

# **English Syllabus Grade 3**

## **Introduction**

In grade 3 the students have 5 periods of English a week. The syllabus contains 12 units and each unit is divided up into 13 periods. There should also be two revision units (each of seven periods each) one at the end of each semester. The aim of the revision units is twofold. The teacher has the opportunity to recycle language and assess students against the competencies.

The focus of grade 3 is still on speaking and listening but there is more work on reading and writing now that students have developed some literacy skills in their native tongues. In reading students move on from recognition and reading of words and phrases to reading short sentences. In writing, they continue to copy words, phrases and sentences but also write

familiar words, phrases and very short sentences on their own. Topics also extend from school, people, objects and animals to include jobs and basic health and safety. Language content extends according to the topics and moves beyond a focus on nouns and adjectives to include a range of verbs. With more language, the activities are more varied and challenging but remain active, personalized and enjoyable. For example students can now understand longer and more complex stories. The main goal is the start of basic communication on everyday and familiar subjects.

Teachers are strongly advised to look at the Grade 3 Minimum Learning Competencies for all of the four skills which also act as objectives.

**Unit 1: At school (13 periods)**

**Unit Outcomes:** Students will be able to talk about objects and where they are located and say where they are from.

**Vocabulary:** classroom objects, classroom verbs and classroom language, nationality (e.g. Ethiopian).

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Use social expressions correctly (greetings and introductions)</li> <li>sing a song</li> <li>give and ask for personal details</li> <li>ask and respond to 'wh' and yes and no questions</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>greetings (Grade 2 recycled) Good morning/afternoon Hello song (recycled)</li> <li>What is your name? My name is ... My friend's name is ...</li> <li>Where are you from? I'm from (place). I'm (nationality)</li> <li>Where is he/she from? He/she's from (place). He/she's (nationality)</li> <li>wh-questions (recycled) What is this/that? This/that is a ... Is this /that a...? Yes/No.</li> <li>wh-questions - new What are these/those? These/Those are ... Are these/those ...? Yes/No.</li> <li>adverbs and prepositions: here/there, in, on, under, near, in front of, behind, between</li> <li>Where's the ...? /recycled/</li> </ul>	<ul style="list-style-type: none"> <li>Students greet their classmates/teacher and respond to the greetings: Good morning and Good afternoon.</li> <li>Students sing song</li> <li>Students ask for and tell names in pairs/groups. E.g. S1: What is your name? S2: My name is ...</li> <li>Students ask for names of their friends and report to the class. E.g. S: My friend's name is ...</li> <li>Students ask for and tell origin/nationality in pairs/groups. E.g. S1: Where are you from? S2: I'm from.... / I'm Ethiopian.</li> <li>Students ask for origin/nationality of their friends and report to the class. E.g. S: Chala is from Ethiopia .../ He's Ethiopian.</li> <li>Students look at real classroom objects and tell the names.</li> <li>Students listen to names and touch objects.</li> <li>Students ask and answer questions about classroom objects in pairs/groups. E.g. S: What are these? S: They are bags.</li> <li>Put different objects on, under, in or near some other object and ask students where the objects are. E.g. T: Where is the ball? S: The ball is on the table.</li> </ul>

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> <li>• Listen to instructions and respond</li>   <li>• use social expressions</li>   <li>• read names of classroom objects and match them to pictures</li> <li>• read aloud a short dialogue</li>   <li>• copy new names of classroom objects</li> <li>• complete sentences by filling in missing prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• Where is the ...? It is here/there.</li> <li>• Where are the ...? They are here/there.</li> <li>• It's in/on/under/near ...</li> <li>• imperatives Sit down. Stand up. Listen to me. Open/Close your books. Look at your books. Touch the .... Show me a(n) ...</li> <li>• Classroom English: What's this in English?; please clean the board; take out your book; go/turn to page...; please keep quiet; listen carefully</li> </ul> <p>Pronunciation: intonation in questions ('wh'-questions – falling intonation; yes/no questions – rising intonation)</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• classroom objects</li> <li>• a dialogue about classroom objects</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• names of classroom objects</li> <li>• sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Students ask and answer questions about where the objects are in pairs/groups.</li>   <li>• Students follow instructions. Play 'Solomon says' or only follow instructions if teacher says 'please'</li>   <li>• Teacher introduces classroom language and students match to pictures. Teacher uses classroom language</li>   <li>• Teacher draws students' attention to intonation in questions. Teacher models falling/rising intonation and students repeat: whole class drill, then drill smaller groups of students, finally individual drills</li>   <li>• Write the names of classroom objects on one column of the blackboard and draw the pictures of the objects on the other. Students read the words and match them with the pictures by drawing a line.</li> <li>• take turns to read a dialogue and act it out in front of the class in pairs</li>   <li>• Students copy names of new classroom objects</li>   <li>• Students look at pictures and complete sentences with prepositions</li> </ul>

**Assessment**

**Speaking and listening**

Students look at a picture of a classroom and ask and answer questions about where objects are.

**Unit 2: Ten Oranges, Please!**(13 periods)

**Unit Outcomes:** Students will be able to ask for quantities of items and identify basic shapes.

**Vocabulary:** food e.g. mango, peach, tomato, potato, shapes (square, circle, rectangle, triangle, line).

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• listen to simple scenes and repeat the main details</li> <li>• ask for and tell the quantity of things</li> <li>• count from 1-99</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• some and any; some/many and much. Countable and non-countable items</li> <li>• dialogues Can I have some oranges, please? How many kilos do you want? Two please. Here you are. Thank you. Can I have some coffee, please: How much do you want?  Can I have some mangoes, please? Sorry, I don't have any.</li> <li>• Recycle all numbers 1-99</li> <li>• There is/are - with how many? How many students are there in the class? There are seventy-two.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher reads two dialogues in a shop and students circle the correct purchases.</li> <li>• Students study sentences and role play customer and shopkeeper changing what they buy each time</li> <li>• Students count pebbles, beans, beads and other things in English</li> </ul> <p>Teacher asks questions such as: How many girls/boys are there in the class? Students count the number of girls, boys and tell the number of students in the class by using sentences like: There are ...girls/boys in the class.</p> <ul style="list-style-type: none"> <li>• Students look at pictures and say name of shape.</li> <li>• Students go outside. Teacher puts shapes on the ground. Teacher calls out a shape and students move to the correct shape. Teacher then calls out shape and students form it themselves.</li> </ul>

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> <li>listen to instructions and respond accordingly</li> <li>read numbers and match to figures and pictures</li> <li>read short passage and identify specific information</li> <li>write numbers in words</li> <li>complete sentences with some and any</li> </ul>	<ul style="list-style-type: none"> <li>shapes</li> </ul> <p>Pronunciation: some /sʌm/ Pronunciation: can /kən/</p> <p>Pronunciation: numbers stress</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>numbers</li> <li>a short passage related to numbers and quantity</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>numbers in words</li> <li>sentences about quantity and numbers</li> </ul>	<ul style="list-style-type: none"> <li>Teacher reads out shape and students draw it. In pairs, students take turns to say shape to partner who draws it.</li> <li>Teacher draws students' attention to "some" and "can".</li> <li>Teacher models phrases and students repeat: whole class drill, then drill smaller groups of students, finally individual drills</li> <li>Students practise with own phrases/questions in pairs.</li> <li>Teacher draws students' attention to numbers stress:</li> <li>Counting 'fifty v fif'teen</li> <li>Teacher models and students repeat (counting –teen words and –ty words): whole class drill, then drill smaller groups of students, finally individual drills</li> <li>Students match written numbers to figures.</li> <li>Students match numbers to pictures.</li> <li>Students read passage and transfer information about numbers on to a table</li> <li>Students write some numbers in words</li> <li>Students copy and complete sentences by using some and any</li> </ul>

**Assessment**

**Listening and writing**

The teacher tells a short story with numbers in it – students write down the numbers in figures. After the listening they write the figures in numbers with nouns/phrases e.g. ten students, eight years old.

**Unit 3: You Must Have Fun (13 periods)**

**Unit Outcomes:** Students will be able to talk about classroom/school rules and read a digital clock.

**Vocabulary:** timetable, period, study, Grade 3 subjects (mother tongue, English, arts, Amharic, maths, environmental science), digital clock/watch, school buildings/places.

Competency	Content/Language Item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• listen to instructions and respond accordingly</li>   <li>• give times using digital clock/watch format</li>   <li>• read short paragraphs and identify particular information</li>   <li>• write times and school Subjects</li>   <li>• write short sentences about what they do regularly</li> </ul>	<p><b>A. Listening and Speaking</b>                      Must/mustn't                      Can you..? (permission)</p> <p>Recycle numbers 1-59                      Pronunciation (recycled):                      numbers stress</p> <p>Ordinal numbers 1<sup>st</sup> -7<sup>th</sup></p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• a passage about a naughty/lazy student</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• a timetable</li>   <li>• short sentences</li> </ul>	<p>Teacher reads a text about rules. Students listen and complete a chart with information on what they must/mustn't do.</p> <p>Game: students ask questions with 'can' and others answer questions without saying yes/no but using must/mustn't.                      E.g. S1: Can you eat in class                      S2: No, I mustn't</p> <ul style="list-style-type: none"> <li>• Teacher models and students repeat (counting –teen words and –ty words).</li> <li>• Teacher models and students repeat:                      whole class drill, then drill smaller groups of students, finally individual drills</li>   <li>• Students are given cards with ordinal numbers; students line up in correct number order.</li> </ul> <p>Teacher reads out times; students fill in digital clocks/watch faces.</p> <p>Information gap: students are given a sheet of paper with 12 blank digital clock/watch faces. Each student fills in 6 clocks with times of their choice. In pairs they ask and answer questions about their digital clock times, writing their partner's time on the clock faces.</p> <p>In small groups, students read text and give 2/3 pieces of advice to naughty/lazy student using must/mustn't e.g. You mustn't sleep, you must study etc.</p> <ul style="list-style-type: none"> <li>• Students are given a blank timetable. In pairs students fill in the times of classes for each period of each day and the subjects they are studying.</li> </ul> <p>Students choose their favourite day of the week and they write what they do using writing scaffold.                      E.g. On Monday I go to school at [time]. First period, I study [subject]</p>

*English: Grade 3*

<i>Competency</i>	<i>Content/Language Item</i>	<i>Learning activities and Resources</i>
	<ul style="list-style-type: none"><li>• a poster of classroom rules Punctuation – apostrophe for contraction</li><li>• label a map</li></ul>	<p>Teacher explains use of apostrophe in mustn't.</p> <p>In groups, students come up with classroom rules, using must/mustn't. Students check with teacher. Students write rules on posters with pictures and display in classroom.</p> <p>Students draw a map of their school/ school buildings and label different areas with rules about what they must/mustn't do there.</p>

**Assessment**

**Speaking and listening**

The teacher puts 10 digital times on the board and students ask and answer questions.



**Unit 4: Let's Wash Our Hands (13 periods)**

**Unit Outcomes:** Students will be able to talk about classroom/school rules and read a digital clock.

**Vocabulary:** sense words, body parts, verbs e.g. cut, brush, clean, wash, blow.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• listen and respond to instructions by touching or showing their body parts</li>   <li>• sing a song</li> <li>• ask and respond to 'Wh' questions about sense organs</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• this/these is/are This is my nose. These are my ears.</li> <li>• sing 'Clap Your Hands'</li> <li>• imperatives</li>   <li>Can/can't (for ability)</li> <li>• My Eyes Can See song</li> <li>• Wh-questions with the five sense organs What can you do with your nose/eyes/ears/tongue/hands? I smell/see/hear/taste/work etc</li> <li>• verbs e.g. cut, brush, clean, wash, blow (your nose)</li>   <li>Pronunciation: can/can't /kən/ /kæn/ /ka:nt/</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to show each part of their body when you give instructions. Students show the part of the body by touching it and say 'this is my nose'</li> <li>• Teacher leads, and students follow with the actions. Students learn the song</li> <li>• Students play 'Solomon says' (game)</li> <li>• Students work in pairs. One student touches a part of the body and the other names it.</li>   <li>• Students sing and learn song</li> <li>• Teacher writes the actions we can do with our sense organs on the blackboard. Teacher makes sentences such as: I can smell with my nose. Students repeat after the teacher. After enough practice students make correct sentences and then ask each other questions in pairs</li>   <li>• Student mimes activity (e.g. Wash your hands); others guess action</li> <li>• Teacher asks students if they can do certain activities with parts of their body demonstrating actions if necessary. E.g. Can you stand on one leg for 1 minute? Can you touch your nose with your tongue? Can you pat you head and rub your stomach? Can you see with your ears?</li> <li>• Teacher draws students' attention to different pronunciations of can/can't.</li> <li>• Teacher models phrases and students repeat: whole class drill, then drill smaller groups of students, finally individual drills</li> <li>• Students practise with own phrases in pairs: E.g. I /kən/ run. I /ka:nt/ swim.</li> </ul>

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"> <li>• read short sentences and match with pictures</li> <li>• read a short paragraph and remember the main points</li>   <li>• label pictures</li> </ul> <p>write phrases and sentences about what they do regularly with one of their sense organs</p>	<p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• parts of the body words and actions</li> <li>• a paragraph about keeping body parts clean/looking after the body</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• new parts of the body words</li> <li>• phrases and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher write the parts of the body and the actions we can do with them on the blackboard.</li> <li>• Students read them and match them with pictures.</li> <li>• Students read and identify the main points</li>   <li>• Copy and label parts of the body on a picture</li> <li>• Students write a sentence using one of the actions we can do with our sense organs E.g. We can see with our eyes</li> <li>• Students create a poster with pictures/captions for keeping the body clean e.g. Wash hands; brush hair</li> </ul>

**Assessment**

**Speaking and Listening**

In pairs students give each other instructions to follow such as ‘brush your teeth’, ‘wash your hands’ etc.

**Unit 5: My Father Looks After The Children** (13 periods)

**Unit Outcomes:** Students will be able to talk about their family, where they live and who they live with.

**Vocabulary:** family words, town/village, meet, live and other verbs, map.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>ask and answer ‘yes’ and ‘no’ questions and ‘wh’ questions</li> <li>make sentences with names of family relations</li> <li>use simple social expressions (introduce people)</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>This/that + /is/ + my sister/brother/father/mother (including pronunciation)</li> <li>have/has - How many brothers/sisters do you have? I have two brothers. I don’t have a sister.</li> <li>present simple Wh-questions –where, who Where do you live? I live in + town/village/city Who do you live with? I live with my father/mother.</li> <li>present simple - Yes/No questions. Do you live with your grandparents? No, I don’t live with my grandparents.</li> <li>(Hamid)..., this is.(Getahun)... (Getahun)..., this is ..(Hamid)... Nice to meet you! Pleased to meet you! Pronunciation: intonation in questions (wh-questions – falling intonation; yes/no questions – rising intonation)</li> </ul>	<ul style="list-style-type: none"> <li>Students look at pictures of a family and name the relations</li> <li>Teacher asks how many sisters/brothers students have. Students respond by using I have .... brothers/sisters. Or I don’t have a brother/sister.</li> <li>Teacher asks these two questions and students practise in pairs.</li> <li>Students work in pairs to ask and answer yes/no questions. e.g. S1: Do you live with your grandparents? S2: Yes, I do. or No, I don’t.</li> <li>In small groups, students make a small map to show where they all live and who they live with. -They describe their maps to other groups.</li> <li>Students practise introductions in pairs</li> <li>Teacher draws students’ attention to intonation in questions. Teacher models falling/rising intonation and students repeat: whole class drill, then drill smaller groups of students, finally individual drills</li> </ul>

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"> <li>• read family words and new verbs correctly</li> <li>• read a short text and respond by drawing a family tree</li> <li>• write family words correctly</li> <li>• write names of people beginning with a capital letter</li> <li>• complete sentences by filling in missing words from a list</li> <li>• write 2-3 short sentences about themselves</li> </ul>	<p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• family words</li> <li>• short texts describing families</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• family words in family tree</li> <li>• family names</li> <li>• sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Students read family words and match them to pictures</li> <li>• Students read a text and transfer names of people to a family tree</li> <li>• Students copy family words</li> <li>• Students draw their family tree and write names with initial capital letters</li> <li>• Students complete sentences by using family words</li> <li>• Students write sentences about where they live and who they live with</li> </ul>

**Assessment**

**Speaking and Listening**

Students use their family trees to introduce their family to a partner e.g. ‘this is my mother’, ‘this is my sister’, ‘her name is...’ ‘I live with ..” etc.

**Unit 6: What are the Children Doing? (13 periods)**

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

**Vocabulary:** indoor and outdoor activity verbs e.g. doing, reading, writing, planting, cleaning, cutting, washing etc., people and family words, classroom language to go with ‘Can I ...?’ e.g. ‘go to the toilet’, ‘leave early’, ‘ask (a question)’ true/false, right/wrong.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• ask and respond to ‘Wh’ questions to describe what people are doing</li>   <li>• use social expressions correctly (Can I ...? for permission)</li>   <li>• read names of activities and match them with pictures</li> <li>• read sentences below pictures and decide if they are true or false</li> <li>• read short passage describing people and answer questions</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• present continuous</li> <li>• What are you/we/they doing? I am ..... we/you/they are... What is he/she/it doing? He/she/It is doing ....</li>   <li>• Can I.....?</li> <li>• Thank you / please</li> </ul> <p>Pronunciation: contractions e.g. I’m / you’re/he’s/she’s/we’re/they’re</p> <p>Pronunciation: can /kən/</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• words and phrases.</li> <li>• sentences</li>   <li>• short passage what people are doing</li> </ul>	<ul style="list-style-type: none"> <li>• Students look at pictures and identify the activity</li>   <li>• Students look at pictures of real people and say what they are doing</li> <li>• Students work in pairs to ask and answer questions about what people are doing.</li>   <li>• Student mimes actions; other guess activity</li> <li>• Students ask each other what their family members are doing now e.g. What is your mother doing now?</li>   <li>• Students practise ‘Can I.?’ using pictures and dialogues</li> <li>• Teacher draws students’ attention to contractions e.g. I’m / you’re/he’s/she’s/we’re/they’re.</li> <li>• Teacher isolates two words and then models contraction; students repeat E.g. I / am I’m</li> </ul> <p>Teacher draws students’ attention to different pronunciations of can. Teacher models phrases and students repeat: whole class drill, then drill smaller groups of students, finally individual drills Students practise with own phrases/questions in pairs: E.g. /kən/ I ...?</p> <ul style="list-style-type: none"> <li>• Students read activity words and read them correctly</li>   <li>• Students read sentences and decide if they are true or false/ right or wrong</li>   <li>• Students read paragraphs and answer questions.</li> </ul>

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"> <li>• label pictures of activities</li> <li>• write down familiar words spoken by the teacher</li> <li>• complete sentences by filling in correct activity from a list</li> <li>• write sentences of comparison based on a model</li> </ul>	<p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• names of activities using –ing forms of verbs</li> <li>• family words</li> <li>• sentences</li> <li>• write sentences about what they and their friends are doing</li> </ul>	<ul style="list-style-type: none"> <li>• Students copy names of activities and label pictures</li> <li>• Teacher dictates some family words and students write them down</li> <li>• Students look at pictures and complete sentences with the missing words or phrases.</li> <li>• students read model sentences and change them to write about themselves and their friends. E.g. Mohammed and Sara are reading. They draw pictures to go with these sentences.</li> </ul>

**Assessment**

**Speaking and reading**

The teacher chooses 10 students and gives them each a slip of paper with an activity on it (verbs can be recycled from previous units e.g. brush your teeth). In turn, each student acts their activity and another student has to say what he/she is doing.

**Unit 7: 13 Months of Sunshine** (13 periods)

**Unit Outcomes:** Students will be able to talk about the months of year.

**Vocabulary:** Months of the year, today, yesterday, tomorrow, week, month, day, hour, minutes etc, calendar, activity and routine verbs (e.g., plant, harvest, buy mangoes, fast etc), weather words – sun, wind, rain, cloud, storm etc.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• recite a poem</li> <li>• Listen to information and match what they hear to month words</li> <li>• Ask and respond to ‘Wh’ questions</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Adverbs of time – today, yesterday What’s the day today? Today is Monday. Yesterday was Sunday Tomorrow is Tuesday</li> <li>• Calendar:</li> <li>• Months of the year</li> </ul> <p>Rhyme: 30 days has September, April, June and November, All the rest have 31 except February which has 28</p> <p>How many days are there in each month</p> <ul style="list-style-type: none"> <li>• How many days are there in a June? There are thirty days in June.</li> <li>• How many days are there in a week? There are seven days in a week.</li> <li>• How many hours are there in one day? There are twenty-four hours in a day.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises days of the week and asks questions with today, yesterday and tomorrow</li> <li>• Teacher names months of the year one by one and students repeat.</li> <li>• Students are told the number of days in a month rhyme, and practise it.</li> <li>• Teacher talks about 3 or 4 activities that he/she does in particular months. Students listen and match these activities to month word</li> <li>• Teacher uses a calendar to teach days of the week and how many days there are in each month of the year. Students practise questions with ‘how many’</li> </ul>

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> <li>• use social expressions correctly (for saying goodbye)</li> <li>• read aloud months of the year (with upper case initial letter)</li> <li>• read short story and answer questions</li> <li>• write names of months and days beginning with a capital letter</li> <li>• write contextual short sentences using substitution tables</li> </ul>	<p>Ordinal numbers: 1<sup>st</sup> -31<sup>st</sup></p> <p>On + day From [month] to [month] E.g. I go to school from [month] to [month].</p> <ul style="list-style-type: none"> <li>• Present Simple (wh-questions) E.g. What do you do in [month] ...? In [month] I go to school.</li> <li>• recycle good-bye expressions (Grade 2)</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• months of the year</li> <li>• short story about months of the year and weather</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• capitalization of months</li> <li>• sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher give each student a card with an ordinal number. Students line up in number order.</li> <li>• Students ask and answer questions about what they do in each month</li> <li>• Practise saying goodbye at the end of every lesson</li> <li>• Students read and match months of the year to weather symbols</li> <li>• Students read a story about weather (e.g. competition between wind and sun to make a traveller remove his jacket; wind blows strongly and fails; sun shines gently and traveller removes jacket) and answer questions</li> <li>• Students capitalize months of the year and days of the week</li> <li>• Students write months of the year in the correct order</li> <li>• Students use substitution tables to write sentences about days of the week and months of the year</li> <li>• Students complete a month of a calendar with imaginary activities for each day. They say/write what they do on each date. E.g. On 1<sup>st</sup> July, I fly to the moon.</li> <li>• Students keep a class calendar. They fill it in everyday with an activity.</li> </ul>

**Assessment**

**Speaking and listening**

Students go through the months of the year in order saying something they do in each month.

**Writing:** Students choose two or three of the months and write a sentence saying what they do in this month..



**Unit 8: My Mother Has Long Hair (13 periods)**

**Unit Outcomes:** Students will be able to describe people.

**Vocabulary:** adjectives/nouns to describe people e.g. tall, thin, fat, short, beard, clothes e.g. T-shirt, cap, etc., adjectives for describing clothes e.g. short, long, colours.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• give simple descriptions of People</li> <li>• listen to information and match what they hear to pictures</li> <li>• ask and respond to ‘Wh’ questions</li> <li>• read and recognise words</li> <li>• read sentences and decide if they are true or false/right or wrong</li> <li>• read short passages containing descriptions and</li> </ul>	<p><b>A. Listening and Speaking</b></p> <p>Present simple and present continuous for describing people</p> <p>He is tall and thin. He is wearing a T-shirt <u>and</u> a pair of shorts (highlight and) Have/has</p> <ul style="list-style-type: none"> <li>• present continuous What are you/we/they wearing? I am ..... We/You/They are... What is he/she/ wearing? He/She/ is wearing ...</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• words</li> <li>• sentences</li> <li>• short paragraphs about what people are wearing</li> </ul>	<ul style="list-style-type: none"> <li>• Students look at pictures and describe people by using adjectives such as ‘tall’, ‘thin’, ‘short’ and ‘fat’ and what kind of clothes they are wearing</li> <li>• Students listen to descriptions of people and identify them in pictures</li> <li>• Students look at different clothes and tell their colours.</li> <li>• Students make correct sentences from a substitution table</li> <li>• Students use pictures to ask questions and answer questions about what people and students are wearing.</li> <li>• Students read colour and clothes words</li> <li>• Students read sentences under pictures and decide if they are true or false; right or wrong.</li> <li>• Students read a text and answer questions</li> </ul>

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<p>answer questions</p> <ul style="list-style-type: none"> <li>• write lists</li> <li>• complete sentences by filling in missing words from a list</li> <li>• write short sentences about themselves</li> </ul>	<p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• names of colours, clothes and –ing forms of verbs</li> <li>• sentences</li> <li>• write sentences about what they and their friends are wearing</li> </ul>	<ul style="list-style-type: none"> <li>• Students write lists of all the clothes they can see around them e.g. red cap, blue skirt</li> <li>• Students look at pictures and complete the sentences about what people are wearing E.g. Frehiwot is wearing a ..... shirt and a red .....</li> <li>• students write short sentences about themselves and their friends</li> </ul>

**Assessment**

**Speaking and listening**

Students draw their family members and friends and describe them to a partner.

**Unit 9: On the Farm (13 periods)**

**Unit Outcomes:** Students will be able to talk about farm animals and crops.

**Vocabulary:** farm animals e.g. cow, goat, chicken etc, animal products e.g. eggs, honey, meat, milk. Verbs and nouns connected to what animals do (e.g. donkey carries wood, chickens lay eggs), what they eat (grass etc) where they live etc. Crops e.g. maize, barley, wheat, tef, rice, cotton,

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen and respond to ‘Wh’ questions</li> <li>listen to words and discriminate between singular and plural forms</li> <li>ask and respond to ‘Wh’ questions</li> <li>give simple descriptions of animals</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>What is this/that? It is a + <i>name of an animal</i> It is a farm animal.</li> <li>What are these/those? These/those are ....</li> <li>can/can’t (for ability; recycled) E.g. A bird can fly. A goat can’t fly</li> <li>Present simple E.g. What do we get from ...? We get ... from a .... What does it eat? Where does it live? What does it do? E.g. A donkey carries wood.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses flash cards and pictures to teach new words. He/she points at a picture and names the animal. Students repeat after the teacher. After more practice teacher asks: What is this/that? By pointing at a picture. Students answer: This/that is a ....</li> <li>Teacher teaches plural forms in the same way – What are these/those.. Teacher models the pronunciation /s/ /z/ of plural nouns. Students repeat after the teacher e.g.T: /cats/ Ss: /cats/ T: /dogz/ Ss: /dogz/</li> <li>Teacher does minimal pairs activity with singular and plural forms and students say which one. They do the same in pairs</li> <li>Students make correct sentences from a substitution table by looking at pictures</li> <li>Students look at pictures of animals and say what they can/can’t do.</li> <li>Students ask and answer questions about the animals they have, what they eat, where they live etc.</li> </ul>

Competency	Content/Language item	Learning activities and Resources
<ul style="list-style-type: none"> <li>• use phonic clues to read new words</li> <li>• read short story about animals</li> <li>• copy names of animals and their products</li> <li>• write short sentences using substitution table</li> </ul>	<ul style="list-style-type: none"> <li>• I/we have E.g. We have 2 goats and 5 chickens</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• plurals of animals /pronunciation/ e.g. cow – cows /s/ dog – dogs /z/</li> <li>• names of animals and their products</li> <li>• story about a farmer and what he grows</li> </ul> <p><b>C. Writing</b></p> <ul style="list-style-type: none"> <li>• names of animals and their product</li> <li>• sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Student read aloud singular and plural words</li> <li>• Students read words for animal and words for products and match them</li> <li>• Students read short story around the class and answer questions</li> <li>• Students copy names of animals and other words</li> <li>• Students use substitution table to write sentences about animals and their products</li> </ul>

### Assessment

#### Speaking and listening

Students listen to a simple story about an animal and follow the story using pictures. At the end they make sentences about the story using the pictures.

**Unit 10: What Do You Do In The Morning?** (13 periods)

**Unit Outcomes:** Students will be able to talk about their daily activities and describe their feelings and needs.

**Vocabulary:** daily activities, before/after, time expressions (e.g. in the morning), adjectives for feelings/needs (sad, happy, angry, tired, hungry, thirsty), adverbs of frequency (e.g. often), meals (breakfast, lunch, dinner).

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>listen to information and match what they hear to pictures</li> <li>ask and respond to 'wh' questions and yes/no questions</li> <li>listen to simple scenes and repeat the main details</li> <li>read words and phrases</li> <li>read a short passage and fill in a time chart</li> </ul>	<p><b>A. Listening and Speaking</b></p> <p>Present simple Sequence indicators e.g. first, then</p> <p>Wh-questions: What do you do ..(time)..? Yes/no questions: Do you...(eat breakfast)? Yes, always. / No, never. in the morning/afternoon/evening, at night, at the weekend, on + day (on Monday, on Mondays) Adverbs of frequency (always, usually, sometimes, often, never)</p> <p>Adjectives: sad/happy, angry, tired, hungry, thirsty</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>phrases</li> <li>a passage about a person's daily routine</li> </ul>	<ul style="list-style-type: none"> <li>Students listen to a dialogue and guess the time of day.</li> <li>Students listen to somebody talking about their daily routine and put pictures in the correct order. Students then describe the person's daily routine using present simple, first/then</li> <li>Students ask/answer questions in pairs about their daily routines:             <ul style="list-style-type: none"> <li>S1: What do you do in the morning?</li> <li>S2: I get dressed, eat breakfast and go to school.</li> </ul> </li> <li>Students conduct a class survey and record the findings to practise adverbs of frequency:             <p>E.g. Do you eat breakfast? Yes, always.</p> <ul style="list-style-type: none"> <li>Students report findings about class orally/in writing.</li> <li>Student mimes/gives facial expression and rest of group guesses feeling/need. E.g. He's sad.</li> </ul> <p>Students listen to a situation and describe how the person feels/what the person needs. E.g. Kassa wants a glass of water. He is thirsty. Kassa is thirsty. He needs a glass of water.</p> </li> <li>Students read phrases and match to time of day.</li> <li>Students match pictures of food/dishes with breakfast/lunch/dinner. E.g. He eats breakfast – in the morning</li> </ul> <p>Students read passage and answer questions.</p>

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"><li>• write short sentences about what they do regularly</li></ul>	<p><b>C. Writing</b></p> <ul style="list-style-type: none"><li>• sentences about daily routines</li></ul>	<p>They complete a time chart: E.g. In the morning – eat breakfast, have a shower In the afternoon – play football</p> <p>Students look at pictures of somebody’s daily routine and write a sentence for each picture. Students write sentences about what they do regularly using present simple.</p>

**Assessment**

**Speaking:** students describe their daily routines to their partners.

**Unit 11: Do You Like Playing Football?(13 periods)**

**Unit Outcomes:** Students will be able to express what they like and what they don't like doing.

**Vocabulary:** food, drinks, animals, sports, colours, verbs.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>ask and respond to 'wh' questions (about likes and dislikes)</li> <li>ask and respond to 'yes/no' questions (about likes and dislikes)</li> <li>say short sentences with 'and' and 'but'</li> <li>use social expressions correctly (asking for repetition)</li> <li>read and identify information to fill in a simple table</li> <li>Read aloud a short dialogue</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Present simple like/don't like, likes/doesn't like I like/don't like My brother likes- - - Abebe doesn't like- - -</li> <li>Do you like - - - ? Does he/she like - - -?</li> <li>Do you like ---ing ____?</li> <li>Yes I do/no I don't</li> <li>conjunctions: and , but I like cabbages and carrots. I like birds but I don't like snakes.</li> <li>pardon; excuse me; please repeat that</li> </ul> <p>Pronunciation: short answer stress on auxiliary verb e.g. Do you like oranges? Yes, I do</p> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>words</li> <li>sentences about likes and dislikes</li> <li>a short dialogue about what different people like and don't like doing</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses word cards or pictures to teach/recycle names of foods, sports (teach with ---ing), drinks and animals</li> <li>Teacher teaches the meaning of 'like' possibly by using the mother tongue. He/she makes sentences such as: 'I like oranges.' Teacher asks students what they like. Students make sentences about foods, drinks, sports and animals they like.</li> <li>Students ask and answer yes/no questions in pairs: E.g. S1: Do you like carrots? S2: Yes, I do. S1: Do you like playing football? S2: No, I don't.</li> <li>Students play chain game: E.g. S1: I like oranges. S2: I like oranges and bananas. S3: I like oranges, bananas and mangos. S4: I like....etc.</li> <li>Teacher uses social expressions in class and encourages students to do the same</li> <li>Teacher draws students' attention to word stress.</li> <li>Teacher models stress and students repeat.</li> <li>Students practise questions and answer in pairs, focusing on stress</li> <li>Students read words and match with pictures</li> <li>Students read sentences about one girl's likes and dislikes and fill in a simple table</li> <li>Students take turns to read a dialogue</li> </ul>

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"><li>• complete sentences by filling in missing words from a list</li><li>• write short sentences about their friends</li></ul>	<b>C. Writing</b> <ul style="list-style-type: none"><li>• sentences about likes and dislikes</li></ul>	Students fill in missing words <ul style="list-style-type: none"><li>• Students work in groups and survey what they like and don't like doing. They report the results to the class / write up the results. E.g. Two students like swimming. Three students don't like cooking etc.</li></ul>

**Assessment**

**Speaking and listening**

Students interview each other to find out what foods they like and dislike. Then they tell the teacher.



**Unit 12: A Nurse Works In A Clinic (13 periods)**

**Unit Outcomes:** Students will be able to talk about people’s jobs.

**Vocabulary:** Jobs, names of buildings (connected to jobs e.g. clinic, farm, office,), symbols for building e.g. cross for Church.

Competency	Content/Language item	Learning activities and Resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• ask and respond to ‘wh’ questions (for jobs)</li> <li>• ask and answer ‘yes/no’ questions</li> <li>• Sing a song</li> <li>• read names of jobs/buildings separately and in sentences</li> <li>• read short paragraphs and identify the main points</li> </ul>	<p><b>A. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• present simple to express jobs What does he/she do? He/she is a + <i>a job</i> What is it? It’s a ..(name of building)..</li> <li>• Yes/No questions Do you want to be a ...? Yes/No Does he/she want to be a ...? Yes/No</li> </ul> <p>Where people work</p> <ul style="list-style-type: none"> <li>• Who works in a clinic? A nurse.</li> <li>• Does a nurse work in a shop? No.</li> </ul> <p><b>B. Reading</b></p> <ul style="list-style-type: none"> <li>• names of jobs/buildings</li> <li>• short texts or paragraphs about jobs/buildings</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher teaches different jobs with pictures</li> <li>• Teacher shows a picture of a person and students name the job e.g. T: (Shows a picture) Ss: He/She is a farmer.</li> <li>• Using the pictures, teacher asks students questions such as e.g. T: What does he/she do? Ss: He/She is a ....</li> <li>• Students work in pairs to ask and answer questions about the pictures, their family members’ jobs etc.</li> <li>• Students work in pairs to ask and answer yes/no questions about what they want to be. e.g. S1: Do you want to be a farmer? S2: Yes, I do or No, I don’t</li> <li>• Teacher teaches vocabulary for buildings.</li> <li>• Students identify symbols like; a cross, a crescent moon, a snake and cup etc. for church, mosque etc</li> <li>• Teacher ask students questions about where people work</li> <li>• Students sing a song about jobs. e.g. Bob the builder</li> <li>• Teacher writes names of buildings on one column and the people who work in the buildings on the other. Students read the items and match the buildings with the jobs.</li> <li>• Students read short paragraphs containing descriptions of different jobs. They work in pairs/group to guess the job</li> </ul>

<i>Competency</i>	<i>Content/Language item</i>	<i>Learning activities and Resources</i>
<ul style="list-style-type: none"><li>• label pictures with names of jobs</li><li>• write sentences based on a model</li><li>• write sentences about their family</li></ul>	<p><b>C. Writing</b></p> <ul style="list-style-type: none"><li>• names of jobs</li><li>• sentences about where people work</li><li>• sentences about their family members</li></ul>	<ul style="list-style-type: none"><li>• Students look at pictures and label them by using job names</li><li>• Teacher puts a model on the board e.g. a nurse works in a clinic. Students write sentences based on the model e.g. A teacher works in a school</li><li>• Students write sentences about their family. E.g. My father is farmer. He works in a farm.</li></ul>

### Assessment

#### Speaking and Listening

In groups one student thinks of a job. The other students have to ask yes/no questions to find out what job it is.

**Vocabulary for Grade 3**

**Verbs**

brush	clean	wash	smell
cut	see	taste	hear
work	leave	answer	begin
dig	fetch	finish	get
get up	help	knock	know
laugh	cook	mean	plant
remember	repeat	sell	blow
feel	meet	go	dress

**School words**

examination	paper	passage	pupil
example	questions	recess	sentence
homework	term	life skills	mistake
library	grounds	study	
hall	entrance	staffroom	

**Adjectives**

quiet	noisy	rich	poor
hungry	thirsty	ill	well
same	different	left	right
clever	late	high	curly
tired	angry	heavy	light

**Everyday objects**

blanket	bowl	bucket	charcoal
clock	comb	key	mattress
mirror	money	pillow	soap
stamp	stool	TV	umbrella
watch	moon		

**Other nouns**

boat	bush	centimetre	field
grass	ground	HIV&AIDS	holiday
home	job	language	metre
right	path	plane	plant
road	town	village	wheel
wood	digital	map	true
false	barn	house	hut

**Fruit /vegetables**

mango  
pineapple  
peach  
avocado  
tomato  
potato  
onion  
pea  
garlic

**Subjects**

Mother tongue  
Amharic  
Arts  
Maths  
Environmental science

**Parts of the body**

knee  
face  
tooth  
tongue

**Parts of the house**

Bathroom  
Sitting room  
Toilet  
Bedroom  
Kitchen

**Months of the year**

January	July
February	August
March	September
April	October
May	November
June	December

**Crops**

barley  
wheat  
tef  
rice  
maize  
peas  
beans  
enset  
cotton

**Food**

biscuits  
fish  
soup  
sugar  
salt  
flour  
mangoes  
honey

**People**

parent  
daughter  
son

**Clothes**

T-shirt  
button  
clothes  
uniform

**Animals**

ox  
mule  
chicken  
sheep  
goat

**Others**

an  
many  
inside  
these  
or  
back  
first

**Drinks**

juice  
Meals  
breakfast  
lunch  
dinner

**Shapes**

circle  
square  
triangle  
line  
rectangle

pig  
bee  
snake

any  
every  
outside  
those  
but  
then

**Jobs and other words**

doctor  
nurse  
shopkeeper  
farmer  
carpenter  
clinic  
police station  
church  
fisherman  
policeman  
soldier  
driver  
tailor  
shop  
sea  
bank

**Numbers**

thirty  
fifty  
seventy  
ninety  
ordinal numbers 1<sup>st</sup> to 31<sup>st</sup>  
forty  
sixty  
eighty  
hundred

**Time words**

hour  
today  
tomorrow  
(end)  
year  
morning  
afternoon  
month  
time  
week  
yesterday  
evening  
night

**Prepositions**

after  
by  
on/in  
under  
in front of  
before  
between  
from  
near  
with

**Social expressions**

Can I have ...  
sorry  
pardon  
excuse me  
please, repeat that

