



Ministry of Education

Grade 5 English Syllabus

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DISCLAIMER

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Theme	MLCs		Language items and social expressions	Vocabulary	Learning activities and resources	Assessment	Learning outcomes
<p>1. Activities</p> <p>1.1. Free Time Activities</p> <p>1.2. Everyday Activities</p> <p>1.3. Classroom Activities</p>	<p>Listening</p>	<ul style="list-style-type: none"> • Listen and respond to information that relate to their own or people's free time activities • Listen to a short recorded text and answer questions. 	<p>Self-introduction: E.g. Good morning. My name is ... I am ...etc.</p> <p>Introducing Others: E.g. Mr. Moses this is ... and Mother this is ... <i>-How do you do?</i> <i>-Goodbye/see you later/tomorrow?</i></p> <p>Telephone conversations: E.g. Hello, good morning/ good afternoon can I speak to, is that ..?, can I ..., Whom may I say I'm speaking to?) It is....Hold on. Goodbye What do you do in your free time?</p> <p>Parting/Departural Greeting: E.g. Goodbye, bye-bye, see you later ...etc.</p> <p>Asking for repetition/clarification: E.g. Can you repeat it? What does that mean?</p>	<p>Games, field, swim, favourite, film, competition, playing, exciting, watching, movie, music, singing, dancing, running, skipping, visit,</p>	<p>Resources:</p> <p>Audio-visual records, picture books, stories, fables, myths, science fiction, realistic fiction, poems, biographies, autobiographies, etc.</p> <p>Learning activities</p> <ul style="list-style-type: none"> • Students in pairs listen to their friends who talk about their 1 activities • Students listen to a text (read by a teacher) and answer questions. • Students listen to a dialogue and tell what people are doing. • Students listen to a simple telephone conversation. (teacher dictates a telephone conversation script), then describe what the characters are doing 	<p>Students listen to a text/telephone conversation record/dialogue ... about free time activities and answer questions.</p>	<p>Listen and talk about their own or other people's free time activities.</p>

	<p>Speaking</p>	<ul style="list-style-type: none"> • Talk about personal activities they do in their free times. • Introduce themselves to other students • Make simple telephone conversation • Talk about what people are doing and what they usually do in their leisure times. 	<p>Sorry, what do you mean by that?</p> <p>Simple present tense: E.g. I read ..., she works...etc.</p> <p>Adverbs of frequency: (always, sometime, etc.)</p> <p>Preposition of time: (on, in, at,) Use prepositions of time with <i>days, months, years, seasons, weeks, etc.</i> E.g. in summer, or (Use <i>next, last, this, to,</i> to talk about time that need no prepositions. E.g. <i>last night, week, month, this year, today...etc.</i>)</p> <p>Present continuous tense:</p>		<ul style="list-style-type: none"> • Being in pairs and/ or groups, students greet and introduce themselves and their friends to others • Students in pairs ask their partners regarding their free time activities • Students look at pictures and tell what people are doing • Students practice the expressions used to ask questions and give clarifications 	<p><i>Presentations.</i> Students have an opportunity to demonstrate what they have learnt. <i>-talk about or describe what they or other peoples always do/are doing/their daily activities/ leisure time activities.</i></p>	<p>Talk about what they usually do or other people do in their free times.</p>
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	Reading	Read a text having 3-4 (200-250 words) paragraphs to find the main idea(s) and specific information and answer comprehension questions	E.g. (is, are, am + verb – ing)		<ul style="list-style-type: none"> • Students read a text on leisure time activities and report to the class. • Students read a text on everyday activities and arrange sentences in a logical order, answer inference questions, and guess the meanings of words from the passage using textual clues. 	<p>Summaries and Reflections. Students reflect, make sense of what they have read, derive personal meaning from their learning experiences. These require that students use target Vocabulary.</p> <ul style="list-style-type: none"> • Students read a two paragraph of descriptive text about daily activities and answer questions 	Read and understand a text about what people are doing and usually do.
	Writing	<ul style="list-style-type: none"> • Write short guided paragraphs about their free time activities • Write the spellings of 10 new words • Write simple sentences in a composition (i.e., guided or gap filling activity.) using daily routine verbs 			<ul style="list-style-type: none"> • Students fill in blank spaces in a guided paragraph related to their daily activities • Students practice writing the spellings of words • Students fill in blank spaces using present and present continuous tense forms of daily routine verbs • Students practice writing spellings of words 	<p>Exit Cards: Small slips of paper card that students hand to the teacher. Students have written their names and have responded to vocabulary exercise</p> <ul style="list-style-type: none"> • Write correctly about their daily routine in a guided paragraph. • Write simple sentences about their hobbies 	Write a paragraph about their own or other people's hobbies.

Theme	MLCs of the language skills	Language items and social expressions	vocabulary	Learning activities and resources	Assessment	Learning outcome
2. Family 2.1 My Family 2.2. Family relationship 2.3. mother's role	Listening	<ul style="list-style-type: none">listen to short text describing a given family and answer questions	Extended-family, nuclear-family, young, old, handsome, beautiful, aunt, uncle, daughter, son, grandfather, cousin, nephew, niece, marry, divorce, lady, sister-in-law, brother-in-law, etc.	Resources: Family stories books Magazines, News papers, Family pictures/tree Learning activities: <ul style="list-style-type: none">Students listen to a teacher describing his/her family and answer questions.In-turn student takes a chance; talk about his or her family relationship/roles and others listen and ask questions.	Listen and give reflections about what they have listened	Listen and summarize the main points about family relations roles and relationship
	Speaking	<ul style="list-style-type: none">Ask for and give details about family members		Possessive: (have/has/had) Apostrophes: ('s and s') E.g. My sister's baby "What's your brother like?" Comparatives/superlatives: E.g. younger/older; shorter/taller; fatter/thinner; more handsome/more beautiful; the oldest/youngest; the tallest/shortest; more children Adverbs of degree: (Quite, very well, not at all, etc). E.g. My sister speaks English <i>quite</i> well. Possibility and Certainty: Modal verbs use for possibility: (may, might, could) E.g. I might come tomorrow. Certainty: (must to, can't ...etc).	<ul style="list-style-type: none">Students ask and answer questions about their family-tree, using apostrophe+s('s) to show possession. E.g. Who is your mother's niece? Who is your father's sister? She is Mekdes. My grandparents' children are ...etc.Students do gap-fill sentences distinguishing between the two apostrophes before and after 'S' ('s and s').	Presentation: Students demonstrate their understandings about what they have learnt, then ask and answer questions.

					<ul style="list-style-type: none"> • Students talk about their family members using comparatives and superlatives E.g. My brother Sisay is the oldest. My mother is taller than her sister. • In groups students find the shortest, tallest, youngest, oldest etc. amongst them. My partner(name) is the shortest person in our group. • Students play ‘find someone who’ e.g. they have to find someone who has 3 brothers, who doesn’t have an uncle, etc. • Teacher draws a picture on the board and covers some of it, students have to guess what it is. Students do the same in pairs. • The teacher describes something, students have to guess what it is • Students talk about the role and responsibility of their family 		
	Reading	<ul style="list-style-type: none"> • Read 3-4 short paragraphs and report the message • Read simple story 			<ul style="list-style-type: none"> • Students look at a family tree and read the passage about one family member. And complete the tree using the information they get in the passage. • Students guess the meaning of 10 words in the passage. They find 	Students read a text and answer questions.	Read a text about their family relations; roles and summarize the main points.

					<p>synonyms for these words from a list of 15.</p> <ul style="list-style-type: none"> • Students read a story about a family and put the pictures in order (Note that students pass through the pre-, while- and post-reading stages). 		
	Writing	<ul style="list-style-type: none"> • Write words, phrases and simple sentences about family roles and relationship 			<ul style="list-style-type: none"> • Students put the words in order to make sentences. E.g. Tolosa Abaynesh to is married = Tolosa is married to Abaynesh. • Students fill in blank spaces with the correct words • Students compare pictures of people (stick people) orally and then in writing using comparatives and superlatives • Make a vocabulary network for family • male/female E.g. uncle/aunt: brother/sister • Students complete an extended family tree for themselves • Write sentences and a paragraph about the role of their families 	Write correctly punctuated sentences about their family.	Write sentences or paragraph about their family relations and responsibilities.

Theme	MLCs of the language skills		Language items and social expressions	vocabulary	Learning activities and resources	Assessment	Learning outcome
<p>3.School:</p> <p>3.1.Rules and regulations of the school</p> <p>3.2.Let's make our school beautiful</p> <p>3.3. What is your future plan?</p>	Listening	<ul style="list-style-type: none"> Listen to information about rules and regulations of a school. Listen and take notes on what people are going to do and why they do it. 	<p>Suggestions and obligations Modal verbs (must, ought, should, etc.) E.g. You must come to school on time.</p> <p>Social Expression: Expressions use for making suggestions E.g. Why don't you...?, You should... Let's, etc.</p> <p>Present simple: What your school like? My school has (Number)...buildings. In this room/building, we...There is/are...</p> <p>Simple Future: (Use 'going to' and 'will') to express future plans or intentions.</p> <p>E.g. We are going to paint the buildings. I will come to school tomorrow. What are you going to do this afternoon/at the weekend? etc.</p>	School, playground, Class, room, compound, beautiful, clean, dirty, bell, blackboard, bookshelf, desk, laboratory, library, notes board, fence, exit, entrance, primary school, rules, regulation, punishment, duty, obligation, right, late, early etc.	<p>Resources: School's map, rules templates, sanitary tools,</p> <p>Learning activities:</p> <ul style="list-style-type: none"> Students in pairs/groups listen to a description about the rules and regulations of a given school. Students listen to a description of a school and label the buildings on a map Students listen to a dialogue between the head teacher and a member of the school board. The school principal is describing how he/she is going to improve the school e.g. we're going to paint the classroom block <i>because</i> it's dirty; we are going to buy more books for the library <i>because</i> ... Students tick off what he/she is going to do on a list. After listening students make sentences about what the head is going to do. 	Students listen and repeat what they have heard or listened.	Listen and identify the rules and regulations of the school.

	<p>Speaking</p> <ul style="list-style-type: none"> • Talk about the rules and regulations of a school. • Use social expressions for making suggestions • Take part in guided oral activities 	<p>Adverbs of Reason: Use (<i>'because, for, as, since'</i>...etc.) for expressing reason. E.g. Because you came late, teacher did not allow you to get into the class.</p>		<ul style="list-style-type: none"> • Describe the rules and regulations of their school • Students walk around the school and name the buildings and describe the activities that take place there • Role-play: students act as guides/visitor to their school. The guides describe the school and the visitors ask questions. • Students draw a picture of their school campus and describe it • Students ask and answer questions about their future plans. • Students discuss what they are going to do when they are older (using picture prompts). E.g. I'm going to be a pilot; I'm going to build a house etc. • Students use language to give ideas orally to director/teacher for improving their school in the future. E.g. Why don't you paint the classroom • In groups students plan how they would change the school. They report back to the class with their plans (We're going to) 	<p>Presentation: Students reflect on what they have learnt by asking and answering questions about school and their own future plans.</p>	<p>Talk about their school and their future plans.</p>
<p>Reading</p>	<ul style="list-style-type: none"> • Read 3-4 short paragraphs and find the facts 			<ul style="list-style-type: none"> • Students bring their background knowledge to the 	<p>Students read jumbled sentences</p>	

		<ul style="list-style-type: none"> Infer the meaning of new words from context 			<p>text by answering pre-reading questions</p> <ul style="list-style-type: none"> Students read the report and identify the differences in plans between the report and the conversation (see speaking and listening). Students guess the meaning of 6 words from context. They match them to a definition. 	<p>and put them in the right order</p> <p>Students read a text and complete a table and infer the meanings of some selected words</p>	<p>Comprehend what they have read and apply the experiences into their own daily activities.</p>
	Writing	<ul style="list-style-type: none"> Write 5-8 sentences about their school and its surroundings spell check their writing Write suggestions or plans using words, pictures and symbols 			<ul style="list-style-type: none"> Students write simple sentences in paragraphs about the regulations of their school. Students fill in blank space using appropriate words in a guided paragraph about the rules and regulations of a school. Students use information in a given diary to write sentences using 'going to' In pairs, students the spelling of given words and cross-check with their partners. Students write a paragraph describing their school Students take ideas from reading text and make a poster (drawings and phrases) expressing their ideas for beautifying their school e.g. We're going to plant new trees, we're going to burn the rubbish Students write vocabulary network for school buildings 	<p>Exit Card: Students write from dictation and read it to the class.</p> <p>Write about what they must or must not do in the school.</p>	<p>Write correct sentences or paragraph about their daily activities in school.</p>

					<p>(e.g. classroom), activities (e.g. study), people (e.g. teacher), adjectives (e.g. difficult)</p> <ul style="list-style-type: none">• Students practice writing the spellings of words		
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Theme	MLCs of the language skills		Language items and social expressions	Vocabulary	Learning activities and resources	Assessment	Learning Outcomes
4. Food 4.1. Why do we eat food? 4.2. Shopping for food 4.3. Food for health	Listening	<ul style="list-style-type: none"> Listen to information and tick a list. Listen to a dialogue and answer questions 	Social expressions: Polite request (May, can I have... please) I want/need/would like... please. Thank you, you are well come. Quantifiers: <i>(a lot of, a few, a little, much, many, most, some, enough, a number of...etc)</i> Use quantifiers to describe number/amount of things (How many? How much?) <i>E.g. How much is a kilo of sugar?</i> Nouns: Types of nouns(countable and uncountable)	Shops, food, meat, vegetable, fruit, cereal, a box of, a kilo of, a litre of, a packet of), sell./buy, give, bring, want, cheap, expensive, cost, maybe, interest, price, flour, sack, supermarket, box, metre, paper,	Resources: Pictures of foods, Learning activities <ul style="list-style-type: none"> Students listen to a dialogue and tick items in the conversation looking at pictures. Students listen to the conversation again and match the containers/counters mentioned to the items ticked in the pictures Students see a map of different shops and then listen to a person talking about what he/she needs to buy and number the shops on the map in the correct order (e.g. first I need some loaf of bread- students number “bakery” =1). 	Students answer questions based on a given listening text.	Listen to a text concerning different types of food and identify the names of food items.
	Speaking	<ul style="list-style-type: none"> Talk about buying and selling of different food items in a shop or market. 	Articles: Types of articles (Definite and indefinite- ‘a’, ‘an’ and ‘the’) Request: Use (‘may’, ‘would’ and ‘could’) to make a polite request.		<ul style="list-style-type: none"> To recycle words in small groups, students form oral chain sentences, for example, I want an orange; I want an orange and a banana; I want an orange, a banana, and an apple, etc. Students practice countable and uncountable forms of nouns using a substitution table Students play bingo/counting games Students makeup and act out a role play between a shopkeeper 		

		<p>Could you...? May I ...? Would you...?Yes, I could / No, I wouldn't .Thanks!</p> <p>Ability: Use (can/can't) to express ability, inability, permission, etc. E.g. Can you read? Yes/sure I can (ability). I'm sorry, I can't(inability)</p> <p>Invitations: Expressions for inviting and responding to invitations (<i>I would like to invite you to ..., Could you ..., I was wondering if you could ... etc</i>) E.g. Could you come and have a lunch with us please? Sure! Or I'm sorry I can't make it now. I have got another appointment. Thank you!</p>		<p>and a customer E.g. A: May/Can I have a kilo of sugar, please? B: Yes, here you are/it is. A; Thanks B: You are welcome</p> <ul style="list-style-type: none"> • Teacher builds up a simple telephone conversation for invitations on the blackboard • Students practise the dialogue (back to back as on the telephone) as teacher gradually erases it from the blackboard • In pairs students role-play inviting friends to do something on the telephone; they accept/decline 		
Reading	<ul style="list-style-type: none"> • Read 3-4 paragraphs and find the main ideas, particular pieces of information and facts. 			<ul style="list-style-type: none"> • Students predict, the content of the text based on the title and their background knowledge before they read the passage • Students read the text on food and answer questions • Students put a mixed up dialogue in a logical order 	Students read a short text about food and answer questions.	Read a paragraph, a text, or a story about foods and in mind, construct a

		<ul style="list-style-type: none"> • Read jumbled sentences and put them in a logical order • Infer the meaning of new words from context 			<ul style="list-style-type: none"> • Students read and practice with the expressions used for inviting and responding to invitations • Students guess meanings of words from the context 		meaning out of it.
	Writing	<ul style="list-style-type: none"> • Correctly write the spellings of 10 countable and uncountable nouns when they are plural (e.g. Baby – babies • Students write sentences from jumbled words • Students write simple invitation letters • Students complete blank spaces in guided texts/ dialogues 			<ul style="list-style-type: none"> • Students practice writing the spellings of 10 words • Write simple sentences from the given jumbled words • Students write a shopping list (for role-play) • Students write words in appropriate groups (food/drink/containers) • Students complete a gap fill dialogue between a shopkeeper and customer (incorporating vocabulary for containers, food items, social expressions, how much/many?) • Students practice writing simple invitation letters • Students match the pictures of different kind of food to the words that describe them best. • Write sentences about food items • Rearrange jumbled sentences related to the food items 	<ul style="list-style-type: none"> • Students write correctly the spellings of some words related to the shopping. • Students write simple invitation letters to their friends. 	Write a short descriptive paragraph about types of food you know.

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5.Processes 5.1. Making tea 5.2. Baking Bread	Listening	Listen and respond to instructions and explanation about the process.	Imperatives: Uses to describe a mood or form of a verb that expresses command or request. E.g. The verb form: 'come' and 'sit' are	Words related to Process: Process, gradual, slow, quick, fast, adhere, cut, pour, stir, press, push, pull, put, add, avoid, wash, boil,	Resources: Food making instructional manuals A recipe/step-by-step guide Learning activities <ul style="list-style-type: none"> Teacher reads a description of a process; students listen and put pictures of process in correct order. 	Listen and describe orally the process of making tea.	Listen and describe a simple process.

5.3. Making a Table	Speaking	Give instructions about how things are made or prepared within a given situation.	imperatively form: <i>Come here! Sit down!</i> Recipes: It is an instruction for making something, especially a food dish. E.g. Cut/pour/stir/press /push, etc. Active and Passive Voices: Use simple present passive to report or describe something that is done by someone regularly/everyday as expected. E.g. Active: The gardener waters the flowers every evening. Passive: The flowers are watered by the gardener every evening. Sequencing words: Are signal words which show transition in time: These are: First, next, then last, finally, second, soon, now, after, etc.	look after, serve, put, pick up , made up of, consist of , a cup of (may depend what process is chosen), Sequencing words: First, second, then, next, finally, etc. Words related to the activities: Watch, wash, run, wake-up, awake, read, study, write, listen, speak, eat, drink, walk, etc.	<ul style="list-style-type: none"> Teacher chooses a process. One student gives first step, next student second step etc. Students do the same activity in groups. One student mimes a process, rest of group guess what the process is. One student gives instructions, another student physically responds to instructions. Students describe to each other how to make a typical regional dish/drink or how to operate a simple machine (use pictures as prompts) 	Presentations: Student describes the ingredients parts of a particular thing and then demonstrates how it is prepared or made.	Talk about the components or ingredients that are involved in making or preparing something.
	Reading	<ul style="list-style-type: none"> Read a passage and arrange or put pictures of the given process into their right order. Read and complete sentences with missing words. 	<ul style="list-style-type: none"> Students read a recipe and put pictures of process in correct order Students read the passage and complete gap-fill sentences with correct verbs/nouns and sequencing words (Students bring their background knowledge to the text before they read it) Students guess the meaning of 6 words from context. They match them to definitions. 	Students read a text about morning activities and answer questions.	Read a paragraph about making of furniture, list the procedures, and summarize it.		
	Writing	<ul style="list-style-type: none"> Write instructions about how things are made or prepared. Write processes using passive forms of verbs. 	<ul style="list-style-type: none"> Students practise spelling 10 words from the theme. Students look at pictures, put them in correct order of process and write a sentence for each picture e.g. First you....; next you...; then you...; finally you... 	Exit Cards: Students write on a piece of paper describing how a certain thing is prepared. Or describing what	Write the procedures involving in the preparation or making of things.		

					<ul style="list-style-type: none"> • Students write an illustrated leaflet/step-by-step guide showing foreigners how to make Ethiopian tea (comic strip with captions and short phrases /instructions) • Students practice changing active forms of verbs to passive forms e.g. The student cleans the blackboard- The black board is cleaned by the man • Students complete blank spaces using sequencing words in a guided writing activity 	they do every morning.	
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<p>6. Likes and Dislikes</p> <p>6.1. Which season do you like?</p> <p>6.2. Sports we like</p> <p>6.3. What would you like to be?</p>	<p>Listening</p>	<p>Listen and respond to information about animals', people's likes and dislikes.</p>	<p>Likes and Dislikes: Use social expressions that are used for describing what person likes/dislikes. (<i>I like... I don't like... etc. Do you like... No I dislike...</i>)</p> <p>Likes: Ask and talk about what you or other people like. <i>E.g. I like reading different books. Do you like reading? Yes, I love it!</i></p> <p>Dislikes: Ask and talk about what you or other people dislike. <i>E.g. I don't like smoking cigarette. What about you? I don't like it either!</i></p> <p>Comparisons: Use comparisons(-er, than, more, etc.) to find similarities and differences between two or more things/people /animals etc.</p>	<p>Words related to seasons: Autumn, spring, summer, winter, year, month, week, day, hour, etc.</p> <p>Words related to sports: football, athletics, tennis, basketball, jumping, swimming, player, team, referee, field, kick,</p> <p>Words related to the professions: Teacher, doctor, engineer, pilot, lawyer, architect, mechanic, tailor, tourist, fisher, president, politician, musician, physician, actor, actress, trader,, soldier, astronomer,</p>	<p>Resources: Seasonal Books, diagrams, pictures, sports books, invitation cards, postcards, etc.</p> <p>Learning activities:</p> <ul style="list-style-type: none"> • Students listen to a conversation about likes/dislikes and then model it by talking about their own likes and dislikes. • Teach students a song or poem about seasons. Then, students sing in groups and finally sing individually. • Students match first half of sentences to second half. • Students guess the meaning of 6 underlined words and then match them to synonyms <p>Students report the main message from each paragraph</p>	<p>Listen to a short text about seasons and sports and identify the names of seasons/animals they like and dislike.</p>	<p>Listen and talk about seasons and sports they like or dislike.</p>

			<p>E.g. The winter is colder than summer.</p> <p>Expressing Ability</p> <p>Can/can't: E.g. I <i>can</i> come to your party. I'm sorry I <i>can't</i> come.</p> <p>Would+be: Use '<i>would be</i>' to talk about what you desire or hope to do or achieve in your future. E.g. What would you like to be? I like to be a teacher.</p>	author, writer, journalist, etc.			
	Speaking	<ul style="list-style-type: none"> • Talk about likes and dislikes. 			<ul style="list-style-type: none"> • Students describe what they can see in pictures/photos related to sports or seasons. • Students ask and answer questions about seasons they like. Students say what they do or did in those seasons. Then, let them compare seasons. • Students do group surveys about favourite seasons/sports and report them orally to the class. • In group, let students discuss about what they like to be in the future, then individually present their idea to the whole class. • Teacher builds up a simple telephone conversation for invitations on the blackboard; students practise the dialogue as teacher gradually erases it from the blackboard. In pairs, students 	Show a picture /name of a season/animal and let student constructs many sentences as possible as they can.	Describe their objectives and seasons/animals they like and dislike.

					role-play inviting friends, they accept/ decline.		
	Reading	Read a text about seasons , weather condition, sports, and professions they aspire			<ul style="list-style-type: none"> • Students match seasonal words to pictures and draw appropriate activities for each season. • Students read a text describing sports and then summarize it using their own words. 	Read and identify the main ideas of the text. Then rewrite the text using your own language.	Read and identify what they like and dislike.
	Writing	Write about seasons, sports and professions.			<ul style="list-style-type: none"> • Students put jumbled words in the correct order. • Students write a short paragraph about their favourite sports • Students write a postcard describing the current season. • Students carry out a class survey, asking and writing down what their classmate likes or dislikes. Then, report the finding to the whole class. 	Students write correct sentences about seasons, animals and future plan.	Write clearly about their objectives, sports/seasons they like or dislike.

					<p>order to prevent disease illness.</p> <ul style="list-style-type: none"> • Teacher tells students what they should do to stay healthy. Students mime the actions. Students do the same in pairs. • Teacher builds a dialogue between a doctor and a patient. Students practise the dialogue and make up their own based on the model. • Students act out stories highlighting the dangers of disease and how it can be prevented. • Students practise giving advice/making suggestions for health/medical scenarios. • Students look at some common symbols and say what they mean. • . • In pairs, students create new symbols, they show them to other pairs, and the last pairs say what they mean. • Teacher teaches numbers (thousand/million) including how to pronounce numbers 	<p>hygiene and disease prevention.</p>	<p>keeping personal hygiene, and preventing the outbreak of disease.</p>
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	Reading	<ul style="list-style-type: none"> • Read 3-4 short paragraphs to find particular pieces of information on hygiene, disease, and danger. • Read labels/instructions to find particular information. • Read and interpret simple diagrams. 			<ul style="list-style-type: none"> • Students answer pre-reading questions. • Students read the passage and identify what certain numbers refer to. Students read the passage again and complete a simple chart Students read instructions on labels/packages and answer questions. <i>E.g. medicine bottle labels: "Take 3 times a day after meal."</i> • Students read a diagram and interpret it. • Students read a text and complete the missing information in a table. 	Read a paragraph about personal hygiene, minimization or prevention of the danger and disease, and answer questions based on the text.	Read and get the meaning of what they have read and apply the information to their daily life.
	Writing	<ul style="list-style-type: none"> • Write correct sentences or paragraphs about hygiene, danger, and disease. • complete sentences using appropriate words • write instructions using words, pictures or symbols • write vocabulary network for health 			<ul style="list-style-type: none"> • Students practise spelling 10 words from the unit • Students fill in gaps with anybody /somebody/everybody and nobody based on simple information from the reading passage. • Students create an illustrated leaflet or poster highlighting the main points (pictures, phrases, slogans) about safety measures • Students make a vocabulary network for health 	Students write well connected sentences and paragraphs on safety rules, personal hygiene, and disease prevention.	Write logically constructed paragraphs about personal hygiene, disease preventions, and dangers minimization .

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Theme	MLCs of the language skills		Language items and social expressions	vocabulary	Learning activities and resources	Assessment	Learning outcomes
8. past Events 8.1. My Childhood 8.2. A famous Ethiopian Athlete 8.3. Summer Vacation	Listening	<ul style="list-style-type: none"> Listen to a text and identify main points and details in passages about places, times and dates. Listen and take notes. Listen and answer questions. 	<p>Past tense: Was/were Ago, before, after, last year/week etc.</p> <p>Regular verbs: -past simple E.g. He/she <i>lived</i>, <i>worked</i>, etc.</p> <p>Irregular verbs: -past simple E.g. She/he <i>taught</i> English.</p> <p>Question Forms: -Past simple E.g. Where did he/she live? Where did she/ he work?</p> <p>Prepositions of place: (on, in, at, etc.)</p> <p>Adverbs of Time: (yesterday, last week, in 2000, etc.)</p>	Ago, last, before, after, once upon a time, autobiography, history, event, past, beginning, famous, known, familiar, outstanding, brave, clever, lazy, good, bad, guy, person, etc.	<p>Resources: Story/Fables, autobiography, biographies, Diary, sport books/magazines, children books, etc.</p> <p>Learning activities:</p> <ul style="list-style-type: none"> Students listen and pronounce cardinal and ordinal numbers including pronouncing years. Teacher reads a text and students in groups of 3 have a question sheet developed based on the passage and they fill in as many answers as they can. Teacher reads the text again and students should know which information to listen out to complete their sheets. Students identify the main verbs from the passage. Teacher highlights different pronunciation of ‘-ed’. Students describe “a famous athlete’s” life. 	Students listen and give answer to the questions.	Listen and talk about their life stories, what they did in their previous grade, and famous Ethiopian athlete they know and admire.

Speaking	<ul style="list-style-type: none"> • Use cardinal and ordinal numbers appropriately • Talk about past activities using the simple past tense 				<ul style="list-style-type: none"> • Students give each other number dictations in pairs. E.g. I was born in 2000/ I have three brothers/ this book has 100 pages. • Students order by date – oldest, first, second, third, etc. • Students use substitution table to talk about the past lives of other people. • Students ask and answer questions using the past simple based on a famous athlete’s life history and the substitution table. 	<p>Presentations: Students demonstrate their understanding and ask and answer questions.</p>	Tell their friends about their life stories and what they did in the past.
Reading	<ul style="list-style-type: none"> • Read short texts and answer comprehension questions 				<ul style="list-style-type: none"> • Students predict the content of the passage from pre-reading activities and the title of the text • Students read the story and identify the them/main idea and the specific pieces of information of the text 	Students read a text about the biography of a famous Ethiopian and answer comprehension questions.	Read and tell stories about themselves or other people.

					<ul style="list-style-type: none"> • Students read the story again and discuss whether they like or dislike the text and provide their reasons • Students read a simple and short autobiography about a famous athlete and answer inference and reference questions • Students read the autobiography again and infer the meanings of some selected words from it 		
Writing	<ul style="list-style-type: none"> • Put birth dates of historical figures in a chronological order • Write short and simple sentences using the past simple • Write a short paragraph what they did last week • Write the spellings of 10 new words related to the theme 			<ul style="list-style-type: none"> • Students put a list of birth date and years of historical figures using chronological orders. <ul style="list-style-type: none"> • Students write sentences using the past simple tense about some famous athletes' autobiography, e.g. Abebe Baikal's life history • Students write a short paragraph about the story they have read in the reading section of this theme. (The teacher will tell 	<p>Students write a summary of what they have read and their own life history,</p> <p>using the autobiographies and graphic organizers to scaffold their writing</p>	<p>Students will be able to identify past forms of verbs and past time adverbs in a narrative text or story</p>	

					<p>them to use past tense and simple sentences while writing.)</p> <ul style="list-style-type: none"> Practice writing the spellings of words related to the theme 		
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Theme	MLCs of the language skills		Language items and social expressions	vocabulary	Learning activities and resources	Assessment	Learning outcome
9. Animals 9.1. Domestic Animals 9.2. Animals in the Forest 9.3. National parks in Ethiopia	Listening <ul style="list-style-type: none"> Listen and describe animals' behaviour, what they eat, and those endemic to Ethiopia. 	<ul style="list-style-type: none"> Talk about animals using the past simple 	Present tense E.g. Does it eat some grass? No it doesn't/ yes it does. What does it eat? Etc. -Future tense Comparison: Comparatives and Superlatives: Describe animals using comparatives and superlatives E.g. faster/slower; taller/shorter; more dangerous; the fastest/heaviest; Do's and Don'ts for national park :	Animal, jungle, wild, domestic, endemic, endanger, elephant, climate, frog, eagle, lion, giraffe, forest, grass, leaf, lizard, flower, fire, monkey, gazelle, insect, mosquito, snake, tortoise, , science laboratory, etc.	Resources: Animal stories books, magazines, news paper, national geography channels, postcard, etc. Learning Activities: <ul style="list-style-type: none"> Teacher reads out the first sentences aloud and students match it to the pictures. Students in small groups present their work regarding what animals eat to the class. In pairs, students choose one animal and describe his/her day in the jungle. Then, in different pairs they ask and answer 'wh' and 'yes/no' questions about the animals' days. 	Listen and ask and answer questions about what animals. Answer different kinds of questions orally about animals.	<ul style="list-style-type: none"> Listen to a text about animals in Ethiopia, talk about animals they know and where they can be found. Talk about wild animals, what they eat, and where they are found.

					<ul style="list-style-type: none"> • Students talk about parks and animals found particularly in Ethiopia. 		
	Reading	<ul style="list-style-type: none"> • Read and arrange sentences in a logical order • Read 3-4 short paragraphs to find particular information 			<ul style="list-style-type: none"> • Student guess the content of the text using their background knowledge of the topic for the text • Students read the short paragraphs and answer true/false questions with justifications • Based on the ‘dos and don’ts’ model from the reading, students make safety guide in pairs using illustrations and signs to help understanding. • Students put sentences into the right order. 	Students read a text and complete blank spaces using specific information in the text.	<ul style="list-style-type: none"> • Read a text about animals and describe their behaviours
	Writing	<ul style="list-style-type: none"> • Write simple sentences about animals. • Write guided sentences about what animals’ do/activities. • Write descriptive paragraph 			<ul style="list-style-type: none"> • Students practice writing the spellings of 10 thematic words. • Students find the opposites and synonyms for given words. • Students put the sentences in the correct order using the clues such as ‘when we arrived’, ‘the next morning’ etc. • Students match 15 verbs to irregular past tense. • Students fill in the gaps in sentences with the 	<ul style="list-style-type: none"> • Students write correct sentences about what animals eat. • Write at least a few sentences paragraph about where animals live. 	<ul style="list-style-type: none"> • Write and present clearly about animals.

					correct verb (from a list) in the past tense <ul style="list-style-type: none"> • Students imagine they are a visitor to Ethiopia from England. They should write a postcard home, describing what they visited. 	
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Theme	MLCs of the language skills	Language items and social expressions	Vocabulary	Learning activities and resources	Assessment	Learning outcome
10.Arts and literature 10.1. Animal fables 10.2. A Singer 10.3 Works of art	Listening <ul style="list-style-type: none"> • Listen to a story and retell it. 	Past simple: Listen and tell a story(narrative) using simple past verbs E.g. Verb-to-be: (<i>was, were, </i>) E.g. Regular verbs (<i>adding -ed- to the verb-walked</i>) & Irregular verbs: (<i>felt, went, gone, etc.</i>) Possession	Animals' Names: Fox, hyena, lion, elephant, ostrich, bat, monkey, giraffe, bird, nest, lizard, beak, chameleon, hare, dove, bark, roar, yell, etc. Others: Art, literature, animal, artist, famous, fable,	Resources: Animal Pictures, animal stories books Learning activities: <ul style="list-style-type: none"> • Students listen to a short story about animals and identify the characters in the story 	Students listen to a short descriptive story about animals and retell the story to the class.	Listen and tell a story. Tell stories using their own language/words
	Speaking <ul style="list-style-type: none"> • Tell stories about endemic animals found in Ethiopia or/and a famous Ethiopian artists 	<ul style="list-style-type: none"> • Students look at the hidden pictures privately and tell a story about it and finally then teacher shows the picture to the class • Students tell any traditional stories about animals which is known to them • Students look at pictures of animals and compare and contrast them orally 				

				Ethiopian, fiction, newspaper, magazine, etc.	<ul style="list-style-type: none"> • Groups of students get 3 different descriptive stories about famous Ethiopian artist each, read them silently and retell the stories to the class turn by turn 		
Reading	<ul style="list-style-type: none"> • Read 3-4 paragraphs and find the main idea and particular pieces of information • Read different stories related to animals, famous artists and literary texts • Read the beginning and end of a story and 				<ul style="list-style-type: none"> • Students read a passage about animals & answers questions that follow. E.g. <i>Which animal is the fastest animal? A. Cheetah B. Lion C. Ostrich D. Elephant</i> • Students read the titles of stories and predict the events of the story and finally match with written paragraphs. • Students read different Ethiopian animal stories [or Aesop's fables/ "How the elephant got its trunk (by Rudyard Kipling)"] and report the main message (and tell the stories) to their friends • Students read the beginning and the end of a story and predict what happened in the middle of the story. • Students read out their middle parts to the class. 	Students read a story about animals or famous artist and explain the facts and main ideas of it	Read a text, identify the main or specific ideas, and explain the facts about the story.
Writing	<ul style="list-style-type: none"> • Correctly spell 10 new words related to the theme • Write short and simple sentences. 				<ul style="list-style-type: none"> • Students practise spelling 10 words from the unit • Students label pictures of animals and write short sentences about animal using their own words. 	Write a paragraph about Ethiopian artist or endemic animals in Ethiopia.	Write correct sentences.