

Guidelines for selecting English contents for Grade 5-7

City Government of Addis Ababa Education Bureau

Nov, 2020

1. Introduction

The Ethiopia general education was fully interrupted because of Covid-19 pandemic since 15 February 2020. The Ministry of Education has decided students to pass freely to the next grade except for Grade 8 and 12 students who are bound to take regional and national examination respectively.

The Ministry of Education decided the restart of the teaching and learning process in 2020/21 according to the Ministry of Health protocols.

Hence, the city government of Addis Ababa Education Bureau is preparing to cover the uncovered Grade 1 to 12 portions through make up classes before starting the 2020/21 teaching and learning. To this end, the City Government of Addis Ababa education Bureau has prepared this English Make up Lesson Guide line from Grade 1 to 12. This guide line comprises rational and objectives of the guide line and issues considered, content selection criteria, selected contents, methodology and the role of teachers and students for makeup class.

2. Rational

The rational for providing make up classes before starting the next academic year teaching and learning process are to

- minimize the effect on the students behavior caused by uncover second semester portions
- cover the uncovered portion of the teaching and learning
- provide similar contents throughout the country and
- Provide prerequisite contents which are helpful to continue the next grades teaching and learning process smoothly.

3. Objectives

The objectives of the guide line are to:

- show the rational of covering the uncovered portion before starting the new grade
- show issues considered in selecting lessons and
- identify selected contents for each grade level

4. Content Selection Criteria

Selected contents are identified if it is newly introduced concept, highly applicable for real life situations, basic for other subjects and basic for further learning.

In this guide line, unnecessary repeated contents, those of contents believed to be easily understood by students, but just used as further elaborative examples under the main contents are intentionally excluded. The numbers of periods are reduced proportionally.

5. Selected Contents

English Grade 5									
No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
1	6	16	1	• Word Study • Reading Comprehension	Vocabulary & Reading	1	1-3	Students would be beneficial if they study oral skills before hand	Students will do word blending activity from segmented syllables, the teacher is expected to initiate students to make a prediction about the text based on the title and picture, they should also identify main and details of the reading text. The pre, while, and post reading activities should be done.
2	6	16	2	• Vocabulary • Listening	Listening, speaking & reading	1	4-5	The content presented under this section is selected because of its significance and level of utility.	In imparting vocabulary knowledge to students, the teacher should prepare a plan with its goals. Students should be familiar to the objectives of the lesson. During planning stage, the teacher never forgets to include strategies of forms, meanings, and use of vocabularies. The listening skill should be presented to

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									students based on the pre, while, and post listening strategies.
3	6	17	3	• Speaking • Grammar	Listening and speaking	1	10	In this lesson students are exposed for new language item. Therefore, if they learn this section, they will be able to acquire other related concepts.	The speaking skills presented to students in this lesson, could prepare a dialogue using the model dialogue having in their text book, make the topic simple and interesting to the students; and this helps the learner to have positive attitude towards the target language. Regarding adverbs of frequency, let the teacher write some sentences using words of adverbs of frequency on the chalk board and ask students to explain their thoughts, then explain how each sentence working. finally, let students attempt sentences written on the chalk board and invite them to do exercises in their text book.
4	6	17	4	• Reading Fluency	Reading &vocabulary	1	19	In this section of the lesson	If the lesson is modeled by the teacher, students will

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				• Vocabulary				students will be exposed for contextual meaning and rating reading fluency.	catch up reading texts fluently. Reading fluency can be achieved through rigorous exercise; so, the teacher should model the third paragraph of "Football" reading passage, tell students to read these paragraphs being in pairs, and tell them to rate their reading fluency and accuracy. Use teaching vocabularies based on having contextual meaning in the previous reading passage.
5	6	18	3	• Speaking • Grammar	Listening & speaking	1	25	The content presented under this section is selected because of its significance and level of utility.	The lesson would allow students to practice a dialogue already they have in their text book and gives an opportunity to develop their own dialogue and taking turns with partners. This lesson encourages students to speak and listen friends dialogue which will help them to acquire speaking skills. The grammatical item, can and

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									can't, should be modeled by the teacher without detail explanation, then students should reach on how the language item is functioning.
6	6	18	5	• Writing Conventions • Composition Writing	Writing	1	28-29	Students can learn independently and it is important for the development of their language skills and attitudes towards the target language.	In this lesson students acquire the knowledge of using commas in the appropriate way. The writing composition approach is controlled based and students expect to write providing their reason about future ambitions. The teacher should prepare a model short composition and discuss how his/her writing is organized.
7	7	19	2	• Vocabulary • Listening	Vocabulary & listening	1	33-34	In this section of the lesson students will be participate actively in order to stabilize the language item they have learned.	In communicating vocabulary knowledge to students, the teacher should prepare a plan with its goals. Students should be familiar to the objectives of the lesson. During planning stage, the teacher never forgets to include strategies of forms, meanings, and use

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									of vocabularies. In this lesson the main focus is to establish meanings of words, therefore, the teacher should encourage students to exchange their answers. The listening skill should be presented to students based on the pre, while, and post listening strategies.
8	7	19	3	• Speaking • Grammar	Speaking & grammar	1	35-37	In this section of the lesson, students reinforce about different colors which they have already learned and continue in the subsequent lessons.	The lesson would support students to realize how to give advice to someone. This lesson encourages students to practice speaking using their own prepared dialogue. The grammatical item, indefinite pronouns, students have to read the dialogue and notice indefinite pronouns, then students should reach on how the language item is functioning.
9	7	20	4	• Reading fluency • Vocabulary	Reading & vocabulary	1	46-47	In this section of the lesson students will be exposed for contextual	If the lesson is modeled by the teacher, students will catch up reading texts fluently. Therefore, the teacher should model the

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								meaning and rating reading fluency and vocabulary.	third paragraph of "A boy Fills Sick" reading passage, tell students to read the paragraph in pairs stressing key words and syllables. The vocabulary section should be done by students in pairs and tell them to write down the most common disease affected their environment and recommend the prevention mechanisms. Use vocabularies gained from the text book and your experience.
10	7	20	5	• Writing Conventions • Composition Writing	Writing	1	47	Students can develop self-confidence through writing composition.	In this lesson students will write correct sentences using jumbled words. The writing composition targets is to give students an opportunity through guided writing. Based on points they were taught; topic sentence, supporting sentence, and concluding sentence they are expected to write a composition collecting information about Malaria

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									Disease from health workers.
11	7	21	1	• Word Study • Reading Comprehension	Vocabulary & Reading	1	48-49	This lesson would help students to stabilize the skills gained from the previous lessons.	Students should blend words loudly which have already segmented. in this lesson, students exposed to a reading text which enable them to develop their reading skill and to recognize the gist of the text. The teacher is expected to initiate students to make a prediction about the text based on the title and picture, they should also identify main and details of the reading text. In order to achieve the desired goals of this lesson, the teacher and students should work together the pre, while, and post reading activities.
12	7	21	4	• Reading Fluency • Vocabulary	Reading & vocabulary	1	53-54	In this section of the lesson students will be exposed for contextual	If the lesson is modeled by the teacher, students will catch up reading texts fluently. Therefore, the teacher should model the

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								meaning and rating reading fluency and vocabulary.	third paragraph of the previous reading passage, tell students to read the paragraph with accuracy and speed. The vocabulary section should be done based on contextual meaning.
13	8	22	1	• Word Study • Reading Comprehension	Vocabulary & Reading	1	56-58	This lesson would help students to stabilize the skills gained from the previous lessons.	Students should segment compound words and read loudly. in this lesson, students exposed to a reading text which enable them to develop their reading skill and to recognize the gist of the text. The teacher is expected to initiate students to make a prediction about the text based on the title and picture, they should also identify main and details of the reading text. In order to achieve the desired goals of this lesson, the teacher and students should work together the pre, while, and post reading activities.

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14	8	22	2	• Vocabulary • Listening	Vocabulary & listening	1	59-60	In this section of the lesson students will be participate actively in order to stabilize the language item they have learned.	In communicating vocabulary knowledge to students, the teacher should prepare a plan with its goals. Students should be familiar to the objectives of the lesson. During planning stage, the teacher never forgets to include strategies of forms, meanings, and use of vocabularies. In this lesson the main focus is to establish meanings of words, therefore, the teacher should encourage students to deduce contextual meaning from the reading passage. The listening skill should be presented to students based on the pre, while, and post listening strategies.
15	8	23	3	• Speaking • Grammar	Speaking & grammar	1	70-72	In this section of the lesson, students reinforce about different colors which they have already learned and	The lesson would support students to realize how each ‘So do I’ and ‘Nor do I’ has impeded meaning. This lesson encourages students to practice speaking using the language item in their

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								continue in the subsequent lessons.	sentences. The teacher should create authentic environment to students in order to give them an opportunity to practice the language item considering as the real world. The grammatical item, simple past tense using irregular verbs; students have to recognize the form of each verb, then the teacher and students should discuss on how the language item is working and deduce common forms.
16	8	23	4	• Reading Fluency • Vocabulary	Reading & vocabulary	1	72-73	In this section of the lesson students will be exposed for contextual meaning and rating reading fluency and vocabulary.	If the lesson is modeled by the teacher, students will understand the reading texts fluently. Therefore, the teacher should model the third paragraph “Abebe Bikila” passage, tell students to read the paragraph with accuracy and speed. The vocabulary section should be done based on contextual meaning.

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17	8	24	1	• Word Study • Reading Comprehension	vocabulary	1	75-76	This lesson would help students to stabilize the skills gained from the previous lessons.	Students should blend segmented words and read loudly. in this lesson, students exposed to a reading text which enable them to develop their reading skill and to recognize the gist of the text. The teacher is expected to initiate students to make a prediction about the text based on the title and picture, they should also identify main and details of the reading text. In order to achieve the desired goals of this lesson, the teacher and students should work together the pre, while, and post reading activities.
18	8	24	5	• Writing Conventions • Writing Composition	Writing	1	82	Students can develop self-confidence through writing composition.	In this lesson students will write a complete paragraph using jumbled sentences. The writing composition targets is to give students an opportunity through guided writing. Based on points

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									they were taught; topic sentence, supporting sentence, and concluding sentence they are expected to write a composition what they did in the previous vacation.
19	9	25	3	• Speaking • Grammar	Listening and speaking	2	87-89	In this section of the lesson, students reinforce about different colors which they have already learned and continue in the subsequent lessons.	This lesson is presented using playing game methodology. Students are encouraged to play a 'who am I' game, the entire game can be implemented by a student (1) in the form of distinct sentences narrated one after the other, an answer should be given by another student (2). This lesson encourages students to practice speaking using the language item in their sentences. The grammatical item, comparative and superlative degree can be taught inside the classroom creating unauthentic environment which allow students to realize the

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									specific form, use, and meaning differences among the language items.
20	9	25	4	• Reading Fluency • Vocabulary	Reading & vocabulary	1	90	This lesson is selected based on its significance and feasibility in which contents presented under unit nine.	If the lesson is modeled by the teacher, students will catch up reading texts fluently. Let students find words in "Domestic Animals" reading passage and write their contextual meaning of each word. The teacher should pair students in three/four/five small pairs and discuss about products people get from domestic animals and put the words in their correct category individually.
21	9	26	1	• Word Study • Reading Comprehension	Vocabulary & Reading	1	92	This lesson would help students to stabilize the skills gained from the previous lessons.	Students should blend segmented words and read loudly. in this lesson, students exposed to a reading text which enable them to develop their reading skill and to recognize the gist of the text. The teacher is expected to initiate students to make a

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									prediction about the text based on the title and picture, they should also identify main and details of the reading text. In order to achieve the desired goals of this lesson, the teacher and students should work together the pre, while, and post reading activities.
22	9	26	2	• Vocabulary • Listening	Vocabulary & listening	1	95-96	In this section of the lesson students will be participate actively in order to stabilize the language item they have learned.	In communicating vocabulary knowledge to students, the teacher should prepare a plan with its goals. Students should be familiar to the objectives of the lesson. In this lesson the main focus is to find antonyms of words, therefore, the teacher should encourage students giving clues. The listening skill should be presented to students based on the pre, while, and post listening strategies.
23	9	27	3	• Speaking	Speaking &	1	105-	In this section of	The lesson would support

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				• Grammar	grammar		106	the lesson, students reinforce about different colors which they have already learned and continue in the subsequent lessons.	students to practice a dialogue how to give advice. It encourages students to practice speaking using the language item in their sentences. The grammatical item, simple past tense should be communicated with students using description of one's past experience, then the teacher and students should discuss on how the language item is working and deduce common forms. Finally, students should work in pairs to write what they did yesterday at home.
24	9	27	5	• Writing Conventions • Writing Composition	Writing	1	107	Students can develop self-confidence through writing composition.	In this lesson students will join correct prefixes to words. The writing composition targets is to give students an opportunity through guided writing. Based on points they were taught; topic sentence, supporting sentence, and concluding sentence they are

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									expected to write a composition about the importance of wild animals in their specific areas.
25	10	28	2	• Vocabulary • Listening	Vocabulary & listening	1	110-111	In this section of the lesson students will be participate actively in order to stabilize the language item they have learned.	In communicating vocabulary knowledge to students, the teacher should prepare a plan with its goals. Students should be familiar to the objectives of the lesson. In this lesson the main focus is to describe animals using adjectives, therefore, the teacher should encourage them by modeling sentence construction. The listening skill should be presented to students based on the pre, while, and post listening strategies.
26	10	28	3	• Speaking • Grammar	Speaking & grammar	1	112-113	In this section of the lesson, students reinforce about different colors which they have already learned and continue in the	The lesson would support students to practice describing of animals in pair . It encourages students to practice speaking using the language item in their sentences. The grammatical item,

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								subsequent lessons.	simple past tense should be communicated with students using description of one's past experience, then the teacher and students should discuss on how the language item is working and deduce common forms. Finally, students should work in pairs to attempt activities given in their text book.
27	10	29	4	• Reading Fluency • Vocabulary	Reading & vocabulary	1	122	This lesson is selected based on its significance and feasibility in which contents presented under unit nine.	In pair of three let students take turns to read the third paragraph of the reading passage "Ali Birra". The teacher should pair students in three/four/five small pairs and write down your sentences using words in the box in your text book.
28	10	30	2	• Vocabulary • Listening	Vocabulary & listening	1	126	In this section of the lesson students will be participate actively in order to stabilize the language item they have	In communicating vocabulary knowledge to students, the teacher should prepare a plan with its goals. Students should be familiar to the objectives of the lesson. In this lesson the main focus is to deduce

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								learned.	meanings of words, therefore, the teacher should encourage students giving clues. The listening skill should be presented to students based on the pre, while, and post listening strategies.

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1	6	16	1	• Word Study • Reading Comprehension	Vocabulary & Reading	1	1-3	This lesson is selected based on its significance and validity.	Teaching vocabularies using their form/category is appropriate mechanism which help students to memorize easily. Therefore, let students categorize words of families based on gender similarity. The teacher is expected to initiate students to make a prediction about the text based on the title and picture, they should also identify main and details of the reading text.
2	6	16	2	• • Vocabulary • Listening Comprehension	Vocabulary & Listening,	1	3-5	The content presented under this section is selected because of its significance and level of utility.	In passing on vocabulary knowledge to students, the teacher should prepare a plan with its goals. Students should be familiar to the objectives of the lesson. During planning stage, the teacher never forgets to include strategies of forms, meanings, and use of vocabularies. The listening

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									skill should be presented to students based on the pre, while, and post listening strategies.
3	6	17	3	• Speaking • Grammar	Listening and speaking	1	12-13	In this lesson students are exposed for new language item. Therefore, if they learn this section, they will be able to acquire other related concepts.	The speaking skills presented to students in this lesson, could show how each student forward his/her argument in the entire debate, make the topic simple and interesting to the students; and this help learners to have positive attitude towards the target language. Divide the class into four or five pairs of each and tell them to select topics from their text book and prepare them for class debate. Regarding conjunctions of 'and' 'but', let the teacher write two sentences having similar ideas and two sentences having different positions on the chalk board and ask students which word (and/but) is appropriate to join each pair of sentences, then explain how each

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									sentence working. finally, let students attempt sentences written on the chalk board and invite them to do exercises in their text book.
4	6	17	5	• Writing	Writing	1	14-15	In this section of the lesson students will be exposed to writing activities which help them to develop hands-on learning and encourage them to understand other skills too.	Writing as productive skill students should acquire knowledge of crafting sentences, paragraphs, and essays using guided writing and free writing techniques. However, before proceeding to this stage, he/she focuses in this lesson on mechanics (comma and capitalization). Let students identify the errors of comma and capitalization from their own text book. Then allow them to rewrite sentences in pairs. And based on the model letter in their text book, encourage them to write a letter to his/her friend.
5	6	18	4	• Reading Fluency • Vocabulary	Listening & speaking	1	22	In this section of the lesson students will be	If the lesson is modeled by the teacher, students will catch up reading texts

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								exposed for contextual meaning and rating reading fluency.	fluently. Reading fluency can be achieved through rigorous exercise; so, the teacher should model the first and second paragraphs of "A Large or a Small Family" reading passage, tell students to read these paragraphs in being in pairs, and tell them to rate their reading fluency. Use teaching vocabularies with four equally divided strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development.
6	6	18	5	• Writing	Listening and speaking	1	23	Students can develop self-confidence through writing composition.	In this lesson students integrate the previous listening task with the writing activity which focus on comma and period. The writing composition targets to expose students to start writing from sentence level and proceeding to paragraph level, in the meantime, they will use conjunctions to relate

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									their ideas and keep flow of ideas.
7	7	19	1	• Word Study • Reading comprehension	Vocabulary & Reading	1	24-26	This lesson would help students to stabilize the skills gained from the previous lessons.	In this lesson, students exposed to a reading text which enable them to develop their reading skill and to recognize the gist of the text. Students will examine to segment words into root words. The teacher is expected to initiate students to make a prediction about the text based on the title and picture, they should also identify main and details of the reading text. In order to achieve the desired goals of this lesson, the teacher and students should work together the pre, while, and post reading activities.
8	7	19	3	• Speaking • Grammar	Speaking & grammar	1	28-30	The content presented under this section is selected because of its significance and level of	The lesson would allow students to describe pictures in pair pairs orally. This lesson encourages students to speak and listen to about their friend's description of

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								utility.	pictures which will help them to acquire speaking skills. Guiding questions are very important to initiate ideas about the pictures -Introduce and model the lesson then let the students speak out. The grammatical item, conditional sentence: zero condition, should be modeled by the teacher without detail explanation, then students should reach on how the language item is functioning.
9	7	20	2	• Vocabulary • Listening	Listening and speaking	1	24-25	In this section of the lesson students will be participate actively in order to stabilize the language item they have learned.	In communicating vocabulary knowledge to students, the teacher should prepare a plan with its goals. Students should be familiar to the objectives of the lesson. During planning stage, the teacher never forgets to include strategies of forms, meanings, and use of vocabularies. In this lesson the main focus is to establish meanings of words, therefore,

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									the teacher should encourage students to exchange their answers. The listening skill should be presented to students based on the pre, while, and post listening strategies.
10	7	20	5	• Writing	Listening and speaking	1	39	This lesson is specially selected to introduce about new writing convention.	The lesson should be presented to students in order to impart knowledge of apostrophe **S ('s)** and **S** (s') apostrophe. The teacher should introduce the lesson explaining the use of each item. Then students have to work the activity given in their text book, and ought to be checked by the teacher.
11	7	21	2	• Vocabulary • Listening	Vocabulary & listening	1	43-45	This lesson is selected to summarize deducing contextual meanings of words and listening skill strategies.	The lesson give attention for deducing meaning from the context of vocabulary; therefore, it provides additional skill and knowledge of studying vocabulary, the teacher should encourage students to attempt activities individually

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									and exchange their answers among themselves. The listening skill should be presented to students based on the pre, while, and post listening strategies.
12	7	21	4	• Reading Fluency • Vocabulary	Reading & vocabulary	1	46-47	In this section of the lesson students will be exposed for contextual meaning and rating reading fluency.	If the lesson is modeled by the teacher, students will catch up reading texts fluently. Reading fluency can be achieved through rigorous exercise; so, the teacher should model the fourth and fifth paragraphs of "Early Marriage in Ethiopia" reading passage, tell to students to read with you stressing key words and syllables. Use teaching vocabularies with four equally divided strands: **meaning-focused input**, where students learn new vocabulary and enrich and establish previously met vocabulary through activities; **meaning-focused output**, where students enrich and establish their knowledge of

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									vocabulary through speaking and writing; **language-focused learning**, where students are trained in the four important vocabulary strategies of guessing from context, using word cards, using word parts, and dictionary use, and **fluency development**; including activities such as speed reading, extensive reading, and ten-minute writing.
13	8	22	2	• Vocabulary • Listening	Vocabulary & Listening	1	51-52	In this section of the lesson students will be participate actively in order to stabilize the language item they have learned.	In communicating vocabulary knowledge to students, the teacher should prepare a plan with its goals. Students should be familiar to the objectives of the lesson. During planning stage, the teacher never forgets to include strategies of forms, meanings, and use of vocabularies. In this lesson the main focus is to establish meanings of words, therefore, the teacher should encourage students to exchange their

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									answers. The listening skill should be presented to students based on the pre, while, and post listening strategies.
14	8	22	4	• Reading Fluency • Vocabulary	Reading & vocabulary	1	55	In this section of the lesson students will be exposed for contextual meaning and rating reading fluency.	If the lesson is modeled by the teacher, students will catch up reading texts fluently. Reading fluency can be achieved through rigorous exercise; so, the teacher should model the fourth and fifth paragraphs of "Early Marriage in Ethiopia" reading passage, tell to students to read with you stressing key words and syllables. Use teaching vocabularies with four equally divided strands: **meaning-focused input**, where students learn new vocabulary and enrich and establish previously met vocabulary through activities; **meaning-focused output**, where students enrich and establish their knowledge of vocabulary through speaking

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									and writing; **language-focused learning**, where students are trained in the four important vocabulary strategies of guessing from context, using word cards, using word parts, and dictionary use, and **fluency development**; including activities such as speed reading, extensive reading, and ten-minute writing.
15	8	23	2	• Vocabulary • Listening	Listening, speaking & reading	1	48	This lesson is selected deliberately to integrate all language skills which help students to stabilize the previous learned materials.	In this lesson, vocabulary study takes place using categorizing words in different themes. The teacher should have to model the task and encourage students to work in pair pairs and exchange their answers. The listening skill should be presented to students based on the pre, while, and post listening strategies.
16	8	23	5	• Writing	Writing	1	64-65	Students can develop self-confidence	In this lesson students will correct spelling errors in the underlined words of

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								through writing composition.	sentences. The writing composition targets is to give students an opportunity through guided writing. After completing the table about each of their skill they have, they can write a complete sentence and compare their answers.
17	8	24	3	• Speaking • Grammar	Speaking & grammar	1	70-71	The content presented under this section is selected because of its significance and level of utility.	The lesson would allow students to complete the table with types of emergency incidents, using this scenario they take turn to ask questions and respond answers. This lesson encourages students to speak and listen to about their friend's dialogue which will help them to acquire speaking skills. -Introduce and model the lesson then let the students speak out. The grammatical item, imperatives, students have to read the dialogue and notice the imperatives, then students should reach on how the

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									language item is functioning.
18	8	24	4	• Reading Fluency • Vocabulary	Reading & vocabulary	1	72	In this section of the lesson students will be exposed for contextual meaning and rating reading fluency and vocabulary.	If the lesson is modeled by the teacher, students will catch up reading texts fluently. Reading fluency can be achieved through rigorous exercise; so, the teacher should model the third and fourth paragraphs of "Life Treats in and around the Home" reading passage, tell to students to read with you stressing key words and syllables. Ans students have to read in pairs.
19	9	25	1	• Word Study • Reading Comprehension	Vocabulary & Reading	1	74-76	This lesson would help students to stabilize the skills gained from the previous lessons.	In this lesson, students exposed to a reading text which enable them to develop their reading skill and to recognize the gist of the text. Students categorize words based on their sound pattern. The teacher is expected to initiate students to make a prediction about the text based on the title and picture, they should also identify main

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									and details of the reading text. In order to achieve the desired goals of this lesson, the teacher and students should work together the pre, while, and post reading activities.
20	9	25	2	• Vocabulary • Listening	Vocabulary & Listening	1	77-78	This lesson is selected deliberately to integrate all language skills which help students to stabilize the previous learned materials.	In this lesson, vocabulary study takes place using categorizing words based on their sound pattern. The teacher should have to model the task and encourage students to work in pair pairs and exchange their answers. The listening skill should be presented to students based on the pre, while, and post listening strategies.
21	9	26	3	• Speaking • Grammar	Speaking & grammar	1	86-88	The content presented under this section is selected because of its significance and level of utility.	The lesson would allow students to play the roles of each participant in the dialogue and encourage them to write their own dialogues. This lesson reassures students to speak and listen to about their friend's dialogue which will help them to acquire

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									speaking skills. -Introduce and model the lesson then let the students speak out. Under the grammatical item, relative clauses should be presented to students implicitly. So, students have to read the dialogue and notice the relative clauses, then they should reach on how the language item is functioning.
22	9	26	4	• Reading Fluency • Vocabulary	Reading & vocabulary	1	89-90	This lesson is selected based on its significance and feasibility in which contents presented under unit nine.	If the lesson is modeled by the teacher, students will catch up reading texts fluently. Let students find words in "Health and Exercise" reading passage and write their contextual meaning of each word.
23	9	27	1	• Word Study • Reading Comprehension	Vocabulary & Reading	1	91-93	This lesson is selected to introduce new sound pattern which has more significance and	Students will be exposed to new sound pattern of words; this section of the lesson allow them to practice the three (/-s/. /-z/ and /-iz/) sound of plural suffixes.

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								self- sufficiency.	Thus, they will have additional pronunciation skill. In order to achieve the desired goals of this lesson, the teacher and students should work together the pre, while, and post reading activities.
24	9	27	5	• Writing	Writing	1	99	Students can develop self-confidence through writing composition.	In this lesson students will correct capitalization errors in the underlined words of sentences. The writing composition targets is to give students an opportunity through guided writing. Based on points they were taught; topic sentence, supporting sentence, and concluding sentence they can write complete paragraphs and compare their answers.
25	10	28	2	• Vocabulary • Listening	Vocabulary & listening	1	103-104	This lesson is selected deliberately to integrate all language skills which help students to	In this lesson, vocabulary study takes place using collocation. The teacher should have to model the task and encourage students to work in pair pairs and exchange their answers. The

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								stabilize the previous learned materials.	listening skill should be presented to students based on the pre, while, and post listening strategies.
26	10	28	3	• Speaking • Grammar	Speaking & grammar	1	105-106	The content presented under this section is selected because of its significance and level of utility.	The lesson would allow students to write their own dialogue using guided model. This lesson reassures students to speak and listen to about their friend's dialogue which will help them to acquire speaking skills. Under the grammatical item, expressing time using 'last' and 'ago' should be presented to students implicitly. So, students have to read the dialogue and notice the relative clauses, then they should reach on how the language item is functioning.
27	10	29	1	• Word Study • Reading Comprehension	Vocabulary & Reading	1	108-110	This lesson would help students to stabilize the skills gained from the previous lessons.	In this lesson, students exposed to a reading text which enable them to develop their reading skill and to recognize the gist of the text. Students blending words to

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									form compound words, The teacher is expected to initiate students to make a prediction about the text based on the title and picture, they should also identify main and details of the reading text. In order to achieve the desired goals of this lesson, the teacher and students should work together the pre, while, and post reading activities.
28	10	29	2	• Vocabulary • Listening	Vocabulary & listening	1	111-113	This lesson is selected deliberately to integrate all language skills which help students to stabilize the previous learned materials.	In this lesson, vocabulary study takes place using adjectives and nouns to form adjectival clauses. The teacher should have to model the task and encourage students to work in pair pairs and exchange their answers. The listening skill should be presented to students based on the pre, while, and post listening strategies.
29	10	30	3	• Speaking • Grammar	Speaking & grammar	1	122-123	The content presented under this section is	The lesson would allow students to present a debate based on the topic “Children

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								selected because of its significance and level of utility.	should do physical work", students should stand as a supporter/opponent pair member. Using guidelines in their text book, they can prepare their argument. This lesson reassures students to speak and listen to about their friend's arguments which will help them to acquire speaking skills. Under the grammatical item, 'used to' should be presented to students implicitly. So, students have to read the paragraph and notice how 'used to' is used in the sentences, then they should reach on how the language item is functioning.
30	10	30	4	• Reading Fluency • Vocabulary	Listening and speaking	1	124	This lesson is selected based on its significance and feasibility in which contents presented under unit nine.	If the lesson is modeled by the teacher, students will catch up reading texts fluently. Let students find words in "Understanding Child Labor" reading passage and write their contextual meaning of each word.

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1	7	16	1	• Word Study	Vocabulary & reading	1	1-3	Since this lesson is the first session	In this lesson, students exposed to a reading text

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				• Reading Comprehension				of book two, it's deliberately selected to initiate student's interest and giving a time for collaborating learning.	which enable them to develop their reading skill and to recognize the gist of the text. Students will examine to segment words into syllables; the prefixes and root words. The teacher is expected to initiate students to make a prediction about the text based on the title and picture, they should also identify main and details of the reading text.
2	7	17	3	• Speaking • Grammar	Speaking & grammar	1	13-15	The content presented under this section is selected because of its significance and level of utility.	This lesson helps students to utilize daily social expressions while they accomplish the dialogue. The teacher should model the dialogue beforehand then give time to students to practice in pairs. Regarding coordinating conjunction, let the teacher write two similar sentences and two sentences having opposite ideas and ask students to recognize their similarity and differences, then write conjunctions on the chalk board and offer them

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									examples, finally, let students attempt sentences written on the chalk board and invite them to do exercises in their text book.
3	7	17	4	• Reading Fluency • Vocabular	Reading and vocabulary	1	15-16	In this lesson students are exposed to reading a text fluently. Therefore, if they learn this section, they will be able to acquire other related concepts.	If the lesson is modeled by the teacher, students will catch up reading texts fluently Reading fluency can be achieved through rigorous exercise; so, the teacher should model the third and fourth paragraphs of Sof Omar Cave reading passage, tell to students to read with you stressing key words and syllables. Use teaching vocabularies with four equally divided strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development.
4	6	18	2	• Vocabulary • Listening	Listening & speaking	1	20-21	This lesson would help students to stabilize the skills gained from the	In conveying vocabulary knowledge to students, the teacher should prepare a plan with its goals. Students

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								previous lessons.	should be familiar to the objectives of the lesson. During planning stage, the teacher never forgets to include strategies of the forms, meanings, and use of vocabularies. The listening skill should be presented to students based on the pre, while, and post listening strategies.
5	6	18	5	• Writing	Listening & speaking	1	26	In this section of the lesson students will be exposed to writing activities which help them to develop hands-on learning and encourage them to understand other skills too.	When students access to participate in the lesson, they develop confidence and have positive attitude. Therefore, the teacher facilitates the lesson to be interesting and participatory. This can be achieved through well planned lessons. The teacher should offer an explanation about dependent and independent clauses. Let students attempt activities presented on their exercise book.
6	8	19	3	• Speaking • Grammar	Speaking and	1	31-33	The content presented under	This lesson helps students to utilize daily social

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					grammar			this section is selected because of its significance and level of utility.	expressions while they accomplish the dialogue. The teacher should model the dialogue beforehand then give time to students to practice in pairs. Regarding active and passive voice, let the teacher write two similar sentences using different voices and ask students to recognize their similarity and differences, then explain how each sentence working. finally, let students attempt sentences written on the chalk board and invite them to do exercises in their text book.
7	8	20	1	• Word study • Reading comprehension	Vocabulary and speaking	1	35-38	This lesson is deliberately selected to stabilize the lesson learned in the previous sessions.	In this lesson, students exposed to a reading text which enable them to develop their reading skill and to recognize the gist of the text. Students will examine to segment words into syllables; the prefixes and root words. The teacher is expected to initiate students to make a prediction about the text

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									based on the title and picture, they should also identify main and details of the reading text.
8	8	20	4	• Reading fluency • Vocabulary	Listening and speaking	1	43-44	In this lesson students are exposed to reading a text fluently. Therefore, if they learn this section, they will be able to acquire other related concepts.	If the lesson is modeled by the teacher, students will catch up reading texts fluently Reading fluency can be achieved through rigorous exercise; so, the teacher should model the sixth and seventh paragraphs of "Abebe Bikila" reading passage, tell to students to read with you stressing key words and syllables. Use teaching vocabularies with four equally divided strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development.
9	9	21	1	• Word Study • Reading Comprehension	Vocabulary and reading	1	46-48	In this section of the lesson students will be participate actively in order to stabilize the language item	The teacher can bring the previous lessons contents and connect with today's lesson using homophones and connect to the days lesson. Encourage students to match colors with their similar

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								they have learned.	words.
10	9	21	3	• Speaking • Grammar	Listening and speaking	1	50-52	The content presented under this section is selected because of its significance and level of utility.	This lesson helps students to utilize daily social expressions while they accomplish the dialogue. The teacher should model the dialogue beforehand then give time to students to practice in pairs. Regarding Adverbs of Time, let the teacher tell two/three sentences using two/three-time adverbs and ask students to recognize words which entails about time, then explain how each sentence working. finally, let students identify time adverbs in the paragraph and invite them to do exercises in their text book.
11	9	22	2	• Vocabulary • Listening	Listening and speaking	1	58-59	This lesson would help students to stabilize the skills gained from the previous lessons.	In conveying vocabulary knowledge to students, the teacher should prepare a plan with its goals. Students should be familiar to the objectives of the lesson. During planning stage, the

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									teacher never forgets to include strategies of the forms, meanings, and use of vocabularies. The listening skill should be presented to students based on the pre, while, and post listening strategies.
12	10	23	1	• Word Study • Reading Comprehension	Listening and speaking	1	63-65	This lesson is deliberately selected to stabilize the lesson learned in the previous sessions.	In this lesson, students exposed to a reading text which enable them to develop their reading skill and to recognize the gist of the text. Students will examine to segment words into syllables; the prefixes and root words. The teacher is expected to initiate students to make a prediction about the text based on the title and picture, they should also identify main and details of the reading text.
13	10	23	2	• Vocabulary • Listening	Vocabulary and Listening	1	66-67	This lesson would help students to stabilize the skills gained from the previous lessons.	In conveying vocabulary knowledge to students, the teacher should prepare a plan with its goals. Students should be familiar to the objectives of the lesson.

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									During planning stage, the teacher never forgets to include strategies of the forms, meanings, and use of vocabularies. The listening skill should be presented to students based on the pre, while, and post listening strategies.
14	10	23	3	• Speaking • Grammar	Listening and speaking	1	68-69	The content presented under this section is selected because of its significance and level of utility.	This lesson helps students to utilize daily social expressions while they accomplish the dialogue. The teacher should model the dialogue beforehand then give time to students to practice in pairs. Regarding Ever and Never, let the teacher construct five sentences using ever and never and ask students to distinguish meanings among these sentences, then explain how each sentence working. finally, let students identify how the words ever and never are using in sentence constructions.

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15	10	24	4	• Reading Fluency • Vocabulary	Reading & Vocabulary	1	79	In this lesson students are exposed to reading a text fluently. Therefore, if they learn this section, they will be able to acquire other related concepts.	If the lesson is modeled by the teacher, students will catch up reading texts fluently. Reading fluency can be achieved through rigorous exercise; so, the teacher should model the first and second paragraphs of "Ethiopian Coffee" reading passage, tell to students to read with you stressing key words and syllables. Use teaching vocabularies with four equally divided strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development.
16	10	24	5	• Writing	Listening and speaking	1	80	In this section of the lesson students will be exposed to writing activities which help them to develop hands-on learning and encourage them to understand	When students access to participate in the lesson, they develop confidence and have positive attitude. Therefore, the teacher facilitates the lesson to be interesting and participatory. This can be achieved through well planned lessons. The teacher should offer guidelines how

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No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
								other skills too.	to write friend's letter which incorporate five different sections: the heading, the greeting, the body, the closing and the signature. Let students attempt activities presented on their exercise book.
17	10	25	2	• Vocabulary • Listening	Vocabulary & Listening	1	83-85	This lesson would help students to stabilize the skills gained from the previous lessons.	In conveying vocabulary knowledge to students, the teacher should prepare a plan with its goals. Students should be familiar to the objectives of the lesson. During planning stage, the teacher never forgets to include strategies of the forms, meanings, and use of vocabularies. The listening skill should be presented to students based on the pre, while, and post listening strategies.
18	10	25	4	• Reading Fluency • Vocabulary	Reading & vocabulary	1	87-88	In this lesson students are exposed to reading a text fluently.	If the lesson is modeled by the teacher, students will catch up reading texts fluently Reading fluency can be achieved through rigorous

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								Therefore, if they learn this section, they will be able to acquire other related concepts.	exercise; so, the teacher should model the third and fourth paragraphs of "The Importance of Trade" reading passage, tell to students to read with you stressing key words and syllables. Use teaching vocabularies with four equally divided strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development.
19	11	26	2	• Vocabulary • Listening	Vocabulary & listening	1	93-94	This lesson would help students to stabilize the skills gained from the previous lessons.	In conveying vocabulary knowledge to students, the teacher should prepare a plan with its goals. Students should be familiar to the objectives of the lesson. During planning stage, the teacher never forgets to include strategies of the forms, meanings, and use of vocabularies. The listening skill should be presented to students based on the pre, while, and post listening strategies.

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20	11	26	3	• Speaking • Grammar	Listening, speaking and reading	1	95-97	The content presented under this section is selected because of its significance and level of utility.	This lesson helps students to utilize daily social expressions while they accomplish the dialogue. The teacher should model the dialogue beforehand then give time to students to practice in pairs. Regarding Gerunds and Infinitives, let the teacher deliver two/four sentences using gerunds and infinitives and ask students to realize their differences among these sentences, then explain how gerunds and infinitives are working. finally, let students identify how these grammatical forms are using in sentence constructions.
21	11	26	4	• Reading Fluency • Vocabulary	Reading & vocabulary	1	97-98	In this lesson students are exposed to reading a text fluently. Therefore, if they learn this section, they will be able	If the lesson is modeled by the teacher, students will catch up reading texts fluently Reading fluency can be achieved through rigorous exercise; so, the teacher should model the fifth and sixth paragraphs of “Female

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								to acquire other related concepts.	Genital Mutilation" reading passage, tell to students to read with you stressing key words and syllables. Use teaching vocabularies with four equally divided strands: meaning-focused input, where students learn new vocabulary and enrich and establish previously met vocabulary through activities; meaning-focused output, where students enrich and establish their knowledge of vocabulary through speaking and writing; language-focused learning, where students are trained in the four important vocabulary strategies of guessing from context, using word cards, using word parts, and dictionary use, and fluency development; including activities such as speed reading, extensive reading, and ten-minute writing.
22	11	27	1	• Word Study	Vocabulary	1	99-	This lesson is	In this lesson, students

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				• Reading Comprehension	& Reading		102	deliberately selected to stabilize the lesson learned in the previous sessions.	exposed to a reading text which enable them to develop their reading skill and to recognize the gist of the text. Students will examine to segment and blend words into syllables. The teacher should model by reading words slowly to be heard each syllable then blend the syllables by saying faster as a whole word. The teacher is expected to initiate students to make a prediction about the text based on the title and picture, they should also identify main and details of the reading text.
23	11	27	4	• Reading Fluency • Vocabulary	Reading & vocabulary	1	106-107	In this lesson students are exposed to reading a text fluently. Therefore, if they learn this section, they will be able to acquire other related concepts.	If the lesson is modeled by the teacher, students will catch up reading texts fluently. Reading fluency can be achieved through rigorous exercise; so, the teacher should model the fourth and fifth paragraphs of "Early Marriage in Ethiopia" reading passage, tell to students to

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									read with you stressing key words and syllables. Use teaching vocabularies with four equally divided strands: **meaning-focused input**, where students learn new vocabulary and enrich and establish previously met vocabulary through activities; **meaning-focused output**, where students enrich and establish their knowledge of vocabulary through speaking and writing; **language-focused learning**, where students are trained in the four important vocabulary strategies of guessing from context, using word cards, using word parts, and dictionary use, and **fluency development**; including activities such as speed reading, extensive reading, and ten-minute writing.
24	11	28	1	• Word Study • Reading	Vocabulary & Reading	1	108-110	This lesson is deliberately selected to	In this lesson, students exposed to a reading text which enable them to develop

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No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
				Comprehension				stabilize the lesson learned in the previous sessions.	their reading skill and to recognize the gist of the text. Students will examine to segment and blend words into syllables. The teacher should model by reading words slowly to be heard each syllable then blend the syllables by saying faster as a whole word. The teacher is expected to initiate students to make a prediction about the text based on the title and picture, they should also identify main and details of the reading text.
25	11	28	5	• Writing	Listening, speaking	1	117	In this section of the lesson students will be exposed to writing activities which help them to develop hands-on learning and encourage them to understand other skills too.	When students access to participate in the lesson, they develop confidence and have positive attitude. Therefore, the teacher facilitates the lesson to be interesting and participatory. This can be achieved through well planned lessons. The teacher should remind about capitalization and punctuation. Let students

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No	**unit**	**Week**	**Lesson**	**Content/sub-content**	**Skill (S)**	**No of periods**	**Page No.**	**Rationale (for selection of the content)**	**Description (knowledge, skill and attitude) and suggested methodology (Objective & MLC)**
									correct capitalization and punctuation errors of sentences presented on their text book and copy in their exercise book.
26	12	29	1	• Word Study • Reading Comprehension	Listening, speaking	1	118-120	This lesson is deliberately selected to stabilize the lesson learned in the previous sessions.	In this lesson, students exposed to a reading text which enable them to develop their reading skill and to recognize the gist of the text. Students will examine to segment and blend words into syllables. The teacher should model by reading words slowly to be heard each syllable then blend the syllables by saying faster as a whole word. The teacher is expected to initiate students to make a prediction about the text based on the title and picture, they should also identify main and details of the reading text.
27	12	29	3	• Speaking • Grammar	Speaking and grammar	1	122-124	The content presented under this section is selected because	This lesson helps students to utilize daily social expressions while they accomplish the dialogue. The

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								of its significance and level of utility.	teacher should model the dialogue beforehand then give time to students to practice in pairs. Regarding Present Perfect Tense using 'Already' and 'Yet', let the teacher deliver three/four sentences using 'already' and 'yet' and ask students to realize their differences among these sentences, then explain how 'already' and 'yet' in Present Perfect Tense are working. finally, let students identify how these grammatical forms are using in sentence constructions.
28	12	29	4	• Reading Fluency • Vocabulary	Reading & vocabulary	1	124-125	In this lesson students are exposed to reading a text fluently. Therefore, if they learn this section, they will be able to acquire other related concepts.	If the lesson is modeled by the teacher, students will catch up reading texts fluently. Reading fluency can be achieved through rigorous exercise; so, the teacher should model the fifth and sixth paragraphs of "Adolescence" reading passage, tell to students to read with you stressing key

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									words and syllables. Use teaching vocabularies with four equally divided strands: **meaning-focused input**, where students learn new vocabulary and enrich and establish previously met vocabulary through activities; **meaning-focused output**, where students enrich and establish their knowledge of vocabulary through speaking and writing; **language-focused learning**, where students are trained in the four important vocabulary strategies of guessing from context, using word cards, using word parts, and dictionary use, and **fluency development**; including activities such as speed reading, extensive reading, and ten-minute writing.
29	12	30	2	• Vocabulary • Listening	Vocabulary & listening	1	129-131	This lesson would help students to stabilize the skills gained from the	In conveying vocabulary knowledge to students, the teacher should prepare a plan with its goals. Students

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								previous lessons.	should be familiar to the objectives of the lesson. During planning stage, the teacher never forgets to include strategies of the forms, meanings, and use of vocabularies. The listening skill should be presented to students based on the pre, while, and post listening strategies.
30	12	30	3	• Speaking • Grammar	Speaking & grammar	1	131-133	The content presented under this section is selected because of its significance and level of utility.	This lesson helps students to utilize daily social expressions while they accomplish the dialogue. The teacher should model the dialogue beforehand then give time to students to practice in pairs. Regarding Adjectives, let the teacher deliver three/four sentences using adjectives like, 'dangerous' 'beautiful' 'harmful' etc. and ask students to realize how adjectives are working to explain their thoughts about these sentences, then explain

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									how 'adjectives' are used in meaning formation. finally, let students say some adjectives.

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6. Methodology

To minimize the spread of Covid-19, teachers could use suggested methodologies in the teacher guide especially questioning and answering, think-do-share strategy, individual assignment, individual project work, homework etc. The sitting arrangement should also be fixed.

7. The role of teacher and student

Teachers are highly expected to use the 30 periods effectively to cover the uncovered second semester portions based on this guide line. The main points under this sub unit should be discussed and some examples should be used to elaborate the major points in the class room. Teachers should provide selected exercise and reading assignment for those omitted contents.

Students have to follow make up classes attentively, study the whole uncovered portions and work exercise questions found on the textbook and ready for the next grade.

8. methodology

To minimize the spread of Covid-19, teachers could use suggested methodologies in the teacher guide especially questioning and answering, think-do-share strategy, individual assignment, individual project work, homework etc. The sitting arrangement should also be fixed.

9. The role of teacher and student

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11. Methodology

To minimize the spread of Covid-19, teachers could use suggested methodologies in the teacher guide especially questioning and answering, think-do-share strategy, individual assignment, individual project work, homework etc. The sitting arrangement should also be fixed.

12. The role of teacher and student

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