

**English Language Syllabus**  
**for**  
**Grade 12**

## **Introduction**

In grade 12 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 two 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 grade 12 most students are hoping to go on to higher education where they will continue to study through the medium of English. Grade 12 therefore follows on from Grade 11 in developing all four skills, but also aims to extend grammatical and lexical structures so that students can understand and use a wider range of language. In Grade 12 too, there is also much 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. Grade 12

continues to work on learning strategies, focuses in on the subtleties of the English language such as intonation, register and similar grammar patterns. Learning strategies in the last three units of grade 12 focus on preparing students for the examinations. Activities include exam practice, time management and revising in pairs.

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

Teachers are strongly advised to look at the Grade 12 Minimum Learning Competencies for all of the four skills which also act as objectives

**Unit 1: Family Policy (16 periods)**

**Learning Outcomes:** By the end of Unit 1 students will be able to express their views about traditional roles in the family and the impact of population growth.

**Language focus**

**Grammar:** as and like, participle clauses, the more..., the ... er ....., I wish + past simple/past perfect/could

**Vocabulary:** family, phrasal verbs connected with the family,

**Social expressions:** expressing regret, revision giving opinions, illustrating a point, giving advice

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i> listen to a monologue, identify the speaker's point of view listen to a monologue and relate what they have heard to their own lives</p> <p>predict the content (of all or part) of a text using the title</p> <ul style="list-style-type: none"> <li>contribute to and develop conversations about the unit topic</li> </ul>	<p><b>A. Listening</b> Listening text 1 A father complaining about the attitudes of his son and daughter who are influenced by outside values and what they see on television.</p> <p>Listening text 2: A mother's voice</p> <p><b>B. Speaking</b> Present simple/'as' and 'like'/relatives I see my mothers roles as someone who looks after me I perceive my father's role to be as the person who earns money My brother is like my friend</p> <p>Participle clauses (present) In the picture there is a girl playing football, a father washing and a mother cooking</p> <p>Predictions/1<sup>st</sup> conditionals I think it will change If more girls go to school, more girls will enter the workforce</p>	<p>Students listen to the text and identify and list the opinions expressed. They consider the opinions and relate them to their own experiences, giving a response to each.</p> <p>The teacher reads out the title: A mother's voice... (or similar). Students predict what the woman may say in the passage and the teacher records views expressed on the blackboard.</p> <p>Students draw a picture representing traditional family life in Ethiopia. They exchange their picture with a partner, and discuss and develop the ideas portrayed, adding extra details if appropriate. They discuss and record what they perceive as traditional roles of father, mother, children, the wider family.</p> <p>Students look at a series of pictures of family members at work/play. E.g. girl at playing one of the street football games, a father serving coffee/washing clothes, a mother cooking. They make sentences using participle clauses.</p> <p>Students look again at the pictures and say which ones are realistic, and which are not, within the context of Ethiopia. They discuss whether traditional roles will break down as more women enter higher education and have careers.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• use a range of structures to express regret</li> <li>• ask for opinions, express their own opinion and support/justify it (including illustrating a point with examples and anecdotes and presentation of evidence)</li> <li>• infer meanings of new words using contextual clues and/or knowledge of word formation</li> </ul>	<p>The more...., the _____er ... E.g. The more girls go to school, the more women there will be in the workplace The more women are educated, the harder they will try</p> <p>Pronunciation: sentence stress (the more...., the _____er..)</p> <p>Social expressions: expressing regret I wish + past simple E.g. I wish I was a boy I wish + could E.g. I wish I could go to university I wish + past perfect E.g. I wish I had studied harder</p> <p>Language of giving opinions, illustrating a point, giving advice E.g. In my opinion the father should give in. The daughter is right to think in this way. Take for example her ... Why doesn't the father ... It would be better if he ...</p> <p><b>C. Reading</b> A short reading text with phrasal verbs for families and growing up e.g. bring up, grow up, grow apart, take after, look after, hand down, break down, give in</p>	<p>Teacher writes an example sentence on board and underlines the key words to be stressed. Teacher models and students repeat. Students practise with their own sentences E.g. The <b>more girls</b> go to <b>school</b>, the <b>more women</b> there will be in the <b>workplace</b>.</p> <p>Teacher revises 'I wish' + past simple and introduces 'I wish' + 'could' and + past perfect. Students practise the target language by making sentences about themselves.</p> <p>After each performance, the audience, write down comments on the attitudes of the characters, justifying their point of view with reasons. They compare responses and attitudes in small groups, and discuss what advice they would give the families. (They could use a simple grid for this – Subject of play, character's name, agree/disagree with actions, advice to family)</p> <p>Students try to guess the meanings of the phrasal verbs in the text and their grammar pattern. They check with each other, the teacher or in dictionaries. In pairs students are allocated one phrasal verb to act out in front of the class for others to guess and put in a sentence.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• predict the content of a text from the topic</li> <li>• read an autobiographical account and identify main points</li> <li>• read a factual article and identify detailed information</li> </ul> <p>write 5 paragraph essays to explain, inform and argue</p> <p>elaborate/justify ideas</p>	<p>Short autobiographical account of a happy childhood in an extended family in a rural Ethiopian setting.</p> <p>A text on China’s one child policy</p> <p><b>D. Writing</b> Gapfill sentences</p> <p>Writing task 1 Autobiographical writing</p> <p>Writing task 2 Write a formal letter in response to the 2<sup>nd</sup> reading text. Discourse markers advanced. E.g. Addition - also, additionally, furthermore, Cause and Effect – as a result, therefore, consequently Contrast – Although, however, on the other hand Illustration – for example, for</p>	<p>Students brainstorm the ‘ingredients’ for a happy family life, before reading the text.</p> <p>After reading the text, they compare their list with the aspects raised by the narrator, underlining/highlighting relevant sentences and comparing with a partner’s</p> <p>Students think about the different reasons people may have for writing autobiographies, and share these with the class.</p> <p>The teacher explains how the one-child policy works in China and why it was introduced</p> <p>Students identify and list the arguments used to promote a one-child policy.</p> <p>Students fill in sentences with the correct form of ‘I wish..’</p> <p>Snapshots: teacher explains ‘autobiography’ distinguishing between biography and fiction texts.</p> <p>Students think back to family life when they were younger. They choose 5 memories (a mixture of happy, sad, funny, daring or embarrassing). For each, they write a short 1<sup>st</sup> person paragraph, attempting to accurately represent the memory. (Task should be completed before 1<sup>st</sup> reading task)</p> <p>The teacher lists on the board discourse markers, pointing out any that were used in the 2<sup>nd</sup> reading text. He/she explains their function and how such words/phrases help the reader by giving greater coherence to a text. Teacher reminds students of the conventions of a formal letter (if necessary). Students write a formal letter to the author of the text in response to his argument.</p> <p>In their letters, students may either agree or disagree with some or all of text writer’s comments, but they must elaborate and justify their views, giving examples. All students should try to practise the use of discourse markers in their</p>

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<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
/arguments/opinions in essays by giving examples	instance	letter. When the letter is complete students should exchange their writing with a partner and proof read each other's work carefully. They should underline discourse markers used.
	<i>E. Additional Learning Strategies</i> Expectations	Students discuss with the teacher their expectations of the Grade 12 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.
	Self-analysis	In pairs, students read a list of statements about learning English and decide whether they reflect their own view of learning. Students should be encouraged to comment on the statements. E.g. I have a good memory for new words. I hate making mistakes. I like to learn grammar rules.
	Recording vocabulary	Teacher encourages students to record vocabulary in a notebook or on paper. As a whole class activity, students and teacher record vocabulary from Unit 1 using different approaches covered in previous grades. E.g. pictures, collocations, sentences, translation of words etc.

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Speaking	Contribute to and develop conversations about the unit topic	Teacher asks students questions about the unit topic and students develop a conversation in groups.
Reading	Read a factual article and identify detailed information	Students read a text about family life in another country and answer detailed comprehension questions.

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

**Learning Outcomes:** By the end of Unit 2 students will be able to discuss different forms of communication

**Language focus**

**Grammar:** I wish/if only, third conditional, past simple and past perfect (active and passive)

**Vocabulary:** communication(s), words beginning with the prefix ‘mis-‘

**Social expressions:** revision of expressing possibility and regret, asking for clarification, correcting oneself

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 and identify gist</li> <li>• listen for detailed information</li> <li>• listen to short monologues and identify gist</li> <li>• identify speakers’ feelings</li> </ul>	<p><b>A. Listening</b> Non-verbal communication</p> <p>Expressing possibility/guessing She might have won the lottery He could have found a snake It sounds/looks as if she has won the lottery I’d guess she’s lost her cell phone</p> <p>Teacher chooses recently learnt structures to practise</p> <p>Listening text 1: Short monologues What I understand by communication is ...</p>	<p>Teacher introduces the term ‘communication’ and brainstorms, with the class, different meanings/aspects.</p> <p>The teacher models an activity using situation cards to stress the part played by non verbal communication e.g. Card: You’ve lost your cell phone You go home and find a snake in your bedroom You have won the lottery</p> <p>She/he is allowed to use a few words only to give her/his reaction, but through mime, facial expressions, body movement suggests situation. Students guess what may have happened using the appropriate structures</p> <p>Students take it in turns to take a card and repeat the exercise.</p> <p>Chinese whispers Students stand in lines of about 5. The teacher chooses a structure (recently learnt) and whispers it (once only) to the first student in each line. They whisper it to the next and so on. The last students repeat what they have heard out loud and if it is not correct, try to correct it. Students change places in the line and the activity is repeated.</p> <p>Students listen to different speakers describing what they understand by ‘communication’ in their area of work, and match what they say to different job roles e.g. telephone operator, language teacher, painter, poet, transport minister etc.</p> <p>Students also match each speaker to how they feel e.g. bored, enthusiastic, passionate, annoyed, innovative</p> <p>In pairs, students define the term ‘communication’ ‘In our opinion communication is.....’</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• listen to a text and identify the main points</li>   <li>• discuss advantages and disadvantages and come to a consensus</li>   <li>• use a range of structures to express regret</li> <li>• talk about a hypothetical past/present</li>   <li>• use a range of structures to ask for clarification and correct oneself</li> </ul>	<p>Listening Text 2: Barriers to communication                      E.g. Physical – internet, telephone, road system problems.                      Human – prejudice, language variation, misunderstandings.</p> <p><b>B. Speaking</b></p> <p>Social expressions: revising regret                      E.g. I wish/if only I had done something                      Third conditional                      E.g. If I had communicated the information effectively, the mistake would not have happened</p> <p>Social expressions: asking for clarification                      I'm sorry I'm not quite with you                      Sorry, what do you mean?</p> <p>Correcting oneself                      E.g. What I mean is ...                      What I meant was ...                      Let me put it another way.                      What I'm trying to say is ...</p>	<p>The teacher reads out the dictionary definition and students compare and comment.</p> <p>Students list the relevant factors described in the text individually, and then they explain and categorise the communication barriers in groups under their chosen headings.</p> <p>Students are divided into 4 groups and allocated one of 4 methods of communication (e.g. cell phone, email, letter and face to face). They brainstorm the advantages and disadvantages of this form of communication. After 5 minutes, groups swap methods. They read what is listed and add. After 4 minutes groups swap again etc. until all 4 groups have covered all 4 methods. Groups display their final lists. Groups also discuss which is the most effective method and come to a consensus.</p> <p>The teacher gives an example of a miscommunication and its result and uses the target language. In pairs students talk about example of miscommunication they have had and make sentences using 'I wish', 'if only' and the third conditional. Pairs tell their stories to the class who have to respond using one of the target structures.</p> <p>After teacher has introduced the language, students practise it. One student makes a strong statement such as 'I never make grammar mistakes' and the other student expresses misunderstanding. The first student has to explain what he/she meant. Statements can be provided by the teacher if necessary.</p>

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Competency	Content/Language Item	Learning Activities and Resources
Scan a factual text to obtain specific information	<p><b>C. Reading</b>            Reading text 1            Developments in communication technology            Past perfect/past simple (active and passive)            The radio had been invented before computers were thought of.</p>	<p>The teacher draws a timeline on the board showing developments in communication. Students read the text and identify where various items should be placed.            E.g. Inventions: electricity, aeroplanes, telephone, radio, TV, computers.            In pairs students make sentences to compare where inventions are in relation to each other using active and passive.</p>
read a text and identify its main purpose	<p>Reading text 2            Communication in the animal world            e.g. Dolphins, whales, monkeys, birds.</p>	<p>The teacher explains the main purposes of writing and elicits the core features of different types of texts.            Students identify the purpose of the reading text – e.g. explain, inform, entertain, persuade, giving reasons for their views</p>
read a text and identify main ideas		<p>Students record the main ideas of each paragraph</p>
read a text and identify detailed information		<p>Students write 3-5 questions for their partner to answer based on the text. They exchange questions and answer questions. They discuss answers given and agree/disagree, referring closely to the text to support views.</p> <p>Students record under two headings:            Facts they already knew before reading the passage.            Facts new to them            They identify similarities/differences between human /non-human communications.</p>
predict the content of a text from the title	<p>Sentences or examples of the prefix ‘mis-‘ (with verbs and nouns) e.g. misunderstand, miscommunication, mishear etc.</p>	<p>Students read the examples and identify the meaning of the prefix ‘mis-‘. In threes they brainstorm other words. They join another three to share words etc.</p>
relate what they have read to their	<p>Reading text 3            Top tips for communication</p>	<p>Students predict the content of the reading from the title i.e. what the top tips will be. They listen to see if they were right.</p>

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>own experience</p> <ul style="list-style-type: none"> <li>• write 5 paragraph essays to explain</li> <li>• independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read</li> <li>• interpret simple statistics and write a report</li> </ul>	<p><b>D. Writing</b> Essay</p> <p>Report</p> <p>Gapfill</p> <p><b>E. Additional Learning Strategies</b> Body language</p> <p>Facial expressions</p> <p>Intonation</p>	<p>Student discuss if they agree with the top tips. They relate them to school and to language learning. They talk about their strengths and weaknesses in communicating in their first language.</p> <p>In pairs, students create a mind map – Communication Technology and Education Using their mind maps and the 7 stage model, they plan and write an essay to explain the role and contribution of radio/TV/computers/internet to education.</p> <p>Students project to the future in small group discussion and look at graphs showing possession of TVs, computers, cell phones etc. They write a short report on possible future developments in communication technology.</p> <p>Students fill in the gaps in sentences/paragraphs using verbs or nouns beginning with the prefix ‘mis-‘</p> <p>Teacher highlights the importance of non-verbal communication in making oneself understood in a foreign language. Teacher makes some gestures and students say what they mean e.g. thumb up= good/okay</p> <p>Teacher cautions students that body language is often culture specific and can mean different things in different cultures. Teacher asks for examples of body language used in Ethiopia and elsewhere. In pairs, students can give examples and ask for interpretation.</p> <p>Teacher highlights the importance of non-verbal communication when listening to people. Teacher mimes a facial expression and asks for interpretation E.g. frown = speaker is unsure/angry</p> <p>Teacher introduces intonation and how one can understand a lot from the change in voice of the speaker. Teacher gives examples by changing tone of voice and asking for interpretation e.g. shouting = angry Teacher writes word on board e.g. “yes” and pronounces it in different ways, with rising/falling intonation etc. Teacher elicits corresponding emotion word after each different pronunciation e.g. uncertainty, anger, questioning etc.</p> <p>In pairs, one student says a word (e.g. no/really/okay/ sorry) using different intonation patterns and the other guesses the feelings of the speaker.</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Listening	Listen for detailed information	Students listen to a text about modern forms of communication and answer questions in detail.
Writing	Write 5 paragraph essays to explain	Teacher assesses in-class activity.

**Unit 3: Education (16 periods)**

**Learning Outcomes:** By the end of Unit 3 students will be able to discuss aspects of higher education and identify their strengths and weaknesses as students

**Language focus**

**Grammar:** to find it + adjective, future tenses

**Vocabulary:** education and university, vocabulary connected to problems, learning strategies

**Social expressions:** generalising and making exceptions

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• listen to a speech and identify speaker's points of view</li>   <li>• listen to a text and identify the gist</li> <li>• listen to a text and identify the main ideas</li> </ul>	<p>Listening text 1 Text of a speech by a Dean/President of a university talking about possible reasons behind the high drop out rates of 1<sup>st</sup> year students</p> <p>Listening text 2 A successful graduate doctor stressing the opportunities offered by Higher Education and explaining how problems faced at university were overcome.</p> <p>To find it + adjective E.g. She found it hard to understand the content She found it difficult to be away from home She found it helpful when she talked to her tutor She found it tiring to do so much work Solving problems She solved the problem by ... When she felt homesick, she wrote to her parents</p>	<p>Teacher introduces vocabulary from the listening activity</p> <p>Students listen to the text – after the first reading they note down the main ideas outlined. After the second reading they work with a partner to add to their first list.</p> <p>In pairs students discuss the point of view of the speaker – who he thinks is responsible: students/ university instructors/high school teachers/lack of resources. (see speaking section for activity connected to the listening)</p> <p>Students listen to the text and identify the gist</p> <p>Students listen and note down the problems the speaker faced. Students listen a third time and note down the strategies used by the speaker to overcome the problems. E.g. When she did not understand the content of a class, she spoke to her instructor and asked for help.</p> <p>Students use the target language to check their answers in pairs. Then they use it to talk about their problems in grade 12. They try to find solutions.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• talk about the future using a range of structures</li>   <li>• give explanations</li>   <li>• summarise orally information/ discussions</li>   <li>• research, deliver, initiate discussion and answer questions on a short presentation on a chosen topic</li>   <li>• use a range of structures to generalise and make exceptions</li> </ul>	<p><b>B. Speaking</b>            Expressing the future            I have decided that I'd like to go to university            I think I want to find a job            I hope I'll go to college            If I pass the exam, I'll go to university</p> <p>Present perfect            I haven't decided yet</p> <p>Vocabulary connected to problems            e.g. to face a problem, to come up with a solution, to sort out a problem, to find a solution, serious problem, small problem, to deal with a problem</p> <p>Social expressions: generalising and making exceptions            As a rule, I usually ...            Generally I ...            Most of the time I ...</p>	<p>In pairs students discuss what they want to do next year and why</p> <p>Using the information from listening text 1 and their own views about why students drop out after one year of university, students organise their notes into three columns:            a) Problem; b) Reasons why; c) Recommendations            E.g. a) Students do not understand the lectures            b) Low level of English            c) Additional pre-university English programmes for undergraduates in August/September</p> <p>Students prepare to give an oral presentation on their discussion. Several groups join together and take it in turns to present their conclusions. While one presents, the next group thinks of 2/3 questions/comments to ask/make. The pattern is repeated until all groups have presented, and all groups have asked and answered questions.</p> <p>Teacher introduces the new words and students work in pairs to group them.</p> <p>Students talk about how they usually solve problems using expressions of generalising and making exceptions. They discuss if the problem they talked about before was the rule or an exception.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• read text to identify detailed information</li>   <li>• skim a text to get the general ideas</li>   <li>• read a text and identify the main points</li> <li>• infer meanings of new words</li> </ul>	<p>However just occasionally I ...            But ever so often I ..            There are exceptions of course for example ...</p> <p><b>C. Reading</b>            A selection of guidance notes on study skills</p> <p>This would be useful for ...            I'd find this good for..            1<sup>st</sup> and 2<sup>nd</sup> conditionals            If I study history, mind maps will be useful            If I was really busy, this would be</p> <p>Problem page from a college magazine (which contains letters from students)</p> <p>Giving advice            If I were her, I would ..            She really must ...            In order to ..., she should ...            I think she should ...</p> <p>Page from college magazine that contains the advice to the problems</p>	<p>Teacher writes on the blackboard 'A problem shared is a problem halved'. In pairs students discuss the truth of the proverb.</p> <p>In 3s, students are given one of a selection of guidance notes on different study skills (some of which they have practised in grades 9-11).            E.g. Time management            Conditions for study            Note taking strategies            Writing a report – topic, outlining, sections            Mind mapping and spidergrams            Active participation</p> <p>They read the notes and think how they could help in particular subjects or situations they face now or in the future.</p> <p>They use the advice/ guidance to make two informative posters which are displayed in the classroom            Students look at displays, and ask/answer questions.</p> <p>Students skim through the problem page of a college magazine to identify the different problem in each letter.            In pairs they discuss the advice they would give</p> <p>Students read the advice given in the magazine to find out if it is the same as their advice.</p> <p>Individually students look back at both pages of the magazine and guess the</p>

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Competency	Content/Language Item	Learning Activities and Resources
<p>using contextual clues and/or knowledge of word formation</p> <ul style="list-style-type: none"> <li>• write a report based on an interview</li> <li>• write 5 paragraph essays to explain</li> </ul>	<p>Gapfill about problems</p> <p><b>D. Writing</b></p> <p>Self-assessment</p> <p>Report on an interview</p> <p>Essay writing</p> <p>Multiple choice exercise on future</p>	<p>meaning of 5 unknown words. They use their dictionaries or the teacher to check their answers. They teach their new words to a partner.</p> <p>Students fill in a gapfill with the right word connected to problem vocabulary</p> <p>Students assess their own strengths/areas of development as students</p> <p>They list 3 strengths and 3 areas for development            E.g. I organise my time well and always do my homework on time            E.g. I never know how to start writing an essay.</p> <p>Students exchange their writing with a partner who plans and writes advice for them:            E.g. Before starting to write an essay, use a mind map or spidergram to help you plan.</p> <p>Students interview each other – discussing the strengths/areas for development further and giving advice.</p> <p>Students individually write up a short report of the interview using a template            E.g. Student name:            Strengths:            Areas for development:            Advice given:            Targets set:</p> <p>Students think about the opportunities going to university would give them – independence, better career, knowledge, opportunity to meet new people. They write these down on the top of a sheet of paper            They then draw an outline of a head in the centre of the sheet – inside the head they write/draw pictures illustrating their own doubts/fears about going to university.            Outside the head they write/draw pictures illustrating external influences e.g. family pressures/ cooking /budgeting/travelling.</p> <p>Students use their sheets to help them plan an essay in which they explain their thoughts/hopes/fears about going to university.</p> <p>Students identify the correct future tense in a multiple choice exercise.</p>

Competency	Content/Language Item	Learning Activities and Resources
	<p>tenses</p> <p><b>E. Additional Learning Strategies</b> Focus on speaking register</p> <p>thinking time</p>	<p>Teacher highlights the difference between formal and informal English (register) by giving vocabulary examples on board E.g. kid/child Can you come to my party? Mr and Mrs Smith kindly request the pleasure of your company at their daughter's party.</p> <p>Students discuss in groups and take notes on what influences choice of formality E.g. who you're communicating with; relationship with person; situation; topic; reason for speaking; mood of speaker Students brainstorm different ways of asking somebody to be quiet and list them from formal to informal</p> <p>Teacher asks students what sounds they make or words they use in their mother tongue when they need time to think about an answer. Teacher puts some common English "thinking time" expressions on the board and models pronunciation; students repeat E.g. Ah, yes, now... Well, actually... Well, um.. You see.. How shall I put it? Well, as far as I can see...</p> <p>Students play "Just a minute" speaking activity in groups. Students take it in turns to speak for exactly one minute without stopping on a given topic. The topics can be written on cards and students pick the topic unseen.</p>

**Assessment:**

Skill	Minimum Learning Competency	Task
Speaking	Talk about the future using a range of structures	Students talk about their future giving information on: desired career, family plans, expectations for the country etc.
Reading	Skim a text to get the general ideas	Students read a text about the education system in another country and match headings to paragraphs.

**Unit 4: The Arts and Literature (16 periods)**

**Learning Outcomes:** By the end of Unit 4 students will be able to describe different types of Arts

**Language focus**

**Grammar:** Future perfect with ‘by the time’/‘by the end’, order of adjectives, adjectives ending ‘-ing’ and ‘-ed’

**Vocabulary:** the Arts, film genres, writing jobs, adjectives and prepositions, phrasal verbs with ‘off’

**Social expressions:** changing and coming back to the subject

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <p>predict the content of the second part of text by listening to the first part</p> <p>identify speaker’s point of view</p> <p>talk about the future using a range of structures</p>	<p><b>A. Listening</b></p> <p>Listening text 1 The plot of a film</p> <p>Will and going to for prediction E.g. I think he will die Based on what’s happened so far the hero is going to live Might/may/ could for speculation He might die</p> <p>Listening text 2 – review of the same film</p> <p><b>Speaking</b></p> <p>By the end/by the time By the end of the film, the man will have died By the time we get there, the bank will have closed</p> <p>Phrasal verbs with ‘off’ e.g. be off, walk off, drive off, run off, set off, take off (for an aeroplane), see somebody off etc. E.g. Hamid set off on a long journey.</p>	<p>Vocabulary exercise: whole class or pair activity Categorising genres: e.g. for films</p> <p>The teacher reads a text about an engaging film, omitting the ending.</p> <p>The students predict the ending. The teacher reads the second part of the film and students check their prediction arguing the extent to which they think it is an effective ending.</p> <p>Teacher reads out a review of the film. Students listen and decide if the reviewer enjoyed the film or not and his/her reasons to support their point of view</p> <p>The teacher uses the context of listening text 1 to introduce the expressions ‘by the end’ and ‘by the time’ and the future perfect. Students practise the structure by finishing these sentences: By the end of the year, ... By the time I’m 40, ... By the end of the lesson, ... By the end of the week, ... By the time I get home, ...</p> <p>Teacher introduces a set of phrasal verbs with ‘off’. Students work out the meaning and the grammar pattern and then in pairs make up stories using these verbs. They tell their stories to other pairs who at the end have to repeat the sentences with the phrasal verbs.</p>

Competency	Content/Language Item	Learning Activities and Resources
contribute to and develop conversations about the unit topic	‘Wh’ questions E.g. What kind of books do you like? How often do you read?	Teacher gives guidance on how to write and organise a simple questionnaire. In pairs, students write a questionnaire, and conduct a survey in the class. (The class could be divided into 4 sections to make this more manageable) about the different types of creative media they like/are involved in (clubs etc.)
use a range of structures to change and come back to the subject	Social expressions: changing the subject E.g. Talking of ... That reminds me of ... By the way, ... Oh, before I forget ... Just to change the subject for a moment ...  Social expression: coming back to a subject E.g. Just to return to ... Can I just go back to ...?	Teacher introduces the target language. The students practise the structures in small groups. Each member is given a role card about what they want to talk about connected to the arts. They have to initiate, change and come back to different topics according to the instructions on the role card.
Read and explain the features of different text types	<b>C. Reading</b> Vocabulary – writing jobs e.g. author, playwright, reviewer, columnist, journalist, poet, novelist, biographer, reporter, copywriter, editor etc.	Students match the writing jobs to a definition. They talk about which jobs they would like or not like and why.
infer meanings of new words using contextual clues and/or	Reading text 1 Two examples of different literary forms dealing with the same subject e.g. short story, poem	Students read the two passages silently and independently. In pairs students read the texts again aloud – one the short story, and the other the poem. They: <ul style="list-style-type: none"> <li>• explain what the texts are about</li> <li>• -discuss and identify the text (supplementing their ideas with teacher prompts. e.g. How do you know you’re reading a poem and not a story?)</li> <li>• decide on the author’s purpose and effect on the reader</li> <li>• discuss which they prefer and why</li> </ul> In pairs students infer the meaning of selected words from the texts. They check their answers in the dictionary or with the teacher.



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<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
	timed writing	<p>To help with writing under pressure in exams, teacher gives students a topic to write about for five minutes e.g. My Country. Students write as much as they can. When finished, they read their texts to their group. This can be repeated with a reduced time of two minutes. The student who writes the longest (coherent) text is the winner.</p> <p>Students in groups produce a writing guide for new students, listing ways students can improve their writing skills. Guide can be in form of leaflet or poster. Students should brainstorm ideas and give examples. Students should write a first draft and then compare with another group before producing final version.</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Listening	Listen to a text and identify the main ideas	Students listen to a critic reviewing a play/film and tick the statements that correspond with the speaker's opinion.
Reading	Infer meanings of new words using contextual clues and/or knowledge of word formation	Students read a text about a writer and fill in sentences with the correct lexical item.

**Unit 5: The United Nations (16 periods)**

**Learning outcomes:** By the end of Unit 5 students will be able to give information about the United Nations and discuss related issues

**Language focus:**

**Grammar:** it's (high/about) time + past simple, revision of future perfect

**Vocabulary:** government, governance and democracy, Millennium Development Goals, adjectives of character, acronyms, nouns with the suffix '-ship'

**Social expressions:** revision of expressing certainty/uncertainty and conviction

Competency	Content/Language Items	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <p>listen to an extended lecture on an unfamiliar topic and identify specific information</p> <p>predict the content (of all or part) of a text by doing pre-listening activities</p> <p>listen to a text and identify main ideas</p>	<p><b>A. Listening</b></p> <p>Listening text 1 A lecture on the UN</p> <p>Listening text 2: Millennium Development Goals</p> <p>Vocabulary: eradicate, achieve, promote, empower, reduce, improve, combat, ensure, develop, sustain</p> <p>Pronunciation: word stress</p> <p>Future perfect By 2015 we will have eradicated extreme poverty and hunger</p>	<p>In small groups students brainstorm what they know about the UN. They feedback to the teacher who puts what they know on the board.</p> <p>The students are given notes on the lecture they are about to hear with gaps. They read through the notes.</p> <p>Students listen to the lecture and identify the specific information to fill in the gaps in their notes.</p> <p>Students compare what they have found out to their brainstorm on the blackboard and correct any wrong information.</p> <p>Students read the list of the UN Millennium Development Goals (e.g. achieve universal primary education, reduce child mortality, eradication extreme poverty and hunger). They match the meaning of unknown words to synonyms e.g. eradicate = get rid of. They make the verbs into nouns e.g. eradicate = eradication</p> <p>Students group the nouns and verbs according to their stress patterns. Students check with dictionary/teacher. Students practise saying the words in their stress groups.</p> <p>Students use the future perfect to make the goals into longer sentences</p> <p>They listen to a speaker describing various development projects and match to the most appropriate goal. E.g. We're planning to build 10,000 primary schools in the next 10 years and train 50, 000 teachers – goal = Universal Primary Education (UPE)</p>

Competency	Content/Language Items	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• ask for opinions, express their own opinion and support/justify it</li> <li>• agree, disagree and express simple counter arguments</li>   <li>• ask and respond accurately to a range of open, closed and follow-on questions</li>   <li>• contribute to and develop conversations about the unit topic</li> </ul>	<p>Present continuous for future/ expressing purpose E.g.( In order) to achieve UPE, we are building more schools</p> <p><b>B. Speaking</b> Expressing certainty/uncertainty E.g. I am sure/certain that ... Expressing conviction E.g. I'm convinced that ... Without a doubt ...</p> <p>It's (high/about) time + simple past It's (high/about) time the UN changed its plans</p> <p>'Wh' questions When was it set up? How was it set up? Who set it up? What's the name of current secretary general? Etc.</p> <p>1<sup>st</sup> and 2<sup>nd</sup> conditionals If we build more primary schools, we will achieve the goal If the time frame were 2025, we would achieve the goals</p> <p>Future perfect I don't think we will have achieved UPE by 2015</p> <p>Present perfect The goals have not included ...</p>	<p>Students use the examples from the listening to make sentences using 'in order to' and 'to'</p> <p>Teacher introduces and practises the target language particularly the use of the past tense with 'it's high time ...'</p> <p>Teacher presents a statement about the United Nations/governance and asks students what their opinions are. Students present their opinions and justify why they think so. Students agree and disagree with each other</p> <p>Information gap: Students ask/answer questions about the United Nations and share information. Student A has half the information and Student B the rest (e.g. history, dates, name of secretary general, departments etc)</p> <p>After listening to text 2 students discuss the Millennium Development Goals (MDGs) in groups using prompt questions e.g. How do the goals apply to Ethiopia? How realistic are the MDGs? How would you change them? What has been left out?</p>

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Competency	Content/Language Items	Learning Activities and Resources
read sentences and identify detailed information	<p>Vocabulary – adjectives of character e.g. decisive, fair, diplomatic, trusting, trustworthy, honest, participatory, inclusive, consultative, aggressive, opinionated, popular, well-liked etc.</p> <p><b>C. Reading</b> Common acronyms e.g. UN, UPE, MDG, GMT, BA (Bachelor of Arts), HQ, VIP, UK, HIV and AIDS, AU, NGO, UNESCO, UNICEF, IMF, EU etc and sentences that describe them</p> <p>Explaining acronyms: E.g. BBC stands for British Broadcasting Corporation</p>	<p>Students use dictionaries to check the meaning of new vocabulary or teacher introduces vocabulary. Teacher models pronunciation and students repeat. Students note word stress.</p> <p>In groups and using the vocabulary, students discuss the issue of leadership at school. What makes a good class leader? They list the qualities and rank. They present their lists to the rest of the class.</p> <p>Students match acronym to description of what it stands for and then try to work out the meaning of the acronym</p>
read a text and identify and explain its main purpose	UNICEF Children’s Charter	Students read the Children’s Charter (from UNICEF) and explain what the text is about and point out what its purpose is (as a text) and whether it achieves that purpose.
identify evidence to support/justify opinions/arguments	case studies	Students read a number of case studies and decide if the situations contravene the charter.
read a text and identify specific information	a reading text related to governance/UN	Students read a text about governance. Students answer questions. New vocabulary in the text is underlined. Students guess the meaning of the words by looking at contextual clues.
read and guess the meaning of unfamiliar words using contextual clues and knowledge of word formation	Nouns with suffix ‘-ship’ e.g. leadership, dictatorship, citizenship, friendship, censorship, etc.	Teacher highlights and lists words from the text that can take the suffix –ship. e.g.   citizen                   citizenship leader                    leadership dictator                 dictatorship
	Gapfill sentences	Students complete gap-fill sentences with new words and copy them into their word list.

Competency	Content/Language Items	Learning Activities and Resources
<p>summarise a text in various forms including bullet points, charts, notes and paragraphs</p> <p>elaborate/justify ideas/arguments/opinions in essays by giving examples</p> <p>write and present a 500 word report on a given topic</p>	<p><b>D. Writing</b> Notes</p> <p>paragraphs supporting a statement/opinion</p> <p>a report</p> <p><b>E. Additional Learning Strategies</b> Research skills – Internet/library</p>	<p>In pairs students use the notes from listening text 1 (on the UN) to talk about the UN. Afterwards they discuss what aspects of the notes helped them to do this.</p> <p>In plenary teacher and students identify good practice and key strategies in making notes.</p> <p>Students listen again to listening text 2 and make notes. Afterwards they compare in pairs and try to retell the information, improving their notes as they go along</p> <p>Teacher provides a question. E.g. Are people born good leaders or do they become good leaders through education? Students select the answer and write a paragraph to justify their argument and elaborate it by giving examples. E.g. I believe leadership is ... because .... For example, you can take ...</p> <p>Using the research skills they have learnt from the Learning Strategies, students write a 500 report on a topic related to governance/UN. Students who wrote on the same topic compare their reports and learn from one another. Groups read out one of the reports to the class.</p> <p>Research treasure hunt: in pairs (or small groups) students are given a list of questions and asked to find the answers in the most efficient and effective way, using whatever resources the school has e.g. library, Internet, teachers, other students, non-teaching staff. The questions should allow for a choice of information sources. Students should note down answers; where they found the information (e.g. name of book, page number etc; year of publication); how long it took to find; reliability of source etc Students then discuss their findings in groups and give feedback to class.</p>

**Assessment:**

Skill	Minimum Learning Competency	Task
Speaking	Ask for opinions, express their own opinion and support/justify it	In small groups, students discuss the United Nations, its successes and failures and give their opinion of the organisation.
Writing	Write and present a 500 word report on a given topic	Teacher assesses in-class activity.

**Unit 6: Trade and Globalisation (16 periods)**

**Learning Outcomes:** By the end of Unit 6 students will be able to give information about trade and globalisation from an Ethiopian and international perspective

**Language focus:**

**Grammar:** I wish + different subject + would, revision of sequencing words and passives,

**Vocabulary:** manufacturing and trade, globalisation

**Social expressions:** demanding explanations, revision of giving reasons and making suggestions

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <p>use previous knowledge to pronounce new words and structures</p> <p>predict the content of a text by doing pre-listening activities</p>	<p><b>A. Listening</b>                      Vocabulary for manufacturing and trade e.g. design, raw material, manufacture, marketing, advertising, production distribution, profit, loss, exploit, mark-up, import, export, labour force, sweatshop, wage, fair trade, equitable</p> <p>Advertising (noun), advertise (verb)                      Distribution (noun), distribute (verb)                      Import, export, profit, design, trade (nouns and verbs)</p> <p>Pronunciation: word stress</p> <p>Revision of sequencing words and passive                      E.g. First the trainer is designed, then the raw materials are sourced and the trainer is manufactured. At the same time a marketing strategy is thought up etc.</p>	<p>Students brainstorm vocabulary for the topic and teacher writes it on the board. In pairs students categorise the vocabulary. Teacher introduces more words and pairs add/refine their categories</p> <p>Where applicable the students identify nouns from verbs and vice versa.</p> <p>Teacher goes over word stress and how it shifts for different parts of speech. E.g. dis'tribute, distri'bution, 'import (noun), im'port (verb)                      Students practise saying words and give other examples.</p> <p>Teacher shows students a picture of a trainer/football shirt. In pairs students list the steps involved from original idea to being on the shelf in a shop (using vocabulary from previous activity).</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>listen to a text and identify specific information</p> <p>listen to a text and relate what they have heard to their own lives</p> <p>listen to a text and identify detailed information</p> <p>contribute to and develop conversations about the unit topic</p> <p>use previous knowledge to pronounce new words and structures</p> <p>use a range of structures to demand explanations</p>	<p>Listening text 1 – A Global Trainer/Football Shirt. Information is given about the steps involved in production, where the trainer/shirt is made and the costs/profits involved in producing it, looking at how the sale price is broken down into different sectors e.g. invention, design, raw materials, production, marketing, distribution etc.</p> <p>Listening text 2: text about the pros/cons of globalisation</p> <p><b>B. Speaking</b> Past passives E.g. It was made in China</p> <p>Pronunciation: silent ‘b’ e.g. <b>debt</b> / det / elision e.g. <b>interest</b> / ‘Intrəst /</p> <p>Social expressions: demanding explanations E.g. Can you explain why....? Do you mean to say ....? Why is it that ...? How come ...?</p> <p>Revision of giving reasons and making suggestions</p>	<p>Students listen to a speaker talking about the production of an item (e.g. trainer, football shirt) and compare the steps to their own list.</p> <p>Students listen again and identify in which country each step takes place.</p> <p>Students listen for a third time and identify costs, percentages, profits for different sectors etc.</p> <p>Students discuss what the different profits mean for the various people involved in producing the commodity.</p> <p>Students relate the situation to any industry/manufacturing they know of in their region of Ethiopia</p> <p>Students listen to a text and take notes (see writing for using notes to summarise)</p> <p>30 second “show and tell”: Teacher/students bring in everyday products from home, give information about product and its origin and mark on a map of the world where these products were manufactured.</p> <p>Students brainstorm and list the imports/exports of Ethiopia.</p> <p>Teacher draws students’ attention to these sounds and features and gives other examples. E.g. silent ‘b’: <b>bomb</b>, <b>comb</b>, <b>thumb</b>, <b>tomb</b>, <b>doubt</b> elision: <b>comfortable</b>, <b>vegetable</b>, <b>Wednesday</b>, <b>February</b> Students put words in sentences and practise saying. They give any more examples they know.</p> <p>Students discuss the meaning of the terms “global village/debt/interest”.</p> <p>After listening to listening text 1, teacher introduces target language for demanding explanations and revises giving reasons and making suggestions</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>discuss advantages and disadvantages and come to a consensus</p> <ul style="list-style-type: none"> <li>• predict the content of a text from an extract</li> <li>• relate what they have read to their own experience</li> </ul> <ul style="list-style-type: none"> <li>• read a text and scan to obtain specific information</li> </ul>	<p>The main reason is ...                      And besides ....                      What's more ...                      Why don't you ...                      We suggest you (+infinitive without 'to')</p> <p>I wish + subject (not 'I') + would                      E.g. I wish international organisations would recognise the impact of globalisation                      I wish my mother would let me go out in the evening</p> <p><b>C. Reading</b>                      Text about the global village of 100 people (E.g. 61 are from Asia and 13 from Africa, 10 are children under 5 and 1 is over 79, only 31 of 38 school aged people attend school, 76 have electricity etc).</p> <p>Expressing percentages and numbers                      E.g. 1 person out of 100 is over 79                      Less than half are ...                      Two thirds are ...</p> <p>Text about the coffee trade in Ethiopia</p> <p>Variety of texts on IMP, World Bank, EU, etc.</p>	<p>Using and adding to the information from Listening text 2, students reach a consensus on whether globalisation is a good thing.</p> <p>Using the impact of globalisation as a context, teacher introduces 'I wish' with a different subject to express future wishes. Students practise using examples related to themselves</p> <p>Students read one percentage from the text. They predict what other percentages will be.</p> <p>Students read the rest of the text to see how close their predictions were. They discuss what they have read, its relation to their own experience of the world and its wider implications</p> <p>Students read a text about the coffee trade in Ethiopia (incorporating ideas on fair trade system) and answer questions.</p> <p>Jigsaw reading: In groups, students read texts about IMF, World Bank, European Union etc and answer comprehension and vocabulary questions. They ask/answer questions to share information.</p>

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<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
<p>summarise a text using bullet points</p> <p>write 5 paragraph essays to explain, inform and persuade</p> <p>write business correspondence to a standard acceptable in the workplace</p> <p>independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read</p>	<p><b>D. Writing</b> Notes on listening text 2</p> <p>Sentences using 3 types of 'I wish' structures with gaps E.g. I wish I was older I wish I had learnt French I wish my mother would give me some money</p> <p>A leaflet on fair trade</p> <p>A business letter</p> <p><b>E. Additional Learning Strategies</b> Focus on vocabulary word associations</p> <p>grouping words</p>	<p>Students use their notes from listening text 2 to summarise the information using bullet points</p> <p>Students complete gap-fill sentences.</p> <p>Teacher revises the features of a leaflet and how you write to explain, inform and persuade.</p> <p>Using a fair-trade fact sheet, Students write a leaflet to persuade customers in another country to buy fair-trade products.</p> <p>Students write a letter to a manufacturer asking them to participate in a fair-trade scheme.</p> <p>All texts follow the 7 stage model.</p> <p>Teacher introduces concept of word associations for memorising words by giving an example. Students write down 10 new words from the unit and make up pictures or associations for these words, telling their partner. At the end of the class, students look at the words and try to recall meanings. Students discuss if word association helped them to recall.</p> <p>Students look at lists of words sorted into groups and try to identify the grouping. E.g. Run, jump, hop, sprint, jog (action/legs) Students sort a large list of words from the unit into appropriate groups. They share their groups with others and ask them to discover what the groups have in common.</p>

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<b>Competency</b>	<b>Content/Language Item</b>	<b>Learning Activities and Resources</b>
	what's the word?	<p>Students brainstorm what they can do when they do not know a word. E.g. Use a foreign word, describe it, use a similar word, invent a new word, use a general word like “thing/stuff”, use gesture/mime etc. They rank the suggestions in order of effectiveness and say why.</p> <p>Class is divided into 2 teams. Teacher (without showing the class) gives one student from each team an object or a picture of an object (whose name in English is probably unfamiliar to him/her) and the student must try to communicate the object to their team (without resorting to mother tongue translation!) within a time limit. If the team guesses the word in English – 2 points; or mother tongue – 1 point. If it fails, the other team can try to guess. Activity is repeated with different team representatives. The team with the most correct answers is the winner.</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Listening	Listen to a text and identify specific information	Students listen to a journalist describing a large multi-national company and answer questions.
Reading	Relate what they have read to their own experience	Students read a text about doing business in Ethiopia and give their opinions about the subject.

**Unit 7: Finding a Job** (16 periods)

**Learning Outcomes:** By the end of Unit 7 students will be able to identify skills/experience/qualifications needed for certain jobs, take part in a job interview and write a letter of application

**Language focus:**

**Grammar:** gerunds, present perfect with ‘it’s the first/second time ...’, yet, already, never etc., ‘you would ...’

**Vocabulary:** work verbs, personal qualities (adjectives and nouns), adjectives with suffix ‘-ful’

**Social expressions:** revision of generalising and making exceptions

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 texts and identify detailed information</li> <li>• retell what they have heard in some detail</li> <li>• listen to a text and identify main ideas</li> </ul>	<p><b>A. Listening</b>            Verbs connected to jobs e.g. type, take shorthand/minutes, answer the phone, arrange meetings, prepare budgets, manage, research, train, build capacity, organise, fundraise etc.</p> <p>Listening text 1: employees talking about their work without mentioning the job title            Expressions related to work            I work for ....            I have to ....</p> <p>Gerunds            My job involves typing, answering the phone ...            My average day consists of writing letters, ...</p> <p>Listening text 2: an employer talking about the skills/ qualifications/experience his/her company is looking for in employees</p> <p>Relatives            He/she needs someone who has a degree because ...</p>	<p>Students look at a number of ‘work’ verbs and categories them.</p> <p>Students listen to the text and match each speaker to a job. On second and third listening they record details of individual jobs (what these jobs entail).</p> <p>In pairs students use their notes and target structures to describe what each job involves</p> <p>Students listen to the text and note down the key skills, qualifications and experience the employer is looking for.</p> <p>In pairs students discuss why those skills, qualifications and experience are needed by the employer. They discuss if they themselves meet the requirements</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• ask and respond accurately to a range of open, closed and follow-on questions (including in an interview)</li>   <li>• use a range of structures to generalise and make exceptions</li> </ul>	<p>Present perfect            He/she is looking for someone who has done a similar job so that ....            Present perfect with never, yet, already            I've already got a typing qualification            I've never worked before            Infinitives            He/she requires/wants his/her employees to speak French so ....</p> <p><b>B. Speaking</b>            'Wh' questions            E.g. How would you describe yourself?            Have you ever ...?            What would you do if ...?</p> <p>Next time I would ....</p> <p>Social expressions: revision of generalising and making exceptions/ use of 'you' for generalising            As a rule, you would need ...            Generally, you would ...            Most of the time you            There are exceptions of course for example but you would need to have ...            You'd have to be ...            .... would be essential/ a must</p> <p>Comparatives, gerunds, use of 'would'            Typing skills would be more</p>	<p>Chain speaking: students ask/answer questions related to jobs in a circle using prompts (see Writing section).</p> <p>Afterwards in groups students talk about the questions they found easy/difficult to answer and why. They decide how they would ideally answer the question.</p> <p>Teacher writes a range of jobs on the board. Students discuss and arrange skills /experience/qualifications needed for a particular job in terms of importance. (identify/prioritise)</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• take part in job-related speaking activities</li> <li>• recount stories and experiences in the past using a range of structures</li> </ul> <p>read and identify detailed information</p> <p>Read a text and infer meanings of new words using contextual clues and/or knowledge of word formation</p>	<p>important than being able to speak French</p> <p>Present perfect with ‘it’s the first time ..’ and never E.g. It’s the first time I’ve been to Addis I’ve never been to Addis before</p> <p>Vocabulary for personal qualities (adjectives and nouns) e.g. punctuality, patience, friendliness, intelligence, gentleness, youth, experience, confidence, wit,</p> <p><b>C. Reading</b> Jumbled job interview dialogue</p> <p>cloze text</p> <p>letter of application</p> <p>Paragraph with examples of adjectives with the suffix ‘-ful’ e.g. helpful, tactful, wasteful, mindful, useful</p>	<p>Students roleplay and read aloud job interview dialogue (see Reading section). Students then make up and practise their own job interview for a job of their choice.</p> <p>After listening text 3, teacher introduces the structure ‘it’s the first time ...’ within the context of the listening. Students practise it to talk about themselves.</p> <p>In pairs one student repeats a sentence using ‘it’s the first time...’ and the other changes the structure to use ‘I’ve never ...’</p> <p>Teacher writes some vocabulary for personal qualities (nouns) on the board and explains any new words. Students change the nouns into adjectives and note any change in word stress e.g. ‘punctual / punctu’ality Students practise saying the words.</p> <p>Students in pairs discuss the degree to which these qualities are needed for a variety of jobs e.g. nurse, teacher, company director, politician</p> <p>Students read and rearrange jumbled sentences to make a job interview dialogue (matching questions and answers).</p> <p>Students read the dialogue between the interviewer and the applicant to answer comprehension questions.</p> <p>Students guess the meaning of some underlined words. They use new words to complete a cloze paragraph. Students may have to change form of the given words.</p> <p>Students read a letter of application and answer questions about layout/language. Teacher helps them to underline/highlight useful formulaic language.</p> <p>Students are given a list of definitions. They read the paragraph and find words that the definition.</p> <p>Students brainstorm other adjectives with the suffix ‘-ful’.</p>

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Competency	Content/Language Item	Learning Activities and Resources
write a letter of application for employment	Gapfill	Students fill in a gapfill using adjectives ending in suffix ‘-ful’ or nouns ending in suffix ‘-fullness’ or adverbs ending in suffix ‘-fully’.
	<b>D. Writing</b>	
	job interview questions	Students write a list of questions to ask at a job interview (for Speaking activity),
	letter of application	Students read a poorly written letter of application and make changes (to layout/ language/register/punctuation/information etc.) to improve it.
	a company profile	Students write a letter of application to a company of their choice.
	Optional: Students research a company of their choice and write a company profile, using prompts. E.g. name of company/ location/products or services/employee details/strengths and weaknesses etc.	
	<b>E. Additional Learning Strategies</b>	
	Focus on reading	Students read the first part of a sentence or paragraph and try to guess the end.
	predicting	Students compare ideas and discuss what helped them to guess E.g. Here is the weather forecast. Hot and sunny in many places, but....(i.e. cold and wet in others; importance of “but”)
	guessing unknown words	Students brainstorm clues that help them to guess the meaning of unknown words E.g. prefix, suffix, compound word, similar to word in mother tongue, context
		Students read a list of high-level vocabulary and use these clues to work out meaning E.g. malodorous, understate, unicycle, wobbly
		Students discuss which clues helped them. Students then read same words in sentence/context E.g. The chair was unsafe to sit on because two legs were wobbly.
		Students discuss meaning of words and importance of context.
		Students read a paragraph with key words replaced by nonsense English words. In groups, students try to work out original key words.
	reading practice	Class brainstorms ways of increasing/improving reading practice and teacher writes them on board. Students set themselves a goal to use as many of these as possible during the remainder of Grade 12

English: Grade 12

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning Activities and Resources</i>
		E.g. regular time for reading each day; collecting reading materials; pen-friend; reading club; class subscription to English language magazine/newspaper

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Listening and Speaking	Ask and respond accurately to a range of open, closed and follow-on questions	Students choose from a range of jobs they would like to do and teacher interviews them for the position.
Writing	Write a letter of application for employment	Teacher assesses in-class activity

**Unit 8: Human Development (16 periods)**

**Learning Outcomes:** By the end of Unit 8 students will be able to discuss aspects of human development and give information about some world civilizations

**Language focus:**

**Grammar:** past modals, adjective +preposition + gerund, past simple and past perfect

**Vocabulary:** anthropology, adjectives + preposition

**Social expressions:** revision of asking for clarification and correcting oneself

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>follow the structure, logic and sequence of a text through identifying discourse markers and range of tenses</li> </ul> <p>listen to a lecture on an unfamiliar topic and identify specific information</p> <p>listen to a lecture on an unfamiliar topic and identify what they have heard in some detail</p> <p>contribute to and develop conversations about the unit topic</p>	<p><b>A. Listening</b></p> <p>Listening text A: a lecture on the discovery and importance of Lucy/ Dinknesh and Selam</p> <p>Discourse markers e.g. firstly, then, on the other hand etc.</p> <p>Past modal verbs E.g. Must/might/could have + past participle Lucy might have lived .... Narrative tenses She lived before man had discovered ...</p> <p><b>B. Speaking</b></p> <p>Ability in the past (could and was able to) Neanderthal man couldn't ... Homo erectus was able to ...</p>	<p>Teacher writes the words Lucy, Dinknesh and Selam on the blackboard. Students say what they know.</p> <p>Students look at the discourse markers that are in the text and predict the structure</p> <p>Students listen to the lecture and write notes next to the discourse markers. They discuss their answers in pairs and listen again if necessary</p> <p>Students listen again and answer questions in groups. They use the answers to complete their notes</p> <p>Students use their notes to retell what they have heard</p> <p>Introduction: Teacher writes “Ethiopia: cradle of civilisation” and elicits ideas/interpretation.</p> <p>Students look at a cartoon depicting the progression of humans from monkey to Neanderthal to homo erectus to homo sapiens to man working on a computer. They discuss what the cartoon says about the development of Man. Has Man indeed developed?</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>summarise information and suggestions</p> <p>agree, disagree and express simple counter arguments</p> <p>ask for opinions, express their own opinion and support/justify it (including illustrating a point with examples and anecdotes and presentation of evidence)</p> <p>use a range of structures to ask for clarification and correct oneself</p>	<p>Expressing difference The difference between homo sapiens and homo erectus is that the former can ... Whereas monkeys walk on 4 legs, homo erectus only uses 2 legs</p> <p>Adjectives + preposition + gerund E.g. I am fond of going to the city I am proud of passing my maths exam</p> <p>Pronunciation: weak form “of” / əv /</p> <p>Social expressions: revision of asking for clarification I’m sorry I’m not quite with you Sorry, what do you mean?</p>	<p>Teacher writes the words “development/civilization/civilised” on the board and elicits meanings and examples to differentiate terms.</p> <p>In groups students discuss what it is to be a developed/civilised nation; looking at attitudes/values etc. They present their ideas to the class.</p> <p>Students are encouraged to agree, disagree and present counter arguments.</p> <p>Teacher introduces the structure of adjective + preposition + gerund.</p> <p>Teacher models pronunciation, especially weak form “of”. Students practise it making sentences about their own lives with prompts e.g. I am fond of going to the city</p> <p>In groups, students brainstorm and list activities/events that humans can be proud of and ashamed of and why. They summarise and present to class. E.g. Proud of: discovering/inventing things, conquering certain diseases, literature, buildings, technology E.g. Ashamed of: genocide, apartheid, slavery, religious rivalry</p> <p>In groups, Students discuss the word “history” and the invented term “herstory”. They consider what this says about the story of human development. Students also consider the term “Man”. Students revise structures for asking for clarification and correcting oneself before the discussion and are encouraged to use these. A group representative reports back to class and class compiles list of comments.</p>

Competency	Content/Language Item	Learning Activities and Resources
predict the content of a text	<p>Social expressions: revision of correcting oneself E.g. What I mean is ... What I meant was ... Let me put it another way. What I'm trying to say is ...</p> <p><b>C. Reading</b> Passage about the timeline of life</p>	<p>Students are given a timeline of life. They try to match dates with events E.g. 4,500,000,000 years ago – formation of Earth 3,800,000,000 years ago – earliest evidence of life 500,000,000 years ago – earliest vertebrates 400,000,000-300,000,000 years ago – earliest land vertebrates 200,000,000 years ago – earliest mammals Approx 80,000,000 years ago – last dinosaurs 3,300,000 years ago – Selam (child human ancestor) 3,200,000 years ago – Lucy/Dinknesh</p>
read and identify main points	<p>Past simple and past perfect Dinosaurs had roamed the earth for thousands of years before man arrived.</p>	<p>Students read passage to check their answers. Students are given true/false questions using past simple and past perfect. E.g. The last dinosaurs had disappeared 100,000 years before Lucy. They read the passage to find the answers.</p> <p>Alternative: 12-hour clock used to represent the history of the planet; different events are marked on the clock E.g. Man arrived in the last minute; dinosaurs disappeared at 11.30 etc</p> <p>Students are given a list/pictures of famous inventions which they plot on a timeline E.g. Wheel, first printed book, stone tool, airplane, paper etc</p>
infer meanings of new words using contextual clues and/or knowledge of word formation read a text and identify and explain its main purpose and its effect on the reader	<p>jigsaw reading</p> <p>poem</p>	<p>Jigsaw reading: In groups, Students read texts about different world civilizations and answer comprehension and vocabulary questions. They ask/answer questions to share information.</p> <p>Students read a poem about good/evil and Man's nature e.g. the South African poem: "Vultures". Students interpret meaning and discuss the author's purpose</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read</p> <p>elaborate/justify ideas /arguments /opinions in essays by giving examples</p> <p>write 5-paragraph essay to explain, inform and argue</p>	<p><b>D. Writing</b> essay</p> <p><b>E. Additional Learning Strategies</b> Focus on listening preparing and predicting</p> <p>listening practice</p>	<p>In pairs students go through the seven stages of writing for an essay entitled ‘Does Man have more to be proud of than ashamed of?’ After thinking/discussing, brainstorming and planning their arguments, the teacher encourages them to elaborate and justify their arguments with examples. If possible they should use library facilities for further research</p> <p>Students write their essays independently but return to their pairs for checking, rewriting and proof-reading</p> <p>Teacher reads a short text twice and students take dictation without any pre-listening preparation. Students compare their version with original. Teacher writes on the board title of another listening text (similar difficulty). Teacher asks students to predict text from title and elicits possible vocabulary. Students copy information. Teacher reads text and students only tick items. Teacher reads again and students take dictation. Students compare their version with original and discuss which dictation was easier and why.</p> <p>Students brainstorm clues which help them to predict listening text E.g. Knowledge of topic/situation; signal phrases (i.e. “I’m afraid that” signals bad news); connectors (i.e. “although” signals contrast); sequencing words (firstly/lastly); intonation Teacher reads the first part of a sentence and students predict the ending. Students compare answers in groups. Teacher then reads whole sentence and students check. E.g. I’m afraid Frehitwot can’t come to class today because.....</p> <p>Class brainstorms ways of increasing/ improving listening and teacher writes them on board. Students set themselves a goal to use as many of these as possible during the remainder of Grade 12 E.g. Regular listening time; listening library; listening club; reading extracts from English newspaper before listening to news in English; reading articles to increase general knowledge</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Speaking	Agree, disagree and express simple counter arguments	Students respond to statements about the unit topic.
Reading	Read and identify main points	Students read a text about archaeology and take notes of the main points

**Unit 9: Tradition Versus Progress (16 periods)**

**Learning Outcomes:** By the end of Unit 9 students will be able to identify and discuss issues connected to progress and development

**Language focus**

**Grammar:** use of ‘what’ to mean ‘the thing that....’ make and let, second conditional

**Vocabulary:** change, social issues in the developed world,

**Social expressions:** revision of demanding explanations

<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 extended lecture on an unfamiliar topic and identify detailed information</p> <p>listen and identify gist</p> <p>listen and identify speakers’ feelings (including through their use of intonation)</p>	<p><b>A. Listening</b>                      Listening texts 1 and 2: 2 lectures: one arguing for the urgent need for Ethiopia to develop and take its pace in the modern world (including changing its calendar/time/ minimising use of mother tongue etc.). The other arguing that to adopt outside influences would destroy the culture and identity of Ethiopians</p> <p>Listening text 3                      Shorts pieces of conversation on the topic</p> <p>Pronunciation: intonation</p> <p><b>B. Speaking</b>                      Vocabulary of change e.g. bring about, grow into, preserve, alter, adapt to, adopt, develop, conservative, innovative, radical, move on, move away from etc.</p>	<p>Students listen to the two lectures and take notes of the main points. The lectures are paused at regular intervals to allow students to do this.</p> <p>Pairs form groups of 4 and discuss each point critically deciding which perspective most gains their support.</p> <p>Students listen to each conversation and identify the gist</p> <p>Students listen to each conversation again and identify the main speaker’s feelings (i.e. angry, happy, bored, etc.). They use this information to help them to fully understand the speakers’ point.</p> <p>Students listen again and read the tapescript for Listening text 3. They note the sentence stress and intonation. They practise reading the conversations in pairs.</p> <p>The teacher writes a number of words connected to change on the blackboard. In pairs students discuss/check meanings and categorise the words into groups. Students join up with another pair to compare and discuss categories. Students use the vocabulary to make sentences about their regions.</p>

English: Grade 12

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>• ask for opinions, express their own opinion and support/justify it (including illustrating a point with examples and anecdotes and presentation of evidence)</li>   <li>• discuss advantages and disadvantages and come to a consensus</li>   <li>• talk about a hypothetical present</li> </ul>	<p>What is good about Ethiopia is ... What concerns me ....</p> <p>Giving advice – passive infinitive It should be abolished It should be replaced by ...</p> <p>Second conditional If girls didn't marry so early, they would have less children If we didn't respect the elderly, our society would break up</p>	<p>Teacher introduces 'what' to mean 'the thing/things that'. Students use prompts on board e.g. I like (What I like is/are), I do/exams/ (What I do in exams is...)</p> <p>Students work in 3s; they have two sheets of paper and write Ethiopia in the centre of each. They construct a mind map to explore the positive and negative features. (Teacher models mind mapping if necessary)</p> <p>They select four main positives about their country e.g. the people, the landscape, the climate, the culture; and four areas of concern e.g. health and sanitation, education, poverty, size of population.</p> <p>They develop each main area by brainstorming into sub headings and add these to their mind map.</p> <p>The mind maps are displayed in the classroom and the teacher collates the main points on the board, ignoring repetitions. Students are encouraged to justify their points of view, and comment on points raised by their peers.</p> <p>After listening texts 1 and 2, in pairs students role play a conversation between two people; one arguing either for the need for change, and one for preserving the culture and unique qualities of the country.</p> <p>The teacher asks selected pairs to present their conversations, and invites comment, general discussion.</p> <p>In pairs students list traditional Ethiopian practices and customs (within their local context) and decide which of these they think it is important to preserve and which they think should be abolished e.g. the hospitality of the people, female genital mutilation, early marriage, religious adherence, respect for the elderly.</p> <p>The teacher takes feedback and makes a two column list on the board only adding points when there is majority agreement – students are encouraged to argue and justify reasons why they think points should be included or discarded.</p> <p>Following agreement, students use the context to revise second conditionals on how their proposed changes or maintenance of the current situation will help Ethiopia</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• use a range of structures to demand explanations</li> </ul> <p>read a text and critically evaluate it to inform their own comments /judgments</p> <ul style="list-style-type: none"> <li>• read a text and distinguish between fact and opinion</li> <li>• relate what they have read to</li> </ul>	<p>Make and let We should let girls decide marriage for themselves We shouldn't make young girls marry</p> <p>Social expressions: revision of demanding explanations E.g. Can you explain why this custom has been abolished ....? Do you mean to say that you have got rid of X? Why is it that ...? How come ...?</p> <p><b>C. Reading</b> Vocabulary word building</p> <p>Pronunciation: word stress</p> <p>Text a) from English or other western newspaper highlighting negative features of life in a developed country e.g. disaffection of youth – drug and alcohol abuse, materialism, promiscuity, violence.</p> <p>Text b) article describing the breakdown of family values in England</p>	<p>Teacher uses the context of traditional customs to revise structures with make and let. In pairs they practise 'make' and 'let' using the context of their own lives</p> <p>Students do an activity where one of them plays him/herself in 25 years time and the other his/her grandmother/father. Customs have been preserved or abolished according to the previous exercise. The grandparent has to demand explanations and students give them</p> <p>Students make adjectives and nouns out of topic related words e.g. Materialism - materialistic, violence – violent, promiscuity – promiscuous. They brainstorm other nouns with similar endings (e.g. communism, silence, silent, enormity, enormous etc.) Students record the stress pattern for the words, noting any change in stress and spelling E.g. promis'cuity / pro'miscuous Teacher models pronunciation and students practise.</p> <p>Different groups are given <b>one</b> of three tasks to complete. Task 1: Students read the texts critically, and complete a chart adding comment under set headings. a) Issue    b) Impact on society    c) possible reasons</p> <p>Task 2. They identify and list facts and opinions in the texts and in pairs, identify the author's purpose in each text, and their own responses.</p> <p>Task 3. They compare the situations described in the text with their experiences of</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>their own experience</p> <ul style="list-style-type: none"> <li>• write a 5-paragraph essay to argue</li> <li>• write and present a 500 word report on a given topic for a specific audience including suggestions /recommendations</li> </ul>	<p>Sentences with gaps for ‘make’ or ‘let’</p> <p><b>D. Writing</b> Transforming sentences E.g. Everything that they said was true = What they said was true Chaltu got the job which surprised everybody = What surprised everybody was Chaltu getting the job</p> <p>Argumentative essay</p> <p>Reports: making suggestions on change in the workplace</p> <p><b>E. Additional Learning Strategies</b> Focus on grammar facts, patterns, choices</p>	<p>life in Ethiopia and record similarities/differences.</p> <p>Students from each task group join together to share their conclusions.</p> <p>Students read the sentences and fill in the gaps with either make or let in the correct tense</p> <p>Students are given relative clauses to change into sentences with ‘what’</p> <p>The teacher refers back to the task in the previous unit to give further advice on writing an argumentative essay, modelling a possible structure on the blackboard using a related, but different topic.</p> <p>Using the seven stages of writing, students independently respond to a choice of essay questions: e.g. a) Ethiopia should do everything it can to preserve its culture and traditions b) Increased wealth will not mean a happier Ethiopia. c) The rest of the world has much to learn from Ethiopia.</p> <p>In pairs students are given information about one of 4 different work situations. They read the information and brainstorm changes that are needed. They write a report for the staff with their suggestions and recommendations.</p> <p>In plenary each of the 4 different situations are taken in turn. The students present their reports and the rest of the class roleplay the staff, asking for clarification, demanding explanations etc. when appropriate.</p> <p>Students brainstorm what grammar is. Teacher guides them towards: facts, patterns, choices by giving examples E.g. Fact: plural of woman = women; past simple of write = wrote Pattern: What do I/you/we/they think? What does he/she/it want?</p>

English: Grade 12

Competency	Content/Language Item	Learning Activities and Resources
		Changing “do/does” to “did” makes past questions What did I/you/we/they think? What did he/she/it want? Choice: I’ve played football since I was a child. I’ve been playing football since I was a child. (no difference) She always loses her keys. (habit) She’s always losing her keys. (anger/irritation being expressed at her habit) Teacher elicits more examples from students of facts and patterns. Teacher gives a pattern and asks students to generate more sentences in 2 minutes E.g. Pattern: I love –ing in the (time) I love swimming in the morning. I love running in the afternoon. Teacher gives more examples of choices for students to analyse E.g. She stopped talking to me. She stopped to talk to me. I like coffee. I like a coffee at breakfast.

**Assessment:**

Skill	Minimum Learning Competency	Task
Speaking	Discuss advantages and disadvantages and come to a consensus	In groups, students discuss one of the essay writing topics
Writing	Write a 5-paragraph essay to argue	Teacher assesses in-class activity.

**Unit 10: Future Threats (16 periods)**

**Learning outcomes:** By the end of Unit 10 students will be able to identify and discuss future threats to both Ethiopia and the world

**Language focus:**

**Grammar:** quantifiers, narrative tenses, passive infinitive, future tenses

**Vocabulary:** natural/manmade disasters, verbs of damage, phrasal verbs with up

**Social expressions:** revision of correcting oneself

Competency	Content/Language Item	Learning Activities and Resources
<p><i>Students will be able to:</i> listen to short news broadcasts and identify gist</p> <p>listen and follow the structure, logic and sequence of a text through identifying discourse markers and range of tenses</p> <p>listen and retell what they have heard in some detail</p> <p>predict the content (of all or part) using a variety of contextual clues</p>	<p><b>A. Listening</b> Listening text 1: short news broadcasts e.g. information about an earthquake Listening text 2: one or two longer broadcasts about one or two of the stories</p> <p>Narrative tenses Before the earthquake had hit, smaller tremors were felt</p> <p>Quantifiers (a great deal of/a large sum of/a large number of people/considerable amount-number of money- people /much/few/a few etc.) E.g. A great deal of people were killed in the disaster No fewer than 5000 were affected Few homes were damaged A few homes were hit</p> <p>Listening text 3 A speaker talking about solutions to future threats (what the world needs to do to avoid danger etc.).</p>	<p>Students listen to short news broadcasts. They match the broadcast to a threat and to a picture.</p> <p>Students listen to longer broadcasts about one or two of the stories. They note down the events and using the tenses put them in chronological order</p> <p>Teacher introduces/revises the meaning of a range of quantifiers (including difference between ‘few’ and ‘a few’). Students use these and narrative tenses to retell one of the stories</p> <p>In plenary students brainstorm all the possible threats to the world and for each identify a solution. They listen to the text to see if their solutions were mentioned.</p>

English: Grade 12

Competency	Content/Language Item	Learning Activities and Resources
listen and identify detailed information	<p>Prevention To prevent this from happening we have to ... To stop it from happening, we must ... We must do .... in order to ... Passive infinitive E.g. What can be done to solve this problem?</p>	Students listen again and identify the detail of each solution. They check their answers in pairs.
contribute to and develop conversations about the unit topic	<b>B. Speaking</b>	Students brainstorm and list threats to the world E.g. Population growth, energy/food/water shortage, disease, nuclear/ chemical/ biological weapons
talk about the future using a range of structures	<p>Going to, will, future perfect, pres continuous (passive and active) By 2050, the world will have blown itself up The world is becoming a smaller place</p>	Graffiti posters: In groups, students write statements about the future on different posters and post on walls. Students circulate and add comments to these statements. Groups then read out statements/comments and discuss.
use a range of expressions to correct oneself	<p>Social expressions: revision of correcting oneself E.g. What I mean is ... What I meant was ... Let me put it another way. What I'm trying to say is ...</p>	Students discuss whether we should leave this world and move to another planet (leading to balloon debate [Speaking] and rules for new planet [Writing]). Students are encouraged to ask for clarification when they do not understand someone so they have to correct themselves.
research, deliver, initiate discussion and answer questions on a short	<p>group debate Conditionals If you don't have a doctor, who will look after the new colony? How would the musician contribute to the new colony?</p> <p>Presentations and formal speeches of thanks</p>	<p>"Balloon debate": in groups, students discuss who should get a seat on a spaceship to escape a destroyed Earth and start a new world on another planet. E.g. Students are given a list of 10 people from which they have to "save" only 6: musician, artist, teacher, policeman, judge, farmer, scientist, doctor, child, academic etc.</p> <p>In pairs, students research and deliver presentations on environmental threats. They also prepare speeches of thanks for other presentations. After giving their presentations, they initiate discussion and answer questions. Then another pair of</p>

English: Grade 12

Competency	Content/Language Item	Learning Activities and Resources
presentation on a chosen topic		students gives their speech of thanks.
infer meanings of new words using contextual clues and/or knowledge of word formation	<p><b>C. Reading</b> Paragraph/sentences with gaps for expressions of quantity.</p> <p>Sentences with phrasal verbs with ‘up’ e.g. come up to, catch up, keep up, take up, fix up, bring up, clear up, clean up, tidy up, give up</p>	<p>Students fill in gaps with correct quantifiers</p> <p>Students read the sentences and try to guess the meaning of the phrasal verbs. They check meanings and grammar patterns in dictionaries or with the teacher. Students discuss the meaning of ‘up’ with phrasal verbs and try to group them. Students make sentences of their own using the phrasal verbs.</p>
identify evidence to support/justify opinions/arguments	<ul style="list-style-type: none"> <li>• A text on familiar topic</li> </ul>	<p>Students read a text about an Ethiopian issue/problem e.g. health. They list the writer’s points and the evidence to support them.</p>
read a text and relate what they have read to their own experience		<p>Students evaluate the text in relation to their life experience/ knowledge. Students categorise information given. E.g. Access, cost, resources, facilities, personnel Students make suggestions/recommendations.</p>
infer meanings of new words using contextual clues and/or knowledge of word formation	- cloze activity	<p>Students guess the meaning of words using context/word building and use them in cloze exercise. Teacher writes the words on the board and checks their answers before doing cloze activity.</p>
	- formal letters	<p>Students read formal letters and answer questions about layout/language. Teacher helps them to underline/highlight useful formulaic language.</p>
	-Sentences	<p>Students read sentences with gaps and multiple choice answers focusing on different parts of speech as well as meaning.</p>
	<p><b>D. Writing</b> -a descriptive paragraph</p>	<p>Students look again at the pictures from listening text 1. They imagine they are one person in the picture. They describe the scene from their perspective.</p>
		<p>Students read each others’ paragraphs and try to guess who in the picture is describing the scene.</p>

English: Grade 12

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>interpret simple statistics and write a report</li> <li>write formal/business correspondence to a standard acceptable in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>- a report</li> <li>- a formal letter</li> <li>- cue cards for a formal speech</li> </ul> <p><b>E. Additional Learning Strategies</b> Exam strategies 1 revision timetable</p> <p>past exam papers</p> <p>allocation of time/ answer order</p> <p>- brainstorming revision</p>	<p>Students look at data and graphs showing the impact of disasters e.g. amount of people killed in earthquakes versus terrorism. Using the data they write a report.</p> <p>In groups, students draw up a list of 10 rules for a new planet.</p> <p>Students use seven stages of writing to write a formal letter to a local politician/government body to express their concern about issues in their area, using reading texts as models.</p> <p>Students prepare cue cards for presentation on environmental threats and speeches of thanks (see speaking). Students use the listening text as a model copying formal expressions for the speech e.g. Ladies and gentlemen</p> <p>With the teacher, students draw up an exam revision timetable. Students schedule time during the week when they can revise and places to do this (e.g. home, library, friend's house). Students draw up a list of their strengths and weaknesses: I can... I need to work on... Students allocate times for working on particular areas of English.</p> <p>With the teacher, students go through past exam papers and look for trends. Students do practice questions</p> <p>Students with teacher look at time allocated for each exam and draw up a strategy for matching time to questions (e.g. answer section 1 in 15 minutes) and best order for answering questions (e.g. section 3 has most marks, so answer this section first)</p> <p>Students review with teacher the language of typical questions e.g. circle, delete, match etc Students do sample exercises.</p> <p>Students brainstorm typical exam speaking and writing topics in groups, noting down ideas and vocabulary in these topic groups. Students can refer back to their vocabulary networks/topic groups from previous units/grades and extend them.</p>

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Speaking	Research, deliver, initiate discussion and answer questions on a short presentation on a chosen topic	Teacher assesses in-class activity
Reading	Identify evidence to support/justify opinions/arguments	Students read a text about the future of the world and answer multiple questions about the writer's opinions.

**Unit 11: The Film Industry (16 periods)**

**Learning outcomes:** By the end of Unit 11 students will be able to give information about the film industry in Ethiopia and elsewhere

**Language focus:**

**Grammar:** ‘was going to’, embedded questions, so do I/neither do I, reported speech

**Vocabulary:** film and TV: phrasal verbs with ‘away’

**Social expressions:** revision of changing and coming back to the subject

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 an extended lecture on an unfamiliar topic and identify detailed information</li> <li>• listen to an interview and identify specific information</li> <li>• recount stories and experiences in the past using a range of structures</li> </ul> <p>contribute to and develop conversations about the unit topic</p>	<p><b>A. Listening</b></p> <p>Listening text 1: lecture on Ethiopian film industry</p> <p>Listening text 2: an interview with an Ethiopian film star</p> <p><b>B. Speaking</b></p> <p>Past intention – was going to E.g. I was going to become a teacher, but then I got a part in a TV show Yesterday I was going to do my homework, but I had to help my mother</p> <p>Embedded questions Can you tell me ... Would you be happy to tell us about ...</p>	<p>Students brainstorm vocabulary connected to film and TV. In pairs students make spidergrams and compare with other pairs. Teacher adds any new words. Students talk about the kind of films and TV programmes they prefer</p> <p>Before listening the teacher and students revise strategies for making notes.</p> <p>Students listen to the lecture and make notes. At the end they work in pairs to check they have captured detailed comprehension. (They will use these notes to write summaries)</p> <p>Students listen to each question and before the answer they try to predict what it might be.</p> <p>Students listen again and take notes under various headings e.g. early career, likes, dislikes, lifestyle etc.</p> <p>Teacher uses the context of listening text 2 to introduce past intention. Students make up sentences about their own lives using ‘was going to’</p> <p>Teacher revises the use of embedded questions</p> <p>In groups students prepare talk shows with a celebrity of their choice. They assign roles and write the scripts. They present their talk shows to one other group. This group reports back on the interview to the rest of the class.</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>use a range of structures to change and come back to the subject</p>	<p>Would you mind telling us about ... I wonder if you could ...</p> <p>So do I, neither do I, I do, I don't (in a range of tenses) E.g. A: I live in Addis Ababa B: So do I A I've starred in many films B: I haven't</p> <p>Pronunciation: sentence stress</p> <p>Social expressions: revision of changing and coming back to the subject E.g. Talking of ... That reminds me of ... By the way, ... Oh, before I forget ... Just to change the subject for a moment ... Just to return to ... Can I just go back to ...?</p> <p><b>C. Reading</b> Reading text 1: report of an interview Reported speech "I will live to be 100" = she said she would live to be 100 "I am happy" = she said she was happy</p>	<p>In pairs both students pretend to be famous people but they don't say who they are. Instead they say sentences about themselves and the other responds using the target language. After a few minutes they try to guess who they are</p> <p>Teacher writes examples sentences with "so do I, neither do I, I do, I don't" on the board and underlines key words that are stressed. Teacher models pronunciation and students repeat. Students practise with their own dialogues.</p> <p>The teacher revises the target language. Students work in pairs of A and B. B is given 3 secret topics by the teacher. A has to ask B questions. B has to answer them but also has to try to change the subject to the secret topics making a link however he/she can. Student A has to bring the conversation back. After a few minutes, pairs change role and student A is given secret topics</p> <p>Teacher presents an issue which is controversial. E.g. Should the young be allowed to watch all kinds of movies? (i.e. censorship) Students give their comments</p> <p>Students read the report of an interview with a celebrity (in reported speech). They use the report to write the actual dialogue. They check it against the original dialogue and work out the rules for reported speech.</p>

Competency	Content/Language Item	Learning Activities and Resources
<p>skim to get the general idea</p> <p>scan to get specific information</p> <p>identify evidence to support /justify opinions/arguments</p> <p>read text and distinguish between fact and opinion</p> <p>read text and critically evaluate it to inform their own comments/ judgments</p> <p>infer meanings of new words using contextual clues and/or knowledge of word formation</p> <p>summarise a text in various forms including bullet points, charts, notes and paragraphs</p> <p>write a report based on an interview</p>	<p>“I went to Kenya in 1998” = She said she had been to Kenya in 1998</p> <p>Reading text 2: a passage on the making of a film (e.g. Titanic)</p> <p>Reading text 3: a review of the same film</p> <p>Phrasal verbs with ‘away’ e.g. go away, fly away, blow away, take away, get away, keep away, give away, put away, throw away</p> <p><b>D. Writing</b> Sentences in a range of tenses and structures E.g. I have eaten fish</p> <p><b>E. Additional Learning Strategies</b> Exam strategies 2 getting up to speed</p>	<p>Students are given 2 minutes to skim the passage and guess the film</p> <p>Students look at questions and find the answers in the passage</p> <p>Students read the passage and identify the writer’s arguments and the evidence to support them.</p> <p>In pairs students look at the arguments and distinguish between fact and opinion.</p> <p>Students evaluate the text in terms of its argument and supporting evidence.</p> <p>Students guess the meaning of the phrasal verbs and compare answers. Teacher checks the answers and highlights grammar patterns. In pairs students make up stories/films that include as many phrasal verbs as possible. They tell them to each other</p> <p>Students read sentences and respond to them in writing using ‘so do I’ etc.</p> <p>Students write summaries of listening text 1 using their notes. They compare their answers in groups and swap tips.</p> <p>Students write a report on the talk show they watched.</p> <p>Teacher highlights the fact that exams have time limits and reading/writing fast can be essential. Students do timed reading and writing practice. E.g. Full exam practice or students can be given a short paragraph to read in one minute and give gist Students can write on a topic for 5 minutes</p>

English: Grade 12

<b>Competency</b>	<b>Content/Language Item</b>	<b>Learning Activities and Resources</b>
	choosing the right strategy	Students are given only the questions for a reading text and in pairs they discuss which strategies they would use to find the answers (e.g. skim/scan). Students read the text and answer questions – did they choose the correct strategy? Activity can be repeated for listening.
	writing plans	Students are given the titles of a range of essays and they draw up a detailed plan for each essay with their partner – noting content of paragraphs; useful vocabulary and phrases; suitable discourse markers.

**Assessment:**

<b>Skill</b>	<b>Minimum Learning Competency</b>	<b>Task</b>
Listening	Listen to an interview and identify specific information	Students listen to a speaker talking about the influence of the film industry on society (e.g. violence in films) and answer questions
Writing	Write a report based on an interview	Students write a short report of the influence of the film industry on society, based on the listening text.

**Unit 12: Class Magazine (16 periods)**

**Learning Outcomes:** By the end of Unit 12 students will be able to produce an 8 page class magazine

**Language focus:**

**Grammar:** revision of a range of structures

**Vocabulary:** magazine and newspapers (including jobs)

**Social expressions:** revision of a range of expressions

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 all or part) of a text by doing pre-listening activities</li> <li>listen to the text and identify detailed information</li> </ul> <p>paraphrase sentences</p> <p>recount stories and experiences in the past using a range of structures</p> <p>ask and respond accurately to a range of open, closed and follow-on questions (including in an interview)</p> <p>contribute to and develop conversations about the unit topic</p>	<p><b>A. Listening</b></p> <p>Listening text 1: different people speaking about their jobs at a magazine</p> <p>I would I'd like to be an editor because ...</p> <p>Listening text 2: Newspaper or/and magazine production – the process from planning to sales.</p> <p><b>B. Speaking</b></p> <p>Paraphrasing</p> <p>'Wh' questions in a range of tenses (passive and active) What happened in Jinka? What had caused it? Who was involved?</p>	<p>Students are given a list of jobs titles in a magazine and a list of responsibilities. Before listening they try to match them.</p> <p>Students listen to the text to check their matches and correct them. They use the content of the text to talk about jobs they would like or not</p> <p>Students listen and make notes. They make an ordered list of stages and processes involved in newspaper/ magazine production.</p> <p>The teacher revises paraphrasing and what it involves. After listening text 1, students paraphrase the duties of each job at the magazine</p> <p>What's in the news? Teacher explains the importance of 'Wh' questions when writing a report. One needs to include: What happened, when, where, why?</p> <p>Students think of something that has happened recently: International, national, local, personal, and prepare a brief oral account to give to their group.</p> <p>In turns, they conduct interviews in which the group act as reporters and ask questions to find out more details about the event.</p> <p>In groups of eight, students brainstorm what features/topics could go into a class magazine E.g. School news, interviews with students/teachers, sport, fashion, film/book reviews/ problem page/ entertainment page/fashion/beauty page.</p>

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>• skim to get general ideas</li>   <li>• read a text and identify and explain its main purpose and its effect on the reader</li> </ul>	<p>Expressing regret                      We should have ...                      We could have ...                      I wish we had ...</p> <p><b>C. Reading</b>                      Magazines and newspapers</p> <p>A variety of magazines/                      newspapers and articles</p>	<p>They use the reading texts to supplement and develop their ideas. The teacher collates ideas on the board.                      S/he explains that each group will be creating their own newspaper/magazine, and discusses and gives out planning sheets.                      E.g.                      Magazine or newspaper?                      Your title?                      Specified audience – e.g. school students                      List of articles/features                      Roles to be undertaken e.g. editor, graphic designer, illustrator, reporters, advertising manager, arts correspondent, and what they will need to do.</p> <p>Students complete planning sheets and assign tasks to different group members.</p> <p>The teacher gives a time plan showing when each stage of the magazine needs to be completed, and students record the information.</p> <p>After students have completed and presented their magazines they reflect on the whole process in their groups:</p> <ul style="list-style-type: none"> <li>• What went well?</li> <li>• What could have gone better?</li> <li>• What they have learnt?</li> </ul> <p>Teacher takes in a number of different magazines and newspapers. Students skim through them to identify what kind of magazine/newspaper they and if they would like to read them (including why and why not). Students discuss answers in groups</p> <p>Teacher models a response to a short text using the following headings:                      which paper/newspaper it comes from                      title                      subject/content                      audience                      purpose                      effect on reader</p> <p>Students read widely recording information using the headings.</p>

English: Grade 12

Competency	Content/Language Item	Learning Activities and Resources
<ul style="list-style-type: none"> <li>independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read</li> <li>Different MLCs will be practised by different students</li> </ul>	<p><b>D. Writing</b> Students' articles/features individually covering writing for different purposes</p> <p><b>E. Additional Learning Strategies</b> Exam strategies 3 revise with a friend</p> <p>relaxation techniques</p>	<p>Teams are given a guidance sheet on how to make an eight page 'mock up' of their magazine. The designer leads the team in deciding the layout. They follow the guidance given and produce this for teacher comment.</p> <p>Students start to research, plan and write their articles – e.g. reporters conduct interviews and write reports, Feature writers work on their pages/sections.</p> <p>The editor organises the team's proof reading process and writes the editorial</p> <p>The advertising managers from each group work together to list, and decide who will contact particular local shops/businesses/NGOs to promote the magazine and offer advertising space. (The teacher could give accompanying letter to verify student identity). They write and proof read adverts.</p> <p>Students produce their magazines – any advertising revenue received goes towards cost of production.</p> <p>Teacher highlights the importance of revising with a friend. Students roleplay a speaking exam in pairs: one student asks questions; the other answers. Students then change roles. Students give each other feedback.</p> <p>In pairs, students review the English course and help each other with any areas of difficulty. Students can complete past papers together or answer separately and then compare answers, sharing strategies and tips.</p> <p>Teacher writes on board "All work and no play makes Jack a dull boy". Students react. Teacher elicits from students relaxation techniques suitable for the pre-exam period.</p>

**Assessment:**

Teacher assesses the class magazine.