it to “such”</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> use a range of structures to show uncertainty read a newspaper article and be skim to get the general idea read a newspaper article and distinguish between fact and opinion read a newspaper article and relate what they have read to their own experience 	<p>destroyed the small island.</p> <p>Social expressions: showing uncertainty: I'm afraid I don't know. I'm sorry I don't know. I'll have to think about it. I'm really not sure. I haven't a clue. I've forgotten. It's no good, I can't remember.</p> <p>C. Reading A newspaper text describing a natural disaster and its impact</p> <p>Fact/opinion</p> <p>Social expressions: Revision of remembering and reminiscing</p> <p>Prepositions of time (in/on/at/ or no preposition e.g. last/every/next/this)</p> <p>D. Writing Formal letter</p>	<p>General knowledge quiz: Teacher divides the class into teams. Teams prepare general knowledge questions to ask each other. In each team, students take it in turns to ask the questions and keep the score. Each team scores 2 points for a correct answer and one point if a team member uses one of the phrases, admitting they don't know the answer.</p> <p>Students have one minute to skim to find the main idea of the text. They report the main idea to their partner/rest of the class.</p> <p>Students read the text again and note down main points, dividing them into two columns: fact or opinion.</p> <p>Students relate what they read to any knowledge they have about disasters in Ethiopia. Teacher puts following prompts on board to help them: E.g. It reminds me of.. I remember.. It sounds like...</p> <p>Students copy/highlight the use of prepositions of time E.g. in 2004, at 9 o'clock, on Monday, last week (no preposition) Teacher reviews use of prepositions and students group time phrases into columns: in/on/at/no preposition and add other examples of their own. Students write in/on/at/Ø (= no preposition) onto separate pieces of paper. Teacher calls out a time phrase and students hold up the correct paper. E.g. next week – Ø</p> <p>Teacher teaches the format of a formal letter by providing examples. Students examine start/ending of formal letters. E.g. Dear Sir/Madam – Yours faithfully</p> <p>Students match formal letter phrases to informal phrases to highlight the difference in register</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> • make notes from a printed source • put notes into sentences and order sentences into logical paragraphs • identify and follow the seven stages of writing • write a guided or supported essay in 5 paragraphs including an introduction and conclusion 	<p>Summary: bullet points</p> <p>News report</p> <p>Some/any/every – body/one/where /thing E.g. Everyone panicked. The lava flowed everywhere. Someone saw</p> <p>Mixed tenses (active/passive) E.g. Bodies were pulled from the building. Police surrounded the area.</p> <p>Essay</p>	<p>E.g. I would be grateful if you could – please can you..?</p> <p>Students write a formal letter to the Red Cross explaining the urgent need for funding and resources in the aftermath of a disaster in their local area.</p> <p>Teacher provides some data on the board about a natural disaster. Students, with teacher’s help, interpret the data orally. Teacher takes notes on the board in bullet points and students copy. Teacher guides students in turning notes into sentences by demonstrating with example on board.</p> <p>Students look at different data on E.g. casualties caused by a disaster and summarise the main information in bullet points themselves. Students use the information to write a report for the BBC or newspaper. They turn the notes into sentences and put the sentences into a paragraph using appropriate discourse markers.</p> <p>Students complete a cloze passage about a disaster using “Some/any/every – body/one/where /thing” and putting verbs given into appropriate tense and choosing either active/passive.</p> <p>Students follow the seven stages of writing and write a guided essay entitled: “The world is a more dangerous place than 50 years ago”.</p> <p>Teacher gives students a writing scaffold: i.e. topic sentences, paragraph headings and recommends/ revises useful language patterns. Teacher also refers back to reading text for useful ideas/ vocabulary. Suggested paragraph topics:</p> <ol style="list-style-type: none"> 1. introduction 2. description of natural disasters occurring now 3. description of man-made disasters occurring now 4. counter-arguments to the essay title 5. conclusion

English: Grade 10

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	<p>E. Additional Learning Strategies</p> <ul style="list-style-type: none"> - active/passive knowledge - lexical chunks - collocations/word partners 	<p>Students are given a list of lexical items. In pairs, they divide them into two columns: words they actively need to know and words they may need to know passively. Students discuss how they make the division. With the teacher, they draw up a list of factors needed to actively “know” a word: E.g. meaning (single/multiple), spelling, collocations, register (formal/informal), part of speech, mother tongue translation, pronunciation etc</p> <p>Students read the sample formal letters and copy chunks of language that would be useful in writing any formal letter. With teacher’s help, they decide how much of a chunk should be copied and how to transform it to different contexts E.g. I would be grateful if you could....</p> <p>Students match words from a list with their natural collocations/word partners. Words should be related to unit topic E.g. natural/man-made disaster survive a disaster a disaster occurs/takes place Students should record the items in a vocabulary network and add other words that they know collocate</p> <p>Students set a vocabulary target for the next unit (E.g. make a vocabulary network for the unit topic; do some extensive reading and record new words; find collocations for words they have already recorded this grade or for new words in the next unit etc.)</p>

Assessment:

Skill	Minimum Learning Competency	Task
Reading	Read a newspaper article and relate what they have read to their own experience	Students read a text about a disaster and say how it relates to something they have heard/seen/read about.
Writing	Write a short formal letter	Teacher assesses in-class activity.

Unit 8: Education (11 periods)

Learning Outcomes: By the end of Unit 8 students will be able to discuss issues related to education

Language focus

Grammar: 2nd conditional, too (much/many)/enough, mixed tenses, question + preposition, I wish + past simple, articles (including zero article)

Vocabulary: education

Social expressions: adding information

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> listen to a lecture and identify main ideas research and give a short presentation on a chosen topic ask for opinions, express their own opinion and support it (including through illustrating a point) 	<p>A. Listening A listening text – The importance of education goals for Ethiopia</p> <p>B. Speaking Printed text: simple statistics related to education in Ethiopia presented in a table.</p> <p>Second conditional E.g. If I were the director of the school I would start classes later.</p> <p>Too (much/many)/ enough</p> <p>I wish (+ subject + past simple) E.g. I wish the language of instruction was/were Amharic</p>	<p>Students listen to the text in small groups. They individually record main facts and collate all the information from the group.</p> <p>Students look at the statistics and identify issues for Ethiopia e.g. drop out figures/ gender issues. They use their notes and the statistics to identify the main problems Ethiopia faces in achieving its educational goals and summarise these. E.g. There are not enough teachers for all the children. They present their work to each other in small groups</p> <p>The teacher gives groups a variety of discussion topics related to education: E.g. Should English be the medium of instruction at High School? Should students be paid to attend school? Should parents be punished if their children do not go to school? Groups brainstorm their responses and one member of each group reports back to the class.</p> <p>Students discuss how their own school could be improved deciding what improvements they would like to make E.g. If I were the director of the school I would start classes later.</p> <p>There are too many students in one class and not enough teachers. I would build more classrooms.</p> <p>Students are given a situation and they respond with a wish E.g. bicycle/puncture – I wish I had a new bicycle.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> use a range of structures to add information 	<p>Social expressions: adding information To start with, ... And another thing, ... What's more, ... Just a small point, ... Perhaps I should mention... Oh, I almost forgot...</p> <p>Question + preposition E.g. Who is she talking to? What is she talking about?</p> <p>Pronunciation: falling intonation in wh-questions</p>	<p>In pairs, one student looks at a picture of a classroom and describes it using the list of expressions. The other student draws the description. (Or students have 2 similar pictures of a classroom. One student describes the picture using the list of expressions and the other student circles the differences – spot the difference). The activity can then be repeated with a different picture – i.e. a school – so that both students get practice in describing and adding information</p> <p>Teacher writes “question + preposition” on board and elicits when questions have a preposition at the end (with verbs and dependent prepositions e.g. look at, talk to, go with etc.)</p> <p>Teacher combines some question words and prepositions to make questions. Teacher models pronunciation (falling intonation of wh-questions) and students repeat.</p> <p>Looking at a picture of people in a school (e.g. teachers, students, caretaker, cleaner etc) students and teacher ask/answer questions about them using a wh-question and a preposition. E.g. Who is the teacher talking to? What is the caretaker looking at? Students then practise in pairs.</p>
<ul style="list-style-type: none"> read descriptions and skim to get the general idea 	<p>C. Reading</p> <p>Two different stories: one about a girl and one about a boy who are successful in their education. One of the stories is based in the past, and one in the present – illustrations are provided as additional clues.</p> <p>Pronunciation: word stress for emphasis/contrast</p>	<p>The teacher distributes the two stories which have been jumbled up. Students read the texts and using contextual and visual clues reform the stories.</p> <p>They identify the similarities and differences between the two accounts.</p> <p>In pairs, students play a “boasting” game using the information from the reading. One student role-plays the boy and the other role-plays the girl. They make a dialogue in which one tries to outdo the other</p> <p>E.g. Student A: I went to a school with 10 pupils Student B: I have 100 pupils in my class Teacher models word stress (on key words) in example dialogue and students repeat and practise E.g. I went to a school with 10 pupils.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • read a factual article and make notes of the main points • read a factual article and infer meanings of new words using contextual clues and/or knowledge of word formation • in small groups, write and present a report of between 350 to 400 words including suggestions/recommendations • write a short formal letter 	<p>Text: A History of Modern Education in Ethiopia</p> <p>Articles (a/an/the/no article)</p> <p>D. Writing Vocabulary network</p> <p>Report with proposals/recommendations</p> <p>Formal letter</p> <p>Mixed tenses Too/enough</p> <p>Wishes (+ noun / past simple) E.g. I wish the language of</p>	<p>I have 100 pupils in my class.</p> <p>Students read the text and make notes of the main points.</p> <p>Students read the passage and infer meaning of unfamiliar vocabulary, matching content words to a selection of possible definitions.</p> <p>Students read a short passage about a school day with examples of articles (a/an/the) and the zero article. E.g. he goes to school / he arrives at school/ he stays at school until lunchtime/ in the classroom there are 70 students / In the corridor, he meets a teacher. The teacher's name is... etc Students copy/highlight examples of articles/zero articles and analyse their usage. Students are given a list of rules which they match to the examples. Students read a second similar text and correct article usage by adding/deleting/changing articles.</p> <p>Students brainstorm vocabulary on education (including phrasal verbs E.g. catch up, drop out).</p> <p>Students are given various key education issues related to gender and health education. They brainstorm the issues in groups, write and present a set of proposals/ recommendations.</p> <p>In groups, students brainstorm different points they would like to make to the Minister of Education. The group writes a formal letter asking for more resources for their school giving reasons why he should agree to their request.</p> <p>Students read a cloze passage about education and fill the gaps changing given verbs into the appropriate tense. Students transform sentences using too/enough so that they have the same meaning E.g. The classroom is too small for all the students. The classroom is not big enough for all the students.</p> <p>Students use written prompts to make wishes. E.g. can/speak Chinese: I wish I could speak Chinese.</p>

English: Grade 10

Competency	Content/Language Item	Learning Activities and Resources
	instruction was/were Amharic E. Additional Learning Strategies Recording vocabulary	my village/a cinema: I wish my village had a cinema. Students record education vocabulary (see Writing section) as they like, extending the brainstormed words with collocations, phrases, antonyms etc. Students store the vocabulary network using one of the methods recommended in the previous unit.

Assessment:

Skill	Minimum Learning Competency	Task
Speaking	Research and give a short presentation on a chosen topic	Teacher assesses in-class activity.
Reading	Read a text and make notes of the main points	Students read a text about education in another African country and make notes of the main points
Writing	In small groups, write and present a report of between 350 to 400 words including suggestions/recommendations	Teacher assesses in-class activity.

Unit 9: Seas and Rivers (11 periods)

Learning Outcomes: By the end of Unit 9 students will be able to give information about issues related to seas and rivers

Language focus

Grammar: question forms, verb patterns, the/zero article, parts of speech,

Vocabulary: names of seas/oceans/rivers/continents, vocabulary connected to seas and rivers (e.g. jobs, marine life)

Social expressions: guessing

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> listen to a story and identify key content words listen to a story and retell what they have heard in some detail listen to a lecture and identify detailed information ask and respond accurately to a basic range of open, closed and follow-on questions 	<p>A. Listening Listening 1: A story about the sea</p> <p>Listening 2: A lecture about a marine/water issue</p> <p>B. Speaking Revision of different question forms E.g. Are you worried about the decrease in the number of fish? How many fishermen do you employ?</p>	<p>Students listen to a story about the sea (pirates/lost at sea/fishing expedition/shipwrecked etc). They take notes based around key words adding detail.</p> <p>Using the notes, they retell the story.</p> <p>Students listen to a lecture about a marine/water issue (E.g. Rift Valley lakes, overfishing, pollution, employment and the impact on the seas) and answer questions in detail</p> <p>Students are divided into two groups: interviewers and ministers/fishermen etc. Interviewers prepare questions to ask ministers/fishermen; ministers/fishermen try to pre-empt questions.</p> <p>Students roleplay an interview with a fisherman/minister etc. exploring the issues raised in the listening text.</p> <p>Information gap: pairwork about individuals connected with the sea/rivers e.g. fisherman, marine biologist, pearl diver, shipbuilder, fishmonger etc (students have half of the information each and ask/answer questions to complete a simple fact file on the various people with information)</p> <p>E.g. Name Age Job Duties Biggest challenge Best day etc.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> • use a range of structures to guess • read a story and be able to express their view • read a story and be able to infer meanings of new words using contextual clues and/or knowledge of word formation 	<p>Social Expressions: guessing: I'd say... Could it be ... Perhaps it's... I think it's... It looks like... It's difficult to say, but I'd guess...</p> <p>C. Reading A short story about the sea/rivers</p> <p>Verb patterns - verb followed by infinitive (with 'to') E.g. decided to go - verb followed by "gerund" E.g. like fishing - verbs followed by object + infinitive E.g. warn her to wait, teach you to swim</p> <p>Prefixes E.g. over-, under-, de-, un-, in/im/il-</p> <p>D. Writing Article usage with proper nouns</p>	<p>Teacher goes over expressions used to guess things and students practise pronunciation. Students look at unclear/fuzzy pictures or pictures taken from a strange angle or optical illusions. They take it in turns to guess what they are/what they can see. Students can also ask challenging questions and guess the answers e.g. what do you think the population of Kenya is?</p> <p>Students read a short story about the sea/rivers (using a topic not previously covered), answer questions and give their opinion of the story.</p> <p>Students read sentences from the text and match vocabulary to meaning/definition. Students practise pronunciation of new words. Students use words in their own sentences.</p> <p>Students analyse use of verb patterns and group verbs according to their pattern. They complete gap-fill exercises.</p> <p>Prefixes: students read sentences (related to the unit topic) containing words with prefixes and deduce meaning of prefixes E.g. overfishing, underdeveloped, deforestation, uneconomic, illegal etc Students, with help of dictionary/teacher, match appropriate prefixes to words and complete gap-fill sentences.</p> <p>Students look at a map and write/match the names of important seas/oceans/rivers and continents. They should guess if they don't know, using phrases previously taught. Teacher draws students' attention to use of article (the) and zero article (Ø), as well as capitalisation of proper nouns.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> write 2-3 paragraphs to narrate 	<p>Affixes and parts of speech</p> <p>Pronunciation: word stress E.g. em'ployer – employ'ee</p> <p>Labelling pictures</p> <p>Dictation</p> <p>Narrative</p> <p>E. Additional Learning Strategies Focus on listening – strategies, assessment, goal</p>	<p>E.g. the – Amazon, Nile, Indian Ocean, Mediterranean Ø – Africa, Europe, Asia, Lake Tana</p> <p>Extension: Teacher writes other geographical proper nouns on board and students group according to article usage. They deduce rules. E.g. the Suez Canal, the United Kingdom, the Netherlands, the Himalayas, the Middle East, the north of Ethiopia Ø – China, Mount Kilimanjaro, North Africa, northern Ethiopia, Addis Ababa, Arat Kilo, Togo Street Students complete gap-fill exercises using “the” and zero article.</p> <p>Students take root words and transform using affixes and changing the part of speech. Students write new words in columns according to their part of speech. Students then put the words in sentences. E.g. pollute/pollution/polluted environment/environmental/environmentalist employ/employment/employee/employer/unemployed/ unemployment With the help of a dictionary/the teacher, students mark word stress and practise saying the words individually and in sentences.</p> <p>Students look at pictures connected with the sea and label (e.g. whale, dolphin, octopus, ship, wave, lighthouse etc)</p> <p>Students listen to sentences about the sea and take dictation.</p> <p>Students write up stories of individuals connected to the sea (see Speaking) using first person.</p> <p>Teacher checks whether students have met their vocabulary goal from unit 7.</p> <p>Students and teacher brainstorm ways of improving listening skills E.g. Listen for content words; try and predict content before listening; extensive listening; awareness of body language/facial expressions; listen for gist before details (if listening is going to be repeated) etc.</p> <p>In groups, students choose one of these strategies (not extensive listening) – a different strategy for each group – prior to doing Listening 2 (see Listening section). After completion of listening</p>

English: Grade 10

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
		task (comprehension questions), students discuss in their groups the advantages/disadvantages of the strategy employed and compare with other groups. Students record their listening scores for this unit so that they can compare with scores in future units. Students set themselves a listening goal for the next unit (E.g. improve listening scores; use a new listening strategy; do some extensive listening outside class etc.)

Assessment:

Skill	Minimum Learning Competency	Task
Speaking	Ask and respond accurately to a basic range of open, closed and follow-on questions	Teacher interviews students and they respond accordingly.
Reading/writing	Read a story and be able to express their view	Students read a text related to the topic unit and express their view in writing 2-3 paragraphs.

Unit 10: Energy (11 periods)

Learning Outcomes: By the end of Unit 10 students will be able to give information about different types of energy and produce/present a report

Language focus

Grammar: relative clauses, comparatives/superlatives, enough/too, passives, instead of + gerund, modal verbs, zero/1st conditional, prepositions (with verbs/adjectives)

Vocabulary: Energy, environment, science and technology

Social expressions: thinking ahead

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> listen to a lecture and identify specific information 	<p>A. Listening A lecture about different forms of energy</p> <p>Relative clauses E.g. Solar power is a form of energy which comes from the sun.</p> <p>Comparatives/superlatives E.g. Nuclear power is more dangerous than wind energy.</p> <p>Enough/too E.g. There is enough wind in Ethiopia to power villages. Nuclear power stations are too expensive to build.</p> <p>B. Speaking Relative clauses E.g. Solar power is a form of energy which comes from the sun.</p> <p>Present simple passive E.g. A stove is heated by kerosene A bus is powered by diesel</p> <p>Instead of + gerund E.g. Instead of getting energy from electricity, a house could get power from solar panels.</p>	<p>Students listen to the lecture and complete charts with information about energy form: where found; costs; raw materials; advantages/disadvantages etc.</p> <p>Students use chart to compare/contrast different forms of energy. Students make sentences.</p> <p>Students brainstorm and describe different kinds of energy.</p> <p>Students list the machines/objects they use or come across in their daily lives that require power and state where the power comes from E.g. stove – kerosene; bus- diesel; light - electricity</p> <p>Teacher writes the pattern “instead of + -ing” on the board and gives examples of use and models pronunciation. Students then discuss alternative means of powering these things, using language pattern.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> ask for opinions, express their own opinion and support it (including through illustrating a point) 	<p>Modal verbs for possibility E.g. Ethiopia could invest in wind power technology. Solar power might be cheaper than oil. Nuclear power may not be the answer to Ethiopia's energy problems.</p>	<p>Students discuss what kind of energy Ethiopia should invest in: E.g. wind, hydro-, nuclear, fossil fuels etc. using information from reading texts.</p>
<ul style="list-style-type: none"> use a range of structures to think ahead 	<p>Social expressions: thinking ahead (using zero or 1st conditional): If... If I ever... When... Whenever ... As soon as... Unless...</p>	<p>Students form groups. In their groups, students, using prompts given, connect two ideas together with one of the thinking ahead linking words. Student A starts E.g. If I study hard, I'll do well at school. Student B continues by connecting the second idea with another E.g. Unless I do well at school, my father will be angry. The oral chain continues. If a student cannot think of a sentence, they must drop out of the game. When all prompts have been used, students can think of their own. The game continues until one student is left or time is up.</p>
<ul style="list-style-type: none"> explain how to operate a piece of equipment 		<p>Students look at a picture of a kerosene lamp (or the real object) and explain how to operate it to their partner.</p>
<ul style="list-style-type: none"> read a description and identify specific information 	<p>C. Reading A descriptive text about one form of energy</p>	<p>Students read a text about one form of energy and how it is produced e.g. solar power They label a diagram.</p>
<ul style="list-style-type: none"> read factual articles and scan to obtain specific information 	<p>Jigsaw reading: different kinds of energy</p>	<p>Jigsaw reading: in groups, students read texts about different kinds of energy and answer questions. They share information (asking and answering questions) with other groups.</p>
<ul style="list-style-type: none"> read factual articles and infer meanings of new words using contextual clues and/or knowledge of word formation 	<p>Relative clauses E.g. Solar panels which are placed on the roofs of houses are made up of photo-voltaic cells.</p>	<p>Students answer questions about vocabulary. E.g. find a word that means... They fill gaps in sentences/paragraph with new words.</p> <p>Students read two connected sentences and join with appropriate relative pronoun</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • make notes from a printed source • write instructions and support them with a diagram/pictures • in small groups, write and present a report of 350-400 words including suggestions/recommendations 	<p>D. Writing Vocabulary network</p> <p>Research and note taking</p> <p>Prepositions with verbs/adjectives E.g. I'm afraid... (of) ..the dangers of nuclear power. I agree..(with)..you about the importance of renewable forms of energy.</p> <p>Written instructions</p> <p>A report</p> <p>Passive forms (all tenses) E.g. In 1890, the lives of ordinary people were improved by the introduction of electricity.</p> <p>1st conditional E.g. As soon as he arrives, I'll start cooking dinner.</p> <p>E. Additional Learning Strategies Dictionary work</p> <ul style="list-style-type: none"> • delexicalised words E.g. get, make, do 	<p>Students create vocabulary network for energy.</p> <p>Students research information on energy using reading texts, articles provided by teacher, library, internet etc. and take notes.</p> <p>Students complete gap-fill sentences (thematically linked to unit topic) with the correct prepositions.</p> <p>Students write detailed and illustrated instructions for using a kerosene stove. Students use sequencing words, numbering, bullet points, imperatives etc.</p> <p>Students receive an outline model of a report and label the sections. In small groups, students write a report on energy and Ethiopia (using their research notes), giving suggestions and recommendations.</p> <p>Students fill in a cloze test with an appropriate passive form of verb.</p> <p>Students complete gap-fill sentences with appropriate tense (present simple or will + infinitive) and conjunction (if/when/as soon as etc)</p> <p>Students look at an extract from a dictionary with information on “get”. Students note the different meanings and collocations associated with the word. Students make a note of the most useful examples.</p> <p>Students complete sentences with appropriate form of “get + collocation/adverb etc” E.g. Every morning I get up at 6 o'clock. After 3 years of living in the city he had got used to the noise.</p>

English: Grade 10

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
		<p>Students do similar exercises with make/do/have etc. Students can make their own exercises and test their partner using dictionaries to check accuracy.</p> <p>Students should be encouraged to record example sentences for these words in their vocabulary books/pages.</p>

Assessment:

Skill	Minimum Learning Competency	Task
Speaking	Ask for opinions, express their own opinion and support it	Teacher assesses in-class activity.
Reading	Read a description and identify specific information	Students read a text related to the unit topic and label a diagram.

Unit 11: Applications For Jobs/College (11 periods)

Learning Outcomes: By the end of Unit 11 students will be able to answer interview questions and write a letter of application

Language focus

Grammar: present perfect simple/continuous (contrasted with past simple), for/since/ago, would, comparatives/superlatives, adjectives + preposition/infinitive, adjectives with –ed/-ing, discourse markers

Vocabulary: Jobs and employment, adjectives of personality

Social expressions: clarifying and correcting oneself, restating

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> listen to instructions and identify detailed information listen to a lecture and identify main ideas (ask and) respond accurately to a basic range of open, closed and follow-on questions (including in an interview) talk about the future using a range of structures talk about themselves, others and their daily lives 	<p>A. Listening Instructions on how to fill in a form</p> <p>Listening text: How to act and behave in an interview</p> <p>Typical interview questions E.g. What subjects do you study? Why do you think this job/course is right for you?</p> <p>B. Speaking Ways of expressing the planned future I am staying on at school (pres continuous) I'd like to go to college (I'd like to) I am going to go to college (going to)</p> <p>Present perfect simple/continuous (with for/since) E.g. I've been studying English for 11 years.</p> <p>Records of achievement</p>	<p>The teacher gives guidance on the completion of an application form and instructs students on each question. Students complete the application form as each instruction is given. E.g. Using capital letters, write your name.</p> <p>Students listen to advice on how to behave in an interview. They tick/cross statements (tick= you should/ cross=you shouldn't).</p> <p>Students listen to a variety of interview-type questions and give answers about themselves. Teacher asks one question, students listen and then in groups take turns to give their answer. Students check each other's answers. Teacher then asks next question etc.</p> <p>Teacher and students ask each other about their plans for the future</p> <p>Teacher revises use of for/since with examples on board. Teacher models pronunciation and students repeat.</p> <p>Students write for and since on separate pieces of paper. Teacher reads sentences omitting for/since. Students hold up appropriate card.</p> <p>Based upon their records of achievement, students advise each other on possible career choices.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> ask and respond accurately to a basic range of open, closed and follow-on questions 	<p>Job interviews</p>	<p>Students role-play a job interview, after deciding on the job (from the reading activity). Three students act as interviewers and three as the candidates and two as observers. The interviewers prepare questions. The candidates re-read their notes (from listening text) e.g. speak clearly, be polite, look at the interviewer. The observers plan what they will look for in the interview using their notes (guidance for candidates from the listening text) At the end of the interviews, the observers give positive comments and point out any general areas to develop. E.g. The questions were answered well, but everyone needs to speak more loudly</p>
<ul style="list-style-type: none"> use a range of structures to clarify and correct oneself 	<p>Social expressions: Clarifying and correcting oneself: What I mean is... What I meant was... Let me put it another way. Let me rephrase what I just said. The fact of the matter is... Do you really mean that? I'm afraid that just isn't true.</p>	<p>Teacher introduces the structure and highlight pronunciation. Students are given a list of extreme statements E.g. I don't make grammar mistakes. Students are lazy. In pairs, students moderate these statements using a correcting/clarifying phrase. E.g. Student A: I don't make grammar mistakes. Student B: Do you really mean that? Student A: Well, what I mean is I only make small errors in writing and always correct them immediately afterwards.</p>
<ul style="list-style-type: none"> use a range of structures to restate 	<p>Social expressions: restating: In other words, So what you're saying is... If I understand you correctly, So you mean that...</p>	<p>Teacher introduces target language Students work in pairs and conduct an interview. One student is a journalist and the other the interviewee (students can choose who they are). Using interview questions and re-stating phrases from the list, they make conversations.</p>
<ul style="list-style-type: none"> read advertisements and be able to make notes of the specific points 	<p>C. Reading A selection of job adverts</p>	<p>Students read the job adverts and note skills and attributes required in each. Students list adjectives of personality mentioned. E.g. Punctual, motivated Students complete gap-fill sentences using these adjectives.</p>
<ul style="list-style-type: none"> read letters and express their view and give reasons 	<p>Three letters of application for the same job (one good, one mixed, one poor).</p>	<p>Students read the letters of application and discuss with partner the strengths and weaknesses of each and decide who they would ask for interview.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> write a short formal letter 	<p>Would: E.g. I would choose this applicant because she has all the necessary qualifications.</p> <p>Comparatives/superlatives E.g. Letter A is better than letter B because it has fewer spelling errors. Letter C is the best because it has a good layout.</p> <p>Adjectives + preposition/infinitive E.g. I am very good at English. I do not find it difficult to communicate with others.</p> <p>Adjectives with –ed/-ing E.g. bored/boring</p> <p>D. Writing A formal letter of application Record of Achievement</p>	<p>Students copy/highlight adjectives mentioned in the letters. They group them: E.g. Adjectives + prepositions good at E.g. Adjectives + infinitives difficult to Students complete gap-fill sentences using these adjectives and the appropriate language pattern.</p> <p>Teacher writes contrasting adjectives on the board (e.g. tired/tiring) and mimes/explains difference. Teacher writes some example sentences and asks student to choose correct form (-ed or –ing). Students then read more sentences and choose correct form of adjective. Students look back at the job adverts and using adjectives with ‘-ing’ or ‘-ed’, express how they feel about the jobs. E.g. That jobs sound boring. I would be bored by that job.</p> <p>Students write a guided letter of application for one of the jobs advertised (see reading section) using reading models for guidance.</p> <p>Students start a portfolio outlining their personal details, qualifications, skills etc. In groups students help each other to record their achievements in note form: E.g. Exam results/qualifications Extra curricular participation Hobbies Languages Team membership Positions of responsibility Part-time work experience.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> put notes into sentences and order sentences into logical paragraphs identify and follow the seven stages of writing write a guided or supported essay in 5 paragraphs including an introduction and conclusion 	<p>Present perfect simple/continuous E.g. I have been studying English for 11 years.</p> <p>Jobs vocabulary</p> <p>Discourse markers E.g. Although/however/but/despite/since/as</p> <p>Present perfect simple/continuous (with for/since) contrasted with past simple (for/ago) E.g. I've been playing football for 5 years. I lived in Jimma for 3 years, but then my parents moved to Dire Dawa. I visited my grandmother 1 month ago.</p> <p>Essay</p> <p><i>E. Additional Learning Strategies</i> Focus on Speaking and Writing</p>	<p>Students turn notes from records of achievement into written sentences using for/since and make paragraphs on some of the areas.</p> <p>Students and teacher revise vocabulary connected with jobs. Teacher writes vocabulary network on board and students copy. Vocabulary is extended with collocations and linked lexical items E.g. secretary (minutes, type, arrange etc)</p> <p>Students choose from a list of discourse markers and complete a cloze passage.</p> <p>Students complete gap-fill sentences with for/since/ago and correct form of verb given.</p> <p>Students follow the seven stages of writing and write a guided essay entitled: "Who you know is more important than what you know". Teacher asks groups to identify topic sentences, paragraph headings and useful language patterns as well as useful ideas/vocabulary from the reading text. The teacher collates all the different ideas from the groups on the board. The class selects the best and students use this scaffold to support them in their task.</p> <p>Teacher checks whether students have met their listening goal from unit 9.</p> <p>Students are divided into two groups: one group brainstorms ways of improving speaking and the other ways of improving writing. Students then form pairs and share information. Students highlight the strategies (with smiley faces) they personally use/find useful.</p>

Competency	Content/Language Item	Learning Activities and Resources
		<p>Students look back over their vocabulary and social expression lists and choose a topic to discuss in pairs. With their lists at hand, students should take it in turns to build mini-conversations. Teacher can put sample turn-taking prompts on the board for students to use:</p> <p>E.g. Student A: tell your partner a problem (E.g. There are not enough girls in high school) Student B: give your view (E.g. Yes I agree with you) Student A: Give a reason (E.g. One reason for this is because girls don't pass the primary school exam) Student B: Give the most important point from your opinion (E.g. In my opinion it is because girls are needed at home) Student A: give your most important point (E.g. I think it is because many girls are told to marry early) Student B: give a solution (E.g. I think boys should help in the home) Student A; agree or disagree (E.g. I don't.)</p> <p>In pairs, students choose one writing activity completed during the unit (draft 1) and peer-correct, looking at spelling, punctuation, grammar, content, layout etc. Students make suggested corrections and submit their final draft. Students are encouraged to use a personal marking scheme (e.g. T=tense error; sp= spelling error)</p> <p>Students set themselves a writing and a speaking goal for the last unit and decide on the strategies they are going to use.</p>

Assessment:

Skill	Minimum Learning Competency	Task
Writing	Put notes into sentences and order sentences into logical paragraphs	Students read a list of notes made by a job interviewer describing a candidate. They turn the notes into sentences and descriptive paragraphs using suitable discourse markers.
Listening	Listen to interview questions and respond accurately	Teacher asks some typical interview questions and students answer accordingly.

Unit 12: Births, Weddings and Funerals (11 periods)

Learning Outcomes: By the end of Unit 12 students will be able to give information about births, weddings and funerals in Ethiopia and elsewhere

Language focus

Grammar: present perfect, past simple, passive, even,

Vocabulary: relationships, birth/wedding/funeral, revision of “get”

Social expressions: Generalising and making exceptions

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> listen to a dialogue and identify specific information describe pictures and people using appropriate language use a range of structures to generalise use a range of structures to make exceptions 	<p>A. Listening A conversation between two grandmothers talking about important events in their life and the ceremonies associated with them: their marriage, the birth of their children, the death of friends/members of their family.</p> <p>B. Speaking</p> <p>Social expressions: generalising: As a rule, ... In general, ... Generally speaking, ... Most of the time, ... From time to time, ... By and large, ... In my experience, ... In most cases, ...</p> <p>Social expressions: making exceptions: There are exceptions, of course, One exception is... But don't forget... Let's not forget... But what about...</p>	<p>Students listen to the conversation and complete a table with information for each grandmother. E.g. Year/married number of children etc</p> <p>Students look at pictures from around the world of ceremonies and special events. They describe and guess what is happening and then write “thought bubbles” to describe what the people in the pictures are thinking/saying.</p> <p>Teacher introduces and practises the target language. In pairs, students draw up a list of (humorous) irritating habits they have and use these to explain why they are not suitable for married life or for sharing accommodation. Students should use generalising words when describing their irritating habits. E.g. Most of the time, I sing very loudly in the bath. As a rule, I don't go to bed till 3 or 4 in the morning. From time to time I talk in my sleep. Students can then discuss what the secret of a good marriage is, which habits they find annoying in other people and which of their own habits they would try to stop if they got married.</p> <p>Students work in small groups and think of as many generalisations for a list of topics. They also think of exceptions. One person should write them down; another person can read them out to the class. E.g. Old people: In general, old people are very conservative. There are exceptions, of course. My grandmother started learning English when she was 80. Possible topics: teenagers, teachers, students, men, women, cars, actors, politicians, wild animals, money, foreigners to my country etc</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • ask and respond accurately to a basic range of open, closed and follow on questions • agree, disagree and express simple counter arguments • read descriptions and skim to get the general idea • read and make notes of specific points • read descriptions and infer meanings of new words using contextual clues and/or knowledge of word formation 	<p>Present perfect E.g. Have you ever attended a wedding ceremony? Yes, I have.</p> <p>Past simple E.g. Did you take part in a dance? No, I didn't What did people eat and drink? People ate tibs and drank fruit juice.</p> <p>Passive E.g. Money is given to the married couple. Chocolates are distributed. Women used to be paid a dowry but this is not so common now.</p> <p>C. Reading Descriptions about ceremonies from around the world: E.g. A western wedding A Chinese funeral An Indian birth</p>	<p>The teacher introduces the topic – births, weddings and funerals - and asks which students have witnessed any of these ceremonies. Students are divided into groups according to ceremonies they have information about. Each group is assigned one of the three topics.</p> <p>In their groups students ask and answer questions and complete a chart: E.g. clothes worn Gifts given songs, plays or dances performed food and refreshment eaten regional/cultural differences religious differences. The groups reform to share information about the three topics.</p> <p>Students read a list of phrases that are related to relationships E.g. go on a date, fall in love, marry, go on honeymoon, have children, get divorced etc Students order them in the sequence they see as appropriate, deleting some phrases if they do not occur in their culture and adding others. Students discuss their order. They can then re-order them, as they imagine, for a different culture (e.g. the UK) and discuss the cultural differences.</p> <p>Student are given 1 minutes to skim three texts and match each to a ceremony</p> <p>Jigsaw reading: Students read one of the texts in a group and complete sentences to show they have understood the main points of the texts.</p> <p>Students infer the meanings of unfamiliar words using contextual clues.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> • read poems and predict the content of the texts from pre-reading activities • read poems and express their view and give reasons • write 2-3 paragraphs to describe • write a short informal letter 	<p>A selection of poems relating to birth, marriage or death.</p> <p>D. Writing Descriptive paragraphs</p> <p>Revision of “get” E.g. get married/divorced</p> <p>Informal letter</p> <p>Even E.g. Even my uncle can say thank you in English. We even had chicken for lunch Pronunciation: sentence stress with even Present perfect E.g. He’s never been to Gonder. Past simple He went to Axum in 1999.</p> <p>E. Additional Learning Strategies Feedback and recommendations</p>	<p>Students share information with other groups by asking/answering questions.</p> <p>Students do some pre-reading activities (e.g. looking at pictures related to the texts, predicting information etc). They read the poems and answer questions. They complete gap-fill sentences with vocabulary from the poems. With a partner, they explain which one they like best and why.</p> <p>Students write paragraphs about a ceremony they have observed. They exchange with a partner who suggests extra adverb or adjective and proof reads their work.</p> <p>Revision of “get”. Students recall collocations/phrases from previous unit and complete a cloze passage related to ceremonies using these phrases in the correct tense.</p> <p>Students write an informal letter to a friend about their experiences in Grade 10. They write information about their studies, learning strategies and goals during the year. They express their hopes/fears for the next year.</p> <p>Teacher writes “even” on the board and some example sentences to explain. Teacher models sentence stress and students repeat. Students add “even” to sentences, putting the word in the correct place. They practise saying their sentences in pairs, focussing on appropriate stress patterns. Students complete gap-fill sentences with correct form of verb (present perfect or past simple).</p> <p>Class discussion: students give feedback on learning strategies and talk about what has/hasn’t worked for them. In groups, students choose one skill area (E.g. writing, vocabulary, grammar etc) and write a list of successful strategies on a poster to share with future Grade 10 students.</p>

Assessment:

Skill	Minimum Learning Competency	Task
Writing	Write 2-3 paragraphs to describe	Students write paragraphs describing the life of their grandmothers or grandfathers.
Listening	Listen to a dialogue and be able to identify specific information through filling in a table	Students listen to two people describing a ceremony in their country and fill in a table with information.