

English Syllabus for Grades 1-4

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GECFDD, Ministry of Education, Addis Ababa, April 2008

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 Grade 4

Introduction

In grade 4 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 4 is still on speaking and listening but there is more work on reading and writing to prepare students for the second cycle of primary. Students are now reading short paragraphs and writing short sentences in a paragraph. Topics extend even further to include arts and

literature and the past. As usual language content follows the topics and structures learnt now include present continuous as well as comparatives. As with grade 3 more language means the activities are longer and more varied whilst remaining active, personalized and enjoyable. There are many games, stories and songs. The main goal is to extend the range of language available to the students so they can begin to communicate on more topics and at a level appropriate to the second cycle of primary.

Teachers are strongly advised to look at the Grade 4 Minimum Learning Competencies for all of the four skills which **also act as** objectives.

Unit 1: My School (13 Periods)

Unit Outcomes: Students will be able to describe their school.

Vocabulary: School buildings, parts of rooms e.g. window, door, toilet block, classroom, room, sports field, clinic etc., simple adjectives e.g. big, small, beautiful.

<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"> • use social expressions correctly (exchange greetings and introduce oneself) • listen to descriptions of places and match them with pictures. • ask and answer questions about everyday scenes 	<p>A. Listening and Speaking</p> <p>Good morning/hello I'm _____/My name is _____, My father's name is __. I'm from _____ .</p> <ul style="list-style-type: none"> • This/that (school building) has • it is big/small etc. • There is/are <p>yes/no questions e.g. Does it have a ...?</p> <ul style="list-style-type: none"> • How many <p>How many classrooms does it have?</p> <ul style="list-style-type: none"> • Qualifiers: 'Some', 'any', 'much', 'many', 'all', much, both e.g. There aren't any labs <p>It has some large rooms It has many chairs All the rooms have tables and chairs</p> <ul style="list-style-type: none"> • prepositions of place <p>Where is the sports field? In front of/opposite this/that /at the back of/ next to</p>	<ul style="list-style-type: none"> • Students greet and introduce themselves to the teacher and to each other • Students listen to descriptions of schools/school buildings (A., B., C. etc.) and match to pictures. • Teacher draws the school on the board and students make sentences and ask questions about it. • Teacher describes the school using the picture but makes mistakes – students identify the mistakes e.g. It doesn't have four classrooms, it has five classrooms (word stress on five) • Teacher uses the picture of the school to teach prepositions of place e.g. the sports field is opposite the classroom block, etc. • Students ask each other questions about where buildings in the school are. • Students draw pictures of their houses and tell their partner where rooms or furniture is.

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • read words, phrases and sentences • read a short paragraph to find information needed to answer questions • write the correct spelling • complete sentences by adding words and phrases 	<p>Pronunciation: Wh-questions (falling intonation); yes/no questions (rising intonation)</p> <p>B. Reading</p> <ul style="list-style-type: none"> • words, phrases, sentences related to school • Simple description of a school <p>C. Writing</p> <ul style="list-style-type: none"> • Spelling of 5 words • Apostrophes for contractions e.g. It's next to • Simple letter to a friend 	<ul style="list-style-type: none"> • Teacher models falling/rising intonation and students repeat: whole class drill, then drill smaller groups of students, finally individual drills • Students read and point to buildings in pictures • Students read the simple description of the school and answer the questions (e.g. how many classrooms are there, does it have a sports field etc.) • Students learn spelling through jumbled words etc. / tests etc • Teacher draws students' attention to the apostrophe • Students fill in gaps in a simple letter to a friend e.g. Dear Almaz, I want to tell you about the _____ I study in. It's next to a small shop. My school _____ four buildings. It has a sports _____ etc.

Assessment

Speaking and listening

Students talk about their school, the buildings and where they are in relation to each other.

Unit 2: How Tall Are You? (13 Periods)

Unit Outcomes: Students will be able to talk about their height and weight.

Vocabulary: height and weight words (kilos, metres, centimetres, measure, half, tall, short, heavy, light etc.), adjectives e.g. young, old

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • listen to a short passage and fill in a table • ask for and give personal details • make simple comparisons between different people • use classroom language expressions 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> • height----weight • 51 centimetres tall----35 kilo. • How tall are you/what is your height? • I am tall. • My height is • How heavy are you//What is your weight? • I am kilo. • My weight is kilo. • Saba’s weight is How old are you? I am.... • comparison and conjunctions: ‘and’, ‘but’ • I am taller than Akalu but I am shorter than Almaz. • object pronouns e.g. me, you, him, her, us, them <p>Pronunciation: Can in questions /kən/ Can I...? Can you repeat that</p>	<ul style="list-style-type: none"> • Teacher pre-teaches vocabulary about height/weight and revises numbers 1-99 • Students listen to two short dialogues and fill in the ages, heights and weights of the children • Students measure themselves with a stick (height) • Teacher asks students questions about their height (and weight). Students ask each other in pairs • Students take notes and say their own height and weight. • Students in groups interview each other, measure each other and find out age, weight and height. They make a table. • Students use the table to compare their height and weight in relation to one of their friends. E.g. I am shorter than Abebe. Saba is taller than Abebe. • Students practice object pronouns: Abebe is taller than me etc. • Students make longer sentences by using ‘but’ I am shorter than Chaltu but taller than Tesfaw • Teacher revises and adds to classroom language expressions. • Students write classroom expressions in speech bubbles and put them on the walls. • 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

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • read a short story and put pictures in order. • write the correct spelling • complete sentences by adding words and phrases • write short sentences about personal details 	<p>What does XXX mean? Can you say that again, please?</p> <p>Pronunciation: Comparatives – er than /ə/ /ðə/</p> <p>Pronunciation: Silent consonants E.g. height, weight, light, half</p> <p>B. Reading</p> <ul style="list-style-type: none"> • Short story about a person or animal getting very tall and very heavy <p>C. Writing</p> <ul style="list-style-type: none"> • 5 words to spell • Sentences 	<ul style="list-style-type: none"> • 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 • Teacher draws students’ attention to silent consonants in words. Students read list of words and underline words with silent consonants. They cross out silent consonants. E.g. light Teacher checks answers, reads words and students repeat. • Students read the story and put the pictures in order. They read the story a second time and on a 2 column table, list words connected with height and weight. • Students learn spelling through jumbled words/game/test • Students fill in sentences with the correct object pronoun e.g. Tesfaw is nice. I like _____ (him). • Students write sentences about their height and weight • Students measure the heights of their friends and inform them in writing of their height on a slip of paper.

Assessment

Speaking and Listening

Students line up in rows and make comparisons about their heights
e.g. Frehiwot is taller than me .

Unit 3: It Was Hot Yesterday (13 Periods)

Unit Outcomes: Students will be able to talk about the past using was/were and describe the weather.

Vocabulary: weather words (hot, cold, sunny, cloudy, rainy), today, yesterday, last, next, year, words associated with weather e.g. cap, hat, coat, umbrella,

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 questions about everyday scenes • listen and respond to questions about short stories and tales • use phonic clues to read new words • read a short paragraph to find information to fill in a simple table 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> • What is the weather like today? • It's hot/cloudy etc. • In January it is hot <p>Past simple</p> <ul style="list-style-type: none"> • What was the weather like yesterday? • It was cold/sunny etc • It's cloudy today. / It was sunny yesterday. <p>Pronunciation: was /wəʊz/ v /wɒz/</p> <p>B. Reading</p> <ul style="list-style-type: none"> • Weather words • Sentences • Weather report on the week 	<p>Students look at weather pictures and match with vocabulary (for today/yesterday)</p> <ul style="list-style-type: none"> • Teacher asks questions about the weather prompting answers with pictures. Students do the same in pairs. • Teacher revises days of the week, dates, months and the calendar and yesterday/today. • Students talk about the weather in months of the year. • Teacher asks questions about the weather yesterday, on Monday etc. Students answer. Students do the same in pairs. • Students make a chart for a week giving pictures of weather for each day; students describe orally and in writing • Teacher tells a traditional story about the weather. The students respond to questions as the story goes along • Teacher draws students' attention to 2 pronunciations of "was". • 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 • Students read weather words aloud helped by phonic clues • Students match weather words and sentences e.g. Sun and 'it's hot'. Wind and 'its windy' etc. • Students fill in the table drawing suns, clouds or rain next to the appropriate day

English: Grades 4

<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 the missing words from a list• write capital letters for months	<p>C. Writing</p> <ul style="list-style-type: none">• Sentences about the weather	<ul style="list-style-type: none">• Students write in the correct weather word according to other clues in the sentence e.g. umbrella• Students write sentences about the weather in different months of the year – remembering the capital for months.

Assessment

Listening: Teacher reads a short dialogue and students have to guess the weather

Writing: Students look at pictures of the weather and write a few words e.g. It is hot.

Unit 4: Let's Keep Fit (13 Periods)

Unit Outcomes: Students will be able to give simple advice.

Vocabulary: parts of the body (e.g. back, trunk, body, blood), movement 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 answer questions • sing a song • listen to instructions and react accordingly • give simple descriptions • give and respond to advice 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> • What is this/that? This is my chin/cheek/ neck/lip. • What is he/she touching? He is touching his/her chin/lip. <p>Hokey Cokey</p> <p>Should/shouldn't</p> <p>Movement verbs Positive and negative imperatives: touch and don't touch</p>	<ul style="list-style-type: none"> • Teacher introduces new vocabulary and students ask and answer questions about it. • Students are taught Hokey Cokey. All sing together with actions, or if class is large, two groups could take it in turns with different body parts. • Students shout part of the body the teacher touches/indicates. Students do the same in pairs • One student spells part of the body and the others touch it. • In pairs one student describes the part of the body either by location or function and the other student guesses which part. • In pairs students describe their bodies from top to bottom. • Teacher introduces should/shouldn't through giving advice on how to look after yourself e.g. A: I am not feeling well B: You should go to the doctor A: Ok, thanks <p>Students practise the dialogue and then use pictures and cues to produce other dialogues with 'should'.</p> <ul style="list-style-type: none"> • Teacher teaches movement verbs. Teacher introduces a game where he/she quickly gives instructions for students to follow E.g. touch your head, raise your arm, bend your leg. However, sometimes he/she says 'don't touch your head' and in this case students don't. Anyone who does is out of the game. Student play in groups. • Teacher gives 'keep fit' instructions using imperatives and 'should' and students respond physically. E.g. bend your knees, you should raise your arms

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • read new and recycled body parts • predict what a passage will be about from the title • read short paragraphs to find information needed to fill in a table • write body parts • write the correct spelling • take dictation of words and phrases • complete sentences by adding words and phrases. 	<p>Pronunciation: Contractions e.g. I'm / you're/he's/she's/we're/they're touching</p> <ul style="list-style-type: none"> • Pronunciation: should / shouldn't <p>B. Reading</p> <ul style="list-style-type: none"> • Words related to parts of the body on slips of paper • Phrases • Doctor's advice leaflet on how to keep fit and healthy <p>C. Writing</p> <ul style="list-style-type: none"> • Body parts • Spelling of 5 body parts • a keep fit poster with pictures 	<ul style="list-style-type: none"> • Teacher isolates two words and then models contraction; students repeat E.g. I / am touching → I'm touching • 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 • Students read body parts on slips of paper in groups and arrange them to make a person e.g. head would be at the top and then eye, chin, etc. and then foot and toes at the bottom • Pictures of people exercising: students match with phrases e.g. raise arm • Students read the title of the leaflet and in pairs guess what the text will be about. They read the text to see if they were right. • Students read text again, match advice to pictures and put advice into 2 columns (should/shouldn't) <p>Students draw a body and use the slips of paper to copy the words and label it.</p> <ul style="list-style-type: none"> • mix two words together e.g. cnheicnk and students have to make 'chin' and 'neck' • Teacher dictates words and phrases. Students write them down and then in groups use these words and phrases to make longer sentences for a keep fit poster.

Assessment

Speaking and Listening

Students give each other positive and negative commands e.g. write your name, stand up, don't sit down etc.

Unit 5: My House (13 Periods)

Unit Outcomes: Students will be able to describe houses.

Vocabulary: rooms of house, parts of house e.g. chimney, ceiling, objects in rooms in houses.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> listen to a short description and answer questions give descriptions of places ask and answer questions about everyday subject 	<p>A. Listening and Speaking</p> <p>There is/are</p> <p>Has/have present simple</p> <ul style="list-style-type: none"> what do you do in the kitchen? <p>Prepositions of time/place: at, in the..., next to, opposite etc.</p> <p>Where do you cook? Where do you wash? Where do you sleep?</p> <p>Negative sentences with contracted forms.</p> <ul style="list-style-type: none"> No, it isn't It doesn't have a television It doesn't have a bath <p>Recycle comparatives Use 'but'</p> <ul style="list-style-type: none"> whose (object) is that? it's mine/my mother's/hers/ his 	<ul style="list-style-type: none"> Students listen to a short description of a house and answer the questions. Teacher uses the listening text to teach rooms and parts of house. Students match to pictures Students draw their own houses and describe them to a friend. Students ask each other questions about their houses e.g. What do you do in the kitchen? Where is the bathroom? Do you have a bathroom? Is it big? Students draw pictures of an imaginary house; describe it to a friend who draws it. Students compare pictures. Students look at 2 similar houses and spot the difference: e.g. this kitchen is bigger than that kitchen, this house has a bathroom but that house doesn't. Teacher teaches objects for the house – students match to rooms. Students draw objects into the pictures of their houses. Teacher teaches 'whose (object) is that?'. Students use their house pictures to ask and answer questions using 'whose'. Students practise 'whose' by asking questions about objects in the room and using a substitution table

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • use social expressions correctly • read a short paragraph to find information needed • read short paragraphs and retell the main details • write the correct spelling • write sentences with correct punctuation • write short sentences about their ideal house. 	<p>Can I ... ? (permission) Can I have ...? (request)</p> <p>Pronunciation: Connected speech E.g. There_is What do_you / dju:/</p> <p>B. Reading</p> <ul style="list-style-type: none"> • Description of house • Adverts for houses (for sale/rent) <p>C. Writing</p> <ul style="list-style-type: none"> • 5 words about houses • Full stops and question marks in dialogues • Sentences 	<ul style="list-style-type: none"> • Students match pictures to speech bubbles asking for requests or permission. • Students make up dialogues using can for permission and requests and act them out in front of groups or the class. • 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 • Students find and underline new words in description • Students read description of the house and circle the rooms and objects it has • Students read 3 or 4 adverts for houses and decide which one they like best • Students learn spelling and teacher gives short test on 20 spellings learnt so far • Teacher uses request dialogues (from speaking and listening) to demonstrate full stops and questions marks. Students write the dialogues they made up with correct punctuation. • Students write sentences describing the house they liked best under their pictures

Assessment

Speaking and Listening

Students draw their ideal houses and describe them to their partners.

Writing: Students write about their ideal house.

Unit 6: What Time is it ? (13 Periods)

Unit Outcomes: Students will be able to describe their daily activities.

Vocabulary: start, end, adverbs of frequency, parts of day (morning, afternoon, evening).

<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"> • ask for and give times • ask and answer questions about everyday/weekly activities • listen to short descriptions of activities and match to pictures • use social expressions correctly (for clarification) 	<p>A. Listening and Speaking</p> <p>Recycle times (from digital clock) and introduce new language.</p> <ul style="list-style-type: none"> • What time is it? • It is 2 o'clock/quarter past/half past/quarter to etc. • Present simple Student A: When does the first period start? Student B: It starts at 3 o'clock/4.30 /(half past 4). • Adverbs of frequency I often go to bed at I usually get up at I sometimes play football on Tuesday In the morning/afternoon/evening • I don't understand What does that mean? Can you repeat that please?/sorry? • Pronunciation: connected speech E.g. Does_he / dƏzI/ 	<ul style="list-style-type: none"> • Students say the time indicated by the teacher in the digital clock. • Students listen to teacher and fill in digital clocks • Teacher introduces new language with picture clock • Students ask/answer questions about different clock times (information gap) • Students ask and answer questions about school times • Students listen to the description of someone's day and match the activities to times. • Students use the times and the activities to ask questions about the person's day e.g. 'What time does she/he get up?' etc. • Students ask and answer questions about their everyday activities • Students order adverbs of frequency on a line from always to never. • Students describe their daily/weekly activities using adverbs of frequency • Teacher encourages students to use these expressions in the course of class activities • Students write expressions in speech bubbles and put them on the walls in the classroom • 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

Competency	Content/Language Item	Learning Activities And Resources
<ul style="list-style-type: none"> • read and arrange short sentences about everyday activities in a logical order • spell 5 words correctly • write a paragraph of up to 5 short sentences on everyday activities 	<p>B. Reading</p> <ul style="list-style-type: none"> • Short text about what two students do in the morning, afternoon and evening <p>C. Writing</p> <ul style="list-style-type: none"> • 5 activity verbs • Paragraph about daily routines 	<ul style="list-style-type: none"> • Students extract information to arrange students' activities in a chronological order E.g. morning afternoon evening Wada _____ _____ _____ Salem _____ _____ _____ • Students spell activity words for 1st and 3rd person • Students write a paragraph about their daily routines with clocks as prompts

Assessment

Speaking and Listening

In pairs one student says a time and the other student says what they do at that time

Writing: Students write down times from picture clocks.

Unit 7: What Would You Like to Eat? (13 Periods)

Unit Outcomes: Students will be able to talk about their preferences for food and drink.

Vocabulary: food and drink, restaurant words e.g. waiter/waitress/customer

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • students ask and answer questions about what they like and dislike • students listen to a dialogue and answer questions • use appropriate social expressions (recycled) 	<p>A. Listening and Speaking Numbers 100 to 1000</p> <p>Like/don't like/prefer X to Y</p> <ul style="list-style-type: none"> • too and either e.g. I like tomatoes too, I don't like bread either <p>Restaurant dialogue Like/would like Some/any</p> <ul style="list-style-type: none"> • Excuse me • Please can I...? <p>Specify quantity e.g. two cokes, three cakes</p> <p>Pronunciation: Contractions e.g. would like / 'd like</p>	<ul style="list-style-type: none"> • Teacher introduces numbers 100 to 1000. In groups students put cards containing numbers into numerical order and say numbers as they go along. • Teacher recycles food and drink vocabulary. Students divide vocabulary into fruit, vegetables, other food and drink. • Teacher teaches new vocabulary with pictures • Students say the food and drink words the teacher indicates and label the pictures. • Students ask and answer questions about the food they like • Students compare preferences with 'too' and 'either'. One student says 'I like tomatoes'/'I don't like tomatoes, the other agrees or disagrees using 'too'/'either'. • Students talk about the food they eat/don't eat on certain days • In groups students conduct different class surveys – one for fruit, one for vegetable, one for drink. Groups present their results. (Results will also be used later in written report.) • Students look at a picture of a restaurant. They describe the picture. • Students listen to a dialogue between a waiter/waitress and customer and circle the food that the customer ordered. (If inappropriate it could be a dialogue between a host and guest in someone's house). • Students practise the dialogue especially 'I'd like/We'd like' and social expressions. • Students practise and perform a role-play as a waiter/waitress and customer • Teacher isolates two words and then models contraction; students repeat

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • read words and phrases • predict what a passage will be about from the illustration • read a short passage to find information needed to answer questions • write the correct spelling of 5 words • write a paragraph of 5 short sentences. • complete sentences by adding words and phrases. • write sentences using full stops and questions marks 	<p>B. Reading</p> <ul style="list-style-type: none"> • words for food and drink • menu (if appropriate) • short passage about food in Ethiopia <p>C. Writing</p> <ul style="list-style-type: none"> • 5 food words • Menu (if appropriate) • survey report • restaurant dialogue 	<ul style="list-style-type: none"> • Students circle words for food and drink vertically and horizontally in a big box of letters e.g. gecarrotmapr Hgbtomatojuch olgpsjfishku • If appropriate students read the food and drink on a menu and decide what they would like to eat • Students look at the illustration and guess what the reading passage will be about. They write four words they think they will find there. Students read the passage to see if they are right. • Students answer questions on the passage • Students practise spelling of 5 words and test each other If appropriate students write a menu using food in their region • Students write and read their survey report to the class. e.g. Twenty students/boys/girls prefer/like papaya/pineapple. Thirty-two students do not like cabbage. • Students fill in the gaps in the dialogue and add the punctuation

Assessment

Speaking, listening, reading and writing

Students interview one person about their likes and dislikes for food. They write down the answers. Then they tell another student about these likes and dislikes.

Unit 8: Where is The Market (13 Periods)

Unit Outcomes: Students will be able to give and respond to directions.

Vocabulary: buildings and places in the village, town, city etc. e.g. market,

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • give descriptions of places • listen to simple scenes and repeat the main details • ask for and give simple directions. • read sentences and match to pictures • read a letter giving directions and label a map 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> • Place names • Recycle next to, opposite, behind, in front of • Recycle at the, near to <p>What is this? This is a market Is there a clinic in _____?</p> <p>Directions</p> <ul style="list-style-type: none"> • Where is, please? • Go to • Go straight • Come out of... • Turn left/right. • Excuse me... • There is/are <p>B. Reading</p> <ul style="list-style-type: none"> • Sentences locating places e.g. the market is opposite the clinic • Short letter from a friend locating his house in a town. 	<ul style="list-style-type: none"> • Students match pictures with place names • Students ask each other questions about their village/town e.g. 'Is there a clinic in _____?' 'Yes, its opposite the market' • Students look at a picture of a busy street and put themselves in it. They describe where they are and what they can see. Other students have to identify their location • Students listen to simple scenes in 4 locations and guess the location • The teacher draws a map of the town on the blackboard with the students' help. Teacher asks students to give information about their town/village • The teacher asks the students to identify the buildings and describe where other buildings are. • Teacher teaches directions and students follow and mark the route on their maps. • Teacher gives directions to a secret place; the students follow and locate the place. • Students practise giving directions using the map on the blackboard. • Students draw maps of their nearest village, town or part of the city and mark on various places. Students practise giving directions to each other. • Students match sentences to pictures • Students read the text and label buildings on map

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none">• write the correct spelling• complete sentences by adding words and phrases• write short sentences giving directions• write sentences with correct punctuation	<p>C. Writing</p> <ul style="list-style-type: none">• 5 words for places in a town• directions • short messages of their own using commas.	<ul style="list-style-type: none">• Students practise spelling of 5 words. Teacher gives spelling test for grade so far.• Students complete short sentences with direction words • Students write short message giving directions to their house from the school with a map.• Teacher teaches use of commas. Students put commas into their messages.

Assessment

Speaking and listening

Take students outside/into the local area to practise asking for and giving directions. If it is not practical to go outside, use the classroom and school.

Unit 9: What’s Your Uncle’s Job? (13Periods)

Unit Outcomes: Students will be able to talk about their families and their roles and responsibilities in the house.

Vocabulary: Extended vocabulary for family and jobs, activities in the house e.g. fetch the water etc.

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 what they want to do and don't want to do listen to a description of a model family tree ask and answer about where people live and what they do ask and answer questions about what they regularly do and what they are doing now. 	<p>A. Listening and Speaking</p> <p>Jobs What do you want to be? I want to be a _____ Why do you want to be a _____? Because _____ Do you want to be a _____? Yes/no I don't want to be _____</p> <ul style="list-style-type: none"> 'Wh' questions Who is _____? What does he/she do? He/she farms/teaches. He/she is a/an Where does he/she work? He/she works in What is his/her job? Where does she live? He/she is a <p>yes/no questions</p> <p>Present simple e.g. I clean the rooms/fetch water etc</p> <p>Present continuous e.g. I am cleaning the rooms/fetching water.</p>	<ul style="list-style-type: none"> Students match job words to pictures and teacher teaches new words. Students talk about what they want to be and why Teacher recycles and extends family words Students listen and write the names of people on a family tree Students draw a picture of their own family tree, including names, relationships to themselves. Students talk about their families in pairs Students ask and answer questions about family members in pairs. E.g. S1: What does she do? S2: She is a doctor. S1: Where does she work? S2: She works in hospital. etc Students talk about activities that they do regularly in the house and the roles and responsibilities of their family members. Students could 'act out' various activities and the class guess what they are doing. Student uses present continuous to inform the class of the correct answer. Students look at a chart giving information about normal routines (present simple) and what people are doing now (present continuous) and make sentences in pairs

Competency	Content/Language item	Learning activities and Resources									
<ul style="list-style-type: none"> • read words • read short dialogue (interview) to find information needed to answer questions • write the correct spelling • write short sentences about personal details • write a paragraph of 5 short sentences 	<ul style="list-style-type: none"> • Pronunciation: Present simple 3rd person singular ending e.g. he goes /z/ [/s/ /z/ /ɪz/] <p>Reading</p> <ul style="list-style-type: none"> • job words • job adverts (if appropriate) • Interview between two people. <p>C. Writing</p> <ul style="list-style-type: none"> • 5 job words. • sentences • paragraph 	<ul style="list-style-type: none"> • Students listen to verbs and group according to pronunciation of –s; put verbs into columns <table border="1" data-bbox="871 349 1575 451"> <tr> <td>/s/</td> <td>/z/</td> <td>/ɪz/</td> </tr> <tr> <td>cooks</td> <td>goes</td> <td>finishes</td> </tr> <tr> <td>makes</td> <td>does</td> <td>washes</td> </tr> </table> <ul style="list-style-type: none"> • Students practise saying words in groups • Students label pictures of jobs • Students underline jobs in job advertisements (e.g. driver, nurse) if appropriate • Students answer questions about interview (job, family etc.) • Students put letters in the right order to make job words e.g. lirbdeu = builder • Students write sentences about family members' jobs under the family tree • Students draw round their hands and write one thing they do at home in each finger • Teacher explains what a paragraph is • Student chooses one family member and writes a short paragraph about him/her. 	/s/	/z/	/ɪz/	cooks	goes	finishes	makes	does	washes
/s/	/z/	/ɪz/									
cooks	goes	finishes									
makes	does	washes									

Assessment

Speaking and listening

Students choose one family member and talk about him/her (job, where he/she lives, age etc.)

Unit 10: Look Out! A Lion's Coming (13 Periods)

Unit Outcomes: Students will be able to describe animals.

Vocabulary: Wild animal vocabulary e.g. elephant, lion, giraffe, hippo, crocodile, hyena, monkey, zebra, camel, adjectives: e.g. long neck, what animals eat, where animals live etc.

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 animals • ask and answer questions about animals • listen to a story and answer questions 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> • Present simple to describe an animal It lives ... It eats It has legs etc? • Yes/no questions (present simple) Does it eat grass? Does it live in water? Is it? Negatives – no, it doesn't It hasn't any.... comparatives (-er) (double consonant spelling rule) e.g. Bigger/fatter Pronunciation: revision of <ul style="list-style-type: none"> • yes/no questions (rising intonation) • Present simple 3rd person singular ending e.g. he goes /z/ [/s/ /z/ /Iz/ 	<ul style="list-style-type: none"> • The teacher says the name of an animal and students point to it in a picture. • Students mime animals and others guess • Each student is given the picture of an animal. In turns they describe the animal. • The teacher takes a picture of an animal. Students play a guessing game. They have eight questions to guess the animal. When they have guessed another student takes a picture and the game continues • In groups students have 3-4 pictures. They make sentences comparing the animals. When they have finished they swap pictures with another group. • The teacher divides the class into groups depending on which animal they like best. Each group talks together about why they like their animal and why it is better than the other animals. They present their reasons to the class (with a poster – see writing) • The teacher tells a traditional tale involving wild animals. The teacher asks the students questions as he/she goes along. • Teacher models rising intonation and students repeat: whole class drill, then drill smaller groups of students, finally individual drills. • Students listen to verbs and group according to pronunciation of –s; put verbs into columns

Competency	Content/Language item	Learning activities and Resources									
<ul style="list-style-type: none"> • read words and sentences • read short paragraph and retell the main details • spell words correctly • take dictation of short sentences • write a paragraph of 5 short sentences 	<p>B. Reading</p> <ul style="list-style-type: none"> • animals and sentences about them • reading passage about national parks <p>C. Writing</p> <ul style="list-style-type: none"> • 5 animal words • dictated sentences about animals • paragraph 	<table border="1" data-bbox="869 253 1575 354"> <tr> <td>/s/</td> <td>/z/</td> <td>/ɪz/</td> </tr> <tr> <td>cooks</td> <td>goes</td> <td>finishes</td> </tr> <tr> <td>makes</td> <td>does</td> <td>washes</td> </tr> </table> <p>Students practise saying words in groups</p> <ul style="list-style-type: none"> • Students match the animals to the sentences • Students read the passage. In pairs they retell the main details. • Students spell 5 animal words. • Students take dictation of sentences. They compare their answers with their partner. • Students write a short story about an animal or animals, using pictures as stimulus 	/s/	/z/	/ɪz/	cooks	goes	finishes	makes	does	washes
/s/	/z/	/ɪz/									
cooks	goes	finishes									
makes	does	washes									

Assessment

Speaking and listening

Students describe the daily routine of an animal.

Unit 11: What's This Made of (13 Periods)

Unit Outcomes: Students will be able to give information about possessions and tools.

Vocabulary: Tools (e.g. hammer), what things are made of (e.g. wood, cotton, metal, paper), verbs associated with tools e.g. cut, hit.

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 short descriptions of objects and match to pictures/words • listen to instructions and react accordingly • ask and answer questions • explain what objects are made of • ask and answer questions about personal possessions • tell quantity of things 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> • Present simple Have/has Do you have...? Yes, I do/no, I don't What do you have in your bag? Verb "to be" • plurals (regular/irregular) • made of • used for • a / an / the • possessive ('s) • or <p>Object pronouns</p> <ul style="list-style-type: none"> • Give the paper to him • Give it to her/him/me • Take this wood and give it to them • Tell her/him to give it to us/them/you <p>(Picks up wood) Who uses it? (Re tools) Who uses them? The carpenter uses it The builder uses them <u>or</u> the plumber</p> <p>Tell quantity of things –</p>	<ul style="list-style-type: none"> • Students listen to a description of a tool and draw it/write the word • Students listen to a description of a person/their possessions/tools and match with picture. • Teacher brings in different materials (e.g. cotton, wood, metal, paper) and tools in bag; students feel (without seeing) and give name • Students ask and answer questions about what they have in their schoolbag • Teacher revises object pronouns pointing and giving instructions such as 'touch her', 'tell her your name' etc. • Teacher introduces 'give to' and instructs students to give particular tools and objects to various people • Students look at a picture of people using different tools and say what they can see. • Teacher teaches 'or' with examples • Students ask each other questions about who uses the tools/materials • Students match tools or possessions with different materials (that these items are usually made of). • Students describe different kinds of tools, say what they are made of and what they are used for and complete a chart. • Students look at pictures of people with many possessions/tools; then they look at isolated items from these pictures and say and ask questions about who the item belongs to, using possessive 's (e.g. it's Girum's cap) • Possessions game: teacher puts objects onto a tray; students memorise; teacher removes

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • he/she has two pens • they have two shoes <ul style="list-style-type: none"> • read a short paragraph to find information to fill in tables • write short sentences about objects • complete sentences by adding words and phrases 	<ul style="list-style-type: none"> • he/she has two pens • they have two shoes Pronunciation: Possessive ‘s / s/ / z/ E.g. Tom’s /z/ book Mike’s /s/ book B. Reading <ul style="list-style-type: none"> • A short paragraph describing people and their possessions C. Writing <ul style="list-style-type: none"> • Words • Sentences 	objects; students recall as many as they can E.g. the teacher has a pen, a pencil, a stone.... <ul style="list-style-type: none"> • Students repeat in groups using their own possessions. Further practice: students ask/answer questions about friends’ possessions e.g. Whose pen is it? It’s Beletu’s • Students make oral chain sentences about objects: I have a pen; I have a pen and a pencil; I have a pen, a pencil and a book etc • Students make sentences about possessions using the first letter of their name: e.g. Jemal has a hammer; Kebede has a goat. (extension: it’s Jemal’s hammer; it’s Kebed’s goat) <ul style="list-style-type: none"> • Teacher models and students repeat: whole class drill, then drill smaller groups of students, finally individual drills • Students complete a chart saying what the people have/don’t have <ul style="list-style-type: none"> • Students label different materials • Students label pictures/photos of different tools. • Students write sentences describing tools and illustrate with a picture: name, made of, used for e.g. A hammer is made of wood and metal. It is used for making tables etc. • Students read their descriptions without saying the name – other students guess object. • Students complete sentences with correct object pronoun e.g. Hamid is speaking too much. Tell to stop.

Assessment

Speaking and listening

Students talk about the possessions their family has, what they are made of and what they are used for.

Unit 12: Where Were You Yesterday (13 Periods)

Unit Outcomes: Students will be able to give information about the past using was/were.

Vocabulary: Last week/month/year places e.g. at school, at home, at the shops, at the clinic etc.

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 • ask for and give personal details • listen to a dialogue and match to pictures • ask and answer simple questions using was/were 	<p>A. Listening and Speaking</p> <p>Recycle dates (ordinal numbers 1-30 and months)</p> <ul style="list-style-type: none"> • was/were (positive and question forms only) • Where were you born? • I was born in Jimma • Which month were you born in? • I was born in [month] • Which month was he/she born in? • He/she was born in.... • Was she born in _____? • Yes, she was/No, she wasn't • Where were you...? (last night/week/month/year; in the morning/afternoon/evening) • were you at home/school <p>Adverbial phrases (place)</p> <ul style="list-style-type: none"> • somewhere near the.... • outside in the.... <p>Pronunciation: Was / were /wəz/ /wɜz/ /wɜ:/ /wə/</p>	<ul style="list-style-type: none"> • Students talk about what they do in each month • Teacher reads out dates and students circle them on a calendar and then read them back. • Students do the same activity in pairs • Teacher asks students questions and then students ask each other in pairs. • Students conduct class survey to find out which month most students were born in. • Students use the results of the survey to ask 'wh' and yes/no questions about their classmates • Teacher reads a dialogue where one person is asking where the other person was. The students match the times with a picture of a location (e.g. school = afternoon, home = morning, clinic = lunchtime etc.) • Students ask each other questions about where they were in the past. • Students play a game in groups. One person thinks of a place they were yesterday. Others guess "Were you at school?", "Were you at home?" • 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

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"> • read sentences about pictures and put them in the correct sequence • write words correctly (with initial capital letter) • write short sentences about personal details • complete sentences by adding words 	<p>B. Reading sentences about people/animals with times e.g. Yesterday at 6.00 the dog was in the kitchen</p> <p>C. Writing</p> <ul style="list-style-type: none"> • Place names • Sentences • Identity cards 	<ul style="list-style-type: none"> • Students match the sentence with the picture and then put the pictures in order • Students write words with capital letters • Students write sentences E.g. Girma was born in Jimma in [month]. • Students use pictures to complete sentences about the person in the listening activity. • Students fill in identity card forms with their names, age, place of birth, height, weight and nationality

Assessment

Speaking and Listening

Students interview each other and fill in identity cards for each other.

Grade 4 Vocabulary

Verbs

start	end	arrive	catch
finish	get dressed	go to bed	grind
eat	look after	lift	paint
pray	race	sew	shine
smile	show	stop	study
think	throw	understand	visit
wait	match	plough	touch

Measurements

kilo	metre
measure half	
heavy	tall
high	height
weight	

Tools

hammer	cotton
nail	
saw	
sickle	
hoe	
spade	
axe	
needle	

Materials

metal
plastic
paper
wood
leather

Buildings and places

village	town
city	market
bank	post office
mosque	hospital
hotel	hut
office	garage
crossing	straight ahead
Turn left/right	

Parts of the house

garden
gate
chimney
ceiling

Parts of the body

back	chin
trunk	neck
body	bone
blood	

Places

city
country
field

Weather

rainy
cloudy
cold
Summer
Winter

School buildings

library
sports field
fence
classroom

Time

hour
minute
second
last (week/year)

Family

uncle
aunt
grandparents

Adjectives

afraid	beautiful	difficult	dark
dirty	early	easy	hard
late	soft	straight	wide

Jobs

butcher	builder
shepherd	plumber
goatherd	
carpenter	

Habitats etc.

ground	mountain
lake	cave
leaf	desert
moon	

Food

bean
chilli
lime

Restaurant words

waiter
waitress
customer

Wild animals

hippopotamus	crocodile
hyena	monkey
zebra	camel
fox	lion
giraffe	grasshopper

Words linked to animals

National Park
spots
stripes
scales

Other nouns

feather	science
kid	street
middle	syringe
traffic light	piece
wheel	umbrella

holiday
lesson
part
ring

story
subject
top
road

Social expressions

Can you say that again	Can I have ...
What does mean?	Excuse me
I don't understand	