

## **English Grade 5**

## **Introduction**

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

Whilst the first cycle of primary focused on the skills of speaking and listening, the second cycle focuses on all the skills equally. More time is therefore spent on reading and writing and the skills and sub skills (such as spelling, prediction and vocabulary networks) students need to develop all four skills. In grade 5 students are reading 2-3 paragraphs and writing whole paragraphs.

In Grade 5 the range of topics is similar to what was covered in grades 1-4 but students' progression in terms of language competency (both vocabulary and structure) now means they can communicate at a much greater level within each topic. For example in grade 5 students are introduced to the past tense which greatly extends their communicative range. All activities are now longer and there is more of a focus on pair and group work. The main goal is to extend the range of language available to the students and practise the development of all four skills so they can begin to communicate on more topics and at a level appropriate to their age and grade.

Teachers are strongly advised to look at the Grade 5 Minimum Learning Competencies for all of the four skills which also act as objectives.

**Unit 1: What do you do in your free time? (13 periods)**

**Unit Outcomes:** Students will be able to describe what they do in their free time.

**Vocabulary:** Sports and free time activities and related places.

| Competency  | Content/Language item  | Learning activities and Resources   |
|---|--|---|
| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• use social expressions (greetings and introductions)</li> <li>• listen to and answer questions on passages relating to places, times and dates (using on, in, at)</li> <li>• ask for and give personal details about how they spend their time</li> <li>• use social expressions (clarification and repetition) and take part in simple dialogues</li> <li>• read 2-3 short paragraphs to find particular</li> </ul> | <p><b>A. Listening and Speaking</b></p> <p>Social expressions<br/>This is _____<br/>How do you do?<br/>Good<br/>morning/afternoon/night<br/>Goodbye/see you later</p> <p>How often..?<br/>Present simple/adverbs of frequency/prepositions of time (on, at, in)<br/>E.g. On Mondays I play football.<br/>- compound sentences<br/>E.g. I like swimming and I often go running.</p> <p>Sorry, I don't understand<br/>Can you repeat that?<br/>What does that mean?</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• A letter from a friend who has moved to a new</li> </ul> | <ul style="list-style-type: none"> <li>• Students introduce each other to the teacher</li> <li>• Students repeat social expressions after the teacher, match to time of day</li> <li>• Students practise using expressions at the beginning and end of class</li> <li>• Students match pictures of sports and free time activities to words/label pictures</li> <li>• Teacher distinguishes between play + noun e.g. play football, cards and go + gerund e.g. go running, go swimming and do+ noun e.g. do athletics</li> <li>• Students listen to people talking about their free time activities and match with pictures and/or write the activities on the appropriate days of a diary</li> <li>• Students in pairs ask and answer questions about sports and free time (what/do; where/do; how often/do)<br/>In groups one student mimes an activity/sport and other students guess what it is</li> <li>• Students conduct a class survey to find out the most popular free time activity and give oral report to the class (using adverbs of frequency)</li> <li>• Teacher recycles these phrases from grade 4 and students make up simple dialogues to perform in front of the class.</li> <li>• Students write the expressions into speech bubbles and display them in the class.</li> <li>• Students complete one week of a diary with activities mentioned in the passage</li> <li>• Teacher demonstrates how to guess the meaning of words using other information in the</li> </ul> |

| Competency  | Content/Language item   | Learning activities and Resources   |
|---|---|---|
| <p>information</p> <ul style="list-style-type: none"> <li>infer the meaning of new words from the context</li> <li>spell 10 words correctly</li> <li>write sentences from controlled and guided activities such as gap-filling</li> <li>write questions for information gathering and note down the answers in writing</li> <li>write simple sentences in a paragraph about their friends and how they spend their time</li> <li>write vocabulary network for free time activities</li> </ul> | <p>town about what he/she does everyday</p> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>Words</li> <li>Gap-fill sentences</li> <li>Questions for class survey</li> <li>Poem</li> <li>Vocabulary network for free time activities</li> </ul> | <p>letter. Students guess the meaning (from a list) of 5 underlined words.</p> <ul style="list-style-type: none"> <li>Students practise spelling 10 words from the unit</li> <li>Students use a substitution table to complete sentences</li> <li>Students write down the questions for the survey and the answers.</li> <li>Students write up the results of the class survey</li> <li>Students write illustrated Morning poems to be used for classroom display</li> </ul> <p>In the morning I see.....<br/>                     I hear .....<br/>                     I taste .....<br/>                     I smell.....<br/>                     I feel.....</p> <p>Students make vocabulary networks with free time activities vocabulary:</p> <ul style="list-style-type: none"> <li>sports (verbs with play/go/do)</li> <li>indoor games (verbs with play)</li> </ul> |

**Assessment**

**Speaking and listening**

Students use the substitution table (from writing activity) to ask and answer questions about people’s free time activities e.g. what does Hamid do in his free time? He goes running etc.

**Writing**

Students write about what they do in their free time.

**Unit 2: What are you doing now? (13 periods)**

**Unit Outcomes:** Students will be able to talk about what people are doing now and what people usually do.

**Vocabulary:** Activity/daily routine verbs.

| Competency   | Content/Language item  | Learning activities and Resources   |
|--|--|---|
| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• say what people are doing from pictures</li> <li>• listen to and answer questions on passages (dialogues) related to places</li> <li>• say what people regularly do</li> <li>• use social expressions (basic telephoning skills) and take part in simple dialogues</li> <li>• take short dictations</li> <li>• read passages and complete sentences with</li> </ul> | <p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Present continuous<br/>E.g. What is the man doing?<br/>He’s brushing his teeth<br/>He’s not watching TV</li> <li>• Present simple contrasted with continuous<br/>E.g. Every day he wears a jacket and tie. Today he’s wearing shorts and a T-shirt</li> </ul> <p>Telephone language<br/>Hello, is that Simret?<br/>Can I speak to Simret?<br/>It’s Ramzi<br/>Hold on<br/>Good bye</p> <p><b>B. Reading</b><br/>A holiday postcard in which a person describes where</p> | <ul style="list-style-type: none"> <li>• Students look at pictures/photos and talk about what people are doing</li> <li>• Students talk about what people in the class are doing</li> <li>• In pairs, students complete an information gap activity: two pictures with slight differences (“spot the difference”) e.g. In Picture A, a man is watching TV but in Picture B he isn’t watching TV. He is reading a book.</li> <li>• Student mimes an action and students guess what he/she is doing</li> <li>• Students play “What am I doing?” One student gives information such as “I am in the kitchen”, “I am hungry”, “I have carrots and tomatoes”. The other students have to guess what he/she is doing (e.g. cooking)</li> <li>• Students listen to 4 dialogues and guess where the dialogue is taking place and what the people are doing (e.g. swimming, shopping, etc.)</li> <li>• Students look at pictures of what people do every day (Monday-Friday; present simple) and contrast them with pictures of what people are doing now (over the weekend or on holiday)</li> <li>• Teacher dictates a telephone conversation<br/>Students check their work and practise the dialogues back to back (as if on the telephone)</li> <li>• Students read the postcard and fill in the gaps from a possible word list</li> </ul> |

| Competency   | Content/Language item   | Learning activities and Resources  |
|--|---|--|
| <ul style="list-style-type: none"> <li>missing words</li> <li>• read simple stories illustrated by pictures</li> <li>• spell 10 words correctly</li> <li>• take a short dictation</li> <li>• write sentences from controlled and guided activities</li> <li>• write simple sentences in a paragraph about how they are spending their time</li> <li>• write vocabulary network for daily activities</li> </ul> | <p>they are and what they are doing</p> <ul style="list-style-type: none"> <li>• A story about animals</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Dictation of sentences from a postcard</li> <li>• Sentences</li> <li>• Short paragraph</li> <li>• Vocabulary network for daily activities</li> </ul> | <ul style="list-style-type: none"> <li>• Students read the story and put the pictures in order</li> <li>• Students practise spelling 10 words from the unit<br/>Students take down dictation. They check it in pairs.</li> <li>• Students write sentences about what they are doing now and what people in pictures are doing.</li> <li>• Students imagine they are visiting a new area. They write a postcard to a friend describing what they are doing in this new place. They use reading passage as model.</li> <li>• Students make a vocabulary network for daily activities:             <ul style="list-style-type: none"> <li>• bedroom (bed, wardrobe etc.)</li> <li>• bathroom (toilet, bath etc.)</li> <li>• kitchen (cooker, table etc.)</li> <li>• living room (chair, table etc.)</li> <li>• outside the house (garden, gate etc.)</li> </ul> </li> </ul> |

**Assessment**

**Speaking and listening**

Students talk about what people are doing in pictures.

**Reading**

Students read a story about animals and answer 5 true/false questions.

**Unit 3: May I help you? (13 periods)**

**Unit Outcomes:** Students will be able to hold a conversation in a shop and use expressions of quantity.

**Vocabulary:** Names of shops, items to buy from shops especially food, containers/counters (e.g. box, packet, sack, kilo of), to buy, to sell etc.

| 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 information and tick/number items</li> <li>• distinguish between countable and uncountable nouns</li> <li>• listen to a dialogue and answer questions</li> <li>• take part in guided oral activities</li> <li>• use social expressions (politeness/thanks) and take part in simple dialogues</li> </ul> | <p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Present simple<br/>I want/need..., please</li> <li>• I'd like</li> <li>• how much/many.....do you want?</li> <li>• how much is the.../ a kilo of...?</li> <li>• it's/that's 5 bir</li> <li>• much/many/a lot of</li> <li>• counters (e.g. .box, )</li> <li>• plurals</li> <li>• recycle numbers 1-1000</li> </ul> <p>Countable/uncountable nouns</p> <p>Please, thanks, you're welcome, etc.<br/>Can I have a pen, please?<br/>May I have a kilo of tomatoes, please?</p> | <ul style="list-style-type: none"> <li>• Students listen to a dialogue and tick pictures of items mentioned in the conversation.</li> <li>• Students listen to the conversation for a second time and match the containers/counters mentioned to the items already ticked in the pictures.</li> <li>• To recycle food vocabulary in small groups students form oral chain sentences (e.g. I want an orange, I want an orange and a banana, I want an orange, a banana and a....etc)</li> <li>• Students look at a map with the names of shops. They listen to a person talking about what he/she needs to buy and number the shops on the map in the correct order (e.g. First I need some bread – students number “bakery”=1)</li> <li>• Students play bingo/counting games</li> <li>• Students divide nouns into countable /uncountable. Teacher identifies a noun and students decide whether it is countable [C]/uncountable [U] (if appropriate, students hold up a card with C or U written on it)</li> <li>• Students listen to a conversation between a customer and a shopkeeper and answer questions.</li> <li>• Students practise and act out the listening/ gap-fill dialogue conversation (see Writing section)</li> <li>• Students make up and act out a role-play between shopkeeper and customer<br/>Students are divided in groups of 8. Half the group play the role of different shopkeepers e.g. baker, fruit seller, coffee seller etc. The other 4 students make lists and go shopping.</li> <li>• In pairs students ask each other for things and use “can/may I...?":<br/>E.g. A: Can I have a pen, please?<br/>B: Yes, here you are.<br/>A Thanks<br/>B: You're welcome</li> </ul> |

| Competency  | Content/Language item   | Learning activities and Resources   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• read and arrange sentences in a logical order</li> <li>• read 2-3 short paragraphs and find the main information</li> <br/> <li>• spell 10 words correctly</li> <br/> <li>• write sentences from controlled and guided activities such as gap-filling</li> </ul> | <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• A dialogue between a shopkeeper and a customer</li> <li>• A description of what is sold in a shop</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Words</li> <br/> <li>• A shopping list</li> <li>• Vocabulary networks</li> <br/> <li>• Dialogue between customer and shopkeeper</li> </ul> | <ul style="list-style-type: none"> <li>• Students put the mixed up dialogue in a logical order</li> <li>• Students read the passage and circle items that are sold in the shop</li> <br/> <li>• Students practise spelling 10 words from the unit</li> <li>• Students match food/drink items to quantity words (e.g. milk – carton/bottle/bag; matches – box) and make a network or map</li> </ul> <p>Students write a shopping list (for roleplay)<br/>                 Students write words in appropriate groups (food/drink/containers)</p> <ul style="list-style-type: none"> <li>• Students complete a gap fill dialogue between a shopkeeper and customer (incorporating vocabulary for containers, food items, social expressions, how much/many?)</li> </ul> |

**Assessment**

**Speaking and listening**

Students look at a picture of a market/shop scene and describe what people are buying. The teacher reads out two dialogues

in a shop. Students write down what the customers bought and how much it cost.



**Unit 4: Would you like to come to my birthday party? (13 periods)**

**Unit Outcomes:** Students will be able to describe their likes and dislikes and give and respond to invitations.

**Vocabulary:** Seasons and related verbs.

| Competency   | Content/Language item  | Learning activities and Resources   |
|--|--|---|
| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• listen to a dialogue and match to pictures</li> <li>• ask and answer questions and describe seasons using comparatives</li> <li>• use social expressions (inviting and responding to invitations)</li> <li>• read and arrange sentences in a logical order</li> <li>• infer the meaning of new words from context</li> <li>• read 2-3 short paragraphs</li> </ul> | <p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Present simple<br/>E.g. I like...he likes...<br/>They don't like</li> <li>Do you like...? Yes, I do / No, I don't ..because...</li> <li>Comparatives e.g. winter is colder than .</li> <li>• Past simple<br/>E.g. In winter I went to...<br/>Last summer I visited...</li> <li>• because</li> <li>• would like<br/>E.g. I'd like to...<br/>Would you like to...?</li> <li>• can/can't<br/>Let's ....<br/>E.g. I can come to your party.<br/>I'm sorry I can't come.</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Sentences for inviting and responding to invitations</li> <li>• Paragraphs about seasons in Ethiopia</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Words</li> </ul> | <ul style="list-style-type: none"> <li>• Students describe what they can see in pictures/photos depicting seasons</li> <li>• Students listen to a conversation about likes/dislikes for seasons and tick/cross pictures</li> <li>• Students ask and answer questions about likes for seasons. Students say what they do/did in seasons. Students compare seasons</li> <li>• Students do group surveys on favourite seasons and why.</li> <li>• Teach students a song or poem about seasons</li> <li>• Teacher builds up a simple telephone conversation for invitations on the blackboard</li> <li>• Students practise the dialogue (back to back as on the telephone) as teacher gradually erases it from the blackboard</li> <li>• In pairs students role-play inviting friends to do something on the telephone; they accept/decline</li> <li>• Students match first half of sentences to second half.</li> <li>• Students guess the meaning of 6 underlined words and then match them to synonyms</li> <li>• Students report the main message from each paragraph</li> <li>• Students practise spelling 10 words from the unit</li> </ul> |

| <i>Competency</i>   | <i>Content/Language item</i>                                | <i>Learning activities and Resources</i>  |
|---|---|---|
| and report the message<br>• spell 10 words correctly<br><br>• write sentences from jumbled words<br><br>• write simple sentences in a paragraph | • An invitation to a friend<br><br>• A postcard/a paragraph | <ul style="list-style-type: none"> <li>• Students match season words to pictures and verbs and draw appropriate activities for each season</li> <li>• Students put jumbled words in the correct order for an invitation</li> <li>• Students write a short message inviting friends to a party.</li> <li>• Students write a postcard describing the current season and what they do during this time in their region.</li> <li>• Students write up the class survey (e.g. Alemitu likes winter because .....)</li> </ul> |

**Assessment**

**Speaking and listening**

Show a picture of a season – students have to make as many sentences as they can.

**Writing**

Students write sentences about a season.

**Unit 5: People and the past (13 periods)**

**Unit Outcomes:** Students will be able to talk about the past using regular verbs.

**Vocabulary:** Verbs to talk about biographical details.

| Competency   | Content/Language item   | Learning activities and Resources   |
|--|---|---|
| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• take a dictation</li> <br/> <li>• listen to and answer questions on passages relating to places, times and dates</li> <br/> <li>• talk about past activities using the past simple</li> </ul> | <p><b>A. Listening and Speaking</b></p> <p>Recycle numbers 1-1000<br/>Teach numbers 1000-3000</p><br><p>Year dates<br/>Recycling ordinal numbers – 1<sup>st</sup>, 2<sup>nd</sup> etc<br/>Was/were<br/>Ago, before, after</p><br><p>Tense: regular past simple – lived, worked.....<br/>Prepositions: on, in, at</p><br><p>Past simple<br/>He lived, worked etc.<br/>Frequency words: sometimes, often, never, everyday</p><br><p>Past simple question form<br/>Where did he live? Where did he work?</p> | <ul style="list-style-type: none"> <li>• Teach numbers 1000-3000 including how to pronounce years</li> <li>• Teacher practises numbers through number dictation. Students give each other number dictations in pairs.</li> <li>• Teacher dictates sentences with numbers in them e.g. I was born in 1986/ I have 5 children/ this book has 100 pages. Students write down the numbers</li> </ul> <p>a) Teacher puts a list of important historical events on the board, and on the other side, a list of years. The students should try to match the event and the date drawing lines between the two.</p> <p>b) Ordering by date – oldest first.<br/>The students arrange a list of birth years of historical figures in date order</p> <p>c) Quick quiz – ‘It is now the year 2000. Two years ago, what was the year?’ etc.</p><br><ul style="list-style-type: none"> <li>• Teacher reads passage based on the life of Abebe Bikila. Students in groups of 3 have a question sheet based on the passage. After the first reading they should try to fill in as many answers as they can as a group – they have 5 minutes for this</li> <li>• Teacher reads the passage for the second time – students have 5 minutes to complete more questions.</li> <li>• Teacher gives final reading – by this time students should know which information to listen out for to complete their sheets.</li> </ul><br><ul style="list-style-type: none"> <li>• Students identify the main verbs from the passage. Teacher highlights different pronunciation of ‘ed’. Students describe Abebe Bikila’s life using these verbs.</li> <li>• Students use substitution table to talk about the past lives of other people.</li> <li>• Students ask and answer questions using the past simple based on Abebe Bikila and the substitution table.</li> </ul> |

| Competency  | Content/Language item  | Learning activities and Resources  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• read short passage about what people did in the recent past</li> <br/> <li>• write short sentences using the past simple</li> <br/> <li>• write a short paragraph about how they spend their time</li> </ul> | <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Two autobiographical accounts one based in the country, and one in the town – could be based on lives of two children - morning routines, school, home life etc.</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Sentences</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher asks students to read the passages and then discuss               <ul style="list-style-type: none"> <li>a) Differences between the rural and urban accounts</li> <li>a) Differences between their own experiences and those described in the texts</li> <li>b) Students compile their ideas and create a poster in their groups with information and drawings depicting the rural and urban accounts – ‘He lived in..’ ‘She loved.....’ ‘He/she cleaned...’</li> </ul> </li> <br/> <li>• Students write sentences in the past simple about Abebe Bikila</li> <li>• Students write an account based on their daily lives using the two reading texts as guides</li> </ul> |

**Assessment**

**Speaking and listening**

Students are given prompts e.g. die 1999, work Addis 1995 and they have to ask and answer ‘wh’ and yes/no questions in the past. E.g. When did he die? Did he work in Addis in 1995?

**Reading and writing**

Students have 2-3 short paragraphs about peoples’ lives and 5 questions about dates e.g. When did X die? They have to scan the paragraphs, find the information and write the answer.

**Unit 6: The Jungle** (13 periods)

**Unit Outcomes:** Students will be able to talk about the past using regular and irregular verbs.

**Vocabulary:** Irregular verbs e.g. eat, drink, go.

| 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 information and match to pictures</li> <li>take part in guided oral activity</li> <li>talk about activities using the past simple</li> <li>read and arrange sentences in a logical order</li> <li>read 2-3 short paragraphs to find particular information</li> </ul> | <p><b>A. Speaking and Listening</b></p> <p>Past simple – regular and irregular verbs<br/>Run, see, go, wake up, buy, sing, eat, get up, drink, meet etc.</p> <p>Did he eat some grass?<br/>No he didn't/ yes he did<br/>What did he eat? Etc.</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>Jumbled sentences from a letter from an English tourist describing their visit to an Ethiopian National Park.</li> <li>Do's and Don't's for</li> </ul> | <ul style="list-style-type: none"> <li>Students match 15 verbs to irregular past tense</li> <li>Teacher reads out the first five sentences and students match to pictures</li> </ul> <p><b>Yesterday in the jungle:</b><br/>One monkey sang .....<br/>Two elephants ate .....<br/>Three lions saw .....<br/>Four gazelles went .....<br/>Five snakes woke up.....<br/>Six.....<br/>Seven.....<br/>Eight.....<br/>Nine.....<br/>Ten.....<br/>.. and one giraffe died!</p> <ul style="list-style-type: none"> <li>Teacher asks the students to make up the endings to the sentences (the more absurd the better!) and to think of five more animals and actions to complete up to ten.</li> <li>Students in small groups present their work to the class.</li> <li>In pairs students choose one animal and describe his day in the jungle. In different pairs they ask and answer 'wh' and 'yes/no' questions about the animals' days</li> <li>Students put the sentences in the correct order using the clues such as 'when we arrived', 'the next morning' etc.</li> <li>Students read the passage and answer true/false questions</li> </ul> |

| Competency   | Content/Language item  | Learning activities and Resources  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• complete sentences using appropriate words</li> <li>• write simple sentences in a paragraph about how they spent their time</li> <li>• write sentences from controlled and guided activities</li> </ul> | <p style="text-align: center;">national park</p> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Sentences</li> <li>• Postcard writing</li> <li>• Safety guide (e.g. road safety/science lab/swimming pool)</li> </ul> | <ul style="list-style-type: none"> <li>• Students fill in the gaps in sentences with the correct verb (from a list) in the past tense</li> <li>• Students imagine they are a visitor to Ethiopia from England. They should write a postcard home, describing what they did and saw.</li> <li>• Based on the ‘dos and don’ts’ model from the reading, students make safety guide in pairs using illustrations and signs to help understanding.</li> </ul> |

**Assessment**

**Speaking and listening**

Students ask and answer questions about what they did yesterday.

**Writing**

Students write a short paragraph about what they did yesterday.

**Unit 7: Let's make our school beautiful (13 periods)**

**Unit Outcomes:** Students will be able to describe the physical surroundings of their school and make recommendations for improvement.

**Vocabulary:** School buildings, adjectives (recycle old, new, dirty, clean) modern, etc.

| 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 information and mark a map</li> <li>• take part in guided oral activities</li> <br/> <li>• listen and write notes on what people are going to do and why</li> <br/> <li>• listen and respond to 'wh' questions</li> <br/> <li>• use social expressions for making suggestions</li> <br/> <li>• take part in guided oral activities</li> </ul> | <p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Present simple</li> <li>• "What's your school like?"</li> </ul> <p>This is my classroom<br/> My school<br/> has..(number)..buildings<br/> In this room/building, we...<br/> There is/are...<br/> How many...are there?<br/> Is there a...? yes/no<br/> What do you do in this room? We study...</p> <ul style="list-style-type: none"> <li>• going to (future plans)<br/> We're going to paint the buildings<br/> We're not going to drop rubbish<br/> What are you going to do this afternoon/at the weekend? etc.</li> </ul> <p>Why don't you ...<br/> You should ....<br/> Let's...</p> | <ul style="list-style-type: none"> <li>• Students listen to a description of a school and label the buildings on a map</li> <li>• Students draw a picture of their school campus and describe it</li> <li>• Students walk around the school and name the buildings and describe the activities that take place there</li> <li>• Role-play: students act as guides/visitor to their school. The guides describe the school and the visitors ask questions.</li> <br/> <li>• Students listen to a dialogue between the head teacher and a member of the school board. The head is describing how he/she is going to improve the school e.g. we're going to paint the classroom block <i>because</i> it's dirty; we are going to buy more books for the library <i>because</i> etc. Students tick off what he/she is going to do on a list. After listening students make sentences about what the head is going to do.</li> <li>• Students ask and answer questions about their future plans.</li> <li>• Students discuss what they are going to do when they are older (using picture prompts). E.g. I'm going to be a pilot, I'm going to build a house etc.</li> <br/> <li>• Students use language to give ideas orally to director/teacher for improving their school in the future. E.g. Why don't you paint the classroom</li> <li>• In groups students plan how they would change the school. They report back to the class with their plans (We're going to ....)</li> </ul> |

| Competency   | Content/Language item   | Learning activities and Resources  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• read and arrange sentences</li> <br/> <li>• read 2-3 short paragraphs to find the facts</li> <br/> <li>• infer the meaning of new words from context</li> <br/> <li>• write sentences from guided activities</li> <li>• spell check their writing</li> <li>• write simple sentences in a paragraph</li> <li>• write suggestions/plans using words, pictures and symbols</li> <br/> <li>• write vocabulary network for school</li> </ul> | <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• List of activities in sentences</li> <br/> <li>• Sentences with ‘going to...’</li> <br/> <li>• Short report on plans for the school by head</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Page of someone’s diary showing plans for the week</li> <br/> <li>• Descriptive paragraph</li> <br/> <li>• Suggestions/plans</li> <br/> <li>• Vocabulary network for school</li> </ul> | <ul style="list-style-type: none"> <li>• Students read a list of activities and put them in correct column (good for school/bad for school) e.g. write on walls (bad) keep classrooms clean (good)</li> <li>• Students match the beginning and end of sentences E.g. The walls are dirty/ so we are going to clean them</li> <br/> <li>• Students read the report and identify the differences in plans between the report and the conversation the head had with the board (see speaking and listening).</li> <li>• Students guess the meaning of 6 words from context. They match them to a definition.</li> <br/> <li>• Students use the information in the diary to write sentences using ‘going to’</li> <li>• In pairs students spell check their sentences</li> <li>• Students write a paragraph describing their school</li> <li>• Students take ideas from reading text and make a poster (drawings and phrases) expressing their ideas for beautifying their school e.g. We’re going to plant new trees, we’re going to burn the rubbish</li> <br/> <li>• Students write vocabulary network for school</li> <li>• buildings (e.g. classroom)</li> <li>• activities (e.g. study)</li> <li>• people (e.g. teacher)</li> <li>• adjectives (e.g. difficult)</li> </ul> |

**Assessment**

**Speaking and listening**

Students describe their plans for the weekend.

**Writing**

Students write their plans for the weekend E.g. I’m going to go to the market.



**Unit 8: Have a cup of tea! (13 periods)**

**Unit Outcomes:** Students will be able to listen to and describe a simple process.

**Vocabulary:** Process verbs e.g. cut, pour, stir, press, push, put, (may depend what process is chosen), sequencing words.

| <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 and respond to instructions and explanations</li> <li>• give instructions within a given situation</li> <li>• read a passage and arrange the pictures</li> <li>• read passage and complete sentences with missing words</li> <li>• infer meaning of words from context</li> <li>• spell 10 words correctly</li> <li>• write instructions using words</li> </ul> | <p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Imperatives</li> <li>• Present simple<br/>You cut/pour/stir/press/push etc</li> <li>• basic sequencing words: first, next, then, after that, finally</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Instructions for a recipe</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Instructions on how to make/do something</li> <li>• A recipe/step-by-step guide</li> </ul> | <ul style="list-style-type: none"> <li>• One student gives instructions, another student physically responds to instructions</li> <li>• Teacher reads a description of a process; students listen and put pictures of process in correct order</li> <li>• Students describe to each other how to make a typical regional dish/drink or how to operate a simple machine (use pictures as prompts)<br/>One student mimes a process, rest of group guess what the process is.</li> <li>• Teacher chooses a process. One student gives first step, next student second step etc. Students do the same activity in groups.</li> <li>• Teacher chooses a process and students listen and mime the actions of the process</li> <li>• Students read a recipe and put pictures of process in correct order</li> <li>• Students read the passage complete gap-fill sentences with correct verbs/nouns and sequencing words.</li> <li>• Students guess the meaning of 6 words from context. They match them to a definition.</li> <li>• Students practise spelling 10 words from the unit</li> <li>• Students look at pictures, put them in correct order of process and write a sentence for each picture e.g. First you....; next you...; then you...; finally you...</li> <li>• Students write an illustrated leaflet/step-by-step guide showing foreigners how to make Ethiopian tea (comic strip with captions and short phrases /instructions)</li> </ul> |

**Assessment**

**Speaking**

Students use the pictures from the writing activity and describe the process orally.

**Reading**

Students read a text about a recipe and answer 5 multiple choice questions.

**Unit 9: Watch out! (13 periods)**

**Unit Outcomes:** Students will be able to describe some common dangers and how to avoid them.

**Vocabulary:** Words connected with danger and safety.

| Competency   | Content/Language item  | Learning activities and Resources  |
|--|--|--|
| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• give instructions within a given situation</li> <li>• take part in guided oral activities in pairs</li> <li>• use numbers to express thousands/millions</li> <li>• listen to stories and answer questions</li> <li>• use social expressions for making requests and take part in simple dialogues</li> <li>• read labels/instructions to find particular information</li> <li>• read 2-3 short paragraphs to find particular information</li> </ul> | <p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Present simple</li> <li>• Imperatives (positive and negative)</li> <li>• Can/can't</li> <li>• Must / mustn't</li> <li>• Do, do not/don't</li> </ul> <p>Numbers</p> <ul style="list-style-type: none"> <li>• thousands</li> <li>• millions</li> </ul> <p>E.g. 6,000 / 3,000,000</p> <p>Past simple</p> <p>Can/could/would you ..... please?<br/>Recycle terms of politeness</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Labels/packaging with instructions/information</li> <li>• Rules/safety notice</li> </ul> | <ul style="list-style-type: none"> <li>• Students look at some common symbols and orally (or in writing) say/write what they mean.<br/>E.g. ☠ = danger    ☹ = don't smoke</li> <li>• Students look at traffic signs and say/write what they mean</li> <li>• In pairs student make up new symbols – they show them to other pairs who have to guess what they mean</li> <li>• Teacher teaches numbers (thousand/million) including how to pronounce numbers</li> <li>• Teacher practises numbers through number dictation. Students give each other number dictations in pairs.</li> <li>• Teacher dictates sentences with numbers in them. Students write down the numbers</li> <li>• Students listen to a story about when a person/animal was in danger and answer questions</li> <li>• Students match pictures to speech bubbles for making requests</li> <li>• In pairs students create simple dialogues using requests and act them out in front of the class</li> <li>• Students read instructions on labels/packaging and answer questions e.g. medicine bottle labels: “take 3 times a day at mealtimes”</li> <li>• Students read a notice describing rules/safety procedures and complete a chart (saying what you must/mustn't do).</li> </ul> |

| <i>Competency</i>  | <i>Content/Language item</i>   | <i>Learning activities and Resources</i>  |
|--|--|---|
| <ul style="list-style-type: none"> <li>• spell 10 words correctly</li> <li>• take a short dictation</li> <li>• write instructions using words, pictures and symbols</li> </ul> | <p><b><i>C. Writing</i></b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• A list of classroom rules</li> <li>• A poster</li> </ul> | <ul style="list-style-type: none"> <li>• Students practise spelling 10 words from the unit</li> <li>• Teacher dictates some classroom rules</li> <li>• Students create a poster for the classroom illustrating/explaining classroom rules</li> <li>• Students draw up a list of traffic rules (e.g. don't play in the street) with pictures for younger students</li> </ul> |

**Assessment**

**Speaking or writing**

Students make up rules for looking after cattle, planting, hospitals, shops, libraries etc.

**Unit 10: Who’s your nephew? (13 periods)**

**Unit Outcomes:** Students will be able to give information about their family and make comparisons between people.

**Vocabulary:** Family words (extended), adjectives, young, old, handsome, beautiful etc.

| 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 short text giving information and answer questions</li> <li>ask for and give personal details</li> <li>distinguish between ‘s and s’</li> <li>describe people using comparatives and superlatives</li> <li>use social expressions for certainty/uncertainty</li> <li>read 2-3 short paragraphs and report the message</li> <li>infer the meaning of unfamiliar words from</li> </ul> | <p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>have/has/had</li> <li>possessive ‘s and s’ e.g. my sister’s baby</li> <li>“What’s your brother like?”</li> <li>comparatives/superlatives<br/>E.g. younger/older; shorter/taller; fatter/thinner; more handsome/more beautiful; the oldest/youngest; the tallest/shortest; more children</li> <li>Different from...</li> <li>It might be</li> <li>It may be</li> <li>It could be</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>A descriptive passage of a family</li> </ul> | <ul style="list-style-type: none"> <li>Students listen to the teacher describe his/her family and answer questions</li> <li>Students ask and answer questions about their family tree, using possessive ‘s e.g. Who is your mother’s niece? Who is your father’s brother? He is Mekdes’ brother. My grandparents’ children are ...</li> <li>Students do gap-fill sentences distinguishing between ‘s and s’.</li> <li>Students practise comparative and superlatives using a substitution table</li> <li>Students draw members of their family and talk about them using comparatives and superlatives e.g. my brother Sisay is the oldest. My mother is taller than her sister. In groups students find the shortest, tallest, youngest, oldest etc. amongst them. My sister is not as tall as my brother</li> <li>Students play ‘find someone who’ e.g. they have to find someone who has 3 brothers, who doesn’t have an uncle, etc.</li> <li>Teacher draws a picture on the board and covers some of it students have to guess what it is. Students do the same in pairs.</li> <li>The teacher describes something, students have to guess what it is</li> <li>Students look at a family tree and read the passage about one family member. From the information they identify the family member.</li> <li>Students guess the meaning of 10 words in the passage. They find synonyms for these words from a list of 15.</li> </ul> |

| Competency  | Content/Language item  | Learning activities and Resources  |
|---|--|--|
| <p>the context</p> <ul style="list-style-type: none"> <li>• read simple story</li> <li>• spell 10 words correctly</li> <li>• write sentences from jumbled words</li> <li>• write sentences</li> <li>• write simple sentences in a paragraph</li> <li>• write vocabulary network for people</li> </ul> | <ul style="list-style-type: none"> <li>• Story about a family</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Sentences with jumbled words</li> <li>• Extended family tree</li> <li>• Sentences about people</li> <li>• Sentences about family members in the form of a simple informal letter</li> <li>• Vocabulary network for people</li> </ul> | <ul style="list-style-type: none"> <li>• Students read a story about a family and put the pictures in order</li> <li>• Students practise spelling 10 words from the unit</li> <li>• Students put the words in order to make sentences. E.g. Tolosa Abaynesh to is married = Tolosa is married to Abaynesh</li> <li>• Students complete an extended family tree for themselves</li> <li>• Students compare pictures of people (stick people) orally and then in writing using comparatives and superlatives</li> <li>• Students write a paragraph describing their family. The teacher takes in the paragraphs and redistributes them to the students. One by one a student reads out his/her new paragraphs and the other students have to guess whose family it is.</li> <li>• Make a vocabulary network for people</li> <li>• male/female<br/>E.g. uncle/aunt<br/>brother/sister</li> <li>• adjective opposites<br/>E.g. young/old tall/short</li> </ul> |

**Assessment**

**Speaking**

Students describe their extended families using their family trees.

**Writing**

Students fill in adjectives in sentences for comparatives and superlatives about people based on picture.

**Unit 11: Let's keep healthy (13 periods)**

**Unit Outcomes:** Students will be able to describe some diseases (including HIV and AIDS), their effects and ways to stop them spreading.

**Vocabulary:** Diseases (e.g. Malaria), related vocabulary (cause and effect e.g. mosquito, bite), prevention (medicine, pills etc), adjectives for how you feel: tired, weak, sick, etc., parts of the body e.g. skin, blood.

| 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 short texts giving information and answer questions</li> <li>• take part in guided oral activities</li> <li>• talk about past activities using the past simple</li> <li>• listen and respond to a variety of instructions and explanations</li> <li>• use social expressions for giving advice and making suggestions</li> <li>• read and arrange sentences in a logical order</li> <li>• read 2-3 short paragraphs</li> </ul> | <p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Present simple</li> <li>• Compound sentences</li> <li>• Going to (for future intention)</li> <li>• Anybody/somebody/ever ybody</li> <li>• Should/shouldn't</li> <li>• Must/mustn't</li> </ul> <p>Revision of numbers 1-10,000,000</p> <p>Past simple</p> <p>Imperatives</p> <p>Should, ought to</p> <p>Revision of expressions for suggestions</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• A short passage about a girl who looks after her sick mother/father</li> <li>• A simplified passage</li> </ul> | <ul style="list-style-type: none"> <li>• Students listen to the teacher talk about malaria and complete a chart:</li> <li>• symptoms of malaria</li> <li>• ways of getting malaria</li> <li>• ways to prevent getting malaria</li> </ul> <ul style="list-style-type: none"> <li>• Students discuss in groups what malaria is, how it occurs and how they can stop it spreading</li> <li>• In pairs students list what you should and shouldn't do to prevent malaria</li> </ul> <p>Students describe when they were ill and what they did</p> <ul style="list-style-type: none"> <li>• Teacher tells students what they should do to stay healthy. Students mime the actions. Students do the same in pairs.</li> <li>• Teacher builds a dialogue between a doctor and a patient. Students practise the dialogue and make up their own based on the model</li> <li>• Teach students songs/poems/chants/slogans about diseases</li> <li>• Students act out stories highlighting the dangers of malaria and how it can be prevented</li> </ul> <ul style="list-style-type: none"> <li>• Students practise giving advice/making suggestions for health/medical scenarios</li> </ul> <p>E.g. S1: I have a cold.<br/>S2: You should stay in bed.</p> <ul style="list-style-type: none"> <li>• Students read sentences and put them in order for the girl's daily activities</li> <li>• Students read the passage and identify what certain numbers refer to</li> <li>• Students read the passage again and complete a simple chart (name of disease; transmitter; medical symptoms; prevention/treatment)</li> </ul> |

| Competency   | Content/Language item   | Learning activities and Resources  |
|--|---|--|
| <p>to find particular information</p> <ul style="list-style-type: none"> <li>• spell 10 words correctly</li> <li>• complete sentences using appropriate words</li> <li>• write instructions using words, pictures or symbols</li> <li>• write vocabulary network for health</li> </ul> | <p>about HIV/AIDS in Ethiopia– facts, figures, how it is acquired, how to prevent etc.</p> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Words</li> <li>• Sentences with missing words</li> <li>• A health poster</li> <li>• Vocabulary network for health</li> </ul> | <ul style="list-style-type: none"> <li>• Students practise spelling 10 words from the unit</li> <li>• Students label pictures with key words (e.g. mosquito, blood).</li> <li>• Students fill in gaps with anybody /somebody/everybody and nobody based on simple information from the reading passage.</li> <li>• Students create an illustrated leaflet or poster highlighting the main points (pictures, phrases, slogans) about malaria or HIV/AIDS</li> <li>• Students make a vocabulary network for health e.g.             <ul style="list-style-type: none"> <li>• illness/disease (e.g. Malaria)</li> <li>• treatment (e.g. pills)</li> <li>• people (e.g. doctor, patient, nurse)</li> <li>• adjectives (e.g. sick, ill, well, healthy)</li> </ul> </li> </ul> |

**Assessment**

**Speaking and listening/writing**

Students say/write 5 true or false facts about Malaria/HIV & AIDS. They read them out and other students say if they are true or false.



**Unit 12: Animal story (13 periods)**

**Unit Outcomes:** Students will be able to listen to and tell stories about animals.

**Vocabulary:** Animals (extended) and related vocabulary.

| Competency  | Content/Language item  | Learning activities and Resources  |
|---|--|--|
| <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• listen to a story and put pictures in order</li> <li>• tell stories using the past simple</li> <br/> <li>• describe animals using comparatives and superlatives</li> <br/> <li>• use social expressions</li> <br/> <li>• read 2-3 paragraphs to find particular facts</li> <li>• predict the theme of a passage by doing pre-</li> </ul> | <p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• past simple (narrative)</li> <li>• irregular verbs (recycle and new ones)</li> <br/> <li>• comparatives /superlatives (regular/irregular)<br/>E.g. faster/slower; taller/shorter; more dangerous; the fastest/heaviest;</li> <li>• compound sentences<br/>E.g. The elephant went to the river and the crocodile seized its nose.</li> </ul> <p>Recycle all social expressions from grade 5</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• Paragraph on animal facts</li> <br/> <li>• Animal stories</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher reads out the infinitive of an irregular verb and students give the past tense. Teacher introduces new irregular verbs.</li> <br/> <li>• Students listen to a story about animals and put pictures in the correct order</li> <li>• Student retell story</li> <li>• Students look at other pictures and tell a story</li> <li>• Students retell in English traditional Ethiopian stories about animals</li> <li>• Students act out the stories (drama) with a narrator/different narrators [students first write a short script/dialogue with animals talking etc.]</li> <br/> <li>• Students look at pictures of animals and facts about animals and compare and contrast them (orally and in writing).</li> <li>• Students choose an animal. The teacher tells students (pretending to be their chosen animal) to line up in order of speed, weight, most dangerous etc.</li> <br/> <li>• Students match speech bubbles with social expressions to pictures or questions (using social expressions) to answers.</li> <li>• Groups of students get 3 social expressions each and have to make up dialogues. They perform these to the class</li> <br/> <li>• Students read the passage and do a quiz about animal facts choosing the correct answer (multiple choice)<br/>E.g. Which animal is the fastest? A. cheetah B. lion C. ostrich</li> <br/> <li>• Students read the titles of stories, predict the events of the story and finally match with</li> </ul> |

| Competency  | Content/Language item   | Learning activities and Resources  |
|---|---|--|
| <p>reading activities</p> <ul style="list-style-type: none"> <li>• read 2-3 short paragraphs and report the message</li> <li>• spell 10 words correctly</li> <li>• write short sentences using the past simple</li> </ul> | <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• Words for animals</li> <li>• A story / narrative (beginning and end)</li> </ul> | <p>written paragraphs.</p> <ul style="list-style-type: none"> <li>• Students read different Ethiopian animal stories [or Aesop’s fables/ “How the elephant got its trunk (by Rudyard Kipling)”] and report the main message (and tell the stories) to their friends</li> <li>• Students practise spelling 10 words from the unit</li> <li>• Students label pictures of animals</li> <li>• Students read the beginning and the end of a story. In pairs they discuss what happened in the middle and write short sentences using irregular verbs. Students read out their middle parts to the class.</li> </ul> |

**Assessment**

**Speaking and writing**

Students tell stories from pictures and write them.

**Reading**

Students read a text about animals and answer 5 true/false and 5 multiple choice questions.

Grade 5 Vocabulary

|  |   |  |   |  |
|--|---|--|---|--|
| <p><b>Adjectives</b></p> <p>absent                    kind                    interesting<br/>         busy                      loud                    helpful<br/>         correct                    lucky                    weak<br/>         crowded                    nice                    handsome<br/>         dangerous                    pleased                    useful<br/>         dark                      present                    tired<br/>         dead                      pretty                    exciting<br/>         ready                      friendly                    thick<br/>         far                        safe                      fast<br/>         soft                        fresh</p>  | <p><b>Food</b></p> <p>butter<br/>         porridge<br/>         rice<br/>         sandwich<br/>         sweets<br/>         water melon</p> <p><b>Family</b></p> <p>cousin<br/>         nephew<br/>         niece</p>   | <p><b>Diseases</b></p> <p>malaria<br/>         sick<br/>         headache<br/>         cold<br/>         bite<br/>         medicine<br/>         pill</p> <p><b>Jobs</b></p> <p>clerk<br/>         fireman<br/>         shopkeeper</p>   | <p><b>Animals</b></p> <p>bee<br/>         eagle<br/>         elephant<br/>         frog<br/>         gazelle<br/>         insect<br/>         lion<br/>         monkey<br/>         mosquito<br/>         snake<br/>         tortoise</p>   | <p><b>Games and free time activities</b></p> <p>athletics                    field<br/>         football                    pitch<br/>         running                    sports club<br/>         swimming<br/>         table tennis<br/>         volleyball</p> <p><b>Containers/Quantity words</b></p> <p>bag   sack   kilo   box<br/>         tin   carton   bottle</p>  |
| <p><b>Verbs</b></p> <p>add                        pay                      lock<br/>         bite                        push                      kill<br/>         borrow                    post                      put<br/>         burn                        practise                    push<br/>         call                        prefer                    keep<br/>         collect                    protect                    press<br/>         cut                        put out                    invite<br/>         cover                      reply                      stir<br/>         end                        return                    hurt<br/>         greet                      shake                      pour<br/>         fill                        spend                      hurry<br/>         happen                    thank                      try<br/>         hide                        plant                      build<br/>         buy                        sell                        throw<br/>         drop                        watch                      swim<br/>         cook                        read                      wear<br/>         be born                    live                        die<br/>         pour                        stir                        press</p> | <p><b>Seasons</b></p> <p>spring<br/>         summer<br/>         winter<br/>         autumn</p> <p><b>Parts of the body</b></p> <p>tongue<br/>         thumb<br/>         skin<br/>         blood</p> <p><b>Time words</b></p> <p>date<br/>         quarter<br/>         all day<br/>         late<br/>         later</p> | <p><b>Clothes</b></p> <p>blouse<br/>         boots<br/>         glasses<br/>         necklace<br/>         ring<br/>         scarf</p> <p><b>Places</b></p> <p>swimming pool<br/>         supermarket<br/>         market<br/>         restaurant<br/>         school<br/>         mountains</p> | <p><b>Other words</b></p> <p>stairs    rubbish<br/>         steps    bin<br/>         best    danger<br/>         better    safety<br/>         danger    rule<br/>         street<br/>         traffic<br/>         fire<br/>         anybody<br/>         somebody<br/>         everybody<br/>         than<br/>         never<br/>         suddenly<br/>         on fire<br/>         often<br/>         of course<br/>         nearly</p> | <p><b>Everyday objects</b></p> <p>calendar                    string<br/>         cooker                      pills<br/>         cushion                    pan<br/>         dictionary                    tray<br/>         drawer                      shelf<br/>         furniture                    sofa<br/>         medicine<br/>                                         whistle<br/>         teaspoon                    whip<br/>         photograph</p> <p><b>School buildings</b></p> <p>classroom<br/>         gym<br/>         library<br/>         cafeteria</p> <p><b>shops</b></p> <p>bakery    grocer's    butcher's</p> |