

**English Syllabus
for
Grades 11 and 12**

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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 11-12 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 entering higher education or the world of work
- 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, presentations, surveys, roleplays, stories, projects and research activities 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

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
- 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
- talking about how different students learn and specific strategies to enhance 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.

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 but in grades 11 and 12 there is a growing focus on reading and writing. Language chosen is functional, relevant and realistic for older teenagers and young adults.

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

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 or related issues recur a number of times throughout the 4 grades of secondary.

In grades 11 and 12 there will also be 12 periods for revision. The revision 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. This is especially important in the second half of Grade 12.

Each unit is divided into 12 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 11 and 12 students will have 6 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 11 (6 periods a week)

Units 1-12	16 periods (each)
Revision	12 periods (in total)
Total periods	204

Grade 12 (6 periods a week)

Units 1-12	16 periods (each)
Revision	12 periods (in total)
Total periods	204

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 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, although the syllabus offers a wealth of activities in all the skill that most teachers will find useful, it is important to point out that teachers and textbooks writer 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.

Grades 9 and 10 built on the primary syllabus in continuing to developing linguistic sub skills within tasks but also included additional activities that aimed to make these sub-skills explicit to the students. Students were given 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 extended learning strategies to the areas of vocabulary and grammar and generic study skills such as learning styles and time management.

Grades 11 and 12 develop and extend the range of learning strategies even further to meet the needs of students' future careers in higher education and work. In Grade11 each area of the English language has an in-depth focus

and students discuss a number of issues within each area which can affect and enhance their learning and motivation. In Grade 12 students focus on some of the subtleties of the English language such as register, intonation and similar grammar structures. As in grades 9 and 10, students set themselves goals and later reflect on whether they achieved them. The last three units of Grade 12 concentrate on exam practice rather than learning strategies.

Teachers are encouraged to support students as much as possible in the area of learning strategies. It is also essential for teachers to suggest and provide students with as much access to the English speaking environment as possible.

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 discrete 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 seven 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 XX 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 7 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 7 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 Grades 9 and 10 and Grades 11 and 12?

Since the majority of students in Grades 11 and 12 will be aiming for higher education where English continues to be the medium of instruction, there are a number of differences between Grades 9 and 10 and Grades 11 and 12. Firstly students need to have a wider range of grammatical and lexical competence to cope with future studies. The units in Grades 11 and 12 therefore extend and introduce more new language particularly vocabulary.

Students do more work on lexical sets, affixes, phrasal verbs, dictionary skills and the grammar of vocabulary, all of which contribute to developing the sub-skill of inference, crucial to understanding reading texts with unknown words. Moreover, in vocabulary, grammar and social expressions, students start to look at the (often subtle) differences between words, phrases, structures and pronunciation to extend their range and choice of language to match their wider and increasing use of it.

Secondly, in Grade 11 but especially in Grade 12, there is more focus on reading and writing to prepare students for higher education. Reading texts are mostly authentic, longer, more academic and on less familiar subjects than at grades 9 and 10. This is to develop and practise reading sub-skills and improve students' confidence to cope with this key academic skill. Students writing skills in both fluency and accuracy are also developed. They practise writing on a range of topics using a variety of text types as this will also be an essential part of their future studies. Grades 9 and 10 provided students with a lot of support in writing through the use of scaffolds and models. Although this methodology continues in the early units of Grades 11 and 12, particularly with new text types, the aim is to gradually make students more independent. The focus is on encouraging them to use the 7 stage model of writing so they can correct and improve their own work.

Thirdly the focus on longer and more academic texts is also reflected in speaking and listening activities. Students listen to longer texts, often lectures on unfamiliar subjects and spend more time developing and practising their note-taking skills. Discussions and debates are often around topical issues related to other academic subjects. Finally as has already been demonstrated, there is an increasing focus on students' independence. There is more work on learning strategies and more activities with students talking explicitly about language, including grammar, and working out the rules for themselves.

English Language - Syllabus - Grade 11

Introduction

In grade 11 the students have 6 periods of English a week. The syllabus contains 12 units and each unit is divided into 16 periods. There should also be 12 periods for revision (each of six periods each), one at the end of each semester. This makes a total of 204 periods. The aim of the revision units is twofold. The teacher has the opportunity to recycle language and assess students against the competencies.

In grades 11 and 12 most students are hoping to go on to university where they will continue to study through the medium of English. Grade 11 therefore continues to develop all four skills, but also aims to extend grammatical and lexical structures so that students can understand and use a range of language. In Grades 11 and 12, there is also more of a focus on reading and writing as these are the skills that students most need to develop

if they want to study effectively at university or enter the world of work. Grade 11 also extends students' learning strategies so that they begin to become independent learners.

Topics, texts, vocabulary and activities are directly linked to other school subjects and reflect the national focus on Science and Technology. In Grades 11 and 12 reading and listening texts should almost entirely consist of authentic or semi-authentic materials.

Teachers are strongly advised to look at the Grade 11 Minimum Learning Competencies for all of the four skills which also act as objectives.

Unit 1: African Union (16 periods)

Learning Outcomes: By the end of Unit 1 students will be able to give information about the work of the African Union and reach consensus on a local issue

Language focus

Grammar: question forms, present/past simple active and passive, past simple/present perfect (including ago/since/for)

Vocabulary: word/adjectives used to express nationality, words related/ used during meetings

Social expressions: expressing advantage and disadvantage, language of meetings

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <p>listen to an extended lecture, identify detailed information and take study notes</p> <p>ask and respond accurately to a range of open, closed and follow-on questions</p> <p>discuss advantages and disadvantages and come to a consensus</p>	<p>A. Listening</p> <p>Listening text: A lecture on the African Union and the work it does.</p> <p>Simple present (active and passive) E.g. It is based in Addis Ababa. Simple past (active and passive) E.g. It was set up in 2001. Present perfect E.g. It has worked on a number of issues relating to African countries</p> <p>B. Speaking</p> <p>Questions forms and responses E.g. Where were you born? What are your hobbies? Which subjects do you like best? What's your ambition?</p> <p>Social expressions: expressing advantages and disadvantages (although, despite, in favour, against) E.g. Although the village is near the road, it is very far from the other villages E.g. Despite being near the main road, X village is far from the other villages</p>	<p>Students listen to the description of the AU and take notes under given headings. In pairs when they have finished they use their notes to relate the content of the lecture. They evaluate their notes. The teacher shows students a good example of notes of the lecture. Students identify good practice and areas they individually need to improve in note taking</p> <p>Students introduce and get to know each other by asking questions (if necessary). Teacher to provide prompts e.g. born, hobbies, favourite subjects, ambition</p> <p>Group speaking: Students discuss a scenario. Students form 3 groups representing different villages. The government wants to build a clinic in the area – which village should receive the facility? Students list the pros/cons of their village e.g. near the main road, good water supply, remote/isolated, significant number of children/elderly etc. As a whole class they discuss which of the 3 villages is most appropriate. Students need to reach a group consensus.</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>use a range of structures to take part in a meeting ask for opinions, express their own opinion and support/justify it (including through illustrating a point) agree, disagree and express simple counter arguments</p> <ul style="list-style-type: none"> • scan a factual article to obtain specific information • read a factual article, identify detailed information and summarise it 	<p>E.g. One point in favour/against of X village is that it is located near the road Comparatives and superlatives E.g. X village is more suitable than Y village because it is near the road</p> <p>Social expressions: language of meetings E.g. The aim/agenda of today's meeting is Can I come in here? Through the chair With respect, I am not sure I agree I suggest/propose _____ing Have we reached an agreement on</p> <p>C. Reading Article on: African Union charter/mission statement/goals</p> <p>Report on AU activities</p> <p>D. Writing Language exercises</p>	<p>Roleplay: Students are introduced to language of meetings. In groups, Students are given information about fictional African countries/fictional issue. Students take roles of head of government, policy advisors, Head of AU etc. At least two students should take the role of observers and take notes. They discuss fictional issue/conflict and propose solutions /recommendations.</p> <p>After the roleplay students work in their groups to prepare an oral report of the meeting based on prompts from the teacher e.g.</p> <ul style="list-style-type: none"> • We discussed ... • We identified • X put forward • Y agreed/disagreed • We decided to <p>Students match AU departments to activities.</p> <p>Students read AU charter/mission statement/goals and answer true/false questions.</p> <p>Students read about some recent events that the AU has been involved in (success stories). They complete a chart with information in summary form. After the reading the teacher draws attention to the chart and how that helps to take notes.</p> <p>Students complete a number of language exercises to practise sentence construction using passive/active, present perfect/past simple, ago/for/since,</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read</p> <p>in pairs write and present a report of 350 to 400 words</p>	<p>Language for international institutions It was founded ... It's made up of ... It's supposed to Examples of its work include... .. It's been very successful in the area of ... Recent successes include It's hoped that it will</p> <p>Spelling: nationalities</p> <p>E. Additional Learning Strategies Expectations</p> <p>Learning a language</p> <p>Different types of language learners</p>	<p>vocabulary from the unit</p> <p>In pairs, students plan and write a descriptive report of the AU with sections on: history departments examples of work/activities successes future role in Africa/the world</p> <p>Students use appropriate language written on the board by the teacher. They take responsibility for different sections.</p> <p>Students look at different endings for nationalities E.g. – ese; - ian; -ish; -i etc. Students match African countries with correct nationality ending and note any spelling changes E.g. Congo – Congolese; Ethiopia – Ethiopian; Somalia - Somali Students note stress pattern and practise saying nationalities with help of Teacher.</p> <p>Teacher can introduce some other useful nationalities: E.g. English; Spanish; French; Japanese; Emirati etc.</p> <p>Students discuss with the teacher their expectations of the Grade 11 English course and teacher discusses his/her expectations of the students. They come up with a list of statements that can be turned into a poster/charter and referred back to during the year.</p> <p>In small groups, students discuss the following questions and take notes for whole class feedback: Are you a good language learner? Why/why not? What is the best way to learn a language? Why? What activities should take place in the classroom?</p> <p>Students complete a “What sort of language learner are you?” questionnaire and discuss answers with their partner.</p>

Assessment:

Skill	Minimum Learning Competency	Task
Speaking and listening	Discuss advantages and disadvantages and come to a consensus	In pairs students discuss the advantages and disadvantages of having another secondary school in their area
Writing	Write and present a report of 350 to 400 words	Reports on the AU should be assessed for writing

Unit 2: Education (16 periods)

Learning Outcomes: By the end of Unit 2 students will be able to identify and discuss barriers to learning and assess their own strengths and weaknesses as a student

Language focus

Grammar: first conditional (including with unless), any more/longer, no longer, still, yet, already, whereas, although, reported speech

Vocabulary: education, adjectives/nouns to describe good students, gender, prefixes (over-, under-, re-, de-)

Social expressions: revision of identifying/thinking about a problem

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i> predict the content by doing pre-listening activities</p> <p>listen to a text and identify specific information</p> <p>listen to a monologue and identify the main points relate what they have heard to their own lives</p> <p>recount experiences in the past using a range of structures talk about the future using a range of structures</p>	<p>A. Listening Listening text: Education Development in Ethiopia over the past 16 years. The text should trace developments in education throughout the students' lifetime. E.g. Access to/take up of education at each level/ schools/ resources/teachers</p> <p>Listening text 2 A text based on the experiences of a rural Ethiopian woman who was never given the opportunity to go to school because her family did not consider education important for a girl.</p> <p>B. Speaking Past, Present and Future tenses E.g. What level of education did your grandparents/parents have? How is your educational experience different from theirs? Do you think your children will have a better education than you?</p>	<p>Prior to the listening text, students are given a table to complete with guesses about students enrolment in 1990 and 2000 (or as appropriate). E.g. - Percentage of children attending primary school - Adult literacy rates</p> <p>Students listen and complete the two columns of the table. After they compare the answers to their guesses.</p> <p>Students listen to the text and bullet point main ideas. They then relate the account to current problems that girls face in education.</p> <p>The teacher asks students to think about the changes in education using the prompt questions in a range of tenses. Students to discuss the questions in pairs.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>agree, disagree and express simple counter arguments</p> <p>use a range of structures to think about a problem</p> <p>identify a range of suggestions and recommendations on an issue</p> <p>contribute to and develop conversations about the unit topic</p>	<p>Comparatives e.g. better than..., classes are bigger now</p> <p>Different from ..., similar to ...</p> <p>I think ..., in my view..., I agree/disagree with ...because, so do I, neither do I</p> <p>Social expressions: revision of identify and thinking about a problem E.g. The trouble/problem is ... The real problem is ... The point is ... The awful thing is ... Don't forget that ... In a case/situation like this ... In this sort of situation</p> <p>1st conditional (including with unless) E.g. If there are a lot of female teachers, more girls will stay in school Unless there are a lot of female teachers, girls will drop out</p> <p>The main/major reason is Comparatives and superlatives ... is the most serious problem</p> <p>... is not as important as is just as serious as</p>	<p>In general class discussion, the teacher collects views and opinions, encouraging students to agree and disagree with points made in response to the last two questions</p> <p>Teacher introduces the new language. In groups students brainstorm issues related to education identifying barriers to learning – e.g. class size. They decide what the main priorities are for the government and prioritise these. Each group appoints a spokesperson who reports the group's findings to the class.</p> <p>Teacher practises the first conditional and revises 'unless'.</p> <p>Students are organised into single sex groups. In their groups they should read and consider the statements and rank order them (using diamond ranking) according to importance. (Students may delete or add statements)</p> <p>Possible reasons for poor performance/high drop out rate of female students</p> <ul style="list-style-type: none"> • Lack of confidence therefore little participation in class. • Early marriage • Not enough female teachers • Cultural expectations that girls should be submissive

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 	<p>Noting differences (although, whereas) E.g. Whereas most of the boys thought early marriage an issue, the girls didn't.</p> <p>Pronunciation: connected speech</p> <p>C. Reading</p> <p>2 texts: Text A: The qualities of a good student</p> <p>Reported speech Sofia said that I was hard working, but I said that I wasn't.</p> <p>Pronunciation: sentence stress for contrast Sofia said that I was hard working, but I said that I wasn't.</p>	<ul style="list-style-type: none"> Being dominated in class by male students. Disregarded by male teachers. Perception that education is wasted on girls as they will become wives and mothers and do not need qualifications Over concerned with personal appearance. Unable to study or complete homework due to other family commitments. <p>Results are displayed on the classroom walls and students move around the room to see what other groups have written noting any common differences between the perceptions of female groups and male groups. They make sentences to compare the two perspectives using 'whereas' and 'although</p> <p>Teacher writes some comparative sentences on the board and models pronunciation of connected speech, showing clearly the words that are usually pronounced together E.g. My house_is not_as big_as yours. Students make their own sentences and practise connecting sounds.</p> <p>Students read text A and underline any words that are unfamiliar to them and in 3s attempt to guess the meaning using contextual clues and knowledge of word formation (before checking with a dictionary, if available).</p> <p>Teacher revises reported speech and change of tense rules. Students self assess themselves against the criteria in text A, and ask a partner to assess them. They compare their assessment with that of their partner and discuss differences.</p> <p>Teacher models sentence stress and shows students that stress is put on key words, especially contrastive words. Students highlight the key words in their own sentences and practise emphasising them, saying sentences to their partner.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> skim ‘how to study’ manual to get general ideas identify evidence to support /justify opinions/arguments <p>write 2-3 paragraphs to persuade</p> <p>write informal letters (including replies) using correct conventions</p>	<p>Text B: How to Study</p> <p>Vocabulary – prefixes (re-, de-, under-, over-) e.g. resit an exam, undereducated, demotivate, overdo etc.</p> <p>D. Writing Gapfill for ‘if’ , ‘unless’, ‘when’ and ‘whenever’</p> <p>Word formation tables</p> <p>Magazine article Use of the 1st person I think it’s important I think you will agree with me Girls should/ought to/have to</p> <p>A good To be a good..., you have to</p> <p>Informal letter to pen pal in another country</p> <p>E. Additional Learning Strategies Needs analysis</p> <p>Goal setting</p>	<p>Students read text B, and identify the main suggestions e.g. Time Management.</p> <p>For each suggestions students find the supporting evidence from the text</p> <p>Students match prefixes to verbs (from the unit). They revise the meanings of the prefixes and make sentences of their own.</p> <p>Students fill in the correct word in sentences</p> <p>Students fill in word formation tables E.g. noun (person), noun (thing) verb adjective examiner examination examine educator education education educational</p> <p>Teacher elicits from students the text features of a magazine article with a model. They write an article for a young people’s magazine arguing that Ethiopia needs more educated women to help run the country. As a conclusion to their article they offer advice to girls who are struggling at school.</p> <p>Teacher revises informal letter conventions. Students write a letter to a pen pal describing their school and education in Ethiopia.</p> <p>In pairs, students analyse why they need English. They should consider: their main purpose for learning English the situations when they need English the skills they need for the situations</p> <p>Students assess their competency in vocabulary, grammar and the 4 skills on a 1-5</p>

English: Grade 11

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	Organisation of resources and time	<p>scale (1=the standard they would like to reach/their goal; 5=long way from goal) and compare with partner. Students then give these skills a priority ranking 1-6 (1=highest priority; 6=lowest priority)</p> <p>In groups, students draw up a list of resources they have access to for improving their English. E.g. Dictionary, grammar book, textbook, teacher, library, computer, English club, cinema. They rank them according to ease of access, usefulness etc.</p> <p>Students discuss how much time they have for learning English. They draw up a chart with daily activities and calculate the approximate amount of time they spend doing them in a week. E.g. Sleeping, getting up, mealtimes, travel time to/from school etc.</p> <p>They can then calculate the time they have for learning English in a typical week and the best times for extra study E.g. Learning 5 new words while walking to school every day</p>

Assessment:

Skill	Minimum Learning Competency	Task
Writing	Write informal letters (including replies) using correct conventions	Teacher assesses in-class writing
Reading	Read a factual article and infer meanings of new words using contextual clues and/or knowledge of word formation	Students read a text about the importance of education and complete gap-fill sentences with the correct vocabulary.

Unit 3: Traditional and Modern Medicines (16 periods)

Learning Outcomes: By the end of Unit 3 students will be able to give information about illnesses and different kinds of treatment

Language focus

Grammar: I'd rather/prefer to, third conditional, defining relative clauses, make and let

Vocabulary: illnesses/diseases, traditional medicine, medical roles and verbs

Social expressions: expressing preferences, expressing reservations

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <p>listen to an interview and identify the details</p> <p>listen to an interview and identify specific information</p> <ul style="list-style-type: none"> use a range of structures to express preference and express reservations 	<p>A. Listening</p> <p>Listening text - healer</p> <p>Listening text - doctor</p> <p>B. Speaking</p> <p>Social expressions: expressing preferences</p> <p>I'd prefer to go to a traditional healer because...</p> <p>I'd rather see a doctor because...</p> <p>Expressing reservations</p> <p>E.g. I'm afraid ...</p> <p>I don't see how ...</p> <p>I doubt ...</p> <p>Possibly, but ...</p> <p>What I am worried about is ...</p> <p>What bothers me is ...</p>	<p>Students listen to a traditional healer recommending treatment for certain illnesses and take notes.</p> <p>Students listen to a doctor of modern medicine talking about preventable illnesses e.g. malaria and complete chart with details of illnesses and recommended treatments/prevention techniques.</p> <p>Students match medical role with verbs e.g. surgeon (with operate, cut open, diagnose, prescribe) nurse (with look after, take care of, listen to), dentist (with extract, polish,) optician (with prescribe glasses, diagnose) etc. Students make sentences e.g. a surgeon operates on ill people</p> <p>Students brainstorm herbs and traditional treatments used in their region for illnesses</p> <p>Teacher introduces new language</p> <p>Students use the information from the listening to talk about their preferences and reservation for traditional or modern treatment and why</p>

English: Grade 11

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> recount stories and experiences in the past using a range of structures talk about a hypothetical past 	<p>Used to E.g. my mother used to suffer from coughs</p> <p>Past tenses E.g. While my father was working in the mines, he caught bronchitis He had had a cough for a week before he went to the doctor</p> <p>Present perfect E.g. My sister has never been ill</p> <p>Third conditional If my mother hadn't gone to the healer, she wouldn't have got better</p> <p>Pronunciation: third conditional (contractions) E.g. she had = she'd /ʃi:d/ she would have = she'd've /'ʃi:d ðv/</p> <p>Defining relative clauses An ultrasound is a machine which uses sound waves to identify medical problems</p> <p>Make and let An x-ray is a machine which lets you look inside the body A neck brace is an instrument which makes you keep your neck in the correct position</p>	<p>Students discuss in groups the kind of illnesses they and their family have had. They give information about the treatment received saying if they consulted a traditional healer or a modern doctor. (Students can get information beforehand from their family members).</p> <p>Teacher uses the context of family illnesses (with sensitivity) to introduce the third conditional. Students practise within the topic area and using other contexts.</p> <p>Teacher puts examples of third conditional sentences on the blackboard. Teacher models pronunciation of contractions (she had = she'd etc) and students repeat. Students practise with similar examples in pairs.</p> <p>Students match modern medical equipment to purpose E.g. Ultrasound – using sound waves to identify medical problems, X-ray – looking inside the body, neck brace Students make sentences using 'which', 'who' and 'that'</p> <p>Teacher introduces the structures with 'make' and 'let' using examples from the context. Students make their own sentences to show the difference between 'make' and 'let'</p> <p>Optional: Students research and present findings on one example of futuristic medicine E.g. Nanotechnology, gene mapping, designer babies, cloning, foetal selection etc</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> infer meanings of new words using contextual clues and/or knowledge of word formation <p>read a newspaper article and predict the content of a text from an extract</p> <p>scan a newspaper article to obtain specific information</p> <p>read short biographies to identify detailed information</p> <p>read factual leaflet and skim to get the main idea</p> <p>read factual leaflet and explain the features of the text type</p>	<p>Pronunciation: -ough E.g. cough / kof /</p> <p>C. Reading Vocabulary on illness</p> <p>Newspaper articles about diseases that kill in Ethiopia and Western Europe</p> <p>Making comparisons The incidence of Malaria is much higher in Ethiopia The prevalence of cancer is not nearly as high as in Europe</p> <p>Government health leaflet</p>	<p>Teacher writes a list of words on the board spelt with “ough” E.g. cough, through, thought, bought, enough, bough Teacher checks meaning and models pronunciation. Students group according to sound: E.g. Thought/bought; cough/enough and pronounce words in sound groups.</p> <p>Teacher introduces vocabulary connected with illnesses in sentences. Students try to guess the meaning. Students use the new words to make sentences about illnesses in their families.</p> <p>Students read an extract from the text and in groups students predict the top 10 illnesses/diseases that kill in Ethiopia. Students read the rest of the text to see if they were right and fill in a table</p> <p>Students read the text again to identify the top 10 diseases in Western Europe and fill in the table</p> <p>Students use information in the text to make comparisons</p> <p>Jigsaw reading: In groups, students each read about one different person related to medicine E.g. modern nursing – Florence Nightingale; development of antibiotics - Alexander Fleming; first heart transplant - Christian Bernard. They individually complete charts (e.g. name of person, country of origin, dates, activities etc). When they are ready they share information and make third conditional sentences about the people.</p> <p>Students read short government health leaflet and identify the main idea Students read again and identify the main text features (as this text will be a model for one writing activity)</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>write 2-3 paragraphs to inform</p> <p>independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read</p> <p>independently write an essay of 5 paragraphs (including Introduction and Conclusion)</p>	<p>D. Writing Starting and finishing sentences E.g. If I hadn't come to school today, I..., I would have got sick</p> <p>E. Additional Learning Strategies Motivation</p> <p>Focus on speaking attitudes to speaking</p> <p>pronunciation issues</p>	<p>Students start and finish sentences in the third conditional related to their own lives</p> <p>Students write a health leaflet for younger children: what are common ailments/accidents and how to prevent/treat them (at home and at school) (based on model from reading)</p> <p>Students write an essay on the following topic: 'We should not ignore traditional medicine because of modern developments'. The teacher allots time for students to follow the seven stages. If necessary they can brainstorm and plan in twos or threes</p> <p>In groups, students discuss how motivated they feel to learn English and why. They list the things that might affect their motivation during the course and teacher writes compilation on board. Class should then discuss how to overcome these problems.</p> <p>In groups students read sentences and comment; which sentence/s do they agree with: E.g. I want my spoken English to be perfect – I hate making mistakes. I make a lot of mistakes when speaking, but I don't care – people can understand me. My English accent is terrible – I want to sound like an English person. I feel like a different person when I speak English. British English is best – I only want to learn that. Whole class should then summarise views about speaking English.</p> <p>Students make a list of different pronunciation problems they have when speaking English. Teacher puts problems on the blackboard E.g. Individual sounds, word stress, sentences stress Class brainstorms ways of overcoming problems: E.g. Isolating sounds and practising; using dictionary/teacher for stress pattern and recording; practice with a native speaker etc</p>

English: Grade 11

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	fluency versus accuracy	<p>Teacher writes the words “fluency” and “accuracy” on the board and asks students to discuss what these refer to in speaking, putting answers on the blackboard</p> <p>E.g. Accuracy = correct vocabulary/range of words; appropriate grammar (tense, preposition etc); appropriate register (formal/informal language); correct pronunciation of sounds; correct stress of syllables/words/sentences; correct intonation</p> <p>fluency = clear meaning; little hesitation; appropriate speed of delivery</p> <p>Students discuss:</p> <ul style="list-style-type: none"> - which is better: fluency or accuracy? - different situations (e.g. exam, class practice, speaking to a native speaker etc.)

Assessment:

Skill	Minimum Learning Competency	Task
Speaking and listening	Listen to an interview and identify specific information	Students listen to a patient talking about an illness/accident and answer multiple choice questions.
Writing	Independently write an essay of 5 paragraphs (including Introduction and Conclusion)	Teacher assesses in-class activity.

UNIT 4: HIV and AIDS (16 periods)

Learning Outcomes: By the end of Unit 4 students will be able to discuss the impact of HIV and AIDS and make recommendations

Language focus:

Grammar: in case, 3rd conditional with ‘might’ and ‘may’, it is said/believed that

Vocabulary: HIV and AIDS, language of graphs

Social expressions: saying ‘no’ tactfully

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i> predict the content of a text by doing pre-listening activities</p> <p>listen to a text about HIV and AIDS and identify detailed information</p> <p>identify a range of suggestions and recommendations on an issue</p>	<p>A. Listening Present/past/future (active and passive) E.g. Girls can be infected when they are raped AIDS has killed thousands of young people AIDS will continue to kill unless we change our behaviour</p> <p>Listening text An account describing the different ways in which the HIV virus is transmitted</p> <p>Giving advice E.g. We should/ought to/must wear gloves Mixed conditional E.g. If someone is bleeding, we should wear gloves to treat them</p> <p>B. Speaking In case E.g. You should have gloves at home in case you want to treat someone You should take an umbrella in case it rains</p>	<p>In pairs and then in plenary students brainstorm what they know about HIV and AIDS. The teacher collates the information on the board</p> <p>In addition the teacher can put up the beginning of a number of sentences. E.g. Girls can, AIDS has, AIDS will to pull out specific structures</p> <p>Students listen to the texts and take notes. In pairs, they list any additional ways in which the virus could be transmitted.</p> <p>Students relate the facts to their own daily lives, and decide what they should be careful about. E.g. helping someone who is bleeding if they do not have protective gloves.</p> <p>Teacher uses the context to teach ‘in case’ and students practise it in a range of contexts.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • use a range of structures to say ‘no’ tactfully • talk about a hypothetical past • contribute to and develop conversations about the unit topic 	<p>Social expressions: saying ‘no’ tactfully E.g. I’m not keen on ... I don’t particularly like ... I’d really rather not ... If it’s OK with you, I’d prefer not to ...</p> <p>Third conditional (including the use of modals ‘might’ and ‘may’) E.g. If she had kissed him, it might have led to sex</p> <p>Pronunciation: third conditional review of contractions E.g. might’ve / ‘maɪtəv / sentence rhythm</p>	<p>Teacher sets up an appropriate context where a girl or boy needs to know how to say ‘no’ tactfully and introduces target language.</p> <p>In groups students are given different situations (e.g. being offered a drink in a bar, being asked for a kiss etc.) and they have to make up and act out a roleplay which involves saying ‘no’.</p> <p>After the roleplays students use the third conditional to discuss what might have happened if the protagonists had not said ‘no’.</p> <p>Students form discussion groups and allocate different roles: e.g. chairperson, scribe, spokesperson, time-keeper. Each group is given a discussion topic. E.g. 1. ‘How should the country support HIV and AIDS victims?’ 2. ‘Are men or women more responsible for the increase in infection rate?’ 3. ‘What is the best way of ensuring all young people are fully informed of the facts relating to HIV and AIDS.’</p> <p>They are given a time limit e.g. 6 minutes. They brainstorm ideas in response to their question. When they have added all of their points, they exchange their sheet with another group who have been working on a different topic and add any additional points (5 minutes). They exchange papers a final time (4 minutes), so that each group has contributed to each topic.</p> <p>After discussing how to present the ideas (5 minutes), the spokesperson from each group reports back to the class.</p> <p>Teacher models pronunciation and stress patterns using example sentence on board. Teacher should highlight rhythm of sentence by clapping hands or clicking fingers whilst saying the words that are stressed E.g. If my sister hadn’t gone to the doctor, she wouldn’t have got better. Students repeat and click/clap whilst pronouncing sentence. In small group circles, students do the same for their own sentences, turning result clause into condition clause and continuing round the circle E.g. If she hadn’t got better, I’d have been very worried.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>read newspaper articles, leaflets and graphs and:</p> <p>infer meanings of new words using contextual clues and/or knowledge of word formation</p> <p>identify main points and summarise</p> <p>identify evidence to support /justify opinions/arguments</p> <p>read short paragraphs and distinguish between fact and opinion</p> <p>interpret simple statistics and write a report</p> <p>in pairs write and present a report of 350 to 400 words including suggestions /recommendations write a reply to a short formal letter</p>	<p>C. Reading Vocabulary of graphs e.g. rise, fall, soar, lessen, reduce, plummet etc.</p> <p>Reading texts – a selection of leaflets, newspaper articles and graphs related to the increase in HIV and AIDS in Africa, and internationally:</p> <p>Short paragraphs about HIV and AIDS and related issues (some of which are mythical)</p> <p>It is said that/believed that Some people say that ... HIV and AIDS is supposed to</p> <p>D. Writing Paragraph describing data on a graph with gaps for prepositions E.g. HIV infection rose ___ 4% in the 1990s</p> <p>Graph of HIV and AIDS figures in one country</p> <p>Re-use reading texts</p>	<p>Students divide vocabulary into lexical groups</p> <p>In pairs, students read the passages and select new vocabulary guessing meanings using contextual clues.</p> <p>Students bullet point main ideas from each text, interpreting simple statistics from graphs/tales</p> <p>They draw conclusions from what they have read, using evidence from the texts.</p> <p>Pairs each join another pair and report back on what they have found out.</p> <p>Students read the paragraphs and decide which are true and which are false.</p> <p>Students work in groups to explain reasons for myths. They join other group to compare ideas.</p> <p>Students fill in the gaps with ‘from’, ‘to’ or ‘by’ depending on the information in the graph</p> <p>Students interpret the graph and write a one paragraph report</p> <p>In pairs students choose one country, referred to in the text, supplement the information with further research (if facilities are available), and write a report on the growth and impact of AIDS on that country. They present their work orally or by displaying it on the walls</p>

Competency	Content/Language Item	Learning Activities and Resources
using correct conventions	<p>Reply to a letter from a person living with HIV and AIDS who would like to talk to the students</p> <p>Spelling – acronyms and abbreviations</p> <p>E. Additional Learning Strategies Dictionary use</p>	<p>Students read a letter from a person living with HIV and AIDS who like to talk to the students. They revise conventions of formal letters. They write a reply thanking the person, accepting the offer and suggesting a date and time.</p> <p>Teacher writes HIV and AIDS on the board and asks students for the definition. Teacher asks for any other acronyms that students know in English E.g. AU (African Union), UN (United Nations), UK (United Kingdom) etc. Teacher reviews use of capitalisation and full stops with acronyms and abbreviations E.g. Mr/Mrs/Dr</p> <p>Dictionary race: Teacher writes 8 words on the board that students are unfamiliar with (but connected to unit topic). They should start with a range of letters E.g. diagnosis, heal, kidney In pairs, students race to find the words and write down the definition. The first pair to complete should shout “stop” and read out the definitions for teacher to check. Students then record vocabulary in an appropriate way and use dictionary to check/record pronunciation, part of speech, example sentence, multiple meanings etc.</p>

Assessment:

Skill	Minimum Learning Competency	Task
Speaking and listening	Contribute to and develop conversations about the unit topic	Teacher assesses in-class speaking activity.
Reading and writing	Read newspaper article and identify main points and summarise	Students read a newspaper article about HIV and AIDS in a particular country. They note the main points/key statistics and write a short summary.

Unit 5: Tourism (16 periods)

Learning Outcomes: By the end of this unit, students will be able to explain the barriers to developing the tourist industry and the positive and negative impact of tourism .

Language focus:

Grammar: present perfect/past simple, adjectives ending in ‘-ing’ and ‘-ed’, I suggest + clause

Vocabulary: tourism and travel, describing places

Social expressions: turn taking, suggesting

<i>Competency</i>	<i>Content/Language Items</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <p>predict the content of text using the title</p> <p>listen to a text and identify specific information</p> <p>listen to dialogues to identify gist</p> <ul style="list-style-type: none"> contribute to and develop conversations about the unit topic identify and use a range of suggestions and recommendations on an issue 	<p>A. Listening</p> <p>A listening text/dialogue/interview related to travel/tourism</p> <p>Dialogues where tourists are complaining using a variety of adjectives e.g. bored, boring, annoyed, annoying, tired, tiring etc,</p> <p>B. Speaking</p> <p>Social expressions: suggesting I suggest + _____ing I suggest that travel agents</p>	<p>Students revise vocabulary for tourism and travel by writing definitions of words (given by the teacher) which they read out and other students have to guess</p> <p>Students look at the title of a listening text/dialogue/interview. They work in pairs to predict what it is about.</p> <p>Students listen to the text and complete tables.</p> <p>Students listen to each dialogue and identify the gist Teacher elicits from students tourists’ reactions and feelings e.g. bored, boring and revises the difference between ‘-ed’ and ‘-ing’. Students practise the structure using a substitution table or with prompts from the teacher</p> <p>Students use the tables and other information from the listening text to identify and list the positive and negative features of Ethiopia as a tourist destination in two columns: Why tourists do not come to Ethiopia (e.g. health facilities, sanitation) and Why tourists should come to Ethiopia (e.g. landscape, wildlife, climate)</p> <p>Teacher revises/introduces the language of suggesting and giving an alternative perspective using a gapfill exercise. For each of the barriers listed, students suggest actions that could be taken to</p>

<i>Competency</i>	<i>Content/Language Items</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> • use appropriate turn-taking strategies • infer meanings of new words using contextual clues and/or knowledge of word formation <p>read an article and scan to obtain specific information</p> <p>read an extract from a guide and identify the main points</p> <p>read an extract from a guide and explain the feature of the text</p> 	<p>Why don't we? We could...? Social expressions: alternative perspective E.g. Instead of doing, we could</p> <p>On the other hand ... Look at it this way ... But then again ... Even so ...</p> <p>First conditional If/unless we do ...</p> <p>Social expressions: turn taking, E.g. Can I add ... If I could just come in here ... And another thing Just a small point ... Would you like to add anything ... Would you like to come in here?</p> <p>C. Reading A newspaper/magazine article related to travel/tourism</p> <p>An extract from a tourist guide describing and recommending a town/village in Ethiopia</p>	<p>improve the situation.</p> <p>Teacher introduces and practises the language of turn taking Students divide into groups of three for a roleplay. One student will be foreigner; the other two will be Ethiopian travel agents. The foreigner gives a lot of reasons why he/she doesn't want to visit Ethiopia. The travel agents have to persuade the foreigner to visit Ethiopia. The travel agents also have to take turns appropriately when giving information</p> <p>Teacher takes out sentences containing new vocabulary from the text and asks students to guess the meaning of the word from the context.</p> <p>Teacher writes statements on the blackboard and tells students to read the text and decide whether the sentences are true or false according to the information given in the text. Students work in pairs to answer providing evidence from the text to justify why the statement is true/false. They also make the false sentences correct.</p> <p>Using the clues in the extract students have to guess what town is being described (from a selection shown on a map)</p> <p>Teacher elicits the features of the text in the extract (students will use it as a model for writing)</p> <p>Teacher asks students to work in small groups and list verbs that are changed to nouns by adding the suffix -ation/ion</p>

Competency	Content/Language Items	Learning Activities and Resources									
<ul style="list-style-type: none"> write a short formal letter using correct conventions write 2-3 paragraphs to inform and explain 	<p>Pronunciation: word stress (-ation/ion)</p> <p>D. Writing Gapfill - letter from a tourist to a travel agency after a trip</p> <p>Formal letter</p> <p>E. Additional Learning Strategies</p> <p>Focus on Writing attitudes to writing</p> <p>types of writing</p>	<p>E.g. <i>Verb</i> <i>Noun</i></p> <p> accommodate accommodation</p> <p> suggest suggestion</p> <p> explain explanation</p> <p>Students check pronunciation of words in dictionary or with teacher. Students group words according to stress pattern and add more examples, paying attention to any spelling changes</p> <p>E.g.</p> <table border="1" data-bbox="1016 513 1677 615"> <tr> <td>o O o</td> <td>o o O o</td> <td>o O</td> </tr> <tr> <td>suggestion</td> <td>explanation</td> <td>suggest</td> </tr> <tr> <td>rejection</td> <td>exhibition</td> <td>explain</td> </tr> </table> <p>Students pronounce words in their stress groups</p> <p>Students fill gaps with -ing or -ed adjectives from a list.</p> <p>Students write a short formal letter to the author of a tourist guide book, explaining why their town/ village should be included in the guide book.</p> <p>Using the reading text as a model, they write one or two paragraphs about where they live to send to the author.</p> <p>In groups students read sentences and comment on the following sentences: I prefer writing to speaking – I have more time to think. I remember things better if I write them down. I like the shape of English letters. There is so much to remember when writing – grammar, spelling, and punctuation – speaking is much easier. I hate checking my writing – I like to write and then hand it to the teacher to check. Whole class summarises views about writing.</p>	o O o	o o O o	o O	suggestion	explanation	suggest	rejection	exhibition	explain
o O o	o o O o	o O									
suggestion	explanation	suggest									
rejection	exhibition	explain									

<i>Competency</i>	<i>Content/Language Items</i>	<i>Learning Activities and Resources</i>
	<p>a well-written text</p> <p>self-assessment</p> <p>writing goal</p>	<p>Students brainstorm the different types of writing and divide them into three categories: communication, personal, both E.g. Communication: letter, message, report, instruction, form Personal: diary, vocabulary book, address book, notes, summary, shopping list Both: novel, story, poem, essay</p> <p>Students in groups brainstorm what makes good writing. They look at two examples on the same topic (e.g. one good letter; the other poor). They discuss the characteristics. Students circle the errors in the poor text and note the type of error (e.g. spelling, wrong word, incorrect punctuation etc). Students make their own writing correction code.</p> <p>Students then examine a recent piece of writing done by themselves and assess its quality, noting down the areas they need to improve.</p> <p>Students set themselves a writing goal for the next unit.</p>

Assessment:

Skill	Minimum Learning Competency	Task
Listening	Listen to dialogues to identify gist	Students listen to people describing their experiences of travel in Ethiopia and note their overall impressions.
Reading	Read an article and scan to obtain specific information	Students read an article about a tourist site and answer multiple choice questions.

Unit 6: Fiction (16 periods)

Learning Outcomes: By the end of Unit 6 students will be able to identify different text genres and their unique features.

Language Focus

Grammar: narrative tenses, questions forms, grammar of phrasal verbs

Vocabulary: Fiction and non-fiction, extreme adjectives, phrasal verbs with 'in' and 'out'

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i> predict the content of a story from the first part</p> <p>ask and respond accurately to a range of open and closed questions</p> <p>recount stories and experiences in the past using a range of structures</p> <p>recount stories and experiences in the past using a range of structures</p> <p>predict the content of a story from</p>	<p>A. Listening Story read by the teacher</p> <p>'Wh' questions What did he look like? What was he like? How long did it take? What happened? (what as subject) Who met the man? (Who as subject) Who did the man meet (Who as object) What did they talk about? (preposition at end)</p> <p>B. Speaking</p> <p>Narrative tenses E.g. While she was living in Awassa, she met a shoeshine boy In the morning, she had been happy</p> <p>Sequencing words/connectors</p>	<p>Teacher reads the first part of a story to the class. In pairs, they fill in a chart identifying the features e.g. characters, setting, mood/emotions, plot.</p> <p>Students practise asking and answering a range of questions about the story using prompts on the board. E.g. Look like?, what/like?, happened? Etc. Teacher gives feedback on specific question forms</p> <p>In pairs students plan an alternative section 2 and present this to the class/group and initiate a discussion.</p> <p>The teacher draws a 4 box grid on the blackboard. In the 1st box, she lists places e.g. Addis Ababa, London, Awassa, New York. In the 2nd she lists moods: e.g. happy, sad, frightened, angry In the 3rd characters: e.g. shoeshine boy, beggar, doctor, thief In the 4th times: e.g. midnight, morning, afternoon, evening Working in pairs, students choose one item from each box and construct a short 60 second narrative which must include the 4 chosen words. They give their narrative a title.</p> <p>In groups, each pair takes it in turns to give the title of their narrative; the group</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>the title</p> <p>listen to a story and retell what they have heard in some detail</p> <p>explain the features of different text types</p> <p>infer meanings of new words using contextual clues and/or knowledge of word formation</p> <p>Read and explain the features of different text types</p> <p>read a text and skim to get the general idea</p>	<p>One day a woman met a thief. At first... , then etc.</p> <p>Vocabulary: extreme adjectives e.g. scared – terrified, cold-freezing</p> <p>C. Reading Phrasal verbs with ‘in’ and ‘out’ E.g. Get in, move in, break in, drop in, eat in, leave in, get out, move out, break out, drop out, eat out, leave out</p> <p>Extracts from a variety of text types: e.g. poem, dictionary, encyclopaedia, web page, novel, letters, newspaper, postcards, email, play, magazine, recipe book, manual.</p> <p>D. Writing</p>	<p>try to predict the story. The pair read the story to the group, while the remainder of the group listen for the 4 key words and note. When all groups have completed their narrations, they attempt to retell each other’s stories, using sequencing words and connectors appropriately,</p> <p>Students match adjectives to their extreme equivalent. Teacher revises the grammar of extreme adjectives (can not be used with ‘very’, only extreme adverbs of degree e.g. ‘absolutely’, ‘totally’). Students practise making up sentences using the extreme adjectives in the context of the 4 stories</p> <p>The teacher elicits from the class ‘features’ of a narrative: Setting (place and time), characters, emotions, plot (what happens). If necessary the teacher also revises the use of narrative tenses based on feedback from the story-telling exercise</p> <p>Students read sentences with phrasal verbs and guess meanings. They match the verbs with their opposites. Students work out the meanings of ‘in’ and ‘out’ in this context. Teacher checks understanding and goes over some of the grammar e.g. He broke in on Sunday. He broke into the house on Sunday.</p> <p>The teacher distributes extracts from a number of different text types. In 3s, students read the texts and categorise into fiction/non-fiction. The teacher demonstrates how to identify features using an unfamiliar text type (e.g. play) Play – characters names on the left, words spoken (dialogue) on the right. Stage directions separated from dialogue Students identify the different genres, and label them. They prepare a chart for each genre they identify using the examples and prior knowledge: e.g. newspaper – headlines, columns, pictures. novel – chapters, paragraphs. The teacher takes feedback from the groups and ensures class understanding, clarifying any problem areas. If a library is available, students visit, and identify fiction and non-fiction books from different genres using library signage and/or the blurb on the back of books. For each one they identify, they write down the title, author and the topic and take it back to class for discussion.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read write stories independently in 5 paragraphs 	<p>Gapfill with extreme adjectives e.g. scared – terrified, cold- freezing</p> <p>Brainstorm pots</p> <p>Narratives</p> <p>E. Additional Learning Strategies Dictionary use</p> <ul style="list-style-type: none"> phrasal verbs 	<p>Students fill in the gaps with an appropriate extreme adjective.</p> <p>Students choose a fiction genre – e.g. Horror story They draw a large pot and brainstorm appropriate ‘ingredients’, using words and pictures e.g. old house, drops of blood, night, deserted. These are displayed in the classroom.</p> <p>They individually choose their own genre and using the 7 stages of writing, write their narrative in 5 or more paragraphs giving an appropriate opening and conclusion.</p> <p>Students read an extract from the dictionary giving information about 2/3 phrasal verbs with different grammar patterns e.g. look after, look up, look forward to Students read the examples given E.g. He looks after the children. He looks after them. She looked the word up in the dictionary. She looked up the word in the dictionary. She looked it up. I’m looking forward to the party. I’m looking forward to it.</p> <p>and deduce rules/meaning (separable/inseparable verbs) E.g. Look after/look forward to = inseparable look up = separable inseparable = noun/pronoun comes after separable = pronoun comes between verb and particle; noun can come before or after</p> <p>Students are given phrasal verbs from the unit to look up in their dictionaries (or dictionary extracts are provided in textbook). They read example sentences and group according to separable/inseparable. They record grammar information and example sentences.</p>

Assessment:

Skill	Minimum Learning Competency	Task
Speaking and listening	Ask and respond accurately to a range of open and closed questions	Teacher asks students about their favourite book/story and assesses their answers.
Writing	Write suggestions/advice in response to a written request	Teacher assesses in-class activity.

Unit 7: The Weather and Climate Change (16 periods)

Learning Outcomes: By the end of Unit 7 students will be able to identify and explain the causes and effects of climate change and ways to lessen the impact

Language focus

Grammar: going to (for prediction based on present evidence), future passive, grammar of phrasal verbs

Vocabulary: weather and climate change, adjectives to verbs e.g. soft to soften, phrasal verbs with on and off

Social expressions: expressing hopes and fears, giving reasons,

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 text and follow the structure, logic and sequence of a text through identifying discourse markers • listen to a description of the weather and identify specific information • retell what they have heard in some detail 	<p>A. Listening</p> <p>Listening text The global impact of climate change</p> <p>Discourse markers: e.g. firstly, on the one hand, on the other hand, in other words etc, moreover, furthermore, in conclusion etc.</p> <p>Listening text 2: Weekly weather report</p> <p>Going to for predictions based on evidence E.g. Due to a warm front, it is going to get hotter on Thursday Will for predictions E.g. On Friday it'll probably rain</p>	<p>Students brainstorm words connected to weather and climate change. They record them in their vocabulary notebooks in the way they find most useful e.g. groups, parts of speech, translation etc. They put each word in a sentence.</p> <p>Students listen to a text and list the signpost/discourse markers they hear.</p> <p>Students compare their answers in pairs and predict what kind of information should come after the discourse markers.</p> <p>When they listen again they note the points that follow each of the signposts/discourse markers to see if their predictions were right. With the teacher they discuss how the signposts/discourse markers help them to listen.</p> <p>Students listen to a weather report and fill in a chart for the weather for each day of the week</p> <p>Teacher introduces the use of 'going to' for future predictions based on present evidence. Students listen to weather forecast again and identify the use of 'going to' and the evidence that supports it. They compare the use of 'going to' and 'will'</p> <p>In pairs students retell the weather forecast for the week based on the chart, choosing the correct structure depending on available evidence.</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>give explanations (including express cause and effect)</p>	<p>B. Speaking Language of cause and effect It leads to/will lead to E.g. Cutting down trees leads to deforestation which leads to flooding It results in ... It means ... Zero conditional/passive E.g. If trees are cut down, it results in flooding</p>	<p>Using information from the listening text, students discuss the causes and effects of climate change E.g. cause - cutting down trees effect - deforestation .. flooding E.g. cause - carbon emissions effect - global warming</p>
<p>talk about the future using a range of structures</p>	<p>1st conditional E.g. If people continue destroying forests we will have more droughts</p> <p>Future tense – passive e.g. Our economy will be affected by climate change Our people will be affected by climate change</p>	<p>Students predict the impact of climate change. They make a number of sentences which the teacher captures on the blackboard. In groups students choose one prediction and develop it round the group using the 1st conditional. E.g. Student 1: If people continue destroying forests, we will have more droughts. Student 2: If we have more droughts, people will get hungry. Student 3: If people get hungry, they will die etc.</p> <p>Students list the main impacts using future passive</p>
<p>identify a range of suggestions and recommendations on an issue</p>	<p>Language of suggesting E.g. I think we should ... The town ought to ... The government must I suggest ...</p>	<p>In threes students suggest ideas and make recommendations for each impact at individual, village/town and national level. The recommendations can include what can be done using modern technology if appropriate e.g. hydroelectric power</p>
<p>contribute to and develop conversations about the unit topic</p>	<p>Social expressions: giving reasons: E.g. The reason I don't want to go is Above all And besides ... And another thing ...</p>	<p>In different threes students perform 3 roleplays. 1.2 town councillors and one villager. The town councillors are making recommendations to the villager (based on previous activity). The villager has to give reasons against the recommendations. The councillors have to persuade him/her and demonstrate appropriate turn taking strategies.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> read a factual article and identify detailed information <p>with support summarise a text in various forms including bullet points</p> <p>Write 3 paragraphs to inform, explain and persuade</p>	<p>the conclusion, 3 topic sentences from middle paragraphs, 3 middle paragraphs without topic sentences)</p> <p>D. Writing Summary of reading text</p> <p>Phrasal verbs with on and off E.g. switch on/off, put on/off, turn on/off (for machines), on and off for events – go on = happen, call off = cancel, put off = postpone, on and off for clothes and weight put on clothes/weight put on/take off clothes/weight. Try on</p> <p>Information leaflet</p> <p>E. Additional Learning Strategies Writing feedback</p> <p>Focus on Vocabulary attitudes to vocabulary</p>	<p>Students answer comprehension questions about the text</p> <p>(Students will summarise the main ideas of the text in writing section)</p> <p>Based on the work they did with the reading text, students summarise it in bullet points to show main and supporting information.</p> <p>Students match phrasal verbs to definitions. Teacher discusses meaning and grammar pattern (separable/inseparable verbs; verb with no object E.g. go on). Students put the correct phrasal verb into sentences, noting position of nouns/pronouns. Students make sentences of their own using the phrasal verbs</p> <p>Students revise the features of the leaflet text. They write a leaflet designed for their local community, giving information, explanations and recommendations about a local weather related issue e.g. impact of deforestation.</p> <p>Teacher checks whether students have met their writing goal from unit 5.</p> <p>Students share personal strategies for improving their writing and teacher puts suggestions on the blackboard: E.g. English pen-friend; keeping a diary in English; collecting examples of written English and using as models; speed writing for fluency; using own writing correction code etc.</p> <p>In groups students read sentences and comment on them E.g. I like learning new words – vocabulary is important. It is not necessary to learn lots of new words – grammar is more important. There are so many words in English – I can never remember them all.</p>

English: Grade 11

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	<p>knowing a word</p> <p>active/passive vocabulary</p> <p>self-assessment</p> <p>goal setting</p>	<p>I think I know a word, but then the teacher tells me it has a different meaning – how many meanings can a word have? Why is English spelling so difficult? Whole class summarises views about vocabulary.</p> <p>Students are given a list of words. E.g. beetroot, revolting, embroider, screwdriver, hesitate, yummy They use a dictionary/ask the teacher to find out their meanings. Students then discuss what else it is important to know about these words E.g. grammar, pronunciation, spelling, formal/informal, collocations etc. They draw up a list which the teacher puts on the blackboard Students discuss which of these words would be useful to learn and why.</p> <p>In pairs, students test each other on individual words of their choice. One student says a word and the other gives as much information about this word as possible. Do they really “know” the word (i.e. spelling, meanings, translation, formal/informal etc)? Students then choose a topic (e.g. farming) and brainstorm as many words as they can. Do they have a wide vocabulary for this topic? Students discuss their findings with the whole class and come up with strategies for overcoming any problems. E.g. Read more extensively, record more collocations, check pronunciation with teacher/dictionary more often</p> <p>Students set themselves a vocabulary goal for the next unit.</p>

Assessment

Skill	Minimum Learning Competency	Task
Speaking and listening	Retell what they have heard in some detail	Students listen to a speaker talking about the future of the world’s climate, take notes and retell what they have heard.
Reading	Read a factual article and identify detailed information	Students read a text about one example of severe weather (e.g. hurricane) and answer detailed comprehension questions.

Unit 8: Water Management (16 periods)

Learning Outcomes: By the end of Unit 8 students will be able to explain issues related to water management

Language focus:

Grammar: comparison of adverbs, I wish + past simple, like and as

Vocabulary: water, conservation

Social expressions: interrupting and returning to the topic

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 factual article and identify detailed information • listen to a text and identify specific information • listen to a text and relate what they have heard to their own lives • identify a range of suggestions and recommendations on an issue 	<p>A. Listening</p> <p>Listening text 1: The water cycle Simple present for process E.g. Water evaporates and forms rain Sequence words e.g. first, next, after, then, finally</p> <p>Listening text 2: Water shortage – an international perspective</p> <p>B. Speaking</p> <p>Comparisons of adverbs: e.g. ----- is less seriously affected than -----. The most seriously affected countries are..... Social expressions: revision – giving reasons The reason why Ethiopia is the most seriously affected is ... Because of And besides ...</p>	<p>Students look at pictures connected to the topic and brainstorm vocabulary. They divide the vocabulary into appropriate groups.</p> <p>Students listen to a text about the water cycle and draw and label a diagram to illustrate the main steps in the water cycle</p> <p>In pairs students take turns to explain the process orally, using sequence words. While one explains, the other checks for accuracy using the diagrams</p> <p>Students listen to a short text about water shortage and classify countries under: seriously affected; moderately affected; less affected.</p> <p>They listen again and note down the reasons for water shortages. They relate these reasons to the shortage in their own regions of Ethiopia</p> <p>Students compare their responses to listening text 2 and give possible reasons and recommendations for solving water problem.</p>

Competency	Content/Language Item	Learning Activities and Resources									
<p>write 2-3 paragraphs to explain</p>	<p>Vocabulary formation</p> <p>Pronunciation: word stress</p> <p>One or two paragraphs that have examples of different meanings of ‘like’ (e.g. for example, the same as) and ‘as’ (in the same way, with as...as etc)</p> <p>Gapfill for ‘like’ and ‘as’</p> <p>D. Writing Prompts for I wish sentences E.g. Have car = I wish we had a car</p> <p>2-3 paragraphs</p> <p>Sentences</p> <p>E. Additional Learning Strategies Vocabulary feedback</p> <p>Focus on Reading attitudes to reading</p>	<p>In pairs students choose 8 new words from the unit and make vocabulary formation tables e.g. verb = conserve, noun = conservation, adjective = conserved. For each word they try to find other words that follow a similar pattern.</p> <p>Students mark the stress on the newly formed words and group according to their stress patterns. They check with dictionary/teacher. Students pronounce the words in their stress groups. E.g.</p> <table border="1" data-bbox="1016 451 1822 553"> <tr> <td>o O</td> <td>o o O o</td> <td>o O o o</td> </tr> <tr> <td>conserve</td> <td>conservation</td> <td>environment</td> </tr> <tr> <td>reduce</td> <td>legislation</td> <td>discovery</td> </tr> </table> <p>Students read the paragraph and try to work out the difference between ‘like’ and ‘as’ with support from the teacher.</p> <p>Students read a paragraph and fill in the gaps with ‘as’ or ‘like’</p> <p>Students write sentences using ‘I wish’ based on prompts</p> <p>Students write a 2-3 paragraphs giving their recommendations (from reading activity)</p> <p>Students write sentences with ‘as’ and ‘like’ related to their own lives</p> <p>At the end of the unit, teacher checks whether students have met their vocabulary goal from unit 7.</p> <p>Students share personal strategies for extending and memorising vocabulary and teacher puts suggestions on the board. E.g. Copying word lists, grouping words by topic, writing translation, vocabulary network, word associations etc</p> <p>In groups students read sentences and comment on them E.g. I hate reading – I only read English because I have to. Reading English is so slow and boring – I’m always looking up words in a dictionary!</p>	o O	o o O o	o O o o	conserve	conservation	environment	reduce	legislation	discovery
	o O	o o O o	o O o o								
conserve	conservation	environment									
reduce	legislation	discovery									

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	reading speed	<p>I love reading in my free time. Reading really helps me improve my English. When I read, I underline words I don't know. Whole class should then summarise views about reading.</p> <p>In small groups, students discuss how they read in their mother tongue: Do they stop and try to understand every word? Do they say the words aloud or silently in their minds? Do they use a dictionary? Students give suggestions for increasing reading speed E.g. Ignoring unknown words, skimming text, extensive reading practice</p>
	reading strategies	<p>Students examine 5 reading strategies with the help of the teacher: skimming, scanning, reading for detail, predicting content and guessing unknown words. Students look at different text types (e.g. menu, extract from telephone directory, extract from encyclopaedia, newspaper article etc) and discuss in pairs which strategy they would use and why.</p>
	self-assessment	<p>Students test one reading skill e.g. speed, general comprehension, detailed comprehension, guessing unknown words. They read a text of their choice and focus on the particular skill. They discuss with their partner how well they did at the task.</p>
	goal setting	<p>Students set themselves a reading goal for the next unit.</p>

Assessment :

Skill	Minimum Learning Competency	Task
Speaking and listening	Identify a range of suggestions and recommendations on an issue	Students talk about the water situation in their area and make recommendations.
Writing	Write 2-3 paragraphs to explain	Teacher assesses in-class activity.

Unit 9: Disability Awareness (16 periods)

Learning Outcomes: By the end of Unit 9 students will be able to identify and discuss the needs of people with disabilities:

Language focus

Grammar: ‘when’ clauses, ‘wh’ questions, prepositions of time, ability (past, present and future), verb patterns

Vocabulary: disability, phrasal verbs with up and down, affixes

Social expressions: revision of expressing hopes and fears and talking about advantages and disadvantages

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <p>predict the content of a listening text using a variety of contextual clues (such as the situation, signpost words/discourse markers and some content words)</p> <p>listen and follow the structure, logic and sequence of a text through identifying discourse markers</p> <p>listen to the texts and identify detailed information</p> <p>identify a range of suggestions and recommendations on an issue</p>	<p>A. Listening</p> <p>I am familiar with</p> <p>I have experience of living/studying with..</p> <p>Present perfect</p> <p>I have studied with 2 visually impaired students</p> <p>Listening texts:</p> <p>1) Disability Rights overview</p> <p>2) A collection of short accounts from people with various disabilities talking about the problems they face.</p> <p>B. Speaking</p> <p>When clauses.</p> <p>When you meetyou could/should</p>	<p>Individually students talk about any sort of disability they are familiar with. Different types of disability are listed on the blackboard.</p> <p>Before they listen to the first text, students are given the discourse markers and accompanying content words. Using these they predict the content and structure of the listening. Students listen to find out if their predictions were right.</p> <p>Students listen to both texts and categorise issues relating to disability under the following headings: E.g. access to buildings education stereotypes employment technological aids</p> <p>After categorising issues in the listening texts, students, in pairs, discuss one of the areas, and make recommendations. Pairs report back their conclusions to the whole group</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>use a range of structures for hopes and fears</p> <p>-ask and respond accurately to a range of open, closed and follow-on questions</p> <p>• research, give and initiate discussion on a short presentation on a topic</p>	<p>Social expressions: revision of hopes and fears I hope that the government will ... My greatest hope is I am worried that people with disabilities will ... I am afraid that .. My worst fear is that ...</p> <p>‘wh’ questions and prepositions of time (by, in, at, on, until)</p> <p>E.g. When are you going to do your homework? On Tuesday What time do you go to bed? At 10.00pm How long are you going to stay at school today? Until 2.00 pm When do we have to give in our homework? By Thursday When does the lesson/school finish? In 10 minutes</p> <p>Ability past, present and future E.g. I was able to read at 6 I couldn’t /wasn’t able to cook at 6 I can/am able to I will be able to speak English perfectly in 5 years</p> <p>Social expressions: revision of talking about advantages and disadvantages (although, despite, in favour, against)</p>	<p>Students talk about their hopes and fears for disability awareness and practise the expressions.</p> <p>Students practise questions forms and prepositions of time using prompts on the board</p> <p>Students use the reading text to find out how to express ability in the past and future. Teacher puts a variety of ages on the board and in pairs students talk about what they were able and will be able to do at that age.</p> <p>In groups students have to design a tool or machine that would assist a person with a disability. They discuss their designs, draw them and prepare explanations on their use. They present them to the rest of the class.</p>

English: Grade 11

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	E. Additional Learning Strategies Dictionary use - affixes	<p>Teacher reviews prefixes from Unit 2: over-, under-, re-, de- by writing example words on board and eliciting meaning. Students are given words with other affixes (prefixes/suffixes) and, using a dictionary, deduce meaning of affix E.g. Disability, misunderstand, childhood, citizenship Students put words in gap-fill sentences.</p> <p>Students transform root words using the same affixes and make their own sentences to explain meaning. They check with dictionary E.g. neighbourhood - A lot of the houses in my neighbourhood have large gardens.</p>

Assessment:

Skill	Minimum Learning Competency	Task
Listening	Listen to a text and identify detailed information	Students listen to a text about a person with a disability and answer detailed comprehension questions.
Reading	Read a text and skim to get the general ideas	Students read a multi-paragraph text about a disability issue and match paragraphs to headings.

Unit 10: Poverty and Development (16 periods)

Learning outcomes: By the end of this unit, students will be able to identify causes and solutions to poverty through development

Language focus

Grammar: second conditional, third conditional

Vocabulary: poverty and development, rich and poor, opposites with un-, in-, il- and im-

Social expressions: revision of interrupting and language of meetings

Competency	Content/Language Items	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • listen to an extended lecture, identify the main ideas and make notes • listen to an extended lecture and retell what they have heard in some detail <p>give explanations (including express cause and effect)</p>	<p>A. Listening</p> <p>An extended lecture related to poverty and development</p> <p>B. Speaking</p> <p>Cause and effect Good governance leads to development Good governance can bring about development Good governance means that ... Education results in development Second conditional If more children went to school, the country would have more skilled workers</p>	<p>Teacher puts the questions – ‘What is poverty?’ and ‘How can you judge whether a country is poor?’ on the board. Students have 3 minutes to brainstorm answers to the questions. Teacher takes feedback, and gives the class three definitions of poverty: UN definition/UK definition/Ethiopian definition</p> <p>Students talk about their strengths and weaknesses when making notes in other subjects. Teacher elicits from the students the qualities of good note-making and shows a variety of examples from the class. Students decide how they are going to make notes.</p> <p>Students listen to a lecture on poverty and development (e.g. poverty reduction) and make notes. They compare their notes in threes and add to them if necessary.</p> <p>In different threes students use their notes to retell the main points of the lecture</p> <p>Teacher tells students to work in small groups and brainstorm factors that contribute to the development of poor countries like Ethiopia. Students may identify factors such as: good governance, education, natural wealth, foreign investment, productivity. Group representatives report the factors.</p> <p>Students in groups are asked to select one of the factors and brainstorm ideas on how this factor contributes to development. Students make sentences using the second conditional in the context of their factor.</p>

Competency	Content/Language Items	Learning Activities and Resources
<p>use a range of structures to take part in a meeting and interrupt</p> <p>agree, disagree and express simple counter arguments</p> <p>• read a factual article and identify and summarize the main points of a text</p>	<p>If there were better governance, our money would go further</p> <p>Social expressions: revision of language of meetings E.g. The aim/agenda of today's meeting is ...</p> <p>Revision of interrupting E.g. Excuse me for interrupting, but ... I'd like to comment on that Can I ask something Sorry, but ... Returning to the topic E.g. Anyway ... To get back to what I was saying Where was I?</p> <p>Vocabulary for rich and poor e.g. wealthy, penniless, hard up, borrow, lend etc.</p> <p>Pronunciation: silent consonants E.g. foreign, government</p> <p>C. Reading A reading text showing how one of the poorest countries in the world developed, e.g. India, South Korea.</p>	<p>Teacher regroups students to share information. Students discuss and select the factor they believe is the most important from the given list and prepare their reasons.</p> <p>Teacher regroups students again for a roleplay. In new groups one student will be the chairperson, the others will work for different parts of the government and represent their cause. The situation is that there is a meeting to decide the priorities of government over the next 5 years. The aim of the meeting is to prioritise 2 issues. At the end of the meeting the chairpersons report back on the two priorities the group chose.</p> <p>Students divide the words into rich and poor and check meanings in a dictionary or with the teacher. They ask each other questions using the words. E.g. Would you like to be wealthy? Can you lend me 1 birr? Etc.</p> <p>Students read a list of words and highlight the words that contain silent consonants ("the odd man out") E.g. king <u>k</u>now <u>k</u>nee spoken ca<u>l</u>m relax blend problem Teacher models pronunciation of words and students repeat.</p> <p>Students read the text and work individually to list the main points. They discuss these in small groups and reach consensus. Each group either displays or presents their list to the class.</p>

Competency	Content/Language Items	Learning Activities and Resources
	<p>E. Additional Learning Strategies Reading feedback</p> <p>Focus on Listening attitudes to listening</p> <p>reasons for listening</p> <p>listening for gist</p> <p>self-assessment</p> <p>goal setting</p>	<p>work with someone else in order to give comment and suggestions for improvement.</p> <p>Selected students can be asked to read out their essays to the class.</p> <p>Teacher checks whether students have met their reading goal from unit 8.</p> <p>Students share personal strategies for improving their reading and teacher puts suggestions on the board: E.g. Extensive reading/reading for pleasure; reading questions before reading text; predicting content before reading; timed readings etc.</p> <p>In groups students read sentences and comment on them E.g. I get worried when I can't understand everything. I just listen for the main ideas. English people speak much faster than Ethiopians. When I listen, all the words roll together and I just hear sound. Speaking and writing are much more important than listening. Whole class summarises views about listening.</p> <p>In groups, students brainstorm the different kinds of listening activities they face in their lives E.g. Listening to: the teacher's instructions, the news, a friend chatting, an announcement, music, a story, a joke etc Students match these activities with two strategies written on the board: listening for gist / listening for detail E.g. Instructions – detail news – gist/details chat – gist/details announcement – details etc</p> <p>Students look at pictures, listen to descriptions read at normal speed and match. Students listen again and note which words helped them to make the match.</p> <p>Students complete a listening task and record the number of correct answers. With a partner, they discuss what they found easy/challenging and why.</p> <p>Students set themselves a listening goal for the next unit.</p>

Assessment:

Skill	Minimum Learning Competency	Task
Speaking	Give explanations (including express cause and effect)	Teacher gives students a number of statements to talk about. E.g. In some parts of the world, some people still do not have enough food to eat. Why?
Writing	Write an essay of 5 paragraphs independently	Teacher assesses in-class activity.

Unit 11: Red Cross/NGOs (16 periods)

Learning Outcomes: By the end of Unit 11 students will be able to give information about the role of volunteers and NGOs and participate in a job interview

Language focus

Grammar: Present perfect, past simple, past perfect, 1st conditional with if and unless, 2nd conditional, ‘wh’ questions, should/could have done

Vocabulary: NGOs/volunteering, applying for jobs, work (including phrasal verbs and verbs with dependent prepositions)

Social expressions: revision of giving advice, expressing regret and language of advantages and disadvantages

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <p>listen to an interview and identify the main ideas</p> <p>ask and respond accurately to a range of open, closed and follow-on questions</p> <p>listen to an interview and follow the structure, logic and sequence of a text through identifying a range of tenses</p> <p>recount stories and experiences in the past using a range of structures</p>	<p>Listening</p> <p>Listening text 1: Interview with head of a voluntary organisation/charity</p> <p>Present Perfect We have been established since 1995 We have managed to get funding We’ve joined a network We haven’t worked in the South yet</p> <p>Listening text 2: interview with a Red Cross worker: “A day in the life of...”</p> <p>Past simple and past perfect Before I had arrived at work, my emergency phone rang twice.</p>	<p>Teacher puts two questions on the board What is an NGO? What is a volunteer? Students answer in pairs and pairs feedback to the teacher</p> <p>Students listen to an interview with the head of a voluntary organisation/charity and identify the main work of the organisation</p> <p>Students listen again and identify examples of the present perfect. In pairs they identify what questions would need to be asked to get those answers. They practise asking and answering the questions including follow-on questions</p> <p>Students listen to an interview with a Red Cross worker recounting his/her day yesterday and put events in order.</p> <p>Students in pairs retell the story of Red Cross Worker’s day in the correct chronological order using past simple.</p> <p>Students in pairs retell the story of his/her day using both past perfect and past simple</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>-take part in job-related speaking activities and a job interview</p> <ul style="list-style-type: none"> • use a range of structures to express regret • contribute to and develop conversations about the unit topic 	<p>B. Speaking Giving advice You should .../you shouldn't It is a good idea to... 1st conditional with 'if' and 'unless' E.g. If you look smart, you will create a good impression Unless you dress smartly, you won't get the job Present Perfect Have you ever ...? How long have you ...?</p> <p>2nd conditional If you wanted to raise funds, what would you do?</p> <p>Social expressions: revision of expressing regret E.g. I should have answered that question in more detail He/she could have been more enthusiastic</p> <p>The main reason/motivation is ... People volunteer because</p> <p>Present continuous Volunteers are working in the education sectors Guessing/suggesting I'd say they are working as teachers I think they should ...</p>	<p>Teacher divides the students into two groups. Half brainstorm the characteristics of a good job interview and the other half brainstorm 'what not to do'. Students pair up one from each group and share their tips.</p> <p>In small groups, Students choose one of the jobs advertised (see Reading section) and roleplay a job interview with an NGO. One Student is interviewee, three students are a panel of interviewers and the remainder are observers who give feedback. Students are given some time to prepare their questions and answers.</p> <p>After the interviews, interviewees, interviewers and observers discuss the activity and say what could have been done differently.</p> <p>In groups students discuss why people volunteer. They rank reasons in order of importance/priority.</p> <p>Students research which volunteers are currently operating in their area or predict what activities volunteers do in their region/country. They discuss the issue of national volunteering. Then they discuss the kinds of activities that these organisations should carry out in their region/country. They list the activities and rank in order of importance/priority.</p> <p>Students present information about the voluntary organisation they would like to set up (see Writing section).</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> discuss advantages and disadvantages and come to a consensus read a newspaper article and identify the main points infer meanings of new words using contextual clues and/or knowledge of word formation 	<p>Social expressions: revision of expressing advantages and disadvantages (although, despite, in favour, against) E.g. Although volunteers help Ethiopia in the short term, they do not solve the long-term skill shortages E.g. Despite helping in the short term, it is not a long-term solution E.g. One point in favour of volunteers is that they share skills</p> <p>Pronunciation: minimal pairs E.g. ship/sheep</p> <p>C. Reading</p> <p>Vocabulary: phrasal verbs and verbs and prepositions connected to work e.g. carry out, fill in (an application form), apply to/for, turn down, set up,</p>	<p>In groups students identify the advantages and disadvantages of having international volunteers in Ethiopia. Groups share ideas and produce a class list.</p> <p>Teacher writes some minimal pairs on the board and models pronunciation. Students repeat. E.g. Tree / three; sit/seat Students look at lists of minimal pairs, listen to the teacher pronounce one of the words and tick the word they hear. Students put word pairs into sentences to show difference in meaning. E.g. Please sit down. Please have a seat.</p> <p>Students look at logos of NGOs and match name of organisations and activities.</p> <p>Students read a newspaper article about the Red Cross and the activities its carries out. They make notes on the main points.</p> <p>Students complete vocabulary activities guessing the new words in context</p> <p>Students read the verbs in sentences and guess their meaning/grammar pattern. They check meanings/grammar pattern in dictionaries or with the teacher. They write sentences of their own using the phrasal verbs.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> • read job advertisements and express their views • write 2-3 paragraphs to inform and persuade • interpret simple statistics and write a report 	<p>Vocabulary: skills, qualifications and personal qualities e.g. degree, computer literate, patient</p> <p>D. Writing</p> <p>A brochure</p> <p>A report Comparatives/past and present E.g. There are many more NGOs now than there were in the 1990s The most common sector is HIV and AIDS</p> <p>E. Additional Learning Strategies Listening feedback</p> <p>Focus on grammar</p> <ul style="list-style-type: none"> • attitudes to grammar • language difference 	<p>Students read advertisements for jobs with NGOs. They list the skills, qualifications and personal qualities needed for the different jobs. In pairs they discuss which of the jobs they would like and why</p> <p>Students write answers to some typical job interview questions.</p> <p>Students create their own NGO for their area and design a brochure to give information about the organisation and to persuade people to donate money. (They present their ideas to the class – see speaking)</p> <p>Students read statistics about NGOs working in Ethiopia and collate information in form of a short report. Data should be given for past and present so the report demonstrates changes. (They make mind maps to help them plan the report – see learning strategies)</p> <p>At the end of the unit, teacher checks whether students have met their listening goal from unit 10.</p> <p>Students share personal strategies for improving their listening and teacher puts suggestions on the board. E.g. extensive listening/listening for pleasure (TV/radio/music); reading questions before listening; predicting content before listening etc.</p> <p>In groups students read sentences and comment on them: E.g. English grammar is difficult – the rules are always broken. Grammar is not as important as vocabulary. You can't speak a language without learning the grammar first. Grammar is boring but necessary. English grammar is crazy – “everyone likes chocolate” should be “everyone like chocolate” as “everyone” means a lot of people! Whole class should then summarise views about grammar.</p> <p>In groups, students discuss some of the grammatical differences between English and their mother tongue and decide whether English grammar is similar, a little different or very different. Teacher puts some examples on the blackboard.</p>

English: Grade 11

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	<ul style="list-style-type: none"> • grammatical mistakes • goal setting • Mind map 	<p>Students read examples of grammatically incorrect* spoken English. They note the error and then decide whether it is a serious mistake or not, giving reasons E.g. My brother work* in a factory.</p> <p>Students discuss whether it is more important to be correct when writing or speaking.</p> <p>In pairs, students give examples of the grammar they find difficult. They try to find somebody in the class who can help by giving an explanation or examples.</p> <p>Students set themselves a grammar goal for the next unit.</p> <p>The teacher demonstrates a mind map. He/she asks students how it is useful. Students discuss the technique.</p> <p>In pairs students make mind maps to plan their reports (see writing section)</p>

Assessment:

Skill	Minimum Learning Competency	Task
Writing	Interpret simple statistics and write a report	Teacher assesses in-class activity
Reading and writing	Read job advertisements and express their views	Students look at three job adverts. They choose one and write why they would be suitable for the position.

Unit 12: Technological Advances (16 periods)

Learning Outcomes: By the end of Unit 12 students will be able to identify and discuss issues relating to technology and space travel

Language focus

Grammar: ‘who’ questions in the passive and active, modals in the past and present

Vocabulary: space travel, words that Ethiopians find difficult, science and technology, word building

Social expressions: revision of giving opinions, illustrating a point, agreeing and disagreeing, expressing possibility, certainty and 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 news report from the title • listen to a news report and relate what they have heard to their own lives • ask for opinions, express their own opinion and support/justify it (including through illustrating a point) 	<p>A. Listening Listening text: A news report on a major scientific breakthrough</p> <p>B. Speaking Expressing opinions and justifying them E.g. In my opinion/ I strongly believe Take for example/instance ... To give you an idea ... To illustrate my point ...</p> <p>Comparative/superlative/as ...as/so ... that The internet is not as important as space travel because</p> <p>‘who’ questions (active and passive) Who invented the telephone? Who was the telephone invented by?</p>	<p>Students predict what the listening text is about from the title. They write words/phrases and sentences that they think might appear in text. They listen to the text to see if their predictions were right.</p> <p>They listen again and discuss how the news relates to them.</p> <p>Teacher puts list of inventions on the blackboard. Students rank list of inventions in terms of their importance. The teacher encourages students to come up with justification/reasoning. The teacher plays “devil’s advocate” to let students have heated discussion.</p> <p>E.g. Do you think this invention is more important than?</p> <p>Do you think we can without this invention?</p> <p>Students match inventors to inventions and practise asking questions with who in the passive and the active</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • contribute to and develop conversations about the unit topic • predict the content of a text from an extract • read a newspaper article and identify evidence to support /justify opinions/arguments • read a newspaper article and distinguish fact from opinion • infer meanings of new words using contextual clues and/or knowledge of word formation 	<p>Modals to express possibility (might/may/could/etc) Technology might/may be able to solve the problem of -Certainty/uncertainty I am sure that I doubt that</p> <p>Vocabulary lexical set related to space</p> <p>C. Reading Reading text: Newspaper article: Technology does more harm than good</p> <p>Sentences with gaps for modal verbs E.g. I regret not going to Addis. I _____ (go) there.</p>	<p>Students think of problems that science and technology can help solve. The teacher elicits as many ideas as possible. He/she encourages them to be innovative. Students think of a new invention and its importance to the society.</p> <p>Teacher writes on the board “...one small step for man, one giant leap for mankind” (Neil Armstrong, first man on the moon, 1969). Students react.</p> <p>In groups students brainstorm vocabulary in the area of space and space travel and divide it into groups.</p> <p>Students read the extract from the reading text and brainstorm what arguments and counterarguments might be mentioned. The teacher lists their predictions on the board.</p> <p>Students read the text to see if their predictions were right.</p> <ul style="list-style-type: none"> • Students take notes of arguments and counterarguments to summarize the passage. Students take turns to read the points they have taken down. E.g. Arguments Counterarguments <p>In pairs students look back at the arguments and counter arguments and decide what is fact and what is the writer’s opinion. Teacher and students discuss how they can distinguish this.</p> <ul style="list-style-type: none"> • Students guess the meaning of new words explaining the strategy used. Students revise ways of guessing meanings of new words. • Students fill in gaps with the correct modal verb in the present and past

Competency	Content/Language Item	Learning Activities and Resources									
<ul style="list-style-type: none"> with support summarise a text in various forms write essays independently in 5 paragraphs (including an introduction and conclusion where appropriate) independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read 	<p>D. Writing Word building tables</p>	<p>Students fill in word building tables with correct words E.g. Person Noun Verb Explorer exploration explore Inventor invention invent Scientist science -</p>									
	<p>Pronunciation: word stress</p>	<p>Students mark the stress on the newly formed words and group according to their stress patterns. They check with dictionary/teacher. Students pronounce the words in their stress groups. E.g.</p>									
	<p>Expressing arguments and counter arguments</p>	<table border="1" data-bbox="1016 516 1822 617"> <tr> <td>o O</td> <td>o O o</td> <td>o o O o</td> </tr> <tr> <td>explore</td> <td>explorer</td> <td>exploration</td> </tr> <tr> <td>invent</td> <td>inventor</td> <td></td> </tr> </table> <p>Students turn their notes from the reading text into a summary</p> <p>Students write an essay in support of technology, using the reading text as a stylistic model. They identify structures and cohesive devices to use when presenting arguments and counterarguments.</p> <p>Students go through the seven stages of writing independently</p>	o O	o O o	o o O o	explore	explorer	exploration	invent	inventor	
	o O	o O o	o o O o								
explore	explorer	exploration									
invent	inventor										
<p>E. Additional Learning Strategies Grammar feedback</p> <p>Strategies feedback and recommendations</p>	<p>At the end of the unit, teacher checks whether students have met their grammar goal from unit 11.</p> <p>Students share personal strategies for improving their grammar and teacher puts suggestions on the board. E.g. focussing on one grammar point per week; using a grammar book with exercises; collecting grammar model sentences etc</p> <p>Class discussion: students give feedback on learning strategies and talk about what has/hasn't worked for them during Grade 11.</p>										

Assessment:

Skill	Minimum Learning Competency	Task
Listening and Speaking	Listen to a news report and relate what they have heard to their own lives	Students listen to a text about science teaching in schools and they compare/contrast the information given with their own experiences at school.
Speaking	Ask for opinions, express their own opinion and support/justify it (including through illustrating a point)	In groups, students discuss whether Ethiopia should spend money on space exploration.