

**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
for
Grade 12

Introduction

In grade 12 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 two 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 grade 12 most students are hoping to go on to higher education where they will continue to study through the medium of English. Grade 12 therefore follows on from Grade 11 in developing all four skills, but also aims to extend grammatical and lexical structures so that students can understand and use a wider range of language. In Grade 12 too, there is also much 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. Grade 12

continues to work on learning strategies, focuses in on the subtleties of the English language such as intonation, register and similar grammar patterns. Learning strategies in the last three units of grade 12 focus on preparing students for the examinations. Activities include exam practice, time management and revising in pairs.

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

Teachers are strongly advised to look at the Grade 12 Minimum Learning Competencies for all of the four skills which also act as objectives

Unit 1: Family Policy (16 periods)

Learning Outcomes: By the end of Unit 1 students will be able to express their views about traditional roles in the family and the impact of population growth.

Language focus

Grammar: as and like, participle clauses, the more..., the ... er ..., I wish + past simple/past perfect/could

Vocabulary: family, phrasal verbs connected with the family,

Social expressions: expressing regret, revision giving opinions, illustrating a point, giving advice

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i> listen to a monologue, identify the speaker's point of view listen to a monologue and relate what they have heard to their own lives</p> <p>predict the content (of all or part) of a text using the title</p> <ul style="list-style-type: none"> contribute to and develop conversations about the unit topic 	<p>A. Listening Listening text 1 A father complaining about the attitudes of his son and daughter who are influenced by outside values and what they see on television.</p> <p>Listening text 2: A mother's voice</p> <p>B. Speaking Present simple/'as' and 'like'/relatives I see my mothers roles as someone who looks after me I perceive my father's role to be as the person who earns money My brother is like my friend</p> <p>Participle clauses (present) In the picture there is a girl playing football, a father washing and a mother cooking</p> <p>Predictions/1st conditionals I think it will change If more girls go to school, more girls will enter the workforce</p>	<p>Students listen to the text and identify and list the opinions expressed. They consider the opinions and relate them to their own experiences, giving a response to each.</p> <p>The teacher reads out the title: A mother's voice... (or similar). Students predict what the woman may say in the passage and the teacher records views expressed on the blackboard.</p> <p>Students draw a picture representing traditional family life in Ethiopia. They exchange their picture with a partner, and discuss and develop the ideas portrayed, adding extra details if appropriate. They discuss and record what they perceive as traditional roles of father, mother, children, the wider family.</p> <p>Students look at a series of pictures of family members at work/play. E.g. girl at playing one of the street football games, a father serving coffee/washing clothes, a mother cooking. They make sentences using participle clauses.</p> <p>Students look again at the pictures and say which ones are realistic, and which are not, within the context of Ethiopia. They discuss whether traditional roles will break down as more women enter higher education and have careers.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • use a range of structures to express regret • ask for opinions, express their own opinion and support/justify it (including illustrating a point with examples and anecdotes and presentation of evidence) • infer meanings of new words using contextual clues and/or knowledge of word formation 	<p>The more...., the _____er ... E.g. The more girls go to school, the more women there will be in the workplace The more women are educated, the harder they will try</p> <p>Pronunciation: sentence stress (the more..., the _____er..)</p> <p>Social expressions: expressing regret I wish + past simple E.g. I wish I was a boy I wish + could E.g. I wish I could go to university I wish + past perfect E.g. I wish I had studied harder</p> <p>Language of giving opinions, illustrating a point, giving advice E.g. In my opinion the father should give in. The daughter is right to think in this way. Take for example her ... Why doesn't the father ... It would be better if he ...</p> <p>C. Reading A short reading text with phrasal verbs for families and growing up e.g. bring up, grow up, grow apart, take after, look after, hand down, break down, give in</p>	<p>Teacher writes an example sentence on board and underlines the key words to be stressed. Teacher models and students repeat. Students practise with their own sentences E.g. The more girls go to school, the more women there will be in the workplace.</p> <p>Teacher revises 'I wish' + past simple and introduces 'I wish' + 'could' and + past perfect. Students practise the target language by making sentences about themselves.</p> <p>After each performance, the audience, write down comments on the attitudes of the characters, justifying their point of view with reasons. They compare responses and attitudes in small groups, and discuss what advice they would give the families. (They could use a simple grid for this – Subject of play, character's name, agree/disagree with actions, advice to family)</p> <p>Students try to guess the meanings of the phrasal verbs in the text and their grammar pattern. They check with each other, the teacher or in dictionaries. In pairs students are allocated one phrasal verb to act out in front of the class for others to guess and put in a sentence.</p>

English: Grade 12

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • predict the content of a text from the topic • read an autobiographical account and identify main points • read a factual article and identify detailed information <p>write 5 paragraph essays to explain, inform and argue</p> <p>elaborate/justify ideas</p>	<p>Short autobiographical account of a happy childhood in an extended family in a rural Ethiopian setting.</p> <p>A text on China's one child policy</p> <p>D. Writing Gapfill sentences</p> <p>Writing task 1 Autobiographical writing</p> <p>Writing task 2 Write a formal letter in response to the 2nd reading text. Discourse markers advanced. E.g. Addition - also, additionally, furthermore, Cause and Effect – as a result, therefore, consequently Contrast – Although, however, on the other hand Illustration – for example, for</p>	<p>Students brainstorm the 'ingredients' for a happy family life, before reading the text.</p> <p>After reading the text, they compare their list with the aspects raised by the narrator, underlining/highlighting relevant sentences and comparing with a partner's</p> <p>Students think about the different reasons people may have for writing autobiographies, and share these with the class.</p> <p>The teacher explains how the one-child policy works in China and why it was introduced</p> <p>Students identify and list the arguments used to promote a one-child policy.</p> <p>Students fill in sentences with the correct form of 'I wish..'</p> <p>Snapshots: teacher explains 'autobiography' distinguishing between biography and fiction texts.</p> <p>Students think back to family life when they were younger. They choose 5 memories (a mixture of happy, sad, funny, daring or embarrassing). For each, they write a short 1st person paragraph, attempting to accurately represent the memory. (Task should be completed before 1st reading task)</p> <p>The teacher lists on the board discourse markers, pointing out any that were used in the 2nd reading text. He/she explains their function and how such words/phrases help the reader by giving greater coherence to a text. Teacher reminds students of the conventions of a formal letter (if necessary). Students write a formal letter to the author of the text in response to his argument.</p> <p>In their letters, students may either agree or disagree with some or all of text writer's comments, but they must elaborate and justify their views, giving examples. All students should try to practise the use of discourse markers in their</p>

English: Grade 12

Competency	Content/Language Item	Learning Activities and Resources
/arguments/opinions in essays by giving examples	instance	letter. When the letter is complete students should exchange their writing with a partner and proof read each other's work carefully. They should underline discourse markers used.
	E. Additional Learning Strategies Expectations	Students discuss with the teacher their expectations of the Grade 12 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.
	Self-analysis	In pairs, students read a list of statements about learning English and decide whether they reflect their own view of learning. Students should be encouraged to comment on the statements. E.g. I have a good memory for new words. I hate making mistakes. I like to learn grammar rules.
	Recording vocabulary	Teacher encourages students to record vocabulary in a notebook or on paper. As a whole class activity, students and teacher record vocabulary from Unit 1 using different approaches covered in previous grades. E.g. pictures, collocations, sentences, translation of words etc.

Assessment:

Skill	Minimum Learning Competency	Task
Speaking	Contribute to and develop conversations about the unit topic	Teacher asks students questions about the unit topic and students develop a conversation in groups.
Reading	Read a factual article and identify detailed information	Students read a text about family life in another country and answer detailed comprehension questions.

Unit 2: Communications (16 periods)

Learning Outcomes: By the end of Unit 2 students will be able to discuss different forms of communication

Language focus

Grammar: I wish/if only, third conditional, past simple and past perfect (active and passive)

Vocabulary: communication(s), words beginning with the prefix ‘mis-‘

Social expressions: revision of expressing possibility and regret, asking for clarification, correcting oneself

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • listen and identify gist • listen for detailed information • listen to short monologues and identify gist • identify speakers’ feelings 	<p>A. Listening Non-verbal communication</p> <p>Expressing possibility/guessing She might have won the lottery He could have found a snake It sounds/looks as if she has won the lottery I’d guess she’s lost her cell phone</p> <p>Teacher chooses recently learnt structures to practise</p> <p>Listening text 1: Short monologues What I understand by communication is ...</p>	<p>Teacher introduces the term ‘communication’ and brainstorms, with the class, different meanings/aspects.</p> <p>The teacher models an activity using situation cards to stress the part played by non verbal communication e.g. Card: You’ve lost your cell phone You go home and find a snake in your bedroom You have won the lottery She/he is allowed to use a few words only to give her/his reaction, but through mime, facial expressions, body movement suggests situation. Students guess what may have happened using the appropriate structures</p> <p>Students take it in turns to take a card and repeat the exercise.</p> <p>Chinese whispers Students stand in lines of about 5. The teacher chooses a structure (recently learnt) and whispers it (once only) to the first student in each line. They whisper it to the next and so on. The last students repeat what they have heard out loud and if it is not correct, try to correct it. Students change places in the line and the activity is repeated.</p> <p>Students listen to different speakers describing what they understand by ‘communication’ in their area of work, and match what they say to different job roles e.g. telephone operator, language teacher, painter, poet, transport minister etc.</p> <p>Students also match each speaker to how they feel e.g. bored, enthusiastic, passionate, annoyed, innovative</p> <p>In pairs, students define the term ‘communication’ ‘In our opinion communication is.....’</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • listen to a text and identify the main points • discuss advantages and disadvantages and come to a consensus • use a range of structures to express regret • talk about a hypothetical past/present • use a range of structures to ask for clarification and correct oneself 	<p>Listening Text 2: Barriers to communication E.g. Physical – internet, telephone, road system problems. Human – prejudice, language variation, misunderstandings.</p> <p>B. Speaking</p> <p>Social expressions: revising regret E.g. I wish/if only I had done something Third conditional E.g. If I had communicated the information effectively, the mistake would not have happened</p> <p>Social expressions: asking for clarification I'm sorry I'm not quite with you Sorry, what do you mean?</p> <p>Correcting oneself E.g. What I mean is ... What I meant was ... Let me put it another way. What I'm trying to say is ...</p>	<p>The teacher reads out the dictionary definition and students compare and comment.</p> <p>Students list the relevant factors described in the text individually, and then they explain and categorise the communication barriers in groups under their chosen headings.</p> <p>Students are divided into 4 groups and allocated one of 4 methods of communication (e.g. cell phone, email, letter and face to face). They brainstorm the advantages and disadvantages of this form of communication. After 5 minutes, groups swap methods. They read what is listed and add. After 4 minutes groups swap again etc. until all 4 groups have covered all 4 methods. Groups display their final lists. Groups also discuss which is the most effective method and come to a consensus.</p> <p>The teacher gives an example of a miscommunication and its result and uses the target language. In pairs students talk about example of miscommunication they have had and make sentences using 'I wish', 'if only' and the third conditional. Pairs tell their stories to the class who have to respond using one of the target structures.</p> <p>After teacher has introduced the language, students practise it. One student makes a strong statement such as 'I never make grammar mistakes' and the other student expresses misunderstanding. The first student has to explain what he/she meant. Statements can be provided by the teacher if necessary.</p>

English: Grade 12

Competency	Content/Language Item	Learning Activities and Resources
Scan a factual text to obtain specific information	<p>C. Reading Reading text 1 Developments in communication technology Past perfect/past simple (active and passive) The radio had been invented before computers were thought of.</p>	<p>The teacher draws a timeline on the board showing developments in communication. Students read the text and identify where various items should be placed. E.g. Inventions: electricity, aeroplanes, telephone, radio, TV, computers. In pairs students make sentences to compare where inventions are in relation to each other using active and passive.</p>
read a text and identify its main purpose	<p>Reading text 2 Communication in the animal world e.g. Dolphins, whales, monkeys, birds.</p>	<p>The teacher explains the main purposes of writing and elicits the core features of different types of texts. Students identify the purpose of the reading text – e.g. explain, inform, entertain, persuade, giving reasons for their views</p>
read a text and identify main ideas		<p>Students record the main ideas of each paragraph</p>
read a text and identify detailed information		<p>Students write 3-5 questions for their partner to answer based on the text. They exchange questions and answer questions. They discuss answers given and agree/disagree, referring closely to the text to support views.</p> <p>Students record under two headings: Facts they already knew before reading the passage. Facts new to them They identify similarities/differences between human /non-human communications.</p>
predict the content of a text from the title	<p>Sentences or examples of the prefix ‘mis-‘ (with verbs and nouns) e.g. misunderstand, miscommunication, mishear etc.</p>	<p>Students read the examples and identify the meaning of the prefix ‘mis-‘. In threes they brainstorm other words. They join another three to share words etc.</p>
relate what they have read to their	<p>Reading text 3 Top tips for communication</p>	<p>Students predict the content of the reading from the title i.e. what the top tips will be. They listen to see if they were right.</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>own experience</p> <ul style="list-style-type: none"> • write 5 paragraph essays to explain • independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read • interpret simple statistics and write a report 	<p>D. Writing Essay</p> <p>Report</p> <p>Gapfill</p> <p>E. Additional Learning Strategies Body language</p> <p>Facial expressions</p> <p>Intonation</p>	<p>Student discuss if they agree with the top tips. They relate them to school and to language learning. They talk about their strengths and weaknesses in communicating in their first language.</p> <p>In pairs, students create a mind map – Communication Technology and Education Using their mind maps and the 7 stage model, they plan and write an essay to explain the role and contribution of radio/TV/computers/internet to education.</p> <p>Students project to the future in small group discussion and look at graphs showing possession of TVs, computers, cell phones etc. They write a short report on possible future developments in communication technology.</p> <p>Students fill in the gaps in sentences/paragraphs using verbs or nouns beginning with the prefix ‘mis-‘</p> <p>Teacher highlights the importance of non-verbal communication in making oneself understood in a foreign language. Teacher makes some gestures and students say what they mean e.g. thumb up= good/okay</p> <p>Teacher cautions students that body language is often culture specific and can mean different things in different cultures. Teacher asks for examples of body language used in Ethiopia and elsewhere. In pairs, students can give examples and ask for interpretation.</p> <p>Teacher highlights the importance of non-verbal communication when listening to people. Teacher mimes a facial expression and asks for interpretation E.g. frown = speaker is unsure/angry</p> <p>Teacher introduces intonation and how one can understand a lot from the change in voice of the speaker. Teacher gives examples by changing tone of voice and asking for interpretation e.g. shouting = angry Teacher writes word on board e.g. “yes” and pronounces it in different ways, with rising/falling intonation etc. Teacher elicits corresponding emotion word after each different pronunciation e.g. uncertainty, anger, questioning etc.</p> <p>In pairs, one student says a word (e.g. no/really/okay/ sorry) using different intonation patterns and the other guesses the feelings of the speaker.</p>

Assessment:

Skill	Minimum Learning Competency	Task
Listening	Listen for detailed information	Students listen to a text about modern forms of communication and answer questions in detail.
Writing	Write 5 paragraph essays to explain	Teacher assesses in-class activity.

Unit 3: Education (16 periods)

Learning Outcomes: By the end of Unit 3 students will be able to discuss aspects of higher education and identify their strengths and weaknesses as students

Language focus

Grammar: to find it + adjective, future tenses

Vocabulary: education and university, vocabulary connected to problems, learning strategies

Social expressions: generalising and making exceptions

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • listen to a speech and identify speaker's points of view • listen to a text and identify the gist • listen to a text and identify the main ideas 	<p>Listening text 1 Text of a speech by a Dean/President of a university talking about possible reasons behind the high drop out rates of 1st year students</p> <p>Listening text 2 A successful graduate doctor stressing the opportunities offered by Higher Education and explaining how problems faced at university were overcome.</p> <p>To find it + adjective E.g. She found it hard to understand the content She found it difficult to be away from home She found it helpful when she talked to her tutor She found it tiring to do so much work</p> <p>Solving problems She solved the problem by ... When she felt homesick, she wrote to her parents</p>	<p>Teacher introduces vocabulary from the listening activity</p> <p>Students listen to the text – after the first reading they note down the main ideas outlined. After the second reading they work with a partner to add to their first list.</p> <p>In pairs students discuss the point of view of the speaker – who he thinks is responsible: students/ university instructors/high school teachers/lack of resources. (see speaking section for activity connected to the listening)</p> <p>Students listen to the text and identify the gist</p> <p>Students listen and note down the problems the speaker faced. Students listen a third time and note down the strategies used by the speaker to overcome the problems. E.g. When she did not understand the content of a class, she spoke to her instructor and asked for help.</p> <p>Students use the target language to check their answers in pairs. Then they use it to talk about their problems in grade 12. They try to find solutions.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • talk about the future using a range of structures • give explanations • summarise orally information/ discussions • research, deliver, initiate discussion and answer questions on a short presentation on a chosen topic • use a range of structures to generalise and make exceptions 	<p>B. Speaking</p> <p>Expressing the future I have decided that I'd like to go to university I think I want to find a job I hope I'll go to college If I pass the exam, I'll go to university</p> <p>Present perfect I haven't decided yet</p> <p>Vocabulary connected to problems e.g. to face a problem, to come up with a solution, to sort out a problem, to find a solution, serious problem, small problem, to deal with a problem</p> <p>Social expressions: generalising and making exceptions As a rule, I usually ... Generally I ... Most of the time I ...</p>	<p>In pairs students discuss what they want to do next year and why</p> <p>Using the information from listening text 1 and their own views about why students drop out after one year of university, students organise their notes into three columns: a) Problem; b) Reasons why; c) Recommendations E.g. a) Students do not understand the lectures b) Low level of English c) Additional pre-university English programmes for undergraduates in August/September</p> <p>Students prepare to give an oral presentation on their discussion. Several groups join together and take it in turns to present their conclusions. While one presents, the next group thinks of 2/3 questions/comments to ask/make. The pattern is repeated until all groups have presented, and all groups have asked and answered questions.</p> <p>Teacher introduces the new words and students work in pairs to group them.</p> <p>Students talk about how they usually solve problems using expressions of generalising and making exceptions. They discuss if the problem they talked about before was the rule or an exception.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • read text to identify detailed information 	<p>However just occasionally I ... But ever so often I .. There are exceptions of course for example ...</p> <p>C. Reading A selection of guidance notes on study skills</p> <p>This would be useful for ... I'd find this good for.. 1st and 2nd conditionals If I study history, mind maps will be useful If I was really busy, this would be</p>	<p>Teacher writes on the blackboard 'A problem shared is a problem halved'. In pairs students discuss the truth of the proverb.</p> <p>In 3s, students are given one of a selection of guidance notes on different study skills (some of which they have practised in grades 9-11). E.g. Time management Conditions for study Note taking strategies Writing a report – topic, outlining, sections Mind mapping and spidergrams Active participation</p> <p>They read the notes and think how they could help in particular subjects or situations they face now or in the future.</p> <p>They use the advice/ guidance to make two informative posters which are displayed in the classroom Students look at displays, and ask/answer questions.</p>
<ul style="list-style-type: none"> • skim a text to get the general ideas • read a text and identify the main points • infer meanings of new words 	<p>Problem page from a college magazine (which contains letters from students)</p> <p>Giving advice If I were her, I would .. She really must ... In order to ..., she should ... I think she should ...</p> <p>Page from college magazine that contains the advice to the problems</p>	<p>Students skim through the problem page of a college magazine to identify the different problem in each letter. In pairs they discuss the advice they would give</p> <p>Students read the advice given in the magazine to find out if it is the same as their advice.</p> <p>Individually students look back at both pages of the magazine and guess the</p>

English: Grade 12

Competency	Content/Language Item	Learning Activities and Resources
<p>using contextual clues and/or knowledge of word formation</p> <ul style="list-style-type: none"> • write a report based on an interview • write 5 paragraph essays to explain 	<p>Gapfill about problems</p> <p>D. Writing</p> <p>Self-assessment</p> <p>Report on an interview</p> <p>Essay writing</p> <p>Multiple choice exercise on future</p>	<p>meaning of 5 unknown words. They use their dictionaries or the teacher to check their answers. They teach their new words to a partner.</p> <p>Students fill in a gapfill with the right word connected to problem vocabulary</p> <p>Students assess their own strengths/areas of development as students</p> <p>They list 3 strengths and 3 areas for development E.g. I organise my time well and always do my homework on time E.g. I never know how to start writing an essay.</p> <p>Students exchange their writing with a partner who plans and writes advice for them: E.g. Before starting to write an essay, use a mind map or spidergram to help you plan.</p> <p>Students interview each other – discussing the strengths/areas for development further and giving advice.</p> <p>Students individually write up a short report of the interview using a template E.g. Student name: Strengths: Areas for development: Advice given: Targets set:</p> <p>Students think about the opportunities going to university would give them – independence, better career, knowledge, opportunity to meet new people. They write these down on the top of a sheet of paper They then draw an outline of a head in the centre of the sheet – inside the head they write/draw pictures illustrating their own doubts/fears about going to university. Outside the head they write/draw pictures illustrating external influences e.g. family pressures/ cooking /budgeting/travelling.</p> <p>Students use their sheets to help them plan an essay in which they explain their thoughts/hopes/fears about going to university.</p> <p>Students identify the correct future tense in a multiple choice exercise.</p>

Competency	Content/Language Item	Learning Activities and Resources
	<p>tenses</p> <p>E. Additional Learning Strategies Focus on speaking register</p> <p>thinking time</p>	<p>Teacher highlights the difference between formal and informal English (register) by giving vocabulary examples on board E.g. kid/child Can you come to my party? Mr and Mrs Smith kindly request the pleasure of your company at their daughter's party.</p> <p>Students discuss in groups and take notes on what influences choice of formality E.g. who you're communicating with; relationship with person; situation; topic; reason for speaking; mood of speaker Students brainstorm different ways of asking somebody to be quiet and list them from formal to informal</p> <p>Teacher asks students what sounds they make or words they use in their mother tongue when they need time to think about an answer. Teacher puts some common English "thinking time" expressions on the board and models pronunciation; students repeat E.g. Ah, yes, now... Well, actually... Well, um.. You see.. How shall I put it? Well, as far as I can see...</p> <p>Students play "Just a minute" speaking activity in groups. Students take it in turns to speak for exactly one minute without stopping on a given topic. The topics can be written on cards and students pick the topic unseen.</p>

Assessment:

Skill	Minimum Learning Competency	Task
Speaking	Talk about the future using a range of structures	Students talk about their future giving information on: desired career, family plans, expectations for the country etc.
Reading	Skim a text to get the general ideas	Students read a text about the education system in another country and match headings to paragraphs.

Unit 4: The Arts and Literature (16 periods)

Learning Outcomes: By the end of Unit 4 students will be able to describe different types of Arts

Language focus

Grammar: Future perfect with ‘by the time’/‘by the end’, order of adjectives, adjectives ending ‘-ing’ and ‘-ed’

Vocabulary: the Arts, film genres, writing jobs, adjectives and prepositions, phrasal verbs with ‘off’

Social expressions: changing and coming back to the subject

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<i>Students will be able to:</i>	A. Listening	Vocabulary exercise: whole class or pair activity Categorising genres: e.g. for films
predict the content of the second part of text by listening to the first part	Listening text 1 The plot of a film Will and going to for prediction E.g. I think he will die Based on what’s happened so far the hero is going to live Might/may/ could for speculation He might die	The teacher reads a text about an engaging film, omitting the ending. The students predict the ending. The teacher reads the second part of the film and students check their prediction arguing the extent to which they think it is an effective ending.
identify speaker’s point of view	Listening text 2 – review of the same film	Teacher reads out a review of the film. Students listen and decide if the reviewer enjoyed the film or not and his/her reasons to support their point of view
talk about the future using a range of structures	Speaking By the end/by the time By the end of the film, the man will have died By the time we get there, the bank will have closed Phrasal verbs with ‘off’ e.g. be off, walk off, drive off, run off, set off, take off (for an aeroplane), see somebody off etc. E.g. Hamid set off on a long journey.	The teacher uses the context of listening text 1 to introduce the expressions ‘by the end’ and ‘by the time’ and the future perfect. Students practise the structure by finishing these sentences: By the end of the year, ... By the time I’m 40, ... By the end of the lesson, ... By the end of the week, ... By the time I get home, ... Teacher introduces a set of phrasal verbs with ‘off’. Students work out the meaning and the grammar pattern and then in pairs make up stories using these verbs. They tell their stories to other pairs who at the end have to repeat the sentences with the phrasal verbs.

Competency	Content/Language Item	Learning Activities and Resources
contribute to and develop conversations about the unit topic	‘Wh’ questions E.g. What kind of books do you like? How often do you read?	Teacher gives guidance on how to write and organise a simple questionnaire. In pairs, students write a questionnaire, and conduct a survey in the class. (The class could be divided into 4 sections to make this more manageable) about the different types of creative media they like/are involved in (clubs etc.)
use a range of structures to change and come back to the subject	Social expressions: changing the subject E.g. Talking of ... That reminds me of ... By the way, ... Oh, before I forget ... Just to change the subject for a moment ... Social expression: coming back to a subject E.g. Just to return to ... Can I just go back to ...?	Teacher introduces the target language. The students practise the structures in small groups. Each member is given a role card about what they want to talk about connected to the arts. They have to initiate, change and come back to different topics according to the instructions on the role card.
Read and explain the features of different text types	C. Reading Vocabulary – writing jobs e.g. author, playwright, reviewer, columnist, journalist, poet, novelist, biographer, reporter, copywriter, editor etc.	Students match the writing jobs to a definition. They talk about which jobs they would like or not like and why.
infer meanings of new words using contextual clues and/or	Reading text 1 Two examples of different literary forms dealing with the same subject e.g. short story, poem	Students read the two passages silently and independently. In pairs students read the texts again aloud – one the short story, and the other the poem. They: <ul style="list-style-type: none"> • explain what the texts are about • -discuss and identify the text (supplementing their ideas with teacher prompts. e.g. How do you know you’re reading a poem and not a story?) • decide on the author’s purpose and effect on the reader • discuss which they prefer and why
infer meanings of new words using contextual clues and/or		In pairs students infer the meaning of selected words from the texts. They check their answers in the dictionary or with the teacher.

English: Grade 12

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	timed writing	<p>To help with writing under pressure in exams, teacher gives students a topic to write about for five minutes e.g. My Country. Students write as much as they can. When finished, they read their texts to their group. This can be repeated with a reduced time of two minutes. The student who writes the longest (coherent) text is the winner.</p> <p>Students in groups produce a writing guide for new students, listing ways students can improve their writing skills. Guide can be in form of leaflet or poster. Students should brainstorm ideas and give examples. Students should write a first draft and then compare with another group before producing final version.</p>

Assessment:

Skill	Minimum Learning Competency	Task
Listening	Listen to a text and identify the main ideas	Students listen to a critic reviewing a play/film and tick the statements that correspond with the speaker's opinion.
Reading	Infer meanings of new words using contextual clues and/or knowledge of word formation	Students read a text about a writer and fill in sentences with the correct lexical item.

Unit 5: The United Nations (16 periods)

Learning outcomes: By the end of Unit 5 students will be able to give information about the United Nations and discuss related issues

Language focus:

Grammar: it's (high/about) time + past simple, revision of future perfect

Vocabulary: government, governance and democracy, Millennium Development Goals, adjectives of character, acronyms, nouns with the suffix '-ship'

Social expressions: revision of expressing certainty/uncertainty and conviction

Competency	Content/Language Items	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <p>listen to an extended lecture on an unfamiliar topic and identify specific information</p> <p>predict the content (of all or part) of a text by doing pre-listening activities</p> <p>listen to a text and identify main ideas</p>	<p>A. Listening</p> <p>Listening text 1 A lecture on the UN</p> <p>Listening text 2: Millennium Development Goals</p> <p>Vocabulary: eradicate, achieve, promote, empower, reduce, improve, combat, ensure, develop, sustain</p> <p>Pronunciation: word stress</p> <p>Future perfect By 2015 we will have eradicated extreme poverty and hunger</p>	<p>In small groups students brainstorm what they know about the UN. They feedback to the teacher who puts what they know on the board.</p> <p>The students are given notes on the lecture they are about to hear with gaps. They read through the notes.</p> <p>Students listen to the lecture and identify the specific information to fill in the gaps in their notes.</p> <p>Students compare what they have found out to their brainstorm on the blackboard and correct any wrong information.</p> <p>Students read the list of the UN Millennium Development Goals (e.g. achieve universal primary education, reduce child mortality, eradication extreme poverty and hunger). They match the meaning of unknown words to synonyms e.g. eradicate = get rid of. They make the verbs into nouns e.g. eradicate = eradication</p> <p>Students group the nouns and verbs according to their stress patterns. Students check with dictionary/teacher. Students practise saying the words in their stress groups.</p> <p>Students use the future perfect to make the goals into longer sentences</p> <p>They listen to a speaker describing various development projects and match to the most appropriate goal. E.g. We're planning to build 10,000 primary schools in the next 10 years and train 50, 000 teachers – goal = Universal Primary Education (UPE)</p>

Competency	Content/Language Items	Learning Activities and Resources
<ul style="list-style-type: none"> • ask for opinions, express their own opinion and support/justify it • agree, disagree and express simple counter arguments • ask and respond accurately to a range of open, closed and follow-on questions • contribute to and develop conversations about the unit topic 	<p>Present continuous for future/ expressing purpose E.g.(In order) to achieve UPE, we are building more schools</p> <p>B. Speaking Expressing certainty/uncertainty E.g. I am sure/certain that ... Expressing conviction E.g. I'm convinced that ... Without a doubt ...</p> <p>It's (high/about) time + simple past It's (high/about) time the UN changed its plans</p> <p>'Wh' questions When was it set up? How was it set up? Who set it up? What's the name of current secretary general? Etc.</p> <p>1st and 2nd conditionals If we build more primary schools, we will achieve the goal If the time frame were 2025, we would achieve the goals</p> <p>Future perfect I don't think we will have achieved UPE by 2015</p> <p>Present perfect The goals have not included ...</p>	<p>Students use the examples from the listening to make sentences using 'in order to' and 'to'</p> <p>Teacher introduces and practises the target language particularly the use of the past tense with 'it's high time ...'</p> <p>Teacher presents a statement about the United Nations/governance and asks students what their opinions are. Students present their opinions and justify why they think so. Students agree and disagree with each other</p> <p>Information gap: Students ask/answer questions about the United Nations and share information. Student A has half the information and Student B the rest (e.g. history, dates, name of secretary general, departments etc)</p> <p>After listening to text 2 students discuss the Millennium Development Goals (MDGs) in groups using prompt questions e.g. How do the goals apply to Ethiopia? How realistic are the MDGs? How would you change them? What has been left out?</p>

Competency	Content/Language Items	Learning Activities and Resources
read sentences and identify detailed information	<p>Vocabulary – adjectives of character e.g. decisive, fair, diplomatic, trusting, trustworthy, honest, participatory, inclusive, consultative, aggressive, opinionated, popular, well-liked etc.</p> <p>C. Reading Common acronyms e.g. UN, UPE, MDG, GMT, BA (Bachelor of Arts), HQ, VIP, UK, HIV and AIDS, AU, NGO, UNESCO, UNICEF, IMF, EU etc and sentences that describe them</p> <p>Explaining acronyms: E.g. BBC stands for British Broadcasting Corporation</p>	<p>Students use dictionaries to check the meaning of new vocabulary or teacher introduces vocabulary. Teacher models pronunciation and students repeat. Students note word stress.</p> <p>In groups and using the vocabulary, students discuss the issue of leadership at school. What makes a good class leader? They list the qualities and rank. They present their lists to the rest of the class.</p> <p>Students match acronym to description of what it stands for and then try to work out the meaning of the acronym</p>
read a text and identify and explain its main purpose	UNICEF Children’s Charter	Students read the Children’s Charter (from UNICEF) and explain what the text is about and point out what its purpose is (as a text) and whether it achieves that purpose.
identify evidence to support/justify opinions/arguments	case studies	Students read a number of case studies and decide if the situations contravene the charter.
read a text and identify specific information	a reading text related to governance/UN	Students read a text about governance. Students answer questions. New vocabulary in the text is underlined. Students guess the meaning of the words by looking at contextual clues.
read and guess the meaning of unfamiliar words using contextual clues and knowledge of word formation	Nouns with suffix ‘-ship’ e.g. leadership, dictatorship, citizenship, friendship, censorship, etc.	Teacher highlights and lists words from the text that can take the suffix –ship. e.g. citizen citizenship leader leadership dictator dictatorship
	Gapfill sentences	Students complete gap-fill sentences with new words and copy them into their word list.

Competency	Content/Language Items	Learning Activities and Resources
<p>summarise a text in various forms including bullet points, charts, notes and paragraphs</p> <p>elaborate/justify ideas/arguments/opinions in essays by giving examples</p> <p>write and present a 500 word report on a given topic</p>	<p>D. Writing Notes</p> <p>paragraphs supporting a statement/opinion</p> <p>a report</p> <p>E. Additional Learning Strategies Research skills – Internet/library</p>	<p>In pairs students use the notes from listening text 1 (on the UN) to talk about the UN. Afterwards they discuss what aspects of the notes helped them to do this.</p> <p>In plenary teacher and students identify good practice and key strategies in making notes.</p> <p>Students listen again to listening text 2 and make notes. Afterwards they compare in pairs and try to retell the information, improving their notes as they go along</p> <p>Teacher provides a question. E.g. Are people born good leaders or do they become good leaders through education? Students select the answer and write a paragraph to justify their argument and elaborate it by giving examples. E.g. I believe leadership is ... because For example, you can take ...</p> <p>Using the research skills they have learnt from the Learning Strategies, students write a 500 report on a topic related to governance/UN. Students who wrote on the same topic compare their reports and learn from one another. Groups read out one of the reports to the class.</p> <p>Research treasure hunt: in pairs (or small groups) students are given a list of questions and asked to find the answers in the most efficient and effective way, using whatever resources the school has e.g. library, Internet, teachers, other students, non-teaching staff. The questions should allow for a choice of information sources. Students should note down answers; where they found the information (e.g. name of book, page number etc; year of publication); how long it took to find; reliability of source etc Students then discuss their findings in groups and give feedback to class.</p>

Assessment:

Skill	Minimum Learning Competency	Task
Speaking	Ask for opinions, express their own opinion and support/justify it	In small groups, students discuss the United Nations, its successes and failures and give their opinion of the organisation.
Writing	Write and present a 500 word report on a given topic	Teacher assesses in-class activity.

Unit 6: Trade and Globalisation (16 periods)

Learning Outcomes: By the end of Unit 6 students will be able to give information about trade and globalisation from an Ethiopian and international perspective

Language focus:

Grammar: I wish + different subject + would, revision of sequencing words and passives,

Vocabulary: manufacturing and trade, globalisation

Social expressions: demanding explanations, revision of giving reasons and making suggestions

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <p>use previous knowledge to pronounce new words and structures</p> <p>predict the content of a text by doing pre-listening activities</p>	<p>A. Listening Vocabulary for manufacturing and trade e.g. design, raw material, manufacture, marketing, advertising, production distribution, profit, loss, exploit, mark-up, import, export, labour force, sweatshop, wage, fair trade, equitable</p> <p>Advertising (noun), advertise (verb) Distribution (noun), distribute (verb) Import, export, profit, design, trade (nouns and verbs)</p> <p>Pronunciation: word stress</p> <p>Revision of sequencing words and passive E.g. First the trainer is designed, then the raw materials are sourced and the trainer is manufactured. At the same time a marketing strategy is thought up etc.</p>	<p>Students brainstorm vocabulary for the topic and teacher writes it on the board. In pairs students categorise the vocabulary. Teacher introduces more words and pairs add/refine their categories</p> <p>Where applicable the students identify nouns from verbs and vice versa.</p> <p>Teacher goes over word stress and how it shifts for different parts of speech. E.g. dis'tribute, distri'bution, 'import (noun), im'port (verb) Students practise saying words and give other examples.</p> <p>Teacher shows students a picture of a trainer/football shirt. In pairs students list the steps involved from original idea to being on the shelf in a shop (using vocabulary from previous activity).</p>

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Competency	Content/Language Item	Learning Activities and Resources
listen to a text and identify specific information	Listening text 1 – A Global Trainer/Football Shirt. Information is given about the steps involved in production, where the trainer/shirt is made and the costs/profits involved in producing it, looking at how the sale price is broken down into different sectors e.g. invention, design, raw materials, production, marketing, distribution etc.	Students listen to a speaker talking about the production of an item (e.g. trainer, football shirt) and compare the steps to their own list. Students listen again and identify in which country each step takes place. Students listen for a third time and identify costs, percentages, profits for different sectors etc. Students discuss what the different profits mean for the various people involved in producing the commodity.
listen to a text and relate what they have heard to their own lives		Students relate the situation to any industry/manufacturing they know of in their region of Ethiopia
listen to a text and identify detailed information	Listening text 2: text about the pros/cons of globalisation	Students listen to a text and take notes (see writing for using notes to summarise)
contribute to and develop conversations about the unit topic	B. Speaking Past passives E.g. It was made in China	30 second “show and tell”: Teacher/students bring in everyday products from home, give information about product and its origin and mark on a map of the world where these products were manufactured. Students brainstorm and list the imports/exports of Ethiopia.
use previous knowledge to pronounce new words and structures	Pronunciation: silent ‘b’ e.g. debt / det / elision e.g. interest / ‘Intrəst /	Teacher draws students’ attention to these sounds and features and gives other examples. E.g. silent ‘b’: bomb , comb , thumb , tomb , doubt elision: comfortable , vegetable , Wednesday , February Students put words in sentences and practise saying. They give any more examples they know.
use a range of structures to demand explanations	Social expressions: demanding explanations E.g. Can you explain why....? Do you mean to say? Why is it that ...? How come ...? Revision of giving reasons and making suggestions	Students discuss the meaning of the terms “global village/debt/interest”. After listening to listening text 1, teacher introduces target language for demanding explanations and revises giving reasons and making suggestions

Competency	Content/Language Item	Learning Activities and Resources
<p>discuss advantages and disadvantages and come to a consensus</p> <ul style="list-style-type: none"> • predict the content of a text from an extract • relate what they have read to their own experience <ul style="list-style-type: none"> • read a text and scan to obtain specific information 	<p>The main reason is ... And besides What's more ... Why don't you ... We suggest you (+infinitive without 'to')</p> <p>I wish + subject (not 'I') + would E.g. I wish international organisations would recognise the impact of globalisation I wish my mother would let me go out in the evening</p> <p>C. Reading Text about the global village of 100 people (E.g. 61 are from Asia and 13 from Africa, 10 are children under 5 and 1 is over 79, only 31 of 38 school aged people attend school, 76 have electricity etc).</p> <p>Expressing percentages and numbers E.g. 1 person out of 100 is over 79 Less than half are ... Two thirds are ...</p> <p>Text about the coffee trade in Ethiopia</p> <p>Variety of texts on IMP, World Bank, EU, etc.</p>	<p>Using and adding to the information from Listening text 2, students reach a consensus on whether globalisation is a good thing.</p> <p>Using the impact of globalisation as a context, teacher introduces 'I wish' with a different subject to express future wishes. Students practise using examples related to themselves</p> <p>Students read one percentage from the text. They predict what other percentages will be.</p> <p>Students read the rest of the text to see how close their predictions were. They discuss what they have read, its relation to their own experience of the world and its wider implications</p> <p>Students read a text about the coffee trade in Ethiopia (incorporating ideas on fair trade system) and answer questions.</p> <p>Jigsaw reading: In groups, students read texts about IMF, World Bank, European Union etc and answer comprehension and vocabulary questions. They ask/answer questions to share information.</p>

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<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>summarise a text using bullet points</p> <p>write 5 paragraph essays to explain, inform and persuade</p> <p>write business correspondence to a standard acceptable in the workplace</p> <p>independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read</p>	<p>D. Writing Notes on listening text 2</p> <p>Sentences using 3 types of ‘I wish’ structures with gaps E.g. I wish I was older I wish I had learnt French I wish my mother would give me some money</p> <p>A leaflet on fair trade</p> <p>A business letter</p> <p>E. Additional Learning Strategies Focus on vocabulary word associations</p> <p>grouping words</p>	<p>Students use their notes from listening text 2 to summarise the information using bullet points</p> <p>Students complete gap-fill sentences.</p> <p>Teacher revises the features of a leaflet and how you write to explain, inform and persuade.</p> <p>Using a fair-trade fact sheet, Students write a leaflet to persuade customers in another country to buy fair-trade products.</p> <p>Students write a letter to a manufacturer asking them to participate in a fair-trade scheme.</p> <p>All texts follow the 7 stage model.</p> <p>Teacher introduces concept of word associations for memorising words by giving an example. Students write down 10 new words from the unit and make up pictures or associations for these words, telling their partner. At the end of the class, students look at the words and try to recall meanings. Students discuss if word association helped them to recall.</p> <p>Students look at lists of words sorted into groups and try to identify the grouping. E.g. Run, jump, hop, sprint, jog (action/legs) Students sort a large list of words from the unit into appropriate groups. They share their groups with others and ask them to discover what the groups have in common.</p>

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<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	what's the word?	<p>Students brainstorm what they can do when they do not know a word. E.g. Use a foreign word, describe it, use a similar word, invent a new word, use a general word like “thing/stuff”, use gesture/mime etc. They rank the suggestions in order of effectiveness and say why.</p> <p>Class is divided into 2 teams. Teacher (without showing the class) gives one student from each team an object or a picture of an object (whose name in English is probably unfamiliar to him/her) and the student must try to communicate the object to their team (without resorting to mother tongue translation!) within a time limit. If the team guesses the word in English – 2 points; or mother tongue – 1 point. If it fails, the other team can try to guess. Activity is repeated with different team representatives. The team with the most correct answers is the winner.</p>

Assessment:

Skill	Minimum Learning Competency	Task
Listening	Listen to a text and identify specific information	Students listen to a journalist describing a large multi-national company and answer questions.
Reading	Relate what they have read to their own experience	Students read a text about doing business in Ethiopia and give their opinions about the subject.

Unit 7: Finding a Job (16 periods)

Learning Outcomes: By the end of Unit 7 students will be able to identify skills/experience/qualifications needed for certain jobs, take part in a job interview and write a letter of application

Language focus:

Grammar: gerunds, present perfect with ‘it’s the first/second time ...’, yet, already, never etc., ‘you would ...’

Vocabulary: work verbs, personal qualities (adjectives and nouns), adjectives with suffix ‘-ful’

Social expressions: revision of generalising and making exceptions

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • listen to texts and identify detailed information • retell what they have heard in some detail • listen to a text and identify main ideas 	<p>A. Listening Verbs connected to jobs e.g. type, take shorthand/minutes, answer the phone, arrange meetings, prepare budgets, manage, research, train, build capacity, organise, fundraise etc.</p> <p>Listening text 1: employees talking about their work without mentioning the job title Expressions related to work I work for I have to</p> <p>Gerunds My job involves typing, answering the phone ... My average day consists of writing letters, ...</p> <p>Listening text 2: an employer talking about the skills/ qualifications/experience his/her company is looking for in employees</p> <p>Relatives He/she needs someone who has a degree because ...</p>	<p>Students look at a number of ‘work’ verbs and categories them.</p> <p>Students listen to the text and match each speaker to a job. On second and third listening they record details of individual jobs (what these jobs entail).</p> <p>In pairs students use their notes and target structures to describe what each job involves</p> <p>Students listen to the text and note down the key skills, qualifications and experience the employer is looking for.</p> <p>In pairs students discuss why those skills, qualifications and experience are needed by the employer. They discuss if they themselves meet the requirements</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> ask and respond accurately to a range of open, closed and follow-on questions (including in an interview) use a range of structures to generalise and make exceptions 	<p>Present perfect He/she is looking for someone who has done a similar job so that Present perfect with never, yet, already I've already got a typing qualification I've never worked before Infinitives He/she requires/wants his/her employees to speak French so</p> <p>B. Speaking 'Wh' questions E.g. How would you describe yourself? Have you ever ...? What would you do if ...?</p> <p>Next time I would</p> <p>Social expressions: revision of generalising and making exceptions/ use of 'you' for generalising As a rule, you would need ... Generally, you would ... Most of the time you There are exceptions of course for example but you would need to have ... You'd have to be would be essential/ a must</p> <p>Comparatives, gerunds, use of 'would' Typing skills would be more</p>	<p>Chain speaking: students ask/answer questions related to jobs in a circle using prompts (see Writing section).</p> <p>Afterwards in groups students talk about the questions they found easy/difficult to answer and why. They decide how they would ideally answer the question.</p> <p>Teacher writes a range of jobs on the board. Students discuss and arrange skills /experience/qualifications needed for a particular job in terms of importance. (identify/prioritise)</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • take part in job-related speaking activities • recount stories and experiences in the past using a range of structures <p>read and identify detailed information</p> <p>Read a text and infer meanings of new words using contextual clues and/or knowledge of word formation</p>	<p>important than being able to speak French</p> <p>Present perfect with ‘it’s the first time ..’ and never E.g. It’s the first time I’ve been to Addis I’ve never been to Addis before</p> <p>Vocabulary for personal qualities (adjectives and nouns) e.g. punctuality, patience, friendliness, intelligence, gentleness, youth, experience, confidence, wit,</p> <p>C. Reading Jumbled job interview dialogue</p> <p>cloze text</p> <p>letter of application</p> <p>Paragraph with examples of adjectives with the suffix ‘-ful’ e.g. helpful, tactful, wasteful, mindful, useful</p>	<p>Students roleplay and read aloud job interview dialogue (see Reading section). Students then make up and practise their own job interview for a job of their choice.</p> <p>After listening text 3, teacher introduces the structure ‘it’s the first time ...’ within the context of the listening. Students practise it to talk about themselves.</p> <p>In pairs one student repeats a sentence using ‘it’s the first time...’ and the other changes the structure to use ‘I’ve never ...’</p> <p>Teacher writes some vocabulary for personal qualities (nouns) on the board and explains any new words. Students change the nouns into adjectives and note any change in word stress e.g. ‘punctual / punctu’ality Students practise saying the words.</p> <p>Students in pairs discuss the degree to which these qualities are needed for a variety of jobs e.g. nurse, teacher, company director, politician</p> <p>Students read and rearrange jumbled sentences to make a job interview dialogue (matching questions and answers).</p> <p>Students read the dialogue between the interviewer and the applicant to answer comprehension questions.</p> <p>Students guess the meaning of some underlined words. They use new words to complete a cloze paragraph. Students may have to change form of the given words.</p> <p>Students read a letter of application and answer questions about layout/language. Teacher helps them to underline/highlight useful formulaic language.</p> <p>Students are given a list of definitions. They read the paragraph and find words that the definition.</p> <p>Students brainstorm other adjectives with the suffix ‘-ful’.</p>

Competency	Content/Language Item	Learning Activities and Resources
write a letter of application for employment	Gapfill	Students fill in a gapfill using adjectives ending in suffix ‘-ful’ or nouns ending in suffix ‘-fullness’ or adverbs ending in suffix ‘-fully’.
	D. Writing job interview questions	Students write a list of questions to ask at a job interview (for Speaking activity),
	letter of application	Students read a poorly written letter of application and make changes (to layout/ language/register/punctuation/information etc.) to improve it. Students write a letter of application to a company of their choice.
	a company profile	Optional: Students research a company of their choice and write a company profile, using prompts. E.g. name of company/ location/products or services/employee details/strengths and weaknesses etc.
	E. Additional Learning Strategies Focus on reading predicting	Students read the first part of a sentence or paragraph and try to guess the end. Students compare ideas and discuss what helped them to guess E.g. Here is the weather forecast. Hot and sunny in many places, but....(i.e. cold and wet in others; importance of “but”)
	guessing unknown words	Students brainstorm clues that help them to guess the meaning of unknown words E.g. prefix, suffix, compound word, similar to word in mother tongue, context Students read a list of high-level vocabulary and use these clues to work out meaning E.g. malodorous, understate, unicycle, wobbly Students discuss which clues helped them. Students then read same words in sentence/context E.g. The chair was unsafe to sit on because two legs were wobbly. Students discuss meaning of words and importance of context.
reading practice	Students read a paragraph with key words replaced by nonsense English words. In groups, students try to work out original key words.	
		Class brainstorms ways of increasing/improving reading practice and teacher writes them on board. Students set themselves a goal to use as many of these as possible during the remainder of Grade 12

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<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
		E.g. regular time for reading each day; collecting reading materials; pen-friend; reading club; class subscription to English language magazine/newspaper

Assessment:

Skill	Minimum Learning Competency	Task
Listening and Speaking	Ask and respond accurately to a range of open, closed and follow-on questions	Students choose from a range of jobs they would like to do and teacher interviews them for the position.
Writing	Write a letter of application for employment	Teacher assesses in-class activity

Unit 8: Human Development (16 periods)

Learning Outcomes: By the end of Unit 8 students will be able to discuss aspects of human development and give information about some world civilizations

Language focus:

Grammar: past modals, adjective + preposition + gerund, past simple and past perfect

Vocabulary: anthropology, adjectives + preposition

Social expressions: revision of asking for clarification and correcting oneself

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> follow the structure, logic and sequence of a text through identifying discourse markers and range of tenses <p>listen to a lecture on an unfamiliar topic and identify specific information</p> <p>listen to a lecture on an unfamiliar topic and identify what they have heard in some detail</p> <p>contribute to and develop conversations about the unit topic</p>	<p>A. Listening</p> <p>Listening text A: a lecture on the discovery and importance of Lucy/ Dinknesh and Selam</p> <p>Discourse markers e.g. firstly, then, on the other hand etc.</p> <p>Past modal verbs E.g. Must/might/could have + past participle Lucy might have lived Narrative tenses She lived before man had discovered ...</p> <p>B. Speaking</p> <p>Ability in the past (could and was able to) Neanderthal man couldn't ... Homo erectus was able to ...</p>	<p>Teacher writes the words Lucy, Dinknesh and Selam on the blackboard. Students say what they know.</p> <p>Students look at the discourse markers that are in the text and predict the structure</p> <p>Students listen to the lecture and write notes next to the discourse markers. They discuss their answers in pairs and listen again if necessary</p> <p>Students listen again and answer questions in groups. They use the answers to complete their notes</p> <p>Students use their notes to retell what they have heard</p> <p>Introduction: Teacher writes “Ethiopia: cradle of civilisation” and elicits ideas/interpretation.</p> <p>Students look at a cartoon depicting the progression of humans from monkey to Neanderthal to homo erectus to homo sapiens to man working on a computer. They discuss what the cartoon says about the development of Man. Has Man indeed developed?</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>summarise information and suggestions</p> <p>agree, disagree and express simple counter arguments</p> <p>ask for opinions, express their own opinion and support/justify it (including illustrating a point with examples and anecdotes and presentation of evidence)</p> <p>use a range of structures to ask for clarification and correct oneself</p>	<p>Expressing difference The difference between homo sapiens and homo erectus is that the former can ... Whereas monkeys walk on 4 legs, homo erectus only uses 2 legs</p> <p>Adjectives + preposition + gerund E.g. I am fond of going to the city I am proud of passing my maths exam</p> <p>Pronunciation: weak form “of” / əv /</p> <p>Social expressions: revision of asking for clarification I’m sorry I’m not quite with you Sorry, what do you mean?</p>	<p>Teacher writes the words “development/civilization/civilised” on the board and elicits meanings and examples to differentiate terms.</p> <p>In groups students discuss what it is to be a developed/civilised nation; looking at attitudes/values etc. They present their ideas to the class.</p> <p>Students are encouraged to agree, disagree and present counter arguments.</p> <p>Teacher introduces the structure of adjective + preposition + gerund.</p> <p>Teacher models pronunciation, especially weak form “of”. Students practise it making sentences about their own lives with prompts e.g. I am fond of going to the city</p> <p>In groups, students brainstorm and list activities/events that humans can be proud of and ashamed of and why. They summarise and present to class. E.g. Proud of: discovering/inventing things, conquering certain diseases, literature, buildings, technology E.g. Ashamed of: genocide, apartheid, slavery, religious rivalry</p> <p>In groups, Students discuss the word “history” and the invented term “herstory”. They consider what this says about the story of human development. Students also consider the term “Man”. Students revise structures for asking for clarification and correcting oneself before the discussion and are encouraged to use these. A group representative reports back to class and class compiles list of comments.</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>predict the content of a text</p>	<p>Social expressions: revision of correcting oneself E.g. What I mean is ... What I meant was ... Let me put it another way. What I'm trying to say is ...</p> <p>C. Reading Passage about the timeline of life</p>	<p>Students are given a timeline of life. They try to match dates with events E.g. 4,500,000,000 years ago – formation of Earth 3,800,000,000 years ago – earliest evidence of life 500,000,000 years ago – earliest vertebrates 400,000,000-300,000,000 years ago – earliest land vertebrates 200,000,000 years ago – earliest mammals Approx 80,000,000 years ago – last dinosaurs 3,300,000 years ago – Selam (child human ancestor) 3,200,000 years ago – Lucy/Dinknesh</p>
<p>read and identify main points</p>	<p>Past simple and past perfect Dinosaurs had roamed the earth for thousands of years before man arrived.</p>	<p>Students read passage to check their answers. Students are given true/false questions using past simple and past perfect. E.g. The last dinosaurs had disappeared 100,000 years before Lucy. They read the passage to find the answers.</p> <p>Alternative: 12-hour clock used to represent the history of the planet; different events are marked on the clock E.g. Man arrived in the last minute; dinosaurs disappeared at 11.30 etc</p> <p>Students are given a list/pictures of famous inventions which they plot on a timeline E.g. Wheel, first printed book, stone tool, airplane, paper etc</p>
<p>infer meanings of new words using contextual clues and/or knowledge of word formation read a text and identify and explain its main purpose and its effect on the reader</p>	<p>jigsaw reading</p> <p>poem</p>	<p>Jigsaw reading: In groups, Students read texts about different world civilizations and answer comprehension and vocabulary questions. They ask/answer questions to share information.</p> <p>Students read a poem about good/evil and Man's nature e.g. the South African poem: "Vultures". Students interpret meaning and discuss the author's purpose</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read</p> <p>elaborate/justify ideas /arguments /opinions in essays by giving examples</p> <p>write 5-paragraph essay to explain, inform and argue</p>	<p>D. Writing essay</p> <p>E. Additional Learning Strategies Focus on listening preparing and predicting</p> <p>listening practice</p>	<p>In pairs students go through the seven stages of writing for an essay entitled ‘Does Man have more to be proud of than ashamed of?’ After thinking/discussing, brainstorming and planning their arguments, the teacher encourages them to elaborate and justify their arguments with examples. If possible they should use library facilities for further research</p> <p>Students write their essays independently but return to their pairs for checking, rewriting and proof-reading</p> <p>Teacher reads a short text twice and students take dictation without any pre-listening preparation. Students compare their version with original. Teacher writes on the board title of another listening text (similar difficulty). Teacher asks students to predict text from title and elicits possible vocabulary. Students copy information. Teacher reads text and students only tick items. Teacher reads again and students take dictation. Students compare their version with original and discuss which dictation was easier and why.</p> <p>Students brainstorm clues which help them to predict listening text E.g. Knowledge of topic/situation; signal phrases (i.e. ‘I’m afraid that’ signals bad news); connectors (i.e. ‘although’ signals contrast); sequencing words (firstly/lastly); intonation Teacher reads the first part of a sentence and students predict the ending. Students compare answers in groups. Teacher then reads whole sentence and students check. E.g. I’m afraid Frehitwot can’t come to class today because.....</p> <p>Class brainstorms ways of increasing/ improving listening and teacher writes them on board. Students set themselves a goal to use as many of these as possible during the remainder of Grade 12 E.g. Regular listening time; listening library; listening club; reading extracts from English newspaper before listening to news in English; reading articles to increase general knowledge</p>

Assessment:

Skill	Minimum Learning Competency	Task
Speaking	Agree, disagree and express simple counter arguments	Students respond to statements about the unit topic.
Reading	Read and identify main points	Students read a text about archaeology and take notes of the main points

Unit 9: Tradition Versus Progress (16 periods)

Learning Outcomes: By the end of Unit 9 students will be able to identify and discuss issues connected to progress and development

Language focus

Grammar: use of ‘what’ to mean ‘the thing that....’ make and let, second conditional

Vocabulary: change, social issues in the developed world,

Social expressions: revision of demanding explanations

<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 extended lecture on an unfamiliar topic and identify detailed information</p> <p>listen and identify gist</p> <p>listen and identify speakers’ feelings (including through their use of intonation)</p>	<p>A. Listening Listening texts 1 and 2: 2 lectures: one arguing for the urgent need for Ethiopia to develop and take its pace in the modern world (including changing its calendar/time/ minimising use of mother tongue etc.). The other arguing that to adopt outside influences would destroy the culture and identity of Ethiopians</p> <p>Listening text 3 Shorts pieces of conversation on the topic</p> <p>Pronunciation: intonation</p> <p>B. Speaking Vocabulary of change e.g. bring about, grow into, preserve, alter, adapt to, adopt, develop, conservative, innovative, radical, move on, move away from etc.</p>	<p>Students listen to the two lectures and take notes of the main points. The lectures are paused at regular intervals to allow students to do this.</p> <p>Pairs form groups of 4 and discuss each point critically deciding which perspective most gains their support.</p> <p>Students listen to each conversation and identify the gist</p> <p>Students listen to each conversation again and identify the main speaker’s feelings (i.e. angry, happy, bored, etc.). They use this information to help them to fully understand the speakers’ point.</p> <p>Students listen again and read the tapescript for Listening text 3. They note the sentence stress and intonation. They practise reading the conversations in pairs.</p> <p>The teacher writes a number of words connected to change on the blackboard. In pairs students discuss/check meanings and categorise the words into groups. Students join up with another pair to compare and discuss categories. Students use the vocabulary to make sentences about their regions.</p>

English: Grade 12

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> • contribute to and develop conversations about the unit topic • ask for opinions, express their own opinion and support/justify it (including illustrating a point with examples and anecdotes and presentation of evidence) • discuss advantages and disadvantages and come to a consensus • talk about a hypothetical present 	<p>What is good about Ethiopia is ... What concerns me</p> <p>Giving advice – passive infinitive It should be abolished It should be replaced by ...</p> <p>Second conditional If girls didn't marry so early, they would have less children If we didn't respect the elderly, our society would break up</p>	<p>Teacher introduces 'what' to mean 'the thing/things that'. Students use prompts on board e.g. I like (What I like is/are), I do/exams/ (What I do in exams is...)</p> <p>Students work in 3s; they have two sheets of paper and write Ethiopia in the centre of each. They construct a mind map to explore the positive and negative features. (Teacher models mind mapping if necessary)</p> <p>They select four main positives about their country e.g. the people, the landscape, the climate, the culture; and four areas of concern e.g. health and sanitation, education, poverty, size of population.</p> <p>They develop each main area by brainstorming into sub headings and add these to their mind map.</p> <p>The mind maps are displayed in the classroom and the teacher collates the main points on the board, ignoring repetitions. Students are encouraged to justify their points of view, and comment on points raised by their peers.</p> <p>After listening texts 1 and 2, in pairs students role play a conversation between two people; one arguing either for the need for change, and one for preserving the culture and unique qualities of the country.</p> <p>The teacher asks selected pairs to present their conversations, and invites comment, general discussion.</p> <p>In pairs students list traditional Ethiopian practices and customs (within their local context) and decide which of these they think it is important to preserve and which they think should be abolished e.g. the hospitality of the people, female genital mutilation, early marriage, religious adherence, respect for the elderly.</p> <p>The teacher takes feedback and makes a two column list on the board only adding points when there is majority agreement – students are encouraged to argue and justify reasons why they think points should be included or discarded.</p> <p>Following agreement, students use the context to revise second conditionals on how their proposed changes or maintenance of the current situation will help Ethiopia</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> use a range of structures to demand explanations <p>read a text and critically evaluate it to inform their own comments /judgments</p> <ul style="list-style-type: none"> read a text and distinguish between fact and opinion relate what they have read to 	<p>Make and let We should let girls decide marriage for themselves We shouldn't make young girls marry</p> <p>Social expressions: revision of demanding explanations E.g. Can you explain why this custom has been abolished? Do you mean to say that you have got rid of X? Why is it that ...? How come ...?</p> <p>C. Reading Vocabulary word building</p> <p>Pronunciation: word stress</p> <p>Text a) from English or other western newspaper highlighting negative features of life in a developed country e.g. disaffection of youth – drug and alcohol abuse, materialism, promiscuity, violence.</p> <p>Text b) article describing the breakdown of family values in England</p>	<p>Teacher uses the context of traditional customs to revise structures with make and let. In pairs they practise 'make' and 'let' using the context of their own lives</p> <p>Students do an activity where one of them plays him/herself in 25 years time and the other his/her grandmother/father. Customs have been preserved or abolished according to the previous exercise. The grandparent has to demand explanations and students give them</p> <p>Students make adjectives and nouns out of topic related words e.g. Materialism - materialistic, violence – violent, promiscuity – promiscuous. They brainstorm other nouns with similar endings (e.g. communism, silence, silent, enormity, enormous etc.) Students record the stress pattern for the words, noting any change in stress and spelling E.g. promis'cuity / pro'miscuous Teacher models pronunciation and students practise.</p> <p>Different groups are given one of three tasks to complete. Task 1: Students read the texts critically, and complete a chart adding comment under set headings. a) Issue b) Impact on society c) possible reasons</p> <p>Task 2. They identify and list facts and opinions in the texts and in pairs, identify the author's purpose in each text, and their own responses.</p> <p>Task 3. They compare the situations described in the text with their experiences of</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>their own experience</p> <ul style="list-style-type: none"> • write a 5-paragraph essay to argue • write and present a 500 word report on a given topic for a specific audience including suggestions /recommendations 	<p>Sentences with gaps for ‘make’ or ‘let’</p> <p>D. Writing Transforming sentences E.g. Everything that they said was true = What they said was true Chaltu got the job which surprised everybody = What surprised everybody was Chaltu getting the job</p> <p>Argumentative essay</p> <p>Reports: making suggestions on change in the workplace</p> <p>E. Additional Learning Strategies Focus on grammar facts, patterns, choices</p>	<p>life in Ethiopia and record similarities/differences.</p> <p>Students from each task group join together to share their conclusions.</p> <p>Students read the sentences and fill in the gaps with either make or let in the correct tense</p> <p>Students are given relative clauses to change into sentences with ‘what’</p> <p>The teacher refers back to the task in the previous unit to give further advice on writing an argumentative essay, modelling a possible structure on the blackboard using a related, but different topic.</p> <p>Using the seven stages of writing, students independently respond to a choice of essay questions: e.g. a) Ethiopia should do everything it can to preserve its culture and traditions b) Increased wealth will not mean a happier Ethiopia. c) The rest of the world has much to learn from Ethiopia.</p> <p>In pairs students are given information about one of 4 different work situations. They read the information and brainstorm changes that are needed. They write a report for the staff with their suggestions and recommendations.</p> <p>In plenary each of the 4 different situations are taken in turn. The students present their reports and the rest of the class roleplay the staff, asking for clarification, demanding explanations etc. when appropriate.</p> <p>Students brainstorm what grammar is. Teacher guides them towards: facts, patterns, choices by giving examples E.g. Fact: plural of woman = women; past simple of write = wrote Pattern: What do I/you/we/they think? What does he/she/it want?</p>

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Competency	Content/Language Item	Learning Activities and Resources
		Changing “do/does” to “did” makes past questions What did I/you/we/they think? What did he/she/it want? Choice: I’ve played football since I was a child. I’ve been playing football since I was a child. (no difference) She always loses her keys. (habit) She’s always losing her keys. (anger/irritation being expressed at her habit) Teacher elicits more examples from students of facts and patterns. Teacher gives a pattern and asks students to generate more sentences in 2 minutes E.g. Pattern: I love –ing in the (time) I love swimming in the morning. I love running in the afternoon. Teacher gives more examples of choices for students to analyse E.g. She stopped talking to me. She stopped to talk to me. I like coffee. I like a coffee at breakfast.

Assessment:

Skill	Minimum Learning Competency	Task
Speaking	Discuss advantages and disadvantages and come to a consensus	In groups, students discuss one of the essay writing topics
Writing	Write a 5-paragraph essay to argue	Teacher assesses in-class activity.

Unit 10: Future Threats (16 periods)

Learning outcomes: By the end of Unit 10 students will be able to identify and discuss future threats to both Ethiopia and the world

Language focus:

Grammar: quantifiers, narrative tenses, passive infinitive, future tenses

Vocabulary: natural/manmade disasters, verbs of damage, phrasal verbs with up

Social expressions: revision of correcting oneself

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i> listen to short news broadcasts and identify gist</p> <p>listen and follow the structure, logic and sequence of a text through identifying discourse markers and range of tenses</p> <p>listen and retell what they have heard in some detail</p> <p>predict the content (of all or part) using a variety of contextual clues</p>	<p>A. Listening Listening text 1: short news broadcasts e.g. information about an earthquake Listening text 2: one or two longer broadcasts about one or two of the stories</p> <p>Narrative tenses Before the earthquake had hit, smaller tremors were felt</p> <p>Quantifiers (a great deal of/a large sum of/a large number of people/considerable amount-number of money- people /much/few/a few etc.) E.g. A great deal of people were killed in the disaster No fewer than 5000 were affected Few homes were damaged A few homes were hit</p> <p>Listening text 3 A speaker talking about solutions to future threats (what the world needs to do to avoid danger etc.).</p>	<p>Students listen to short news broadcasts. They match the broadcast to a threat and to a picture.</p> <p>Students listen to longer broadcasts about one or two of the stories. They note down the events and using the tenses put them in chronological order</p> <p>Teacher introduces/revises the meaning of a range of quantifiers (including difference between ‘few’ and ‘a few’). Students use these and narrative tenses to retell one of the stories</p> <p>In plenary students brainstorm all the possible threats to the world and for each identify a solution. They listen to the text to see if their solutions were mentioned.</p>

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Competency	Content/Language Item	Learning Activities and Resources
listen and identify detailed information	<p>Prevention To prevent this from happening we have to ... To stop it from happening, we must ... We must do in order to ... Passive infinitive E.g. What can be done to solve this problem?</p>	Students listen again and identify the detail of each solution. They check their answers in pairs.
contribute to and develop conversations about the unit topic	B. Speaking	Students brainstorm and list threats to the world E.g. Population growth, energy/food/water shortage, disease, nuclear/ chemical/ biological weapons
talk about the future using a range of structures	<p>Going to, will, future perfect, pres continuous (passive and active) By 2050, the world will have blown itself up The world is becoming a smaller place</p>	Graffiti posters: In groups, students write statements about the future on different posters and post on walls. Students circulate and add comments to these statements. Groups then read out statements/comments and discuss.
use a range of expressions to correct oneself	<p>Social expressions: revision of correcting oneself E.g. What I mean is ... What I meant was ... Let me put it another way. What I'm trying to say is ...</p>	Students discuss whether we should leave this world and move to another planet (leading to balloon debate [Speaking] and rules for new planet [Writing]). Students are encouraged to ask for clarification when they do not understand someone so they have to correct themselves.
	<p>group debate Conditionals If you don't have a doctor, who will look after the new colony? How would the musician contribute to the new colony?</p>	"Balloon debate": in groups, students discuss who should get a seat on a spaceship to escape a destroyed Earth and start a new world on another planet. E.g. Students are given a list of 10 people from which they have to "save" only 6: musician, artist, teacher, policeman, judge, farmer, scientist, doctor, child, academic etc.
research, deliver, initiate discussion and answer questions on a short	Presentations and formal speeches of thanks	In pairs, students research and deliver presentations on environmental threats. They also prepare speeches of thanks for other presentations. After giving their presentations, they initiate discussion and answer questions. Then another pair of

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Competency	Content/Language Item	Learning Activities and Resources
presentation on a chosen topic	<p>C. Reading Paragraph/sentences with gaps for expressions of quantity.</p>	<p>students gives their speech of thanks.</p> <p>Students fill in gaps with correct quantifiers</p>
infer meanings of new words using contextual clues and/or knowledge of word formation	<p>Sentences with phrasal verbs with ‘up’ e.g. come up to, catch up, keep up, take up, fix up, bring up, clear up, clean up, tidy up, give up</p>	<p>Students read the sentences and try to guess the meaning of the phrasal verbs. They check meanings and grammar patterns in dictionaries or with the teacher. Students discuss the meaning of ‘up’ with phrasal verbs and try to group them. Students make sentences of their own using the phrasal verbs.</p>
identify evidence to support/justify opinions/arguments	<ul style="list-style-type: none"> • A text on familiar topic 	<p>Students read a text about an Ethiopian issue/problem e.g. health. They list the writer’s points and the evidence to support them.</p>
read a text and relate what they have read to their own experience		<p>Students evaluate the text in relation to their life experience/ knowledge. Students categorise information given. E.g. Access, cost, resources, facilities, personnel Students make suggestions/recommendations.</p>
infer meanings of new words using contextual clues and/or knowledge of word formation	- cloze activity	<p>Students guess the meaning of words using context/word building and use them in cloze exercise. Teacher writes the words on the board and checks their answers before doing cloze activity.</p>
	- formal letters	<p>Students read formal letters and answer questions about layout/language. Teacher helps them to underline/highlight useful formulaic language.</p>
	-Sentences	<p>Students read sentences with gaps and multiple choice answers focusing on different parts of speech as well as meaning.</p>
	<p>D. Writing -a descriptive paragraph</p>	<p>Students look again at the pictures from listening text 1. They imagine they are one person in the picture. They describe the scene from their perspective.</p> <p>Students read each others’ paragraphs and try to guess who in the picture is describing the scene.</p>

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Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> interpret simple statistics and write a report write formal/business correspondence to a standard acceptable in the workplace 	<ul style="list-style-type: none"> - a report - a formal letter - cue cards for a formal speech <p>E. Additional Learning Strategies Exam strategies 1 revision timetable</p> <p>past exam papers</p> <p>allocation of time/ answer order</p> <p>- brainstorming revision</p>	<p>Students look at data and graphs showing the impact of disasters e.g. amount of people killed in earthquakes versus terrorism. Using the data they write a report.</p> <p>In groups, students draw up a list of 10 rules for a new planet.</p> <p>Students use seven stages of writing to write a formal letter to a local politician/government body to express their concern about issues in their area, using reading texts as models.</p> <p>Students prepare cue cards for presentation on environmental threats and speeches of thanks (see speaking). Students use the listening text as a model copying formal expressions for the speech e.g. Ladies and gentlemen</p> <p>With the teacher, students draw up an exam revision timetable. Students schedule time during the week when they can revise and places to do this (e.g. home, library, friend's house). Students draw up a list of their strengths and weaknesses: I can... I need to work on... Students allocate times for working on particular areas of English.</p> <p>With the teacher, students go through past exam papers and look for trends. Students do practice questions</p> <p>Students with teacher look at time allocated for each exam and draw up a strategy for matching time to questions (e.g. answer section 1 in 15 minutes) and best order for answering questions (e.g. section 3 has most marks, so answer this section first)</p> <p>Students review with teacher the language of typical questions e.g. circle, delete, match etc Students do sample exercises.</p> <p>Students brainstorm typical exam speaking and writing topics in groups, noting down ideas and vocabulary in these topic groups. Students can refer back to their vocabulary networks/topic groups from previous units/grades and extend them.</p>

Assessment:

Skill	Minimum Learning Competency	Task
Speaking	Research, deliver, initiate discussion and answer questions on a short presentation on a chosen topic	Teacher assesses in-class activity
Reading	Identify evidence to support/justify opinions/arguments	Students read a text about the future of the world and answer multiple questions about the writer's opinions.

Unit 11: The Film Industry (16 periods)

Learning outcomes: By the end of Unit 11 students will be able to give information about the film industry in Ethiopia and elsewhere

Language focus:

Grammar: ‘was going to’, embedded questions, so do I/neither do I, reported speech

Vocabulary: film and TV: phrasal verbs with ‘away’

Social expressions: revision of changing and coming back to the subject

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • listen to an extended lecture on an unfamiliar topic and identify detailed information • listen to an interview and identify specific information • recount stories and experiences in the past using a range of structures <p>contribute to and develop conversations about the unit topic</p>	<p>A. Listening</p> <p>Listening text 1: lecture on Ethiopian film industry</p> <p>Listening text 2: an interview with an Ethiopian film star</p> <p>B. Speaking</p> <p>Past intention – was going to E.g. I was going to become a teacher, but then I got a part in a TV show Yesterday I was going to do my homework, but I had to help my mother</p> <p>Embedded questions Can you tell me ... Would you be happy to tell us about ...</p>	<p>Students brainstorm vocabulary connected to film and TV. In pairs students make spidergrams and compare with other pairs. Teacher adds any new words. Students talk about the kind of films and TV programmes they prefer</p> <p>Before listening the teacher and students revise strategies for making notes.</p> <p>Students listen to the lecture and make notes. At the end they work in pairs to check they have captured detailed comprehension. (They will use these notes to write summaries)</p> <p>Students listen to each question and before the answer they try to predict what it might be.</p> <p>Students listen again and take notes under various headings e.g. early career, likes, dislikes, lifestyle etc.</p> <p>Teacher uses the context of listening text 2 to introduce past intention. Students make up sentences about their own lives using ‘was going to’</p> <p>Teacher revises the use of embedded questions</p> <p>In groups students prepare talk shows with a celebrity of their choice. They assign roles and write the scripts. They present their talk shows to one other group. This group reports back on the interview to the rest of the class.</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>use a range of structures to change and come back to the subject</p>	<p>Would you mind telling us about ... I wonder if you could ...</p> <p>So do I, neither do I, I do, I don't (in a range of tenses) E.g. A: I live in Addis Ababa B: So do I A I've starred in many films B: I haven't</p> <p>Pronunciation: sentence stress</p> <p>Social expressions: revision of changing and coming back to the subject E.g. Talking of ... That reminds me of ... By the way, ... Oh, before I forget ... Just to change the subject for a moment ... Just to return to ... Can I just go back to ...?</p> <p>C. Reading Reading text 1: report of an interview Reported speech "I will live to be 100" = she said she would live to be 100 "I am happy" = she said she was happy</p>	<p>In pairs both students pretend to be famous people but they don't say who they are. Instead they say sentences about themselves and the other responds using the target language. After a few minutes they try to guess who they are</p> <p>Teacher writes examples sentences with "so do I, neither do I, I do, I don't" on the board and underlines key words that are stressed. Teacher models pronunciation and students repeat. Students practise with their own dialogues.</p> <p>The teacher revises the target language. Students work in pairs of A and B. B is given 3 secret topics by the teacher. A has to ask B questions. B has to answer them but also has to try to change the subject to the secret topics making a link however he/she can. Student A has to bring the conversation back. After a few minutes, pairs change role and student A is given secret topics</p> <p>Teacher presents an issue which is controversial. E.g. Should the young be allowed to watch all kinds of movies? (i.e. censorship) Students give their comments</p> <p>Students read the report of an interview with a celebrity (in reported speech). They use the report to write the actual dialogue. They check it against the original dialogue and work out the rules for reported speech.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>skim to get the general idea</p> <p>scan to get specific information</p> <p>identify evidence to support /justify opinions/arguments</p> <p>read text and distinguish between fact and opinion</p> <p>read text and critically evaluate it to inform their own comments/ judgments</p> <p>infer meanings of new words using contextual clues and/or knowledge of word formation</p> <p>summarise a text in various forms including bullet points, charts, notes and paragraphs</p> <p>write a report based on an interview</p>	<p>“I went to Kenya in 1998” = She said she had been to Kenya in 1998</p> <p>Reading text 2: a passage on the making of a film (e.g. Titanic)</p> <p>Reading text 3: a review of the same film</p> <p>Phrasal verbs with ‘away’ e.g. go away, fly away, blow away, take away, get away, keep away, give away, put away, throw away</p> <p>D. Writing Sentences in a range of tenses and structures E.g. I have eaten fish</p> <p>E. Additional Learning Strategies Exam strategies 2 getting up to speed</p>	<p>Students are given 2 minutes to skim the passage and guess the film</p> <p>Students look at questions and find the answers in the passage</p> <p>Students read the passage and identify the writer’s arguments and the evidence to support them.</p> <p>In pairs students look at the arguments and distinguish between fact and opinion.</p> <p>Students evaluate the text in terms of its argument and supporting evidence.</p> <p>Students guess the meaning of the phrasal verbs and compare answers. Teacher checks the answers and highlights grammar patterns. In pairs students make up stories/films that include as many phrasal verbs as possible. They tell them to each other</p> <p>Students read sentences and respond to them in writing using ‘so do I’ etc.</p> <p>Students write summaries of listening text 1 using their notes. They compare their answers in groups and swap tips.</p> <p>Students write a report on the talk show they watched.</p> <p>Teacher highlights the fact that exams have time limits and reading/writing fast can be essential. Students do timed reading and writing practice. E.g. Full exam practice or students can be given a short paragraph to read in one minute and give gist Students can write on a topic for 5 minutes</p>

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Competency	Content/Language Item	Learning Activities and Resources
	choosing the right strategy	Students are given only the questions for a reading text and in pairs they discuss which strategies they would use to find the answers (e.g. skim/scan). Students read the text and answer questions – did they choose the correct strategy? Activity can be repeated for listening.
	writing plans	Students are given the titles of a range of essays and they draw up a detailed plan for each essay with their partner – noting content of paragraphs; useful vocabulary and phrases; suitable discourse markers.

Assessment:

Skill	Minimum Learning Competency	Task
Listening	Listen to an interview and identify specific information	Students listen to a speaker talking about the influence of the film industry on society (e.g. violence in films) and answer questions
Writing	Write a report based on an interview	Students write a short report of the influence of the film industry on society, based on the listening text.

Unit 12: Class Magazine (16 periods)

Learning Outcomes: By the end of Unit 12 students will be able to produce an 8 page class magazine

Language focus:

Grammar: revision of a range of structures

Vocabulary: magazine and newspapers (including jobs)

Social expressions: revision of a range of expressions

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 all or part) of a text by doing pre-listening activities listen to the text and identify detailed information <p>paraphrase sentences</p> <p>recount stories and experiences in the past using a range of structures</p> <p>ask and respond accurately to a range of open, closed and follow-on questions (including in an interview)</p> <p>contribute to and develop conversations about the unit topic</p>	<p>A. Listening</p> <p>Listening text 1: different people speaking about their jobs at a magazine</p> <p>I would I'd like to be an editor because ...</p> <p>Listening text 2: Newspaper or/and magazine production – the process from planning to sales.</p> <p>B. Speaking</p> <p>Paraphrasing</p> <p>‘Wh’ questions in a range of tenses (passive and active) What happened in Jinka? What had caused it? Who was involved?</p>	<p>Students are given a list of jobs titles in a magazine and a list of responsibilities. Before listening they try to match them.</p> <p>Students listen to the text to check their matches and correct them. They use the content of the text to talk about jobs they would like or not</p> <p>Students listen and make notes. They make an ordered list of stages and processes involved in newspaper/ magazine production.</p> <p>The teacher revises paraphrasing and what it involves. After listening text 1, students paraphrase the duties of each job at the magazine</p> <p>What’s in the news? Teacher explains the importance of ‘Wh’ questions when writing a report. One needs to include: What happened, when, where, why?</p> <p>Students think of something that has happened recently: International, national, local, personal, and prepare a brief oral account to give to their group.</p> <p>In turns, they conduct interviews in which the group act as reporters and ask questions to find out more details about the event.</p> <p>In groups of eight, students brainstorm what features/topics could go into a class magazine E.g. School news, interviews with students/teachers, sport, fashion, film/book reviews/ problem page/ entertainment page/fashion/beauty page.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> • skim to get general ideas • read a text and identify and explain its main purpose and its effect on the reader 	<p>Expressing regret We should have ... We could have ... I wish we had ...</p> <p>C. Reading Magazines and newspapers</p> <p>A variety of magazines/ newspapers and articles</p>	<p>They use the reading texts to supplement and develop their ideas. The teacher collates ideas on the board. S/he explains that each group will be creating their own newspaper/magazine, and discusses and gives out planning sheets. E.g. Magazine or newspaper? Your title? Specified audience – e.g. school students List of articles/features Roles to be undertaken e.g. editor, graphic designer, illustrator, reporters, advertising manager, arts correspondent, and what they will need to do.</p> <p>Students complete planning sheets and assign tasks to different group members.</p> <p>The teacher gives a time plan showing when each stage of the magazine needs to be completed, and students record the information.</p> <p>After students have completed and presented their magazines they reflect on the whole process in their groups:</p> <ul style="list-style-type: none"> • What went well? • What could have gone better? • What they have learnt? <p>Teacher takes in a number of different magazines and newspapers. Students skim through them to identify what kind of magazine/newspaper they and if they would like to read them (including why and why not). Students discuss answers in groups</p> <p>Teacher models a response to a short text using the following headings: which paper/newspaper it comes from title subject/content audience purpose effect on reader</p> <p>Students read widely recording information using the headings.</p>

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Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read Different MLCs will be practised by different students 	<p>D. Writing Students' articles/features individually covering writing for different purposes</p> <p>E. Additional Learning Strategies Exam strategies 3 revise with a friend</p> <p>relaxation techniques</p>	<p>Teams are given a guidance sheet on how to make an eight page 'mock up' of their magazine. The designer leads the team in deciding the layout. They follow the guidance given and produce this for teacher comment.</p> <p>Students start to research, plan and write their articles – e.g. reporters conduct interviews and write reports, Feature writers work on their pages/sections.</p> <p>The editor organises the team's proof reading process and writes the editorial</p> <p>The advertising managers from each group work together to list, and decide who will contact particular local shops/businesses/NGOs to promote the magazine and offer advertising space. (The teacher could give accompanying letter to verify student identity). They write and proof read adverts.</p> <p>Students produce their magazines – any advertising revenue received goes towards cost of production.</p> <p>Teacher highlights the importance of revising with a friend. Students roleplay a speaking exam in pairs: one student asks questions; the other answers. Students then change roles. Students give each other feedback.</p> <p>In pairs, students review the English course and help each other with any areas of difficulty. Students can complete past papers together or answer separately and then compare answers, sharing strategies and tips.</p> <p>Teacher writes on board "All work and no play makes Jack a dull boy". Students react. Teacher elicits from students relaxation techniques suitable for the pre-exam period.</p>

Assessment:

Teacher assesses the class magazine.