

English Grade 8

Introduction

In grade 8 the students have 5 periods of English a week. The syllabus contains 14 units and each unit is divided into 11 periods. There should also be two revision units (each of eight 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 in grades 7, grade 8 continues 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 the use of some authentic materials for listening and reading. Grade 8 also continues to

build up sub skills and learning strategies so students become more independent in all four skills.

The main goal is for students to leave primary school with a basic command of the English language. This includes about 1000 words and a range of structures so they can communicate in a number of topic areas using past, present and future.

Teachers are strongly advised to look at the Grade 8 Minimum Learning Competencies for all of the four skills which also act as objectives.

Unit 1: A popular sport (11 periods)

Unit Outcomes: Students will be able to discuss sports.

Vocabulary: Sports e.g. football, volleyball etc. Equipment e.g. net, ball, glove, bat etc. Place for playing sports e.g. court, pitch etc. Sporting verbs e.g. win, lose, kick, play etc. Players e.g. footballer etc. Qualities to be a good sports person e.g. fitness, ambitions.

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 explanations and respond accordingly ask and answer questions about sports participate in oral activities in pairs and groups 	<p>A. Listening and Speaking</p> <p>Present simple E.g. football is popular.. Yes/no and wh-questions Do people play handball in your town? How many players are there in a football team? How long is a volleyball game?</p> <p>Present simple passive questions Where is it played?/When is it played?</p> <p>Do/play/go + sports E.g. do athletics, play football, go running Relative pronouns: which/that, who, where E.g. A football pitch is a place where you play football. A net is equipment which you need to play basket ball</p> <p>..better than...because..</p>	<ul style="list-style-type: none"> Students brainstorm names of sports Students look at sporting symbols and name the sport. E.g. picture of a basket = basketball picture of a net = volleyball picture of gloves = boxing Students listen to a text about different sports and complete a chart with information: E.g. name of sport/when played/where played/ how many players/equipment needed etc. Students ask and answer questions using the information in the chart Students make vocabulary networks by grouping sports vocabulary into sport, equipment, place etc. They talk about the vocabulary using relative pronouns Students talk about the sports in their area. What game is common in your area? Is football popular? Yes, it is./No, it isn't. Students ask and answer questions about sports in pairs. Do you play...? Yes, I do. / No, I don't. Students conduct a class survey. What sports do you play/like? They ask students to give reasons as to why they prefer different sports e.g. Football is better than basket ball because Students report information orally/in writing. In groups students discuss the qualities needed to be a good sportsman/woman. They rank qualities in order of importance.

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • predict the content of the passage from pre-reading activities • read passages and answer comprehension questions • complete the summary of a text • write guided paragraphs 	<p>B. Reading</p> <ul style="list-style-type: none"> • A passage about a famous sportsman/ woman <p>C. Writing</p> <ul style="list-style-type: none"> • A summary • A guided paragraph about a sportsman/ woman using prompt cues 	<ul style="list-style-type: none"> • Students debate their favourite sportsmen/women and teams. • Students talk about their sporting hero - what makes him/her their hero. • Teacher shows a picture/tells the name of a famous sportsman/woman. Students brainstorm anything they know about him/her. -Students read the text to check their information • Students read the text and answer comprehension questions. • Students complete a cloze text paragraph to summarise the text they have read • Students take information from a table and write a paragraph about a sportsman/woman.

Assessment

Speaking and Listening

Students look again at the reading passage about a famous sports person. They ask and answer questions about the person and their sport.

Reading and Writing

Students fill in the gaps in a short passage about a sport using words from a list e.g. do/play/go.

Unit 2: Story/poem (11 periods)

Unit Outcomes: Students will be able to listen to texts for enjoyment and express their feelings.

Vocabulary: Adjectives to describe people physically and in character.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • use social expressions for asking for and giving advice and regret • listen to stories for enjoyment and express their feelings • read and for enjoyment and express their feelings • predict the content of a passage 	<p>A Listening and Speaking</p> <p>Modal verbs for advice</p> <ul style="list-style-type: none"> • He should/had better • She could • He ought to • She needs to <p>Modal verbs for regret (past)</p> <ul style="list-style-type: none"> • He could/should have + past participle <p>Past simple tense</p> <p>It was He wore He saw</p> <p>B Reading</p> <p>Short story set in Ethiopia concerning a child in a difficult situation e.g. being bullied/ feeling lonely/ homeless. (Text divided into 3 sections)</p>	<p>Teacher recycles and adds to language of advice. Students read sentences about people’s problems (e.g. I feel ill) and give advice (you had better go to the clinic). Teacher introduces the concept of regret. “I felt ill. Later I was sick. I should have gone to the doctor”. Students practise in pairs talking about their problems and what they should/could have done.</p> <ul style="list-style-type: none"> • Group Listening Challenge: Teacher instructs the class to listen very carefully to a short narrative passage as they will have to answer questions on the content. He/she reads the passage twice. In groups of 4 the students jot down as many points as they can remember after each reading. The teacher asks a series of simple questions based on the text and using the group’s collective memory, the students write down the answers in sentences. e.g. What time was it when Tsegaye entered the house? What was he wearing? The teacher awards points for correct answers – the group(s) with the most points win the challenge <p>1.1 Teacher reads aloud the first section of the story. (Students have copy to follow) 1.2 Students respond to what they heard – establishing setting/situation etc. 1.3 In groups, the students predict what may happen next 1.4 Teacher takes feedback and encourages class discussion. 2.1 Students in their groups read the second section of the text. 2.2 Group discussion on how the story has developed. How close were their predictions? 2.3 Students to make judgements on the actions taken by the various characters. E.g. He should have _____ 2.4 Giving advice: groups to decide what course of action the main character should take next.</p>

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> transfer ideas from a reading text into pictures and captions to summarise. write a summary of what they have read in short sentences write a short paragraph on a person they know 	<p>C Writing</p> <ul style="list-style-type: none"> Sentences about a poem Paragraph/poem writing 	<p>‘He should..’ ‘She ought to..’</p> <p>3.1 Teacher to read the ending of the story</p> <p>3.2 Class to discuss the ending – is it a good ending? How do they think it should have ended?</p> <ul style="list-style-type: none"> The teacher divides the class into 3 large groups. Each group will work on a different part of the narrative. <p>In pairs, students select 4-6 main images from their section of the narrative and ‘storyboard’ these, using captions.</p> <p>Students’ work displayed in the classroom for viewing and comment.</p> <ul style="list-style-type: none"> Teacher reads a poem which describes a person in some detail. The poem is used as a writing stimulus. Students volunteer words/phrases that they like. Students explain the reasons behind their choices. <p>Groups talk about the character described in the poem – what have they learned about him/her?</p> <p>Teacher puts writing scaffold on the board to help structure response.</p> <ul style="list-style-type: none"> The poem describes I like the words ‘.....’ because..... The person described reminds me ofbecause <ul style="list-style-type: none"> Students write a ‘pen portrait’ of someone they know well e.g. parent, sibling, close friend. Students share their writing within a small group.

Assessment

Speaking and listening

Students think of some regrets and make sentences. E.g. I should have passed the test. They tell each other their regrets and ask questions about the regret e.g. why didn’t you pass the test? Did you study? Etc.

Writing

Students write down their regrets.

Unit 3: The city and the country (11 periods)

Unit Outcomes: Students will be able to compare life in the city with life in the country.

Vocabulary: Continents, Non African countries e.g. Great Britain, France, Italy, China, America, countries in Middle East. City and countryside adjectives - polluted, populated, clean, beautiful, noisy, quiet, crowded, healthy, bad, good, more, little etc.

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 a text and fill in a chart • describe and compare in detail places and people 	<p>A. Listening and Speaking Non African countries and continents</p> <p>Comparatives: Using –er, more + adjective/nouns and irregular comparatives. Using as.... as, not as.....as..., not soas ... E.g. 1 Cities are noisier than the country. 2 Cities are more populated than the country. 3 The city isn't as green as the city. 4 The country doesn't have so many buildings as the city</p> <p>Used to – to express past habit E.g. 1. Addis Ababa is more polluted now. It used to be cleaner thirty years ago. E.g. 2 The country has</p>	<ul style="list-style-type: none"> • Students brainstorm all the countries they know and say something about them. Teacher adds key new countries – students say anything they know about them. Students divide them into continents and locate continents on a map. • Students listen to a text about life in a city and life in the country. Students pick out advantages / disadvantages and complete chart. • Teacher recycles the formation of comparative adjectives by giving many examples. E.g. Adjective + -er: clean, quiet More + adjective: polluted, crowded Irregular comparatives: bad, good, little As...as, not as...as, not so...as.... Then students are asked to use the adjectives in meaningful sentences about city/country life. • Using present simple, students describe villages/towns they know. • Teacher describes a city/a small town at present by using the present simple tense. E.g. This town is quiet. • Teacher gives examples of what that place used to be like in the past and asks students to work in pairs and make similar sentences about their city/small town/village. E.g. It used to be quieter ten years ago.

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • participate in oral activities in groups • use social expressions of agreeing and disagreeing • read and transfer ideas from passages into tables • complete paragraphs by adding appropriate words and phrases • apply spelling strategies when writing words • write a guided paragraph about the city/town they live in 	<p style="text-align: center;">more cars and buses now. There used to be only donkeys and horses.</p> <p>Present simple tense Past simple</p> <p>Language of agreeing and disagreeing</p> <ul style="list-style-type: none"> • You're quite right • I'm afraid I disagree <p>B. Reading</p> <ul style="list-style-type: none"> • A passage/text about a city and the country for comparison <p>C. Writing</p> <ul style="list-style-type: none"> • Paragraph completion <p>• A descriptive paragraph about student's city/village now and in the past</p>	<ul style="list-style-type: none"> • Students look at pictures (present and past) of a place. They are asked to identify the changes and make comparative sentences E.g. 1 This place/village used to be cleaner. 2 It has more buildings than it used to have. • Teacher revises and adds to language of agreeing and disagreeing • Students have a debate about which is better: living in a city or living in the country. • Students are given two texts about a city and a small village in the country. They read the texts and work in groups to transfer information into tables e.g. size, location, facilities etc.. When they have finished they talk about their similarities and differences. • Students are given a list of adjectives. They change them into comparative forms to complete paragraphs. E.g. crowded more crowded noisy noisier good better • Teacher goes through spelling strategies for comparatives E.g. 1. Adjectives ending in 'y' such as 'noisy' add 'ier' e.g. 'noisier'. E.g. 2 One syllable adjectives that end in consonant, vowel, consonant such as 'big' double the last letter for the comparative e.g. 'bigger' • Students write a paragraph about their town/city by comparing its present state with the past, using adjectives and prompts (e.g. size, population, facilities etc.)

Assessment

Speaking and listening

Using prompts such as size, population, facilities, now and 5 years ago students describe their towns/villages

Writing

Students write sentences comparing their town/village with another town/village they know.

Unit 4: Education for all (11 periods)

Unit Outcomes: Students will be able to give information about the issues surrounding education in Ethiopia.

Vocabulary: Primary, secondary, higher education, lesson, period, problem, barrier, solution, drop out. Language of graphs – go up, go down, stay the same.

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 a text and answer questions • contribute to group brainstorming • participate in oral activities in groups 	<p>A. Listening and Speaking</p> <p>Past simple E.g. They graduated in 1993. She came to school early. Many girls lost the chance to...</p> <p>Present simple E.g. Aberash lives in a hostel.</p> <p>Reasoning: because of, as a result E.g. Many students drop out of school because of responsibilities at home</p> <p>Ought to, should, must E.g. We should/ought to do something for girls' education. Boys should help with housework. We must give equal opportunities to boys and girls. Will/won't I think.....will..... E.g. I think many girls will go to university. I think Fatuma will pass the exam.</p>	<ul style="list-style-type: none"> • Students listen to a text about a girl who is studying at university. The text should include information about how she became successful, the support she received and the barriers she faced and overcame. They answer questions about the text and discuss their feelings about it. • Students look at graphs about education attendance in Ethiopia and make sentences • Students brainstorm in groups all the problems/barriers to education in Ethiopia. Groups present their work to the class using the language of reasoning. E.g. Many girls marry early. As a result they drop out of school. • Groups swap problems/barriers and discuss solutions. Students to be guided towards strategies for encouraging all children to attend school. • Students predict and give advice on what changes will happen in the future with education in Ethiopia.

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • read passages and answer comprehension passages • interpret graphs • complete sentences and paragraphs by adding appropriate words and phrases • read authentic materials and respond accordingly • write a summary of what they have read in short sentences • write guided paragraphs • write a letter to a friend 	<p>B. Reading</p> <ul style="list-style-type: none"> • a passage about a boy who stopped going to school • graphs about girls' education in Ethiopia • an authentic passage about education in Ethiopia <p>C. Writing</p> <ul style="list-style-type: none"> • Slogans • A short paragraph • A short letter 	<ul style="list-style-type: none"> • Students pick out past simple, present simple, and will from the reading passage. Students read the text and answer comprehension questions (e.g. why the boy stopped; what happened next). • Students read the graphs and interpret the data. They complete gap-fill sentences. • Students read questions and find answers in the passage. • Students write short slogans highlighting the importance of "Education for All" based on information from the listening and reading passages. They use 'should', 'ought to', 'must' and say them to the class. Students collect slogans and create a poster. • Students write a paragraph about the school system in Ethiopia using prompts (e.g. starts grade 1, secondary grade 9, examinations etc.) • Teacher recycles informal letter language e.g. Dear, I hope you are well, I am fine. Love from etc. • Teacher tells students to write a short letter to a friend in another town/village describing their school life. Students brainstorm the content e.g. what they like/dislike about school, number of students, favourite subjects etc. Students use these ideas to write the letter.

Assessment

Speaking and listening

Students role play a dialogue between a boy/girl who is out of school and a friend. The boy/girl out of school describes her situation. The friend offers advice.

Reading and writing

Students interpret a graph related to education and write sentences to describe the trends.

Unit 5: A scientist discovers (11 periods)

Unit Outcomes: Students will be able to give information about discoveries/inventions.

Vocabulary: Bilharzia, snail, river bank, soap, die, wash, kill, discover, invent, disease, sequencing words e.g. first, next 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 information and respond accordingly • participate in oral activities in groups • speak in detail about events in the past. • predict the content of the passage from pre-reading activities • read passage and answer comprehension passages • join sentences using relative pronouns • write sentences using ‘when’ and ‘while’ • apply spelling strategies when writing words 	<p>A. Listening and Speaking</p> <p>Must/mustn’t e.g. you mustn’t swim in still water</p> <p>When/while Past simple Past continuous</p> <p>B. Reading</p> <ul style="list-style-type: none"> • A narrative about the Ethiopian scientist who studied bilharzia and discovered a cure/treatment <p>Sequencing words E.g. first, first of all, then, next, after that, finally etc</p> <p>C. Writing</p> <ul style="list-style-type: none"> • Sentences - who/ which/ that (recycled) 	<ul style="list-style-type: none"> • Teacher shows a picture of a lake/river and asks students how it benefits the local population. He/she also asks students to identify any dangers in the lake • Students listen to a text giving medical information/advice about bilharzia. They complete a table with phrases (must/mustn’t). • In groups students are given other diseases and come up with lists of what you must or mustn’t do. • Students look at pictures of people/activities and say what was happening and when (using past continuous and past simple) E.g. The man was walking down the street when it started to rain. • Students look at pictures from the story of the scientist finding a cure for bilharzia. They put pictures in the correct order and predict details of the story. • Students read the text, check order of pictures and answer comprehension questions. • Students retell story from pictures using sequencing words. • Students join two sentences together using relative pronouns who/which/that e.g. Bilharzia is found in lakes in Ethiopia. It is a common disease in Ethiopia = Bilharzia, which is found in lakes, is a common disease in Ethiopia. • Students look at pictures and write sentences in the past continuous using ‘when’ and ‘while’. -Teacher reminds students of spelling strategies for verb +ing and they check their work.

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • write a summary of what they have read in short sentences • produce and expand phrases and sentences on familiar topics into paragraphs • write a story of their own 	<ul style="list-style-type: none"> • A poster • A paragraph about a discovery/invention • Short story 	<ul style="list-style-type: none"> • Students create a poster with information about bilharzia and advice to prevent its spread/infecting people. • Students look at pictures about a discovery/invention and write a sentence for each using past tenses. Students form a paragraph from these sentences. • Teacher shows a picture of an old, unfamiliar-looking man. Students react with words. The teacher gives a title 'The clever professor'. Students react with words and ideas. Teacher puts prompts on the blackboard: <ul style="list-style-type: none"> • Describe man • What does he invent/discover • What happens to him <p>Using their ideas on the blackboard and the prompts students make up stories and then write them in pairs or individually.</p>

Assessment

Speaking and listening

Students use the pictures from the writing activity to ask and answer questions about the discovery/invention.

Reading

Students are given sentences with jumbled words. They arrange the words in the correct order in each sentence and then arrange the sentences into a paragraph. (The paragraph is about a discovery and includes sequencing words).

Unit 6: Personal future plans (11 periods)

Unit Outcomes: Students will be able to give information about their future plans.

Vocabulary: Words related to future plans- leave, arrive, travel, visit, phone, spend, take, go, open, start etc.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> talk about their future plans 	<p>A. Listening and Speaking</p> <ul style="list-style-type: none"> Going to + infinitive (intention) Either/or <p>E.g. I am going to either Awassa or Harar</p> <p>Present continuous for future plans</p> <p>E.g. I am visiting Addis</p> <ul style="list-style-type: none"> Probable conditional - f/when + present simple, will + infinitive <p>E.g. If I have enough money, I'll go to Harar</p>	<ul style="list-style-type: none"> Teacher revise the use of 'going to' for future plans and introduces the present continuous Teacher asks students if they have future plans and asks them to say what they are doing/going to do and/or how long they are going to stay etc. <p>E.g. T: What are you doing for vacation, Melkamu?</p> <p>Melkamu: I am visiting Harar.</p> <p>T: What are you going to do there?</p> <p>Melkamu: I am going to book into a hotel. I am going to visit historical places and the hyena feeding man.</p> <p>T: How long are you going to stay in Harar?</p> <p>Melkamu: When I get there, I'll decide. I will either stay there for one week or for two, if I have enough money.</p> <ul style="list-style-type: none"> Teacher points out the difference between 'when' (definite) and if (possible) in probable conditionals. <p>Students make sentences incorporating conditions and results. First example is given by Teacher.</p> <p>E.g. If I get a lot of money, I'll get married.</p> <p>Students do orally (chain story)</p> <p>E.g. If I graduate from school, I'll get married. If I get married, I'll have four children. If I have four children, I'll need a high salary. If I have a high salary, I'll buy a big house.</p> <ul style="list-style-type: none"> Teacher gives students a situation (if you...) and students make sentences orally/in writing. <p>E.g. If you move town... If you get married... If you study hard...</p> <ul style="list-style-type: none"> Students make up similar dialogues to the one they heard and perform them in front of the class.

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> listen to conversations and identify the gist sum up the main points made in a discussion read authentic materials and respond accordingly read and report what they have read take dictation of a paragraph on a familiar topics apply spelling strategies when writing words produce and expand phrases and sentences on familiar topics into paragraphs write a letter to a friend 	<p>B. Reading</p> <ul style="list-style-type: none"> An article in a newspaper about building a new road/hotel complex/hospital/development project <p>C. Writing</p> <ul style="list-style-type: none"> Paragraph A paragraph about future plans Short letter to a friend 	<ul style="list-style-type: none"> Students listen to 6 short conversations. After each one they write a sentence with 'If/when..., will' to sum up the conversation. E.g. A: You look pleased B: Yes I am. I passed the examination. A: Great, I know you studied hard. B: Yes, I did. = If you study hard, you'll pass the examination Students read the text and report what they have read using going to or present continuous e.g. They are building a new hospital next to the market. It is going to take 6 months. Students take a dictation of a paragraph about someone's future plans. They compare their dictations and correct each other's spelling applying strategies that they know Students list the activities they are going to do in the future, dividing them into short/medium/long-term plans and develop a paragraph based on the list. Students write a letter to a friend incorporating their plans for the future

Assessment

Speaking and listening

The teacher writes prompts on the board such as tomorrow, next Wednesday, next week, next month, next year. Students use the prompts to ask and answer questions.

Reading and writing

Students read short paragraphs or dialogues and summarise the content using a sentence beginning with 'if'.

Unit 7: A day in the life of... (11 periods)

Unit Outcomes: Students will be able to describe and appreciate jobs done by children.

Vocabulary: Jobs done by children e.g. shoe shine boy, street vendor, weaver etc.

<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 conversations and discussions and answer questions • contribute to group brainstorming • participate in oral activities in groups • report simple information statements, remarks and questions from different sources • sum up the main points made in a discussion • take part in oral activities in pairs 	<p>A. Listening and Speaking</p> <p>Wh-questions/Yes/no questions (interview) ‘Although’ and ‘but’ E.g. Although I can pay for my school books, I don’t have enough time to study Present simple</p> <p>Reported statements E.g. He says he works 12 hours a day</p> <p>Probable conditional with ‘if’ (recycled)</p>	<ul style="list-style-type: none"> • Students listen to a child talking about his/her job and the difficulties of working and studying. Students answer questions. • Teacher recycles ‘but’ and introduces ‘although’. Students make sentences about the child using ‘but’ and ‘although’. • Students brainstorm the jobs that children do in their area. • Students talk about the children in their area who earn money by doing different jobs whilst also going to school. E.g. Shoeshine boy, weaver, goatherd, sugarcane seller, bus conductor • (Note: the writing of the role play cards need to precede this activity) In groups of three, one student is an interviewer, one is an interviewee (a child who works) and one student is an observer/reporter. The interviewee plays the role of a working child and, using role-play card (written by student earlier in writing activity), answers questions about his/her life (how/earn money, when/go to school etc). <p>The observer/reporter reports the answers given: E.g. “I am a shoeshine boy.” He says that he is a shoeshine boy.</p> <ul style="list-style-type: none"> • Students then summarise the lifestyle and present to the class. • In pairs students say/write predictions about the life of a child who works: E.g. If he doesn’t shine shoes, what will happen? If he doesn’t shine shoes, he won’t earn money. If he doesn’t earn money, he won’t go to school.

Competency	Content/language item	Learning activities and Resources
<ul style="list-style-type: none"> • arrange 3-4 paragraphs in a logical order • read passages and answer comprehension questions • read for enjoyment and express their feelings about stories • complete sentences by adding appropriate words and phrases • write a short paragraph on an everyday topic 	<p>B. Reading</p> <ul style="list-style-type: none"> • A description of a shoeshine boy who also attends school • A story about a poor boy who gets lucky <p>C. Writing</p> <ul style="list-style-type: none"> • Role play card • Gap-fill sentences and sentence transformations • Sentences in a short paragraph about daily routine of a farm boy and a young girl who carries wood 	<ul style="list-style-type: none"> • Students are told the title of the passage and are given a few minutes to quickly scan the paragraphs and put them in the right order. Students compare and discuss their answers • Students read text and answer comprehension questions about a shoeshine boy. Students identify advantages/disadvantages of shoeshine boy's life. • Students read a story and express their feelings about it • In threes students write role play cards (based on a template) for roleplay activity: E.g. name/age/job/where live/what do/how much earn/ when go to school etc • Students do sentence transformations (direct speech to reported statements). • Students complete gap-fill sentences (to complete reported statements) • Students are split into 2 groups. Students order daily activities either of a farm boy or a young wood carrier: E.g. Activity 1: get up Activity 2: get dressed Activity 3: leave the house etc Students complete guided paragraph about the daily routine of their chosen child worker. • Students in pairs share information about their chosen child worker. They form questions and ask/answer questions.

Assessment

Speaking and Listening

Students are put into groups of three. One will ask questions, another will answer questions and the third will observe. After each question and answer the observer will report the information.

E.g. A: What do you do in the morning?
B: I go to school

C: He/she says he/she goes to school

Writing

Students write a short paragraph about themselves (what they do every day in school as compared to the life of a shoeshine boy who does not go to school).

Unit 8: Making Ethiopian coffee (11 periods)

Unit Outcomes: Students will be able to describe different processes.

Vocabulary: Process verbs, food items/ingredients, adjectives about food.

<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 explanations and respond accordingly • describe processes • arrange sentences in a logical order • read to find out definitions, reasons and cause and effect relationships in a text • listen/read simple poems for enjoyment and express their feelings 	<p>A. Listening and Speaking</p> <p>Present simple passive E.g. Coffee beans are packed/washed Coffee is produced So (that) e.g. the beans are washed so (that) they are clean</p> <p>Sequencing words: First, next, then, finally, before, after E.g. The process of making Ethiopian coffee is like this: first, the coffee beans are washed; next...; then...</p> <p>B. Reading</p> <ul style="list-style-type: none"> • A passage about the process of producing a bottle of mineral water • A poem about food <p>C. Writing</p> <ul style="list-style-type: none"> • vocabulary networks 	<ul style="list-style-type: none"> • Students listen to the process of producing bags of coffee (from planting coffee bush to putting bags on shop shelves). Students put pictures in the correct order to match process. • In pairs students retell the process of producing coffee. They give basic explanations for why things are done using 'so' • Students read a jumbled up paragraph from a text about the process of producing a bottle of mineral water. They order the sentences to describe a logical process. • Students are given 5 words from the whole text that are also defined in the text. They read the whole text to find the meanings. They read the rest of the text and answer questions on reasons and cause and effect relationships • Students listen to the teacher read a poem about food and follow in their books. They express their feelings about the poem through prompts e.g. Do you like it? Why/why not? What does the poem make you think of? • Students match ingredients of some food items to pictures and create food vocabulary

<i>Competency</i>	<i>Content/language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"> • complete a paragraph by adding appropriate word and phrases • write a paragraph on a process • write a poem of their own 	<p>(ingredients/food items)</p> <ul style="list-style-type: none"> • Gap fill paragraph • A short paragraph using sequencing words • A poem about food 	<p>networks (e.g. fruit words, vegetable words, dairy products, meat etc. adjectives about food).</p> <ul style="list-style-type: none"> • Students complete paragraph with present simple active or passive. • Students write a paragraph about the process of producing another food or drink item E.g. Bag of sugar, tin of fruit etc • The teacher shows pictures of food and students use their vocabulary networks to associate food with adjectives, people etc. <p>Using the model from the reading passage, they write simple poems about food. They illustrate the poems and display them in the classroom</p>

Assessment

Speaking and listening

In groups students describe the same process as they read about. Each student gives one sentence.

Writing

Students use picture prompts to write sentences in the present simple passive.

Unit 9: Plants for medical use (11 periods)

Unit Outcomes: Students will be able to give information about plants and their medical uses.

Vocabulary: Basic health problems -ache (e.g. headache, stomach ache, toothache), pain in, cure, treat, verbs: boil, grind, dry, pound, chop, chew, stir, inhale, seed, leaf, root, bark, sap.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> transfer ideas from passages into tables contribute to group brainstorming describe plants they know and their importance participate in oral activities in pairs or groups read to find out definitions, reasons and cause and effect relationships in a text produce and expand phrases and sentences on familiar topics into paragraphs 	<p>A. Listening and Speaking</p> <p>Should/shouldn't E.g. You shouldn't water them too much</p> <p>Present simple passive Reasoning: as a result, because of, consequently, however, so (that)</p> <p>Ought to, had better E.g. You'd better boil the leaves to make tea</p> <p>B. Reading</p> <ul style="list-style-type: none"> A passage on the medicinal value of plants/herbs <p>C. Writing</p> <ul style="list-style-type: none"> Guided paragraph Reference poster 	<ul style="list-style-type: none"> Teacher/students bring in plants to classroom. Students listen to a text on how to conserve plants. They complete a table (should/shouldn't). Students brainstorm different plants that have medicinal properties. Students describe the medicinal importance of different plants using present simple passive and reasoning words E.g. "Koso" is used for killing tape worms As a result of taking 'koso', you will feel better Students form groups of six and give advice on how plants/herbs can be used for medicinal purposes using language patterns E.g. You should/had better take "koso" if you have a stomach ache. Students talk about the issue of conserving plants and list the dos and don'ts Teacher writes six words from the passage on the blackboard. Students guess their meaning. Students look for the definition of these words in the passage. Teacher checks understanding. Students read the passage again and answer comprehension questions about reasons. Students read the text for a third time and match causes to effects. Students complete chart with information about a herb/plant (e.g. name, where/grow, colour, use etc). Students write sentences from chart using reading passage as model. Reference poster: students collect information (from writing task)/pictures/drawings/leaves from different plants and create a poster.

Assessment

Speaking and listening

Students work in pairs. One student complains of a health problem e.g. I have a headache. The other student offers advice e.g. You should take the leaves of this plant and make tea,

Unit 10: Art and artists (11 periods)

Unit Outcomes: Students will be able to discuss art and paintings.

Vocabulary: Art and paintings e.g. paint (a picture) draw, brush, stroke.

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 a text and identify a picture • participate in oral activities in pairs and groups • predict the content of a passage from pre-reading activities • read to identify main idea from a passage • read authentic materials and respond accordingly 	<p>A. Listening and Speaking</p> <p>Modal verbs of possibility e.g. it could be/might be ...</p> <p>Use of Present simple tense E.g. I like to</p> <p>Use of Past simple tense E.g. I went... I saw...</p> <p>Use of Present Perfect tense E.g. I have seen ..., I have visited ..., I would like to ...</p> <p>Adverbs: usually, always e.g. I usually draw...</p> <p>B. Reading</p> <ul style="list-style-type: none"> • Four paintings by Ethiopian artists • Authentic descriptions of the paintings <p>C. Writing</p> <ul style="list-style-type: none"> • Written appreciation/ description of paintings <p>Use of comparative and superlative forms of</p>	<ul style="list-style-type: none"> • Students listen to a description of a painting and match to a picture. • The teacher starts to draw a simple picture on the board. Every few strokes, he/she stops and the class try to decide what the subject of the picture is. This is then repeated with volunteers from the class taking it in turns to draw pictures. • The teacher encourages discussion around the subject of art – why do they think people like to express themselves through art? • In small groups students respond to the following questions: <ul style="list-style-type: none"> • When you draw or paint a picture what do you like to draw most? • Have you been somewhere or seen something special that you would like to paint or draw? Students report back – teacher suggestions made on the board. Are there common themes/ideas – if so, what and why? • Teacher encourages students to examine and comment on the pictures for the reading texts. What do they see? Why do they think the artist chose to paint this subject? What does the picture make them think/feel? • In small groups, students read the paragraphs and match to appropriate picture. Class discuss how they decided on the matching. • Students respond to a series of pictures (each identified with separate letter) displayed in the classroom. Students look at the pictures and decide which one (s) they like best/ find most interesting and think about the reasons why. In pairs, they are given 3 coloured stickers to put on their favourite pictures. Discussion generated around choices.

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"> • complete sentences by adding appropriate words and phrases • write descriptive paragraphs 	<p>adjectives. E.g. more, most, as....as</p> <p>Use of linking words/phrases e.g. and, but, because</p>	<ul style="list-style-type: none"> • Teacher puts a writing scaffold on the board for students to complete. Students choose the four pictures they want to write about. <ul style="list-style-type: none"> • In picture _ I can see _____ • I like picture _ most, but _____ • Picture _ makes me feel _____ and _____ • My friend likes picture _ more because _____ • Students imagine a scene they would like to paint and then describe the scene in writing in as much detail as they can, so that their partner can picture it. Students exchange their writing with their partner and they work together to try to improve the quality by adding more detailed description.

Assessment

Speaking, writing and reading

Students are given different pictures to describe orally and in writing.

Unit 11: Natural wonders of Africa (11 periods)

Unit Outcomes: Students will be able to give information about places of natural beauty in Africa.

Vocabulary: African countries (recycle), directions (to the south of, on the southern border) etc. Geographical features e.g. desert, river, jungle, waterfall, lake, mountain, plain/savannah/grassland, national park,. Places of natural beauty e.g. Rift Valley, River Nile, Victoria Falls Sahara Desert, Mt Kilimanjaro, Lake Victoria etc

<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"> • contribute to group brainstorming • describe places in detail • listen to a story for enjoyment and express feelings • listen to information and respond accordingly 	<p>A. Listening and Speaking</p> <p>Describing location e.g. to the south/north/east/west, above, below, on the southern/northern/eastern/western border etc.</p> <p>A story/folktale about a place of natural beauty</p> <p>Present simple Comparatives and superlatives Sentences with ‘although’ and ‘but’ (reading). E.g. Although Victoria Falls is spectacular, it is not the highest waterfall in the world.</p> <p>Recycle relative clauses (which/that and where) E.g. Mount Kilimanjaro, which is high, is located in Tanzania</p>	<ul style="list-style-type: none"> • Students brainstorm all the African countries they know e.g. Tanzania, Kenya, The Sudan, etc. Teacher adds to the list. Students describe where these places are located (e.g. Kenya is to the South of Ethiopia). Students label an empty map. • Students identify places of natural beauty in Africa. They label the map with place names. • Teacher teaches adjectives and nouns to describe some of the places • Students look at pictures of places of natural beauty and describe them. • Students listen to the story and express their feelings E.g. do they like the story/do they believe it? • Students are introduced to riddles e.g. ‘I am made of wood; I have four legs; people sit on me. I’m a [chair]’. In groups, Students listen to descriptions of natural wonders given in the form of a riddle and guess answer. E.g. ‘I am found in Tanzania. I am very large. People climb me. I have snow on top of me. Who am I?’ (Answer = Kilimanjaro). Activity can be carried out in form of competition with groups winning/losing points for correct/incorrect guesses. <p>After playing ‘who am I?’, students link parts of the riddle with ‘which’/‘that’ and ‘where’. E.g. Mount Kilimanjaro, which is very high, is located in Tanzania.</p>

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • participate in oral activities in groups • read and report what they have read • read authentic materials • take dictation of paragraphs on familiar topics • write sentences using ‘but’, ‘although’, ‘so’, ‘which’, ‘that’ and ‘where’ • write a descriptive paragraph about a place in Africa 	<p>B. Reading</p> <ul style="list-style-type: none"> • Authentic passages (from guidebooks or travel agencies) about places of natural beauty in Ethiopia and Africa <p>C. Writing</p> <ul style="list-style-type: none"> • Dictated paragraph describing a place of natural beauty • Sentences with ‘although’, ‘but’, ‘which’ and ‘where’ • Descriptive paragraph 	<ul style="list-style-type: none"> • Speaking information gap: students are assigned different texts (from reading) about places of natural beauty. They ask/answer questions with partners to learn about all the texts: E.g. What’s it called? Where is it located? How big is it? What’s special about it? • Competition: In groups/teams, Students answer quiz questions (multiple choice) about places in Africa. Students or Teacher read out questions and possible answers. Students choose answer. The team with the highest number of correct answers is the winner. • Jigsaw reading: students are assigned different texts to read and given comprehension questions. First they read the questions. Then they find the answers in the passages. Finally they form groups and share information about the different texts (see speaking and listening) • Students take dictation. Students check dictation in pairs. Teacher draws attention to sentences with ‘although’ and ‘but’ and relative clauses. • Students write sentences with ‘although’, ‘but’, ‘so’, ‘which’/‘that’ and ‘where’ using information from the reading. • Students take information from a chart (facts about a place of natural beauty) and write a descriptive paragraph.

Assessment

Speaking and listening

Students work in pairs. One student describes the location of a country in Africa (without saying the name of the country). The other student guesses the country.

Reading and writing

Students fill in missing words in a paragraph from a list (e.g. ‘but’, ‘although’, ‘and’, ‘where’, ‘which’, ‘that’ etc.)

Unit 12: Technology in the modern world (11 periods)

Unit Outcomes: Students will be able to discuss the benefits of technology.

Vocabulary: Technology: telephone, mobile phone, computer, television, radio, electric light bulb, car, generator, water pump, electric ring for cooking), etc.
Parts of a computer e.g. keyboard.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • describe objects and ask and answer questions about them. • listen to a text and classify information • report simple information • use appropriate social expressions • participate in oral activities in groups • sum up the main points made in a discussion • read passages and answer comprehension questions 	<p>A. Listening and Speaking</p> <p>Relatives (which/that) e.g. it is a machine which shows films. It is a thing which gives light. So (that) – you have a radio so you can hear the news Present perfect e.g. have you ever seen a TV? Have you used a mobile phone?</p> <p>Present simple Past simple / used to Comparatives/superlatives</p> <p>Agreeing and disagreeing I don't think so, I'm afraid I disagree I suppose so, you're quite right</p> <p>Recycle reported statements e.g. Abebech said that mobile phones are good for Ethiopia</p> <p>B. Reading</p> <ul style="list-style-type: none"> • Passages about inventions 	<ul style="list-style-type: none"> • Students look at a number of pictures of 'technological items' (e.g. light bulb, TV) and match them to descriptions. • Students practise describing the objects themselves. One student describes an object and the other guesses. • Students ask and answer questions about the objects using the present perfect. E.g. Have you ever seen a TV? • Students listen to a text discussing the advantages and disadvantages of modern-day machines. Half the students note down the advantages, the other half the disadvantages. In pairs (one from each group) students report what they have heard. • Teacher recycles the language of agreeing and disagreeing by saying some controversial statements e.g. Telephones are useless and encouraging students to respond • Students debate the advantages/ disadvantages of technology in small groups. • At the end each group prepares a summing up of their discussion and presents this to the rest of the class • In pairs students rank different kinds of technology in order of importance/benefit to mankind. When they have finished they join another pair and compare their lists. • Jigsaw reading: students are assigned different texts about inventions. They answer comprehension questions about their text. They then share information with other students

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • read and report information • infer the meaning of words from context • complete sentences by adding appropriate verbs and phrases • write a summary of a discussion in short sentences 	<p>C. Writing</p> <ul style="list-style-type: none"> • Label a picture • Gapfill sentences • Summary 	<p>by asking/answering questions.</p> <ul style="list-style-type: none"> • In pairs students look at 10 underlined words from the passages and guess their meaning. They check their guesses by asking the teacher or (if appropriate) using a dictionary • Students look at a picture of a computer and label the different parts. E.g. keyboard, mouse, monitor • Students fill in sentences to describe the function of the parts of a computer. E.g. A keyboard helps you to (type words) • Students write a summary of their debate

Assessment

Speaking, listening and writing

In threes students choose one ‘technological’ object and brainstorm the advantages and disadvantages. They write sentences about the object using ‘although’, ‘so’ and ‘but’.

Unit 13: An historical person (11 periods)

Unit Outcomes: Students will be able to describe an historical person.

Vocabulary: Discreet items from the text.

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 a text and complete a chart • take dictation of a paragraph • speak in detail about events in the past • arrange sentences in a logical order 	<p>A. Listening and Speaking</p> <p>Past simple E.g. He was born in Jinka</p> <p>Past perfect with before/after/when E.g. Before he went to university, he had travelled to many parts of Africa.</p> <p>I would like to meet Nelson Mandela because.....</p> <p>B. Reading</p> <ul style="list-style-type: none"> • A biography (jumbled sentences/ paragraphs) 	<ul style="list-style-type: none"> • Teacher shows students a picture of a famous historical person and students say what they know about him/her. • Students make sentences in the past simple about the person • Students listen to a description of a historical person and complete a biographical chart. • The teacher dictates one paragraph of the description. Students compare their dictation. • The teacher draws attention to the verbs in the dictation e.g. ‘Went’/ ‘had travelled’ and elicits the difference between the tenses. • Students use the past perfect and past simple to make sentences about the person. • Speaking information gap: Students are given a text with gaps about a historical person (incorporating past simple and past perfect). Student A has half the information and Student B has the other half. In pairs they ask and answer questions to complete the text. • In groups, students say which historical figures they would like to meet: E.g. I would like to meet Nelson Mandela because.... • 20 questions game: One student assumes the identity of a famous person. The rest of the group ask the student questions to find out their identity. Students must ask yes/no questions and the interviewee can only answer yes/no: E.g. Are you dead? Yes. Are you a woman? Yes. Etc. • Students order jumbled sentences about a period in a person’s life into one paragraph. They use clues such as sequencing words, verb tenses e.g. past perfect, lexical clues,

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> • arrange 4 short paragraphs in a logical order • read passages and answer comprehension questions • complete sentences by adding appropriate verbs • write a guided paragraph 	<p>C. Writing</p> <ul style="list-style-type: none"> • Gap-fill sentences • Sentences • A biography 	<p>context etc.</p> <ul style="list-style-type: none"> • Students read three other paragraphs and put all 4 in a logical order. • Students answer comprehension questions about the whole passage. • Students pick out past perfect from reading passage. • Students complete gap-fill sentences using past perfect or past simple. • Students look at pictures of an historical event and write sentences. • Students take information about a person (facts) from a chart/timeline and write sentences to form a paragraph.

Assessment

Speaking and listening

Students speak about famous people using the chart from the writing exercise.

Reading

Students read 4 paragraphs about events in the past and order the paragraphs.

Unit 14: African folktale (11 periods)

Unit Outcomes: Students will be able to tell and talk about African folktales.

Vocabulary: Vocabulary for folk tales (e.g. once upon a time).

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 a story for enjoyment and order pictures, answer questions and express their feelings • participate in oral activities in pairs • speak in detail about events in the past • predict the content of a story from a picture • read to identify the main idea • write compound sentences using ‘which’, ‘that’ and ‘who’. • write guided stories 	<p>A. Listening and Speaking</p> <p>Past simple e.g. Long ago a cat lived with a man ... Past continuous e.g. While the cat was sleeping... Past perfect with before/after e.g. After the cat had gone to the forest, the man....</p> <p>Story phrases E.g. Once upon a time/ in the beginning Long, long, ago, happily ever after,</p> <p>B. Reading</p> <ul style="list-style-type: none"> • African folktale <p>C. Writing</p> <ul style="list-style-type: none"> • Sentences • Story 	<ul style="list-style-type: none"> • Students listen to a folktale and order pictures to match the sequence of the story. Then they answer questions. They predict the ending of the folktale in groups, say their ending and compare with the original ending. • Students express their feelings about the folktale. • Students act out a folktale. They make scripts, costumes and props. They perform in front of the class. • Students categorise story expressions into beginning phrases and ending phrases E.g. Beginning: ‘once upon a time’ / ‘many years ago’, ‘there was a ...who..’/‘long, long, long ago, there lived a ...’/ ‘in the beginning’ Ending: ‘they lived happily ever after’ / ‘and they sang and danced all night’ / ‘..and he never did that again’ • Students look at pictures of traditional story characters and make up a story. They tell the story to the rest of the class using the pictures as prompts/visual aids. • After the stories pairs of students choose one story that they heard and update it to the modern day • Students look at the picture of the folktale and try to identify the main idea of the tale. Students read a folktale and identify the main idea. • Students join sentences with relative pronouns who/which/that. • In pairs students remember and write the first two sentences from the folktale they have

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none">• expand story by adding appropriate words and phrases• write stories of their own		<p>read. They pass their book to another pair. Next pairs read what has been written (by the other pair) and write the next two sentences. They swap books again with the same pair and write the next two sentences. Pairs continue in this way until the story is finished. Next they go back to the first two sentences and expand them using adjectives, adverbs etc. Then they swap books and expand the next two sentences and continue until the end. Finally pairs read their stories out to each other</p> <ul style="list-style-type: none">• Students write the stories they made up using the pictures

Assessment

Reading, speaking and listening

Students read different folktales and tell them to their friends.

Vocabulary for Grade 8

<p>Geography words desert river jungle waterfall lake plain savannah grassland national park rift valley river Nile Victoria Falls Sahara desert Mount Kilimanjaro Lake Victoria erupt melt erosion foggy volcano extinct temperate border southern northern eastern western populated</p>	<p>Sports football volleyball net ball glove bat court pitch fitness win lose kick play pass athletics hero basketball hockey swimming pool tennis racket gym track field</p>	<p>Countries Great Britain France Italy Spain Germany Russia China Japan America Middle East Australia Djibouti Yemen Saudi Arabia</p> <p>Continents Europe Africa Asia North America South America Australasia</p>	<p>Jobs street vendor shoeshine boy/girl artist bus conductor weaver sugarcane seller goatherd scientist inventor professor</p> <p>Cooking words spicy mix sour pour tasty grind packet dry pound chop chew stir herb tin ingredient boil coffee bean plant</p>	<p>Other nouns ambition problem barrier solution snail bilharzia river bank seed leaf art beginning ending wonder beauty scene vacation riddle snow shelf soap snail discovery invention graph salary trend folktale hyena</p>	<p>Other verbs go up go down discover face invent leave summarise arrive travel</p> <p>adjectives describe phone spend take looking start paint draw brush stroke strike expand join term transmit long-term stay the same spectacular earn conserve</p> <p>Environment feed get married book pass exam remind</p> <p>regret visit overcome Other fit strong healthy good- shy friendly successful clever probable pleased short-term medium- polluted clean noisy quiet crowded</p>
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English: Grade 8

Technology mobile phone computer television radio electric light bulb generator water pump electric ring keyboard mouse monitor	Health words headache stomach ache ache toothache pain cure treat inhale patient cold cough disease fitness Malaria healthy Bilharzia tapeworm	School words primary secondary lesson period drop out graduate hostel attend			
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