

English Grade 6

Introduction

In grade 6 the students have 5 periods of English a week. The syllabus contains 13 units. Units 1-12 are 13 periods and unit 13 is 6 periods. There should also be two revision units (each of four 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.

As with grade 5, Grade 6 focuses on all the skills equally and aims to develop the students' confidence and competency through building up sub skills and giving them plenty of opportunity to practise. Listening and reading texts have now become longer and more complex and if possible teachers should encourage students to practise these skills outside class time. Speaking and writing texts are also more difficult: by the end of grade 6 students are expected to tell simple stories and write whole paragraphs in the past tense.

In Grade 6 a greater range of topics is introduced to include the environment and social issues and less time is spent on familiar topics such as school and likes and dislikes. Students' vocabulary is also extended in these areas and by the end of the grade, students can talk about the future as well as the present and past. Activities continue to be engaging and personalised and are focused 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 students 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 6 Minimum Learning Competencies for all of the four skills which also act as objectives.

Unit 1: What are you wearing today? (13 periods)

Unit Outcomes: Students will be able to talk in detail about clothes and what people are wearing.

Vocabulary: Clothing vocabulary, traditional Ethiopian clothes, clothes for special occasions, e.g. a pair of (+plural verbs), long-sleeved, materials e.g. silk, made of, worn for/by, used for.

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning Activities and Resources</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • use social expressions (introductions and greetings) • describe clothes using more than one adjective • listen to information and match to pictures • listen and respond to ‘wh’ questions • take part in guided oral activities in pairs and groups • predict the theme of the passage by doing pre-reading activities 	<p>A. Listening and Speaking</p> <p>Hello/good morning/good afternoon My name is ... How do you do? How are you? This is.... . He/she is</p> <ul style="list-style-type: none"> • What is this/that/these/those? It is a blue silk dress. It is a black leather jacket. It is a red cotton sweater. They are blue socks • What are/is you/he/she wearing? • I am wearing a dress/trousers • He is wearing a jacket • She is wearing a skirt • What colour is your T-shirt? • Made of/used for <p>B. Reading</p> <p>A passage about traditional Ethiopian clothes</p>	<ul style="list-style-type: none"> • In pairs students greet and introduce themselves. They use ‘wh’ questions to find out information about their partner. -Students introduce their partner to the teacher and the rest of the class • Teacher teaches materials and other adjectives to use with clothes. He/she asks questions about clothes in pictures. Students answer using adjectives. • Students listen to a ‘fashion show’ and match the clothes described to pictures. Students describe the pictures. • Students ask and answer questions about what they and their classmates are wearing • Students look at pictures of traditional clothes from Ethiopia (and surrounding countries). They talk about whether they like these clothes and what they are made of/used for. • In pairs one student chooses one item of clothing from the pictures and describes it. The other student points to it. • In groups students prepare ‘fashion shows’ for the rest of the class using pictures

Competency	Content/Language item	Learning Activities and Resources
<ul style="list-style-type: none"> • read a passage of 4-5 paragraphs to find the main message and information • infer the meaning of unfamiliar words from the context • write sentences from jumbled words • take dictation of a short paragraph with correct spelling and punctuation • write compound sentences using ‘and’ • write a vocabulary network for clothes 	<p>C. Writing</p> <p>Jumbled words in sentences</p> <p>Short paragraph on clothes</p> <p>Correct and meaningful sentences</p> <p>A vocabulary network for clothes</p>	<ul style="list-style-type: none"> • Students look at the title of the reading passage and accompanying pictures and predict the theme. Students read the passage to identify the theme and see if they were right. • Students read comprehension questions and find the answers. Encourage them to read the passage individually and then discuss their answers in groups. • Students guess the meaning of 5 unfamiliar words. If they have access to dictionaries, the teacher demonstrates how to use dictionaries to look up words. If they don't have dictionaries students match the words to definitions on the blackboard. • Students to rearrange sentences from jumbled words (give emphasis to position of adjectives and nouns) e.g. silk a blue is dress it = It is a blue silk dress • Students take down dictation. At the end encourage them to share what they have done in pairs and learn from each other. • In groups of 8 each student is given a picture. They write what the person in the picture is wearing on a slip of paper. E.g. She is wearing a long red skirt and a white cotton shirt These 8 slips of paper and the pictures are given to another group who have to match the descriptions to the picture. • Students make vocabulary networks for clothes • Men (e.g. tie) • Women (e.g. dress) • Traditional (e.g. Gabi) • Materials (e.g. silk) • Adjectives (e.g. long) • Verbs (e.g. wear)

Assessment

Speaking and listening

In threes one student introduces two others, giving appropriate information.

Writing

Students use pictures to write sentences about what people are wearing.

Unit 2: Ras Dashen - The highest mountain in Ethiopia (13 periods)

Unit Outcomes: Students will be able to give simple descriptions of regions.

Vocabulary: Basic geographical features and related words, weather (e.g. degrees, Celsius) and places.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> listen and respond to 'wh' questions listen to and understand various forms of comparisons compare places using comparatives and superlatives use social expressions 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> Recycle numbers to describe length of river, height of mountain etc How high is _____? How long is _____? Comparisons of geographical features, places, weather Language patterns: Using regular and irregular comparative and superlative adjectives E.g. Regular: high-higher-highest hot-hotter-hottest cold-colder-coldest dangerous – more dangerous – most dangerous Irregular: bad-worse-(the) worst, good-better-(the) best as.....as / not as.....as E.g. Addis is not as hot as Jimma descriptions of different places <p>Classroom English E.g. What does ____ mean? Can I? Sorry, I don't understand</p>	<ul style="list-style-type: none"> Teacher plays a numbers game to recycle numbers. Using a table students ask questions about the heights of mountains and lengths of rivers Students listen to 6 descriptions of famous (geographical) places in Ethiopia and match to pictures. Teacher goes through each picture in turn to elicit language used to describe the place Students practise the language by describing the pictures. Students compare the pictures using comparative and superlative adjectives Students compare other places or features of their choice. Students look at a temperature chart for Ethiopia and compare temperatures in different regions In pairs or groups they discuss weather conditions in Ethiopia e.g.A: Which is the hottest place? B: Afar region is the hottest place. Teacher recycles/teaches classroom English and encourages its use throughout the grade.

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • sequence a number of sentences into a logical order in a paragraph • read a passage of 4-5 short paragraphs to find the main information • write sentences from jumbled words • write simple sentences • write a short paragraph • write a vocabulary network for the environment 	<p>What page? How do I say _____ in English?</p> <p>B. Reading Description of one place in Ethiopia</p> <p>6 different descriptions of regions/places in Ethiopia</p> <p>C. Writing Sentences</p> <p>Comparative sentences</p> <p>Description of their region</p> <p>A vocabulary network for the environment</p>	<ul style="list-style-type: none"> • Students in pairs put sentences in a logical order using clues. • In groups student read different descriptions and transfer specific information onto tables. Using this information and other research (if possible), they prepare oral presentations on their regions/places. They can also make maps and posters to accompany their presentations • Students rearrange words and write correct comparative sentences e.g. as hot not Jimma Addis as is = Addis is not as hot as Jimma. • Students use pictures to make comparisons and write sentences • Students write a short paragraph to describe their region • Students make a vocabulary network for the environment: • geographical expressions (e.g. volcano) weather (e.g. sunny)

Assessment

Speaking

Students describe the region they live in.

Writing

Students write descriptions of the regions/places from their presentations. Students use a chart to write short descriptions about Ethiopia.

Unit 3: Who am I? (13 periods)

Unit Outcomes: Students will be able to discuss some famous Ethiopians (artists/sportsmen/politicians).

Vocabulary: Biographies: live, die, get married etc.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> listen to what, why and when people did and did not do things and write notes listen and respond to 'wh' questions in various ways ask and tell someone what they did in the past give reasons using infinitive of purpose 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> simple past E.g. He was born/went/lived/died etc simple present E.g. He lives/is married/has etc present continuous E.g. He is running a marathon <p>Sequencing words Time expressions: last/ago</p> <p>'wh' and yes/no questions in the past E.g. how old is he? /what did he do last year?</p> <p>When did you start school? 6 years ago When were you in grade 5? Last year</p> <p>Infinitive of purpose e.g. he went to the shop to buy some tea</p>	<ul style="list-style-type: none"> Students look at pictures/photos of a famous Ethiopian and say what he/she is doing Students listen to a description of (or interview with) a famous Ethiopian and complete an identity card or passport information page E.g. Name: Age: Job: Home: Married/single etc Last year: 5 years ago: Students use the information in the identity card to ask and answer questions about the person in pairs. Student practise using 'last' and 'ago' by asking questions beginning with 'when' Role-play/interview: in pairs, one student assumes the identity of a famous Ethiopian and the other student asks questions (based on jigsaw reading and writing questions task) "Who am I?" game: student chooses the identity of a famous Ethiopian and other students ask yes/no questions to guess the identity Students practise using infinitive of purpose. They match sentence halves to make full sentences. E.g. He went to America – to study at university He switched on the TV – to watch his favourite programme etc.

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • infer the meaning of unfamiliar words from context • read a short passage about what people did and did not do in the past and answer questions • complete sentences using appropriate words • write short sentences using the simple past • write questions for information gathering and note down the answers in writing. • write simple sentences in a paragraph 	<p>B. Reading</p> <ul style="list-style-type: none"> • Descriptive passages about famous people (biographies) <p>C. Writing</p> <ul style="list-style-type: none"> • Sentences • Biographical notes • Questions in the past tense • Short biographies 	<ul style="list-style-type: none"> • Students guess the meaning of 10 words in the passage by matching each word to another word • Students read the biography of a famous Ethiopian and put events in the correct order - Students answer questions (open/closed) about the passage • Students read descriptions of 2 famous Ethiopians (one dead and one alive?). Sentences about the individuals are jumbled up. Students must separate the sentences (using verb tense/vocab/context clues), match with the correct individual and then put them in the correct order to make a short biography • Jigsaw reading - half the class read one biography and the other half another one. (continues in writing and speaking) • Students fill in gaps in sentences with time expressions e.g. every, last, ago, on, in etc. • Students look at biographical notes and write complete sentences about the person. E.g. Born/1972 – He was born in 1972 • Jigsaw reading - students write questions to ask their partner about a famous person. As they ask (see speaking and listening) they take notes on the answers. • Using the information they found out from their partners in the jigsaw activity, students write a short biography. When they have finished they compare it to the original reading passage.

Assessment

Speaking and listening

One student takes on the role of a famous person but is not allowed to say ‘yes’ or ‘no’. The other students ask questions to try to make him/her say yes or no.

Reading

Students read a text about a famous person and answer multiple choice questions.

Unit 4: My favourite dish (13 periods)

Unit Outcomes: Students will be able to describe food and how it is made.

Vocabulary: Food (for traditional Ethiopian cuisine), verbs e.g. fry, grill, roast etc., counters e.g. bag of rice, a bunch of bananas, made from, adjectives to describe food e.g. spicy, hot, tasty, etc., kitchen implements e.g. pot, pan etc.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • listen and respond to ‘wh’ questions • distinguish between countable and uncountable nouns • use expressions of quantity appropriately • listen to information and match to pictures • describe something using more than one adjective • use social expressions (agreeing/disagreeing) • take part in guided oral activities in groups 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> • Talking about food/ingredients (traditional Ethiopian foods) <p>What is ... What colour ...</p> <p>Revision of countable/uncountable nouns</p> <p>How much rice is there? There are two bags of rice How many bananas are there? There are five bananas A few/a little</p> <p>“What is tibs?” “It is made from It is hot and spicy”. You grill/fry the lamb...</p> <p>I think ... I agree with you because I don’t agree with you because</p>	<ul style="list-style-type: none"> • In groups or individually, students brainstorm names of foods and compare their lists. • Teacher shows students plants such as carrots, onions, etc. - Ask questions such as: T: What is this called in English? S: It is a tomato. T: What colour is it? S: It is red. • 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) • Students look at pictures of quantities of food and ask questions using ‘how much?’ and ‘how many?’ and appropriate counters (kilo, bag, sack etc.) • Students listen to descriptions of traditional Ethiopian dishes and match to pictures. • Teacher highlights the language used to describe dishes • Students describe Ethiopian dishes using the language modelled • Teacher introduces language of agreeing and disagreeing. • Teacher reads out some controversial statements e.g. There must be no cars in our town. Students agree or disagree with reasons. Students do the same in groups • In groups students discuss and plan an appropriate menu for foreign guests. Students are

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • sequence a number of sentences into a logical order in a paragraph • predict the theme of the passage by doing pre-reading activities • complete sentences using appropriate words • write simple sentences about their likes and dislikes • write a short paragraph connected to the topic • write vocabulary network for food 	<p>B. Reading A recipe for an Ethiopian dish</p> <p>A passage on food in Ethiopia</p> <p>C. Writing</p> <ul style="list-style-type: none"> • Food words • Sentences • Recipe for students' local dish • Vocabulary network for food 	<p>encouraged to agree and disagree</p> <ul style="list-style-type: none"> • Students put the sentences in order for cooking a traditional Ethiopian dish • One student reads out the recipe and another mimes the actions • Teacher introduces pre-reading questions and asks the students to answer in pairs or groups. • Students read the passage silently and independently and check/correct their answers to the questions. • The class makes posters of lists of foods in groups of vegetables, fruit, meat, dairy etc. with pictures • Students write out menus for their foreign guests (giving a short description of each dish) • Students fill in gaps from a list of suitable words e.g. much/many/few/little • Students write sentences about the food they like and dislike and why • Students use the reading passage as a model to write a recipe for a local dish • Students make vocabulary network for food <ul style="list-style-type: none"> • vegetables (e.g. carrot) • fruit (e.g. banana) • meat (e.g. beef) • dairy (e.g. milk) • cooking verbs (e.g. grill, roast) • adjectives (e.g. sweet, spicy) • kitchen implements (e.g. pot, pan) • quantity words/containers e.g. bag, sack)

Assessment

Speaking and writing

Students describe what they ate for meals in the last few days (using the past tense) E.g. Yesterday I ate injira with vegetables.

Unit 5: Animal Fables (13 periods)

Unit Outcomes: Students will be able to describe and tell simple stories about animals.

Vocabulary: Animals – habitat, diet, verbs e.g. run, kill, climb, fly, swim, etc, adjectives describing animals.

<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"> • listen and respond to ‘wh’ questions • ask and answer ‘wh’ questions about abilities • tell simple stories • listen to a short story and answer questions about details • use social expressions (giving opinions) • predict the theme of the story by doing pre-reading passages • read a story to find the main message and answer 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> • What do lions look like? (plural nouns for generalisation) • Where/live • What/eat • What can lions do? • Can lions swim? <p>Adverbs of degree -</p> <ul style="list-style-type: none"> • quite well, very well, not at all <p>e.g. Lions can run very well</p> <ul style="list-style-type: none"> • Past simple <p>Did ...? Yes/No-----</p> <ul style="list-style-type: none"> • What do you think---? I think that---- <p>I think/in my opinion.... I agree with you I disagree with you</p> <p>B. Reading</p> <p>A passage/dialogue in the form of an animal fable that can teach a moral lesson</p>	<ul style="list-style-type: none"> • Using a list of animals or pictures, students divide animals into 3 groups – wild animals, farm animals and pets • Using prompts students ask and answer questions about animals in pairs. • Students are given names of animals and different activities. They say whether the animal can do that activity quite well, very well or not at all. E.g. Giraffes – climb trees (not at all) Hippos – swim (very well) • Students ask and answer questions about what animals can do quite well, very well or not at all. E.g. Can giraffes climb trees? No they can’t climb trees at all. • Elicit simple stories about some animals from the students • Teacher/student mimes fable – other students guess what’s happening • Students listen to a short story about animals and answer questions. • Teacher asks students yes/no questions about the story using the past simple. Students do the same in pairs. • Students retell the story in groups and practise acting it. They perform to the class or other groups. • Students form opinions connected to animals using prompts e.g. I think lions are beautiful - In my opinion wildlife parks are good. Other students agree or disagree • Students look at pictures from the story and try to put them in order to predict the story. After reading, students rearrange (if necessary) pictures in the correct order in pairs • Students discuss the main lesson the story conveys and answer comprehension questions

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<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"> • comprehension questions • write simple sentences as part of a dialogue • write a paragraph in the past tense 	<p>C. Writing Dialogue A simple story</p>	<ul style="list-style-type: none"> • Students discuss whether they liked the story or not and why (using expressions for opinions and agreeing/disagreeing). • Students act out the fable. • Students add speech bubbles to the pictures and write dialogue for the animals in the story. • Students write one paragraph stories in the past about animals (using prompts) and read them to their classmates.

Assessment

Speaking and listening

Students retell the stories (from listening and reading)

Reading and writing

Students read a story and write sentences beginning I like, I don't like In my opinion

Unit 6: How we used to live? (13 periods)

Unit Outcomes: Students will be able to talk about how things were different in the past.

Vocabulary: Town/city buildings/places e.g. road, market, bus station, police station.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • listen to what, why and when people did and did not do things and answer questions • ask and tell someone what they/other people did in the past • compare places using comparisons and ‘used to’ • read a passage about what people did and did not do in the past 	<p>A. Listening and Speaking</p> <p>Past simple ‘Used to’ e.g. I used to live in a small house</p> <p>Simple past How tall were you? How heavy were you? What did you do in the evening? What time did you go to bed? Ago e.g. 6 years ago I</p> <p>There is/are/was/were Prepositions of place Descriptive adjectives</p> <p>Some/any E.g. There weren’t any people Comparisons E.g. It used to be bigger The houses were smaller</p> <p>B. Reading Passage about somebody’s life 100 years ago (150-200 words)</p>	<ul style="list-style-type: none"> • Students listen to an interview with an old man talking about his life in Addis Ababa when he was young. They fill in information on a table e.g. what he ate, when he did things, why he did things etc. • The teacher uses the context of the listening to introduce ‘used to’ and students practise ‘used to’ using the example of the old man • Students remember grade 1 and ask and answer questions about each other in their first year of school to fill in table e.g. What time did you go to bed? • Students use the information in the table to make sentences about themselves and their partner using ‘used to’ • Students interview their parents/grandparents about the past/how they used to live and report back information to class. • Students look at a picture of an imaginary Ethiopian town and describe it. • Students look at a picture of the same town 100 years ago and discuss how it has changed. • Students read the passage and answer questions. • Students guess the meaning of 6-8 words and compare with a partner their guesses before checking in a dictionary or matching the words to a definition.

Unit 7: Having a large family or... (13 periods)

Unit Outcomes: Students will be able to describe and express their opinions about extended families.

Vocabulary: grandmother/grand-father/ son/ daughter, stepdaughter /son/ father/ mother, cousin, nephew, niece, elder, younger, the first/second son/daughter, etc. verbs: related to, married to, etc.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • take part in guided oral activities in pairs and groups • listen to information and answer questions • express their feelings giving reasons • read a passage to find the main message • read a passage to find the main information • complete sentences using appropriate words 	<p>A. Listening and Speaking I/we/they have He/she has Possessive 's (recycled)</p> <p>Expressing opinions, agreeing and disagreeing (recycle)</p> <p>B. Reading A passage describing a family with a problem to solve at the end e.g. 'Who is Frehiwot's grandmother?'</p> <p>A passage/ dialogue on the subject of large families</p> <p>C. Writing Sentences</p>	<ul style="list-style-type: none"> • Introduce the topic through discussion, using pictures or photographs. • Give students the opportunity to discuss their close relatives before introducing the new vocabulary concerning more extended family relationships. • In groups students talk to each other about their extended relatives. • Students solve the following problem: <i>Hamid is looking at a photo and says 'brothers and sisters have I none but this man's father is my father's son'. Who is the man in the picture? (answer = his son)</i> • Students listen to a passage about an extended family (and how it grows bigger) and answer true or false questions • In groups students discuss the advantages and disadvantages of having a large extended family • Students have a class debate on large families • Students identify the new words they have learnt in the passage • Students read the passage, draw a family tree and solve the problem. They compare answers in groups. • Students read the passage and identify the advantages and disadvantages of large families. • Students complete sentences using words/phrase from a list of family words (based on first reading passage) • Students write sentences about their own extended families

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none">• write simple sentences connected to the topic• write compound sentences using ‘and’ and ‘but’	Compound sentences	<ul style="list-style-type: none">• Students write a short personal response to the reading passage/debate e.g. I think large families are good• Students write compound sentences about the advantages and disadvantages of large families using ‘and’ and ‘but’

Assessment

Speaking and listening

Students look at a family tree and ask and answer questions.

Reading

Students read a text about a family and answer true/false questions.

Writing

Students write sentences about their families to form a paragraph.

Unit 8: Where is your home town/village? (13 periods)

Unit Outcomes: Students will be able to describe where places are located and give basic facts about countries.

Vocabulary: Directions (north, south, east, west), is found, is situated, is located, prepositions of place, flag, capital, export, population.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • listen and respond to ‘wh’ questions • give location of places • listen to what, why and when people did and did not do things and write notes • take part in guided oral activities • predict the theme of the passage by doing pre-reading activities 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> • Places, positions, directions • Language patterns: is found, is situated, is located • Prepositions to the right/ left of, north/ south/ east/ west of, in the middle/centre, below, above, under <p>Simple past Simple present</p> <p>B. Reading A passage about a neighbouring African country e.g. Kenya</p>	<ul style="list-style-type: none"> • Teacher teaches north/south/east/west (of) using a map • Students prepare simple dialogues. e.g. A: Where do you live? B: I live in Bishoftu A: Where is it? B: It is south of Addis Ababa • Teacher introduces other words to describe location using the map and making the meaning clear through pictures and context • Students describe the location of other places within Ethiopia using the map and correct prepositional phrases • In pairs one student secretly chooses a city/town and describes its location on the map. The other student has to guess which city/town it is. • Students identify flags of regions and describe them. They say where the region is located in Ethiopia. E.g. The flag of Oromiya has a tree in the centre. Above the tree there is a red line. Below the tree there is a black line. • Students look at pictures and make sentences using to the right of/left of/in the centre/above/below etc. correctly. • Students listen to the story of a migrant/pastoralist and follow his/her journey on a map • Students take notes on the life of the migrant/pastoralist • Students use their maps and notes to tell the migrants/pastoralist’s story and ask and answer questions • Students look at a map (showing Ethiopia and Kenya) and compare the two countries. • Students write questions on what they want to find out about

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"> • read a passage to find the main information • read a short simple passage and transfer the main idea into a table • complete sentences using appropriate words • write sentences about locations of places using visual clues • take dictation of a short paragraph with correct spelling and pronunciation • write a short paragraph connected to the topic 	<p>C. Writing Sentences</p> <p>Short paragraph giving basic facts about a country</p>	<p>Kenya e.g. how many people live in Kenya etc. Students read the passage and find the answers to their questions (if they exist)</p> <ul style="list-style-type: none"> • Students read the passage again and transfer the main ideas on to a table (e.g. population, capital city, exports, etc.) • Students complete sentences with correct prepositions • Students write locations of secret places on slips of paper (using prepositions, east, west, etc). They give them to other students who have to find the places on the map. • Students take dictation of a short paragraph on a neighbouring African country • Students use the model description to write a short paragraph about Ethiopia.

Assessment

Speaking and listening

Using the table from the reading and/or the dictated paragraph, students ask and answer questions on neighbouring countries.

Unit 9: I think I'll (13 periods)

Unit Outcomes: Students will be able to talk about their future predictions.

Vocabulary: Adjectives to describe Ethiopia and cities/towns/villages.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • take part in guided oral activities in groups • use social expressions to express certainty and doubt • listen to a passage and fill in a chart • listen to a passage and express their opinion • read a passage containing 4-5 short paragraphs to find the main ideas 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> • I like..... • In the future I would like to (be)..... • I would like + noun + infinitive • comparatives e.g. I would like the country to be richer <p>Certainty and doubt</p> <ul style="list-style-type: none"> • I don't think so • Do you think so? • Are you sure • I think it will <p>I agree with him/her I don't agree</p> <p>B. Reading</p> <p>Four contrasting texts which describe the different possibilities of what may happen in the world in the next 50 to 100 years.</p>	<ul style="list-style-type: none"> • Teacher models the language patterns with sentences about the future e.g. I would like our town to have electricity. Students change the nouns and verbs to make similar sentences e.g. I would like Ethiopia to be richer. • Students work in small groups. On a large sheet of paper they brainstorm what they like about living in Ethiopia, and what things they would like to change/improve. • One member from each group reports back to the class. Students listen to the reports and are encouraged to ask questions after the presentations. • Teacher collates on the blackboard all the things they would like to change/improve. Classroom discussion and students encouraged to think about the realistic possibility of the changes happening in the future, expressing certainty and doubt • Students listen to someone talking about what he/she thinks will happen to Ethiopia in the future. Students have a map and fill in what will happen in different regions. • Students express their reactions and opinions to the listening text by agreeing or disagreeing. • In pairs students draw what they think their village/town will look like in 2050. They describe it to another pair • Students are asked to imagine they can see into the future. Working in pairs, they take it in turns to tell their partner what will happen during their lifetime. E.g. You will see big buildings (Warning: students instructed not to be personal) • Working in 3s, students are given text A, B, C or D. In groups they answer the following questions: <ul style="list-style-type: none"> a) What are the author's main ideas b) Is this world a happier or sadder place? c) Do you think the predictions could come true? d) Would you like to live in a world like this? <p>If appropriate the groups mix up so there is a member of A, B, C and D in each new group.</p>

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> describe something using more than one adjective write compound sentences using 'and' and 'but' 	<p>C. Writing</p> <p>Sentences</p> <p>Posters</p> <p>Sentences</p> <p>A prediction</p>	<p>Together they share their answers.</p> <p>Or the teacher takes responses from the groups, dealing with each text in turn, and asking each group to give their response to one of the questions.</p> <ul style="list-style-type: none"> Students make sentences about their village in their future using more than one adjective. E.g. This will be a large modern school. Students work with partner on an aspect of the world in the future – they can choose their own topic, but teacher can support with suggestions e.g. housing, transport, fashion, sport, schools. They produce posters and sentences illustrating their chosen aspect Students are asked to think about their own futures: What are their ambitions? They write compound sentences under the title of 'My Future' E.g. I will go to secondary school and then I will go to university Students write down a prediction for the next day or next week e.g. "It will rain tomorrow" and hand them in to be checked the following week.

Assessment

Speaking and Listening

In pairs students make predictions about members of their families e.g. I think my sister will get married.

Writing

Students make predictions about their school e.g. in 2010 it will have 2000 students.

Unit 10: Save our world (13 periods)

Unit Outcomes: Students will be able to discuss ways of improving their environment (pollution and deforestation).

Vocabulary: Pollution e.g. litter, rubbish, plastic bags, environment, sewage etc. and deforestation process.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • express their feelings giving reasons • use expressions of quantity appropriately • listen to short story and answer questions • predict the theme of a passage by doing pre- 	<p>A. Listening and Speaking</p> <p>Present simple/continuous Expressions of quantity: Some, any, much, many, too (much/many) Many people..... Much rubbish..... Some streets are.....</p> <p>‘Pollution is.....’</p> <ul style="list-style-type: none"> • bad for the environment • all around us • throwing rubbish on the streets • fumes from cars <p>Expressing opinions – Should/must</p> <ul style="list-style-type: none"> • I think • I believe • I think it’s important to • I feel • If we don’t... will happen <p>B. Reading Text on deforestation</p>	<ul style="list-style-type: none"> • Students look at pictures and say words connected to pollution. These are listed on the blackboard and understanding checked. The teacher teaches more words. • First in groups and then with the whole class, students each think of something that can cause pollution or damage the environment. They give their reasons. Encourage use of expressions of quantity when appropriate. E.g. There is too much rubbish on the road • Using ‘Pollution is.....’ construction, ideas are collected and discussed in groups. Groups present their ideas to the class • Students listen to story about an animal and the effects of pollution on its habitat and life. They answer true/false questions. • Students discuss the story and express their reactions and feelings • Students, in groups, decide what actions young people could take to avoid pollution and improve the environment. Their ideas are collected on posters and displayed in the classroom • Students look at the title, accompanying picture and predict the content of the passage. They read the first (explanatory) paragraph and check if their predictions were right.

Competency	Content/Language item	Learning activities and Resources
<p>reading activities</p> <ul style="list-style-type: none"> sequence a number of sentences into logical order in a paragraph write sentences connected to the topic expand vocabulary network for the environment from Unit 2 (if possible) 	<p>C. Writing Sentences (promises and commitments: I will)</p> <p>Vocabulary network for the environment</p>	<ul style="list-style-type: none"> For the remainder of the text, they read jumbled sentences and sequence them into the stages by which deforestation impacts on the environment. At the end students work in pairs to explain logically the effects of deforestation Students produce a range of environmental campaign materials allocating different tasks to group members. e.g. badges, information leaflets, promises/pledges, posters. They write sentences to go with these materials. E.g. I will throw rubbish away Students add to vocabulary network for the environment add pollution words (if possible)

Assessment

Speaking and listening

In pairs, students look at pictures showing the effects of pollution. They describe the pictures, what happened to cause the damage illustrated and what they can do to prevent this happening in their village/town.

Reading

Students read a text about the environment and answer multiple choice questions.

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • listen to information and identify the main points • sequences sentences into a logical order • complete sentences using appropriate words • write sentences in a paragraph • write a vocabulary network for healthy living 	<p>Always washes his hands before eating and Listens to the doctor, and Tries to eat sensibly. He has fun exercising News report describing problems faced by children who have poor diets and little exercise.</p> <p>B. Reading A written transcript of an interview with a sports teacher. The questions and answers are jumbled up.</p> <p>C. Writing Sentences</p> <p>Paragraph in a leaflet</p> <p>Vocabulary network for healthy living</p>	<ul style="list-style-type: none"> • Students listen to the report and in small groups reach agreement on the 3 most important points made in the passage. Groups report to the class. • Students to match the questions with the answers to make logical sense. • Students fill in the sentences with the correct adjective/antonym/adverb of manner • Students produce sentences for illustrated leaflets – ‘Be Healthy’. They use should/must and if + will e.g. You should exercise every week If you eat well, you will be healthy • Students make vocabulary network for healthy living <ul style="list-style-type: none"> • parts of the body (e.g. leg) • exercise (e.g. yoga) • diet (e.g. fresh) • hygiene (e.g. clean)

Assessment

Speaking and listening

‘Advise your little sister’. In pairs students conduct a role play. One student plays him/herself and the other his/her younger sister. He/she gives advice. E.g. You should go to bed at 8.00 pm.

Writing

Students complete the beginnings of sentences. E.g.
 _____, you will get sick.

Unit 12: I can do it! (13 periods)

Unit Outcomes: Students will be able to empathise with and talk about people with special needs.

Vocabulary: Visually impaired, blind, hearing impaired, deaf, elderly, old, physically disabled, sign language, Braille, see, hear, speak, communicate etc.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> compare people using the three forms of the comparison give instructions and ask people politely for something ask and answer ‘wh’ questions about abilities listen to what, when and why people did or did not do things predict the theme of the 	<p>A. Listening and Speaking</p> <p>Can/can’t Comparisons Adverbs of degree (very well, quite well, not at all)</p> <p>Imperatives Can you Should</p> <p>Reflexive pronouns (my/your/him/herself) What can you do by yourself? He can walk home by himself</p> <p>Could/couldn’t</p> <p>B. Reading A story about a hearing-</p>	<ul style="list-style-type: none"> Teacher teaches vocabulary. Students match synonyms (e.g. blind – visually impaired) but should be encouraged to use the terms: visually impaired, hearing impaired, elderly. In pairs students discuss three different groups of people with special needs (the visually impaired, hearing impaired and the physically disabled). They discuss the problems they might face; how they overcome them and discuss what disabled people can do. Teacher creates awareness of issues by putting students into the positions of people with special needs. E.g. ‘Hearing impaired’ students try to lip read Students learn some simple sign language Students give instructions to ‘visually impaired’ students Students help ‘visually impaired’ students ‘Visually impaired’ students ask ‘sighted’ students to assist them to copy notes from the blackboard Students take on roles of people with special needs. Other students ask them questions about their abilities and they answer. E.g. What can you do by yourself? I can walk home by myself. I can make tea. I can play football. After each person, other students say what they can do e.g. he can walk home by himself Students listen to an interview with a visually/hearing impaired adult talking about their school days. They make notes on what they could and couldn’t do and in groups compare them. E.g. I couldn’t read printed letters but I could read carved letters on plates In groups students redesign different parts of the school so that it is friendly to visually/hearing impaired and physically disabled students. They draw pictures and present their ideas to the class. Introduce pre-reading questions and help students guess what the passage will be about. Students read the passage individually

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<p>passage by doing pre-reading activities</p> <ul style="list-style-type: none"> • read a passage and find the main messages • infer the meaning of unfamiliar adjectives from the context <ul style="list-style-type: none"> • complete sentences/paragraphs using appropriate words <ul style="list-style-type: none"> • write simple sentences about other people's likes and dislikes 	<p>impaired child and his/her daily routine (leads as normal a life as possible, the problems he/she overcomes reads lips, uses sign language, his/her likes and dislikes)</p> <p>C. Writing Sentences about the passage with gaps</p> <p>Paragraph about famous person e.g. Helen Keller, blind Ethiopian musician</p> <p>Sentences</p>	<ul style="list-style-type: none"> • Students report the main messages of the passage • Students are provided with enough clues to deduce the meanings of new adjectives (including antonyms) They check their guess with the teacher <ul style="list-style-type: none"> • Students fill in gaps • Students fill in gaps in paragraph from a list of possible words. <ul style="list-style-type: none"> • Students use the information in the reading to make sentences about the child's likes and dislikes.

Assessment

Speaking and listening: Students ask and answer questions about the hearing-impaired child and his/her daily routine.

Unit 13: Say no to child labour (13 periods)

Unit Outcomes: Students will be able to discuss the issue of child labour.

Vocabulary: Jobs (especially that children might do e.g. shoe shine boy), beg, sell tissues.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • express their feelings giving reasons • take part in guided oral activities in groups • read a passage about what people did and did not do in the past and answer questions • write simple sentences about their own and others likes and dislikes • write sentences connected to the topic 	<p>A. Listening and Speaking</p> <p>Recycle language from grade 6 e.g. comparisons, used to, probable conditional, past simple, would like, much/many, adverbs of degree, time expressions for past ‘ago’/‘last’ etc.</p> <p>B. Reading Two stories – one about a child who is a victim of child labour, the other about a child who is not.</p> <p>C. Writing Sentences</p> <p>Leaflet saying no to child labour</p>	<ul style="list-style-type: none"> • Introduce the topic through discussion using pictures/photos – Students brainstorm possible jobs that children do • Teacher elicits as much as possible from the students about what they feel about child labour • In groups students debate different forms of child labour • Teacher writes the language patterns on the board and students make sentences about child labour using the same language. E.g. There used to be more child labour. Last week I saw a shoe shine boy • Students read the passage independently and answer questions. Students compare answers in pairs • Students discuss, in groups, the main ideas of the passage comparing the two children • Students match sentences to pictures/photos/illustrations that show the severity of child labour • Students write sentences about what they like about school. • Students write sentences about what the child from the reading passage dislikes about working. • Students design a leaflet and write sentences to warn against child labour. E.g. This child should be in school.

Assessment

Speaking and listening

In pairs students take on the roles of the two children from the reading passage. They ask and answer questions about their lives.

Writing

Students write sentences using the language the teacher has put on the board in the speaking activity (from all of grade 6).

Grade 6 Vocabulary

<p>Clothes sleeve earring bracelet tie</p> <p>Food flour rice cheese honey tasty spicy sour sweet juicy fry grill roast wash chop</p> <p>Kitchen equipment tools pot pan ladle stove bowl bucket</p>	<p>Jobs artist sportsman sportswoman athlete shoeshine boy shoeshine girl priest waiter waitress</p> <p>Animals camel hyena mouse ostrich lion scorpion zebra hippo giraffe</p> <p>Directions east west south north</p> <p>Health hygiene health fit exercise</p>	<p>Places and geography air climate coast continent desert dust equator jungle land lightening ocean soil temperature wave city country mountain valley degree Celsius</p> <p>Environment pollution rubbish garbage smoke sewage litter plastic bag</p>	<p>Adjectives/Adverbs alive alone awake blind bright cheap comfortable deaf delicious dangerous famous handsome polite important hot curly healthy sick ill fit visually impaired hearing impaired elderly physically disabled sensibly fast slowly quickly well quite very not at all</p>	<p>Family words grandson granddaughter stepson step daughter cousin niece nephew elder</p> <p>Materials leather cotton silk wool</p> <p>Places capital factory grocery kiosk province road market bus station police station gas/petrol station</p>	<p>Prepositions above over below under against</p> <p>Quantifiers/counters a bag of a bunch of a bar of a sack of a kilo of a pair of a piece of</p> <p>Other nouns sign language labour victim Braille</p> <p>Other verbs climb fly swim kill related to communicate beg polish sell buy</p>
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