

# **English Syllabus for Grades 1-4**

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## Rationale

### Why do Ethiopian children 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 1-4 is designed 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 is compatible with students' age and grade level. 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: 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 children whether they are progressing to secondary school, technical or vocational college or leaving school and contributing to development of the community.
  - 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 and vocabulary items 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 whole class. The activities are also designed to encourage students' natural curiosity and appetite for discovery together with enjoyment of learning through games, songs and stories.

### **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 children to learn English by using interesting and enjoyable methods
- learning geared to: communicating in English, using the language creatively, taking delight in talk
- building on young learners' instinct for play and fun
- taking account of their capacity for imagination and creativity
- developing in young learners sensitivity to foreign languages and cultures
- raising their awareness of the mother tongue and English
- developing in them a positive attitude to language learning

#### **2. Attitude goals**

Attitude is an important aspect of a young learners' syllabus. Young learners 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 to young learners. Grades 1-4 focuses on building students' oral skills. Language chosen is functional, relevant and realistic for children. The vocabulary and structures are appropriate to young learners' age and development stage

#### **4. Lessons and materials**

These include activities and tasks that:

- have a clear learning outcome
- can be personalised according to pupils' 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 pupil independence and choice
- stimulate young learners
- engage children's minds and keep them physically occupied
- allow children to respond to language input by doing
- provide opportunities for interaction to develop fluency
- enable teachers to choose a style that suits the mood
- help young learners understand by using the various senses: seeing, hearing, feeling etc
- cater for different modes of learning: verbal, visual, musical, logical, physical, interpersonal etc
- keep lessons short and simple
- vary work on the same topic
- vary the organisation of learning (children working in pairs, groups, whole class)
- 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 the topic areas at the end of each grade. Some students will demonstrate abilities beyond the MLCs.

#### **2. Topic flow charts and content maps**

The topic flow charts show the spiral progression of the competencies within a number of topics. The content maps show the content to be learnt in each unit at each grade.

#### **3. Units and period allocation**

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

In grades 2-4 there will also be at least two revision units. These units will provide teachers and students with opportunities to recycle language and skills and assess competencies. In these units there should be a variety of activities across the skills and integrated tasks to practise and assess what has been learnt. Activities should be fun and engaging but should also include examples of national test types such as multiple choice.

Each unit is divided into a number of periods based on a 34-week school year. Regular, short slots of language learning during the week are likely to be more effective than a longer, more concentrated slot once a week. In grades 1-4, children will have 5 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 1** (5 periods a week)  
Units 1, 2, 4, 5 and 13 have  
12 periods each  
Units 3, 6, 7, 8, 9, 10, 11, 12  
14 and 15 have 11 periods each  
Total Periods 170

**Grade 2** (5 periods a week)  
Units 1-14      12 periods  
Revision units    2 periods  
Total periods    170

**Grade 3** (5 periods a week)  
Units 1-12      13 periods  
Revision units    14 periods  
Total periods    170

**Grade 4** (5 periods a week)  
Units 1-12      13 periods  
Revision units    14 periods  
Total periods    170

#### **4. Learning outcomes and vocabulary**

Each unit starts with a learning outcome related to the topic and which is applicable across the skills. The topic area for vocabulary is also highlighted with some examples. At the end of each grade there is a list of vocabulary. Teachers should choose vocabulary from this list that is relevant to their students. Teachers are also free to add lexical items where appropriate. Although some ideas are given in the syllabus, teachers should also recycle vocabulary as much as possible. This can be done through vocabulary games at the beginning and end of lessons. Regular vocabulary tests should also be given.

#### **5. Competencies**

The left hand column lists the relevant competencies for each unit. These are derived from the Minimum Learning Competencies for each grade or in some cases may revise the competencies from previous grades. Teachers use these competencies to assess students (see assessment).

#### **6. Skills**

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

- Speaking and listening
- Reading
- Writing

Speaking and listening are put together because in a communicative interactive approach, they are often inseparable. When listening is practised as a discreet skill, this is reflected in the corresponding competency. Indeed listening is often the first activity of a unit because it is used to provide a context for the introduction of language items.

Speaking and listening also come first in each unit because in most cases, and especially in grades 1-4, students will be learning this aspect of the language first. Reading precedes writing because it is a receptive skill (rather than a productive skill) and the reading text will often provide a model for writing. In grades 1 and 2, writing is developing literacy skills in English so the focus is on copying letters and models. In grades 3 and 4 students gradually progress to producing their own words and sentences.

Although the activities within the skills are presented in this order in the syllabus documents, activities do not have to be followed in this order. Indeed it will often make sense to provide a variety of practice across skills

within a week's 5 periods. Furthermore some of the activities actually integrate all the skills.

### **7. Language Content/items**

The middle column of language content/items contains the grammar, language patterns 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 in the speaking and listening column as we would generally expect them to be introduced in these skills first. Social expressions (functional language such as greeting people, introducing oneself or giving advice) are also included in this column and may overlap with language patterns and grammar. Under reading and writing the language content is the text type (such as words, phrases, sentences, paragraph, story, descriptive passage, recipe etc.) the students will be working with.

### **8. Language activities and resources**

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

The activities contain examples of language they aim to practise. Within a skill area, the activities build on each other so they need to be followed in the recommended order. For example most of the new grammar and vocabulary is introduced in the speaking and listening activities. This is to provide a realistic context for the new language and to focus on the spoken form rather than the written form. Teachers should clearly present the new language within context and check understanding before proceeding to the activities. The activities often start with controlled practice of discreet language items or patterns through a variety of activities. This is to give the students the chance to practise the target language. Freer speaking activities will occur later. 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 activities to meet the needs or situations they face.

This column also contains information and ideas for practising pronunciation and some spelling strategies. It is really important to draw

students' attention to these. In grade 4 teachers should also start to build up students' skills in spelling by administering periodic tests.

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 whole class. For listening and reading activities students should check and compare their work together, practising their English as they do so. For reading, students and read aloud in pairs and small groups rather than reading silently. The skill of writing is as much about process as product. For this skill too, students should sometimes be encouraged to write sentences and paragraphs together.

### **9. 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. On top of this, at the end of each unit there is at least one assessment activity. For grades 1-4 this is usually in the area of speaking and listening as this is the primary focus of English in the first cycle. Moreover, as mentioned earlier, each grade will have at least two 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.

### **10. Assessing speaking**

Assessing speaking is vital for providing feedback to the students and for informing schemes of work and lesson plans. 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 communication not accuracy, especially in grades 1-4.

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.

### ***11. Assessing listening, reading and writing***

Teachers can assess the competencies for listening, reading and writing both informally and formally. Continuous assessment can take place as the students are doing the activities and through regular checking of students' notebooks. More formal assessment should be done through the end of unit assessment activities (although these mainly focus on speaking and listening) and through the revision units.



# **English Syllabus Grade 2**

## **Introduction**

In grade 2 the students have 5 periods of English a week. The syllabus contains 14 units and each unit is divided up into 12 periods. There should also be two periods for revision, one at the end of each semester.

The focus of grade 2 is still on speaking and listening as students continue to develop literacy skills in their native languages. However, building on grade 1 there is some basic work on recognising and forming familiar words and phrases. Topics are also on familiar and concrete subjects.

Language content extends what was learnt in the previous year to simple questions and answers. The activities continue to be learning focused, engaging and fun and as in grade 1, there are plenty of games and songs and opportunities to draw. The main goal is to for students to be able to communicate basic information about themselves and each other as well as enjoy communicating in English. Teachers are strongly advised to the look at the Grade 2 Minimum Learning Competencies for all of the four skills which also act as objectives.

**Unit 1: In the classroom (12 periods)**

**Unit Outcomes:** Students will be able to: name and locate objects in the classroom and give and follow instructions

**Vocabulary:** objects in the classroom, classroom verbs, prepositions.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• name and say where objects in the classroom are located</li> <li>• listen and respond to instructions appropriately</li> <li>• give basic instructions</li> <li>• exchange simple greetings</li> <li>• sing a song</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• What’s this/that?</li> <li>• It’s a/an...</li> <li>• What are these/those?</li> <li>• They are....</li> <li>• Where’s...?</li> <li>• It’s in/on/under/near/inside/outside..</li> <li>• Simple instructions (open your book/stand up/don’t talk/don’t move etc)</li> <li>• Hello! How are you? Fine, thank you. And you? What’s your name? My name’s... Nice to meet you!</li> </ul> <p>Hello Song</p> <p>Contractions and</p>	<ul style="list-style-type: none"> <li>• Students feel objects inside a bag and say the name.</li> <li>• Students match real objects (or pictures of objects) to English word.</li> <li>• Students show/point to an object and say word.</li> <li>• Students put labels on objects in classroom</li> </ul> <p>Students ask and answer questions about objects around them (pairs/groups)</p> <ul style="list-style-type: none"> <li>• Teacher plays the game ‘Zeineba says..’</li> <li>• Optional: teacher takes the students outside and gives them instructions to follow e.g. form a circle, form three lines, put your hands on the shoulders of the student next to you/in front of you, run, walk around, don’t move! etc..</li> <li>• Students give and follow instructions in pairs</li> </ul> <p>A student is sent outside. Something is hidden in the classroom. Students give instructions to the student who was outside about how to find the hidden object.</p> <p>Students ask/answer questions. Stand up: role-play meeting each other for first time. Shake hands etc.</p> <p>Teach a greetings song</p> <p>Teacher explains how to write contractions. e.g. I’m / you’re/he’s/she’s/we’re/they’re.</p>

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"> <li>read letters of the alphabet(including capitals)</li> <li>read words for simple classroom objects</li> <li>read simple instructions and react appropriately</li> <li>copy letters of the alphabet (including capital letters)</li> <li>label classroom objects</li> <li>Capitalisation for initial letter of names</li> </ul>	<p>pronunciation. e.g. I'm / you're/he's/she's/we're/they're</p> <p><b>B. reading</b></p> <ul style="list-style-type: none"> <li>From A-Z, a-z (Use ABC song)</li> <li>names of classroom objects</li> <li>simple written instructions</li> </ul> <p><b>C. writing</b></p> <ul style="list-style-type: none"> <li>Letters A-Z, a-</li> <li>copy names of classroom objects</li> <li>one or two word instructions e.g. Stand up</li> <li>names (with capital letters)</li> </ul>	<p>Teacher isolates two words and then models contraction; students repeat E.g. I / am I'm</p> <p>Students read letters of the alphabet and practise alphabet song.</p> <p>Students match classroom object to picture</p> <p>Students take a slip of paper, read the instruction and do the actions. E.g. jump, sit, stand</p> <p>Students draw a picture according to written instructions from the teacher (based on an example e.g. draw a chair under the window, draw a ball under a table etc.)</p> <p>Students copy alphabet Students trace over outline of letters/join the dots to form letter Students match lower case and capital letters, Aa, Bb, etc.</p> <p>Students write the missing initial letters of familiar objects and instructions (matched to pictures) Students label pictures of classroom objects.</p> <p>Students write their names beginning with a capital letter.</p>

## Assessment

### Speaking and listening

Students in pairs give instructions to each other including placing objects around the room e.g. Put the pen under the table, stand up, spell 'book' etc.

### Writing

Students write their names with initial capital letter

**Unit 2: How Many Books** (12 periods)

**Unit Outcomes:** Students will be able to talk about ages and quantity.

**Vocabulary:** Numbers: eleven, twelve etc. objects e.g. bottle.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Give and ask for ages</li> </ul> <p>Count from 11-20</p> <ul style="list-style-type: none"> <li>• Use singular and plural forms to talk about the numbers of objects</li> <li>• listen to singular and plural forms and make distinctions</li> <li>• sing a song</li> <li>• ask and answer questions with “how many?”</li> </ul>	<p><b>A. listening and speaking</b></p> <ul style="list-style-type: none"> <li>• recycle 1-10</li> <li>• How old are you? I’m .../she’s ...</li> <li>• Numbers 11-20</li> <li>• plural nouns (-es) E.g. boxes, churches, dishes</li> <li>• sentences using have/has with numbers/regular plurals (-s) E.g. The teacher has 12 books.</li> <li>• recycle where</li> <li>• there is/are</li> <li>• there isn’t/aren’t</li> </ul> <p>How many? E.g. How many pens are there on the table?</p>	<ul style="list-style-type: none"> <li>• Teacher writes figure on the board and students say it</li> <li>• Ask a student how old he/she is and model it with a student. E.g. T: How old are you S: I am nine years old.</li> <li>• Students ask and answer in pairs.</li> <li>• Ask students how old their partners are. E.g. T: How old is Hewan. S: She is eight years old.</li> </ul> <p>Teach numbers 11-20 Bring in items such as books, bottle tops, stones, for students to count and number. E.g. the teacher has 12 books. Stress the plural ‘s’ at the end of words and encourage students to use plurals correctly.</p> <ul style="list-style-type: none"> <li>• Look at pictures of objects, describe and say where they are. Play a memory game in which you show different numbers of items to students, then cover them and students try to remember how many there are e.g. one ruler, two pencils, five bottle tops four pens, etc.</li> </ul> <p>Students select pictures according to teacher’s spoken description.</p> <ul style="list-style-type: none"> <li>• Teach song/rhyme about numbers</li> <li>• Teacher places some items on the table and writes a dialogue on the blackboard. E.g How many pens are there on the table? There are 10 pens How many books are there on the table?</li> </ul>

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> <li>• exchange simple greetings</li>   <li>• read numbers with simple plural nouns for classroom objects</li> <li>• read number words</li>   <li>• copy numbers and plural nouns for classroom objects</li> <li>• write words about a picture</li> </ul>	<ul style="list-style-type: none"> <li>• recycle Unit 1 + Good morning/afternoon</li> </ul> <p>Pronunciation: contractions e.g. I'm / you're/he's/she's/we're/they're</p> <p>Pronunciation: numbers (stress)</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• phrases consisting of numbers and regular plurals</li> </ul> <p><b>C. writing</b></p> <ul style="list-style-type: none"> <li>• Words eleven-twenty</li> <li>• Copying numbers in front of regular plurals</li> </ul>	<p>There are 5 books</p> <ul style="list-style-type: none"> <li>• Students repeat the dialogue but gradually the teacher rubs out words on the board until students can practise the dialogue in pairs and substitute bananas and tables etc. for other words</li> <li>• Students practise greetings at the beginning of every lesson</li> </ul> <p>Teacher draws students' attention to contractions e.g. I'm / you're/he's/she's/we're/they're.</p> <p>Teacher isolates two words and then models contraction; students repeat E.g. I / am I'm</p> <ul style="list-style-type: none"> <li>• Teacher draws students' attention to word stress (on second syllable) for numbers ending in –teen.</li> <li>• Teacher models and students repeat: whole class drill, then drill smaller groups of students, finally individual drills</li> <li>• Students select and match singular form of word to picture of single item and plural form of word to picture of more than one item, e.g. 'pens' to picture of three pens, 'table' to picture of one table</li> <li>• Students match figures to number words e.g. 11 to eleven</li> <li>• Students label pictures of quantities of classroom objects correctly.</li> <li>• Students draw a number of objects/animals and write how many of each there are.</li> </ul>

### Assessment

#### Speaking and listening

The teacher says a number from 1-20 and students have to say a sentence with that number in it e.g. there are 4 windows in the class, I am 9 years old etc.

**Unit 3: What Colour Is Your Bag ? (12 periods)**

**Unit Outcomes:** Students will be able to describe objects using basic colours.

**Vocabulary:** Colours e.g. brown, orange, white etc.

<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"> <li>ask and answer simple questions about colour of objects</li> <li>listen to instructions (for colours) and react accordingly</li> <li>Sing a song</li> <li>exchange social expressions of saying goodbye</li> <li>read and recognise colour words</li> <li>copy colour words</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>What colour is this? It's....</li> <li>Possessive adjectives: My/your/our/their/his/her (noun) is..(colour)</li> <li>(person/people) has/have (colour) (noun) E.g. I have a red bag, She has a blue ball</li> <li>Social expressions of Units 1 + 2 recycled</li> <li>Bye / good-bye</li> <li>Good night / good evening</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>names of colours</li> <li>short phrases including colours + nouns</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>names of colours</li> </ul>	<ul style="list-style-type: none"> <li>Teacher asks questions/students say colour recycling 'what colour is it?' from unit 1.</li> <li>Teacher introduces possessive adjectives and asks questions about colour e.g. what colour is her bag</li> <li>Students ask/answer questions</li> <li>Students say colour of objects in pictures</li> <li>Students look around room/outside window – what colours can they see?</li> <li>Students bring a coloured object to classroom and describe it. They describe what their classmates have. Teacher asks about objects in class: how many (objects) are.. (colour)? (recycle numbers)</li> <li>Teach song/rhyme about colours e.g. colours of the rainbow and point to colours as they sing</li> <li>Students practise saying goodbye at the end of each class</li> <li>Students match pictures to words/phrases</li> <li>Students add colour label to objects in classroom/on walls</li> <li>Students look at coloured pictures and copy name of colour in appropriate colour if possible or stick bits of coloured paper in books or draw blob of colour and write colour next to it.</li> </ul>

**Assessment****Speaking**

Teacher asks 'what colour is \_\_\_\_\_' (an object inside or outside the class) and students respond together or individually "it's brown".

Students continue in pairs. **Writing:** copy colours words.

**Unit 4: Touch Your Nose?** (12 periods)

**Unit Outcomes:** Students will be able to describe people using parts of the body.

**Vocabulary:** body parts e.g. head, nose, chin, neck, leg, arm.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Listen to instructions in a song and react accordingly</li> <li>• describe people using parts of the body</li> <li>• use social expressions to demonstrate politeness</li> <li>• count from 21-29</li> <li>• read words/phrases related to simple body parts, numbers</li> <li>• copy numbers 21-29</li> <li>• copy words for body parts and label a picture</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• What’s this? It’s my/your...</li> <li>• I have (body part)</li> <li>• He/she has (body part)</li> <li>• please / thank you</li> <li>• numbers 1-20 recycled; numbers 21-29</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• words/phrases related to body</li> <li>• number words and figures</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• numbers 21-29</li> <li>• copy words and label picture</li> </ul>	<p>Teach song/rhyme for body parts (e.g. “head, shoulders, knees and toes”) and students touch parts of their body while singing song.</p> <p>Teacher says one body part and student responds with the number. T: Eye S: I have 2 eyes</p> <p>Students do same activity in pairs Optional: recycle “Solomon says”: teacher calls out body part and students touch correct part of their bodies</p> <p>Teach and practise ‘please’ and ‘thank you’ “please” game: respond to teacher’s instructions only when teacher adds “please” to instruction e.g. ‘stand up, please’ (respond), ‘sit down’ (don’t respond)</p> <p>Students repeat numbers 1-20 and 21-29</p> <p>Students read text and match to pictures Students put jumbled letters of body parts in correct order e.g. eto = toe, Students match words to figures for 21-29</p> <p>Students copy numbers 21-29 Students draw a picture of themselves and label body parts Rearrange words for parts of the body in alphabetic order and copy them</p>

**Assessment**

**Listening and writing**

Teacher says 5 sentences each with a number from 1-29. Students write down the number they hear

**Speaking:** Students start at the top of their body and describe how many eyes, ears etc. they have.



**Unit 5: I have a new pen (12 periods)**

**Unit Outcomes:** Students will be able to say what people have.

**Vocabulary:** household objects e.g. brush, broom, lamp, adjectives e.g. old, new, big, small.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• ask and answer questions about what people have</li> <li>• describe objects using adjectives</li> <li>• count from 1-49</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• I have ..... He/she has.....</li> <li>• I don't have ....He/she doesn't have....</li> <li>• Do you have? Does he/she have?</li> <li>• What do you have.....?</li> <li>• I have a pen <i>and</i> a book</li> <li>• recycle colours</li> <li>• adjectives (new, old, big, small etc)</li> <li>• -is it big? Is it new? Is it red? (recycle colours)</li> </ul> <p>recycle numbers 1-29; new numbers 30-49</p> <p>Pronunciation: do you / dju:/ Pronunciation: does he / dʒzI/ Pronunciation: numbers stress (-teen v -ty) Pronunciation: and /n/</p>	<ul style="list-style-type: none"> <li>• Teacher says: What do I have in my bag? Students touch or smell (without seeing object/s) and say names</li> <li>• Teacher asks “What do you have in your bag?”</li> <li>• Students answer “I have ...”</li> <li>• Students examine contents of their school bags (ask and answer questions)</li> <li>• Class survey: Students ask 6 friends what they have in their bags/home and identify the most common item.</li> </ul> <p>Teacher ask questions about students’ possessions e.g. Do you have a pen? Is it new? Students continue in pairs</p> <p>Teach numbers 30-49. Students play bingo with numbers 1-49</p> <p>Teacher draws students’ attention to: do you / dju:/ and does he/she / dʒzI/. Teacher models phrases and students repeat: whole class drill, then drill smaller groups of students, finally individual drills Students practise with own questions in pairs Teacher draws students’ attention to numbers stress.: Counting ‘forty v four’teen Teacher models and students repeat (counting –teen words and –ty words): whole class drill, then drill smaller groups of students, finally individual drills Teacher draws students’ attention to short ‘and’ between two nouns. Teacher models sounds of two nouns joined by ‘and’; students repeat and make own pairings E.g. potatoes n’ tomatoes, cats n’ dogs, pens n’ pencils, one n’ two etc.</p>

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"> <li>• read short sentences about people and their possessions</li>   <li>• copy simple sentences about what people have</li> <li>• fill in gaps using visual clues</li>   <li>• write numbers 30-49</li> <li>• copy numbers</li> </ul>	<p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• short sentences about possessions</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Sentences of about 7 words (using ‘and’ to connect words) E.g. I have a pen and a book Musa has a dog and a stick</li> <li>• numbers</li> </ul>	<p>Students match sentences to pictures Students match pictures to adjectives (e.g. old book, new book, big ball, small ball, red ball)</p> <p>Students copy sentences</p> <p>Students fill in gaps in sentences Students write their own sentences using the model</p> <p>Students write figures 30-49 and match to words. Students copy words.</p>

**Assessment**

**Speaking and listening**

Students ask and answer questions about what each member of their family has e.g. What does your mother have? What does your father have? Etc.

**Unit 6: Today is Monday** (12 periods)

**Unit Outcomes:** Students will be able to describe what they do on certain days of the week.

**Vocabulary:** Ordinal numbers (first to seventh), days of the week (Monday, Tuesday etc.), verbs for daily routines, weather words – sunny, rainy, cloudy, cold, hot, special occasion vocabulary.

<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"> <li>• name days of the week</li> <li>• listen to short spoken sentences and identify visual clues</li> <li>• give simple information about daily routines</li> <li>• exchange some simple greetings for special occasions</li> <li>• sing a song</li> <li>• read names for days of the week</li> <li>• match simple story with an illustration</li> <li>• copy days of the week beginning with capital letters</li> </ul>	<p><b>A. Listening and Speaking...</b></p> <p>What day is today? Today is _____.</p> <p>What is the first day in the week? S. _____ is the first day in the week</p> <ul style="list-style-type: none"> <li>• present simple e.g. go, play, visit, come, on</li> </ul> <p>E.g. I go to church on Sunday</p> <ul style="list-style-type: none"> <li>• Happy birthday/Christmas/Ramadan/New Year!</li> <li>• Today it's sunny/rainy etc.</li> <li>• is it sunny?</li> <li>• yes it is/no it isn't</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• days of the week</li> <li>• a story about the days of the week.</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Days of the week with</li> </ul>	<p>Teach a song/rhyme about the days of the week.</p> <p>Teach ordinal numbers first to seventh Show days on a calendar Students get into groups of seven. They are assigned a day of the week and told to line up accordingly</p> <ul style="list-style-type: none"> <li>• Teacher describes what they do on each day of the week and students draw pictures or match pictures to what they hear (or fill in a diary).</li> <li>• Students talk about what they do on each day of the week</li> </ul> <p>Teach greetings by matching them to a picture</p> <p>Students learn “Happy Birthday” song</p> <p>Teacher teaches weather words through symbols and asks ‘is it sunny today? Students reply and do the same in pairs</p> <p>Students organize jumbled up words (days of the week) into the correct order. They match illustrations from the story with a correct day of the week.</p> <p>Students copy the days of the week. Students make a weather chart to show the weather on each day of the week (imaginary, if weather consistent) with symbols for sun, rain, cloud, etc. or they do an activities chart for a</p>

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"><li>fill in missing words in sentences</li></ul>	(correct spelling / capitalisation)	week showing what they do each day. Fill in missing words in sentences

**Assessment**

**Speaking**

Teacher points to pictures e.g. church, school, shops and a day of the week. Students say “I go to church on Sunday” etc. Students continue in pairs.

**Unit 7: Time to eat and Drink (12 periods)**

**Unit Outcomes:** Students will be able to express what they want (in a shop)

**Vocabulary:** Food and drink.

Competency	Content/Language Item	Learning activities and Resources									
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to singular and plural forms and make distinctions</li> <li>state what items of food they want to buy</li> <li>social expressions – politeness</li> <li>count from 50-99</li> <li>recite a poem</li> <li>read and identify words for food and drink</li> </ul>	<p><b>A. Listening and Speaking</b> Present simple</p> <p>How many?</p> <p>Customer: “I want bananas, please.” Shopkeeper: “How many?” Customer: “Three, please.” Shopkeeper: “Here you are.” Customer: “Thank you” Pronunciation:- plural nouns (-es) E.g. tomatoes, potatoes</p> <p>Numbers 50-99</p> <p>Pronunciation: numbers stress (-teen v -ty)</p> <p>Pronunciation: word stress e.g. ba'nana</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>words and phrases (singular and plural nouns)</li> </ul>	<ul style="list-style-type: none"> <li>Students label pictures of food</li> <li>Students ask and answer questions about food “What’s this?” “It’s a/an....”</li> </ul> <p>Teacher introduces ‘many’ for countable objects</p> <p>Teacher reads a simple dialogue and students write down the numbers of objects they hear Students do a simple roleplay based on the dialogue: shopkeeper and customer substituting items of food and numbers</p> <p>Teach numbers 50-99. Count around the class. Count backwards.</p> <p>Teacher draws students’ attention to numbers stress: Counting ‘fifty v fif’teen Teacher models and students repeat (counting –teen words and –ty words): whole Class drill, then drill smaller groups of students, finally individual drills</p> <p>Teacher draws students’ attention to word stress. Students listen to words and group according to their stress; put words in stress columns E.g. ba'nana/po'tato/to'mato (stress on second syllable)</p> <table border="1"> <tr> <td>ba'nana</td> <td>'camera</td> <td>maga'zine</td> </tr> <tr> <td>po'tato</td> <td>'sandwich</td> <td></td> </tr> <tr> <td>to'mato</td> <td>'tennis</td> <td></td> </tr> </table> <p>Students practise saying words in groups Students learn a poem about a food. Students read and match to pictures.</p>	ba'nana	'camera	maga'zine	po'tato	'sandwich		to'mato	'tennis	
ba'nana	'camera	maga'zine									
po'tato	'sandwich										
to'mato	'tennis										

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"><li>• copy some words from a shopping list</li></ul>	<ul style="list-style-type: none"><li>• short reading text</li></ul> <p><b>C. Writing</b> a list of items in a list</p>	<p>Students underline words for food and drink in short reading text.</p> <p>Students copy the words for food they want to buy in the roleplay</p>

**Assessment**

**Listening**

Students listen to two short dialogues in a shop (read by the teacher) and tick off on a chart what the customers buy.

**Unit 8: what an amazing anima! (12 periods)**

**Unit Outcomes:** Students will be able to describe some animals.

**Vocabulary:** animals, animal body parts, garden words: tree, bush, flower etc.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• sing a song</li> <li>• describe some animals</li> <li>• recite a poem</li> <li>• read short descriptions and match to illustrations</li> <li>• copy the names of some animals</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• What is this/that? This/That is a(n)...</li> <li>• It has tw o/four legs/ears/eyes/tail/wings.</li> <li>• It doesn't have..</li> <li>• What does it eat? It eats grass/meat etc...</li> <li>• Is this/that a ...? Yes, it is./No, it isn't.</li> <li>• Does it eat ...? Yes/No</li> <li>• Does it have two/four ... ? Yes/No.</li> <li>• Where does it live?</li> <li>• is it big/small?</li> <li>• Recycle regular plurals</li> <li>• Recycle adjectives (long, short, big, small, etc Pronunciation: intonation in questions (wh- questions – falling intonation; yes/no questions – rising intonation) e.g. What is that? (falling ) Is it big? (rising)</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• short paragraph describing where animals (including birds etc) are in a garden.</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Names of animals</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to the sounds animals make and name the animal.</li> <li>• Students make animal sounds; others guess name of animal Sing Old McDonald song Recycle body parts and teach any extra for animals e.g. wings, tail Show pictures of familiar animals for students to describe. Teacher introduces the question forms. In pairs one student thinks of an animal and the other guesses using questions e.g. does it eat ...?, does it have two legs? is it a..? is it big? Is it small? Students draw a fantastic animal from a spoken description/ students draw a fantastic animal and describe it orally.</li> <li>• Optional: Take students outside. In circles of 10 students, assign the names of animals to pairs. Students sit down. One student in the centre calls out the name of an animal. Students assigned that name must change places – student who fails to sit down remains in the centre and calls out another animal name. Call out “animal” and all students change places. Optional: Take students on a walk and talk to them about the animals seen on the walk. Have them list what they have seen In groups, students prepare a recitation of a short poem about an animal (choral speaking).</li> <li>• Teacher draws students' attention to intonation in questions. Teacher models falling/rising intonation and students repeat: whole class drill, then drill smaller groups of students, finally individual drills</li> </ul> <ul style="list-style-type: none"> <li>• Students look at the picture and locate the animals</li> <li>• Copy from a list the correct names of animals in pictures Teacher says a letter from the alphabet and students say any animal that has that letter in its spelling</li> </ul>

**Assessment**

**Speaking and listening**

Students draw a fantastic animal from a spoken description by the teacher/  
students draw a fantastic animal and describe it orally in pairs.



**Unit 9: I like oranges (12 periods)**

**Unit Outcomes:** Students will be able to talk about likes and dislikes.

**Vocabulary:** animals, food, drink (recycled).

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• talk about likes and dislikes</li>   <li>• listen to short spoken sentences and identify the visual clue</li>   <li>• read short sentences and identify correct visual clue</li> <li>• read and match simple story with illustration</li>   <li>• complete sentences related to their likes and dislikes</li> <li>• draw a picture and write words about it</li> </ul>	<p><b>A. Listening and Speaking</b></p> <p>Present simple e.g. Ahmed likes bananas Sara likes oranges</p> <ul style="list-style-type: none"> <li>• What fruit/animal/colour do you like? short answers</li> <li>• Do you like oranges?</li> <li>• Yes I do/ No I don't</li> </ul> <p>Plural nouns (-es) e.g. oranges, cabbages, boxes, benches, pages etc.</p> <p>Pronunciation recycled: intonation in questions (wh-questions – falling intonation; yes/no questions – rising intonation)</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Sentences related to the topic</li> <li>• short story/text about somebody's likes and dislikes</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• short sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Recycle names of food from pictures.</li> <li>• Students in pairs ask each other if they like the foods. Do the same with animals and colours (groups of words known to students)</li> <li>• Students carry out a group survey – students pick from each category the thing they like : e.g. What fruit do you like? I like bananas. What animal do you like? I like hens. What colour do you like? I like red. They try to remember what other students in their group like: Abebech likes bananas and hens, etc.</li> </ul> <p>Teacher talks about what he/she likes and students point to these items in pictures</p> <p>Teacher draws students' attention to intonation in questions. Teacher models falling/rising intonation and students repeat: whole class drill, then drill smaller groups of students, finally individual drills</p> <ul style="list-style-type: none"> <li>• Students match sentences about likes and dislikes to the correct illustration. Students put sentences into like/dislike columns.</li> <li>• Students draw pictures as they read a story/text about somebody's likes and dislikes.</li> </ul> <p>Students fill the gaps E.g. I have a dog. His name is Bobby. I _____ Bobby very much.</p> <p>Students draw something they like and based on a model write a sentence about it.</p>

## **Assessment**

### **Speaking and listening**

Teacher puts students into groups of three. Two students ask each other what they like for animals, colours and food. After each question the third student says e.g. 'Tolosa likes blue' etc.

**Unit 10: who lives in this house? (12 periods)**

**Unit Outcomes:** Students will be able to give information about houses.

**Vocabulary:** Rooms in house e.g. bedroom, kitchen, bathroom, garden, yard etc., common objects found in these rooms e.g. bed, table, activities e.g. talk, eat, sleep etc. recycle – big and small; inside and outside.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>ask and answer questions about their houses</li> <li>listen and point to objects in pictures that are named</li> <li>describe houses, rooms and common objects found in them</li> <li>Read names of household objects</li> <li>read short descriptions and respond by drawing</li> <li>copy words for rooms and household objects</li> </ul>	<p><b>A. Listening and Speaking</b></p> <p>Present simple</p> <ul style="list-style-type: none"> <li>What is this room?</li> <li>What is in this room?</li> <li>What do you do in this room?</li> </ul> <p>I sleep/cook/eat in this room</p> <p>My house is big/ It isn't small. My house has 3 rooms</p> <ul style="list-style-type: none"> <li>inside/outside the house</li> <li>there is/are... in the bedroom</li> <li>there isn't/aren't...</li> </ul> <p>Pronunciation: there is (connected speech)</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>Words for rooms and objects in rooms (singular and plural)</li> <li>A description of a house and objects found in rooms</li> </ul> <p><b>C. writing</b></p> <ul style="list-style-type: none"> <li>words</li> </ul>	<p>Teach rooms in the house with pictures.</p> <ul style="list-style-type: none"> <li>Match verbs to picture of rooms e.g. cook, sleep, eat, talk, wash, etc Students ask and answer questions “What do you do in this room?” “I sleep in this room”</li> <li>Students match pictures and words and arrange them in groups according to their usual location (e.g. in the bedroom, in the kitchen, outside in the garden etc)</li> <li>Teacher describes a simple picture of a house with objects to the class. E.g. This is the kitchen. It is big. It has a table and a chair. I cook in this room. Students point to these rooms and objects in the picture.</li> <li>Students draw their houses and describe them to their partners.</li> </ul> <p>Teacher draws students' attention to connected speech (there_is). Teacher models phrases and students repeat: whole class drill, then drill smaller groups of students, finally individual drills Students practise with own phrases in pairs</p> <ul style="list-style-type: none"> <li>Students find the new words from a set of word cards they are already familiar with. Students have an outline of a simple house with 3 rooms labelled kitchen, bedroom and bathroom. As they read they draw in the objects that are in each room.</li> <li>Students label the picture of their house (that they drew) with rooms and objects Students fill in words in place of pictures in a paragraph, E.g. In my bedroom there is a</li> </ul>

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"><li>complete sentences about a house from visual clues</li></ul>	<ul style="list-style-type: none"><li>complete a description of a house (guided writing)</li></ul>	(picture of a bed – students read to themselves the word ‘bed’ and write it).

**Assessment**

**Speaking and Writing**

teacher gives students pictures of houses. They describe the houses and then fill in the gaps in sentences about these houses.

**Unit 11: A frog can jump** (12 periods)

**Unit Outcomes:** Students will be able to ask and answer questions using can and can't.

**Vocabulary:** Action verbs: Hop, jump, walk, run, climb, swim, drive etc.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• ask and answer questions using can and can't</li> <li>• read short sentences about animals in singular and plural forms</li> <li>• copy what people and animals can/can't do</li> <li>• draw a picture and write words about it</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Asking questions with "can"</li> <li>can you ?</li> <li>Yes ..... can /</li> <li>No..... can't</li> <li>with pronouns ( I, she, he, we, they )</li> <li>Yes, I can</li> <li>No, they can't</li> <li>Can a snake fly?</li> <li>No, it can't</li> </ul> <p>Pronunciation: can/can't /kən/ /kæn/ /ka:nt/</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Sentences using singular and plural and can and can't e.g. Frogs can jump. A cow can't fly</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Substitution table</li> <li>• Sentences about the abilities of people and animals. e.g. A bird can fly with full stops at the ends of sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Teach the words hop, jump, fly, walk, run, climb, drive etc. by miming the actions and have students mime.</li> </ul> <p>Ask students to say what they can do and demonstrate. Have them tell other students to do something and then say 'He/she can/can't ...'</p> <ul style="list-style-type: none"> <li>• Teach the question. Students in pairs, ask each other questions about what they can and can't do</li> <li>• Show students pictures of animals and recycle vocabulary. Students talk in pairs about what the animals can and can't do and mime the actions.</li> </ul> <ul style="list-style-type: none"> <li>• Teacher draws students' attention to different pronunciations of can/can't.</li> <li>• Teacher models phrases and students repeat: whole class drill, then drill smaller groups of students, finally individual drills</li> </ul> <p>Students practise with own phrases in pairs: E.g. I /kən/ run. I /ka:nt/ drive.</p> <p>Students match sentences to pictures</p> <p>Students use a substitution table to complete short sentences about what animals can and can't do.</p> <p>Students choose four animals to illustrate verbs. They draw a picture of each and add sentence.</p> <p>E.g. bird - A bird can fly. dog - A dog can run. monkey - A monkey can climb. fish - A fish can swim.</p>

**Assessment**

**Reading, speaking and listening**

Students draw an animal and write short sentences about it e.g. It is big. It can't fly. They read their sentences to the group and the other students guess the animal.

**Unit 12: What are you wearing? (12 periods)**

**Unit Outcomes:** Students will be able to describe people's clothes.

**Vocabulary:** Clothes, common adjectives e.g. short, long, colour adjectives (recycled).

<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"> <li>• listen to and carry out classroom instructions</li> <li>• listen to short sentences about clothes and identify the correct visual clue</li> <li>• Ask and answer questions about what people are wearing</li> <li>• read words for clothes</li> <li>• copy words for clothes</li> <li>• write a few words about a member of their family</li> <li>• fill in missing words in sentences about clothes</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Present Continuous E.g. What am I/is he/she wearing? I am, he/she is wearing.... Who is wearing....? Hamid is wearing...</li> <li>Recycle – isn't/aren't I'm not wearing... We aren't wearing... He isn't wearing...</li> <li>Pronunciation (recycled): contractions</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• words</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• words for clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Teach items of clothing using pictures or pointing to real clothes</li> <li>• Teacher says the word for an item of clothing and students draw the item</li> <li>• Teacher describes a person's clothing and students match with picture.</li> <li>• One student describes what someone in the class/picture is wearing and others have to guess who.</li> <li>• Students look at the teacher's clothes, their clothes, their friends' clothes and describe them. They should also say what they are not wearing.</li> <li>• Students ask each other questions about what people are wearing</li> <li>• Teacher tells a simple story about a person who wears strange clothes (e.g. trousers on his head etc.) Students draw this person.</li> </ul> <p>Teacher draws students' attention to contractions for present continuous. e.g. I'm / you're/he's/she's/we're/they're. Teacher isolates two words and then models contraction; students repeat E.g. I / am I'm</p> <ul style="list-style-type: none"> <li>• Students put words for clothes in alphabetical order and divide them into clothes for men/boys or women/girls or both</li> <li>• Students label pictures of clothes</li> <li>• Students draw pictures of a member of their family and write short sentences below e.g. he/she is wearing _____ Fill in missing words using visual clues</li> </ul>

**Assessment**

**Listening and speaking**

Students draw pictures of people wearing different clothes. They work in pairs to describe and ask questions about their pictures.



**Unit 13: I walk to school** (12 periods)

**Unit Outcomes:** Students will be able to talk simply about transport.

**Vocabulary:** Town, village, city. Modes of transport: by car, plane, bus, taxi, bicycle.

<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"> <li>• ask and answer questions about how they come to school</li> <li>• listen to short spoken sentences and identify the correct visual clue</li> <li>• describe basic modes of transport in their area</li> <li>• sing a song</li> <li>• use social expressions from Units 1-10</li> <li>• recite a poem</li> <li>• read 4 sentences connected to transport</li> <li>• copy words and fill sentences</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• What is this? It's a/an...</li> </ul> <p>Present simple</p> <ul style="list-style-type: none"> <li>• How do you come to school?</li> <li>• I come to school by car/ by bicycle/ I walk to school</li> <li>• How does _____ come to school?</li> <li>• She comes to school by bus.</li> <li>• I don't have a bicycle.</li> <li>• My father doesn't have a car.</li> </ul> <ul style="list-style-type: none"> <li>• In our town there are buses, cars etc</li> <li>• In our town, there aren't trains.</li> </ul> <p>The wheels on the bus go round and round... e.g. greetings and farewells Simple poem about transport</p> <p><b>B. reading</b></p> <ul style="list-style-type: none"> <li>• sentences about modes of transport</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• words</li> <li>• complete sentences</li> </ul>	<p>Students listen to descriptions of transport and match to pictures/photos (colours will help them to do this)</p> <p>Teacher asks students how they come to school to demonstrate language patterns. Students answer</p> <p>In pairs students ask and answer questions about how they come to school. Change the pairs a number of times. Students make sentences about how different students come to school. E.g. Kiros walks to school, Frehiwot comes to school by bicycle, I don't have a bicycle etc.</p> <ul style="list-style-type: none"> <li>• Students listen to the teacher talking about modes of transport in a town. They circle the pictures of transport that exist.</li> </ul> <p>Students talk about modes of transport in their area</p> <p>Students sing and learn the song.</p> <p>Students make up short roleplays using social expressions Students recite a poem about transport.</p> <p>Students read sentences and match to pictures/photos</p> <p>Students label pictures of transport Students fill in blanks with appropriate vocabulary</p>

**Assessment**

**Speaking and listening**

students use a substitution table to make sentences about different children e.g. Alemitu comes to school by car, Bekele comes to school by bicycle etc.

**Unit 14: Look at all the people (12 periods)**

**Unit Outcomes:** Students will be able to give basic descriptions of people

**Vocabulary:** people, family, children, adjectives e.g. happy, sad etc.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• Listen to short spoken sentences and identify visual clues</li> <li>• describe people</li> <li>• read and match story to simple illustration</li> <li>• copy short sentences describing people</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Present simple Including: I am/I'm not, he is/isn't, we are/aren't.</li> <li>• Present continuous He is wearing a jacket</li> <li>• Have/has</li> <li>• Adjective + noun E.g. happy, sad, young, old, tall, short</li> <li>• there is/are...</li> <li>• there isn't/aren't</li> <li>• can/can't</li> </ul> <p>Pronunciation: schwa e.g. mother /ə/</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• short story about a person's possessions, clothes, house and what they can and can't do.</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• short sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows pictures of different members of the family Students label pictures with appropriate vocabulary</li> <li>• Teacher reads text and students match with appropriate picture/photo</li> <li>• Students describe pictures of people (recycling possessions, clothes and colours) Students draw pictures of people and talk about them. Teacher uses pictures from magazines or draws 'stick figure' people on the chalkboard for students to talk about. Students make positive and negative sentences. Students look at a picture of 6 children. In pairs one student describes one child and the other points to him/her.</li> </ul> <p>Teacher draws students' attention to: schwa (-er ending) Teacher models sound and students repeat. Odd man out: students locate word with different sound (but same spelling) E.g. mother father HER brother</p> <p>Students read a short story about a person and identify the person from a range of pictures.</p> <p>Copy short sentence and draw a picture for one</p>

**Assessment**

**Speaking, listening, reading and writing:**

revision of all units: students talk/write words about what they can see in pictures of places (e.g. a town/village with people, animals, transport, food, clothing, houses and activities).

## Grade 2 Vocabulary

### Adjectives

clean	dry	head	leg
hot	wet	nose	chin
different	dirty	wings	neck
empty	weak	mouth	
full	strong	hand	
fat	young	foot	
thin	old	toe	
		tail	

### Part of the body

### Numbers

eleven  
twelve  
thirteen  
fourteen  
fifteen  
sixteen  
seventeen  
eighteen  
nineteen  
twenty

### Transport

aeroplane  
bicycle  
boat  
bus  
car  
train  
taxi

### Verbs

eat	run		
wash		walk	sleep
drink		fly	climb
like		swim	jump
close		play	show
cook		add	touch
sweep		add	boil
count		sing	wear
hold		ride	drive
hop			

### Classroom objects

bench  
textbook  
blackboard  
bell  
stick  
ruler  
window

### Classroom verbs

stand up  
come here  
copy  
write

### Food

bread	apples
cabbage	tomatoes
carrot	
eggs	
fish	
meat	
potatoes	

### Clothes

coat  
shirt  
sandals  
hat  
cap  
headscarf

### People

Director  
people  
grandmother  
grandfather  
children  
family

### Colours

brown  
orange  
white

### Animals

bird  
dog  
frog  
fish  
monkey  
hen  
goat

### Days

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday  
tomorrow

### Adjectives

clean	young
hot	strong
different	weak
empty	dirty
fall	wet
fat	dry
thin	old
new	sad

### Drinks

coffee  
milk  
tea  
water

### Weather

rainy  
sunny  
cloudy  
windy

### Social expressions

hello		please
how are you?		happy birthday
fine, thank you		happy Ramadan
nice to meet you	happy	Christmas
good morning		happy New
Year		
good afternoon		bye
good night		goodbye
good evening		