

English Grade 7

Introduction

In grade 7 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.

Grades 7 and 8 begin to prepare students for leaving school or attending secondary school, where the medium of instruction is English. There continues to be equal focus on all four skills and for listening and reading, authentic materials are gradually introduced. Although some work has already been done in grades 5 and 6 on the sub skills and strategies needed to develop the skills, grades 7 and 8 concentrate more on this encouraging students to infer the meaning of unknown words, predict the content of texts

and where possible use dictionaries. Grades 7 and 8 also start to develop study skills such as summarising and identifying main ideas from a text. In speaking and listening students describe processes and discuss current issues such as early marriage as well as ask and answer questions and recount stories and experiences.

The main goal is to extend the range of language available to the students and develop all four skills and learning strategies so they can become more independent learners whether they are leaving school or preparing to study in English at secondary school.

Teachers are strongly advised to look at the Grade 7 Minimum Learning Competencies for all of the four skills which also act as objectives.

Unit 1: My village/town (13 periods)

Unit Outcomes: Students will be able to discuss the meaning of place names and will have developed their understanding of African countries.

Vocabulary: Names e.g. surname, Mr, Mrs etc. town/village words, African countries e.g. Somalia, Kenya, Tanzania.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • use appropriate social expressions (greetings and introductions) • listen to explanations and complete a chart • ask for information • ask and answer questions related to their daily lives • contribute to group brainstorm 	<p>A. Listening and Speaking</p> <p>What is your name? How are you? This is... Nice to meet you / Pleased to meet you. How do you do? Mr/Mrs/Miss</p> <p>Short passage</p> <p>Present simple Yes/no and “wh” questions E.g. Do you know the meaning of your village’s/town’s name in English? What does your village’s/town’s name mean in English?</p> <p>A variety of ‘wh’ questions How many people live in your village? Where is it located? What does it look like?</p> <p>African countries</p>	<ul style="list-style-type: none"> • Students are introduced to some common English first names (for males and females) and surnames. • Students are allocated an English first name and surname. -They introduce themselves and others using these names (using formal and informal introductions e.g. this is Mr Smith / this is John) In groups of 4, students roleplay meeting each other for the first time. They make introductions and then ask appropriate ‘small talk’ questions. E.g. Where do you live? • Teacher reads a short passage about the meaning of some known places. Students complete a chart E.g. Place name: Addis Ababa(new flower) Arba Minch.....(40 Springs) Nechsar National Park..... (white grass) • Students take turns to ask others the meaning of their villages’/towns’ names or the names of areas within them. e.g. S1: Do you know the meaning of your village’s/town’s name in English? S2: My village’s/town’s name in English is/means S3: What does your village’s/town’s name mean in English? S4: My village’s/town’s name is/means • Students ask each other questions about their village/towns. They prepare to tell another pair of students about their partner’s village and vice versa • Students brainstorm names for African countries in English and label a map. They say one thing they know about this country. E.g. It is located south of Ethiopia. It is in the north of Africa.

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • read to identify the main details from a passage and complete a chart • read and infer meanings of words from context • read jumbled sentences and put them in a logical order • write a paragraph of about 5 sentences • write sentences • complete sentences by adding appropriate words and phrases 	<p>B. Reading</p> <ul style="list-style-type: none"> • Short passage about countries in Africa. • Formal and informal letters: recommending a place to visit in Ethiopia <p>C. Writing</p> <ul style="list-style-type: none"> • Short paragraph • Poster • Beginnings and ends of formal and informal letters 	<ul style="list-style-type: none"> • Students read a passage complete a chart: E.g. Place name Key fact (s) • Students guess the meaning of 8 words using clues from the context • Students read 2 jumbled up letters (one formal, one informal). They group sentences/beginnings/endings as either belonging to a formal letter or an informal letter. They order the sentences and recreate the two letters. • Students write a short paragraph about a place they know in their area. • Students start with a picture of themselves and the name of their own town/village in the centre of a small circle; they then write Ethiopia (and draw flag) in a larger surrounding circle. They continue to add increasingly larger circles filling in one for the countries bordering Ethiopia and their flags, and then for other African countries. They write a sentence in each circle. • Students fill in the gaps (from a list) in formal and informal letters concentrating on the beginnings and endings

Assessment

Speaking and listening

Students listen to information about a person (where lives, age etc.) and complete a table.

Writing

Using the table students write sentences about the person in the listening above.

Unit 2: Ethiopian languages (13 periods)

Unit Outcomes: Students will be able to give information about Ethiopian languages and language learning.

Vocabulary: Adverbs of manner (e.g. quickly, slowly), languages, words to do with languages and language learning.

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 instructions and respond accordingly • contribute to group brainstorming • listen to information and label maps • ask and answer questions related to their daily lives • listen to explanations and answer questions 	<p>A. Listening and Speaking</p> <p>Adverbs of manner (-ly) quickly, slowly, well etc. E.g. He is walking slowly My mother speaks English well.</p> <p>Present simple E.g. He speaks Wolayaitigna well. Can/can't But, and E.g. I can speak Somali but I can't speak Sidama. I can speak and write Oromiffa. Both/and She speaks both Amharic and Shinasha. More/fewer + noun + than Most + noun</p> <p>Should/ shouldn't Have to/ don't have to E.g. You should speak as much as you can You don't have to understand everything</p>	<ul style="list-style-type: none"> • Teacher teaches adverbs of manner using the following activity: • Students are each given an adverb of manner (e.g. happily, sadly). Other students instruct them to do something in this manner e.g. walk, run, speak and have to guess what the adverb is. Students continue in pairs. • Students make sentences about their family members using adverbs of manner • Students brainstorm regional languages of Ethiopia e.g. Tigrigna, Afanoromo • Teacher reads aloud information about languages spoken in Ethiopia. Students match languages to regions (on a map). • Students ask each other what languages they can speak. If appropriate students conduct a classroom survey: What/ How many languages do you speak?. Students record number of languages spoken and by whom. E.g. "Tigrigna has fewer speakers than Afanoromo. Most of the students can speak Wolayta. Dana can speak both Wolaitigna and Amharic. • Students report findings to class (orally and in writing) • Students listen to a passage on the best way to learn a language and answer questions

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • take part in guided oral activities • predict the theme of a passage by doing the pre-reading activities • read paragraphs of 200-250 words and answer comprehension questions • expand phrases and sentences by adding adverbs • complete sentences by adding appropriate words and phrases • write compound sentences using ‘and’, ‘but’, ‘or’ and complex sentences using ‘because’ • write a paragraph of about 5 sentences 	<p>Expressing opinions and agreeing and disagreeing E.g. That’s a good idea</p> <p>B. Reading</p> <ul style="list-style-type: none"> • A passage about one Ethiopian language /languages spoken in Ethiopia <p>C. Writing</p> <ul style="list-style-type: none"> • Label a map • Sentences with adverbs • Gap fill sentences • Compound/complex sentences • Paragraph on report of class survey 	<ul style="list-style-type: none"> • Students discuss the advice on language learning from the listening. • Students look at a picture, the title and some words from the text and predict the theme of the passage • Students read the text individually and answer questions. They check answers in pairs. • Students record languages on to a map • Students expand sentences by adding appropriate adverb from a list. E.g. She learns English = she learns English quickly. • Students complete gap fill exercises using both/and/more/most or don’t have to/ must • Students make a poster with tips on language learning (using compound/complex sentences) and illustrate it. E.g. You must learn vocabulary. You can make mistakes • If appropriate, students write a report on the class survey

Assessment

Listening

Students listen to a passage and match people to languages they can speak.

Reading

Students read a passage about someone learning a language and identify the tips for language learning.

Unit 3: Holidays and festivals (13 periods)

Unit Outcomes: Students will be able to discuss different holiday celebrations.

Vocabulary: Festival/holidays e.g. Moulid, Easter and related nouns and verbs e.g. card, hockey (Genna), decorate, congratulate.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • contribute to group brainstorming • listen to information and fill in a table • ask and answer questions related to their daily lives • tell stories about pictures • read a passage and answer comprehension questions 	<p>A. Listening and Speaking</p> <p>Wh-questions, present simple E.g. What holidays are there in Ethiopia?</p> <ul style="list-style-type: none"> • New Year, Christmas, Id Al-Fitr etc <p>Where do you spend the holiday? I spend... What do you eat/drink/wear during these holidays? What do you do? I play hockey (Genna).</p> <p>Adverbs of frequency</p> <ul style="list-style-type: none"> • usually, always etc <p>Time phrases</p> <ul style="list-style-type: none"> • every year etc <p>Past tense e.g. Last year I went to</p> <p>B. Reading</p> <ul style="list-style-type: none"> • Phrases and words • Passages about an Ethiopian festival e.g. coming of age - Jumping of the Bull 	<ul style="list-style-type: none"> • Students brainstorm different kinds of holidays celebrated in Ethiopia. • Teacher reads a text about holidays in Ethiopia. Students complete a chart giving information on: <ul style="list-style-type: none"> • name of holiday • date • food eaten • activities etc • Students describe holidays using information in the table • Students ask and answer questions about holidays and what they do (information gap with prompts if necessary). • Students ask each other questions and describe the last festival they attended • In groups students look at pictures about a festival and make up a story. They tell other groups. • Students match lexical phrases/activities to particular holidays/festivals. • Jigsaw reading -students read different passages individually and answer comprehension questions. They share information with other groups (asking/answering questions)

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> punctuate sentences using capitalisation, questions marks, full stops, apostrophes and commas write a postcard to a friend 	<p>C. Writing</p> <ul style="list-style-type: none"> A passage/model postcard with no punctuation <p>A postcard/one-paragraph letter about a holiday/festival</p>	<ul style="list-style-type: none"> In pairs students add punctuation Students write a postcard to a friend describing one Ethiopian holiday/festival (based on the model from the reading) Students check each other’s postcards for punctuation and spelling Students read out their postcards and the class guesses the festival

Assessment

Speaking and listening

Students choose a holiday/festival and describe it. The other students guess which holiday it is.

Writing

Students write sentences about different festivals using adverbs of frequency e.g. we never celebrate Christmas

Unit 4: I'm going to visit Lalibela (13 periods)

Unit Outcomes: Students will be able to discuss holiday plans and free time arrangements and give some information about tourist places in Ethiopia.

Vocabulary: Tourism e.g. brochure, itinerary 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"> contribute to group brainstorming/discussion listen to a passage and complete a chart students talk about their immediate future plans use appropriate social expressions 	<p>A. Listening and Speaking</p> <p>You can ... XXX is famous for ...</p> <ul style="list-style-type: none"> be going to (to express future plans/arrangements) E.g. He is going to visit Gondar I am going to see a Church. <p>Yes/no questions “wh” questions E.g. Are you going to? What are you going to?</p> <p>Because</p> <p>So am I/neither am I So do I/ neither do I A: I am going to visit</p>	<ul style="list-style-type: none"> Using visual stimuli, students brainstorm sites of historical/tourist interest in Ethiopia and say why they are famous/what can be done there Teacher reads a text about a tourist’s future plans and students complete a chart with information on day/ time/activity. Teacher introduces ‘going to’ and students use the chart to describe the tourist’s plan. E.g. He is going to visit Gondar. Students ask and answer questions using going to. E.g. What are you going to do tomorrow? I’m going to Why? Because... Students complete one (future) week of a diary, noting activities on particular days/at particular times. Students take turns to interview each other about their plans for the week. E.g. S1: Are you going to visit your relatives this weekend? S2: Yes, I am. / No, I’m not. S3: What are you going to do this evening/this weekend/on Saturday? S4: I’m going to <p>Information gap: students receive information about a person’s plans in the form of a weekly diary page. Student A has half the information; Student B has the other half. In pairs students ask and answer questions about the person’s plans in order to complete the page.</p> <ul style="list-style-type: none"> Teacher uses the context of future plans to introduce ‘So am I’/‘neither am I’. Students practise using the diaries from the information gap. E.g. A: I am going to visit Lalibela

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • read to identify the detailed ideas from a passage • read printed materials such as a brochure and respond accordingly • read and infer meanings of words from context • write complex sentences using 'because' • write guided paragraphs 	<p>Lalibela B: So am I A: I didn't go to the market B: Neither did I</p> <p>B. Reading</p> <ul style="list-style-type: none"> • A short dialogue expressing future holiday plans/arrangements. • Brochure <p>C. Writing</p> <ul style="list-style-type: none"> • Sentences about a dream itinerary • Simple paragraph describing a place in Ethiopia 	<p>B: So am I. A: I'm not going to visit Lalibela. B: Neither am I.</p> <ul style="list-style-type: none"> • Students practise the language pattern with other tenses using prompts on the board E.g. Yesterday market = A: Yesterday I went to the market. B: So did I. • Students read a dialogue between two people discussing holiday plans. They complete a chart with details of the itinerary. • Student scan the text to find the answer to specific questions • Students guess the meanings of some words and match them to a definition or (if appropriate) look them up in the dictionary • Students think of a dream itinerary for visiting different regions of Ethiopia and say where/why places were chosen. They draw the route on a map. Students describe their dream itinerary to a partner (ask/answer questions). Students write sentences about their plans saying why they want to visit these places. E.g. On Saturday I'm going to visit....because I want to.... • Students look at a simple paragraph describing a place in Ethiopia. Teacher identifies important features of the text. --- • Students write about a local place of interest based on the model.

Assessment

Speaking and listening

Students talk about what they intend to do this evening.

Writing

Students write sentences about someone's plans (based on the information gap activity).

Unit 5: Adwa (13 periods)

Unit Outcomes: Students will be able to describe an historical event in the past.

Vocabulary: Active verbs (for use in past continuous) e.g. stay, visit, watch, battle words e.g. fight, weapon.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • interpret pictures using the past • ask and answer questions related to their daily lives • read jumbled sentences and put them in a logical order • predict the theme of a passage by doing pre-reading activities • read passage and answer comprehension questions • read and infer meanings of new words from context 	<p>A. Listening and Speaking</p> <p>Past continuous with when/while E.g. When we was walking along the road, he met a friend</p> <p>Diary page text from Unit 4</p> <p>B. Reading</p> <ul style="list-style-type: none"> • Sentences • A passage about the Battle of Adwa 	<ul style="list-style-type: none"> • Students look at pictures. Teacher models use of past simple and past continuous with when/while. Students practise making similar sentences. E.g. While he was working, the telephone rang. • Information gap: students ask/answer questions using past continuous/past simple (e.g. Diary page) E.g. what did he do when he was visiting Adwa. • Students ask and answer in pairs about what they were doing when something happened E.g. What were you doing when the teacher entered? I was reading a book. • Optional: Students ask their parents about a historical event/well-known event in the village and report back findings orally. • Students arrange jumbled sentences in time order, using tenses past simple/past continuous) and times as clues • Students locate Adwa on a map. They predict the content of the reading passage by asking and answering wh-questions: <ul style="list-style-type: none"> • Who took part? • When was the battle? • Where? • What happened? • Students read the passage individually and answer comprehension questions: <ul style="list-style-type: none"> E.g. What happened during the battle? What did the Ethiopians/Italians do? What was happening when the Ethiopians/Italians did that? • Students guess the meaning of 10 words in the passage. They check their guess with dictionaries or the teacher

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • write complex sentences using ‘when’/’while’ • take a dictation of a short paragraph • spell check words when they are unsure of spelling 	<p>C. Writing</p> <ul style="list-style-type: none"> • Sentences • Simple paragraph on another Ethiopian historical event 	<ul style="list-style-type: none"> • Students look at pictures and describe what was happening when/while ... • Students take dictation. They check and correct in pairs • If appropriate students use dictionaries to check their dictation.

Assessment

Speaking and listening

In groups students make up mimes/scenes which were interrupted e.g. by a phone call, someone entering, rain starting. They act them out and other students describe the scene e.g. Tigist was dancing when the rain started, Abrham was reading when the rain started.

Reading

Read a passage about another famous battle and answer questions.

Unit 6: How is a gabi made? (13 periods)

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

Vocabulary: Sequencing words, process verbs (for making injera).

<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 to the explanation of a process and match to pictures • describe a simple process • read a passage and answer comprehension questions • complete sentences by adding appropriate words or phrases 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> • present simple passive/active • sequencing words E.g. First tef is planted. Then it is watered etc. <p>B. Reading</p> <ul style="list-style-type: none"> • A passage about how things are made E.g. making a gabi (and the process from planting cotton to buying at the market) <p>C. Writing</p> <ul style="list-style-type: none"> • Sentences using present simple passive to describe a process 	<ul style="list-style-type: none"> • Students see pictures of a process and put pictures in order • Students listen to the description of the process and check the order of their pictures E.g. Process by which injera is made (from planting of crop to serving on the table) • Teacher teaches the language needed to describe a process. • Students use the pictures from the listening to describe the process • Students work together to describe another process e.g. how milk ends up on a shop shelf (from cow eating grass to customer buying milk) • Dictogloss: students listen to/read a description of a process e.g. process by which a sack of rice ends up at a market (from planting of crop to customer buying). After in small groups they recreate the description in writing. The passage is read a number of times and each time after it is finished students can add to their written description. The aim is not to recreate the original but to write something that serves the same purpose. • Students describe different processes and their classmates have to guess what the processes are. • Students look at simple steps for a process and orally describe the process/write up the process. • Students read a passage about how things are made and answer questions (open/closed). • Students complete gap-fill sentences with correct form of present simple passive. • Students read headlines and expand (using present simple passive) e.g. Ethiopia (..is...) connected to (the) Internet. • Students use process steps as a guide to write a paragraph about a process

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities AND Resources</i>
<ul style="list-style-type: none">• expand given phrases and sentences by adding words• write guided paragraphs	<ul style="list-style-type: none">• Headlines• Paragraph on a process	

Assessment

Speaking and listening

Students ask and answer questions about how things are made e.g. How is this desk made?

Writing

Students fill in gaps in a paragraph about how injera is made.

Unit 7: Have you ever...? (13 periods)

Unit Outcomes: Students will be able to give information about people’s experiences.

Vocabulary: Verbs for talking about experience e.g. meet, see, go.

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 texts and list the details • ask and answer questions about their daily lives • read to identify main ideas from a passage • read postcards • complete sentences by adding appropriate words and phrases 	<p>A. Listening and Speaking</p> <p>Present perfect (ever/never)</p> <ul style="list-style-type: none"> • focussing on regular past participle before irregular past participle <p>E.g. Have you ever visited Sof Umer? Yes, I have. I have never visited Sof Umer.</p> <p>Yes/no questions E.g. Have you ever ridden a horse?</p> <p>Wh-questions Where have you been in Ethiopia?</p> <p>B. Reading</p> <ul style="list-style-type: none"> • Interview/dialogue with famous person (from listening) • Flier advertising a future event (without a title) • Postcard from Addis <p>C. Writing</p> <ul style="list-style-type: none"> • Sentence completion/formation 	<ul style="list-style-type: none"> • Students listen to an interview with a famous living person and tick/cross activities he/she has done using a check list. • Teacher teaches present perfect tense and students ask answer questions about the person in the context. • Students practise questions and answers using a substitution table. • Students conduct class survey in groups: ‘Have you ever..?’ • Students report back findings orally/in writing. • Students play ‘boasting’ game in groups. One student says ‘I have seen an elephant’. The next says ‘I have seen 2 elephants’ or ‘I have sat on an elephant’ etc. • Students ask the teacher questions about what he/she has done • Students identify present perfect verbs in an interview with famous living person. • Students read the flier and with a partner write a title that sums up the main message • Students read the postcard and tick off what the person has or hasn’t done • Students fill in gaps using present perfect. • Students look at pictures and form sentences using present perfect.

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none">• write a postcard to family/friends	<ul style="list-style-type: none">• Postcards	<ul style="list-style-type: none">• Students choose a place they would like to visit. Using the model postcard from the reading activity, they write a postcard saying what they have done.

Assessment

Speaking and listening

In pairs one student pretends to be a famous person e.g. footballer. The other student asks questions. E.g. Have you played in South Africa?

Unit 8: How does it work? (13 periods)

Unit Outcomes: Students will be able to describe how simple machines work and what they are used for.

Vocabulary: Parts of machine e.g. button, switch, lever, verbs e.g. turn on/off, pull/press, insert, power.

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 explanations and respond accordingly use social expressions (expressing possibility) listen to a description and label pictures take dictation of short paragraph take part in guided oral activities in pairs and groups 	<p>A. Listening and Speaking</p> <p>Modal verbs of possibility</p> <ul style="list-style-type: none"> It might, may, could be... It is either a pen or a pencil <p>Relative pronouns</p> <ul style="list-style-type: none"> which/that <p>E.g. The button, which is located at the top, starts the machine</p> <p>Present simple active/passive</p> <p>E.g. You switch on the machine</p> <p style="padding-left: 40px;">The machine is switched on</p> <p>Imperatives e.g. Press that button</p> <p>Sequencing words e.g. first, then, next etc.</p> <p>Probable conditional</p> <p>E.g. If you press this button, the machine will turn on.</p>	<ul style="list-style-type: none"> Students listen to a description of an object and guess what it is using ‘it might/may/could be...’ or ‘it is either ... or...’ Students identify the words in the passage that helped them to guess the object. Students look at pictures/photos taken from a strange angle (or blurry/fuzzy/unclear pictures) and guess what the object is using the target language Students listen to a description of a machine/robot and label it. The description should contain examples of sentences joined by relative clauses Dictation: students listen to the same description of a machine and write down the sentences joined by relative clauses. The teacher explains relative clauses by writing the two separate sentences on the board and showing how they are joined with which/that. E.g. The button is located at the top. The button starts the machine. = The button, which is located at the top, starts the machine. Students practise by joining other sentences about machines. Teacher teaches key language for describing machines and how they work Looking at pictures, students describe how to use a simple machine (e.g. public telephone) using sequencing words/imperatives/passive and probable conditionals Students draw an imaginary machine/robot, label the parts and describe what it does/how it works to their partner. Students ask/answer questions about the machine. Students ask and answer questions about different parts of a machine: <ul style="list-style-type: none"> E.g. What’s this called? What’s it used for? What does it do? What’s it connected to?

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • predict the theme of the passage by doing pre-reading activities • read printed materials such as brochures • write compound sentences using ‘and’, ‘but’, ‘or’ and complex sentences using ‘because’ • write guided paragraphs • punctuate sentences using capitalisation, questions marks, full stops and commas 	<p>B. Reading</p> <ul style="list-style-type: none"> • A brochure about a new invention/machine/robot <p>C. Writing</p> <ul style="list-style-type: none"> • Sentences • Paragraphs describing a machine 	<ul style="list-style-type: none"> • The teacher takes out about key 10 words/phrases from the brochure. Students predict what kind of machine the brochure will describe. • Students read the brochure about an invention/machine/robot and answer questions (closed/open). • Students draw the same invention /machine/robot from the description or match it to appropriate picture. • Students look at pictures/photos and write a sentence for each using ‘it might/may/could be...’ or ‘it is either ... or... in the picture’. E.g. It could be man or it could be a woman. It could be a woman because she has long hair. It is either a woman or a man. • Based on the brochure, students write a paragraph describing their imaginary machine and what it might do/be used for. • Students punctuate their paragraphs and check their work with a partner.

Assessment

Speaking and listening

Students draw pictures and their partners guess what the pictures are using ‘it could be...’ etc.

Reading and writing

Students fill in the missing words in a description of a machine they know (such as radio, TV, typewriter).

Unit 9: Traditional games (13 periods)

Unit Outcomes: Students will be able to describe different types of Ethiopian games.

Vocabulary: Games and related verbs and nouns e.g. winner, loser, need, move, throw, equipment, rules, instructions.

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 an explanation and fill in a table listen to instructions and respond accordingly give instructions for a game or other activity use appropriate social expressions match sentences with similar meanings 	<p>A. Listening and Speaking</p> <p>Ethiopian traditional games</p> <p>Questions:</p> <ul style="list-style-type: none"> how many traditional games do you know? what are they called? how do people play them? how many people does each game need? <p>Sequencing words (or numbering)</p> <p>Imperatives / “you” + present simple (for instructions/rules)</p> <p>E.g. You throw the dice, then you ...</p> <p>Too and not...enough</p> <p>E.g. The game is too difficult. The game is not big enough</p> <p>I think.../I believe.../In my opinion ...</p> <p>B. Reading</p> <ul style="list-style-type: none"> Sentences with ‘too’ and ‘enough’ 	<ul style="list-style-type: none"> Students listen to a description of a traditional Ethiopian game/games and complete a chart (name of game, number of players, equipment, place/where played etc). Teacher introduces a new simple game (e.g. hangman or noughts and crosses), giving rules etc. in English and students play game. Students discuss in groups traditional and modern Ethiopian games. Students say how they are played (equipment needed, players, rules, instructions, object of game etc). Teacher introduces ‘too’ and ‘enough’ through the context of the games. E.g. The game is too difficult. Students practise making sentences about the games with ‘too’ and ‘enough’. Students look at pictures and make sentences with ‘too’ and ‘enough’. E.g. She is too small to reach the ball, she is not tall enough to reach the ball. Students express their opinions and feelings about the games Students match sentences with the same meaning e.g. The bag is too heavy to carry = it is not light enough to pick up.

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • read to identify main ideas from a passage • complete sentences with appropriate words • write sentences (instructions) 	<ul style="list-style-type: none"> • The rules of a traditional Ethiopian game C. Writing • Sentence completion • List of instructions for a game 	<ul style="list-style-type: none"> • Students read the passage and answer 2-3 questions to check understanding of the rules of the game. Students also express their feelings about the game. If appropriate they try out the game. • Controlled writing: students complete a description of a game/instructions for a game using appropriate words. • Students write instructions for a game E.g. “gebeta” <ol style="list-style-type: none"> 1. (First) put three stones in each hole 2. (Next) move....

Assessment

Speaking and listening

One student thinks of a game. The other student asks ‘yes/no’ questions to try to guess what it is. E.g. Do you play it with 2 people? Do you play it outside? Etc.

Writing

Students write simple instructions on how to play a favourite game.

Unit 10: Taking care of animals (13 periods)

Unit Outcomes: Students will be able to describe some animals endemic to Ethiopia and give advice on how to take care of them.

Vocabulary: Animals and related verbs, adjectives and nouns e.g. protect, endangered, preserve, habitat, hunt, catch, trap, kill, throw (stones), shoot, feed, give water, skin, fur, endemic animals.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • give instructions for a game or other activity • contribute to group brainstorming • listen to descriptions and match to pictures • give descriptions of animals • listen to information and complete a chart • use appropriate social expressions (giving advice and making suggestions) 	<p>A. Listening and Speaking</p> <p>Recycle instructions with imperative, present simple, sequencing verbs etc.</p> <p>Descriptive adjectives</p> <p>Which/that (defining relative clauses) E.g. The fox is a red animal which lives in the Bale mountains</p> <p>Making suggestions E.g. Why don't you .? / how about? • Should, must, mustn't,</p>	<ul style="list-style-type: none"> • Teacher thinks of a vocabulary game that students play in groups. He/she describes it to one student from each group only. These students describe it to their classmates and they play the game. • Students brainstorm a list of animals that live in Ethiopia. They categorise those that are only found in Ethiopia (endemic). • Students listen to short descriptions of different kinds of animals and match descriptions to pictures. • Students describe animals from pictures using adjectives where possible: E.g. It is a red fox. It lives in the Bale mountains. It has black and white lines on its skin. It is big. It has fur etc. • Students join two related sentences with “which/that”: E.g. The fox is a red animal. It lives in the Bale mountains. • Students are given prompts/facts about one animal. They make sentences using which/that • Teacher reads a text about an endemic animal. Students complete a chart with information about the animals: E.g. number of legs, colour, food, where it lives, dangers facing it etc. • Teacher forms groups of six students and encourages them to give advice (using the language patterns) on how we can take care of animals and overcome some of the problems they face. • In groups students discuss the advantages and problems associated with ‘protecting’ animals. They report their discussion to other groups. • Students use pictures of animals to make up stories about how people can help them. They tell their stories to other students.

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • read jumbled sentences and put them in a logical order • read to identify detailed ideas • expand sentences by adding adjectives and adverbs • complete sentences by adding appropriate words and phrases 	<p>have to e.g. you should water animals regularly Imperatives (positive/negative) e.g. don't frighten animals</p> <p>B. Reading</p> <ul style="list-style-type: none"> • Jumbled sentences • A day in the life of a national park <p>C. Writing</p> <ul style="list-style-type: none"> • Sentences • leaflet/guide • poster 	<ul style="list-style-type: none"> • Students rearrange the words in sentences with 'which'/'that' e.g. Ethiopia found baboons are related monkeys found over all which are = Baboons, which are related to monkeys, are found all over Ethiopia. • Students read the passage and answer true or false questions • Expand sentences with adjectives and adverbs e.g. Foxes are animals = foxes are red animals. Foxes kill animals = red foxes kill small animals quickly. • Students write sentences by joining together two parts with 'which' or 'that' • In groups students write a leaflet/guide about taking care of animals: dos/don'ts • Poster: Student chooses one endemic animal, draws a picture and then writes phrases about the animal and what should be done to look after it

Assessment

Speaking and listening

Roleplay – one student works in a national park and gives advice to the other on how to look after animals

Unit 11: Say no to early marriage (13 periods)

Unit Outcomes: Students will be able to give information about the issue of early marriage in Ethiopia.

Vocabulary: marriage and wedding vocabulary, drop out of, get pregnant.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • contribute to group discussion • listen to a passage and take notes • take part in guided oral activities in pairs and groups • listen to explanations and respond accordingly • take part in guided oral activities in groups • read a letter 	<p>A. Listening and Speaking</p> <p>Going to (future intentions) e.g. I'm going to get married at 20.</p> <p>Giving opinions Agreeing and disagreeing</p> <p>Probable conditional e.g. If/when she gets married, she'll leave school May/might e.g. she might get pregnant</p> <p>Should/shouldn't</p> <p>B. Reading</p> <ul style="list-style-type: none"> • Letter from the girl (who has now just got married) to her family. 	<ul style="list-style-type: none"> • Students discuss marriage in Ethiopia: when people get married, where, customs etc • Students talk about their plans for secondary school, university, jobs, marriage using 'going to' e.g. I'm going to get married at 20. • Students talk about early marriage and the impact it has on the child. • Teacher reads passage about somebody who is about to get married at an early age. Students take notes under headings (why marrying, where marrying, who arranged). • Teacher uses the context of the listening to teach and practise the probable conditional. -- Students practise using the probable conditional and 'might' saying what they think will/might happen to the girl. E.g. physical problems giving birth, stopping education, losing freedom. • In groups students brainstorm solutions/advice they would give to the girl E.g. She should say 'no' • Students listen to the teacher reading the reactions of 4 people to a girl getting married early (mother, father, head teacher and sister) and answer questions. • In groups of 5, students take on the roles of the 4 characters and the girl. They practise a short drama and act it out to the class • Students read the letter to see if their predictions (from the first listening activity came true). They answer multiple choice questions. They discuss the answers in pairs and plenary.

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • complete sentences using appropriate words and phrases • write sentences connected to the topic 	<p>C. Writing</p> <ul style="list-style-type: none"> • Gap fill sentences • Poster/leaflet (say no to early marriage) 	<ul style="list-style-type: none"> • Students complete sentences filling the gaps with appropriate words from a list. • Students write a poster or leaflet with facts about early marriage, drawings and slogans.

Assessment

Speaking and listening

Pairs of students roleplay a girl about to be married early and her best friend. The girl explains the situation and the friend tries to give advice to convince the girl to stay in school. E.g. You should talk with your father.

Writing:

Students complete sentences starting ‘if’/’when’ e.g. When I get married,

Unit 12: I've already done that (13 periods)

Unit Outcomes: Students will be able to talk about roles and responsibilities and their future jobs.

Vocabulary: Verbs for activities around the house, job vocabulary, adjectives of personality e.g. intelligent, kind etc.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • ask and answer questions related to their daily lives • listen to a dialogue and answer questions • ask and answer questions related to their roles and responsibilities. • contribute to group brainstorming • students talk about the job they would like to do in the future and give reasons. • use appropriate social expressions • match sentences with similar meanings 	<p>A. Listening and Speaking</p> <p>Present perfect (experience and recent past) 'yet' and 'already' E.g. I haven't cleaned the house yet I have already swept the floor</p> <p>I would like to become a..... because...</p> <p>B. Reading</p> <p>Recycle all the social expressions</p>	<ul style="list-style-type: none"> • Teacher recycles the present perfect asking questions such as 'Have you ever been to Jimma/ drunk coffee? Etc. • Teacher introduces 'yet' and 'already' and students answer the same questions using these words. • Students ask and answer questions using 'yet' and 'already' with prompts from a substitution table • Students listen to a housewife/mother talking about her day. Students list the activities that she has and hasn't done. E.g. she has collected water, she has gathered firewood, she hasn't cooked dinner. • Students ask and answer questions about what the woman has done using 'yet' and 'already'. • Students talk about the jobs they have to do around the house and what they have done so far today. • Students brainstorm all the jobs they know. <p>They match them to pictures</p> <ul style="list-style-type: none"> • In groups students talk about the job they would like and why. • Students conduct a group survey on favourite future jobs and why. <ul style="list-style-type: none"> • Students are given a number of social expressions. They have to match them with ones with a similar meaning. E.g. 'why don't you ...?' + 'You could ... ' or 'How do you do? + 'Pleased to meet you'

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • read to identify main and detailed ideas • read and infer meanings of new words from context. • complete sentences in letter using appropriate words and phrases 	<p>Short story about someone’s job.</p> <p>A personality quiz and answers</p> <p>C. Writing</p> <p>Letter with missing words and phrases</p>	<ul style="list-style-type: none"> • Students read the story and identify what they like and dislike about the job using information from the passage. • Students read the personality quiz and answer questions. They read the answers and find out what kind of person they are. • Students guess the meanings of the adjectives of personality using the quiz. • Students discuss if the quiz was correct or incorrect about their personalities. • Students read the letter from a school girl/boy to a friend talking about her/his ambitions and fill in the missing words from a list (e.g. yet, already, adjectives of personality, going to, will , if ...etc.

Assessment

Speaking and listening

Students ask and answer questions about what they have done today at home and at school.

Writing

Students writes sentences about what they want to become and why e.g. I would like to become a driver because I like visiting places.

Vocabulary for Grade 7

<p>Holidays, festivals, ceremonies & travel Moulid Ramadan Easter Christmas New Year feast festival gift present dance sacrifice decorate congratulate itinerary brochure tourist beach postcard marriage wedding</p>	<p>Machines switch lever button machine robot invention pull press insert power turn on turn off</p> <p>Household duties lay the table wash dishes cook serve</p> <p>War weapon battle</p>	<p>Games winner loser instructions equipment rule move throw hunt catch shoot turn</p> <p>Jobs guard watchman waiter waitress dentist footballer typist secretary</p>	<p>Fruit & vegetables grapefruit coconut pineapple lemon spinach lettuce pumpkin</p> <p>Food mutton beef spice injera crops</p> <p>Animals & insects cockroach crow flea vulture hippopotamus lizard pigeon Semien fox fur park skin</p>	<p>Other nouns surname Mr Mrs family name life container</p> <p>Body parts chest lip stomach shoulder</p> <p>Adjectives kind generous hardworking friendly</p>	<p>Other verbs watch meet spend wear water drop out of get pregnant plant</p> <p>Conservation protect habitat endangered preserve conserve catch kill trap shoot</p> <p>African countries Kenya Somalia Djibouti Sudan Eritrea Tanzania Uganda Zimbabwe South Africa Egypt</p>
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