

**English Language Syllabus**  
**for**  
**Grade 11**

## **Introduction**

In grade 11 the students have 6 periods of English a week. The syllabus contains 12 units and each unit is divided into 16 periods. There should also be 12 periods for revision (each of six periods each), one at the end of each semester. This makes a total of 204 periods. The aim of the revision units is twofold. The teacher has the opportunity to recycle language and assess students against the competencies.

In grades 11 and 12 most students are hoping to go on to university where they will continue to study through the medium of English. Grade 11 therefore continues to develop all four skills, but also aims to extend grammatical and lexical structures so that students can understand and use a range of language. In Grades 11 and 12, there is also more of a focus on reading and writing as these are the skills that students most need to develop

if they want to study effectively at university or enter the world of work. Grade 11 also extends students' learning strategies so that they begin to become independent learners.

Topics, texts, vocabulary and activities are directly linked to other school subjects and reflect the national focus on Science and Technology. In Grades 11 and 12 reading and listening texts should almost entirely consist of authentic or semi-authentic materials.

Teachers are strongly advised to look at the Grade 11 Minimum Learning Competencies for all of the four skills which also act as objectives.

**Unit 1: African Union (16 periods)**

**Learning Outcomes:** By the end of Unit 1 students will be able to give information about the work of the African Union and reach consensus on a local issue

**Language focus**

**Grammar:** question forms, present/past simple active and passive, past simple/present perfect (including ago/since/for)

**Vocabulary:** word/adjectives used to express nationality, words related/ used during meetings

**Social expressions:** expressing advantage and disadvantage, language of meetings

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <p>listen to an extended lecture, identify detailed information and take study notes</p> <p>ask and respond accurately to a range of open, closed and follow-on questions</p> <p>discuss advantages and disadvantages and come to a consensus</p>	<p><b>A. Listening</b></p> <p>Listening text: A lecture on the African Union and the work it does.</p> <p>Simple present (active and passive) E.g. It is based in Addis Ababa.</p> <p>Simple past (active and passive) E.g. It was set up in 2001.</p> <p>Present perfect E.g. It has worked on a number of issues relating to African countries</p> <p><b>B. Speaking</b></p> <p>Questions forms and responses E.g. Where were you born? What are your hobbies? Which subjects do you like best? What's your ambition?</p> <p>Social expressions: expressing advantages and disadvantages (although, despite, in favour, against) E.g. Although the village is near the road, it is very far from the other villages E.g. Despite being near the main road, X village is far from the other villages</p>	<p>Students listen to the description of the AU and take notes under given headings. In pairs when they have finished they use their notes to relate the content of the lecture. They evaluate their notes. The teacher shows students a good example of notes of the lecture. Students identify good practice and areas they individually need to improve in note taking</p> <p>Students introduce and get to know each other by asking questions (if necessary). Teacher to provide prompts e.g. born, hobbies, favourite subjects, ambition</p> <p>Group speaking: Students discuss a scenario. Students form 3 groups representing different villages. The government wants to build a clinic in the area – which village should receive the facility? Students list the pros/cons of their village e.g. near the main road, good water supply, remote/isolated, significant number of children/elderly etc. As a whole class they discuss which of the 3 villages is most appropriate. Students need to reach a group consensus.</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>use a range of structures to take part in a meeting ask for opinions, express their own opinion and support/justify it (including through illustrating a point) agree, disagree and express simple counter arguments</p> <ul style="list-style-type: none"> <li>• scan a factual article to obtain specific information</li> <li>• read a factual article, identify detailed information and summarise it</li> </ul>	<p>E.g. One point in favour/against of X village is that it is located near the road Comparatives and superlatives E.g. X village is more suitable than Y village because it is near the road</p> <p>Social expressions: language of meetings E.g. The aim/agenda of today's meeting is Can I come in here? Through the chair With respect, I am not sure I agree I suggest/propose _____ing Have we reached an agreement on ....</p> <p><b>C. Reading</b> Article on: African Union charter/mission statement/goals</p> <p>Report on AU activities</p> <p><b>D. Writing</b> Language exercises</p>	<p>Roleplay: Students are introduced to language of meetings. In groups, Students are given information about fictional African countries/fictional issue. Students take roles of head of government, policy advisors, Head of AU etc. At least two students should take the role of observers and take notes. They discuss fictional issue/conflict and propose solutions /recommendations.</p> <p>After the roleplay students work in their groups to prepare an oral report of the meeting based on prompts from the teacher e.g.</p> <ul style="list-style-type: none"> <li>• We discussed ...</li> <li>• We identified ....</li> <li>• X put forward .....</li> <li>• Y agreed/disagreed</li> <li>• We decided to ....</li> </ul> <p>Students match AU departments to activities.</p> <p>Students read AU charter/mission statement/goals and answer true/false questions.</p> <p>Students read about some recent events that the AU has been involved in (success stories). They complete a chart with information in summary form. After the reading the teacher draws attention to the chart and how that helps to take notes.</p> <p>Students complete a number of language exercises to practise sentence construction using passive/active, present perfect/past simple, ago/for/since,</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read</p> <p>in pairs write and present a report of 350 to 400 words</p>	<p>Language for international institutions                      It was founded ...                      It's made up of ...                      It's supposed to                      Examples of its work include... ..                      It's been very successful in the area of                      Recent successes include                      It's hoped that it will</p> <p>Spelling: nationalities</p> <p><b>E. Additional Learning Strategies</b>                      Expectations</p> <p>Learning a language</p> <p>Different types of language learners</p>	<p>vocabulary from the unit</p> <p>In pairs, students plan and write a descriptive report of the AU with sections on:                      history                      departments                      examples of work/activities                      successes                      future role in Africa/the world</p> <p>Students use appropriate language written on the board by the teacher. They take responsibility for different sections.</p> <p>Students look at different endings for nationalities                      E.g. – ese; - ian; -ish; -i etc.                      Students match African countries with correct nationality ending and note any spelling changes                      E.g. Congo – Congolese; Ethiopia – Ethiopian; Somalia - Somali                      Students note stress pattern and practise saying nationalities with help of Teacher.</p> <p>Teacher can introduce some other useful nationalities:                      E.g. English; Spanish; French; Japanese; Emirati etc.</p> <p>Students discuss with the teacher their expectations of the Grade 11 English course and teacher discusses his/her expectations of the students. They come up with a list of statements that can be turned into a poster/charter and referred back to during the year.</p> <p>In small groups, students discuss the following questions and take notes for whole class feedback:                      Are you a good language learner? Why/why not?                      What is the best way to learn a language? Why?                      What activities should take place in the classroom?</p> <p>Students complete a “What sort of language learner are you?” questionnaire and discuss answers with their partner.</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Speaking and listening	Discuss advantages and disadvantages and come to a consensus	In pairs students discuss the advantages and disadvantages of having another secondary school in their area
Writing	Write and present a report of 350 to 400 words	Reports on the AU should be assessed for writing

**Unit 2: Education (16 periods)**

**Learning Outcomes:** By the end of Unit 2 students will be able to identify and discuss barriers to learning and assess their own strengths and weaknesses as a student

**Language focus**

**Grammar:** first conditional (including with unless), any more/longer, no longer, still, yet, already, whereas, although, reported speech

**Vocabulary:** education, adjectives/nouns to describe good students, gender, prefixes (over-, under-, re-, de-)

**Social expressions:** revision of identifying/thinking about a problem

Competency	Content/Language Item	Learning Activities and Resources
<p>Students will be able to: predict the content by doing pre-listening activities</p> <p>listen to a text and identify specific information</p> <p>listen to a monologue and identify the main points relate what they have heard to their own lives</p> <p>recount experiences in the past using a range of structures talk about the future using a range of structures</p>	<p><b>A. Listening</b> Listening text: Education Development in Ethiopia over the past 16 years. The text should trace developments in education throughout the students' lifetime. E.g. Access to/take up of education at each level/ schools/ resources/teachers</p> <p>Listening text 2 A text based on the experiences of a rural Ethiopian woman who was never given the opportunity to go to school because her family did not consider education important for a girl.</p> <p><b>B. Speaking</b> Past, Present and Future tenses E.g. What level of education did your grandparents/parents have? How is your educational experience different from theirs? Do you think your children will have a better education than you?</p>	<p>Prior to the listening text, students are given a table to complete with guesses about students enrolment in 1990 and 2000 (or as appropriate). E.g. - Percentage of children attending primary school - Adult literacy rates</p> <p>Students listen and complete the two columns of the table. After they compare the answers to their guesses.</p> <p>Students listen to the text and bullet point main ideas. They then relate the account to current problems that girls face in education.</p> <p>The teacher asks students to think about the changes in education using the prompt questions in a range of tenses. Students to discuss the questions in pairs.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>agree, disagree and express simple counter arguments</p> <p>use a range of structures to think about a problem</p> <p>identify a range of suggestions and recommendations on an issue</p> <p>contribute to and develop conversations about the unit topic</p>	<p>Comparatives e.g. better than..., classes are bigger now Different from ..., similar to ...</p> <p>I think ..., in my view..., I agree/disagree with ...because ....., so do I, neither do I</p> <p>Social expressions: revision of identify and thinking about a problem E.g. The trouble/problem is ... The real problem is ... The point is ... The awful thing is ... Don't forget that ... In a case/situation like this ... In this sort of situation</p> <p>1<sup>st</sup> conditional (including with unless) E.g. If there are a lot of female teachers, more girls will stay in school Unless there are a lot of female teachers, girls will drop out</p> <p>The main/major reason is .... Comparatives and superlatives ... is the most serious problem</p> <p>... is not as important as .... ... is just as serious as ....</p>	<p>In general class discussion, the teacher collects views and opinions, encouraging students to agree and disagree with points made in response to the last two questions</p> <p>Teacher introduces the new language. In groups students brainstorm issues related to education identifying barriers to learning – e.g. class size. They decide what the main priorities are for the government and prioritise these. Each group appoints a spokesperson who reports the group's findings to the class.</p> <p>Teacher practises the first conditional and revises 'unless'.</p> <p>Students are organised into single sex groups. In their groups they should read and consider the statements and rank order them (using diamond ranking) according to importance. (Students may delete or add statements)</p> <p>Possible reasons for poor performance/high drop out rate of female students</p> <ul style="list-style-type: none"> <li>• Lack of confidence therefore little participation in class.</li> <li>• Early marriage</li> <li>• Not enough female teachers</li> <li>• Cultural expectations that girls should be submissive</li> </ul>



Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>read a factual article and infer meanings of new words using contextual clues and/or knowledge of word formation</li> </ul>	<p>Noting differences (although, whereas) E.g. Whereas most of the boys thought early marriage an issue, the girls didn't.</p> <p>Pronunciation: connected speech</p> <p><b>C. Reading</b></p> <p>2 texts: Text A: The qualities of a good student</p> <p>Reported speech Sofia said that I was hard working, but I said that I wasn't.</p> <p>Pronunciation: sentence stress for contrast <b>Sofia</b> said that I was <b>hard working</b>, but <b>I</b> said that I <b>wasn't</b>.</p>	<ul style="list-style-type: none"> <li>Being dominated in class by male students.</li> <li>Disregarded by male teachers.</li> <li>Perception that education is wasted on girls as they will become wives and mothers and do not need qualifications</li> <li>Over concerned with personal appearance.</li> <li>Unable to study or complete homework due to other family commitments.</li> </ul> <p>Results are displayed on the classroom walls and students move around the room to see what other groups have written noting any common differences between the perceptions of female groups and male groups. They make sentences to compare the two perspectives using 'whereas' and 'although</p> <p>Teacher writes some comparative sentences on the board and models pronunciation of connected speech, showing clearly the words that are usually pronounced together E.g. My house_is not_as big_as yours. Students make their own sentences and practise connecting sounds.</p> <p>Students read text A and underline any words that are unfamiliar to them and in 3s attempt to guess the meaning using contextual clues and knowledge of word formation (before checking with a dictionary, if available).</p> <p>Teacher revises reported speech and change of tense rules. Students self assess themselves against the criteria in text A, and ask a partner to assess them. They compare their assessment with that of their partner and discuss differences.</p> <p>Teacher models sentence stress and shows students that stress is put on key words, especially contrastive words. Students highlight the key words in their own sentences and practise emphasising them, saying sentences to their partner.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• skim ‘how to study’ manual to get general ideas</li> <li>• identify evidence to support /justify opinions/arguments</li> </ul> <p>write 2-3 paragraphs to persuade</p> <p>write informal letters (including replies) using correct conventions</p>	<p>Text B: How to Study</p> <p>Vocabulary – prefixes (re-, de-, under-, over-) e.g. resit an exam, undereducated, demotivate, overdo etc.</p> <p><b>D. Writing</b> Gapfill for ‘if’ , ‘unless’, ‘when’ and ‘whenever’</p> <p>Word formation tables</p> <p>Magazine article Use of the 1<sup>st</sup> person I think it’s important ..... I think you will agree with me Girls should/ought to/have to</p> <p>A good .... To be a good..., you have to ....</p> <p>Informal letter to pen pal in another country</p> <p><b>E. Additional Learning Strategies</b> Needs analysis</p> <p>Goal setting</p>	<p>Students read text B, and identify the main suggestions e.g. Time Management. For each suggestions students find the supporting evidence from the text</p> <p>Students match prefixes to verbs (from the unit). They revise the meanings of the prefixes and make sentences of their own.</p> <p>Students fill in the correct word in sentences</p> <p>Students fill in word formation tables E.g. noun (person), noun (thing) verb adjective examiner examination examine educator education education educational</p> <p>Teacher elicits from students the text features of a magazine article with a model. They write an article for a young people’s magazine arguing that Ethiopia needs more educated women to help run the country. As a conclusion to their article they offer advice to girls who are struggling at school.</p> <p>Teacher revises informal letter conventions. Students write a letter to a pen pal describing their school and education in Ethiopia.</p> <p>In pairs, students analyse why they need English. They should consider: their main purpose for learning English the situations when they need English the skills they need for the situations</p> <p>Students assess their competency in vocabulary, grammar and the 4 skills on a 1-5</p>

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<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	Organisation of resources and time	<p>scale (1=the standard they would like to reach/their goal; 5=long way from goal) and compare with partner. Students then give these skills a priority ranking 1-6 (1=highest priority; 6=lowest priority)</p> <p>In groups, students draw up a list of resources they have access to for improving their English. E.g. Dictionary, grammar book, textbook, teacher, library, computer, English club, cinema. They rank them according to ease of access, usefulness etc.</p> <p>Students discuss how much time they have for learning English. They draw up a chart with daily activities and calculate the approximate amount of time they spend doing them in a week. E.g. Sleeping, getting up, mealtimes, travel time to/from school etc.</p> <p>They can then calculate the time they have for learning English in a typical week and the best times for extra study E.g. Learning 5 new words while walking to school every day</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Writing	Write informal letters (including replies) using correct conventions	Teacher assesses in-class writing
Reading	Read a factual article and infer meanings of new words using contextual clues and/or knowledge of word formation	Students read a text about the importance of education and complete gap-fill sentences with the correct vocabulary.

**Unit 3: Traditional and Modern Medicines (16 periods)**

**Learning Outcomes:** By the end of Unit 3 students will be able to give information about illnesses and different kinds of treatment

**Language focus**

**Grammar:** I'd rather/prefer to, third conditional, defining relative clauses, make and let

**Vocabulary:** illnesses/diseases, traditional medicine, medical roles and verbs

**Social expressions:** expressing preferences, expressing reservations

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <p>listen to an interview and identify the details</p> <p>listen to an interview and identify specific information</p> <ul style="list-style-type: none"> <li>use a range of structures to express preference and express reservations</li> </ul>	<p><b>A. Listening</b></p> <p>Listening text - healer</p> <p>Listening text - doctor</p> <p><b>B. Speaking</b></p> <p>Social expressions: expressing preferences</p> <p>I'd prefer to go to a traditional healer because...</p> <p>I'd rather see a doctor because...</p> <p>Expressing reservations</p> <p>E.g. I'm afraid ...</p> <p>I don't see how ...</p> <p>I doubt ...</p> <p>Possibly, but ...</p> <p>What I am worried about is ...</p> <p>What bothers me is ...</p>	<p>Students listen to a traditional healer recommending treatment for certain illnesses and take notes.</p> <p>Students listen to a doctor of modern medicine talking about preventable illnesses e.g. malaria and complete chart with details of illnesses and recommended treatments/prevention techniques.</p> <p>Students match medical role with verbs e.g. surgeon (with operate, cut open, diagnose, prescribe) nurse (with look after, take care of, listen to), dentist (with extract, polish,) optician (with prescribe glasses, diagnose) etc. Students make sentences e.g. a surgeon operates on ill people</p> <p>Students brainstorm herbs and traditional treatments used in their region for illnesses</p> <p>Teacher introduces new language</p> <p>Students use the information from the listening to talk about their preferences and reservation for traditional or modern treatment and why</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>recount stories and experiences in the past using a range of structures</li> <li>talk about a hypothetical past</li> </ul>	<p>Used to E.g. my mother used to suffer from coughs</p> <p>Past tenses E.g. While my father was working in the mines, he caught bronchitis He had had a cough for a week before he went to the doctor</p> <p>Present perfect E.g. My sister has never been ill</p> <p>Third conditional If my mother hadn't gone to the healer, she wouldn't have got better</p> <p>Pronunciation: third conditional (contractions) E.g. she had = she'd /ʃi:d/ she would have = she'd've /'fi:d ðv/</p> <p>Defining relative clauses An ultrasound is a machine which uses sound waves to identify medical problems</p> <p>Make and let An x-ray is a machine which lets you look inside the body A neck brace is an instrument which makes you keep your neck in the correct position</p>	<p>Students discuss in groups the kind of illnesses they and their family have had. They give information about the treatment received saying if they consulted a traditional healer or a modern doctor. (Students can get information beforehand from their family members).</p> <p>Teacher uses the context of family illnesses (with sensitivity) to introduce the third conditional. Students practise within the topic area and using other contexts.</p> <p>Teacher puts examples of third conditional sentences on the blackboard. Teacher models pronunciation of contractions (she had = she'd etc) and students repeat. Students practise with similar examples in pairs.</p> <p>Students match modern medical equipment to purpose E.g. Ultrasound – using sound waves to identify medical problems, X-ray – looking inside the body, neck brace Students make sentences using 'which', 'who' and 'that'</p> <p>Teacher introduces the structures with 'make' and 'let' using examples from the context. Students make their own sentences to show the difference between 'make' and 'let'</p> <p>Optional: Students research and present findings on one example of futuristic medicine E.g. Nanotechnology, gene mapping, designer babies, cloning, foetal selection etc</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>infer meanings of new words using contextual clues and/or knowledge of word formation</li> </ul> <p>read a newspaper article and predict the content of a text from an extract</p> <p>scan a newspaper article to obtain specific information</p> <p>read short biographies to identify detailed information</p> <p>read factual leaflet and skim to get the main idea</p> <p>read factual leaflet and explain the features of the text type</p>	<p>Pronunciation: -ough E.g. cough / kof /</p> <p><b>C. Reading</b> Vocabulary on illness</p> <p>Newspaper articles about diseases that kill in Ethiopia and Western Europe</p> <p>Making comparisons The incidence of Malaria is much higher in Ethiopia The prevalence of cancer is not nearly as high as in Europe</p> <p>Government health leaflet</p>	<p>Teacher writes a list of words on the board spelt with “ough” E.g. cough, through, thought, bought, enough, bough Teacher checks meaning and models pronunciation. Students group according to sound: E.g. Thought/bought; cough/enough and pronounce words in sound groups.</p> <p>Teacher introduces vocabulary connected with illnesses in sentences. Students try to guess the meaning. Students use the new words to make sentences about illnesses in their families.</p> <p>Students read an extract from the text and in groups students predict the top 10 illnesses/diseases that kill in Ethiopia. Students read the rest of the text to see if they were right and fill in a table</p> <p>Students read the text again to identify the top 10 diseases in Western Europe and fill in the table</p> <p>Students use information in the text to make comparisons</p> <p>Jigsaw reading: In groups, students each read about one different person related to medicine E.g. modern nursing – Florence Nightingale; development of antibiotics - Alexander Fleming; first heart transplant - Christian Bernard. They individually complete charts (e.g. name of person, country of origin, dates, activities etc). When they are ready they share information and make third conditional sentences about the people.</p> <p>Students read short government health leaflet and identify the main idea Students read again and identify the main text features (as this text will be a model for one writing activity)</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>write 2-3 paragraphs to inform</p> <p>independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read</p> <p>independently write an essay of 5 paragraphs (including Introduction and Conclusion)</p>	<p><b>D. Writing</b> Starting and finishing sentences E.g. If I hadn't come to school today, I... ....., I would have got sick</p> <p><b>E. Additional Learning Strategies</b> Motivation</p> <p>Focus on speaking attitudes to speaking</p> <p>pronunciation issues</p>	<p>Students start and finish sentences in the third conditional related to their own lives</p> <p>Students write a health leaflet for younger children: what are common ailments/accidents and how to prevent/treat them (at home and at school) (based on model from reading)</p> <p>Students write an essay on the following topic: 'We should not ignore traditional medicine because of modern developments'. The teacher allots time for students to follow the seven stages. If necessary they can brainstorm and plan in twos or threes</p> <p>In groups, students discuss how motivated they feel to learn English and why. They list the things that might affect their motivation during the course and teacher writes compilation on board. Class should then discuss how to overcome these problems.</p> <p>In groups students read sentences and comment; which sentence/s do they agree with: E.g. I want my spoken English to be perfect – I hate making mistakes. I make a lot of mistakes when speaking, but I don't care – people can understand me. My English accent is terrible – I want to sound like an English person. I feel like a different person when I speak English. British English is best – I only want to learn that. Whole class should then summarise views about speaking English.</p> <p>Students make a list of different pronunciation problems they have when speaking English. Teacher puts problems on the blackboard E.g. Individual sounds, word stress, sentences stress Class brainstorms ways of overcoming problems: E.g. Isolating sounds and practising; using dictionary/teacher for stress pattern and recording; practice with a native speaker etc</p>

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<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	fluency versus accuracy	<p>Teacher writes the words “fluency” and “accuracy” on the board and asks students to discuss what these refer to in speaking, putting answers on the blackboard</p> <p>E.g. Accuracy = correct vocabulary/range of words; appropriate grammar (tense, preposition etc); appropriate register (formal/informal language); correct pronunciation of sounds; correct stress of syllables/words/sentences; correct intonation</p> <p>fluency = clear meaning; little hesitation; appropriate speed of delivery</p> <p>Students discuss:</p> <ul style="list-style-type: none"> <li>- which is better: fluency or accuracy?</li> <li>- different situations (e.g. exam, class practice, speaking to a native speaker etc.)</li> </ul>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Speaking and listening	Listen to an interview and identify specific information	Students listen to a patient talking about an illness/accident and answer multiple choice questions.
Writing	Independently write an essay of 5 paragraphs (including Introduction and Conclusion)	Teacher assesses in-class activity.



**UNIT 4: HIV and AIDS (16 periods)**

**Learning Outcomes:** By the end of Unit 4 students will be able to discuss the impact of HIV and AIDS and make recommendations

**Language focus:**

**Grammar:** in case, 3<sup>rd</sup> conditional with ‘might’ and ‘may’, it is said/believed that

**Vocabulary:** HIV and AIDS, language of graphs

**Social expressions:** saying ‘no’ tactfully

Competency	Content/Language Item	Learning Activities and Resources
<p>Students will be able to: predict the content of a text by doing pre-listening activities</p> <p>listen to a text about HIV and AIDS and identify detailed information</p> <p>identify a range of suggestions and recommendations on an issue</p>	<p><b>A. Listening</b> Present/past/future (active and passive) E.g. Girls can be infected when they are raped AIDS has killed thousands of young people AIDS will continue to kill unless we change our behaviour</p> <p>Listening text An account describing the different ways in which the HIV virus is transmitted</p> <p>Giving advice E.g. We should/ought to/must wear gloves Mixed conditional E.g. If someone is bleeding, we should wear gloves to treat them</p> <p><b>B. Speaking</b> In case E.g. You should have gloves at home in case you want to treat someone You should take an umbrella in case it rains</p>	<p>In pairs and then in plenary students brainstorm what they know about HIV and AIDS. The teacher collates the information on the board</p> <p>In addition the teacher can put up the beginning of a number of sentences. E.g. Girls can, AIDS has, AIDS will to pull out specific structures</p> <p>Students listen to the texts and take notes. In pairs, they list any additional ways in which the virus could be transmitted.</p> <p>Students relate the facts to their own daily lives, and decide what they should be careful about. E.g. helping someone who is bleeding if they do not have protective gloves.</p> <p>Teacher uses the context to teach ‘in case’ and students practise it in a range of contexts.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• use a range of structures to say ‘no’ tactfully</li>   <li>• talk about a hypothetical past</li>   <li>• contribute to and develop conversations about the unit topic</li> </ul>	<p>Social expressions: saying ‘no’ tactfully                      E.g. I’m not keen on ...                      I don’t particularly like ...                      I’d really rather not ...                      If it’s OK with you, I’d prefer not to ...</p> <p>Third conditional (including the use of modals ‘might’ and ‘may’)                      E.g. If she had kissed him, it might have led to sex</p> <p>Pronunciation: third conditional review of contractions                      E.g. might’ve / ‘maɪtəv / sentence rhythm</p>	<p>Teacher sets up an appropriate context where a girl or boy needs to know how to say ‘no’ tactfully and introduces target language.</p> <p>In groups students are given different situations (e.g. being offered a drink in a bar, being asked for a kiss etc.) and they have to make up and act out a roleplay which involves saying ‘no’.</p> <p>After the roleplays students use the third conditional to discuss what might have happened if the protagonists had not said ‘no’.</p> <p>Students form discussion groups and allocate different roles: e.g. chairperson, scribe, spokesperson, time-keeper.                      Each group is given a discussion topic.                      E.g. 1. ‘How should the country support HIV and AIDS victims?’                      2. ‘Are men or women more responsible for the increase in infection rate?’                      3. ‘What is the best way of ensuring all young people are fully informed of the facts relating to HIV and AIDS.’</p> <p>They are given a time limit e.g. 6 minutes. They brainstorm ideas in response to their question. When they have added all of their points, they exchange their sheet with another group who have been working on a different topic and add any additional points (5 minutes).                      They exchange papers a final time (4 minutes), so that each group has contributed to each topic.</p> <p>After discussing how to present the ideas (5 minutes), the spokesperson from each group reports back to the class.</p> <p>Teacher models pronunciation and stress patterns using example sentence on board. Teacher should highlight rhythm of sentence by clapping hands or clicking fingers whilst saying the words that are stressed                      E.g. If my <b>sister</b> hadn’t <b>gone</b> to the <b>doctor</b>, she <b>wouldn’t</b> have <b>got better</b>.                      Students repeat and click/clap whilst pronouncing sentence. In small group circles, students do the same for their own sentences, turning result clause into condition clause and continuing round the circle                      E.g. If she <b>hadn’t</b> got <b>better</b>, I’d have <b>been</b> very <b>worried</b>.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>read newspaper articles, leaflets and graphs and:</p> <p>infer meanings of new words using contextual clues and/or knowledge of word formation</p> <p>identify main points and summarise</p> <p>identify evidence to support /justify opinions/arguments</p> <p>read short paragraphs and distinguish between fact and opinion</p> <p>interpret simple statistics and write a report</p> <p>in pairs write and present a report of 350 to 400 words including suggestions /recommendations</p> <p>write a reply to a short formal letter</p>	<p><b>C. Reading</b>  Vocabulary of graphs e.g. rise, fall, soar, lessen, reduce, plummet etc.</p> <p>Reading texts – a selection of leaflets, newspaper articles and graphs related to the increase in HIV and AIDS in Africa, and internationally:</p> <p>Short paragraphs about HIV and AIDS and related issues (some of which are mythical)</p> <p>It is said that/believed that ....  Some people say that ...  HIV and AIDS is supposed to ....</p> <p><b>D. Writing</b>  Paragraph describing data on a graph with gaps for prepositions  E.g. HIV infection rose ___ 4% in the 1990s</p> <p>Graph of HIV and AIDS figures in one country</p> <p>Re-use reading texts</p>	<p>Students divide vocabulary into lexical groups</p> <p>In pairs, students read the passages and select new vocabulary guessing meanings using contextual clues.</p> <p>Students bullet point main ideas from each text, interpreting simple statistics from graphs/tales</p> <p>They draw conclusions from what they have read, using evidence from the texts.</p> <p>Pairs each join another pair and report back on what they have found out.</p> <p>Students read the paragraphs and decide which are true and which are false.</p> <p>Students work in groups to explain reasons for myths. They join other group to compare ideas.</p> <p>Students fill in the gaps with ‘from’, ‘to’ or ‘by’ depending on the information in the graph</p> <p>Students interpret the graph and write a one paragraph report</p> <p>In pairs students choose one country, referred to in the text, supplement the information with further research (if facilities are available), and write a report on the growth and impact of AIDS on that country. They present their work orally or by displaying it on the walls</p>

English: Grade 11

<b>Competency</b>	<b>Content/Language Item</b>	<b>Learning Activities and Resources</b>
using correct conventions	<p>Reply to a letter from a person living with HIV and AIDS who would like to talk to the students</p> <p>Spelling – acronyms and abbreviations</p> <p><b>E. Additional Learning Strategies</b> Dictionary use</p>	<p>Students read a letter from a person living with HIV and AIDS who like to talk to the students. They revise conventions of formal letters. They write a reply thanking the person, accepting the offer and suggesting a date and time.</p> <p>Teacher writes HIV and AIDS on the board and asks students for the definition. Teacher asks for any other acronyms that students know in English E.g. AU (African Union), UN (United Nations), UK (United Kingdom) etc. Teacher reviews use of capitalisation and full stops with acronyms and abbreviations E.g. Mr/Mrs/Dr</p> <p>Dictionary race: Teacher writes 8 words on the board that students are unfamiliar with (but connected to unit topic). They should start with a range of letters E.g. <b>d</b>iagnosis, <b>h</b>eal, <b>k</b>idney In pairs, students race to find the words and write down the definition. The first pair to complete should shout “stop” and read out the definitions for teacher to check. Students then record vocabulary in an appropriate way and use dictionary to check/record pronunciation, part of speech, example sentence, multiple meanings etc.</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Speaking and listening	Contribute to and develop conversations about the unit topic	Teacher assesses in-class speaking activity.
Reading and writing	Read newspaper article and identify main points and summarise	Students read a newspaper article about HIV and AIDS in a particular country. They note the main points/key statistics and write a short summary.

**Unit 5: Tourism (16 periods)**

**Learning Outcomes:** By the end of this unit, students will be able to explain the barriers to developing the tourist industry and the positive and negative impact of tourism .

**Language focus:**

**Grammar:** present perfect/past simple, adjectives ending in ‘-ing’ and ‘-ed’, I suggest + clause

**Vocabulary:** tourism and travel, describing places

**Social expressions:** turn taking, suggesting

<i>Competency</i>	<i>Content/Language Items</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <p>predict the content of text using the title</p> <p>listen to a text and identify specific information</p> <p>listen to dialogues to identify gist</p> <ul style="list-style-type: none"> <li>contribute to and develop conversations about the unit topic</li> <li>identify and use a range of suggestions and recommendations on an issue</li> </ul>	<p><b>A. Listening</b></p> <p>A listening text/dialogue/interview related to travel/tourism</p> <p>Dialogues where tourists are complaining using a variety of adjectives e.g. bored, boring, annoyed, annoying, tired, tiring etc,</p> <p><b>B. Speaking</b></p> <p>Social expressions: suggesting I suggest + _____ing I suggest that travel agents ....</p>	<p>Students revise vocabulary for tourism and travel by writing definitions of words (given by the teacher) which they read out and other students have to guess</p> <p>Students look at the title of a listening text/dialogue/interview. They work in pairs to predict what it is about.</p> <p>Students listen to the text and complete tables.</p> <p>Students listen to each dialogue and identify the gist Teacher elicits from students tourists’ reactions and feelings e.g. bored, boring and revises the difference between ‘-ed’ and ‘-ing’. Students practise the structure using a substitution table or with prompts from the teacher</p> <p>Students use the tables and other information from the listening text to identify and list the positive and negative features of Ethiopia as a tourist destination in two columns: Why tourists do not come to Ethiopia (e.g. health facilities, sanitation) and Why tourists should come to Ethiopia (e.g. landscape, wildlife, climate)</p> <p>Teacher revises/introduces the language of suggesting and giving an alternative perspective using a gapfill exercise. For each of the barriers listed, students suggest actions that could be taken to</p>

<i>Competency</i>	<i>Content/Language Items</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> <li>• use appropriate turn-taking strategies</li>   <li>• infer meanings of new words using contextual clues and/or knowledge of word formation</li>   <p>read an article and scan to obtain specific information</p>   <p>read an extract from a guide and identify the main points</p>   <p>read an extract from a guide and explain the feature of the text</p> </ul>	<p>Why don't we ....?            We could...?            Social expressions: alternative perspective            E.g. Instead of doing ....., we could .....</p> <p>On the other hand ...            Look at it this way ...            But then again ...            Even so ...</p> <p>First conditional            If/unless we do ...</p> <p>Social expressions: turn taking,            E.g. Can I add ...            If I could just come in here ...            And another thing            Just a small point ...            Would you like to add anything ...            Would you like to come in here?</p> <p><b>C. Reading</b>            A newspaper/magazine article related to travel/tourism</p> <p>An extract from a tourist guide describing and recommending a town/village in Ethiopia</p>	<p>improve the situation.</p> <p>Teacher introduces and practises the language of turn taking            Students divide into groups of three for a roleplay. One student will be foreigner; the other two will be Ethiopian travel agents. The foreigner gives a lot of reasons why he/she doesn't want to visit Ethiopia. The travel agents have to persuade the foreigner to visit Ethiopia. The travel agents also have to take turns appropriately when giving information</p> <p>Teacher takes out sentences containing new vocabulary from the text and asks students to guess the meaning of the word from the context.</p> <p>Teacher writes statements on the blackboard and tells students to read the text and decide whether the sentences are true or false according to the information given in the text. Students work in pairs to answer providing evidence from the text to justify why the statement is true/false. They also make the false sentences correct.</p> <p>Using the clues in the extract students have to guess what town is being described (from a selection shown on a map)</p> <p>Teacher elicits the features of the text in the extract (students will use it as a model for writing)</p> <p>Teacher asks students to work in small groups and list verbs that are changed to nouns by adding the suffix -ation/ion</p>

Competency	Content/Language Items	Learning Activities and Resources									
<ul style="list-style-type: none"> <li>• write a short formal letter using correct conventions</li> <li>• write 2-3 paragraphs to inform and explain</li> </ul>	<p>Pronunciation: word stress (-ation/ion)</p> <p><b>D. Writing</b> Gapfill - letter from a tourist to a travel agency after a trip</p> <p>Formal letter</p> <p><b>E. Additional Learning Strategies</b></p> <p>Focus on Writing attitudes to writing</p> <p>types of writing</p>	<p>E.g.      <i>Verb</i>                      <i>Noun</i></p> <p>          accommodate      accommodation</p> <p>          suggest                      suggestion</p> <p>          explain                        explanation</p> <p>Students check pronunciation of words in dictionary or with teacher. Students group words according to stress pattern and add more examples, paying attention to any spelling changes</p> <p>E.g.</p> <table border="1" data-bbox="1014 513 1677 617"> <tr> <td>o O o</td> <td>o o O o</td> <td>o O</td> </tr> <tr> <td>suggestion</td> <td>explanation</td> <td>suggest</td> </tr> <tr> <td>rejection</td> <td>exhibition</td> <td>explain</td> </tr> </table> <p>Students pronounce words in their stress groups</p> <p>Students fill gaps with -ing or -ed adjectives from a list.</p> <p>Students write a short formal letter to the author of a tourist guide book, explaining why their town/ village should be included in the guide book.</p> <p>Using the reading text as a model, they write one or two paragraphs about where they live to send to the author.</p> <p>In groups students read sentences and comment on the following sentences: I prefer writing to speaking – I have more time to think. I remember things better if I write them down. I like the shape of English letters. There is so much to remember when writing – grammar, spelling, and punctuation – speaking is much easier. I hate checking my writing – I like to write and then hand it to the teacher to check. Whole class summarises views about writing.</p>	o O o	o o O o	o O	suggestion	explanation	suggest	rejection	exhibition	explain
o O o	o o O o	o O									
suggestion	explanation	suggest									
rejection	exhibition	explain									

<i>Competency</i>	<i>Content/Language Items</i>	<i>Learning Activities and Resources</i>
	<p>a well-written text</p> <p>self-assessment</p> <p>writing goal</p>	<p>Students brainstorm the different types of writing and divide them into three categories: communication, personal, both                      E.g. Communication: letter, message, report, instruction, form                      Personal: diary, vocabulary book, address book, notes, summary, shopping list                      Both: novel, story, poem, essay</p> <p>Students in groups brainstorm what makes good writing. They look at two examples on the same topic (e.g. one good letter; the other poor). They discuss the characteristics. Students circle the errors in the poor text and note the type of error (e.g. spelling, wrong word, incorrect punctuation etc). Students make their own writing correction code.</p> <p>Students then examine a recent piece of writing done by themselves and assess its quality, noting down the areas they need to improve.</p> <p>Students set themselves a writing goal for the next unit.</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Listening	Listen to dialogues to identify gist	Students listen to people describing their experiences of travel in Ethiopia and note their overall impressions.
Reading	Read an article and scan to obtain specific information	Students read an article about a tourist site and answer multiple choice questions.



**Unit 6: Fiction (16 periods)**

**Learning Outcomes:** By the end of Unit 6 students will be able to identify different text genres and their unique features.

**Language Focus**

**Grammar:** narrative tenses, questions forms, grammar of phrasal verbs

**Vocabulary:** Fiction and non-fiction, extreme adjectives, phrasal verbs with ‘in’ and ‘out’

Competency	Content/Language Item	Learning Activities and Resources
<p>Students will be able to: predict the content of a story from the first part</p> <p>ask and respond accurately to a range of open and closed questions</p>	<p><b>A. Listening</b> Story read by the teacher</p> <p>‘Wh’ questions What did he look like? What was he like? How long did it take? What happened? (what as subject) Who met the man? (Who as subject) Who did the man meet (Who as object) What did they talk about? (preposition at end)</p>	<p>Teacher reads the first part of a story to the class. In pairs, they fill in a chart identifying the features e.g. characters, setting, mood/emotions, plot.</p> <p>Students practise asking and answering a range of questions about the story using prompts on the board. E.g. Look like?, what/like?, happened? Etc. Teacher gives feedback on specific question forms</p>
<p>recount stories and experiences in the past using a range of structures</p>	<p><b>B. Speaking</b></p>	<p>In pairs students plan an alternative section 2 and present this to the class/group and initiate a discussion.</p>
<p>recount stories and experiences in the past using a range of structures</p>	<p>Narrative tenses E.g. While she was living in Awassa, she met a shoeshine boy In the morning, she had been happy</p>	<p>The teacher draws a 4 box grid on the blackboard. In the 1<sup>st</sup> box, she lists places e.g. Addis Ababa, London, Awassa, New York. In the 2<sup>nd</sup> she lists moods: e.g. happy, sad, frightened, angry In the 3<sup>rd</sup> characters: e.g. shoeshine boy, beggar, doctor, thief In the 4<sup>th</sup> times: e.g. midnight, morning, afternoon, evening Working in pairs, students choose one item from each box and construct a short 60 second narrative which must include the 4 chosen words. They give their narrative a title.</p>
<p>predict the content of a story from</p>	<p>Sequencing words/connectors</p>	<p>In groups, each pair takes it in turns to give the title of their narrative; the group</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>the title</p> <p>listen to a story and retell what they have heard in some detail</p> <p>explain the features of different text types</p> <p>infer meanings of new words using contextual clues and/or knowledge of word formation</p> <p>Read and explain the features of different text types</p> <p>read a text and skim to get the general idea</p>	<p>One day a woman met a thief. At first... , then etc.</p> <p>Vocabulary: extreme adjectives e.g. scared – terrified, cold-freezing</p> <p><b>C. Reading</b> Phrasal verbs with ‘in’ and ‘out’ E.g. Get in, move in, break in, drop in, eat in, leave in, get out, move out, break out, drop out, eat out, leave out</p> <p>Extracts from a variety of text types: e.g. poem, dictionary, encyclopaedia, web page, novel, letters, newspaper, postcards, email, play, magazine, recipe book, manual.</p> <p><b>D. Writing</b></p>	<p>try to predict the story. The pair read the story to the group, while the remainder of the group listen for the 4 key words and note. When all groups have completed their narrations, they attempt to retell each other’s stories, using sequencing words and connectors appropriately,</p> <p>Students match adjectives to their extreme equivalent. Teacher revises the grammar of extreme adjectives (can not be used with ‘very’, only extreme adverbs of degree e.g. ‘absolutely’, ‘totally’). Students practise making up sentences using the extreme adjectives in the context of the 4 stories</p> <p>The teacher elicits from the class ‘features’ of a narrative: Setting (place and time), characters, emotions, plot (what happens). If necessary the teacher also revises the use of narrative tenses based on feedback from the story-telling exercise</p> <p>Students read sentences with phrasal verbs and guess meanings. They match the verbs with their opposites. Students work out the meanings of ‘in’ and ‘out’ in this context. Teacher checks understanding and goes over some of the grammar e.g. He broke <b>in</b> on Sunday. He broke <b>into</b> the house on Sunday.</p> <p>The teacher distributes extracts from a number of different text types. In 3s, students read the texts and categorise into fiction/non-fiction. The teacher demonstrates how to identify features using an unfamiliar text type (e.g. play) Play – characters names on the left, words spoken (dialogue) on the right. Stage directions separated from dialogue Students identify the different genres, and label them. They prepare a chart for each genre they identify using the examples and prior knowledge: e.g. newspaper – headlines, columns, pictures. novel – chapters, paragraphs. The teacher takes feedback from the groups and ensures class understanding, clarifying any problem areas. If a library is available, students visit, and identify fiction and non-fiction books from different genres using library signage and/or the blurb on the back of books. For each one they identify, they write down the title, author and the topic and take it back to class for discussion.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> <li>independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read</li> <li>write stories independently in 5 paragraphs</li> </ul>	<p>Gapfill with extreme adjectives e.g. scared – terrified, cold- freezing</p> <p>Brainstorm pots</p> <p>Narratives</p> <p><b>E. Additional Learning Strategies</b> Dictionary use</p> <ul style="list-style-type: none"> <li>phrasal verbs</li> </ul>	<p>Students fill in the gaps with an appropriate extreme adjective.</p> <p>Students choose a fiction genre – e.g. Horror story They draw a large pot and brainstorm appropriate ‘ingredients’, using words and pictures e.g. old house, drops of blood, night, deserted. These are displayed in the classroom.</p> <p>They individually choose their own genre and using the 7 stages of writing, write their narrative in 5 or more paragraphs giving an appropriate opening and conclusion.</p> <p>Students read an extract from the dictionary giving information about 2/3 phrasal verbs with different grammar patterns e.g. look after, look up, look forward to Students read the examples given E.g. He looks after the children. He looks after them. She looked the word up in the dictionary. She looked up the word in the dictionary. She looked it up. I’m looking forward to the party. I’m looking forward to it.</p> <p>and deduce rules/meaning (separable/inseparable verbs) E.g. Look after/look forward to = inseparable look up = separable inseparable = noun/pronoun comes after separable = pronoun comes between verb and particle; noun can come before or after</p> <p>Students are given phrasal verbs from the unit to look up in their dictionaries (or dictionary extracts are provided in textbook). They read example sentences and group according to separable/inseparable. They record grammar information and example sentences.</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Speaking and listening	Ask and respond accurately to a range of open and closed questions	Teacher asks students about their favourite book/story and assesses their answers.
Writing	Write suggestions/advice in response to a written request	Teacher assesses in-class activity.

**Unit 7: The Weather and Climate Change (16 periods)**

**Learning Outcomes:** By the end of Unit 7 students will be able to identify and explain the causes and effects of climate change and ways to lessen the impact

**Language focus**

**Grammar:** going to (for prediction based on present evidence), future passive, grammar of phrasal verbs

**Vocabulary:** weather and climate change, adjectives to verbs e.g. soft to soften, phrasal verbs with on and off

**Social expressions:** expressing hopes and fears, giving reasons,

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 text and follow the structure, logic and sequence of a text through identifying discourse markers</li>   <li>• listen to a description of the weather and identify specific information</li>   <li>• retell what they have heard in some detail</li> </ul>	<p><b>A. Listening</b></p> <p>Listening text The global impact of climate change</p> <p>Discourse markers: e.g. firstly, on the one hand, on the other hand, in other words etc, moreover, furthermore, in conclusion etc.</p> <p>Listening text 2: Weekly weather report</p> <p>Going to for predictions based on evidence E.g. Due to a warm front, it is going to get hotter on Thursday Will for predictions E.g. On Friday it'll probably rain</p>	<p>Students brainstorm words connected to weather and climate change. They record them in their vocabulary notebooks in the way they find most useful e.g. groups, parts of speech, translation etc. They put each word in a sentence.</p> <p>Students listen to a text and list the signpost/discourse markers they hear.</p> <p>Students compare their answers in pairs and predict what kind of information should come after the discourse markers.</p> <p>When they listen again they note the points that follow each of the signposts/discourse markers to see if their predictions were right. With the teacher they discuss how the signposts/discourse markers help them to listen.</p> <p>Students listen to a weather report and fill in a chart for the weather for each day of the week</p> <p>Teacher introduces the use of 'going to' for future predictions based on present evidence. Students listen to weather forecast again and identify the use of 'going to' and the evidence that supports it. They compare the use of 'going to' and 'will'</p> <p>In pairs students retell the weather forecast for the week based on the chart, choosing the correct structure depending on available evidence.</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>give explanations (including express cause and effect)</p>	<p><b>B. Speaking</b>                      Language of cause and effect                      It leads to/will lead to                      E.g. Cutting down trees leads to deforestation which leads to flooding                      It results in ...                      It means ...                      Zero conditional/passive                      E.g. If trees are cut down, it results in flooding</p>	<p>Using information from the listening text, students discuss the causes and effects of climate change                      E.g. cause - cutting down trees                      effect - deforestation .. flooding                      E.g. cause - carbon emissions                      effect - global warming</p>
<p>talk about the future using a range of structures</p>	<p>1<sup>st</sup> conditional                      E.g. If people continue destroying forests we will have more droughts</p> <p>Future tense – passive                      e.g. Our economy will be affected by climate change                      Our people will be affected by climate change</p>	<p>Students predict the impact of climate change. They make a number of sentences which the teacher captures on the blackboard.                      In groups students choose one prediction and develop it round the group using the 1<sup>st</sup> conditional.                      E.g. Student 1: If people continue destroying forests, we will have more droughts.                      Student 2: If we have more droughts, people will get hungry.                      Student 3: If people get hungry, they will die etc.</p> <p>Students list the main impacts using future passive</p>
<p>identify a range of suggestions and recommendations on an issue</p>	<p>Language of suggesting                      E.g. I think we should ...                      The town ought to ...                      The government must ....                      I suggest ...</p>	<p>In threes students suggest ideas and make recommendations for each impact at individual, village/town and national level. The recommendations can include what can be done using modern technology if appropriate e.g. hydroelectric power</p>
<p>contribute to and develop conversations about the unit topic</p>	<p>Social expressions: giving reasons:                      E.g. The reason I don't want to go is                      Above all ....                      And besides ...                      And another thing ...</p>	<p>In different threes students perform 3 roleplays.                      1.2 town councillors and one villager. The town councillors are making recommendations to the villager (based on previous activity). The villager has to give reasons against the recommendations. The councillors have to persuade him/her and demonstrate appropriate turn taking strategies.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>use a range of structures to express hopes and fears</p> <p>• read a factual article and identify evidence to support/ justify opinions/ arguments</p>	<p>Not to mention the fact that ... Plus the fact that</p> <p>Social expressions: hopes and fears I hope that the government will support us I am worried that the rains will come late I am afraid that .. My worst fear is that ...</p> <p>Pronunciation: vowel sounds E.g. high – my short – caught tight – white</p> <p><b>C. Reading</b> Adjectives become nouns E.g. Soft – soften, hard – harden, short – shorten, loose – loosen, strong-strengthen, weak-weaken, tight-tighten, high-heighten</p> <p>Paragraph with gaps for verbs or adjectives</p> <p>5 paragraph text on the importance of weather forecasts for agriculture/aviation (The text is cut up into 8 pieces: the introduction,</p>	<p>2.2 Ministry officers and 1 town councillor. The Ministry officers make recommendation for the town and the town councillor gives reasons against the recommendations. The Ministry officials have to persuade him/her and demonstrate appropriate turn taking strategies. 3.2 UNESCO officials and 1 Ministry officer. The UNESCO officials have to make recommendations for Ethiopia, while the Ministry officer gives reasons against them. The UNESCO officials have to persuade him/her and demonstrate appropriate turn taking strategies.</p> <p>After listening text 2, students discuss how unpredictable weather patterns, such as late rains, affect farming in their area and the consequences of this. The teacher collates on points made the blackboard.</p> <p>Teacher introduces the language of hopes and fears. Students practise it using the context of unpredictable weather patterns</p> <p>Students are given a list of words with different spellings but matching vowel sounds. Students match words that rhyme, noting different spelling E.g. cow – plough zoo – glue - two</p> <p>Students identify the changes from the adjectives to the verbs (mostly +en). Students match opposites amongst the group and identify the ones without opposites. Students think of other verbs and adjectives that follow the same pattern.</p> <p>Students fill in gaps in the paragraph with correct verbs or adjectives</p> <p>Students put the cut up text in order and match the topic sentences to the correct middle paragraphs. They discuss the strategies they used to complete the task. The teacher draws students’ attention to the supporting information that backs up each topic sentence and the language that is used.</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>• read a factual article and identify detailed information</p> <p>with support summarise a text in various forms including bullet points</p> <p>Write 3 paragraphs to inform, explain and persuade</p>	<p>the conclusion, 3 topic sentences from middle paragraphs, 3 middle paragraphs without topic sentences)</p> <p><b>D. Writing</b> Summary of reading text</p> <p>Phrasal verbs with on and off E.g. switch on/off, put on/off, turn on/off (for machines), on and off for events – go on = happen, call off = cancel, put off = postpone, on and off for clothes and weight put on clothes/weight put on/take off clothes/weight. Try on</p> <p>Information leaflet</p> <p><b>E. Additional Learning Strategies</b> Writing feedback</p> <p>Focus on Vocabulary attitudes to vocabulary</p>	<p>Students answer comprehension questions about the text</p> <p>(Students will summarise the main ideas of the text in writing section)</p> <p>Based on the work they did with the reading text, students summarise it in bullet points to show main and supporting information.</p> <p>Students match phrasal verbs to definitions. Teacher discusses meaning and grammar pattern (separable/inseparable verbs; verb with no object E.g. go on). Students put the correct phrasal verb into sentences, noting position of nouns/pronouns. Students make sentences of their own using the phrasal verbs</p> <p>Students revise the features of the leaflet text. They write a leaflet designed for their local community, giving information, explanations and recommendations about a local weather related issue e.g. impact of deforestation.</p> <p>Teacher checks whether students have met their writing goal from unit 5.</p> <p>Students share personal strategies for improving their writing and teacher puts suggestions on the blackboard: E.g. English pen-friend; keeping a diary in English; collecting examples of written English and using as models; speed writing for fluency; using own writing correction code etc.</p> <p>In groups students read sentences and comment on them E.g. I like learning new words – vocabulary is important. It is not necessary to learn lots of new words – grammar is more important. There are so many words in English – I can never remember them all.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	<p>knowing a word</p> <p>active/passive vocabulary</p> <p>self-assessment</p> <p>goal setting</p>	<p>I think I know a word, but then the teacher tells me it has a different meaning – how many meanings can a word have? Why is English spelling so difficult? Whole class summarises views about vocabulary.</p> <p>Students are given a list of words. E.g. beetroot, revolting, embroider, screwdriver, hesitate, yummy They use a dictionary/ask the teacher to find out their meanings. Students then discuss what else it is important to know about these words E.g. grammar, pronunciation, spelling, formal/informal, collocations etc. They draw up a list which the teacher puts on the blackboard Students discuss which of these words would be useful to learn and why.</p> <p>In pairs, students test each other on individual words of their choice. One student says a word and the other gives as much information about this word as possible. Do they really “know” the word (i.e. spelling, meanings, translation, formal/informal etc)? Students then choose a topic (e.g. farming) and brainstorm as many words as they can. Do they have a wide vocabulary for this topic? Students discuss their findings with the whole class and come up with strategies for overcoming any problems. E.g. Read more extensively, record more collocations, check pronunciation with teacher/dictionary more often</p> <p>Students set themselves a vocabulary goal for the next unit.</p>

**Assessment**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Speaking and listening	Retell what they have heard in some detail	Students listen to a speaker talking about the future of the world’s climate, take notes and retell what they have heard.
Reading	Read a factual article and identify detailed information	Students read a text about one example of severe weather (e.g. hurricane) and answer detailed comprehension questions.



**Unit 8: Water Management (16 periods)**

**Learning Outcomes:** By the end of Unit 8 students will be able to explain issues related to water management

**Language focus:**

**Grammar:** comparison of adverbs, I wish + past simple, like and as

**Vocabulary:** water, conservation

**Social expressions:** interrupting and returning to the topic

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 factual article and identify detailed information</li> <li>• listen to a text and identify specific information</li> <li>• listen to a text and relate what they have heard to their own lives</li> <li>• identify a range of suggestions and recommendations on an issue</li> </ul>	<p><b>A. Listening</b></p> <p>Listening text 1: The water cycle Simple present for process E.g. Water evaporates and forms rain Sequence words e.g. first, next, after, then, finally</p> <p>Listening text 2: Water shortage – an international perspective</p> <p><b>B. Speaking</b></p> <p>Comparisons of adverbs: e.g. ----- is less seriously affected than -----. The most seriously affected countries are..... Social expressions: revision – giving reasons The reason why Ethiopia is the most seriously affected is ... Because of .... And besides ...</p>	<p>Students look at pictures connected to the topic and brainstorm vocabulary. They divide the vocabulary into appropriate groups.</p> <p>Students listen to a text about the water cycle and draw and label a diagram to illustrate the main steps in the water cycle</p> <p>In pairs students take turns to explain the process orally, using sequence words. While one explains, the other checks for accuracy using the diagrams</p> <p>Students listen to a short text about water shortage and classify countries under: seriously affected; moderately affected; less affected.</p> <p>They listen again and note down the reasons for water shortages. They relate these reasons to the shortage in their own regions of Ethiopia</p> <p>Students compare their responses to listening text 2 and give possible reasons and recommendations for solving water problem.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<ul style="list-style-type: none"> <li>• talk about a hypothetical present</li>   <li>• ask for opinions, express their own opinion and support/justify it (including through illustrating a point)</li> <li>• use a range of expression to interrupt</li>   <li>• read a factual article and identify the main points</li> <li>• infer meanings of new words using contextual clues and/or knowledge of word formation</li> </ul>	<p>Wishes – I wish + past simple                      I wish we had more water                      I wish Ethiopia had a coastline                      I wish I had a lot of money                      I wish I lived in the South</p> <p>Adverb clauses of concessions – although, though, despite                      E.g. Although the country is on the upper course of the river, it can't...                      Despite being on the upper course of the river, it can't</p> <p>Social expressions revision: giving opinions, agreeing and disagreeing</p> <p>Social expressions: Interrupting                      E.g. Excuse me for interrupting, but ...                      I'd like to comment on that.                      Can I ask something?                      Sorry, but ...                      Returning to the topic                      E.g. Anyway ...                      To get back to what I was saying                      Where was I?</p> <p><b>C. Reading</b>                      A text about different countries' water conservation mechanisms</p>	<p>Teacher revises I wish + past simple (for what you want to be different in the present) in the context of water. Students practise the structure in other contexts. E.g. They have to decide on three wishes for now</p> <p>The teacher introduces the topic of cross border river issues. Students are given a set of scenarios relating to Ethiopian rivers and disputes. They practise using the adverbs in these contexts</p> <p>In small groups, students take on the roles of the representatives of affected communities and present their arguments.</p> <p>Teacher introduces and students practise the language of interrupting. Students divide into groups of 5 and are given about 10 topics (e.g. unit topics so far- weather, African Union etc.). One student chooses a topic and talks about it. The others have to try to interrupt using a structure and backing it up. The speaker has to try to return to the topic. After 2 minutes, another student chooses another topic and so on until all the topics have been used.</p> <p>Students read a text and pick out main points</p> <p>Students read and guess the meaning of unfamiliar words using contextual clues and knowledge of word formation</p> <p>Students discuss and list the water conservation mechanisms from the reading text that could be used in Ethiopia, giving reasons for their views.</p>

Competency	Content/Language Item	Learning Activities and Resources									
<p>write 2-3 paragraphs to explain</p>	Vocabulary formation	<p>In pairs students choose 8 new words from the unit and make vocabulary formation tables e.g. verb = conserve, noun = conservation, adjective = conserved. For each word they try to find other words that follow a similar pattern.</p>									
	Pronunciation: word stress	<p>Students mark the stress on the newly formed words and group according to their stress patterns. They check with dictionary/teacher. Students pronounce the words in their stress groups. E.g.</p> <table border="1" data-bbox="1014 451 1822 553"> <tr> <td>o O</td> <td>o o O o</td> <td>o O o o</td> </tr> <tr> <td>conserve</td> <td>conservation</td> <td>environment</td> </tr> <tr> <td>reduce</td> <td>legislation</td> <td>discovery</td> </tr> </table>	o O	o o O o	o O o o	conserve	conservation	environment	reduce	legislation	discovery
	o O	o o O o	o O o o								
	conserve	conservation	environment								
	reduce	legislation	discovery								
	<p>One or two paragraphs that have examples of different meanings of ‘like’ (e.g. for example, the same as) and ‘as’ (in the same way, with as...as etc)</p>	<p>Students read the paragraph and try to work out the difference between ‘like’ and ‘as’ with support from the teacher.</p>									
Gapfill for ‘like’ and ‘as’	<p>Students read a paragraph and fill in the gaps with ‘as’ or ‘like’</p>										
<p><b>D. Writing</b> Prompts for I wish sentences E.g. Have car = I wish we had a car</p>	<p>Students write sentences using ‘I wish’ based on prompts</p>										
2-3 paragraphs	<p>Students write a 2-3 paragraphs giving their recommendations (from reading activity)</p>										
Sentences	<p>Students write sentences with ‘as’ and ‘like’ related to their own lives</p>										
<p><b>E. Additional Learning Strategies</b> Vocabulary feedback</p>	<p>At the end of the unit, teacher checks whether students have met their vocabulary goal from unit 7.</p>										
	<p>Students share personal strategies for extending and memorising vocabulary and teacher puts suggestions on the board. E.g. Copying word lists, grouping words by topic, writing translation, vocabulary network, word associations etc</p>										
Focus on Reading attitudes to reading	<p>In groups students read sentences and comment on them E.g. I hate reading – I only read English because I have to.</p>										
	<p>Reading English is so slow and boring – I’m always looking up words in a dictionary!</p>										

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	reading speed	<p>I love reading in my free time.                      Reading really helps me improve my English.                      When I read, I underline words I don't know.                      Whole class should then summarise views about reading.</p> <p>In small groups, students discuss how they read in their mother tongue:                      Do they stop and try to understand every word?                      Do they say the words aloud or silently in their minds?                      Do they use a dictionary?                      Students give suggestions for increasing reading speed                      E.g. Ignoring unknown words, skimming text, extensive reading practice</p>
	reading strategies	<p>Students examine 5 reading strategies with the help of the teacher: skimming, scanning, reading for detail, predicting content and guessing unknown words. Students look at different text types (e.g. menu, extract from telephone directory, extract from encyclopaedia, newspaper article etc) and discuss in pairs which strategy they would use and why.</p>
	self-assessment	<p>Students test one reading skill e.g. speed, general comprehension, detailed comprehension, guessing unknown words. They read a text of their choice and focus on the particular skill. They discuss with their partner how well they did at the task.</p>
	goal setting	<p>Students set themselves a reading goal for the next unit.</p>

**Assessment :**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Speaking and listening	Identify a range of suggestions and recommendations on an issue	Students talk about the water situation in their area and make recommendations.
Writing	Write 2-3 paragraphs to explain	Teacher assesses in-class activity.

**Unit 9: Disability Awareness (16 periods)**

**Learning Outcomes:** By the end of Unit 9 students will be able to identify and discuss the needs of people with disabilities:

**Language focus**

**Grammar:** ‘when’ clauses, ‘wh’ questions, prepositions of time, ability (past, present and future), verb patterns

**Vocabulary:** disability, phrasal verbs with up and down, affixes

**Social expressions:** revision of expressing hopes and fears and talking about advantages and disadvantages

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <p>predict the content of a listening text using a variety of contextual clues (such as the situation, signpost words/discourse markers and some content words)</p> <p>listen and follow the structure, logic and sequence of a text through identifying discourse markers</p> <p>listen to the texts and identify detailed information</p> <p>identify a range of suggestions and recommendations on an issue</p>	<p><b>A. Listening</b></p> <p>I am familiar with</p> <p>I have experience of living/studying with..</p> <p>Present perfect</p> <p>I have studied with 2 visually impaired students</p> <p>Listening texts:</p> <p>1) Disability Rights overview</p> <p>2) A collection of short accounts from people with various disabilities talking about the problems they face.</p> <p><b>B. Speaking</b></p> <p>When clauses.</p> <p>When you meet .....you could/should ....</p>	<p>Individually students talk about any sort of disability they are familiar with. Different types of disability are listed on the blackboard.</p> <p>Before they listen to the first text, students are given the discourse markers and accompanying content words. Using these they predict the content and structure of the listening. Students listen to find out if their predictions were right.</p> <p>Students listen to both texts and categorise issues relating to disability under the following headings: E.g. access to buildings education stereotypes employment technological aids</p> <p>After categorising issues in the listening texts, students, in pairs, discuss one of the areas, and make recommendations. Pairs report back their conclusions to the whole group</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>use a range of structures for hopes and fears</p> <p>-ask and respond accurately to a range of open, closed and follow-on questions</p> <p>• research, give and initiate discussion on a short presentation on a topic</p>	<p>Social expressions: revision of hopes and fears I hope that the government will ... My greatest hope is I am worried that people with disabilities will ... I am afraid that .. My worst fear is that ...</p> <p>‘wh’ questions and prepositions of time (by, in, at, on, until)</p> <p>E.g. When are you going to do your homework? On Tuesday What time do you go to bed? At 10.00pm How long are you going to stay at school today? Until 2.00 pm When do we have to give in our homework? By Thursday When does the lesson/school finish? In 10 minutes</p> <p>Ability past, present and future E.g. I was able to read at 6 I couldn’t /wasn’t able to cook at 6 I can/am able to I will be able to speak English perfectly in 5 years</p> <p>Social expressions: revision of talking about advantages and disadvantages (although, despite, in favour, against)</p>	<p>Students talk about their hopes and fears for disability awareness and practise the expressions.</p> <p>Students practise questions forms and prepositions of time using prompts on the board</p> <p>Students use the reading text to find out how to express ability in the past and future. Teacher puts a variety of ages on the board and in pairs students talk about what they were able and will be able to do at that age.</p> <p>In groups students have to design a tool or machine that would assist a person with a disability. They discuss their designs, draw them and prepare explanations on their use. They present them to the rest of the class.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>read short biographies and skim to get the general ideas</p> <p>read short biographies and scan to obtain specific information</p> <ul style="list-style-type: none"> <li>• write and present a report of 350 to 400 words including suggestions and recommendations</li> </ul>	<p>E.g. Although X is useful for the hearing impaired, it is too heavy to carry</p> <p><b>C. Reading</b> Sentences with gaps for ‘when’ or ‘if’</p> <p>Inspirational texts about disabled people who have excelled e.g. Terry Fox</p> <p>Paragraph with gaps for prepositions of time</p> <p><b>D. Writing</b> Sentences with verbs that take gerund or infinitive</p> <p>Statistical data (could be a bar chart showing statistics about disability or about awareness)</p> <p>Report writing</p> <p>Sentences with phrasal verbs Phrasal verbs with up and down: put up, pick up, stand up, turn up, take down, put down, sit down, lie down, bend down, turn down</p>	<p>Depending on the intended meaning, students choose ‘when’ or ‘if’ to fill in gaps</p> <p>Teacher gives the students one minute to skim each text and find out what it is about.</p> <p>Students read the texts and answer questions.</p> <p>Students read the paragraph and fill in the gaps with the correct preposition of time (by, until, on, in, for, during etc.)</p> <p>Teacher gives students 10 verbs (from the reading text that take either gerund or infinitive with object/without object). Students write sentences using these verbs. They check the structure by finding the verbs in the reading text.</p> <p>Students discuss the data and whether it is what they expected or if it surprises them.</p> <p>In groups students write questions and conduct a survey on people’s awareness of physical disabilities. Students write a report based on the data and survey and present it to the class giving recommendations.</p> <p>Students look at example sentences for the phrasal verbs and guess their meaning and grammar pattern (separable/inseparable verbs; transitive/intransitive). They discuss what ‘up’ and ‘down’ means in each case. Students make new sentences with these phrasal verbs. They read the sentences out to the rest of the class with a gap (for the phrasal verb). Other students have to guess the phrasal verb. Students record phrasal verbs, grammar information and example sentences.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	<p><b>E. Additional Learning Strategies</b>                      Dictionary use - affixes</p>	<p>Teacher reviews prefixes from Unit 2: over-, under-, re-, de- by writing example words on board and eliciting meaning.                      Students are given words with other affixes (prefixes/suffixes) and, using a dictionary, deduce meaning of affix                      E.g. Disability, misunderstand, childhood, citizenship                      Students put words in gap-fill sentences.</p> <p>Students transform root words using the same affixes and make their own sentences to explain meaning. They check with dictionary                      E.g. neighbourhood - A lot of the houses in my neighbourhood have large gardens.</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Listening	Listen to a text and identify detailed information	Students listen to a text about a person with a disability and answer detailed comprehension questions.
Reading	Read a text and skim to get the general ideas	Students read a multi-paragraph text about a disability issue and match paragraphs to headings.



**Unit 10: Poverty and Development** (16 periods)

**Learning outcomes:** By the end of this unit, students will be able to identify causes and solutions to poverty through development

**Language focus**

**Grammar:** second conditional, third conditional

**Vocabulary:** poverty and development, rich and poor, opposites with un-, in-, il- and im-

**Social expressions:** revision of interrupting and language of meetings

Competency	Content/Language Items	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to an extended lecture, identify the main ideas and make notes</li> <li>listen to an extended lecture and retell what they have heard in some detail</li> </ul> <p>give explanations (including express cause and effect)</p>	<p><b>A. Listening</b></p> <p>An extended lecture related to poverty and development</p> <p><b>B. Speaking</b></p> <p>Cause and effect                      Good governance leads to development                      Good governance can bring about development                      Good governance means that ...                      Education results in development                      Second conditional                      If more children went to school, the country would have more skilled workers</p>	<p>Teacher puts the questions – ‘What is poverty?’ and ‘How can you judge whether a country is poor?’ on the board. Students have 3 minutes to brainstorm answers to the questions. Teacher takes feedback, and gives the class three definitions of poverty: UN definition/UK definition/Ethiopian definition</p> <p>Students talk about their strengths and weaknesses when making notes in other subjects. Teacher elicits from the students the qualities of good note-making and shows a variety of examples from the class. Students decide how they are going to make notes.</p> <p>Students listen to a lecture on poverty and development (e.g. poverty reduction) and make notes. They compare their notes in threes and add to them if necessary.</p> <p>In different threes students use their notes to retell the main points of the lecture</p> <p>Teacher tells students to work in small groups and brainstorm factors that contribute to the development of poor countries like Ethiopia. Students may identify factors such as: good governance, education, natural wealth, foreign investment, productivity. Group representatives report the factors.</p> <p>Students in groups are asked to select one of the factors and brainstorm ideas on how this factor contributes to development. Students make sentences using the second conditional in the context of their factor.</p>

Competency	Content/Language Items	Learning Activities and Resources
<p>use a range of structures to take part in a meeting and interrupt</p> <p>agree, disagree and express simple counter arguments</p> <p>• read a factual article and identify and summarize the main points of a text</p>	<p>If there were better governance, our money would go further</p> <p>Social expressions: revision of language of meetings E.g. The aim/agenda of today's meeting is ...</p> <p>Revision of interrupting E.g. Excuse me for interrupting, but ... I'd like to comment on that Can I ask something Sorry, but ... Returning to the topic E.g. Anyway ... To get back to what I was saying Where was I?</p> <p>Vocabulary for rich and poor e.g. wealthy, penniless, hard up, borrow, lend etc.</p> <p>Pronunciation: silent consonants E.g. foreign, government</p> <p><b>C. Reading</b> A reading text showing how one of the poorest countries in the world developed, e.g. India, South Korea.</p>	<p>Teacher regroups students to share information. Students discuss and select the factor they believe is the most important from the given list and prepare their reasons.</p> <p>Teacher regroups students again for a roleplay. In new groups one student will be the chairperson, the others will work for different parts of the government and represent their cause. The situation is that there is a meeting to decide the priorities of government over the next 5 years. The aim of the meeting is to prioritise 2 issues. At the end of the meeting the chairpersons report back on the two priorities the group chose.</p> <p>Students divide the words into rich and poor and check meanings in a dictionary or with the teacher. They ask each other questions using the words. E.g. Would you like to be wealthy? Can you lend me 1 birr? Etc.</p> <p>Students read a list of words and highlight the words that contain silent consonants ("the odd man out") E.g. king <u>k</u>now <u>k</u>nee spoken ca<u>l</u>m relax blend problem Teacher models pronunciation of words and students repeat.</p> <p>Students read the text and work individually to list the main points. They discuss these in small groups and reach consensus. Each group either displays or presents their list to the class.</p>

Competency	Content/Language Items	Learning Activities and Resources
<ul style="list-style-type: none"> <li>infer meanings of new words using contextual clues and/or knowledge of word formation</li> </ul> <p>write a five paragraph essay independently</p>	<p>Third conditional If South Korea hadn't borrowed money, it would have grown so fast</p> <p>Adjectives which are opposites and begin with 'un-', 'im-', 'il-' or 'in-' e.g. unkind, unattractive, impossible, immoral, illegal, illogical, inaccurate, inappropriate</p> <p>Paragraphs with gaps for adjective</p> <p><b>D. Writing</b> Developing sentences using subordinators such a Although ... Despite ... Due to .... As a result of ... ..... has resulted in ..... has led to</p> <p>E.g. Although the country is rich in natural resources, more than fifty per cent of its population lives below the poverty line</p> <p>Essay writing</p>	<p>Students revise the third conditional by making sentences about the countries in the text.</p> <p>Teacher takes out sentences in the text that contain new vocabulary. Students guess their meaning by using contextual clues.</p> <p>Students find examples of adjectives which are opposites and begin with 'un-', 'im-', 'il-' or 'in-' from the texts. In pairs they brainstorm other opposites that start in this way. They then join up in 4s and 8s to share their words.</p> <p>Students complete a gapfill with the appropriate word beginning 'un-', 'im-', 'il-' or 'in-'.</p> <p>Students complete the sentences using information from the passage</p> <p>Teacher presents topics for essay writing. The topics can be factors that contribute to development. Students select a topic and write a 5 paragraph essay using the seven stages of writing.</p> <p>Students work with 2/3 other people who are working on the same topic in order to generate ideas. After writing the first draft of the essay, they exchange their</p>

Competency	Content/Language Items	Learning Activities and Resources
	<p><b>E. Additional Learning Strategies</b> Reading feedback</p> <p>Focus on Listening attitudes to listening</p> <p>reasons for listening</p> <p>listening for gist</p> <p>self-assessment</p> <p>goal setting</p>	<p>work with someone else in order to give comment and suggestions for improvement.</p> <p>Selected students can be asked to read out their essays to the class.</p> <p>Teacher checks whether students have met their reading goal from unit 8.</p> <p>Students share personal strategies for improving their reading and teacher puts suggestions on the board: E.g. Extensive reading/reading for pleasure; reading questions before reading text; predicting content before reading; timed readings etc.</p> <p>In groups students read sentences and comment on them E.g. I get worried when I can't understand everything. I just listen for the main ideas. English people speak much faster than Ethiopians. When I listen, all the words roll together and I just hear sound. Speaking and writing are much more important than listening. Whole class summarises views about listening.</p> <p>In groups, students brainstorm the different kinds of listening activities they face in their lives E.g. Listening to: the teacher's instructions, the news, a friend chatting, an announcement, music, a story, a joke etc Students match these activities with two strategies written on the board: listening for gist / listening for detail E.g. Instructions – detail news – gist/details chat – gist/details announcement – details etc</p> <p>Students look at pictures, listen to descriptions read at normal speed and match. Students listen again and note which words helped them to make the match.</p> <p>Students complete a listening task and record the number of correct answers. With a partner, they discuss what they found easy/challenging and why.</p> <p>Students set themselves a listening goal for the next unit.</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Speaking	Give explanations (including express cause and effect)	Teacher gives students a number of statements to talk about. E.g. In some parts of the world, some people still do not have enough food to eat. Why?
Writing	Write an essay of 5 paragraphs independently	Teacher assesses in-class activity.

**Unit 11: Red Cross/NGOs (16 periods)**

**Learning Outcomes:** By the end of Unit 11 students will be able to give information about the role of volunteers and NGOs and participate in a job interview

**Language focus**

**Grammar:** Present perfect, past simple, past perfect, 1<sup>st</sup> conditional with if and unless, 2<sup>nd</sup> conditional, ‘wh’ questions, should/could have done

**Vocabulary:** NGOs/volunteering, applying for jobs, work (including phrasal verbs and verbs with dependent prepositions)

**Social expressions:** revision of giving advice, expressing regret and language of advantages and disadvantages

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <p>listen to an interview and identify the main ideas</p> <p>ask and respond accurately to a range of open, closed and follow-on questions</p> <p>listen to an interview and follow the structure, logic and sequence of a text through identifying a range of tenses</p> <p>recount stories and experiences in the past using a range of structures</p>	<p><b>Listening</b></p> <p>Listening text 1: Interview with head of a voluntary organisation/charity</p> <p>Present Perfect                      We have been established since 1995                      We have managed to get funding                      We've joined a network                      We haven't worked in the South yet</p> <p>Listening text 2: interview with a Red Cross worker: "A day in the life of..."</p> <p>Past simple and past perfect                      Before I had arrived at work, my emergency phone rang twice.</p>	<p>Teacher puts two questions on the board                      What is an NGO?                      What is a volunteer?                      Students answer in pairs and pairs feedback to the teacher</p> <p>Students listen to an interview with the head of a voluntary organisation/charity and identify the main work of the organisation</p> <p>Students listen again and identify examples of the present perfect. In pairs they identify what questions would need to be asked to get those answers. They practise asking and answering the questions including follow-on questions</p> <p>Students listen to an interview with a Red Cross worker recounting his/her day yesterday and put events in order.</p> <p>Students in pairs retell the story of Red Cross Worker's day in the correct chronological order using past simple.</p> <p>Students in pairs retell the story of his/her day using both past perfect and past simple</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>-take part in job-related speaking activities and a job interview</p> <ul style="list-style-type: none"> <li>• use a range of structures to express regret</li> <li>• contribute to and develop conversations about the unit topic</li> </ul>	<p><b>B. Speaking</b>            Giving advice            You should .../you shouldn't            It is a good idea to...            1<sup>st</sup> conditional with 'if' and 'unless'            E.g. If you look smart, you will create a good impression            Unless you dress smartly, you won't get the job            Present Perfect            Have you ever ...?            How long have you ...?</p> <p>2<sup>nd</sup> conditional            If you wanted to raise funds, what would you do?</p> <p>Social expressions: revision of expressing regret            E.g. I should have answered that question in more detail            He/she could have been more enthusiastic</p> <p>The main reason/motivation is ...            People volunteer because ....</p> <p>Present continuous            Volunteers are working in the education sectors            Guessing/suggesting            I'd say they are working as teachers            I think they should ...</p>	<p>Teacher divides the students into two groups. Half brainstorm the characteristics of a good job interview and the other half brainstorm 'what not to do'. Students pair up one from each group and share their tips.</p> <p>In small groups, Students choose one of the jobs advertised (see Reading section) and roleplay a job interview with an NGO. One Student is interviewee, three students are a panel of interviewers and the remainder are observers who give feedback. Students are given some time to prepare their questions and answers.</p> <p>After the interviews, interviewees, interviewers and observers discuss the activity and say what could have been done differently.</p> <p>In groups students discuss why people volunteer. They rank reasons in order of importance/priority.</p> <p>Students research which volunteers are currently operating in their area or predict what activities volunteers do in their region/country. They discuss the issue of national volunteering.            Then they discuss the kinds of activities that these organisations should carry out in their region/country. They list the activities and rank in order of importance/priority.</p> <p>Students present information about the voluntary organisation they would like to set up (see Writing section).</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• discuss advantages and disadvantages and come to a consensus</li> <li>• read a newspaper article and identify the main points</li> <li>• infer meanings of new words using contextual clues and/or knowledge of word formation</li> </ul>	<p>Social expressions: revision of expressing advantages and disadvantages (although, despite, in favour, against)            E.g. Although volunteers help Ethiopia in the short term, they do not solve the long-term skill shortages            E.g. Despite helping in the short term, it is not a long-term solution            E.g. One point in favour of volunteers is that they share skills</p> <p>Pronunciation: minimal pairs            E.g. ship/sheep</p> <p><b>C. Reading</b></p> <p>Vocabulary: phrasal verbs and verbs and prepositions connected to work e.g. carry out, fill in (an application form), apply to/for, turn down, set up,</p>	<p>In groups students identify the advantages and disadvantages of having international volunteers in Ethiopia. Groups share ideas and produce a class list.</p> <p>Teacher writes some minimal pairs on the board and models pronunciation. Students repeat.            E.g. Tree / three; sit/seat            Students look at lists of minimal pairs, listen to the teacher pronounce one of the words and tick the word they hear.            Students put word pairs into sentences to show difference in meaning.            E.g. Please sit down.            Please have a seat.</p> <p>Students look at logos of NGOs and match name of organisations and activities.</p> <p>Students read a newspaper article about the Red Cross and the activities its carries out. They make notes on the main points.</p> <p>Students complete vocabulary activities guessing the new words in context</p> <p>Students read the verbs in sentences and guess their meaning/grammar pattern. They check meanings/grammar pattern in dictionaries or with the teacher. They write sentences of their own using the phrasal verbs.</p>



Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• read job advertisements and express their views</li> <li>• write 2-3 paragraphs to inform and persuade</li> <li>• interpret simple statistics and write a report</li> </ul>	<p>Vocabulary: skills, qualifications and personal qualities e.g. degree, computer literate, patient</p> <p><b>D. Writing</b></p> <p>A brochure</p> <p>A report Comparatives/past and present E.g. There are many more NGOs now than there were in the 1990s The most common sector is HIV and AIDS</p> <p><b>E. Additional Learning Strategies</b> Listening feedback</p> <p>Focus on grammar</p> <ul style="list-style-type: none"> <li>• attitudes to grammar</li> <li>• language difference</li> </ul>	<p>Students read advertisements for jobs with NGOs. They list the skills, qualifications and personal qualities needed for the different jobs. In pairs they discuss which of the jobs they would like and why</p> <p>Students write answers to some typical job interview questions.</p> <p>Students create their own NGO for their area and design a brochure to give information about the organisation and to persuade people to donate money. (They present their ideas to the class – see speaking)</p> <p>Students read statistics about NGOs working in Ethiopia and collate information in form of a short report. Data should be given for past and present so the report demonstrates changes. (They make mind maps to help them plan the report – see learning strategies)</p> <p>At the end of the unit, teacher checks whether students have met their listening goal from unit 10.</p> <p>Students share personal strategies for improving their listening and teacher puts suggestions on the board. E.g. extensive listening/listening for pleasure (TV/radio/music); reading questions before listening; predicting content before listening etc.</p> <p>In groups students read sentences and comment on them: E.g. English grammar is difficult – the rules are always broken. Grammar is not as important as vocabulary. You can't speak a language without learning the grammar first. Grammar is boring but necessary. English grammar is crazy – “everyone likes chocolate” should be “everyone like chocolate” as “everyone” means a lot of people! Whole class should then summarise views about grammar.</p> <p>In groups, students discuss some of the grammatical differences between English and their mother tongue and decide whether English grammar is similar, a little different or very different. Teacher puts some examples on the blackboard.</p>

English: Grade 11

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	<ul style="list-style-type: none"> <li>• grammatical mistakes</li>   <li>• goal setting</li> <li>• Mind map</li> </ul>	<p>Students read examples of grammatically incorrect* spoken English. They note the error and then decide whether it is a serious mistake or not, giving reasons E.g. My brother work* in a factory.</p> <p>Students discuss whether it is more important to be correct when writing or speaking.</p> <p>In pairs, students give examples of the grammar they find difficult. They try to find somebody in the class who can help by giving an explanation or examples.</p> <p>Students set themselves a grammar goal for the next unit.</p> <p>The teacher demonstrates a mind map. He/she asks students how it is useful. Students discuss the technique.</p> <p>In pairs students make mind maps to plan their reports (see writing section)</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Writing	Interpret simple statistics and write a report	Teacher assesses in-class activity
Reading and writing	Read job advertisements and express their views	Students look at three job adverts. They choose one and write why they would be suitable for the position.

**Unit 12: Technological Advances (16 periods)**

**Learning Outcomes:** By the end of Unit 12 students will be able to identify and discuss issues relating to technology and space travel

**Language focus**

**Grammar:** ‘who’ questions in the passive and active, modals in the past and present

**Vocabulary:** space travel, words that Ethiopians find difficult, science and technology, word building

**Social expressions:** revision of giving opinions, illustrating a point, agreeing and disagreeing, expressing possibility, certainty and uncertainty

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>• predict the content of news report from the title</li>   <li>• listen to a news report and relate what they have heard to their own lives</li>   <li>• ask for opinions, express their own opinion and support/justify it (including through illustrating a point)</li> </ul>	<p><b>A. Listening</b>                      Listening text:                      A news report on a major scientific breakthrough</p> <p><b>B. Speaking</b>                      Expressing opinions and justifying them                      E.g. In my opinion/ I strongly believe                      Take for example/instance ...                      To give you an idea ...                      To illustrate my point ...</p> <p>Comparative/superlative/as ...as/so ... that                      The internet is not as important as space travel because ....</p> <p>‘who’ questions (active and passive)                      Who invented the telephone?                      Who was the telephone invented by?</p>	<p>Students predict what the listening text is about from the title. They write words/phrases and sentences that they think might appear in text. They listen to the text to see if their predictions were right.</p> <p>They listen again and discuss how the news relates to them.</p> <p>Teacher puts list of inventions on the blackboard.                      Students rank list of inventions in terms of their importance. The teacher encourages students to come up with justification/reasoning. The teacher plays “devil’s advocate” to let students have heated discussion.</p> <p>E.g. Do you think this invention is more important than .....?                      Do you think we can ..... without this invention?</p> <p>Students match inventors to inventions and practise asking questions with who in the passive and the active</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>contribute to and develop conversations about the unit topic</li> <li>predict the content of a text from an extract</li> <li>read a newspaper article and identify evidence to support /justify opinions/arguments</li> <li>read a newspaper article and distinguish fact from opinion</li> <li>infer meanings of new words using contextual clues and/or knowledge of word formation</li> </ul>	<p>Modals to express possibility (might/may/could/etc) Technology might/may be able to solve the problem of .... -Certainty/uncertainty I am sure that ..... I doubt that .....</p> <p>Vocabulary lexical set related to space</p> <p><b>C. Reading</b> Reading text: Newspaper article: Technology does more harm than good</p> <p>Sentences with gaps for modal verbs E.g. I regret not going to Addis. I _____ (go) there.</p>	<p>Students think of problems that science and technology can help solve. The teacher elicits as many ideas as possible. He/she encourages them to be innovative. Students think of a new invention and its importance to the society.</p> <p>Teacher writes on the board "...one small step for man, one giant leap for mankind" (Neil Armstrong, first man on the moon, 1969). Students react.</p> <p>In groups students brainstorm vocabulary in the area of space and space travel and divide it into groups.</p> <p>Students read the extract from the reading text and brainstorm what arguments and counterarguments might be mentioned. The teacher lists their predictions on the board.</p> <p>Students read the text to see if their predictions were right.</p> <ul style="list-style-type: none"> <li>Students take notes of arguments and counterarguments to summarize the passage. Students take turns to read the points they have taken down. E.g. Arguments ..... Counterarguments .....</li> </ul> <p>In pairs students look back at the arguments and counter arguments and decide what is fact and what is the writer's opinion. Teacher and students discuss how they can distinguish this.</p> <ul style="list-style-type: none"> <li>Students guess the meaning of new words explaining the strategy used. Students revise ways of guessing meanings of new words.</li> <li>Students fill in gaps with the correct modal verb in the present and past</li> </ul>

Competency	Content/Language Item	Learning Activities and Resources									
<ul style="list-style-type: none"> <li>• with support summarise a text in various forms</li> <li>• write essays independently in 5 paragraphs (including an introduction and conclusion where appropriate)</li> <li>• independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read</li> </ul>	<p><b>D. Writing</b> Word building tables</p>	<p>Students fill in word building tables with correct words E.g. Person                      Noun                      Verb Explorer                      exploration                      explore Inventor                      invention                      invent Scientist                      science -</p>									
	<p>Pronunciation: word stress</p>	<p>Students mark the stress on the newly formed words and group according to their stress patterns. They check with dictionary/teacher. Students pronounce the words in their stress groups. E.g.</p> <table border="1" data-bbox="1014 516 1822 617"> <tr> <td>o O</td> <td>o O o</td> <td>o o O o</td> </tr> <tr> <td>explore</td> <td>explorer</td> <td>exploration</td> </tr> <tr> <td>invent</td> <td>inventor</td> <td></td> </tr> </table>	o O	o O o	o o O o	explore	explorer	exploration	invent	inventor	
	o O	o O o	o o O o								
	explore	explorer	exploration								
invent	inventor										
<p>Expressing arguments and counter arguments</p>	<p>Students turn their notes from the reading text into a summary</p> <p>Students write an essay in support of technology, using the reading text as a stylistic model. They identify structures and cohesive devices to use when presenting arguments and counterarguments.</p> <p>Students go through the seven stages of writing independently</p>										
<p><b>E. Additional Learning Strategies</b> Grammar feedback</p> <p>Strategies feedback and recommendations</p>	<p>At the end of the unit, teacher checks whether students have met their grammar goal from unit 11.</p> <p>Students share personal strategies for improving their grammar and teacher puts suggestions on the board. E.g. focussing on one grammar point per week; using a grammar book with exercises; collecting grammar model sentences etc</p> <p>Class discussion: students give feedback on learning strategies and talk about what has/hasn't worked for them during Grade 11.</p>										

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Listening and Speaking	Listen to a news report and relate what they have heard to their own lives	Students listen to a text about science teaching in schools and they compare/contrast the information given with their own experiences at school.
Speaking	Ask for opinions, express their own opinion and support/justify it (including through illustrating a point)	In groups, students discuss whether Ethiopia should spend money on space exploration.