

English Syllabus for Grades 1-4

Table of Contents

Rationale
Topic flow charts for Grades 1-4
Minimum Learning Competencies for Grades 1-2
Content maps for Grades 1-2
English Grade 1 syllabus
English Grade 2 syllabus
Minimum Learning Competencies for Grades 3-4
Content maps for Grades 3-4
English Grade 3 syllabus
English Grade 4 syllabus

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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 3

Introduction

In grade 3 the students have 5 periods of English a week. The syllabus contains 12 units and each unit is divided up into 13 periods. There should also be two revision units (each of seven periods each) one at the end of each semester. The aim of the revision units is twofold. The teacher has the opportunity to recycle language and assess students against the competencies.

The focus of grade 3 is still on speaking and listening but there is more work on reading and writing now that students have developed some literacy skills in their native tongues. In reading students move on from recognition and reading of words and phrases to reading short sentences. In writing, they continue to copy words, phrases and sentences but also write

familiar words, phrases and very short sentences on their own. Topics also extend from school, people, objects and animals to include jobs and basic health and safety. Language content extends according to the topics and moves beyond a focus on nouns and adjectives to include a range of verbs. With more language, the activities are more varied and challenging but remain active, personalized and enjoyable. For example students can now understand longer and more complex stories. The main goal is the start of basic communication on everyday and familiar subjects.

Teachers are strongly advised to look at the Grade 3 Minimum Learning Competencies for all of the four skills which also act as objectives.

Unit 1: At school (13 periods)

Unit Outcomes: Students will be able to talk about objects and where they are located and say where they are from.

Vocabulary: classroom objects, classroom verbs and classroom language, nationality (e.g. Ethiopian).

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Use social expressions correctly (greetings and introductions) sing a song give and ask for personal details ask and respond to 'wh' and yes and no questions 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> greetings (Grade 2 recycled) Good morning/afternoon Hello song (recycled) What is your name? My name is ... My friend's name is ... Where are you from? I'm from (place). I'm (nationality) Where is he/she from? He/she's from (place). He/she's (nationality) wh-questions (recycled) What is this/that? This/that is a ... Is this /that a...? Yes/No. wh-questions - new What are these/those? These/Those are ... Are these/those ...? Yes/No. adverbs and prepositions: here/there, in, on, under, near, in front of, behind, between Where's the ...? /recycled/ 	<ul style="list-style-type: none"> Students greet their classmates/teacher and respond to the greetings: Good morning and Good afternoon. Students sing song Students ask for and tell names in pairs/groups. E.g. S1: What is your name? S2: My name is ... Students ask for names of their friends and report to the class. E.g. S: My friend's name is ... Students ask for and tell origin/nationality in pairs/groups. E.g. S1: Where are you from? S2: I'm from... / I'm Ethiopian. Students ask for origin/nationality of their friends and report to the class. E.g. S: Chala is from Ethiopia .../ He's Ethiopian. Students look at real classroom objects and tell the names. Students listen to names and touch objects. Students ask and answer questions about classroom objects in pairs/groups. E.g. S: What are these? S: They are bags. Put different objects on, under, in or near some other object and ask students where the objects are. E.g. T: Where is the ball? S: The ball is on the table.

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • Listen to instructions and respond • use social expressions • read names of classroom objects and match them to pictures • read aloud a short dialogue • copy new names of classroom objects • complete sentences by filling in missing prepositions 	<ul style="list-style-type: none"> • Where is the ...? It is here/there. • Where are the ...? They are here/there. • It's in/on/under/near ... • imperatives Sit down. Stand up. Listen to me. Open/Close your books. Look at your books. Touch the Show me a(n) ... • Classroom English: What's this in English?; please clean the board; take out your book; go/turn to page...; please keep quiet; listen carefully <p>Pronunciation: intonation in questions ('wh'-questions – falling intonation; yes/no questions – rising intonation)</p> <p>B. Reading</p> <ul style="list-style-type: none"> • classroom objects • a dialogue about classroom objects <p>C. Writing</p> <ul style="list-style-type: none"> • names of classroom objects • sentences 	<ul style="list-style-type: none"> • Students ask and answer questions about where the objects are in pairs/groups. • Students follow instructions. Play 'Solomon says' or only follow instructions if teacher says 'please' • Teacher introduces classroom language and students match to pictures. Teacher uses classroom language • 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 • Write the names of classroom objects on one column of the blackboard and draw the pictures of the objects on the other. Students read the words and match them with the pictures by drawing a line. • take turns to read a dialogue and act it out in front of the class in pairs • Students copy names of new classroom objects • Students look at pictures and complete sentences with prepositions

Assessment

Speaking and listening

Students look at a picture of a classroom and ask and answer questions about where objects are.

Unit 2: Ten Oranges, Please!(13 periods)

Unit Outcomes: Students will be able to ask for quantities of items and identify basic shapes.

Vocabulary: food e.g. mango, peach, tomato, potato, shapes (square, circle, rectangle, triangle, line).

<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 simple scenes and repeat the main details • ask for and tell the quantity of things • count from 1-99 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> • some and any; some/many and much. Countable and non-countable items • dialogues Can I have some oranges, please? How many kilos do you want? Two please. Here you are. Thank you. Can I have some coffee, please: How much do you want? Can I have some mangoes, please? Sorry, I don't have any. • Recycle all numbers 1-99 • There is/are - with how many? How many students are there in the class? There are seventy-two. 	<ul style="list-style-type: none"> • Teacher reads two dialogues in a shop and students circle the correct purchases. • Students study sentences and role play customer and shopkeeper changing what they buy each time • Students count pebbles, beans, beads and other things in English <p>Teacher asks questions such as: How many girls/boys are there in the class? Students count the number of girls, boys and tell the number of students in the class by using sentences like: There are ...girls/boys in the class.</p> <ul style="list-style-type: none"> • Students look at pictures and say name of shape. • Students go outside. Teacher puts shapes on the ground. Teacher calls out a shape and students move to the correct shape. Teacher then calls out shape and students form it themselves.

Unit 3: You Must Have Fun (13 periods)

Unit Outcomes: Students will be able to talk about classroom/school rules and read a digital clock.

Vocabulary: timetable, period, study, Grade 3 subjects (mother tongue, English, arts, Amharic, maths, environmental science), digital clock/watch, school buildings/places.

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 instructions and respond accordingly • give times using digital clock/watch format • read short paragraphs and identify particular information • write times and school Subjects • write short sentences about what they do regularly 	<p>A. Listening and Speaking Must/mustn't Can you..? (permission)</p> <p>Recycle numbers 1-59 Pronunciation (recycled): numbers stress</p> <p>Ordinal numbers 1st -7th</p> <p>B. Reading</p> <ul style="list-style-type: none"> • a passage about a naughty/lazy student <p>C. Writing</p> <ul style="list-style-type: none"> • a timetable • short sentences 	<p>Teacher reads a text about rules. Students listen and complete a chart with information on what they must/mustn't do.</p> <p>Game: students ask questions with 'can' and others answer questions without saying yes/no but using must/mustn't. E.g. S1: Can you eat in class S2: No, I mustn't</p> <ul style="list-style-type: none"> • Teacher models and students repeat (counting –teen words and –ty words). • Teacher models and students repeat: whole class drill, then drill smaller groups of students, finally individual drills • Students are given cards with ordinal numbers; students line up in correct number order. <p>Teacher reads out times; students fill in digital clocks/watch faces.</p> <p>Information gap: students are given a sheet of paper with 12 blank digital clock/watch faces. Each student fills in 6 clocks with times of their choice. In pairs they ask and answer questions about their digital clock times, writing their partner's time on the clock faces.</p> <p>In small groups, students read text and give 2/3 pieces of advice to naughty/lazy student using must/mustn't e.g. You mustn't sleep, you must study etc.</p> <ul style="list-style-type: none"> • Students are given a blank timetable. In pairs students fill in the times of classes for each period of each day and the subjects they are studying. <p>Students choose their favourite day of the week and they write what they do using writing scaffold. E.g. On Monday I go to school at [time]. First period, I study [subject]</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning activities and Resources</i>
	<ul style="list-style-type: none">• a poster of classroom rules Punctuation – apostrophe for contraction• label a map	Teacher explains use of apostrophe in mustn't. In groups, students come up with classroom rules, using must/mustn't. Students check with teacher. Students write rules on posters with pictures and display in classroom. Students draw a map of their school/ school buildings and label different areas with rules about what they must/mustn't do there.

Assessment

Speaking and listening

The teacher puts 10 digital times on the board and students ask and answer questions.

Unit 4: Let's Wash Our Hands (13 periods)

Unit Outcomes: Students will be able to talk about classroom/school rules and read a digital clock.

Vocabulary: sense words, body parts, verbs e.g. cut, brush, clean, wash, blow.

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 respond to instructions by touching or showing their body parts sing a song ask and respond to 'Wh' questions about sense organs 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> this/these is/are This is my nose. These are my ears. sing 'Clap Your Hands' imperatives <p>Can/can't (for ability)</p> <ul style="list-style-type: none"> My Eyes Can See song Wh-questions with the five sense organs What can you do with your nose/eyes/ears/tongue/hands? I smell/see/hear/taste/work etc verbs e.g. cut, brush, clean, wash, blow (your nose) <p>Pronunciation: can/can't /kən/ /kæn/ /ka:nt/</p>	<ul style="list-style-type: none"> Ask students to show each part of their body when you give instructions. Students show the part of the body by touching it and say 'this is my nose' Teacher leads, and students follow with the actions. Students learn the song Students play 'Solomon says' (game) Students work in pairs. One student touches a part of the body and the other names it. Students sing and learn song Teacher writes the actions we can do with our sense organs on the blackboard. Teacher makes sentences such as: I can smell with my nose. Students repeat after the teacher. After enough practice students make correct sentences and then ask each other questions in pairs Student mimes activity (e.g. Wash your hands); others guess action Teacher asks students if they can do certain activities with parts of their body demonstrating actions if necessary. E.g. Can you stand on one leg for 1 minute? Can you touch your nose with your tongue? Can you pat you head and rub your stomach? Can you see with your ears? Teacher draws students' attention to different pronunciations of can/can't. 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: E.g. I /kən/ run. I /ka:nt/ swim.

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"> • read short sentences and match with pictures • read a short paragraph and remember the main points • label pictures <p>write phrases and sentences about what they do regularly with one of their sense organs</p>	<p>B. Reading</p> <ul style="list-style-type: none"> • parts of the body words and actions • a paragraph about keeping body parts clean/looking after the body <p>C. Writing</p> <ul style="list-style-type: none"> • new parts of the body words • phrases and sentences 	<ul style="list-style-type: none"> • Teacher write the parts of the body and the actions we can do with them on the blackboard. • Students read them and match them with pictures. • Students read and identify the main points • Copy and label parts of the body on a picture • Students write a sentence using one of the actions we can do with our sense organs E.g. We can see with our eyes • Students create a poster with pictures/captions for keeping the body clean e.g. Wash hands; brush hair

Assessment

Speaking and Listening

In pairs students give each other instructions to follow such as ‘brush your teeth’, ‘wash your hands’ etc.

Unit 5: My Father Looks After The Children (13 periods)

Unit Outcomes: Students will be able to talk about their family, where they live and who they live with.

Vocabulary: family words, town/village, meet, live and other verbs, map.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ask and answer ‘yes’ and ‘no’ questions and ‘wh’ questions make sentences with names of family relations use simple social expressions (introduce people) 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> This/that + /is/ + my sister/brother/father/mother (including pronunciation) have/has - How many brothers/sisters do you have? I have two brothers. I don’t have a sister. present simple Wh-questions –where, who Where do you live? I live in + town/village/city Who do you live with? I live with my father/mother. present simple - Yes/No questions. Do you live with your grandparents? No, I don’t live with my grandparents. (Hamid)..., this is.(Getahun)... (Getahun)..., this is ..(Hamid)... Nice to meet you! Pleased to meet you! Pronunciation: intonation in questions (wh-questions – falling intonation; yes/no questions – rising intonation) 	<ul style="list-style-type: none"> Students look at pictures of a family and name the relations Teacher asks how many sisters/brothers students have. Students respond by using I have ... brothers/sisters. Or I don’t have a brother/sister. Teacher asks these two questions and students practise in pairs. Students work in pairs to ask and answer yes/no questions. e.g. S1: Do you live with your grandparents? S2: Yes, I do. or No, I don’t. In small groups, students make a small map to show where they all live and who they live with. -They describe their maps to other groups. Students practise introductions in pairs 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

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"> • read family words and new verbs correctly • read a short text and respond by drawing a family tree • write family words correctly • write names of people beginning with a capital letter • complete sentences by filling in missing words from a list • write 2-3 short sentences about themselves 	<p>B. Reading</p> <ul style="list-style-type: none"> • family words • short texts describing families <p>C. Writing</p> <ul style="list-style-type: none"> • family words in family tree • family names • sentences 	<ul style="list-style-type: none"> • Students read family words and match them to pictures • Students read a text and transfer names of people to a family tree • Students copy family words • Students draw their family tree and write names with initial capital letters • Students complete sentences by using family words • Students write sentences about where they live and who they live with

Assessment

Speaking and Listening

Students use their family trees to introduce their family to a partner e.g. ‘this is my mother’, ‘this is my sister’, ‘her name is...’ ‘I live with ..” etc.

Unit 6: What are the Children Doing? (13 periods)

Unit Outcomes: Students will be able to talk about what people are doing.

Vocabulary: indoor and outdoor activity verbs e.g. doing, reading, writing, planting, cleaning, cutting, washing etc., people and family words, classroom language to go with ‘Can I ...?’ e.g. ‘go to the toilet’, ‘leave early’, ‘ask (a question)’ true/false, right/wrong.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ask and respond to ‘Wh’ questions to describe what people are doing use social expressions correctly (Can I ...? for permission) read names of activities and match them with pictures read sentences below pictures and decide if they are true or false read short passage describing people and answer questions 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> present continuous What are you/we/they doing? I am we/you/they are... What is he/she/it doing? He/she/It is doing Can I.....? Thank you / please <p>Pronunciation: contractions e.g. I’m / you’re/he’s/she’s/we’re/they’re</p> <p>Pronunciation: can /kən/</p> <p>B. Reading</p> <ul style="list-style-type: none"> words and phrases. sentences short passage what people are doing 	<ul style="list-style-type: none"> Students look at pictures and identify the activity Students look at pictures of real people and say what they are doing Students work in pairs to ask and answer questions about what people are doing. Student mimes actions; other guess activity Students ask each other what their family members are doing now e.g. What is your mother doing now? Students practise ‘Can I.?’ using pictures and dialogues Teacher draws students’ attention to contractions 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>Teacher draws students’ attention to different pronunciations of can. Teacher models phrases and students repeat: whole class drill, then drill smaller groups of students, finally individual drills Students practise with own phrases/questions in pairs: E.g. /kən/ I ...?</p> <ul style="list-style-type: none"> Students read activity words and read them correctly Students read sentences and decide if they are true or false/ right or wrong Students read paragraphs and answer questions.

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"> • label pictures of activities • write down familiar words spoken by the teacher • complete sentences by filling in correct activity from a list • write sentences of comparison based on a model 	<p>C. Writing</p> <ul style="list-style-type: none"> • names of activities using –ing forms of verbs • family words • sentences • write sentences about what they and their friends are doing 	<ul style="list-style-type: none"> • Students copy names of activities and label pictures • Teacher dictates some family words and students write them down • Students look at pictures and complete sentences with the missing words or phrases. • students read model sentences and change them to write about themselves and their friends. E.g. Mohammed and Sara are reading. They draw pictures to go with these sentences.

Assessment

Speaking and reading

The teacher chooses 10 students and gives them each a slip of paper with an activity on it (verbs can be recycled from previous units e.g. brush your teeth). In turn, each student acts their activity and another student has to say what he/she is doing.

Unit 7: 13 Months of Sunshine (13 periods)

Unit Outcomes: Students will be able to talk about the months of year.

Vocabulary: Months of the year, today, yesterday, tomorrow, week, month, day, hour, minutes etc, calendar, activity and routine verbs (e.g., plant, harvest, buy mangoes, fast etc), weather words – sun, wind, rain, cloud, storm etc.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • recite a poem • Listen to information and match what they hear to month words • Ask and respond to ‘Wh’ questions 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> • Adverbs of time – today, yesterday What’s the day today? Today is Monday. Yesterday was Sunday Tomorrow is Tuesday • Calendar: • Months of the year <p>Rhyme: 30 days has September, April, June and November, All the rest have 31 except February which has 28</p> <p>How many days are there in each month</p> <ul style="list-style-type: none"> • How many days are there in a June? There are thirty days in June. • How many days are there in a week? There are seven days in a week. • How many hours are there in one day? There are twenty-four hours in a day. 	<ul style="list-style-type: none"> • Teacher revises days of the week and asks questions with today, yesterday and tomorrow • Teacher names months of the year one by one and students repeat. • Students are told the number of days in a month rhyme, and practise it. • Teacher talks about 3 or 4 activities that he/she does in particular months. Students listen and match these activities to month word • Teacher uses a calendar to teach days of the week and how many days there are in each month of the year. Students practise questions with ‘how many’

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • use social expressions correctly (for saying goodbye) • read aloud months of the year (with upper case initial letter) • read short story and answer questions • write names of months and days beginning with a capital letter • write contextual short sentences using substitution tables 	<p>Ordinal numbers: 1st -31st</p> <p>On + day From [month] to [month] E.g. I go to school from [month] to [month].</p> <ul style="list-style-type: none"> • Present Simple (wh-questions) E.g. What do you do in [month] ...? In [month] I go to school. • recycle good-bye expressions (Grade 2) <p>B. Reading</p> <ul style="list-style-type: none"> • months of the year • short story about months of the year and weather <p>C. Writing</p> <ul style="list-style-type: none"> • capitalization of months • sentences 	<ul style="list-style-type: none"> • Teacher give each student a card with an ordinal number. Students line up in number order. • Students ask and answer questions about what they do in each month • Practise saying goodbye at the end of every lesson • Students read and match months of the year to weather symbols • Students read a story about weather (e.g. competition between wind and sun to make a traveller remove his jacket; wind blows strongly and fails; sun shines gently and traveller removes jacket) and answer questions • Students capitalize months of the year and days of the week • Students write months of the year in the correct order • Students use substitution tables to write sentences about days of the week and months of the year • Students complete a month of a calendar with imaginary activities for each day. They say/write what they do on each date. E.g. On 1st July, I fly to the moon. • Students keep a class calendar. They fill it in everyday with an activity.

Assessment

Speaking and listening

Students go through the months of the year in order saying something they do in each month.

Writing: Students choose two or three of the months and write a sentence saying what they do in this month..

Unit 8: My Mother Has Long Hair (13 periods)

Unit Outcomes: Students will be able to describe people.

Vocabulary: adjectives/nouns to describe people e.g. tall, thin, fat, short, beard, clothes e.g. T-shirt, cap, etc., adjectives for describing clothes e.g. short, long, colours.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • give simple descriptions of People • listen to information and match what they hear to pictures • ask and respond to ‘Wh’ questions • read and recognise words • read sentences and decide if they are true or false/right or wrong • read short passages containing descriptions and 	<p>A. Listening and Speaking</p> <p>Present simple and present continuous for describing people</p> <p>He is tall and thin. He is wearing a T-shirt <u>and</u> a pair of shorts (highlight and) Have/has</p> <ul style="list-style-type: none"> • present continuous What are you/we/they wearing? I am We/You/They are... What is he/she/ wearing? He/She/ is wearing ... <p>B. Reading</p> <ul style="list-style-type: none"> • words • sentences • short paragraphs about what people are wearing 	<ul style="list-style-type: none"> • Students look at pictures and describe people by using adjectives such as ‘tall’, ‘thin’, ‘short’ and ‘fat’ and what kind of clothes they are wearing • Students listen to descriptions of people and identify them in pictures • Students look at different clothes and tell their colours. • Students make correct sentences from a substitution table • Students use pictures to ask questions and answer questions about what people and students are wearing. • Students read colour and clothes words • Students read sentences under pictures and decide if they are true or false; right or wrong. • Students read a text and answer questions

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<p>answer questions</p> <ul style="list-style-type: none"> • write lists • complete sentences by filling in missing words from a list • write short sentences about themselves 	<p>C. Writing</p> <ul style="list-style-type: none"> • names of colours, clothes and –ing forms of verbs • sentences • write sentences about what they and their friends are wearing 	<ul style="list-style-type: none"> • Students write lists of all the clothes they can see around them e.g. red cap, blue skirt • Students look at pictures and complete the sentences about what people are wearing E.g. Frehiwot is wearing a shirt and a red • students write short sentences about themselves and their friends

Assessment

Speaking and listening

Students draw their family members and friends and describe them to a partner.

Unit 9: On the Farm (13 periods)

Unit Outcomes: Students will be able to talk about farm animals and crops.

Vocabulary: farm animals e.g. cow, goat, chicken etc, animal products e.g. eggs, honey, meat, milk. Verbs and nouns connected to what animals do (e.g. donkey carries wood, chickens lay eggs), what they eat (grass etc) where they live etc. Crops e.g. maize, barley, wheat, tef, rice, cotton,

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 respond to ‘Wh’ questions • listen to words and discriminate between singular and plural forms • ask and respond to ‘Wh’ questions • give simple descriptions of animals 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> • What is this/that? It is a + <i>name of an animal</i> It is a farm animal. • What are these/those? These/those are • can/can’t (for ability; recycled) E.g. A bird can fly. A goat can’t fly • Present simple E.g. What do we get from ...? We get ... from a What does it eat? Where does it live? What does it do? E.g. A donkey carries wood. 	<ul style="list-style-type: none"> • Teacher uses flash cards and pictures to teach new words. He/she points at a picture and names the animal. Students repeat after the teacher. After more practice teacher asks: What is this/that? By pointing at a picture. Students answer: This/that is a • Teacher teaches plural forms in the same way – What are these/those.. Teacher models the pronunciation /s/ /z/ of plural nouns. Students repeat after the teacher e.g.T: /cats/ Ss: /cats/ T: /dogz/ Ss: /dogz/ • Teacher does minimal pairs activity with singular and plural forms and students say which one. They do the same in pairs • Students make correct sentences from a substitution table by looking at pictures • Students look at pictures of animals and say what they can/can’t do. • Students ask and answer questions about the animals they have, what they eat, where they live etc.

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • use phonic clues to read new words • read short story about animals • copy names of animals and their products • write short sentences using substitution table 	<ul style="list-style-type: none"> • I/we have E.g. We have 2 goats and 5 chickens <p>B. Reading</p> <ul style="list-style-type: none"> • plurals of animals /pronunciation/ e.g. cow – cows /s/ dog – dogs /z/ • names of animals and their products • story about a farmer and what he grows <p>C. Writing</p> <ul style="list-style-type: none"> • names of animals and their product • sentences 	<ul style="list-style-type: none"> • Student read aloud singular and plural words • Students read words for animal and words for products and match them • Students read short story around the class and answer questions • Students copy names of animals and other words • Students use substitution table to write sentences about animals and their products

Assessment

Speaking and listening

Students listen to a simple story about an animal and follow the story using pictures. At the end they make sentences about the story using the pictures.

Unit 10: What Do You Do In The Morning? (13 periods)

Unit Outcomes: Students will be able to talk about their daily activities and describe their feelings and needs.

Vocabulary: daily activities, before/after, time expressions (e.g. in the morning), adjectives for feelings/needs (sad, happy, angry, tired, hungry, thirsty), adverbs of frequency (e.g. often), meals (breakfast, lunch, dinner).

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 information and match what they hear to pictures • ask and respond to ‘wh’ questions and yes/no questions • listen to simple scenes and repeat the main details • read words and phrases • read a short passage and fill in a time chart 	<p>A. Listening and Speaking</p> <p>Present simple Sequence indicators e.g. first, then</p> <p>Wh-questions: What do you do ..(time)..? Yes/no questions: Do you...(eat breakfast)? Yes, always. / No, never. in the morning/afternoon/evening, at night, at the weekend, on + day (on Monday, on Mondays) Adverbs of frequency (always, usually, sometimes, often, never)</p> <p>Adjectives: sad/happy, angry, tired, hungry, thirsty</p> <p>B. Reading</p> <ul style="list-style-type: none"> • phrases • a passage about a person’s daily routine 	<ul style="list-style-type: none"> • Students listen to a dialogue and guess the time of day. • Students listen to somebody talking about their daily routine and put pictures in the correct order. Students then describe the person’s daily routine using present simple, first/then • Students ask/answer questions in pairs about their daily routines: <ul style="list-style-type: none"> • S1: What do you do in the morning? • S2: I get dressed, eat breakfast and go to school. • Students conduct a class survey and record the findings to practise adverbs of frequency: <p>E.g. Do you eat breakfast? Yes, always.</p> <ul style="list-style-type: none"> • Students report findings about class orally/in writing. • Student mimes/gives facial expression and rest of group guesses feeling/need. E.g. He’s sad. <p>Students listen to a situation and describe how the person feels/what the person needs. E.g. Kassa wants a glass of water. He is thirsty. Kassa is thirsty. He needs a glass of water.</p> • Students read phrases and match to time of day. • Students match pictures of food/dishes with breakfast/lunch/dinner. E.g. He eats breakfast – in the morning <p>Students read passage and answer questions.</p>

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none">• write short sentences about what they do regularly	<p>C. Writing</p> <ul style="list-style-type: none">• sentences about daily routines	<p>They complete a time chart: E.g. In the morning – eat breakfast, have a shower In the afternoon – play football</p> <p>Students look at pictures of somebody’s daily routine and write a sentence for each picture. Students write sentences about what they do regularly using present simple.</p>

Assessment

Speaking: students describe their daily routines to their partners.

Unit 11: Do You Like Playing Football?(13 periods)

Unit Outcomes: Students will be able to express what they like and what they don't like doing.

Vocabulary: food, drinks, animals, sports, colours, verbs.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ask and respond to 'wh' questions (about likes and dislikes) ask and respond to 'yes/no' questions (about likes and dislikes) say short sentences with 'and' and 'but' use social expressions correctly (asking for repetition) read and identify information to fill in a simple table Read aloud a short dialogue 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> Present simple like/don't like, likes/doesn't like I like/don't like My brother likes- - - Abebe doesn't like- - - Do you like - - - ? Does he/she like - - -? Do you like ---ing ____? Yes I do/no I don't conjunctions: and , but I like cabbages and carrots. I like birds but I don't like snakes. pardon; excuse me; please repeat that <p>Pronunciation: short answer stress on auxiliary verb e.g. Do you like oranges? Yes, I do</p> <p>B. Reading</p> <ul style="list-style-type: none"> words sentences about likes and dislikes a short dialogue about what different people like and don't like doing 	<ul style="list-style-type: none"> Teacher uses word cards or pictures to teach/recycle names of foods, sports (teach with ---ing), drinks and animals Teacher teaches the meaning of 'like' possibly by using the mother tongue. He/she makes sentences such as: 'I like oranges.' Teacher asks students what they like. Students make sentences about foods, drinks, sports and animals they like. Students ask and answer yes/no questions in pairs: E.g. S1: Do you like carrots? S2: Yes, I do. S1: Do you like playing football? S2: No, I don't. Students play chain game: E.g. S1: I like oranges. S2: I like oranges and bananas. S3: I like oranges, bananas and mangos. S4: I like...etc. Teacher uses social expressions in class and encourages students to do the same Teacher draws students' attention to word stress. Teacher models stress and students repeat. Students practise questions and answer in pairs, focusing on stress Students read words and match with pictures Students read sentences about one girl's likes and dislikes and fill in a simple table Students take turns to read a dialogue

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none">• complete sentences by filling in missing words from a list• write short sentences about their friends	C. Writing <ul style="list-style-type: none">• sentences about likes and dislikes	Students fill in missing words <ul style="list-style-type: none">• Students work in groups and survey what they like and don't like doing. They report the results to the class / write up the results. E.g. Two students like swimming. Three students don't like cooking etc.

Assessment

Speaking and listening

Students interview each other to find out what foods they like and dislike. Then they tell the teacher.

Unit 12: A Nurse Works In A Clinic (13 periods)

Unit Outcomes: Students will be able to talk about people’s jobs.

Vocabulary: Jobs, names of buildings (connected to jobs e.g. clinic, farm, office,), symbols for building e.g. cross for Church.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • ask and respond to ‘wh’ questions (for jobs) • ask and answer ‘yes/no’ questions • Sing a song • read names of jobs/buildings separately and in sentences • read short paragraphs and identify the main points 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> • present simple to express jobs What does he/she do? He/she is a + <i>a job</i> What is it? It’s a ..(name of building).. • Yes/No questions Do you want to be a ...? Yes/No Does he/she want to be a ...? Yes/No <p>Where people work</p> <ul style="list-style-type: none"> • Who works in a clinic? A nurse. • Does a nurse work in a shop? No. <p>B. Reading</p> <ul style="list-style-type: none"> • names of jobs/buildings • short texts or paragraphs about jobs/buildings 	<ul style="list-style-type: none"> • Teacher teaches different jobs with pictures • Teacher shows a picture of a person and students name the job e.g. T: (Shows a picture) Ss: He/She is a farmer. • Using the pictures, teacher asks students questions such as e.g. T: What does he/she do? Ss: He/She is a • Students work in pairs to ask and answer questions about the pictures, their family members’ jobs etc. • Students work in pairs to ask and answer yes/no questions about what they want to be. e.g. S1: Do you want to be a farmer? S2: Yes, I do or No, I don’t • Teacher teaches vocabulary for buildings. • Students identify symbols like; a cross, a crescent moon, a snake and cup etc. for church, mosque etc • Teacher ask students questions about where people work • Students sing a song about jobs. e.g. Bob the builder • Teacher writes names of buildings on one column and the people who work in the buildings on the other. Students read the items and match the buildings with the jobs. • Students read short paragraphs containing descriptions of different jobs. They work in pairs/group to guess the job

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none">• label pictures with names of jobs• write sentences based on a model• write sentences about their family	<p>C. Writing</p> <ul style="list-style-type: none">• names of jobs• sentences about where people work• sentences about their family members	<ul style="list-style-type: none">• Students look at pictures and label them by using job names• Teacher puts a model on the board e.g. a nurse works in a clinic. Students write sentences based on the model e.g. A teacher works in a school• Students write sentences about their family. E.g. My father is farmer. He works in a farm.

Assessment

Speaking and Listening

In groups one student thinks of a job. The other students have to ask yes/no questions to find out what job it is.

Vocabulary for Grade 3

Verbs

brush	clean	wash	smell
cut	see	taste	hear
work	leave	answer	begin
dig	fetch	finish	get
get up	help	knock	know
laugh	cook	mean	plant
remember	repeat	sell	blow
feel	meet	go	dress

School words

examination	paper	passage	pupil
example	questions	recess	sentence
homework	term	life skills	mistake
library	grounds	study	
hall	entrance	staffroom	

Adjectives

quiet	noisy	rich	poor
hungry	thirsty	ill	well
same	different	left	right
clever	late	high	curly
tired	angry	heavy	light

Everyday objects

blanket	bowl	bucket	charcoal
clock	comb	key	mattress
mirror	money	pillow	soap
stamp	stool	TV	umbrella
watch	moon		

Other nouns

boat	bush	centimetre	field
grass	ground	HIV&AIDS	holiday
home	job	language	metre
right	path	plane	plant
road	town	village	wheel
wood	digital	map	true
false	barn	house	hut

Fruit /vegetables

mango
pineapple
peach
avocado
tomato
potato
onion
pea
garlic

Crops

barley
wheat
tef
rice
maize
peas
beans
enset
cotton

Food

biscuits
fish
soup
sugar
salt
flour
mangoes
honey

Drinks

juice

Meals
breakfast
lunch
dinner

Jobs and other words

doctor
nurse
shopkeeper
farmer
carpenter
clinic
police station
church
fisherman
policeman
soldier
driver
tailor
shop
sea
bank

Subjects

Mother tongue
Amharic
Arts
Maths
Environmental science

People

parent
daughter
son

Numbers

thirty
forty
fifty
sixty
seventy
eighty
ninety
hundred
ordinal numbers 1st to 31st

Parts of the body

knee
face
tooth
tongue
beard
cheek
lip
stomach

Clothes

T-shirt
button
clothes
uniform

Shapes

circle
square
triangle
line
rectangle

Time words

hour
today
tomorrow
(end)
year
morning
afternoon
month
time
week
yesterday
evening
night

Parts of the house

Bathroom
Sitting room
Toilet
Bedroom
Kitchen

Animals

ox
mule
chicken
sheep
goat
pig
bee
snake

Prepositions

after
by
on/in
under
in front of
before
between
from
near
with

Months of the year

January
February
March
April
May
June
July
August
September
October
November
December

Others

an
many
inside
these
or
back
first
any
every
outside
those
but
then

Social expressions

Can I have ...
sorry
pardon
excuse me
please, repeat that

