

**English Syllabus  
for  
Grades 9 & 10**

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## Rationale

### Why do Ethiopian students study English?

English has been retained in the educational system because it is vital to for the economic development of Ethiopia. English is the language of wider communication across the globe in international relations, science and technology, commerce and trade. It is also the medium of instruction for secondary and higher education in Ethiopia

### What is the new syllabus based on?

The English syllabus for grades 9-10 is based on the new curriculum framework for Ethiopian schools and on the needs assessment conducted prior to revision work. The syllabus has also considered international content standards for a similar age and grade level of learners

### What are the main changes?

The main changes to the previous English syllabus are:

- The content has been reduced and teachers should be able to cover the content in the allotted time.
- The syllabus is based on minimum learning competencies for each grade against which students will be assessed. Each unit provides the content and activities needed to build up students' competency.
- There is spiral progression throughout the four grades of secondary: the four language skills, grammatical and vocabulary items and other language components are taught at increasing levels of difficulty and sophistication within the topic areas. This spiral progression is demonstrated in the minimum learning competences and the topic flow chart.
- The content is relevant to all students whether they are leaving school after grade 10, continuing to grades 11 and 12 or moving into the vocational stream.

## 1. Psychological preparation

This includes:

- motivating students to learn English by using interesting and enjoyable methods
- learning geared to: communicating in English in both speaking and writing and using the language creatively
- building on learners' natural curiosity and desire to try things out
- taking account of students' capacity for imagination and creativity

- The syllabus demonstrates practical implementation of active learning and learner-centredness. It is designed to inform the production of quality textbooks that will inspire confidence and develop competence in teachers so they can use a broader range of methodologies in their teaching.
- The approach to language teaching is communicative and skills based: students learn and practise language which is meaningful to them and which has a real purpose and context. For this reason the focus is on the four skills of listening, speaking, reading and writing. Grammar, vocabulary and social expressions are integrated into practice of these skills. Language is about communicating with others and learners are encouraged to interact with each other in a variety of patterns: pairs, groups and plenary. The activities are also designed to encourage students' natural curiosity and appetite for discovery together with enjoyment of learning through debates, surveys, games and stories appropriate to their age.

### What is the new approach?

The new approach contains a number of aspects that are demonstrated in the MLCs, the syllabus and its activities

- developing in learners sensitivity to foreign languages and cultures
- raising their awareness of the mother tongue and English
- developing in them a positive attitude to language learning

## **2. Attitude goals**

Attitude is an important aspect of language learning and therefore the new syllabus. Students should want to communicate and find pleasure and confidence in exploring English. They should anticipate or predict what comes next and be willing to 'have a go'. They should not be afraid of taking risks or making mistakes. Finally they should reflect on their actions and learn from them.

## **4. Lessons and materials**

These include activities and tasks that:

- have a clear learning outcome
- can be personalised according to students' interests
- are graded, to facilitate movement from the cognitively simple to the more demanding
- are contextualised and meaningful, with a real purpose and audience in mind
- encourage creative, productive and enjoyable use of language
- are designed to enable increasing student independence and choice
- stimulate learners
- engage students' minds and keep them occupied
- allow students to respond to language input by doing
- provide opportunities for interaction to develop fluency
- enable teachers to choose a style that suits the mood
- cater for different modes of learning: verbal, visual, musical, logical, physical, interpersonal etc
- vary work on the same topic
- vary the organisation of learning (students working in pairs, groups, plenary)
- reuse materials for a different purpose
- repeat patterns (e.g. words or phrases) which promote learning
- repeat rhythms that reinforce English sounds, stress and intonation

## **3. Content goals**

Content is both topic-based and linguistic. Topics have been chosen that are interesting and enjoyable, relevant to Ethiopian life and complementary to what students are studying in other subjects. All four language skills are developed equally and language chosen is functional, relevant and realistic for teenagers.

## What are the main features of the syllabus?

### 1. Minimum Learning Competencies

The Minimum Learning Competencies (MLCs) are the skill levels we expect all the students to have reached within each topic at the end of each grade. Some students will demonstrate abilities beyond the MLCs.

### 2. Topic flow chart and content map

The topic flow chart shows the spiral progression of the competencies within a number of topics. The content map shows the content to be learnt in each unit at each grade.

### 3. Units and period allocation

Each grade is broken up into a number of units based around a topic. Competencies in language and skills are built up within a topic as topics recur a number of times throughout the 4 grades of secondary.

In both grades 9 and 10 there will also be four 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 enjoyable and engaging but should also include examples of national test types such as multiple choice.

Each unit is divided into 11 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 9 and 10 students will have 4 periods of English per week.

Below is the proposed period allocation across the units. However, while teachers should ensure they finish they syllabus, exact period allocation is flexible. Teachers should respond to the needs of their students in different skills and topics.

### Grade 9 (4 periods a week)

Units 1-12	11 periods (each)
Revision units	4 periods (in total)
Total periods	136

### Grade 10 (4 periods a week)

Units 1-12	11 periods (each)
Revision units	4 periods (in total)
Total periods	136

### 4. Learning outcomes, language focus and vocabulary

Each unit starts with a learning outcome related to the topic and which is applicable across the skills. Each unit also has a language focus divided into grammar, vocabulary and social expressions. The grammar focus will be the main structures/items that are revised or introduced in the unit. The vocabulary focus lists the main topic areas of vocabulary and social expressions are the main functional structures.

For vocabulary, examples of words in the topic areas can be found at the end of each grade. It is important to stress that these are only suggested examples. Teachers can choose relevant lexical items from this list and add items appropriately. Students do not have to learn all the words from the list. Students should also be encouraged to keep vocabulary notebooks. (See Learning Strategies).

Teachers should recycle grammar, vocabulary and social expressions as much as possible. This can be done through speaking activities, games, tests etc. at the beginning and end of lessons.

### 5. Competencies

The left hand column of the syllabus lists the relevant competencies for each unit. These are derived from the Minimum Learning Competencies for each grade. Teachers use these competencies to assess students (see assessment).

## 6. Skills

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

- Listening
- Speaking
- Reading
- Writing
- Additional Learning Strategies

**It is important to stress that this is not the order in which activities should be conducted.** Indeed over the course of the 11 periods per unit teachers should provide a variety of skills practice both within and between lessons.

Some activities do need to precede others: listening and speaking activities often provide the context for the introduction of new vocabulary, grammar or social expressions. In addition to this, activities in different skills are often connected and may need to be followed consecutively e.g. reading texts often provide models for writing activities. However, although textbook writers and teachers need to bear this in mind, they are free to conduct the activities in the order that will best suit their classes and give variety. Moreover, they are also free to adapt and change the activities as they see fit as long as the relevant Minimum Learning Competencies are met. If textbook writers or teachers need suggestions on a possible order of activities for each unit, the Curriculum Department will be happy to provide it.

## 7. Learning Strategies

Learning strategies (or study skills) are the skills students need not only to improve their competency in English and therefore their ability to access other subjects through the medium of English, but also to improve their ability to learn generally. The aim of developing learning strategies is for students to understand how they learn and ultimately for them to become independent learners.

In the primary English syllabus many activities focused on developing the sub-skills needed in each of the four main language skills of listening, speaking, reading and writing. In reading for example the sub-skill of predicting the content of texts was a minimum learning competency from grade 4 onwards.

Grades 9 and 10 continue to develop these linguistic sub-skills which are reflected in the Minimum Learning Competencies and practised through a variety of activities. What is different is that the secondary syllabus contains additional activities which aim to make these sub-skills explicit to the students. These activities give them the opportunity to discuss and assess their strengths and weaknesses in each skill/sub-skill as well as try out new ways of learning. Moreover, the syllabus also extends learning strategies to the areas of vocabulary and grammar. For example students try out different ways of recording vocabulary in their notebooks and reflect on which is most appropriate and effective. They also discuss the issue of making grammatical mistakes and how this is a necessary stage in becoming better communicators. Finally, the syllabus for grades 9 and 10 also incorporates activities which aim to improve generic study skills such as being aware of their individual learning styles and time management.

It is hoped that this focus on learning strategies in English will help students to cope with the English speaking environment at Secondary school as well as give them vital skills for future studies in any subject.

## 8. Language Content/items

On each page of the syllabus the middle column of content/language items contains the grammar, language patterns, social expressions, vocabulary or text type to be learnt in each unit to build up students' competency within each topic and skill area. Examples of the language items students are expected to produce or respond to in order complete an activity are also given in this column. These are located across the skills but more often appear under listening or speaking as the communicative approach would generally expect them to be introduced in these skills first. Teachers should clearly present the new language within context and check understanding before proceeding to the practice activities. Under reading and writing, the language content also contains the text type (such as sentences, paragraphs, newspaper article, story, descriptive passage etc.) the students will be working with.

## 9. Language activities and resources

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

As mentioned above, the syllabus is not set out in the order it should be followed. However, when students are introduced to new language items, controlled practice of these discreet items should precede freer speaking activities. This is to give the students the chance to practise the meaning, use and manipulation of the target language.

Occasionally there are suggestions for activities which may not be possible in all classes, these are 'optional'. However, as with all the activities, teachers are free to adapt them to meet the needs or situations they face.

With all the skills students should be encouraged to work on activities in a variety of interaction patterns: pairs, threes, small groups, larger groups and plenary. For listening and reading activities students should check and compare their work together, practising their English as they do so. For reading, students should read aloud in pairs and small groups rather than reading silently. The skill of writing is as much about process as product. Indeed Secondary English follows the six stages of writing model (think/brainstorm, plan, draft, check, rewrite, proofread) and students must be encouraged to follow this model both individually and in pairs/groups for every writing activity.

### **10. Assessment**

Teachers are expected to assess students on a continuous basis. Many of the activities can be used for assessment as well as practice. Teachers should keep records of student performance in class and regularly take in notebooks to mark work and record achievement. At the end of each unit there are suggested assessment activities, some of which are taken from the unit (mainly for writing) and some of which are additional.

Moreover, as mentioned earlier, each grade will have four revision units which will also provide the teacher and students with opportunities for assessment. It is not only the teacher who can assess; students should also be encouraged to do self and peer assessment activities.

### **11. Assessing speaking**

Assessing speaking is vital for providing feedback to the students and for informing schemes of work and lesson plans. Ensuring that students are aware of their competencies and how they can improve their language is also essential now that English is the medium of instruction for other subjects.

Assessing speaking should not be formal or intimidating. The teacher should just listen in on pairs and groups, provide them with feedback and record progress. The teacher should not focus on mistakes but rather on whether the students have reached the competency level and can be understood. This means the focus is on communicating the intended message not fluency or accuracy.

In large classes assessing speaking can be challenging. Below are some ideas to address these challenges and provide the teachers with at least one assessment opportunity per child per term.

- At the beginning of each term, the teacher divides the class into speaking/assessment groups (of about 10 students) according to where they sit in the class (this can be rows or groups of students whichever is more practical). For all speaking activities, students form pairs, threes or groups within these groups. For assessment the teacher concentrates on one group per week. He/she can assess a number of students each lesson and record comments.
- In each grade there are a number of activities where students are working in small groups. As long as the teacher is satisfied that discipline will not be affected, students can be pulled out of these activities to be assessed for speaking.
- Some of the writing activities may take a lesson or two. Once more the teacher could listen to 10 pairs of students perform a speaking/listening activity in this time.

### **12. Assessing writing**

Assessing writing is vital for the same reasons as assessing speaking. However with large classes it can often be burdensome and challenging to mark. The following are some ideas:

- Develop marking schemes to use when correcting e.g. letters/symbols such as 'Sp', 'T' or ^ which denote the type of mistake ('Sp' = spelling mistake, 'T' = tense and ^ = missing word) but not the actual correction. Students then correct the mistakes for themselves or with partners. This process takes a lot less time and encourages student awareness of the mistakes they are making.



- Teachers don't need to correct everything – indeed some days teachers may just focus on one area e.g. tenses or vocabulary so that students hone in on these areas of the language.
- Students should be encouraged to check their own and others' writing before they hand in work. This follows the 6 stage model of writing (think/brainstorm, plan, draft, check, rewrite, proofread) and encourages them to become more independent learners.
- For some assignments students can work in pairs or groups and be assessed as a pair or group. This strategy will cut down the marking considerably but must be used in conjunction with assessing students individually.
- Assess students in class time as they are doing writing activities (using the 6 stage model) – success is just as much about process as product

### ***13. Assessing listening and reading***

Assessing the receptive skills is also vital, especially since students' access to other subjects is mainly through these skills. Teachers can assess the competencies for listening and reading both informally and formally. Continuous assessment can take place as the students are doing the activities and through regular checking of their notebooks. More formal assessment should be done through the end of unit assessment activities and in the revision units.

Assessing listening and reading is not too time-consuming as exercises can be devised that are easy to mark. However teachers do need to ensure that all the range of competencies are being assessed and that what they are assessing is reading or listening i.e. if it is note-taking that is being assessed, it is the skill of understanding the content that is key not the quality of the notes made.

### ***14. What is the difference between primary and secondary English in Grades 9 and 10?***

There are a number of differences between primary English and secondary English in grades 9 and 10. Firstly students are now studying through the medium of English. It is therefore crucial that English classes develop students' subject survival skills, confidence and learning strategies. Secondly students will have come to secondary from a range of different schools and backgrounds and will be a more diverse group. For these reasons the focus in grades 9 and 10 is on revision and extension of what students covered at primary rather than introducing a range of new language items. Another difference is that topics, texts, vocabulary and activities are more directly linked to other school subjects and reflect the national focus on Science and Technology. For reading and listening there is also much more of a focus on authentic materials.

The syllabus for grades 9 and 10 also presumes that when they finish, most students will continue to use English, either in grades 11 and 12, at college or in the world of work. For this reason there is a focus on communication and through the development of learning strategies, independent learning. Finally, at secondary, students should begin to take more responsibility for their own learning. The syllabus therefore encourages students to use on-site facilities such as libraries, reading boxes and computer rooms (if appropriate) and access the English speaking environment wherever possible. This can be done through setting up reading logs, research tasks, inviting speakers etc.

# **English Language - Syllabus - Grade 9**

## **Introduction**

In grade 9 the students have 4 periods of English a week. The syllabus contains 12 units and each unit is divided into 11 periods. There should also be two revision units (each of two periods each), one at the end of each semester. This makes a total of 136 periods. The aim of the revision units is twofold. The teacher has the opportunity to recycle language and assess students against the competencies.

At Secondary School students are studying other subjects through the medium of English. Grade 9 therefore focuses on all four language skills equally, developing students' subject survival skills as well as building

confidence and learning strategies. Indeed learning strategies is the topic of the first unit and is woven into subsequent units through skills practice and specific activities. In terms of language items, the focus of Grade 9 is on revision and extension of what was covered at primary.

Topics, texts, vocabulary and activities are directly linked to other school subjects and reflect the national focus on Science and Technology. For reading and listening there is increasing use of authentic materials.

Teachers are strongly advised to look at the Grade 9 Minimum Learning Competencies for all of the four skills which also act as objectives.

**Unit 1: Learning to Learn (11 periods)**

**Learning Outcomes:** By the end of Unit 1 students will be able to identify strategies to help them learn more effectively

**Language focus**

**Grammar:** present simple, present continuous, ‘wh’ questions, ‘will’ for spontaneous decisions, should/need to/have to

**Vocabulary:** classroom language, learning styles, English speaking countries, adjectives for countries

**Social expressions:** classroom English

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• listen to descriptions and identify the main ideas</li>   <li>• listen to instructions and identify specific information</li>   <li>• talk about themselves, others and their daily lives</li> </ul>	<p><b>A. Listening</b></p> <ol style="list-style-type: none"> <li>1. Different voices explaining how they like to learn</li> <li>2. Different voices saying how they record and memorise vocabulary</li> </ol> <p>Following simple instructions Stand, sit, open, draw, form groups of, close etc</p> <p><b>B. Speaking</b></p> <p>Pronunciation – rising intonation</p> <p>‘Wh’ questions using present simple/present continuous E.g. ‘Where is your mother?’ What is she doing? What is this?</p> <p>Ground rules</p>	<p>Students match listening descriptions to learning prompt sheet on learning styles</p> <p>Students list vocabulary learning strategies</p> <p>Teacher gives instructions and students do as they are told – draw picture</p> <p>Students draw two squares in the centre of a sheet of paper. In the first square they draw a cartoon picture of themselves and write their name. In the second square they draw pictures of their favourite possessions e.g. new pen. Around the outside, they draw pictures of the people they love/admire most.</p> <p>Teacher models rising intonation for questions.</p> <p>In pairs students ask and answer questions in order to identify drawings in the pictures</p> <p>Teacher asks the question – What ‘rules’ do we need to follow to make sure we can all be happy and learn well in our class? Her/she takes one or two suggestions from the class as examples, and then asks students to work in 3s to provide additional ones. E.g. being on time; listening quietly when someone is speaking, following instructions, participating in activities, treating each other with respect, doing homework on time, bringing books/pen to school</p> <p>The teacher displays his/her ‘ground rules’ and the students compare with their list. Additional points from the students can be added to the list.</p> <p>Students copy the list into their exercise books and add a ‘because’ for each. E.g. we must listen quietly because we need to hear what people are saying.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>ask and respond accurately to a basic range of open and closed question</li> <li>express their opinion and support this using basic language</li> </ul>	<p>Getting to know your activities</p> <p>Map of the world with countries with English as a mother tongue shaded</p> <p>English – where evident in school?</p> <p>Expressing obligation and advice (revision) E.g. Should, need to, have to</p> <p>What skills do you need to be good at English?</p>	<p>The teacher displays the list on the classroom wall and refers to it whenever anyone breaks one of the ‘rules’</p> <p>Introductory activities Students sit in groups of six. They each think of three things they like, and three they do not and write these on a piece of paper. They join another group and swap papers. Through questions and answers each group tries to identify the owner of each paper. E.g. do you like spiders?</p> <p>In groups, students discuss and label on the map of the world the names of countries where English is spoken.</p> <p>Students fill in the names of the countries using a list provided. Students match the country with the adjective e.g. Australia = Australian, Kenya=Kenyan, India=Indian. They try to identify adjectives for countries that do not end in ‘-an’ e.g. Britain – British, Japan = Japanese, Thailand + Thai, etc.</p> <p>They discuss the question of why English is also studied in other countries e.g. Ethiopia</p> <p>Find something written in English Students find examples of English use in their school – e.g. notices, labels, library</p> <p>Teacher revises modals</p> <p>Students list the skills they need to be good at English. They compare to a chart, and complete chart assessing areas of strength and areas to develop. E.g. What they find the easiest/hardest What they are good at and why What they can do to improve. - I should..... - I might .....</p> <p>Teacher explains self-assessment and goal setting</p>
<ul style="list-style-type: none"> <li>express future actions decided at the moment of speaking.</li> <li>use a range of structures to</li> </ul>	<p>Will for spontaneous decisions E.g. A: It’s very hot B: I’ll close the window</p> <p>Classroom English and</p>	<p>After introducing and practicing the use of ‘will’ for spontaneous decisions. Students are given ‘being helpful’ scenarios to act out e.g. Student A doesn’t have a pen (“I don’t have a pen”) Student B offers help using ‘will’ (“I’ll lend you one”)</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>ask for repetition and clarification</p> <ul style="list-style-type: none"> <li>• read an article and predict the content of a text from pre-reading activities</li> <li>• read an article and make basic notes of main points</li> <li>• read a letter and skim to get the general idea</li> <li>• read a letter and relate what they have read to their own experience</li> <li>• punctuate sentences correctly</li> </ul>	<p>pronunciation E.g. Sorry, I don't understand Could you repeat that, please? Could you spell that, please? I'm sorry I can't hear that Excuse me, can I leave the room? I'm sorry I'm late</p> <p><b>C. Reading</b> <b>Reading text 1:</b> Article: Why study English?</p> <p><b>Reading text 2:</b> A light hearted letter from an uncle to his nephew who is just starting secondary school, giving advice on how to do well at school E.g. importance of attendance and punctuality Good behaviour How to fit homework in How to take care of equipment and books Taking part – trying –not being afraid of making mistakes</p> <p><b>D. Writing</b> Punctuation revision Capitals, full stops, question marks, commas for lists, apostrophes for contractions, exclamation marks</p>	<p>Teacher models and students practise the pronunciation of expressions</p> <p>Students are given the question – ‘Why is it important to study English?’ With a partner, they list reasons.</p> <p>Students read the text and underline, then list the main ideas. They tick off the points that they have made which also appear in the text. They add additional points from the text to their list.</p> <p>Students skim the text to get a general idea of the content and purpose. In pairs, students read the text aloud taking alternate paragraphs each.</p> <p>Students relate the content to their Grade 8 experience and decide which ideas would have applied then. They list these in one column using simple headings – e.g. be on time In the second column, they draw a ☺ if they think they are good at this; a ☺☐ if they find it difficult, and a ☺☐ if they know it is not strength. They each complete a statement which they write in their exercise books e.g. I am good at ..... This year I will try harder to .....</p> <p>Teacher writes sentences on the board, and invites students to come to the front and put in correct punctuation marks from a list. Teacher gives positive encouragement to students who have volunteered, but who make mistakes.</p> <p>Teacher asks students to brainstorm ideas in response to the statement – ‘It’s okay to make mistakes’. She/he lists the responses on the board.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>write a short informal letter</li> </ul>	<p>Letter writing</p> <p>Posters/slogans</p> <p>Learning styles questionnaire</p> <p>will</p> <p><b>E. Additional Learning Strategies</b></p> <p>Dictionary work – alphabetical order.</p> <p>Vocabulary notebook</p>	<p>She/he asks students to help her/him give advice to a student who is too frightened to answer in class in case they make mistakes with their English.</p> <p>The teacher takes suggestions from the class.</p> <p>In 3s, students decide which advice from reading text 2 would be the most helpful. They write a short informal letter to a friend, using the reading text as a model.</p> <p>Students create posters/slogans for the classroom on the subject, using words and drawings.</p> <p>Students complete learning styles questionnaire following teacher’s instructions</p> <p>Gap fill exercise for use of ‘will’ for spontaneous decisions. Teacher gives examples and students complete gap fill.</p> <p>In rows, students sit themselves according to alphabetical order. They then say their names out to check.</p> <p>Students record objects/furniture in the classroom in their notebooks in alphabetical order with pictures as definitions.</p>

**Assessment:**

Skill	Minimum Learning Competency	Task
Listening	Listen to instructions and be able to identify specific information	Teacher uses speaking activity for assessment
Speaking	Talk about themselves, others and their daily lives	Teacher uses speaking activity for assessment

**Unit 2: Places to Visit (11 periods)**

**Learning Outcomes:** By the end of Unit 2 students will be able to give detailed information about places to visit in Ethiopia

**Language focus**

**Grammar:** present simple, present perfect contrasted with past simple (been/gone), going to (for future plans), how long..?

**Vocabulary:** places to visit, holiday accommodation/facilities, buildings, itinerary, travel

**Social expressions:** asking for information, asking for and giving directions

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to a dialogue and identify specific information</li> <li>describe places using appropriate adjectives</li> <li>ask and respond accurately to a basic range of open and closed questions</li> <li>talk about possible and planned futures</li> </ul>	<p><b>A. Listening</b> A dialogue about holidays</p> <p><b>B. Speaking</b> Present simple E.g. This is a picture of Lalibela.</p> <p>Present perfect (contrasted with past simple); E.g. Have you ever been to Gonder? Yes, I have. When did you go? Last year. What did you do? I visited a castle.</p> <p>Going to, may, might E.g. What are you going to do in the summer? I am going to visit my grandmother in Awassa. I might/may visit my grandmother in Awassa.</p> <p>How long does it take...? E.g. How long does it take to get to school from your house? About 10 minutes on foot. Social expressions: asking for</p>	<p>Students listen to two people talking about holidays. They answer questions.</p> <p>Students look at pictures of famous places in Ethiopia and describe them.</p> <p>In pairs, students ask/answer questions using prompts to practise “Have you ever...?” and past simple</p> <p>Then in small groups, students ask/answer questions and complete a “Find someone who..” questionnaire.</p> <p>In pairs, students make oral sentences/phrases about future plans with “going to/may/might” from a substitution table.</p> <p>In pairs, students ask/answer questions about summer vacation/summer break. They use the listening text as a model. Students make a holiday itinerary and talk about their plans using a scaffold E.g. Day 1 – travel to Awassa Day 2 - visit grandmother</p> <p>Teacher writes “how long does it take...?” on board and asks questions about traveling between local places/towns. Teacher models dialogue with students and elicits time answers. Students make similar dialogues in pairs. In pairs, students change direct questions into indirect/embedded questions using a substitution table.</p>



Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• use a range of structures to ask for information</li> <li>• describe the location of places and give simple directions</li> </ul>	<p>information (using some indirect questions) E.g. Could you tell me...? Do you know...? Could I ask..?</p> <p>Asking for and giving directions Imperatives for directions E.g. Turn left, go straight on</p> <p>Adverbs and prepositions of place/time E.g. The hotel is past the bridge on the right. Go along the street and turn left after the garage.</p> <p>Pronunciation</p> <ul style="list-style-type: none"> <li>- have (contraction with present perfect)</li> <li>- past participles</li> <li>- going to</li> </ul>	<p>E.g. Where do you live? – Could you tell me where you live? How long does it take to get to Awassa? – Do you know how long it takes to get to Awassa?</p> <p>Teacher revises words and phrases for giving directions and demonstrates recording of vocabulary with pictures.</p> <p>Information gap: Students have a map of a town with places to visit. Student A has half the information; Student B the other half. Together they ask/answer questions about locations of places and how to get there.</p> <p>Teacher writes sentences using present perfect on the board. Students are shown contraction of verb “have”. Teacher models pronunciation (E.g. / aɪv /) and students repeat/practise (individually/pairs/whole class). Students also practise pronunciation of past participles.</p> <p>Teacher writes sentences using “going to” on the board. Students are shown contractions of “am/is/are”. Teacher models pronunciation of contractions and pronunciation of going to / gəʊnɪŋ /and students repeat/practise (individually/pairs/whole class)</p>
<ul style="list-style-type: none"> <li>• read directions and follow instructions and directions</li> <li>• read authentic materials and scan to obtain specific information</li> <li>• read magazine articles and skim to get the general idea</li> <li>• read magazine articles and make basic notes of main points</li> </ul>	<p><b>C. Reading</b> Reading text: directions</p> <p>Reading text 2: hotel brochures, tourism office leaflets</p> <p>Reading text 3: magazine article about travel/holiday destinations</p>	<p>Students read a text, plot the route described and locate buildings/places of interest</p> <p>Students scan texts and answer questions</p> <p>Students are given 2 minutes to skim the text and say what it is about. They identify and underline the content words that helped them to do this.</p> <p>Students are given headings and take notes.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• write 1-2- paragraph descriptive passage</li> </ul>	<p><b>D. Writing</b></p> <ul style="list-style-type: none"> <li>• spelling of past participles</li> <li>• sentence completion (going to/may/might)</li> <li>• gap-fill sentences (been/gone)</li> <li>• gap-fill text about a holiday</li> <li>• descriptive passage</li> </ul> <p><b>E. Additional Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• accessing English outside the school</li> <li>• accessing libraries, reading box, Internet if possible</li> </ul>	<p>Students practise spelling of past participles of common verbs (regular/irregular). Students are encouraged to keep a list of verbs.</p> <p>Students are given a list of 20 common verbs. They write corresponding past participles (regular/irregular) and check with partner/teacher.</p> <p>Students play bingo activity. They choose 9 past participles from the list and write one in each box. The teacher calls out base form and students cross off matching past participle</p> <p>Students complete sentences using “going to/may/might” using prompts. E.g. Tomorrow I .....</p> <p>Students complete gap-fill sentences using “been/gone”. Teacher explains difference in meaning E.g. Where’s your brother? Oh, he’s <u>gone</u> to the market. You look happy! Where have you <u>been</u>?</p> <p>Students read text about a holiday and fill gaps with vocabulary given. Students use dictionary/teacher for help. Text should help distinguish meaning of key words E.g. holiday/vacation, travel/trip/journey/outing, set out/off, by car/on foot etc</p> <p>Teacher talks about where students live and elicits ideas/adjectives/phrases. Teacher groups language under headings E.g. name/location/activities/feelings and writes example descriptive paragraph on board. Students copy.</p> <p>Students then write their own description of a place to visit in Ethiopia (using scaffold and dictation as a model).</p> <p>Students brainstorm where they can access English outside the school and bring examples into class (if possible).</p> <p>Students access one facility and complete a task. E.g. library - Teacher and librarian give information about the library and show students how to use it. Teacher follows this up with an immediate task: choose a book of your choice and complete a questionnaire.</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Reading	Read authentic materials and be able to scan to obtain specific information	Read a description of a place and answer 10 multiple choice questions
Writing	Write 1-2 paragraph descriptive passage using language	Teacher uses writing activity for assessment

**Unit 3: Hobbies/Crafts (11 periods)**

**Learning Outcomes:** By the end of Unit 3 students will be able to talk about their hobbies

**Language Focus**

**Grammar:** Present simple, adverbs of frequency, determiners

**Vocabulary:** hobbies and crafts, make and do

**Social Expressions:** expressing agreement and disagreement

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to descriptions and be able to identify specific information</li> <li>ask and respond accurately to a basic range of open and closed questions.</li> <li>talk about themselves, others and their daily lives</li> </ul>	<p><b>A. Listening</b>  Present simple  E.g. I usually knit.  We always swim in the pool in our free time.</p> <p><b>B. Speaking</b>  Adverbs of frequency  Always, usually, sometimes, often, never,  Rarely, hardly ever</p> <p>Pronunciation – of</p> <p>Determiners  All/none/most (of), a few (of)  E.g. All the students enjoy reading.  None of them like swimming.  Most of them enjoy walking.  A few of them like gardening.</p> <p>Do/Make</p>	<p>Students listen to speakers talking about their hobbies, and fill in a chart using the information they heard from the description.</p> <p>Students ask and answer questions about their hobbies (in pairs), using ‘Wh’ questions, and adverbs of frequency when talking about themselves  E.g. A: What are your hobbies?  B: Listening to music.  A: When do you do that?  B: I usually do it most evenings.</p> <p>Teacher models pronunciation of ‘of’ and students repeat and practise.</p> <p>Students conduct a class survey and ask questions about their hobbies. Report back to own group using determiners.</p> <p>Teacher explains the distinction between do and make and asks for examples.</p> <p>Students read a list of hobbies (including the words do and make) and classify into groups:  E.g. Crafts/sports/individual activity/group activity. Vocabulary may fit more than one classification.</p> <p>After the activity students reflect on whether they find it useful as a way of remembering the words. They also think of other ways to classify these words.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• agree, disagree and express simple counter arguments.</li>   <li>• read a letter and infer meanings of new words using contextual clues</li>   <li>• write a short informal letter</li>   <li>• write 1 or 2 paragraph description</li> </ul>	<p>Social expressions: agree/disagree E.g. You're absolutely right I agree That isn't true/is true Yes, I know what you mean I agree with you but... I don't see it like that.. Yes, but don't you think.....</p> <p><b>C. Reading</b></p> <ul style="list-style-type: none"> <li>• agree/ disagree expressions</li> <li>• a letter to a friend</li> </ul> <p><b>D. Writing</b></p> <p>Sentences with determiners All/none/most (of), a few (of) E.g. All the animals are dogs, None of the animals are cats</p> <ul style="list-style-type: none"> <li>• an informal letter</li> <li>• phrases/sentences with do/make E.g. I made a cake. Let's make a plan. Do - harm/good/business with somebody Do - somebody a favour Make - an offer/ a decision/ arrangements /an effort</li> <li>• one week of a diary</li> </ul>	<p>Students, in groups, rank hobbies in order of importance/popularity/cost etc., working towards consensus and using agree/disagree expressions</p> <p>Teacher lists agree/disagree expressions on the board, students group, classify and record.</p> <p>Students read the passage and match new words to definitions (multiple choice).</p> <p>Students re-read the text and identify/comment on text features e.g. layout/formulaic phrases/useful expressions E.g. Dear Mohammed etc.; How are you?</p> <p>Students match sentences to pictures.</p> <p>Students write an informal letter to a penfriend (taking the reading text as a model) describing what they do in their free time.</p> <p>Students construct correct phrases/sentences using do/make</p> <p>Students form collocations for words related to hobbies E.g. Play tennis / do athletics / go for a swim / collect coins.</p> <p>Students write about the activities/hobbies they have done that week.</p>

English: Grade 9

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	<p><b>E. Additional Learning Strategies</b> Recording vocabulary (classifying into groups)</p> <p>Reading strategy – underlining</p> <p>Assess and set goals</p>	<p>Students are given a list of words and shown two ways of grouping them (by verb e.g. play, go, do or by lexical set e.g. hobby, craft, sport Students should be encouraged to come up with alternative groupings e.g. things I do/don't do</p> <p>Discussion of why we read e.g. enjoyment, information, as a writing model</p> <p>Using highlighting/underlining as a strategy.</p> <p>Students use a grid to self-assess reading competency and set a personal target</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Speaking	Ask and respond accurately to a basic range of open and closed questions	Teacher asks questions about hobbies/activities. Students respond accordingly
Writing	Write a short informal letter	Teacher uses writing activity for assessment

**Unit 4: Food for Health** (11 periods)

**Learning Outcomes:** By the end of Unit 4 students will be able to discuss issues related to food and health

**Language focus**

**Grammar:** present simple passive, adjectives of colour/shape, prepositions of place, first conditional (with unless, provided, as long as), which/that to join sentences, comparatives/superlatives

**Vocabulary:** food, nutrition, health

**Social Expressions:** giving advice

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• listen to descriptions and identify specific information</li>   <li>• listen to a talk and identify specific information</li>   <li>• express their opinion and support this using basic language</li>   <li>• talk about themselves, others and their daily lives</li> </ul>	<p><b>A. Listening</b>                      Descriptions of food items                      Present simple/present passive                      This fruit grows in southern Ethiopia.                      This meat is eaten with a tomato sauce.</p> <p>A talk about nutrition</p> <p><b>B. Speaking</b></p> <p>Adjectives and prepositions                      E.g. Brown/green /orange/white                      round/long, outside/inside/from/ on the outside</p> <p>Social expressions: revision of opinions, agreeing and disagreeing</p> <p>‘Wh’ questions                      E.g. What do you eat for breakfast?                      Comparatives/superlatives                      E.g. Milk is healthier than fizzy drinks.                      Eating fruit every day is the best way to stay healthy.</p>	<p>Group quiz: students listen to a description of a food item and match to a word in a list.                      E.g. This fruit is long. It is yellow on the outside. It grows on a tree. Monkeys love it. People peel and eat it. It is ..... (a banana).</p> <p>Students listen to a nutritionist talking about what you should/shouldn’t eat. Students tick/cross food items.</p> <p>Teacher introduces topic with the proverb ‘An apple a day keeps the doctor away.’ Teacher elicits ideas from class.</p> <p>Teacher revises adjectives and prepositions using pictures.</p> <p>Students classify foods/drinks into healthy/unhealthy. They discuss why.</p> <p>Students write down the foods/drinks they eat/drink during a typical day/meal. They interview each other and compare diets using comparatives/superlatives.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• express cause and effect</li>   <li>• read labels and scan to obtain specific information</li>   <li>• predict the content of the text from pre-reading activities</li>   <li>• read a leaflet and scan to obtain specific information</li> </ul>	<p>First conditional If, provided, as long as, unless E.g. If you eat too many cakes, you will get fat. Unless you study hard, you will fail the test.</p> <p>Pronunciation of ei/ie E.g. protein, diet, variety, eight, ingredient, piece, believe</p> <p><b>C. Reading</b></p> <ul style="list-style-type: none"> <li>• word search</li> <li>• labels of canned/packed/bottled foods</li> <li>• a nutrition leaflet about carbohydrates/proteins/fats.</li> </ul> <p><b>D. Writing</b></p> <ul style="list-style-type: none"> <li>• revision of past participles</li> <li>• revision of comparatives/superlatives</li> </ul>	<p>Teacher revises first conditional and introduce the different alternatives to ‘if’ and their concise meanings. Students make sentences from a substitution table using “If/provided/as long as/unless+ will”.</p> <p>In small groups, students discuss the dangers of eating badly. They are encouraged to use first conditional phrases.</p> <p>Students practise pronouncing words containing the letter “ei” and “ie”. Teacher gives some examples but also encourages students to think of some more.</p> <p>Students find fruit/vegetable/drink words in a wordsearch grid.</p> <p>Students scan texts for information and match labels to products. Then they complete table E.g. ingredients, manufacturer, place/country of production, production/expiry dates, nutrient values etc.</p> <p>Students read the title of the text and predict ideas/words that might appear in the text. E.g. It talks about/It might be about/I think it is about .....</p> <p>Students read the text silently to complete chart with questions relating to each food groups: E.g. carbohydrates How does the body use them? They are used for energy. Where are they found? They are obtained from plants. Which foods? Bread, potatoes, pasta, injera</p> <p>Students revise past participles. In pairs, student A says a verb and student B writes the past participle. They then swap roles. They check each other’s answers for correct words and spelling.</p> <p>Students are given an adjective prompt and 2 or more types of food/drink to compare in writing E.g. healthy / apples / chocolate Apples are healthier than chocolate.</p>



<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> <li>• punctuate sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>• food pyramid</li> <li>• dictation</li> <li>• sentences joined using which/that</li> <li>• product description</li> <li>• punctuation of a paragraph</li> <li>• a leaflet Giving advice E.g. should/shouldn't, ought to, why don't you..?</li> <li>• vocabulary network for food/drink</li> <li>• spelling rule (ie/ei)</li> <li><b><i>E. Additional Learning Strategies</i></b></li> <li>• accessing English outside the classroom</li> <li>• recording parts of speech for vocabulary items</li> </ul>	<p>Students complete a food pyramid by putting foods in the correct row and labelling the rows. E.g. Bottom row = foods you should eat regularly (fruits, vegetables etc) Top row = foods that are bad for you and should rarely be eaten (chips, chocolate etc)</p> <p>Students take dictation of the descriptions of food items (see Speaking section). They then join sentences using which/that. E.g. Bananas, which are long and yellow, are eaten by monkeys.</p> <p>Students choose a product and write a description using given verb-preposition combinations such as made of, made by, made in E.g. You must use it by, it is made up of etc</p> <p>Students copy a short unpunctuated paragraph. Students use comma, question mark and full stop to punctuate the paragraph. They take turns to read punctuated sentences.</p> <p>Students write a nutrition leaflet for younger children using the reading text as a model. They proofread the text at the end.</p> <p>Students collect vocabulary related to food/drink from the unit and record in lexical sets. Students are encouraged to add more words they know.</p> <p>Students are given the spelling rule: "i before e except after c when the sound is ee". They list as many words as they can that follow this rule. E.g. believe, receive. Teacher should highlight any exceptions e.g. protein.</p> <p>Students bring labels written in English to the classroom. They expand information on labels to explain them and display explanations/labels on classroom walls.</p> <p>Students suggest random words from the unit and teacher writes them on the board. They discuss what part of speech each word is and group words in table according to part of speech. E.g. nouns/adjectives/verbs/adverbs etc. If available, students use dictionaries to check.</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Listening	Listen to a talk and identify specific information	Teacher reads aloud information about her weekly diet and students tick food items as they are mentioned
Writing	Punctuate sentences correctly	Teacher uses writing activity for assessment

**Unit 5: HIV and AIDS (11 periods)**

**Learning Outcomes:** By the end of Unit 5 students will be able to describe the symptoms, treatment and impact of AIDS and HIV

**Language focus**

**Grammar:** present continuous, past simple, zero conditional, mixed modal verbs, indirect questions

**Vocabulary:** implements/tools, health

**Social expressions:** expressing sympathy

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to a description and identify specific information.</li> <li>describe pictures using appropriate language</li> <li>express their opinion and support this using basic language</li> </ul>	<p><b>A. Listening</b> Listening text – HIV and AIDS</p> <p>Zero conditional: If..., this means ...</p> <p><b>B. Speaking</b> Past simple E.g. HIV and AIDS caused many deaths in Africa last year. Present simple E.g. What causes HIV and AIDS? A virus causes it.</p> <p>Present continuous e.g. There is a woman sitting alone They are avoiding her</p> <p>Modal verbs (can, should, must, mustn't, have to, don't have to) E.g. We must not ignore the problem of HIV and AIDS HIV positive people can live full and active lives</p>	<p>Students listen to a radio/TV broadcast text about HIV and AIDS and answer questions about cause/effect.</p> <p>Optional: If possible, Teacher invites guest lecturer(s) from health centres/ hospitals/ Kebeles to give a speech in English. Students listen and ask/answer questions.</p> <p>Students brainstorm a list of ways that HIV/AIDS can be transmitted (E.g. infected blade/needle etc)</p> <p>Students look at pictures related to HIV and AIDS and interpret. e.g. woman sitting on her own in crowded cafe</p> <p>Modal verbs Teacher says a modal verb, and students suggest phrases/sentences where it could be used.</p> <p>In groups, students discuss how to treat/help people who are living with HIV and AIDS. Using a spidergram to help them organise their responses, they discuss and identify the social, economic and psychological problems that HIV and AIDS brings to the country.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• use a range of structures to express sympathy</li>   <li>• read a leaflet and get the general idea</li>   <li>• read a leaflet and scan in order to obtain specific information</li> </ul>	<p>Zero conditional: Cause and effect If people keep their status secret, this leads to stigma</p> <p>Social expressions: express sympathy e.g. Oh no I'm really sorry to hear that What a pity What a shame That's sad What a nuisance! Poor you! How awful! How terrible!</p> <p><b>C. Reading</b></p> <ul style="list-style-type: none"> <li>• leaflet about HIV and AIDS, containing statistics: numbers and percentages</li>   <li>• posters about HIV and AIDS</li> </ul> <p><b>D. Writing</b></p> <p>Have to/don't have to contrasted with must/mustn't  e.g. You don't have to understand every word when you read (= it is not necessary)</p>	<p>Students act out an HIV and AIDS message presentation for younger children. Activity to revise zero conditional: Students are given phrases related to the topic which they put into the formula – If ... plus present simple, + result (present simple)</p> <p>Teacher lists sympathy phrase in order of seriousness of situation.</p> <p>In pairs students are given situations; one person gives the bad news, and the other person responds in an appropriate way. E.g. (bike stolen) A: My bike's been stolen B: How awful.</p> <p>Students are given 2 minutes to skim the leaflet and say what it is about.</p> <p>They read it again and list down what they feel are the three most important new facts they have learned.</p> <p>They scan the text in order to answer questions about the statistics.</p> <p>Students are given words from the leaflet and they identify parts of speech Students expand the main ideas they get from the posters. E.g. HIV and AIDS is transmitted by....</p> <p>Students are given figures and percentages and they match these to words and phrases: E.g. Majority, minority, most, half, a small number of, a large number of.</p> <p>Discrete gap fill sentences using 'have to'/'don't have to' contrasted with 'must'/'mustn't'</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>write one or two paragraph narrative passage</li> </ul>	<p>You mustn't cheat (= you are not allowed to)</p> <ul style="list-style-type: none"> <li>narrative</li> </ul> <p>Revision of indirect/embedded questions E.g. Could you tell me how many people there are in Ethiopia living with AIDS?</p> <p><b>E. Additional Learning Strategies</b> Recording vocabulary exercise</p> <p>Follow up on reading goal.</p> <p>Focus on listening Strategies – key words</p>	<p>Students choose one picture (from Speaking section) and make up a story/paragraph about it.</p> <p>Students write 5 questions (a mixture of direct/indirect) about HIV/AIDS they would like to be answered by guest speaker/ expert/ t Teacher (see Listening section).</p> <p>Students are given a list of words to categorise under parts of speech</p> <p>Teacher checks whether students have met their reading goal from unit 3.</p> <p>Teacher and students discuss the skill of listening and how they feel about it. Teacher and students discuss 'How do we listen?' Teacher uses extracts from listening texts to demonstrate how we identify key words.</p> <p>Baseline test of listening competency Keep record of scores – set goal to increase in next unit</p>

**Assessment:**

Skill	Minimum Learning Competency	Task
Speaking	Describe pictures using appropriate language	Students describe pictures using present continuous
Reading	Scan text to obtain specific information	Read short narrative description and answer true/false questions

**Unit 6: Media: TV and Radio (11 periods)**

**Learning Outcomes:** By the end of Unit 6 students will be able to discuss the topic of TV and radio

**Language focus**

**Grammar:** present perfect (for/since), mixed tenses, comparatives/superlatives, indirect/embedded questions, reported speech, like/look like

**Vocabulary:** media, adjectives for describing people, jobs

**Social expressions:** expressing opinions, follow on questions.

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to descriptions identify specific information through matching pictures</li> <li>listen to questions in an interview and identify key content words</li> <li>listen to questions in an interview and identify main ideas</li> <li>describe people using appropriate language</li> <li>ask and respond accurately to a range of open and closed questions</li> </ul>	<p><b>A. Listening</b> Description of celebrities</p> <p>Interview with celebrity</p> <p>Present perfect with for/since E.g. I've lived in Addis Ababa for 24 years. I've been interested in music since I was a child.</p> <p><b>B. Speaking</b> Describing people: Like/look like E.g. What's he like? What does he look like? What does he like....-ing? Comparatives/superlatives</p> <p>Follow on and indirect/embedded questions E.g. You said.... Does that mean...? Can you tell me....?</p>	<p>Students listen to descriptions of celebrities (known or unknown to students, but with different jobs or physical characteristics) and match to pictures.</p> <p>Students are given a list of words in 2 columns. Half the words are content words occurring in the listening text; the other half are synonyms for these words or closely related words. Students listen to an interview with a media celebrity who describes his/her life and tick the content words they hear in the text (using the synonyms to help them)</p> <p>Students listen again and answer comprehension questions.</p> <p>Students identify present perfect verbs in interview. They create new sentences about themselves using these verbs.</p> <p>Students look at pictures of celebrities and describe to their partner.</p> <p>Teacher pretends to be a celebrity (that students are familiar with). Students assume identity of interviewer/journalist and write list of questions. Students ask questions and teacher replies as this personality. Students then report back information in writing.</p>



English: Grade 9

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> <li>• write a short simple introduction to an essay</li> <li>• write complex and compound sentences</li> </ul>	<p><b>D. Writing</b></p> <ul style="list-style-type: none"> <li>• sentence completion (for/since)</li> <li>• reported speech E.g. “I am Ethiopian” = She said she was Ethiopian</li> <li>• complex sentences</li> <li>• simple biographies</li> <li>• TV/radio news broadcast</li> <li>• essay introduction</li> </ul> <p><b>E. Additional Learning Strategies</b></p> <p>Recording vocabulary</p> <p>Expanding vocabulary (synonyms/antonyms)</p>	<p>Students complete sentences, changing given verbs into present perfect and choosing either “for” or “since”.</p> <p>Students are given direct speech sentences/phrases. They change them into reported speech.</p> <p>Students are given linking words/conjunctions E.g. when, if, although etc. They join sentences using most appropriate linking word to make complex sentences. If necessary, changes to punctuation are made.</p> <p>In small groups, Students write fake biographies of celebrities. Each student writes one sentence, folds over paper to hide this sentence and then passes to neighbour who then completes the next sentence. At the end, one student reads out all the sentences (the fake biography of that person). Teacher should give prompts for each sentence: My name is.../My birthday is.../I live in...etc</p> <p>Students write TV/radio news broadcast (see Speaking).</p> <p>Students look at 3 introductions related to a TV/media theme and analyse the strengths/weaknesses of each. With the help of the teacher, students identify the characteristics of a good introduction (e.g. thesis statement) and language structures used. They write an introduction to one of the topics used in the debates (see Speaking) incorporating both compound and complex sentences.</p> <p>Students write a vocabulary spidergram for media: nouns, verbs, people, places, adjectives connected with the topic of media</p> <p>Students take list of synonyms in Listening section (interview with celebrity) and write matching antonyms. They use dictionary/teacher for help.</p>



**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Reading	Read an article and relate what they have read to their own experience	Student reads an article about a famous person and tells teacher how the information given relates to his/her own experience
Writing	Write a short simple introduction to an essay	Teacher uses writing activity for assessment

**Unit 7: Cities of the Future (11 periods)**

**Learning Outcomes:** By the end of Unit 7 students will be able to say what the future will look like

**Language focus**

**Grammar:** future simple: active and passive, comparatives and superlatives,

**Vocabulary:** urban and rural buildings/infrastructure and facilities, social issues/crime

**Social expressions:** giving different perspectives.

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to descriptions and identify main ideas</li> <li>listen to a story and relate what they have heard to their own lives</li> <li>use a range of structures to give alternative perspectives</li> <li>compare pictures using appropriate adjectives.</li> <li>talk about themselves, others and their daily lives</li> <li>talk about possible futures</li> </ul>	<p><b>A. Listening</b></p> <p>Listening text 1. descriptions of town/cities</p> <p>Listening text 2 – short story based on life in a large town/city</p> <p><b>B. Speaking</b></p> <p>Alternative perspectives On the other hand But then again look at it this way Even so... Okay, but Very true but,</p> <p>Comparatives There are more buildings in the new picture The buildings are closer together</p> <p>Predicting the future</p>	<p>Students listen to descriptions of cities and list key words for each. They use these to match cities to pictures.</p> <p>Students listen to the story. They compare the setting with where they live, listing the differences and similarities. E.g. city A is much bigger than our city.</p> <p>They check their lists in a small group, and decide where they would prefer to live and the reasons why.</p> <p>Teacher illustrates giving an alternative perspective with examples</p> <p>In pairs, student A makes a statement about the future; student B gives a different perspective using one of the expressions.</p> <p>Students look at a mixture of past/present pictures of Ethiopia and list the main differences that they see. They each decide on the three main general differences and report back on these to a group.</p> <p>Working in pairs, they each choose 2/3 adjectives for each picture, and their partner guesses which picture the adjectives apply to.</p> <p>Students work in groups and think about what their village/town looks like regarding: size, kinds of buildings, transport system, communication etc.</p> <p>Teacher asks the question: ‘What will your village/town/city look like in 50 years</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• express their opinion and support this using basic language</li> <li>• read a description and predict the content of a text</li> <li>• read a text and retell in outline</li> <li>• write complex and compound sentences.</li> <li>• write a one to two paragraph</li> </ul>	<p>Will (prediction) (passive and active) E.g. Every building will have its own solar power generators. Ring roads will be built.</p> <p>Comparative and superlative E.g. Cities will be cleaner. More people will live in cities than in the country, so they will be more crowded.</p> <p>Pronunciation: Modelling sentences with comparatives and superlatives to show appropriate intonation and stress</p> <p>Social expressions: give opinions E.g. I think cities will have faster transport system.</p> <p><b>C. Reading</b></p> <ul style="list-style-type: none"> <li>• two descriptive texts about a futuristic city (one with negative perspective and one with positive)</li> <li>• short story based in an imaginary future</li> </ul> <p><b>D. Writing</b></p> <ul style="list-style-type: none"> <li>• Revision of spelling rules for comparatives/superlatives</li> <li>• complex/compound sentence</li> <li>• a descriptive passage about a</li> </ul>	<p>time? Before discussing in groups students practise a variety of structures</p> <p>Students are given prompt words (e.g. clean) which they use in sentences using 'will' and comparatives and superlatives.</p> <p>Students transform active verbs into passive e.g. The government will build ring roads = ring roads will be built.</p> <p>Students repeat sentences</p> <p>Students work in groups to answer the question 'what will your village/town/city look like in 50 years' time?' They give opinions and express their different perspectives giving reasons. Students present opinions to class (a representative from each group).</p> <p>Students read both texts and predict the ending. They underline the negative and positive words/phrases In both texts and compare.</p> <p>They are given the endings to each text and underline the positive and negative phrases in each. They discuss the endings and decide which is best/most likely in the context of the earlier section, giving reasons and match them.</p> <p>They record key content words, and retell the story using these as prompts</p> <p>Students given examples of comparatives and superlatives spellings; they deduce the rules and give further examples.</p> <p>The teacher gives examples of simple compound sentences on the board. She changes them to complex using while, if, when, because etc. Students create own sentences They write either a positive/negative projection about their own town/city.</p>

English: Grade 9

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
descriptive passage	city  <i>E. Additional Learning Strategies</i> Vocabulary –translation  Vocabulary strategy  Active/passive vocabulary  Goal	Students group words from unit in vocabulary spidergram and decide which words have equivalent/straightforward translation in mother tongue. Students use teacher or dictionaries for help. Students examine which words do not translate easily and look at why this is so.  Students list and discuss vocabulary strategies used so far in the year and say which they prefer. Teacher adds any extra strategies.  Students are given a list of words related to the topic and they mark those which they think they will use in the future and say why and how.  Students set themselves a vocabulary goal to use a specific strategy for recording vocabulary in the next unit.

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Listening	Listen to descriptions and identify main ideas	Students listen to a short descriptive passage, write down prompt words and record main ideas
Writing	Use of complex/compound sentences	Students write three compound sentences and three complex.

**Unit 8: Money and Finance (11 periods)**

**Learning Outcomes:** By the end of Unit 8 students will be able discuss the topic of money

**Language focus:**

**Grammar:** second conditional, quantifiers, verb patterns

**Vocabulary:** money and finance, business

**Social expressions:** expressing surprise

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• listen to a short lecture and identify gist</li> <li>• listen to an interview and identify specific information</li> <li>• use previous knowledge to pronounce new words</li> <li>• contribute to and develop conversations around the unit topic</li> </ul>	<p><b>A. Listening</b></p> <p>Lecture about importance of money</p> <p>Interview with a famous Ethiopian entrepreneur</p> <p><b>B. Speaking</b></p> <p>Pronunciation of currencies</p> <p>Dialogue in a bank            A: Good morning. How can I help you?            B: Good morning. I'd like to change some dollars into birr, please?            A: How much would you like to change?            B: What is the exchange rate?            A: 9 Birr to the dollar            B: OK. I'd like to change \$20, please            A: That will be 180 birr and 2 birr commission            B: That's fine            A: Here you are</p>	<p>Students listen to a short lecture about the importance of money and note down gist.</p> <p>Students listen to an interview with a famous Ethiopian entrepreneur and answer questions</p> <p>Students match names of currencies to countries. They practise pronunciation of currency names.</p> <p>Teacher elicits phrases for a dialogue in a bank/exchange bureau and writes on board. Teacher models pronunciation of key phrases and students repeat. Teacher roleplays dialogue with class. Students then practise model dialogue in pairs.</p> <p>Students are given a currency conversion table. They roleplay customer/teller in a foreign exchange bureau (bank). Students ask and answer questions about currencies, amount and conversion.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• use a range of structures to express surprise</li> <li>• talk about an imaginary situation</li> <li>• express their opinion and support this using basic language</li> <li>• read an article and identify specific information</li> </ul>	<p>B: Thanks</p> <p>2<sup>nd</sup> Conditional E.g. rich – buy car If I were rich, I would buy a car.</p> <p>Expressing surprise E.g. Believe it or not, ... You may not believe it but... It may sound strange but... Surprisingly, ... Funnily enough, ... Guess what? Do you know what? You won't believe this, but...</p> <p>Pronunciation: 2<sup>nd</sup> conditional</p> <p><b>C. Reading</b></p> <ul style="list-style-type: none"> <li>• descriptive text about a lottery winner</li> </ul> <p>Verb patterns - +to + infinitive E.g. I want to go, I intend to go, I hope to go Verb patterns - + gerund (-ing)</p>	<p>Using cause/result prompts, students make sentences orally using 2<sup>nd</sup> conditional.</p> <p>Expressing surprise activity: students are given surprising news scenarios and in pairs they choose an appropriate phrase and make a sentence. They practise saying the information. E.g. find 100 Birr note in the street Do you know what? I found 100 Birr in the street this morning.</p> <p>Students are asked to discuss how their lives would change if they won a million birr. In small groups, they discuss what they would do with the money, rank ideas and finally reach consensus.</p> <p>Students debate the topic: “It is better to be educated than rich” and record comments in note form.</p> <p>Teacher writes 2<sup>nd</sup> conditional sentences on board, models pronunciation and students repeat. Students practise in pairs. In groups, students make oral chains; student A makes cause clause and student B says result clause. Student C changes result clause into cause clause and oral chain continues. E.g. Student A: If I were rich, Student B: I would buy a car. Student C: If I bought a car, Student D: I would drive to Awassa etc.</p> <p>Students read a text about a winner of the Ethiopian national lottery. They answer comprehension questions. They analyse use of verb patterns and group verbs according to their pattern.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• read an article on entrepreneurship and infer meanings of new words using contextual clues</li> <li>• read descriptions and make basic notes of main points</li> <li>• read an article and distinguish between fact and opinion</li> <li>• make notes from 2 to 3 paragraphs</li> <li>• write a short simple</li> </ul>	<p>E.g. I enjoy swimming, I consider going, I imagine sitting ...</p> <ul style="list-style-type: none"> <li>• factual texts about African countries</li> <li>• descriptive text about an Ethiopian personality</li> <li>• sentences for correct spelling/punctuation</li> <li>• a passage about money</li> </ul> <p><b>D. Writing</b></p> <ul style="list-style-type: none"> <li>• gap-fill exercises for practice/revision:</li> </ul> <p>2<sup>nd</sup> conditional Quantifiers E.g. much/many/a lot of/few/little Verb patterns (to+infin; -ing)</p> <ul style="list-style-type: none"> <li>• note making</li> <li>• conclusion for an essay</li> </ul>	<p>Students complete vocabulary exercises inferring the meaning of new words.</p> <p>Jigsaw reading: in groups students read about 3 African countries; one country for each group. Text should include facts and figures about economy and finance of countries. Students make notes of main points and order information. Students share information (ask and answer questions) about the country they have read about.</p> <p>Students read text about Sheikh Al Amoudi. They separate the main points into factual information and opinion. They write questions they would like to ask him. Auction Game: students form groups. They are given 500 birr to spend (imaginary!). Teacher writes sentences on board one at a time –some have correct spelling/punctuation; some do not (sentences could be taken from students’ writing). In groups, students bid for each sentence if they think it is correct. If the sentence is correct, the group keeps the money bid. If the sentence is incorrect, the teacher keeps the money. The group with the most money at the end is the winner.</p> <p>Note-making activity: students read a short passage and copy/highlight key words/ideas. Teacher elicits strategies for finding key words/ideas and gives advice on making notes. Students then read model notes and compare information given with their own key words/ideas.</p> <p>Students complete gap-fill exercises on:</p> <ul style="list-style-type: none"> <li>- 2<sup>nd</sup> conditional</li> <li>- Quantifiers</li> <li>- Verb patterns</li> </ul> <p>Students make notes on text about a winner of the Ethiopian national lottery (see Reading).</p> <p>Students read an essay related to a money/finance theme and look at 3 possible essay</p>

Competency	Content/Language Item	Learning Activities and Resources
conclusion to an essay	<ul style="list-style-type: none"> <li>• spelling</li> </ul> E.g. running/swimming/hitting (infinitive ends in consonant, vowel, consonant) coming/baking/shaving (infinitive does not end in consonant, vowel, consonant) ‘open (opening) v be’gin (beginning)  <b>E. Additional Learning Strategies</b> Dictionary usage          Recording vocabulary – personal favourite	conclusions and analyse the strengths/weaknesses of each. With the help of the teacher, students identify the characteristics of a good conclusion and language used. They write a conclusion to the topic used in the debate (see speaking) using notes previously taken.  Teacher writes a variety of verbs with –ing on the board. Students deduce spelling rules and copy verbs into groups according to their spelling.          Students look at words with more than one meaning (drawn from the reading text) e.g. can (auxiliary verb/noun). Students look at such words in sentences and match to the correct definition using dictionaries for help. E.g. She can play tennis – auxiliary verb/ability I’d like a can of beans, please – noun/container  Students record vocabulary from unit in the way they find most useful. They can choose from previously demonstrated strategies if they like.

**Assessment:**

Skill	Minimum Learning Competency	Task
Reading and writing	Read descriptions and make basic notes of main points	Students read short passages related to the topic, isolate key words/ideas and turn them into basic notes
Speaking	Talk about an imaginary situation	Students are given different imaginary situations (e.g. you are President of Ethiopia) and they say what they would do. E.g. If I were President of Ethiopia, I would ...



**Unit 9: People and Traditional Culture (11 Periods)**

**Learning Outcomes:** By the end of Unit 9 students will be able to give information about some cultural practices in Ethiopia and beyond

**Language focus**

**Grammar:** prepositions, past tenses, adverbs, might/could/look like, for, during and while, ago, sequencing words

**Vocabulary:** adjectives: come from/based on, traditional practices and cultural activities

**Social expressions:** asking for clarification/repetition, rephrasing

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• listen to a dialogue and identify main ideas</li>   <li>• listen to instructions and follow the structure and logic through identifying sequencing words</li>   <li>• give instructions using a range of structures and sequencing devices</li> </ul>	<p><b>A. Listening</b> Conversation</p> <p>Sequencing words e.g. before you, after you, at the same time as, for, during, while, finally</p> <p>Revision of time phrases: in/on/at</p> <p><b>B. Speaking</b></p> <ul style="list-style-type: none"> <li>• instructions – e.g. raise, lower, turn round, jump, shake, twist</li> </ul> <p>Revision body parts – shoulder, neck</p> <p>Adverbs of manner Quickly, slowly, quietly, noisily, carefully, lightly, gently</p> <p>For/during/while E.g. I listened to the radio for an hour I listened to the radio while watching the goats</p>	<p>Students listen to people talking about traditional dances and order pictures.</p> <p>Students demonstrate some movements from traditional dances and give instructions. Rest of class listens and follows instructions.</p> <p>Teacher gives instructions using a variety of sequencing words e.g. before you open your books, put your pen on the table</p> <p>Preposition game: students write in/on/at on separate sheets of paper. Teacher gives time phrase E.g. the weekend. Students choose correct preposition (e.g. <b>at</b> the weekend) and hold up their card. Students with incorrect answer are eliminated.</p> <p>1<sup>st</sup> activity - Teacher gives instructions; students follow and then practise giving and following instructions in pairs. 2<sup>nd</sup> activity – teacher adds adverb to instruction. 3<sup>rd</sup> – students are given action/adverb. They act out the action and the class guess the adverb.</p> <p>Teacher explains difference between ‘for, during, while’ giving examples and highlighting parts of speech. Students do gap fills and sentence transformations. They read their sentences to their partner to check.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>to describe objects using appropriate language</li> <li>express their opinion and support this using basic language</li> </ul>	<p>I listened to the radio during the day</p> <ul style="list-style-type: none"> <li>might/ could/look like</li> </ul> <p>E.g. It looks like something you cook with. It might/could be a jug</p> <p>Role-play</p> <p>Debate Roles and Procedures One person from your group will act as Chairperson. Two people from your group will support the motion Two people from your group will oppose the motion</p> <p>Role of the Chairperson: greets audience and introduces speakers and topic</p> <p>Social expressions: giving opinions and agreeing and disagreeing E.g. In my view, ... I support this motion because ... I disagree with the previous speaker as...</p>	<p>Teacher brings in unfamiliar objects or disguised familiar ones. Students use might/could/look like to speculate</p> <p>Students describe pictures of traditional clothes, artefacts/crafts (including unfamiliar objects) and identify regions.</p> <p>Students brainstorm Ethiopian culture and traditions. In pairs, students role play a tourist and Ethiopian who is describing some aspects of Ethiopian culture</p> <p>Teacher elicits views on the importance of keeping Ethiopia’s traditional culture. Students offer opinions for and against. Teacher gives guidance on debate structure and main roles. In 5s, students take on the roles of chairperson, main speaker supporting the motion; main speaker opposing the motion; 2<sup>nd</sup> speaker supporting the motion; 2<sup>nd</sup> speaker opposing motion.</p> <p>Each group prepares to debate one of the following topics:</p> <ul style="list-style-type: none"> <li>It doesn’t matter that traditional cultures will soon disappear.</li> <li>It is better to lead a traditional life in the country than in the city</li> <li>Ethiopia should do all it can to keep its traditions and culture</li> <li>It is not possible for Ethiopia to become a developed country without destroying its traditions and culture</li> </ul> <p>The group brainstorm arguments for and against. They draw a four square grid on a sheet of paper. In the two left hand squares they divide the arguments in support of the topic. In the right hand squares they divide the arguments opposing the topics. They use their notes to write short speeches.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>use a range of structures to ask for repetition and clarification</li> <li>read a description and relate what they have read to their own experience</li> <li>read an extract from an encyclopaedia and make basic notes of main points.</li> </ul>	<p>Social expressions: Ask for repetition and clarification                      e.g. Please repeat that                      Sorry, I didn't catch the last part                      Sorry, you've lost me                      What was that again?</p> <p>Are you with me?                      Is that clear?                      Okay so far?</p> <p>What I mean is                      What I meant was                      Let me put it another way.</p> <p><b>C. Reading</b></p> <ul style="list-style-type: none"> <li>a text about an unusual tradition in an African country</li> <li>encyclopaedia entries about different cultures and their practices</li> <li>jigsaw reading about different traditions around the world</li> </ul> <p><b>D. Writing</b></p> <ul style="list-style-type: none"> <li>spelling of adverbs (-ly)</li> </ul> <p>Adverbs                      Students change from adjective to adverb including irregulars                      E.g. She is a slow worker/ She works slowly                      She is a good cook/.She cooks well</p>	<p>Four groups join together to present their debates to each other (covering all debate topics). At the end of each debate, the audience vote in support or opposition.</p> <p>Teacher introduces social expressions and checks pronunciation with the class                      One student gives instructions on how to draw a picture. Their partner stops them frequently to ask for clarification. Speaker has to rephrase.</p> <p>Students read text and answer questions. They compare with traditions in Ethiopia.</p> <p>Students read extracts from the encyclopaedia, make notes and then present their findings to the class.</p> <p>Jigsaw reading: In groups, Students read about traditions in three different cultures/countries – one country/culture for each group. They share information by asking/answering questions.</p> <p>Teacher gives examples and students deduce the rules, and give extra examples</p> <p>Teacher explains/highlights position of adverbs/adjectives.                      Gap fill exercise practising transformation of adjectives to adverbs</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>write a short informal letter</li> <li>structure a paragraph using a topic sentence and supporting ideas.</li> </ul>	<p>Ago – phrases e.g. a week ago I played football eight years ago it was the year 2000 in England</p> <ul style="list-style-type: none"> <li>an informal letter</li> <li>a guided paragraph about an Ethiopian tradition</li> </ul> <p><b>E. Additional Learning Strategies</b> Vocabulary target – feedback</p> <p>Focus on speaking, assessment and goal setting</p>	<p>Teacher introduces activity - matching dates with ago phrases. Students complete chart</p> <p>Students write a letter to a friend describing a cultural practice they have taken part in. Students exchange their exercise books and check for correct spelling, punctuation and capitalisation.</p> <p>Teacher explains the function of topic sentences and writes examples on the board. Students write down what they would expect to read in the paragraph from the topic sentence given.</p> <p>Students are given examples of three short paragraphs; they write a topic sentence for each.</p> <p>Students write a guided paragraph about a tradition in Ethiopia (using reading text as model). They are given a scaffold/prompts: E.g. Who takes part?/where?/ what clothes worn? Etc.</p> <p>When they have finished they identify topic sentences in their partner’s work and give appropriate feedback.</p> <p>Students give feedback on whether or not they met their vocabulary target from the previous unit, explaining to their partner what strategy they used, and whether it was successful.</p> <p>Students list the types of speaking activities used in the classroom and use smiley faces to evaluate their performance in each. Students brainstorm and record ways of improving speaking and highlight the ones they use themselves.</p> <p>They decide to focus on one strategy they haven’t used before/regularly and practise in the following lessons</p>

**Assessment:**

Skill	Minimum Learning Competency	Task
Reading	Read an extract from an encyclopaedia and make basic notes of main points	Students read extract and make notes
Speaking	Use a range of structures to ask for repetition and clarification	Assess in-class activity

**Unit 10: Newspapers and Magazines (11 periods)**

**Learning Outcomes:** By the end of Unit 10 students will be able to give information about print media and distinguish fact from opinion

**Language focus**

**Grammar:** mixed tenses, sequencing words, determiners (every, all, each, both, none), comparatives/superlatives, reported speech

**Vocabulary:** newspaper/magazine

**Social expressions:** having a good reason

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to descriptions and predict the content using a variety of contextual clues</li> <li>listen to a news report and be able to follow the structure and logic of a text through identifying discourse markers such as sequencing words</li> <li>listen to a news report and be able to retell simply what they have heard</li> <li>agree, disagree and express simple counter arguments</li> <li>use a range of structures to give reasons for actions/viewpoints</li> </ul>	<p><b>A. Listening</b> News stories</p> <p>Higher-level sequencing words E.g. subsequently, prior to this, beforehand</p> <p><b>B. Speaking</b> Mixed tenses (past/present/future) Revision of giving opinions: E.g. I think that; I like; I prefer. Revision of agreeing/disagreeing E.g. I agree/don't agree with you.</p> <p>Having a good reason: E.g. The reason why... Because... That's why... For this reason...</p>	<p>Teacher has a series of cards containing words/phrases relating to a news report. Students take it in turns to pick out a card and read it to the class. E.g. stolen – midnight – main street Class try to guess what the article is about. When there is general agreement, the teacher reads the article aloud, and the class see how close their predictions were.</p> <p>Students are asked to listen to the text a second time and pick out any sequencing words e.g. subsequently, prior to this, beforehand. They write these down, and then note the order of events.</p> <p>Using the sequencing words, students reconstruct the article orally.</p> <p>The teacher prepares some simple statements on controversial subjects. Students revise the vocabulary of giving opinion/agreeing/disagreeing. When the teacher reads a statement out, students move to designated areas of the classroom, or along a line to show the extent to which they strongly agree or disagree with the statement which is read out, changing their positions to reflect their views as the teacher reads a new statement E.g. 'Football is boring' or 'Fashion is important'. (For larger classes, students could point to one corner, or put pencil on edge of desk, or stand up/sit down/half way)</p> <p>After the second statement, students are asked to think of a reason to justify their viewpoint e.g. I don't agree with this because.....The teacher asks individual students to explain why they hold the opinion they do.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> <li>express their opinion and support this using basic language</li> </ul>	<p>Plus the fact that...                      In addition,...                      Also,...                      Not only that, but...</p> <p>Determiners: every, all, each, both, none</p> <p>Pronunciation</p>	<p>The students sit down and the teacher models the use of determiners in relation to the controversial statements. The students are asked to think how they could use these in sentences themselves. E.g. ‘None of my friends like football’/ ‘Every boy I know likes football’ /‘Both of my sisters like watching television’.</p> <p>Teacher writes 9 words on the board related to the topic: Newspapers/Magazines. E.g. newspaper, advert, column, heading, magazine, picture, contents, article. In groups of 9, students choose one word each and then stand in the alphabetical order of their words. Teacher checks pronunciation of familiar words and models pronunciation of unfamiliar vocabulary. Selected groups say their words so the teacher can check the order and pronunciation.</p> <p>Students check understanding of the vocabulary, using dictionaries if available, or by word bingo. Students in pairs draw a 9 box table, and write one of the words in each square. The teacher calls out a definition and the students cross out the word to which it applies. When they have a row of three crosses, they shout BINGO – teacher checks they are correct.</p> <p>Students are organised into groups of 8. Each group is given a topic and students take on the following roles.</p> <ol style="list-style-type: none"> <li>three students argue for the topic;</li> <li>three argue against the topic;</li> <li>one person observes and makes notes of the points made in support of the argument</li> <li>one observes and makes notes of the points made in opposition of the argument</li> </ol> <p>Sample topics:                      There should be more articles for young people in newspapers;                      We no longer need newspapers now we have the internet;                      Newspapers don’t always tell the truth;                      Magazines are more interesting than newspapers.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> <li>• read a newspaper/magazine article and distinguish between fact and opinion</li> <li>• read authentic materials and be able to scan to obtain specific information</li> <li>• read a newspaper/magazine article and be able to express their views</li>   <li>• use basic cohesive devices to structure a paragraph</li> <li>• write a short informal letter</li> <li>• write a 1-2 paragraph narrative or descriptive passage</li> </ul>	<p>Revision of reported speech</p> <p>Pronunciation: Shifting stress E.g. adver'tising/ad'vertisement 'Photograph/pho'tography/pho'tographer 'Product/pro'duce</p> <p><b>C. Reading</b></p> <ul style="list-style-type: none"> <li>• fact and opinion sentences</li> <li>• a newspaper article on a well-known event e.g. Tsunami, September 11<sup>th</sup> etc.</li> <li>• Magazine and newspaper articles</li> </ul> <p>Comparatives and superlatives E.g. This is the best article This is more interesting</p> <p><b>D. Writing</b></p> <ul style="list-style-type: none"> <li>• jumbled sentences from a magazine article</li> <li>• an informal letter</li> <li>• newspaper/magazine page</li> </ul>	<p>Observers report back</p> <p>Teacher writes vocabulary on the board and highlights how different parts of speech from a root word are often pronounced differently. Teacher models pronunciation/word stress and students repeat. Students groups words according to their stress patterns and read words in their groups.</p> <p>The teacher explains the difference between 'fact' and 'opinion' giving and asking class for examples. Using an exemplar text on the board, or from the text book, the teacher asks the students to underline/points out facts and opinions</p> <p>Students read the questions and scan the newspaper report to find the answers</p> <p>Teacher produces a range of magazine/ newspaper articles (if feasible), for students to read and share ideas about in groups. In whole class feedback, students give their opinions on some of the texts they have enjoyed reading comparing them using comparatives and superlatives.</p> <p>Each group chooses one of the texts they have been working on and answers the following:</p> <ol style="list-style-type: none"> <li>a) What is the article about? (content)</li> <li>b) Write down two facts from the article</li> <li>c) Write down one opinion given in the article</li> <li>d) What do you think about the writer's opinions?</li> </ol> <p>Students are given a series of jumbled up sentences from a short magazine article written for young people. In small groups they rearrange the sentences to make a coherent paragraph and add sequencing words.</p> <p>Students write a response to the article in the format of an informal letter to the magazine.</p> <p>In groups, students write a school newspaper/magazine front page.</p>

English: Grade 9

<b>Competency</b>	<b>Content/Language Item</b>	<b>Learning Activities and Resources</b>
	<b>E. Additional Learning Strategies</b> Develop dictionary skills	Students read an extract from a dictionary (preferably linked to topic of unit). They label the information given e.g. pronunciation/part of speech/meaning 1/meaning 2/ collocations etc Students complete a worksheet to find specific information in a dictionary e.g. how do you pronounce 'thorough', what is the noun for the verb 'narrate'.

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Reading	Read authentic materials and scan to obtain specific information	Students read a newspaper article and answer 10 comprehension questions.
Writing	Use basic cohesive devices to structure a paragraph	Students read a cloze passage and write most appropriate cohesive device (from a given list) in gaps



**Unit 11: Endangered Animals (11 periods)**

**Learning Outcomes:** By the end of Unit 11 students will be able to discuss the issue of endangered animals

**Language focus**

**Grammar:** past simple, past continuous, present perfect, relative clauses (which/that), quantifiers, cause and effect, indefinite articles

**Vocabulary:** wild animals, conservation, extinction, hunting, national parks and job roles

**Social expressions:** counter arguments

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• listen to descriptions and identify key content words</li> <li>• listen to a short story and retell simply what they have heard</li> <li>• recount stories using two past tenses</li> <li>• describe animals using appropriate language</li> <li>• express cause and effect</li> </ul>	<p><b>A. Listening</b></p> <p><b>B. Speaking</b>                      Past simple and past continuous                      E.g. While the deer were grazing, a leopard saw them</p> <p>Like/look like                      E.g. The tiger looks like a leopard in shape.                      The impala is like a deer</p> <p>Present perfect                      e.g. This has led to a decrease in the number of elephants                      The lion has become extinct</p> <p>Quantifiers                      There are a few walya ibex left in the Semien mountains National Park.</p> <p>Cause and effect                      People are destroying the habitats of animals, so animals are running away.</p>	<p>Students listen to a short description of animals and fill in charts about their physical characteristics.</p> <p>Students listen to a short story. Teacher asks students the main events in the story. Students present the main events. Teacher writes them on the blackboard.</p> <p>Students work in pairs and take turns to retell the listening text story to each other by looking at main events in the story. Teacher asks individual students to retell the story to the class.</p> <p>Students look at pictures of animals and make sentences about where they live, what they eat and what they look like.</p> <p>Teacher gives examples of animals in Ethiopia that are endangered. Students work in small groups and brainstorm why the animals are in danger and what the effect might be.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>express their opinion and support this using basic language</li> <li>use a range of structures to give counter arguments</li> <li>read a description and scan to obtain specific information</li> <li>read and retell in outline</li> <li>structure a paragraph using a topic sentence and supporting ideas</li> </ul>	<p>Suggestions/ recommendations E.g. In my opinion... I think... I believe... I suggest... It would be a good idea to... We should/ought to...</p> <p>Social expressions: counter arguments E.g. Yes, but don't forget... That would be great except... That's a good idea but,... Even if that is so... That may be so, but... Possibly, but...</p> <p><b>C. Reading</b></p> <ul style="list-style-type: none"> <li>a reading text on endangered animals</li> <li>a story about animals</li> </ul> <p><b>D. Writing</b></p> <p>Past simple, past continuous and present perfect</p> <ul style="list-style-type: none"> <li>paragraph writing – writing about one endangered animal.</li> </ul> <p>Articles: a, an, the plus relative clause E.g. A crocodile lives in rivers and on land. Crocodiles live in rivers and on land. (both these sentences can be used to generalise)</p>	<p>Students debate the causes for animals becoming extinct. They agree or disagree with the points raised and give reasons. Finally they give suggestions/recommendations on how this problem should be resolved.</p> <p>Students work in pairs Student A has a plan Student B has an objection/reservation Student A uses counter argument to persuade them e.g. have a party neighbours would object invite the neighbours</p> <p>Students read the text and answer comprehension questions. Students read the text again and fill in charts/tables with facts/figures about different animals Students identify and make a note of the key content words in the text and they retell the story. Students look at the use of the tenses in the story.</p> <p>Students are given sentences with verbs in brackets. They choose the correct form of the verb and copy the sentences</p> <p>Teacher revises topic sentences, and models the writing of a paragraph with topic sentence and supporting ideas, using contributions from the students. Students compose their own paragraphs, using the model.</p> <p>Students are given a list of animals (mixture singular and plural). Students write 3 sentences for each animal A crocodile lives Crocodiles live</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> <li>write a 2 paragraph narrative passage</li> </ul>	<p>The crocodile is an animal which lives in. Countable/uncountable words especially for animals e.g. deer, sheep,</p> <p>Narrative tenses</p> <p><b>E. Additional Learning Strategies</b> Speaking – self assessment</p> <p>Writing</p> <p>Goal setting</p>	<p>The crocodile.....which is .....lives</p> <p>Teacher gives a list of words and students decide whether countable /uncountable/both. They use the countable words in sentences</p> <p>Students choose an endangered animal and write a first-person narrative (as that animal) entitled: “A Day in the Life of a/an [animal]”</p> <p>Students give feedback on speaking goal – they use smiley faces to self assess on their level of participation in speaking activities throughout the last unit.</p> <p>Students brainstorm: what skills you need to write well. They use the smiley faces to assess themselves on these skills.</p> <p>Students share strategies they use for writing – each student chooses one strategy to work on</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Speaking	Express cause and effect	Students will be asked to describe an animal and state one cause for/ effect of animals becoming extinct.
Writing	Structure a paragraph using a topic sentence and supporting ideas	Assess in-class activity

**Unit 12: Stigma and Discrimination (11 periods)**

**Learning Outcomes:** By the end of Unit 12 students will be able to discuss the impact of stigma and discrimination

**Learning focus**

**Grammar:** the+singular adjective, present perfect continuous (for/since), passive infinitive, there is/are, enough/too

**Vocabulary:** stigma/discrimination, care/support, negative/positive perceptions

**Social expressions:** addressing misconceptions

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• listen to a story and predict the content using a variety of contextual clues</li> <li>• listen to a story and identify specific information</li> <li>• listen to an interview and be able to identify gist</li> <li>• listen to a story and relate what they have heard to their own lives</li> </ul> <ul style="list-style-type: none"> <li>• agree, disagree and express simple counter arguments</li> </ul>	<p><b>A. Listening</b> Listening text about an individual who has gone through a lot of ups and downs and been subjected to stigma/discrimination</p> <p>Interview with special needs person</p> <p>Present perfect continuous (with for and since) I've been using a hearing aid for two years</p> <p><b>B. Speaking</b> The + singular adjective E.g. the poor</p>	<p>Students are given title/situation and predict content. Students listen to a text read by the teacher and check predictions.</p> <p>Students listen again and answer questions E.g. What caused...? Who is responsible for...?</p> <p>Students listen to the interview and identify who is talking about what</p> <p>Students listen again and note down the mains points. In groups they talk about situation described and relate to their own experiences.</p> <p>Teacher uses the context of the listening to introduce the present perfect continuous with 'for' and 'since'. Students make sentences about the topic and their own lives.</p> <p>Students brainstorm the reasons for discrimination and the kinds of people that are discriminated against E.g. the uneducated, the elderly, the mentally ill, beggars, the poor Teacher encourages discussion. Teacher puts suggestions on the board and highlights use of the+ singular adjective to describe groups of people. Students copy examples.</p> <p>Students look at pictures of people with special needs. They discuss what their needs are and how we can help them using passive infinitives</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>ask and respond accurately to a basic range of open and closed questions</li> <li>use a range of structures to address misconceptions</li> </ul>	<p>Passive infinitive They need to be helped for some things They don't need to be looked after all the time</p> <p>Social expressions: address misconceptions: 1. Introducing phrases: Many people think.. Some people say... You've probably heard that.. It may seem... 2. Linking phrases: But in fact.. But actually.. But the truth is...</p> <p>Pronunciation: Word stress / polysyllabic words E.g. discriminated/discrimination development/developed misconception perception</p> <p><b>C. Reading</b> Expressing purpose with 'for' and 'to' E.g. A hearing aid is for making sounds louder. A hearing aid is to help somebody hear</p> <ul style="list-style-type: none"> <li>an excerpt from a newspaper/magazine (possibly an autobiographical account of a person living with HIV/AIDS –</li> </ul>	<p>In paired groups students ask/answer questions about these people. Group 1 uses prepared questions (see Writing section) to ask group 2 who reply as the person/people with special needs. Students then change roles.</p> <p>Students read a list of popular misconceptions and tick whether true/false E.g. "Garlic prevents malaria" "Lightning never strikes twice in the same place" In pairs, students take it in turns to explain what is wrong with the statement. Student A states myth using introducing phrase. Student B gives truth using linking phrase.</p> <p>Teacher writes polysyllabic words from this unit (and previous units) on the board. Teacher models pronunciation and marks word stress. Students repeat, practise and make own sentences with words.</p> <p>Students match pictures and vocabulary E.g. crutch, wheelchair, hearing aid Using to/for phrases, teacher elicits descriptions for these words and highlights language pattern used. Students make examples of their own.</p> <p>Students read the text and report back the main ideas.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> <li>• read a newspaper article and infer meanings of new words using contextual clues</li> <li>• read a leaflet and make basic notes of main points through ranking information</li> </ul>	<p>a success story) to show the advantage of not being stigmatized and discriminated against</p> <ul style="list-style-type: none"> <li>• guidelines on how to support the development of people with special needs</li> <li>• a text with a variety of uses of definite/indefinite articles; a list of article rules</li> </ul> <p><b>D. Writing</b></p> <ul style="list-style-type: none"> <li>• cloze text</li> <li>• topic sentences</li> <li>• questions</li> <li>• sentence combination discourse markers: Addition E.g. Also, in addition, moreover/ furthermore Contrast E.g. Although, however, in contrast, whereas, since, as,</li> </ul>	<p>Students read again and deduce the meaning of key words. They complete sentences with new words.</p> <p>Students read text and note main recommendations. They rank them in order of priority imagining that money for such projects is limited.</p> <p>With the help of the teacher, students analyse text and extract cohesive devices, topic sentences and supporting points.</p> <p>Students read a short passage with a variety of examples of a/an/the. They read a list of rules for the definite/indefinite article. They match examples from passage with rules.</p> <p>Students complete a cloze text filling the gaps with “the/a/an” (referring back to rules in Reading section).</p> <p>Students are given a list of topic sentences. They decide if each topic sentence is suitable/unsuitable. For the suitable ones, they mark topic and controlling idea.</p> <p>Students write questions to ask one of the people in the pictures (see Speaking section).</p> <p>Students join sentences (both compound and complex) using a variety of discourse markers.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> <li>use basic cohesive devices to structure a paragraph</li> <li>write a guided essay in 3-4 paragraphs using a writing scaffold for support</li> </ul>	<ul style="list-style-type: none"> <li>descriptive paragraphs</li> <li>essay</li> </ul> <p>Useful language patterns:</p> <ul style="list-style-type: none"> <li>revision of there is/are E.g. There is a school for the visually impaired.</li> <li>revision of enough/too, too much/many E.g. There are too many holes in the pavements.</li> </ul> <p><b>E. Additional Learning Strategies</b> Self-assessment</p>	<p>Students choose a picture of a person with special needs (see Speaking section). They draw a head. Inside the head, they write the person's feelings. E.g. lonely, confused, anxious Outside the head, they write the external pressures on that person. E.g. challenges of getting to/from work</p> <p>Students write a day in the life of this person using appropriate cohesive devices. They read it aloud to the class who match to the correct picture/person.</p> <p>Teacher gives students a writing scaffold: i.e. topic sentences, paragraph headings and recommends/revises useful language patterns. Teacher also refers back to reading text as model.</p> <p>Students write an essay describing the range of special needs in their area, the support systems in place for and make recommendations for improving the situation.</p> <p>Suggested paragraph topics:</p> <ol style="list-style-type: none"> <li>introduction</li> <li>support systems for children</li> <li>support systems for adults</li> <li>recommendations</li> </ol> <p>Students use smiley faces to self-assess their level of competency in speaking, listening, writing and reading.</p> <p>They discuss how and what they would like to improve in grade 10</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Writing	Write a guided essay in 3-4 paragraphs using a writing scaffold for support	Teacher uses writing activity.
Speaking	Use a range of structures to address misconceptions	Teacher uses in-class speaking activity