



State of Kuwait
Ministry of Education

Target English

Teacher's Guide

Grade

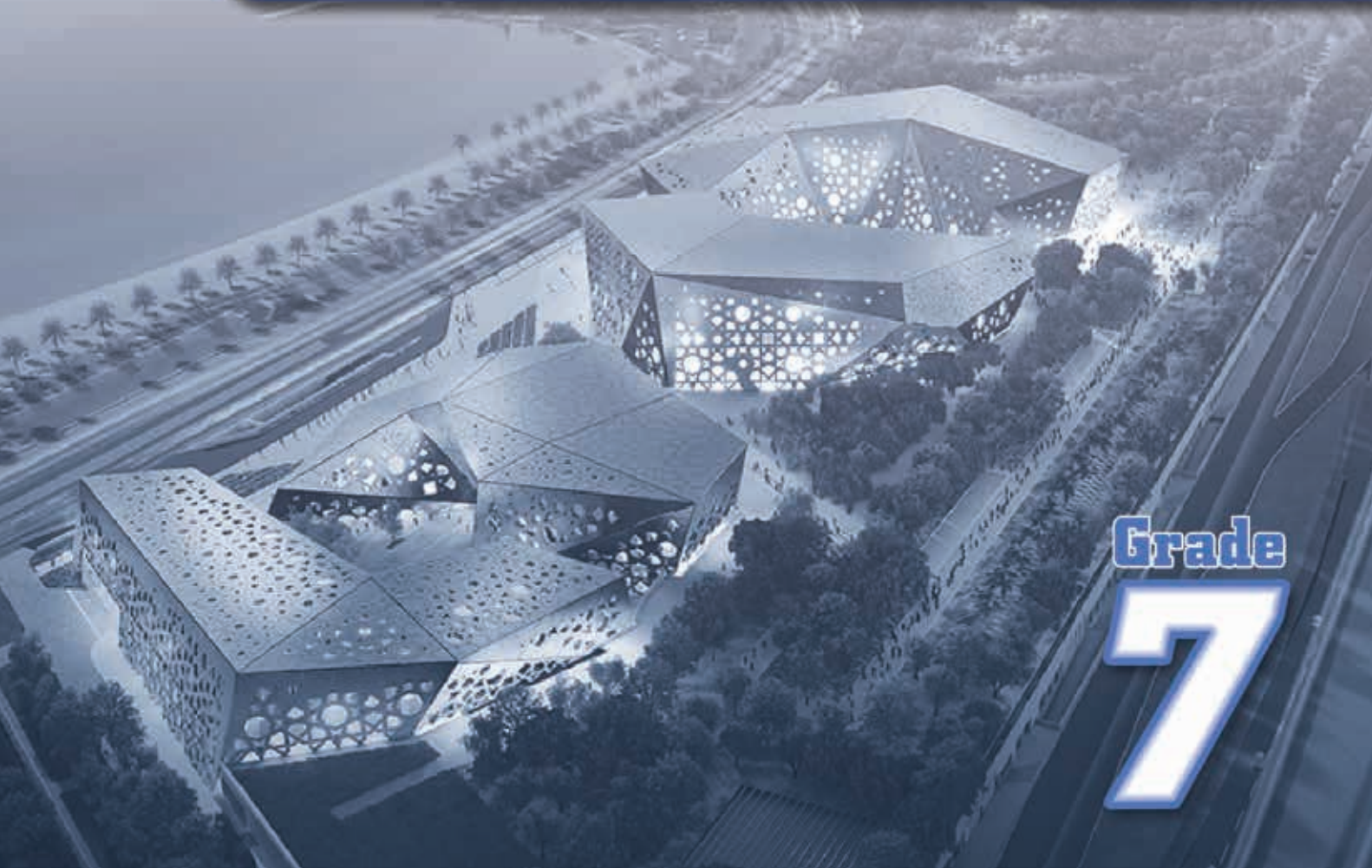
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Egyptian International Publishing Company - Longman,
10a Hussein Wassef Street,
Messaha Square,
Dokki,
Cairo,
Arab Republic of Egypt

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First Printed in 2008
Second edition 2017 / 2018

Acknowledgements:

The publisher wishes to thank the Evaluation
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Acknowledgement

The Ministry of Education wishes to thank the Amendment Committee (2016):

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1. Why This Teacher's Guide:

This Guide has been prepared to assist you in teaching Grade Seven English according to the requirements of the new Kuwait National Curriculum and Standards (Kuwait, 2015) to be applied in September 2017.

The Guide shares thoughts and ideas on how to teach a brand new curriculum using the existing teaching and learning resources that were designed for the previous curriculum. This is not going to be an easy job! However, we are convinced that together we can do it, with your commitment and our support.

In addition to introducing the new curriculum, the Guide indicates the following facts:

- **Firstly**, the word “Guide” is far from its traditional meaning of “prescribing ways of doing or giving directives and instructions on how teaching and learning must happen in your classrooms”. To “Guide” here means “to offer possible directions, to investigate, to encourage inquiry, to find ways to conduct students’ learning by resorting to genuine and creative teaching approaches.”
- **Secondly**, the Guide is explicitly built on the well-known educational principle stating that every classroom and every student is different from others and accordingly your ways of teaching. Therefore, it should be clear for teachers, school principals, supervisors and all those who work in the educational field that there is not just one best way to teach and learn for all students and all teachers. This explains why different contexts need different approaches.
- **Thirdly**, the Guide promotes the idea of a curriculum for all, but also for every student with his/her personal knowledge, skills, values, attitudes and attributes. Your students are different in their abilities and learning styles. Your classes are normally made of students with wide and various ranges of personal interests, abilities and attitudes. All students are smart, but each of them is smart in some areas and less smart in others. A teacher’s role is to support each student to discover his potential and achieve the best possible results in those areas where he/she has maximum potential.

2. Kinds of teachers’ attitudes and actions the Guide encourages:

Teachers are encouraged to be as creative and flexible as possible in using this Guide while adapting its suggestions to their individual students and their way of teaching. Therefore, do not hesitate in resorting and putting into action all assets you possess!

Using the resources, currently available in your school, the Guide will support you to plan and carry-out effective, rich and meaningful ‘learning activities’ for your students. It helps make the ‘classroom happening’ original, relevant, challenging, attractive and motivating for your students, preparing them “not just for exams” but for life.

It prepares them for the challenges of a century that needs:

- Responsible citizens, confident in their Islamic, national and global identity.
- Pro-active personalities, fully involved in the country and their own growth.
- Respectful individuals towards other people and the environment.
- Diligent lifelong learners.

The new Kuwait National Curriculum is essentially a student- and leaning-centred curriculum that develops student real-life related knowledge, skills, attitudes and values, defined in terms of coherent, strong and sustainable system of competences.

3. To whom the Guide is addressed:

In addition to teachers, the Guide will be used as the main training material for those who will conduct an introductory training as well as the school-based continuous professional development activities for Grade Seven teachers in the context of implementing the new competence-based curriculum (September 2017 - May 2018). The material will also be used as a reference for school principals and supervisors when monitoring teachers in the classroom.

4. Kinds of teaching and learning the Guide promotes:

The new Kuwait National Curriculum explicitly takes advantage of a number of modern educational and curriculum theories and concepts that enhance and thoroughly enrich the learning process.

The Guide will support you as teachers to shift these theories and concepts into practice, translating the “Curriculum and standards documents” into your concrete activities of planning, teaching, managing and supporting students’ learning process as well as assessing and improving their results.

5. Functions of the new curriculum:

The new curriculum is designed to:

- Subscribe to a constructive teaching approach where the teaching should build on the students' prior knowledge, restructuring it by continuously referring every piece of new knowledge to pre-existing and consolidated 'structures of the mind'. In this respect, it is YOUR task as a teacher, to make sure that such a process really happens
- Promote student-centred learning, where the students are involved in an individual, peer or group level activity for much of their learning. Teachers need to make sure this takes place in reality and not just in formal and meaningless statements without any concrete effect
- Motivate students. Students can be motivated by building on their familiarity of the context from where the teaching begins; the teaching is thus more frequently context-based, rather than subject-based.
- Promote problem-based learning. Such a strategy relates to the need for students to face a challenge which they can attempt to solve; clearly, the challenge needs to be age appropriate, in other words, challenges situated "within their zone of proximal development" as L. Vygotsky states.
- Encourage interdisciplinary teaching, recognizing the need to connecting the way in which learning is seen in different areas and subjects and inter-relating this to further support learning.
- Support the development of students' personal competences, by means of building up gradually - and in an integrated way - their knowledge, skills, attitudes and values and making them functional. This relates to promoting integrated networks of positive student knowledge, skills, attitudes and desired attributes relevant to different types of subject- based competences (key, general and specific.)
- Promote the development of students' social attributes such as communication, teamwork, fostering responsibility through leadership and making decisions.

6. How are interrelations ensured:

The curriculum concepts are inter-related, functioning as a system. They should not be presented as isolated ideas and experiences, but rather as an integrated body of interrelated realities. Wherever possible, more than one specific competence might be developed during a lesson; all of them are interrelated. Hence a curriculum standard, associated with each of the specific competences, can be taught together with others in an interdisciplinary fashion. This Teachers' Guide encourages interlinking. This can also apply to learning across subject areas (for example, Science and Arabic; Mathematics and Art Education, etc.)

7. The Guide as an open document:

The Guide is an open document. You, as beneficiaries, may make any suggestions and comments which you deem necessary to your supervisors.

THE NEW KUWAIT NATIONAL CURRICULUM (KNC):

HOW WOULD IT CHANGE YOUR CURRENT WAY OF TEACHING?

When applying the new Kuwait National Curriculum, grade Seven teachers have to work with a set of new concepts and to have a common understanding of the meaning of these concepts. This module states some of these definitions and explanations.

1. The new Kuwait National Curriculum (KNC):

In its simplest definition, curriculum is a system of learning experiences and opportunities planned and implemented for the development of learners through their education.

The new 2016 National Curriculum represents a highly organized body of knowledge, skills and attitudes/values that learners are offered by the Kuwaiti educational system and which are useful for personal fulfilment and development as well as for future social inclusion and employment.

The Kuwait National Curriculum defines what learners are expected to know, be able to do, and how they should behave as values-oriented human beings and citizens forged as a result of their education.

2. Competence-based Curriculum

Like most current-day curricula in the world, the Kuwait National Curriculum is based on the competences learners are expected to acquire after completing their programme of education. In a competence-based curriculum, the aims of education are achieved by gradually developing a coherent system of key, general and specific competences. A curriculum that explains and plans the learning process in terms of developing learners' competences is called "competence-based curriculum".

3. What are the Competences?

Competences are defined as integrated systems of knowledge, skills and attitudes, values and beliefs developed through formal and informal education. They allow individuals to become responsible and autonomous persons, able to solve a diversity of problems and perform satisfactorily in everyday life-settings at the quality level expressed by the standards. Through the new Kuwait National Curriculum, one develops three types of competences:

- Key competences
- General competences
- Specific competences

3.1. Key Competences

Key competences represent a package (a system) of knowledge, skills, values, attitudes, beliefs, and personal/social attributes that all individuals need to acquire by the end of their Secondary Education, i.e. at the end of Grade 12.

These competences are not generated by one of the subjects (e.g. Mathematics or Arabic). On the contrary, they are developed by the joint and simultaneous contribution of all subjects that learners learn over their schooling. This cross-curricular (i.e. non-subject specific) nature of the key competences is self-explanatory when it comes to some of their main features, such as: high level generality (synthetic character), consistency and sustainability over time.

These competences (e.g. Islamic and Ethical Competences, Communicative competence in Arabic Language, etc.) are the foundation of successful personal and social lifelong development, including further employability and career advancement.

3.2. General Competences

General competences, in contrast to key competences, are subject-specific. They define the most general subject-based knowledge, skills and attitudes/values integrated in learners' expected outcomes by the end of grade 12, when a certain subject is taught.

3.3. Specific Competences

Specific competences are sub-divisions of the above defined general competences and represent lower level, underlying stages in the development of the general competences related to a certain subject. The specific competences are structured and acquired by learners during a school year in the limits of certain subjects displayed in the Teaching Plan. Under each subject, the specific competences cover specialized, **topic-based** competences (knowledge, skills and values/attitudes) which learners are expected to demonstrate by the end of each Grade.

Within the curriculum, the specific competences are clustered in the following four areas (ranges):

- A range of **realities** specific to the subject (i.e. a cluster of knowledge, facts, and information related to the subject).
- A range of **operations** specific to the subject (i.e., a cluster of skills and strategies related to the subject).
- A range of **attitudes**, somehow related to the subject (a cluster of attitudes, values, beliefs of all sorts, mobilized by the knowledge and skills acquired in a certain subject).
- A range of **connections** with other subjects and domains of knowledge (a cluster of associations of knowledge, skills, etc. from other areas of study and experience).

4. Standards to be attained through the new Kuwait National Curriculum:

As a competence-based curriculum, the new Kuwait National Curriculum resorts to the concept of 'standards'. The standards define the quality levels that learners achieve in developing their competences at different stages of the learning process.

The Kuwait National Curriculum refers to two types of standards: Curriculum Standards and Performance Standards.

The curriculum standards refer to the quality level to be achieved by learners in attaining the specific competences by the end of each grade. As they describe learners' progress in learning, the curriculum standards are basic for all types of formative and summative classroom assessment.

The performance standards are a measuring tool that defines the quality level to be achieved by learners in attaining general competences by the end of each of the school stages, Primary, Intermediate and Secondary. The measurement of the performance standards is basic for different types of national assessments and examinations.

5. The Structure of the Kuwait National Curriculum:

The Kuwait National Curriculum is structured in two main components:

- The Conceptual Component, consisting of two documents that regulate the curriculum system as a whole, namely:
 - The National Curriculum Framework

- The Kuwait Teaching Plan for Grades 1 to 12.
- The Operational Component, consisting of a relatively large number of official curriculum documents, namely:
 - Teaching and learning materials (TLM) for learners and teachers, including textbooks for learners and Guidelines for teachers, e-books, educational software, CD-ROMs and other digital aids and learners' workbooks.
 - Assessment and examination regulations, Guides and instruments.
 - Official curriculum-related instructions.
 - Implementation Guidelines and Guidelines for teacher mentoring.
 - Other support materials.

THE NEW SUBJECT CURRICULA AND STANDARDS FOR INTERMEDIATE EDUCATION AS PART OF THE KUWAIT NATIONAL CURRICULUM

1. What is the relationship between the Kuwait National Curriculum and the Intermediate Education Subject Curricula and Standards?

1.1 Subject Curricula and Standards in Intermediate Education:

A Subject Curriculum and Standards for Intermediate Education describes the system of learning experiences offered to learners in their schooling by a given subject, as well as its connections to other subjects of the National Curriculum.

As an example, the Curriculum and Standards for English is a component of the Kuwait National Curriculum, together with the other eight subjects included in the Teaching Plan. Jointly, they are meant to develop the Key Competences described in your subject curricula. This Guide aims at supporting you to reflect on the current curriculum, explaining how the new curriculum can support you to improve the learning outcome of your learners based on national and school-based priorities. The new curriculum is also meant to guide discussions with your colleagues, and stimulate your own thinking. Such reflection can offer tangible support to help to improve your everyday classroom practices and assure better learning for your learners.

1.2. Targets of the New Curriculum:

The former Curriculum most often addressed the so-called “general learner”. However, there is no such reality as “the general learner” for whom the school could prescribe a standard line of progress; there are many individual differences among us (various abilities, learning styles, interests, types of intelligence). In this respect, a modern society should focus on valuing everyone’s potential in order to develop well-trained and effective citizens.

The new Curriculum urges teachers to address individual learning styles, to use their freedom of adding or adapting the curriculum to local needs or specific realities. The teacher may choose the teaching methods and techniques and may adapt the pedagogical practices depending on the learners’ cognitive and affective background and learning style.

The new curriculum emphasizes a vision of:

- **The learner** as an autonomous thinker and explorer who expresses his/her own points of view, builds arguments and asks questions for understanding, exchanges ideas and cooperates with others in problem solving - rather than a passive recipient of information that reproduces listened-to/written ideas and works in isolation.
- **The teacher** as a facilitator of learning, a coach as well as a partner that helps the learner to understand and explain - rather than a 'knowledgeable authority' that gives lectures and imposes standard points of view.
- **Classroom learning** based on collaboration and aiming at developing competences - instead of being based on competition in order to establish hierarchies among learners, and aiming at developing factual knowledge focused only on validated examples.

More concrete, the overall idea behind the new curriculum is to produce some major shifts regarding:

- **The content:** from theoretical teaching of the subject to a variety of contexts that generate learning with understanding.
- **What is expected from learners:** from merely applying algorithms to using problem solving strategies.
- **Learning:** from memorization and repetition to exploration and investigation, self-discovery and creativity.
- **Teacher's role:** from an information provider to an organizer of a wide variety of learning activities for all children, adapted to individual levels of attainment and rhythms of development.
- **Assessment:** from subjectivism and the rigidity of marks meant to classify learners, to self-assessment and progress assessment.

2. Curriculum for Intermediate Education: Specific Features

2.1. Intermediate Education

In most countries, and Kuwait is no exception, Intermediate Education is the third stage of education, following, in a systemic and consistent way: Early Childhood (ECE) and Pre-school Education (PSE) and Primary Education.

Early Childhood and Pre-School Education are seen as a complex period of rapid and substantial physical, cognitive, emotional and social development of children. During this phase of development, exposure of children to the basic systematic learning processes focuses on stimulating the child's curiosity about themselves, society, nature, knowledge, culture and new technologies. An aim of education at this age is to stimulate the child's creative abilities- and enthusiasm in approaching new experiences and facing real-life situations.

The Primary stage in children's learning builds upon, and makes connections with previous early childhood learning and experiences. Teaching and learning are supported by a wide range of experiences across a number of subject areas, with a focus on the key competences to be achieved at the end of Grade 12 as a result of structuring subject-related general and specific competences. Therefore, at this level basic learning habits are established and cognitive, social-emotional, and motor development is nurtured. Special attention is given to building up positive attitudes towards learning so that children become aware of their potential and have opportunities to fully develop different dimensions of their personality.

As compared to previous phases, Intermediate Education (Grades 6 to 9) offers learners new challenges for their cognitive, physical, personal, social, and moral development. Their natural curiosity needs to be stimulated further to make sure that the knowledge, skills, values and attitudes acquired at this level represent a sustainable base for higher levels of education, as well as for their social integration.

One of the main goals at this level is to prepare learners for further secondary studies, yet at the same time, it is also envisaged that such education promotes career orientation and supports learners to develop and calibrate their personal interests in learning and in defining their future goals.

At the intermediate level, the curriculum is intended to enrich learners 'exposure to a broad spectrum of learning experiences, i.e., combining conceptual and practical approaches; abstract thinking and contextualized action to help learners to identify their preferences, and areas of special interest.

Two slightly different Curriculum Stages are typical for the development of learners within the formal structure covered by Intermediate Education. The first curriculum stage, covering Grades 6 and 7, can conventionally be called "further extensive development and basic orientation", while the second, the so-called "reinforcement and enhanced orientation" refers to Grades 8 and 9.

The first stage (Grades 6 and 7) aims to deepen knowledge in different learning areas, ensuring the initial foundation for further secondary education and is focused towards career orientation. Learners are exposed to challenges such as:

- Development of abstract knowledge and more complex thinking, i.e., higher-order intellectual skills that are needed to sustain curiosity, inquiry about the World and themselves and problem-solving capacities.
- Nurturing their interests for more in-depth understanding of themselves, others, and the natural and technological environment in which they live.
- Developing skills for teamwork and self-evaluation.
- Developing effective communicative skills, including mathematical and scientific specialized codes.
- Expanding the possibilities for verbal and written communication in Arabic, English and any additional language(s).
- Developing knowledge and understanding of the diverse and dynamic nature of society and interactions occurring among cultures, societies and environments.
- Comprehending Islamic ethical rules and values and applying them in daily life.
- Developing responsibility with regard to active participation in society and to the preservation of the environment.

The second stage (Grades 8 and 9), while continuing to stress the above aims, orients learners to consider different future schooling and career options. Learners are exposed to challenges such as:

- Using information sources and resources, and critically approaching different data constructions.
- Developing an interest in public life through direct engagement in out-of-school activities.
- Exposing themselves to environmental issues, concerns and real-life issues that may help them consolidate their knowledge and further develop their problem-solving and decision-making skills.
- Familiarizing themselves with different academic and career choices.
- Obtaining practical/vocational training and orientation activities to allow them to clarify their future aspirations.
- Promoting their self-determination and strengthening self-evaluation skills.
- Reinforcing their competences for teamwork and social interactions.

2.2. Student's outcomes at the end of Intermediate Education:

The subject curricula and standards for Intermediate Education, including the Life Skills Curriculum, take into account all the aspects highlighted above, reflecting on them at the level of the general and specific competences they aim to develop with students during the school years.

To give an overview of the students' profile at the end of Intermediate Education, a synthesis of the performance standards to be attained through each subject is presented below.

Quranic Studies:

By the end of Intermediate Education, students who have fully developed their competence in Quranic Studies are expected to:

- Memorize accurately and meaningfully the assigned Quranic chapters.
- Explain the overall meaning of Quranic verses.
- Use Quranic speech style in life with related skills of communication and speech.
- Apply Quranic guidelines and values in relation to individuals and groups' rights and responsibilities.

Islamic Education:

By the end of Intermediate Education, students who have fully developed their competence in Islamic Education are expected to:

- Foster learners' understanding of the Islamic verdicts and beliefs that are based on evidence from agreed Shariah resources.
- Appreciate worship with mastering different skills and beliefs in its role of correcting the person's behavior.
- Adopt the sound Islamic moderate principles, derived from the Holy Quran and the Biography of Prophet Muhammad (PBUH) and the righteous predecessors, in the individual's behavior and relationships with others.
- Create awareness about the history of Prophet Muhammad (PBUH) and his companions while memorizing some of his sayings and traditions.
- Enhance the spirit of righteous citizenship and pride from belonging to the State of Kuwait and its history while contributing actively towards the nation renaissance.
- Develop the ability of dialogue based on reason and evidence and accept the opinions of others from an Islamic perspective.

Arabic Language:

By the end of Intermediate Education, students who have fully developed their competences in Arabic Language are expected to:

- Apply different strategies to understand various oral messages, summarizing ideas and expressing opinions.
- Apply different strategies to understand, interpret various written messages appropriate to their level of comprehension and to their interests, to share their ideas about a text they read.
- Apply different strategies in order to write clear and coherent texts of various types (narration, description, explanation, dialogue, argumentation), adapted for a range of purposes and audiences.
- Structure their talk clearly, adapting it for a range of purposes and audiences, using appropriately nonverbal elements of communication and integrating multimedia and visual displays, as and when needed.

- Participate in various interactions, building on others' ideas and expressing their own clearly, and showing respect to others' opinions.
- Use appropriately the vocabulary and grammar knowledge they acquired in all communicative activities (listening, speaking, reading and writing).
- Evaluate their own knowledge, skills and attitudes in using classic Arabic language for oral and written communication.
- Explain the role of having a good command of Arabic language for their future.
- Transfer the communicative skills acquired in Arabic language classes to the study of other school subjects or to real life contexts.
- Use creatively the knowledge and skills from other domains of formal or informal education to enhance their communication competence in Arabic language.

English Language:

By the end of Intermediate Education, students who have fully developed their competences in English Language are expected to achieve level B1 as defined in the Common European Framework of Reference of Languages:

- Identify main points and some details of clear standard input on familiar matters regularly encountered in school and leisure.
- Deal with most situations likely to arise whilst travelling in an area where English is spoken.
- Produce simple connected text on topics which are familiar or of personal interest.
- Speak with speed, using language appropriate for the purpose, using different intonation when speaking in a variety of situations.
- Use the vocabulary, structures and grammar of spoken standard English to be able to communicate fluently and accurately and with increasing confidence.
- Make use of appropriate speech acts for example: apologizing, agreeing, disagreeing, requesting, complaining, inviting, offering, suggesting, giving advice, expressing pleasure or dissatisfaction, to communicate effectively.

- Read a wide variety of fiction and non-fiction texts, such as newspapers, articles, e-mails, letters, stories, brochures and dialogues, with fluency and accuracy.
- Comprehend age-appropriate texts, and infer the meaning of unknown words from the context in order to make simple, reasonable predictions, suggesting a suitable title, or endings to a story.
- Independently use a variety of strategies appropriate at different stages in the writing process i.e.: brainstorming, drafting, revising, editing, publishing or writing out the final product.
- Compose grammatically, semantically and sequentially well-constructed correct sentences/ short texts about their own experiences and familiar topics, such as: hobbies, events, travelling, self, family, personal interests, daily routines, with the help of guide words.

Mathematics:

By the end of Intermediate Education, students who have fully developed their competences in Mathematics are expected to:

- Use a variety of numbers to solve multi-step exercises.
- Recognize, draw and classify 2D and 3D figures according to various criteria.
- Use calculation methods for lengths, areas, and volumes in math and everyday life problems.
- Use appropriately the metric system units, time units and currency units, conversions between multiples and submultiples of the same unit, and appropriate procedures and tools for solving math and everyday-life problems.
- Use equations, functions, polynomials, formulas to translate verbal sentences into mathematical expressions (and vice versa) in order to simplify and clarify problem situations.
- Collect data from observation/ survey on a certain theme, classify them based on simple criteria, and organize and interpret these data meaningfully.
- Use mathematical logic to verbalize approaches in problem posing and problem solving clearly and concisely, in mathematics and real-life contexts.

- Differentiate rigor, precision and approximation in a variety of mathematical and real life contexts.
- Show interest in observing and extrapolating patterns and models based on mathematical methods.

Science:

By the end of Intermediate Education, students who have fully developed their competences in Science are expected to:

- Show conceptual understanding and offer explanations for natural phenomena and technological processes associated with (a) health, food and the environment, (b) matter, energy and forces (c) familiar industrial processes and the use of resources, (d) Earth and space.
- Undertake scientific investigations requiring the use of inquiry processes and reasoning abilities.
- Devise and interpret models that illustrate and explain phenomena.
- Put forward society-related, justified socio-scientific decisions, based on meaningful science conceptualizations.
- Creatively plan or design ways to address scientific, engineering and technological challenges, related to identified natural phenomena and technological processes.
- Gain an appreciation of the nature of science and the nature of technology and their limitations.
- Use learning in other subjects e.g. mathematics, to address scientific problem solving and socio-scientific decision making.

Social Studies:

By the end of Intermediate Education, students who have fully developed their competence in Social Studies are expected to:

- Describe the mutual connection between the natural environment and society, their economic and social impact on Kuwait and Gulf Countries Council.
- Suggest adequate solutions for environmental issues and challenges faced by the Arab World seeking assistance from regional organizations and institutions.

- Participate in community groups as a Gulf Countries Council citizen according to rules, laws and regulations.
- Explain and classify Arab World problems (economic, social, cultural).
- Discuss Islamic World political, economic and social problems and identify evidence based solutions.
- Appreciate and think highly of democracy principals and human rights and behave accordingly as a good citizen.
- Behave according to global and human values and enhance respect of the worlds' religion and cultural variety.
- Apply learning from other school subjects to achieve co-existence between different cultures and religions at community level.
- Be proactive in developing appropriate solutions to solve problems facing Gulf Countries Council as reflected at the community level.

ICT:

By the end of Intermediate Education, students who have fully developed their competence in ICT are expected to:

- Explore, transfer and convert information correctly, critically, creatively and responsibly.
- Choose and use digital tools and devices appropriately to facilitate daily life situations and learning.
- Use digital tools creatively, responsively and effectively for communicating, producing, processing, analyzing, sharing and presenting information and processes based on their level of knowledge.
- Install digital tools relevant to their age, such as text, table and graphic editor, computer games and multimedia, program applications and others.
- Investigating, analyzing and problem solving by creating digital learning resources and using simulation to model problem solving real-life scenarios.
- Use recognized procedures to maintain and applying a secure, safe and efficient ICT environment.

Art Education:

By the end of Intermediate Education, students who have fully developed their competence in Art Education are expected to:

- Identify, analyze, and discuss the basic concepts and procedures involved in crafts, drawing, fundamentals of computer design, ceramics, printmaking, textile, metal and wood artwork in familiar and cultural contexts, using adequate terminology.
- Produce various individual and collective works of art by using different genres of art (crafts, drawing, fundamentals of computer design, ceramics, printmaking, textile, metal and wood) and participate in local and international exhibitions.
- Show self-confidence and creativity by developing original works of art in and outside the school.
- Show enjoyment in the sharing of art interests by displaying original works of art in local and international exhibitions, and by discussing about art works.
- Recognize Islamic artistic traditions in their country or in the Arab world, and compare art products from the Gulf Region, explaining how the same elements of Islamic art (crafts, drawing, fundamentals of computer design, ceramics, printmaking, textile, metal and wood) are used differently in various contexts/countries.
- Develop aesthetic preferences when taking decisions concerning the visual design of the close, familiar environment.

Music:

By the end of Intermediate Education, students who have fully developed their competence in Music are expected to:

- Analyze and distinguish melodies by taking into account characteristics such as meter, accent, pitch and rhythm.
- Enhance a sense of perception through evaluating music pieces in terms of quality, similarities, differences and structure.
- Develop self-confidence and creativity through performing individually or in a group various popular and traditional melodies on music instruments, as well as on computers and tablets.

- Show enjoyment in sharing information related to music, and use technology to search for such information.
- Co-operate with others through sharing singing and performing in and outside the school.
- Acquire good listening, discussion and dialogue habits.
- Promote a sense of music, and develop aesthetic preferences when listening to music from a variety of sources.

Physical and Health Education:

By the end of Intermediate Education, students who have fully developed their competence in Physical and Health Education are expected to:

- Listen attentively and express needs, wants, feelings and ideas in accepting and adopting safe and healthy physical activities
- Comprehend rules and regulations related to team sport activities appropriate to their age and interests.
- Perform physical activities appropriate to their age and physical capability that include managing walking, rolling, jumping, running and others.
- Comprehend the benefits of good health activities and apply these activities in their daily lives.
- Show positive attitude to other team mates and/or sport competitors irrespective of winning or losing a sporting event.
- Attend sports activities in a serious and high degree of performance in accordance with their individual and collective abilities inside and outside the school.
- Comprehend how changing personal and contextual factors shape understanding and opportunities for health and physical activity locally, regionally and globally.
- Use good motor skill activities to develop good physical fitness and abilities needed for a productive life in a strong and healthy Kuwait.

Life Skills:

By the end of Intermediate Education, students who have fully developed their competence in Life Skills are expected to:

- Recognize and accept the rules of good behavior and ethics in various daily and professional life situations.
- Respect their roles as responsible members in their families and in the community.
- Develop knowledge, skills, understanding and attitudes in the fields of study they choose for their future career.
- Apply leadership skills to achieve success in project activities.
- Develop capacity to live, learn and work together with others
- Manage appropriately the different daily life situations in and outside school.
- Develop and use personal, interpersonal, behavioral, social and cultural skills and strategies to promote a sense of personal identity, well-being and to build and maintain relationships with others.
- Respect the cultural diversity of the Kuwait society.

1. Rationale

1.1. *English Language*

In the current world, English is more than “one of the foreign languages” studied in schools. As a “common language” of ‘Globalization’, the ‘Knowledge Economy’ and the ‘Digital Age’, English is part of the “key competences” needed, by all means, for personal and social fulfillment and growth. It is also part of a person’s contemporary “functional literacy”. Without it, it is difficult to educate successful citizens of Kuwait and the World. This is an important paradigm shift that gives English a special part to play in educating our children. Therefore, the study of English should leave behind the old-fashioned skill-drill method, as well as its heavily textbook-oriented approach, shifting decisively towards a functional and real-life ‘needs outlook’.

As a school subject, English encompasses the integrated acquisition of a system of communicative competences, with a view to contribute to the mastery of different communication and expression tools of the most important human language in the world in the domains of science, commerce, technology, and education. The subject matter is aimed at facilitating a coherent and comprehensive approach to the acquisition of knowledge and communication skills as well as basic values, attitudes and cultural awareness related to English from Pre-school education to grade 12.

In this context, the English subject curriculum also explores the potential correlations of the subject, with its above-discussed new status and, in higher grades, with a series of cross-cutting issues such as ‘Intercultural Education and Communication’, ‘International Relations’, ‘Human Rights’ and ‘Citizenship Education’, ‘Media Education’, ‘Peace Education’, and ‘Education for Sustainable Development’.

1.2. *The Goal of Teaching English Language*

The detailed use of various communicative competences associated to the study of English aims at supporting students to manage real-life situations and problem solving when listening to, speaking, writing or reading in this language. This subject also contributes widely to the development of the student’s regional, Arab Gulf, and global identity, the sense of belonging to the wider present-day world, and the capacity for cross-cultural understanding and appreciation in order to manage diversity and differences peacefully and productively.

Therefore, the English Language Curriculum aims to:

- Develop students' language awareness regarding English, and their knowledge/skills and attitudes of using the language in listening, speaking, reading and writing, as well as in studies in different communicative settings.
- Transfer the learning skills from English to the study of other foreign languages.
- Develop media-related skills.
- Foster students' knowledge, skills and attitudes towards the values, beliefs and traditions of other cultures.
- Achieve students' accuracy of usage and fluency of using English for social and academic communicative functions.

1.3. Organization of the English Language Curriculum

English is taught from grade 1 to 12. Its overall scope is, on the one hand, to support students to understand oral and written texts (through listening and reading) and, on the other, to produce (oral and written) texts by participating as individuals or members of a group in a variety of communicative activities. By the end of grade 12, students should achieve level B2 of the Common European Framework of Reference for Languages (CEFR).

In this larger perspective, the learning process in grades 1 and 2 should mostly be of an intuitive nature, so that students have a large range of opportunities to develop communication skills specific to level A1 in the CEFR. Therefore, at this level, everyday realities should inspire a mostly oral approach. This does not mean a total lack of reading and writing, but at this stage the development of these two essential skills should go hand in hand with the learning of the student's 'mother tongue', the Arabic language. Grades 3-5 might offer a most important role to reading and writing, but all Primary education should be based on a "learning by playing" approach, where role play, simulation and outdoor activities are encouraged by means of a genuine real-life and needs-oriented approach. At the end of grade 5 students should develop communication skills specific to level A2 in the CEFR.

As such, it is conceived that, students in grades 6 to 9 can understand the main points of clear and simple spoken English on familiar topics regularly encountered at school, during leisure time, etc.; can deal with most situations likely to arise whilst travelling in an area where the English language is spoken; can produce simple connected texts on topics which

are familiar or of personal interest; can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans. Therefore, by the end of grade 9 students are expected to reach level B1 of CEFR.

In Grades 10 to 12, students can comprehend the main ideas of complex texts on both concrete and abstract topics, including technical discussions in their fields of interest or specialization; can interact with a degree of fluency and spontaneity with native speakers; can produce clear, detailed texts on a wide range of subjects, and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Consequently, it is recommended that in higher grades English be studied together with elements of the corresponding culture. At the end of grade 12, students are expected to reach level B2 of CEFR.

The following table illustrates the levels of achievement Kuwait students are expected to attain at different stages according to the CEFR:

Stages of Education	Grades	CERF Levels
Primary	1 – 2	A1
	3 – 5	A2
Intermediate	6 – 9	B1
Secondary	10 – 12	B2

While studying English, students use and enjoy every-day language and elements of culture, communicating orally, visually, and/or in writing. The teaching and learning of English is envisaged, from the student's beginning of the study, as a means to equip learners with an important tool for communication, learning and accessing information, as well as a means of accessing and being a part of regional and international labor markets. It is also a means to foster cultural awareness and intercultural understanding and to comprehend the broader concepts of current, multi-layered identities shaped by complex factors such as the interdependencies of local, national and international contexts, the media, and the increased mobility of people, goods, services and capital across borders.

Based on the balanced presence in the subject curricula of elements of language taught in a functional way and elements of culture, by the end of Secondary learning, students will develop competences to:

- Use English in a correct, fluent, creative and personal way.
- Express ideas and feelings, engage in productive dialogue and use English effectively in oral and written forms of communication.
- Use media in English to understand the surrounding world.
- Appreciate cultural creations of other people.
- Access local and international labor markets more easily.
- Interact effectively in a variety of situations.
- Obtain and make use of information from a variety of sources and media.
- Present information in an organized manner.
- Appreciate literate and non-literate cultures and the nature of language.
- Communicate with others skillfully, appropriately, and effectively for a variety of purposes.
- Develop critical thinking, problem solving, scientific thinking and organizational skills.
- Develop necessary foundations to pursue higher education e-learning, cooperative learning and team spirit.

The General Competences developed through English Language (as presented below) cover in an integrated way: (I) Knowledge, (II) Skills, and (III) Attitudes and Values, including tolerance, respect, curiosity and perseverance.

The curriculum architecture of English Language as a subject matter is built on a set of general competences broken down under the section Scope and Sequence into specific competences, examples of learning activities recommended to be carried out in the classroom, as well as underlying curriculum standards.

2. General Competences of English Language:

1. Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension.
2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts.
3. Reading and viewing a range of texts by means of different strategies in a variety of contexts.
4. Writing a range of texts adapted to a variety of communicative purposes.

3. Performance Standards to be Achieved by the End of Grade 9

By the end of Intermediate Education (end of Grade 9), students who have fully developed their competences in English Language are expected to achieve level B1 as described by the Common European Framework of Reference for Languages. The levels of achievement of the General Competences for grade 9 are defined by the Performance Standards below.

4.2 Grade 7

4.2.1 Competences, learning activities and curriculum standards

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
1. Listening and understanding oral messages by means of different strategies in a variety of contexts	Range of language realities 1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.	<ul style="list-style-type: none"> • Listen to a story in order to sequence events or pictures. • Listen and complete a story. • Listen to a dialogue in order to initiate questions. • Listen to a dialogue/ conversation in order to act out/engage in concrete situations. 	Students are able to: 1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.
	Range of operations 1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/non-native English speakers.	<ul style="list-style-type: none"> • Listen to a story and talk about main events/ characters. • Listen and make predictions. • Listen and retell a story. 	Students are able to: 1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.
	Range of attitudes 1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.	<ul style="list-style-type: none"> • Follow instructions for an oral input. • Listen to a short text or a dialogue & give supportive verbal/nonverbal listening cues. 	Students are able to: 1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.
	Range of connections 1.4 Listening to a TV documentary from an English speaking TV channel to broaden their knowledge about topics learned in other subjects in order to present main points.	<ul style="list-style-type: none"> • Listen to different types of texts on environment related issues in order to complete a project. • Listen attentively to each other while working on/ presenting a project. • Listen to make their own recordings. 	Students are able to: 1.4 Identify some facts related to other school subjects from TV documentaries to complete a project.

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts	Range of language realities 2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.	<ul style="list-style-type: none"> • Discuss different issues (e.g. problems faced by special needs learners) in classroom discussions. • Take part in an interview about jobs. • Talk about previous experience. 	Students are able to: 2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.
	Range of operations 2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).	<ul style="list-style-type: none"> • Providing clarifications for real life situations. • Ask and answer questions about familiar topics using visual cues. 	Students are able to: 2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and role-plays related to grade level topics.
	Range of attitudes 2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.	<ul style="list-style-type: none"> • Role-play varied situations using agreement/disagreement phrases when talking about sport, nationalities etc. • Describe events and dreams in pairs / in groups before performing a written task. 	Students are able to: 2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.
	Range of connections 2.4 Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.	<ul style="list-style-type: none"> • Present different topics orally using visual aids/ other sources of media. • Complete a project in pairs or groups. 	Students are able to: 2.4 Present a short PPT presentation about the surrounding environment or other cultures, indicating what information from other subjects they used.

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
3. Reading and viewing a range of texts by means of different mechanisms in a variety of contexts	Range of language realities 3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.	<ul style="list-style-type: none"> • Read and complete a table. • Read an article and match each paragraph with its suitable main idea. 	Students are able to: 3.1. Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)
	Range of operations 3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.	<ul style="list-style-type: none"> • Read an article and take notes. • Read then guess the ending of a text. • Read to determine the main idea of a paragraph. 	Students are able to: 3.2. Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.
	Range of attitudes 3.3. Showing interest in reading age appropriate texts for pleasure and information gathering.	<ul style="list-style-type: none"> • Paraphrase events of a story/a text. • Read and discuss the suitable title. 	Students are able to: 3.3. Present their favourite readings in a reading diary, in an oral presentation or during a round table.
	Range of connections 3.4. Exploring various sources for finding information needed to understand age appropriate texts.	<ul style="list-style-type: none"> • Read about (inventions, festivals. Etc.) And perform multi tasks using the internet. • Read and answer questions. 	Students are able to: 3.4. Select information from various sources related to other subjects to complete a project or for different tasks.

General Competence	Specific Competences	Examples of Learning Activities	Curriculum Standards
4. Writing different types of texts using strategies adapted to a variety of communicative purposes	Range of language realities 4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.	<ul style="list-style-type: none"> • Write short paragraphs about familiar topics of personal interest with the help of guide words. • Write 6 school rules. 	Students are able to 4.1. Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.
	Range of operations 4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.	<ul style="list-style-type: none"> • Plan a writing topic using any of the pre-writing strategies (mind maps, graphs). • Write a first draft of a text, exchange and evaluate it in pairs. • Revise a text with regard to the logic of ideas, grammar and spelling accuracy etc. • Edit the text in its final version for being published. 	Students are able to 4.2. Plan, write, revise and edit a short text in English
	Range of attitudes 4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.	<ul style="list-style-type: none"> • Write short paragraphs about favourite types of houses/Ideal school. • Explain viewpoints in simple sentences. 	Students are able to 4.3. Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.
	Range of connections 4.4 Using digital resources in writing to complete a project using topics related to other school subjects.	<ul style="list-style-type: none"> • Write about favourite recipe referring to different resources. • Write a paragraph about favourite jobs. 	Students are able to 4.4. Compose short paragraphs about familiar topics related to other school subjects using different digital resources.

Synopsis

Module One: My World

Unit Title	Specific Competencies		Speech Acts	Language Structures
1. Family and Friends	L	1.1 1.2 1.3	<ul style="list-style-type: none"> • Talk about oneself • Talk about favourite possessions • Express preferences • Describe buildings 	<ul style="list-style-type: none"> • Use possessive 's • Use "Have you got? "I've got/ I haven't got" • Use words related to home • Use contractions
	S	2.1 2.2 2.3		
	R	3.1 3.2 3.4		
	W	4.1 4.2 4.3		
2. Sports and Activities	L	1.1 1.2 1.3	<ul style="list-style-type: none"> • Express likes/ dislikes • Describe pictures • Guess and make predictions • Talk about abilities • Talk about nationalities and languages 	<ul style="list-style-type: none"> • Use simple present • Make negative (don't/ doesn't) • Form questions • Use "modal verb: Can you? Yes, I can. / No, I can't" • Identify words with /p/ and /b/ • Use connectors (and/ but/ or/ also) • Use capitalization • Use gerund
	S	2.1 2.2 2.3 2.4		
	R	3.1 3.2 3.3 3.4		
	W	4.1 4.2		

Unit Title	Specific Competencies		Speech Acts	Language Structures
3. School Life	L	<ul style="list-style-type: none"> • 1.1 • 1.2 	<ul style="list-style-type: none"> • Talk about school life • Compare and contrast • Make suggestions • Accept or refuse suggestions • Describe things and pictures • Express likes/ dislikes • Give opinion 	<ul style="list-style-type: none"> • Use present continuous • Use adjectives and adverbs • Use demonstrative pronouns
	S	<ul style="list-style-type: none"> • 2.1 • 2.2 		
	R	<ul style="list-style-type: none"> • 3.1 • 3.2 • 3.3 		
	W	<ul style="list-style-type: none"> • 4.1 • 4.2 • 4.3 • 4.4 		

Synopsis

Module Two: Tell me how

Unit Title	Specific Competencies	Speech Acts	Language Structures	
4. Instructions and Directions	L	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 • 1.4 	<ul style="list-style-type: none"> • Give and follow instructions • Give and understand directions • Give advice • Follow rules • Give a speech • Share ideas 	<ul style="list-style-type: none"> • Use sequence words • Use imperatives (do/ don't) • Use preposition of place • Use adverbs of frequency
	S	<ul style="list-style-type: none"> • 2.1 • 2.2 • 2.3 • 2.4 		
	R	<ul style="list-style-type: none"> • 3.1 • 3.2 • 3.4 		
	W	<ul style="list-style-type: none"> • 4.1 • 4.2 • 4.3 		
5. Free Time	L	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 	<ul style="list-style-type: none"> • Give advice • Make decisions and choices • Make suggestions • Express agreement • Ask for / give information • Describe pictures • Express likes/ dislikes 	<ul style="list-style-type: none"> • Form Wh- questions • Use "There is / are" • Use "some / any / a / an" • Countable / uncountable nouns • Question tags • Use connectors (but/ also/ because/ so)
	S	<ul style="list-style-type: none"> • 2.1 • 2.2 • 2.3 		
	R	<ul style="list-style-type: none"> • 3.1 • 3.2 • 3.3 • 3.4 		
	W	<ul style="list-style-type: none"> • 4.1 • 4.2 • 4.3 		

Unit Title	Specific Competencies		Speech Acts	Language Structures
6. Celebrations and Food	L	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 	<ul style="list-style-type: none"> • Interpret information from pictures • Discuss and exchange information • Guess and make inferences • Give advice • Express likes/ dislikes • Describe people and places 	<ul style="list-style-type: none"> • Use pronouns • If conditional (1st & 2nd) • Use (How much/ many) • Countable / uncountable nouns • Identify the /p/ and /b/ sounds
	S	<ul style="list-style-type: none"> • 2.1 • 2.2 • 2.3 		
	R	<ul style="list-style-type: none"> • 3.1 • 3.2 • 3.3 		
	W	<ul style="list-style-type: none"> • 4.1 • 4.2 • 4.3 • 4.4 		

Synopsis

Module Three: Now & Then

Unit Title	Specific Competencies	Speech Acts	Language Structures	
7. Journey to the Past	L	<ul style="list-style-type: none"> • 1.1 • 1.3 	<ul style="list-style-type: none"> • Ask for and give information • Take part in a debate • Talk about the past • Give a speech • Describe pictures • Describe the culture of Kuwait 	<ul style="list-style-type: none"> • Use past simple (regular/ irregular verbs) • Make negative • Generate ideas for writing with peers • Review, edit and rewrite own work • Use past continuous (when/ while) • Use 'used to'
	S	<ul style="list-style-type: none"> • 2.1 • 2.2 • 2.3 • 2.4 		
	R	<ul style="list-style-type: none"> • 3.1 • 3.2 • 3.3 • 3.4 		
	W	<ul style="list-style-type: none"> • 4.1 • 4.2 • 4.3 • 4.4 		
8. The Work We Do	L	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 	<ul style="list-style-type: none"> • Talk about jobs • Describe pictures • Guess and predict • Retell a story • Give instructions • Set rules • Compare and contrast • Guess and make inferences • Role-play 	<ul style="list-style-type: none"> • Use must/ mustn't • Use have/ has to • Use don't/ doesn't have to • Identify words with the silent /h/ sound
	S	<ul style="list-style-type: none"> • 2.1 • 2.2 • 2.3 		
	R	<ul style="list-style-type: none"> • 3.1 • 3.2 • 3.3 • 3.4 		
	W	<ul style="list-style-type: none"> • 4.1 • 4.2 • 4.3 		

Unit Title	Specific Competencies		Speech Acts	Language Structures
9. Jobs and Personality	L	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 	<ul style="list-style-type: none"> • Describe people • Role-play • Give advice • Make suggestion • Express gratitude • Make decisions and choices 	<ul style="list-style-type: none"> • Use should/ shouldn't • Use why don't you? • Use words related to personal qualities • Use had to/ didn't have to • Identify the / ð/ and / θ/ sounds • Use adjectives and adverbs • Use punctuation marks
	S	<ul style="list-style-type: none"> • 2.1 • 2.2 • 2.3 		
	R	<ul style="list-style-type: none"> • 3.1 • 3.2 • 3.4 		
	W	<ul style="list-style-type: none"> • 4.1 • 4.3 • 4.4 		

Synopsis

Module Four: Facing challenges

Unit Title	Specific Competencies		Speech Acts	Language Structures
10. Travels and Exploration	L	<ul style="list-style-type: none"> • 1.1 • 1.3 • 1.4 	<ul style="list-style-type: none"> • Describe pictures • Guess and make inferences • Talk about science and inventions • Recount experiences and events • Exchange information 	<ul style="list-style-type: none"> • Use relative pronouns (which/ where/ that/ who/ when) • Use prepositions • Form questions
	S	<ul style="list-style-type: none"> • 2.1 • 2.2 • 2.3 		
	R	<ul style="list-style-type: none"> • 3.1 • 3.2 • 3.4 		
	W	<ul style="list-style-type: none"> • 4.1 • 4.2 • 4.3 		
11. Energy and Recycling	L	<ul style="list-style-type: none"> • 1.1 • 1.2 • 1.3 	<ul style="list-style-type: none"> • Guess and make inferences • Retell a story • Talk about recycling • Describe pictures 	<ul style="list-style-type: none"> • Use passive voice (past/ present) • Use 'going to' • Make a poster • Question tags
	S	<ul style="list-style-type: none"> • 2.1 • 2.3 		
	R	<ul style="list-style-type: none"> • 3.1 • 3.2 • 3.3 		
	W	<ul style="list-style-type: none"> • 4.1 • 4.2 • 4.3 		

Unit Title	Specific Competencies		Speech Acts	Language Structures
12. Predicting the Future	L	<ul style="list-style-type: none"> • 1.1 • 1.3 	<ul style="list-style-type: none"> • Describe the weather • Make predictions • Express opinion • Compare and contrast • Talk about environmental problems • Make suggestions • Exchange opinions and information • Express likes/ dislikes 	<ul style="list-style-type: none"> • Use will/ won't • Use modals of certainty and possibility • Make negative • Use capitalization and punctuation
	S	<ul style="list-style-type: none"> • 2.1 • 2.3 • 2.4 		
	R	<ul style="list-style-type: none"> • 3.1 • 3.2 • 3.4 		
	W	<ul style="list-style-type: none"> • 4.1 • 4.3 • 4.4 		

1. Recommendations for the teaching and learning process

1.1. General aspects

The new Kuwait National Curriculum is anticipated to be a challenge for teachers in terms of professional competences and practices. Teachers need to be aware that the curriculum is much more than a textbook. In addition, teachers need to be cognizant of the fact that the shift from a content and mostly input-based curriculum, to a competence-and-standardized-outcomes-based curriculum requires new approaches in the fields of teaching, learning, and assessment.

The interdependence between the curriculum, the methodology of teaching/learning and the methods and instruments of assessment characterizes the present, new national curriculum. This means that teachers need to recognize that:

- The curriculum indicates what students are expected to learn, in the form of information, attitudes, values, etc., and also suggests some learning experiences that may support them to do so.
- The teachers decide which teaching/learning approaches are the most appropriate in a given situation in order to support students' learning to meet the curriculum and performance standards.
- The on-going assessment (formative and summative) of learning is needed to inform teachers and students about what has already been learned, what has not been attained and what steps are needed in order to achieve the established standards.

When all three components - the curriculum, the teaching/learning activities, and the assessment process - interrelate effectively, the impact on learning will be at its best.

1.2. Planning and Designing Teaching/Learning Activities

The following questions may guide teachers when trying to plan and design the learning process:

- What aims do I wish to achieve?
- How can I organize teaching and learning to achieve these aims?
- How do I know if I have been successful in reaching these aims?

1.3. Aims

Before planning and designing the teaching and learning activities, teachers should ensure that they understand the curriculum and that they know the direction in which they need to proceed with their students so as to achieve the general and specific competences that enable students to reach the curriculum standards. In other words, it is essential that teachers conceptualize the teaching- learning context for their school subject to enable them to take proper decisions about what they are setting out to achieve with their students in an identified period of time.

1.4. Organizing the learning process to meet the aims

The new Kuwait National Curriculum promotes a new vision of teaching and learning that is first and foremost learner-and learning-centred. This means that the new curriculum focuses on learner-centeredness, not on pages covered in the textbook. It is important that teachers identify the standards that are to be achieved by their students, not just for a school year or a semester, but also for a teaching unit and even an individual lesson. To accomplish this, it will be necessary for teachers to develop a clear plan indicating how the students are to reach these standards. Bearing this in mind, teachers are encouraged to apply effective pedagogical principles to promote student learning. It has been recognized, in this respect, that a teacher's professional abilities are enhanced if they can translate key principles of the learning process into reality in the classroom. Some of these principles are presented below:

- Encouraging students enhances learning irrespective of learning styles and expectations.
- Continuous inquiry, effort and self-discipline promotes student learning.
- Learning develops through relationships and the abilities being learned, and these contribute to the gaining of knowledge and structuring skills, and through developing attitudes/values.
- Learning needs to be initiated from students' previous knowledge, relevant to the students' personal development and needs.
- Education takes place both through individual study and group activities, each dependent on the context of the learning process.

While there is no formula that will guarantee learning for every student in every context,

there is extensive, well-documented evidence about teaching approaches that consistently have a positive impact on student learning. This evidence tells us that students learn best when teachers:

- Generate and maintain student motivation, developing student interest in sustained learning.
- Create a supportive learning environment.
- Create learning opportunities for students which facilitate achieving the proposed goals.
- Identify and stimulate students' skills and interests.
- Encourage not only the transfer of knowledge, but also transfer of values and attitudes.
- Inspire both reflective thought and action.
- Enhance the relevance of new learning (from the student's perspective).
- Facilitate shared, cooperative and active learning.
- Build upon prior learning and experiences.
- Make connections between and among different subjects.
- Pay attention to the teaching-learning relationship.
- Reflect on their teaching and the results of their efforts.

To meet the needs of the 21st century learner, and to ensure that students achieve the curriculum standards stated in this curriculum, teachers should:

- Adopt teaching strategies that blend student thinking and innovation skills with information, media and ICT literacy, and also promote life and career skills in the context of each core school subject and across interdisciplinary themes.
- Employ teaching and learning methods that integrate innovative and research-based teaching strategies, modern learning technologies and utilize real-world resources and contexts. The choice of instructional strategies is best made at a local level, taking into account the resources, expertise and learning needs of the particular community of learners. However, there are a number of research-supported approaches that have proven to be effective ways to enhance students' learning of both skills and content.

One such approach is problem-based learning, a teaching strategy in which students investigate challenging issues or problems, preferably in a real-world context. The use of interdisciplinary contexts, collaborative learning groups and an emphasis on student reflection are other approaches that can be associated with problem-based learning.

Cooperative and collaborative learning is another teaching approach that has been shown to have a powerful effect on learning. Organizing students in well-structured, heterogeneous groups have the advantage of promoting teamwork, leadership and other life/career skills, while also enhances students' school performance.

The use of real-world contexts helps teachers to create meaningful learning activities that center on the resources, strategies and contexts that students encounter presently and in the future. Such teaching fosters cooperation and communication, enhances critical thinking skills, and boosts learners' performance.

Educational technologies are an essential part of the curriculum and it is important to realize that this does not mean that one should use educational technology for its own sake. Rather, the key approach to follow is to apply appropriate technologies for teaching in order to enrich the learning of both traditional and 21st century content, as well as promote the development of 21st century skills. "Appropriate technology" may often mean a pencil, or a book, or smart technology.

2. Recommendations concerning Assessment

Assessment is an important and integral part of teaching and learning. It may be undertaken in a number of ways and may be carried out in a very informal way, a way often simply called "feedback" offered to students. Assessment may also be taken in a formal way where students are given a specific task to be carried out at an established time and for a set duration of time; it may be a classroom test, or an examination set in an external location outside the school. Assessment may also be something "in-between" the two examples above. In this case, assessment may be conducted through a project as a presentation made by students to classmates in the presence of the teacher.

The approach used and the time at which the assessments take place depends heavily on the purpose of the assessment. Undoubtedly, the major goal of the formal types of assessment is to determine students' achievement of performing a prescribed set of learning tasks.

In the case of the Kuwait National Curriculum (based on its curriculum and performance standards), assessment can, and should be used to improve student learning and promote better informed teaching by the teacher -- with the expectation that both the students and their teacher will be in a position to gain from the outcomes obtained. An important consideration for assessment, therefore, is how best to obtain, analyse and then make use of the outcomes provided.

2.1. Examinations and National Assessment

Examinations are recognized as playing a major role in any national assessment system in that they, it is believed, offer a fair system where all have an equal opportunity to show the learning attained and possible potential for further learning. According to the new Kuwait National Curriculum Framework, at the end of each stage of the education system (Primary, Intermediate and Secondary), a national MESA assessment system, covering achievement in Mathematics, English, Science and Arabic, is proposed to be operational in order to identify the learning taking place at the level of the system. The intention is that MESA checks the level of attainment related to performance standards and the competences defined in the new Kuwait National Curriculum at the end of Grades 5, 9 and 12. As examinations are basically 'system controlled', a little more needs to be said about this. Instead, the following reflects on classroom assessment, focusing on the teacher and how the teacher may use assessment as an indicator of a student's progress.

Assessment for the purpose of improving student learning is best understood as a continuing process derived from many interactions between the teacher and students as well as among students. It is thus heavily associated with seeking evidence of student progress. Much of this evidence may be considered 'ad-hoc' in the sense that it is not necessarily planned and may need to be abandoned in favor of more teaching. Teaching can be expected, by necessity, to take precedence over the assessment if student progress is not at the level expected by the teacher. Furthermore, the analysis and interpretations of such assessment may often take place in the minds of teachers, who then use these insights to shape their subsequent actions as they continue to teach their students.

2.2. Classroom Assessment

Classroom assessment is related to all forms of assessment under the control of the teacher, whether focusing on all students at the same time where the teacher requires a written response, or given to individual or small groups of students in an interactive manner.

The focus of assessment is on determining student progress towards the achievement of the curriculum standards, governed, in a competence-based curriculum, by the specific competences being put forward.

2.2.1. Types of Classroom Assessment

Written tests are designed to be summative and given at the end of learning a section, chapter, unit, etc. Teachers are usually very familiar with this form of assessment, although this tends to suffer from the same drawbacks as national examinations and takes away actual teaching time. However, assessment can also be undertaken on a continuous basis as an integral part of teaching. This is referred to as ‘formative assessment’ and is explored here further.

Formative assessment is when the teacher solicits ‘feedback’ from a student, a group of students or the whole class at a certain time during the teaching process. This feedback may be in writing (a class assignment, for example), it may be oral (teacher-student verbal interactions), or it may simply come about by the teacher observing a student, or students performing a particular activity.

This is a powerful form of assessment if executed with due care and diligence. Nevertheless, as it is seen as an integral part of teaching, the teaching definitely comes first in importance. It is important, as mentioned earlier, that the teacher is willing to abandon such forms of assessment whenever teaching aspects, for whatever reason, are compulsory. The teacher may wish to offer guidance to an individual student based on a specific requirement, or a realization that the students are not progressing as anticipated. In all cases, the teacher will need to be the evaluator of the situation.

Formative assessment is not a single method. There is a range of approaches that can be used, and the teacher may utilize whatever format is seen most appropriate at a particular time and in a particular situation.

There is no set number of students that need to be assessed at any time (unlike in the case of a class test) and as the assessment is geared to specific competences, there is no requirement that all students are assessed:

- In a particular lesson.
- On a particular task.

- Using a similar approach (same question or observation).
- For the same length of time.

In fact, students may be assessed individually, in groups, or by means of a whole class approach, for example an entire class of students fulfilling a class assignment. It is thus very powerful when handled by experienced teachers because it can cover specific competences that relate to:

- Cognitive (thinking) attributes, whether simple (sometimes called low-order) or complex (high-order - such as judgmental thinking, analytical thinking, or a creative thinking approach related to planning or designing).
- Personal (attitudinal) attributes, like showing initiative, perseverance on a task, demonstrating entrepreneurial skills, or attitudes towards learning, often shown by a willingness to participate or to be supportive.
- Social development skills related to leadership abilities, for example working with others or participating in group discussions in a meaningful and constructive manner.
- Creativity and sensitivity towards arts and culture manifested in personal or group achievements.

2.2.2. Some formative assessment approaches

The following are examples of possible ways a teacher may be engaged in formative assessment of student progress within the new Kuwait National Curriculum and a specific subject curriculum. Teacher assessment of student achievements may be undertaken:

- On written work, in class/homework as part of a project.
- On the work of a group, assessing the performance of a group or individuals.
- Related to specific skills - cognitive, affective, social or process skills, if appropriate.
- Related to specific learning within a lesson or series of lessons.
- Using particular approaches, for example, by means of oral interaction (individual, group or class) with the teacher asking specific questions, or teacher observation, with the teacher viewing the engagement of the whole class, or specific groups, or even the performance of an individual student.

To show how this might be carried out geared to one area (in this case teacher observation), the following table illustrates an example geared to the dimension of observations during group-work involving experimentation and discussion, based on an identified curriculum standard (for Science) with marks awarded on teacher-chosen criteria.

No.	Dimension	Curriculum Standard	Criteria for assessment	Mark/grade given
1	Teaching with student groups during an experimentation and discussion lesson	Investigating the conditions necessary for the rusting of iron to occur	Contributes to the group discussion during the inquiry phase (answering the inquiry questions through experimentation, testing predictions, interpreting data, drawing conclusions)	
			Cooperates with others in a group and fully participates in the work of the group	
			Demonstrate leadership skills - guiding the group by thinking creatively and helping those needing assistance (cognitively or in terms of psychomotor operations)	
			Shows tolerance and gives encouragement to the group members	

Teachers may, of course, add, remove or modify the above criteria.

3. Recommendations for managing the school-based curriculum.

3.1. Roles and responsibilities

The implementation of the new competence-based curriculum is a very demanding task, involving commitment, creativity, a substantial managerial capacity and leadership. Even though most of the curriculum in Kuwait represents the core curriculum so that all schools need to refer to the same curriculum competences and standards, each school has its identity and specificity, as they have specific focuses. As an example, mainstream schools, Islamic schools, special-need schools, etc. work in different cultural environments, and have students with various backgrounds, needs and interests. Therefore, schools should be able to demonstrate, on a daily basis, their capacity to understand the principles and values of the new competence-based curriculum, and to articulate how they deliver teaching and learning. They are expected to be creative and responsible in adapting the requirements of the core curriculum within the realities of the concrete schools they are leading. Different categories of managers acting at the school level - principals, heads of departments and others - need to have specific and clear responsibilities in this respect.

The implementation of the new National Curriculum Framework gives even more freedom to school principals and their staff as they explore ways to identify suitable ways to manage a school-based curriculum, covering a part of the Teaching Plan. This part of the curriculum offers the opportunity to school principals to gradually build up a challenging and creative “personality” for their schools. Recommendations that may be supportive for school leaders in this respect are presented below.

As “lead professionals”, school principals are responsible for the internal organization, management and monitoring of the school, leading the school towards an agreed set of institutional targets. In particular, they have responsibilities at two levels: strategic and operational.

(i) At the **strategic level**, principals, in close cooperation with their teams, need to build School Development Plans, including the vision and the mission of the school they are responsible for, as well as specific targets addressing the long-term needs of the school, thus making all school activities coherent and meaningful.

(ii) At the **operational level** principals - together with their teams - need to find concrete solutions that enable all learners in Kuwait to reach the curriculum and performance standards, through:

- Adapting, the national curriculum to the realities in their school in innovative ways.
- Organizing the school-based curriculum effectively by providing support for slow learners (remedial education) and for gifted learners (extended curriculum), as explained below.
- Monitoring and reviewing the policies, aims and objectives, and whether the targets and priorities are being achieved.

Defining “school policies/strategies” and operationalizing them into concrete “school improvement action plans” needs to be a result of a collaborative process involving teachers, parents, students and other stakeholders as actors in the development, and an ongoing review of school strategic planning. The school principal and head of departments (as well as the teaching staff) are accountable on one hand to the educational authorities and, on the other, to the parents and stakeholders for the performance of the school.

The heads of departments have major roles in supporting teachers to organize the teaching and learning activities for each subject in such a way that students can progress to their highest level of achievement. Their role is to:

- Plan the teaching and learning process towards achieving the general and specific competences of each subject together with all subject teachers.
- Clarify, together with all subject teachers, priorities for student learning achievement in reaching the curriculum standards, the ways in which those priorities are to be addressed, how students' progress can be measured through school-based formative and summative assessment and, last but not least, how the quality of teaching and learning of the teachers is to be appraised.
- Monitor the implementation of the agreed upon plans and offer professional support for teachers in order to properly organize the teaching and learning process.
- Make recommendations for, and partly conduct teachers' school-based professional development starting from teachers' concrete and specific needs.

3.2. Suggestions for implementing the school-based curriculum

In Kuwait, the Core Curriculum covers most parts of the National Curriculum and it encompasses the so-called “common curriculum” or “essential learning”. The remaining part of the National Curriculum constitutes the School-based Curriculum, called also “support lessons”. As compared to the Core Curriculum, the School-based Curriculum represents that segment of the Kuwait National Curriculum that is compulsory in terms of the number of teaching periods and implementation, but its concrete content and planning is established by the school, based on consultations among department heads, teachers, students and parents, under the leadership of the school principal. The use of the so-called “support lessons” can be decided based on the schools' specific features, students' interests, local needs and options, etc.

Specifically, the School-based Curriculum is described as (a) a system of internal documents (school-based Teaching Plan, school-based Curricula, internal implementation instructions, school-based teaching and learning materials, teachers' guides, educational software, etc.) developed by the school, and (b) the processes generated by these documents at the level of the schools. For a transitional period, the internal documents are based on MOE instructions and approved by that Ministry.

3.3 Solutions for managing the school-based curriculum

To manage the School-based Curriculum in an effective way, the school principals should consider the following suggestions:

- (1) The School-based Curriculum can be organized in at least two directions of support:
 - Providing support for slow learners (remedial education) by organizing supplementary activities, as recommended by the Teaching Plan, while these students have the chance to receive extended explanations and to exercise/practice more in order to achieve the Curriculum Standards.
 - Providing support for gifted children (extended curriculum) where high achieving students can benefit from an extension of their learning towards areas that will better lead them to discover potential interests, talents or preferences.
- (2) The “support lessons” can be organized into “interest groups” that can accommodate students from different classes of the same grade.
- (3) The School-based Curriculum can be exclusively assessed at the level of the school through a school-based formative and summative assessment.
- (4) The head of departments and teachers can be expected to need urgent access to training courses on Curriculum Management and Leadership as well as on formative assessment. They need to be prepared to consider:
 - a) Time allocation for the School-based Curriculum. The implementation of the School-based Curriculum through syllabuses and classroom practices should take into account innovative and flexible ways of allocating time, such as:
 - One full day per month allocated for optional activities; while for compulsory activities every student studies with their classmates. For the “optional day”, students work in mixed groups coming from different classes but having similar interests or needs.
 - A teaching block of two periods per week (for instance, for one term, six weeks or one month - for subjects that do not require strict sequencing).
 - Expanded teaching time for the use of interactive pedagogies (such as 100 -120 minutes instead of only 45 minutes per lesson/contact period).
 - Time allocated for optional curriculum activities.
 - Time allocated for practical learning and training in vocational schools.

b) Fostered school autonomy. Based on the new curriculum vision, schools in Kuwait are able to decide, in collaboration with parents and other stakeholders, upon the innovative and flexible use of teaching and learning time as a basis for constructing School-based Curricula that are differentiated in relation to learners' needs, contexts and interests. Up to 10%, out of and 20% School-based Curriculum decisions of total school time, take into account several options through which school autonomy can be developed, as:

- Additional teaching and learning activities that can help achieve specific competences (i.e. optional subjects, project work, community service, artistic and sports activities).
- Remedial activities for students experiencing learning difficulties.
- Reinforcement of knowledge, skills and attitudes in certain learning areas.
- Development of school-specific activities that define a school project, such as teaching and learning of languages; ICT, and career orientation.
- Development and implementation of customized curricula in relation to local conditions, resources and needs.
- Reinforcement of career orientation, and preparation for life and work.

4. Recommendations for developing teaching and learning materials

4.1. General information useful for teaching and learning materials developers

A. The label 'Teaching and Learning Materials' is a generic term used to describe the resources teachers use to organize the teaching and learning process to increase student's success. Although the availability of textbooks has long been recognized as an important factor in educational achievement, the actual teaching and learning materials needed to support the learning process include more than textbooks alone. This is particularly true in cases where competence- based curricula, student-centred learning, problem solving and the development of thinking skills are concerned.

B. Of equal, or sometimes even of greater importance than 'teaching and learning materials' for improving educational achievement, are various equipment and tools needed for instruction. These may include virtual/on-line resources (collections of documents, images and texts, songs, pictures etc.), educational software, games and TV broadcasts, ready-made experimental kits for various subjects and books other than textbooks for example topic-specific books, workbooks, teachers guides, maps and charts, atlases, anthologies, dictionaries, worksheets and listening and viewing many varieties of materials .

- C. Since textbooks and other teaching and learning materials have a direct impact on the teaching content and how it is taught in schools and can potentially increase student success, they should be of great importance to policy makers in Education and teachers. Therefore, it is of significant importance to develop teaching and learning materials and to monitor and review the quality of these materials (with regard to their relevance to assist in achieving general and specific educational competences, present content materials effectively), and ensure that the provision of these learning materials leads to effective learning under which the education is provided.
- D. Teaching and learning materials may be ready-made printed textbooks, kits for different subjects, on-line resources and education software. Ideally, however, teachers should develop their own teaching materials that they have tailored to the context in which they are being used and to the students in whose classes they are being used.
- E. Students come into contact with a vast range of print, visual and multimedia materials in their daily lives. Their exposure to key materials should be mediated, with teachers and school principals having a major responsibility in this respect. The selection of teaching and learning materials is an integral part of curriculum planning and teaching in schools. Teachers are responsible to ensure that the teaching and learning materials they use are appropriate to their students' developmental growth, and relevant to the achievement of anticipated learning outcomes.

4.2 Criteria for developing effective teaching and learning materials

When developing effective teaching and learning materials, publishers of educational materials should consider criteria to ensure that their products:

1. Are relevant a) to promote the vision, principles and values established by the National Curriculum Framework in Kuwait; b) for a competence-based, student-centred type of curriculum; and c) address knowledge, skills, values and attitudes required by the National Curriculum.
2. Address cross-cutting issues, for example gender equity, environmental issues, concepts of globalization, HIV/AIDS, rational consumption, health and others.
3. Are directly related to a school's curriculum policies and programs.
4. Support an inclusive curriculum, thus helping students to be aware of Kuwaiti cultural diversity and promote respectful relations with others.

5. Help teachers to increase the quality of planning, thus avoiding routine, and encouraging student involvement, creativity and diversity in learning.
6. Stimulate students to be motivated for, and engage in, learning.
7. Stimulate students to explore natural and social phenomena independently.
8. Encourage greater interaction among students in the learning process.
9. Assist teachers to differentiate learning by activating each student's learning style and rhythm of learning.
10. Motivate students and teachers to examine their own attitudes and behaviour and to comprehend their duties, responsibilities, rights and privileges as citizens in the Kuwaiti modern society.
11. Encourage understanding of the Kuwaiti cultural heritage, as well as the contribution of different cultural and linguistic groups, people with disabilities, and others.
12. Are relevant to the age of the students for whom they are oriented and effective for their emotional, intellectual, social and cultural development. This includes the assurance that students will not be exposed to offensive materials that may include materials which inappropriately describe, express or otherwise deal with matters of sexual, ethnical or religious discrimination, drug misuse or addiction, crime, cruelty, violence or revolting or abhorrent phenomena.
13. Provide opportunities for students to develop critical thinking and active involvement in social life.
14. Present a range of views on a wide range of issues.
15. Are easy for students to understand and to use.
16. Consider national and international safety standards, not affecting the corporal integrity of students.
17. All printed materials consider national and international standards in terms of physical production (quality of cover card text paper, binding etc.), readability and durability.

SUGGESTIONS FOR USING ACTIVE LEARNING ACTIVITIES

Different activities are useful for different purposes in teaching, but some activities can be used for more than one purpose. More complex activities and /or combinations of activities will take longer than the minimum suggested time. Keep in mind that doing activities “just to do activities” will not aid the learning process. The activities can be modified, combined with other activities, and /or tailored to meet your specific goals. Make sure that the activity has a purpose directly tied to the content being taught. As you plan, here are some points to take into account:

- 1. First, determine what concept(s) you are trying to teach. (What do you want them to learn?)**
- 2. Second, determine how you will know if the concept has been learned?**
- 3. Then, determine which activity (or activities) will best help teach that concept**

(Adapted from Wiggins and McTighe, 2005)

A-Characteristics of good active learning activities:

Active learning activities should:

- Relate to one or more learning outcomes or critical thinking skills. (PURPOSE)
- Be appropriate for the learning outcomes. (For example, it is very difficult for a student to practice problem solving on a multiple-choice test).
- Motivate and engage students.
- Integrate assessment and feedback. (ALWAYS REFLECT)
- Facilitate transfer to real world application.
- Require students to make decisions based on facts, information, logic, and/or reasoning (Duch, 2001).
- May require students to determine what information is needed and/or what steps or procedures need to be taken (Duch, 2001).
- May be given in stages with additional information in the second or later stages (Duch, 2001).

- Be complex enough to engage whole group directly. (Duch, 2001)
- Include the appropriate informational resources to support the learner such as lecture, textbook, research materials, and so on.

Depending on the use of a specific activity, it may not meet all of these characteristics. For example, an activity used to assess prior student knowledge may not meet the criteria of practice with learning content and transfer to real world application. The same may be true of a content activity used in place of a lecture as a way for students to generate the learning content.

B-Tips for using activities in the classroom:

1. Be creative.
2. Be flexible.
3. Do your own “reflection” after the activity to assess its effectiveness, what you would change, how you might use it again in the future.

□ Learning Activities Grouped by Learning Strategy

The following are suggested categories to get you started. You may discover that different activities have more than one use and application of teaching strategy.

Learning Strategy		Possible Activities
Check for Understanding <i>(Ways to review material; can be graded or not graded. Emphasis is on “Have students learned?”)</i>	Probe Comparative Advance Organizer Concept Review Defining Features Matrix Directed Paraphrasing Exam Preparation Journals Focused Free Writing Frame Sentence	One Minute Paper / Muddiest Point Quiz Show Reconsidering Think / Write / Pair / Share Three Step Interview Visible Quiz What? So What? Now What?
Classroom Assessment Technique (CAT) <i>(Similar to Check for Understanding; can be more formal)</i>	Concept Review Data Analysis Defining Features Matrix Directed Paraphrasing	Index Card Match One Minute Paper / Muddiest Point Question Creation

Critical Thinking <i>(Helping students develop higher order thinking skills)</i>	Article Abstract Concept Map Defining Features Matrix Failure Analysis	Guided-Discovery Learning Pro and Con Grid Question Creation Role Play
Discussion <i>(Engages students in learning through interaction with each other and the material)</i>	Academic Controversies Class Discussion Fishbowl Pairs Check Pass a Problem Pro and Con Grid	Question Creation Rotating Trio Round Table Think / Write / Pair / Share Three Step Interview Timed pair share Rally Robin Pair Discussion Mix, Pair, Share
Problem-based Learning	Failure Analysis Futuring Guided-Discovery Learning	Jigsaw Pass a Problem Role Play
Reflection / Debriefing <i>(Reflecting on the learning that is taking place, and connecting to future learning)</i>	Concept Review Focused Free Writing Laboratory Notebook	Round Table What? So What? Now What?

C- Description of techniques:

□ Stand Up, Hand Up, Pair Up

1. Teacher says “Stand up, hand up, pair up!”
2. Students: stand up with one hand in air until you find the closest partner who is not your teammate.
3. Teacher asks a question or gives an assignment.
4. Teacher provides “think time”.
5. Partners share using:
 - RallyRobin
 - Timed Pair Share
 - Pair Discussion

□ **Timed Pair Share**

1. Teacher announces the topic and tells you how long each of you will have.
2. Teacher gives you “think time”.
3. In pairs, Partner A shares as Partner B listens.
4. Teacher calls “time”.
5. Partner B thanks and praises Partner A.
6. Partners switch roles.

□ **RallyRobin**

1. Using the topic given, the partner that _____ goes 1st.
2. After the 1st partner shares one thing, partner 2 shares one thing; repeat.
3. You “Rally” the topic like this until the teacher calls time.

□ **Pair Discussion**

1. Teacher announces the topic and tells you how long your pair will have.
2. Teacher gives you “think time”.
3. In pairs, Partners share thoughts on topic.
4. Teacher calls time.

□ **Mix, Pair, Share**

1. Students: stand up and silently mix around the room.
2. Teacher says, “Pair”.
3. Students: pair up with the person closest to you and give a high five. If you don’t have a partner, keep your hand up until you do.
4. Teacher asks a question and gives “think time”.
5. Partners share using:
 - RallyRobin
 - Timed Pair Share
 - Rally Coach

□ Rally Coach

Partners take turns, one solving a problem while the other coaches:

- Partner A solves or answers 1st problem.
- Partner B watches, listens, coaches, and praises.
- Partner B solves next problem.
- Partner A watches, listens, coaches, and praises.
- Repeat starting with Step 1.

□ Rally table

1. Teacher announces the topic.
2. Teacher gives you “think time”.
3. In pairs, Partner A writes an answer to the topic then passes paper and pencil to Partner B.
4. Partner B writes an answer and passes it back to Partner A.
5. Steps 3 & 4 continue until the teacher calls “time”.
6. Pairs compare their list with other team pair.

□ Round Robin

Students take turns talking with their teammates:

- Teacher announces topic and how much time will be given/ gives “think time”.
- Teammate ____ begins with a clockwise rotation.
- Each teammate gives his/her short answer to the topic.
- Sharing continues in clockwise rotation and is over when teacher calls time.

□ Number Heads Together

1. Students number off.
2. Teachers asks a question and gives “think time”.
3. Students privately write own answers [solo time].

4. Students stand up, put heads together [huddle up], show answers, discuss, and coach if necessary.
5. Students sit down when everyone knows the answer or has something they can share.
6. Teacher calls a number; that numbered student from each group stands and simultaneously answers the teacher's question.
7. Teammates praise [CELEBRATE] students who responded.

□ **Background Knowledge Probe**

1. Prepare two or three open-ended questions or a few short-answer questions that will probe the students' existing knowledge of the subject or topic.
2. Students can submit two-three sentence answers to each question.
3. Collect these papers and review the students' answers before covering the topic.

□ **Fishbowl**

1. Select 3-4 students and have them bring their chairs to the front of the room
2. Give the students a topic to discuss amongst themselves for 5-10 minutes as the class observes.
3. Before the discussion winds down, ask for volunteers from the audience to take a spot in the main discussion circle.
4. Give the students a new topic or allow the new participant to share their views on the previous discussion .
5. Repeat as desired.

□ **Jigsaw**

1. Divide students into groups and assign each group a portion of the content to be reviewed/presented.
2. The first group review the material and plan how to teach the material to the other groups (preparation groups).
3. Create new groups with one member from each of the first groups (now called a teaching or presentation group).
4. In the second group, each group member presents the material they covered in the preparation groups.

□ **One Minute Paper / Muddiest Point**

1. Identify a question you want the students to answer relating to the topic or concept you are about to teach or after you have taught.
2. Give the students a sheet of paper and allow them to write as much as they know about the topic in a defined amount of time.
3. Collect these papers and review the students' answers before covering the topic.
4. ALTERNATE OPTION: Ask students what the “muddiest point” is, or what is still unclear to them about _____.

□ **Pass a Problem**

1. Divide students into small groups.
2. Have each group spend up to 10 minutes identifying a problem (or you can give them a problem to solve).
3. Have that group of students brainstorm and write down their solutions to the problem. Allow up to 10 minutes for this.
4. Have the groups pass their problem / solution to another group for review and then the second group can add to the original solutions.
5. Continue until all groups have had a chance to see/solve each problem.
6. Have the group that generated the problem initially review all solutions and either pick the best one or create a new one that synthesizes two or more of the solutions.

□ **Pro and Con Grid**

1. Select a decision, judgment, dilemma, or an issue
2. Write a prompt that will trigger pros and cons in relation to the issue or dilemma.
3. Let the students know how many pros and cons to list and whether you want words and phrases or complete sentences.

□ **Question Creation**

1. Have students brainstorm possible questions related to course content
2. Have students select 2-3 best questions and explain why each of these questions is a good question.

□ **Quiz Show (aka Jeopardy)**

1. The students develop their own questions in a group or individually.
2. The instructor or students group(s) the questions into categories and assigns point values.
3. The instructor serves as an emcee for a quiz show using the questions and awarding points to the teams that answer the questions correctly.

□ **Role Play**

1. Provide roles, positions, or perspectives to students or groups of students; assist with assigning roles or clarification as needed.
2. Direct students to research their topic or role and allow the students enough time to work through how they want to perform the simulation.
3. Have the students perform the role-play.

□ **Reconsidering**

1. Before a course, a chapter, or before a major project, ask the students to write their views on the item answering possible questions such as:
 - a. What makes a good project?
 - b. What is the value of _____ topic?
 - c. What advice would they give themselves to be _____
 - d. What solutions could they devise to a problem you will pose at the end of the chapter or unit?
2. Collect these papers, but tell students that you are not going to grade them.
3. At the end of the course or unit, go back and ask the same question again, asking the students to write for the same amount of time.
4. Hand students their original papers for comparison, so they can see how their views have become more sophisticated over time.

□ **Rotating Trio**

1. Form groups of three students.
2. Direct the students to assign numbers to each group member (1, 2, or 3).

3. Distribute a set of questions for the group to discuss and set a time limit (10 minutes) for the discussion.
4. Call time after the discussion dies down or the time limit has been reached.
5. Direct the #1s to stay put and raise their hands.
6. Direct the #2s to move to the group on their left.
7. Direct the #3s to move to the group on their right.
8. Distribute another (more complex) set of discussion questions building upon the first set for the new group to discuss.
9. Rotate trios in this manner as many times as desired.

□ **Roundtable**

1. Have students form groups (optional).
2. Ask the students to write their ideas for a solution to the problem/issue/concept/topic on a sheet of paper.
3. Let them know that it is okay to pass if they don't have a solution at that time (but only allow a certain number of "passes").
4. Direct students to read their solution to the group before passing the paper to another student (this saves everyone from having to read what others have written) .
5. Pass the next person and repeat.

□ **Think / Write / Pair / Share**

1. Pose a question or problem to your students.
2. Direct students to spend a few minutes answering the item on their own.
3. Direct students to pair up with someone and share their answers to the problem or topic.
4. Debrief this activity by asking students to share what they heard that was interesting, not their original answer.

□ Three Step Interview

1. Part One:
 - a. Pair the students or allow them to select a partner.
 - b. Give them time to decide who will be the interviewer and who will be the interviewee.
 - c. Allow them two minutes to do an interview using a set of instructor developed questions.
 - d. After two minutes, switch roles.
2. Part Two:
 - e. Form a group of four by joining another pair.
 - f. Interviewers present what you learned from your interviewees.
3. Part Three: Debriefing (5 minutes)
 - g. Reach consensus on what is the best example of an answer to the selected question identified in your group interviews.
 - h. Identify a spokesperson to share this finding with everyone.

□ Visible Quiz

1. Instructor prepares questions or have students prepare questions in advance on PowerPoint slides. (Alternate: Have students prepare questions).
2. Students are divided into groups and each group is given a set of cards marked A, B, C, D, E, and F for multiple choice and true/false answers.
3. Instructors pose questions and students respond as a group by displaying the appropriate letter for their answer.

□ What, So What, Now What?

1. **What?** The discussion begins by essentially asking, “What has happened?” or “What’s been going on?” The What? phase pertains to the substance of your experiences. It is intended to elicit **descriptive responses** about facts and occurrences.
2. **So what?** The *So What?* phase pertains to the impact of the experience on the participants themselves. It looks at the consequences of recent occurrences and tries to make sense of them. The participants are asked to **abstract and generalize** what they are learning, shifting *from the descriptive into the interpretive*.

3. **Now What?** The final phase of the discussion, *the Now what?* phase, involves **taking the lessons learned** from the experience and **reapplying them to other situations and the larger picture**. This includes considering not only the participants' plans for their next activity or experience, but also how they can apply all of this knowledge and experience to other realms of their lives (e.g., as family members, friends, citizens).

□ **Game “Auction”**

1. The leader of the game asks the participants to answer some questions as quickly as possible in turn.
2. After each answer the leader of the game says “One, two” and before saying “three” the next answer should be given.
3. The participants should review the answer, which duplicates each other. To do this, everybody listens to each other.
4. If after the answer the leader of the game says “One, two, three” the game is over. The latter is considered to be the winner.

□ **Carousel Brainstorming**

1. Divide the participants into 4 small groups: each group should write the answer to 1 of 4 different questions on the big flipchart paper (worksheet).
2. Each group has 5 minutes for this exercise and after its completion passes the worksheet to the next group sitting on the right side and receives the worksheet from the group sitting on the left side. This movement of the flipcharts should be very quick. The groups should write their own addition (they should not repeat the ideas) to the existing ideas of the previous groups (1 min. for each group).
3. This process is repeated until each group receives back the first worksheet.

□ **“Cross-carousel brainstorming”**

1. Divide the participants into 6 small groups: each 2 groups (odd and even numbers) should write the answers to 2 different questions.
2. Each group has 5 minutes for this exercise and after its completion, groups with different tasks (odd and even numbers) exchange the worksheets (cross-carousel): 1st and 2nd group, 3rd and 4th group, 5th and 6th group.

3. After exchange with the worksheets, the groups should write their own ideas in addition to the existing ones from the other group.

□ **Debate**

1. Identify the topic/question of debate.
2. Divide the participants in 4 groups. All groups are preparing their arguments' pros and cons for debate by using worksheets.
3. Then, 2 members from each group which are divided into supporters and opponents of approach/attitudes to topic will be selected to debate.
4. Distribute the handout with the rules for debate and explain it. After the team members prepare their arguments (pros and cons), one speaker and representative of the support group will be called from each group. Debaters will write their arguments on index cards.
5. Lead the debate process.
6. After the first round of the debate, the participants may be offered to exchange the roles and continue the debate in the opposite role.
7. At the end of the debate, the arbitrators will determine which groups were stronger and in what role, and mentioned the issues, which of the opponents have not received the sufficiently convincing response on their questions. Write these questions on a separate poster and invite the participants to follow sessions to try to find an answer for them.
8. Concluding the debate, offer to write on the poster the answers to the question.

□ **Game “Take (identify) your position”**

1. On two opposite walls hang posters with the words YES and NO.
2. Explain to the participants that when they read some statements they should take the position near the wall with the relevant answer: **YES (if they agree)** or **NO (if they disagree)**.
3. Read the statements and after each statement the participants will change their position or stay at the same place.

4. After each statement, ask somebody about the reason why he/she has chosen this answer.
5. After you read the whole list of statements, provide participants with time to think about the process. Ask the people:
 - *Which statements in this game were related to your attitudes?*
 - *Who or what kind of factor influence the changing of your position?*
 - *Which gender attitude was changed from the beginning of the game?*

□ **Game “Prevail me!”**

1. Ask each group to write the arguments they can use to convince parents.
2. After the development of arguments, prepare the space for the game: free up the space of the room from the tables and chairs (move them to the wall). Put on the opposite walls the big posters with words “YES” (right) and “NO” (left).
3. Each group sends one representative with these arguments as leaders of the game.
4. All other participants will play the role of parents and they should be guided by leaders of the game.
5. **Rules of game.** The leader will read the argument and other participants who play the role of parents should decide if they are convinced with this argument or not. If yes, they will move to the right wall with the poster “YES”, if not – they will move to the left wall with the poster “NO”. Game starts with reading the argument of the first group and then by turn with arguments of other groups.
6. After the arguments are over, discuss with the participants which of the arguments are influencing more and changed their opinion.
7. Discuss the reflection of the thoughts and feelings of the participants on the role-playing. Identify the strongest arguments that could be used in order to convince the parents.

□ KWL chart

1. Create a chart on the whiteboard

K **W** **L**

What you know What you want to know What you have learned

2. Explain, that the **KWL** chart assists them in activating prior knowledge of a topic, identify the new questions for studying the topic and also serve as an assessment of what trainees have learned during the training.
3. Inform them, that the **K** stands for what participants know, the **W** stands for what participants want to learn, and the **L** stands for what the participants have learned at the end of the session.
4. Explain to the participants what they should do:
 - *Think first about, then list, what you know about the topic.*
 - *List some thoughts on what you want, or expect to learn, (“What would you like to learn more about the topic?”).*
 - *List what new information you have learned.*
5. Go again to the KWL chart and ask the participants to list what new information they have learned during the session.
6. In addition to answering the W column questions, encourage the trainees to write in the L column anything they found especially interesting.
7. Discuss the information that participants recorded in the L column.
8. It is unlikely that all of the trainees’ questions in the W column will be answered. Have the participants answered the question: *“Were not answered in the session?”*

□ Six Thinking Hats

1. Invite the participants to play the game “Six Thinking Hats” and find the solution of implementation of some idea.
2. Explain the rules of this game (give the handouts with rules to each group).
3. “The hat is easy to put on and remove. No other garment can be put on or be taken off so quickly and easily. This also applies to our situation because we need to be able

to put on and take off different coloured hats with the same ease. In addition, hats indicate a role. So, putting on his thinking hat, we take on the role which indicates this hat. It is important that every thinker was able to change roles: wear a hat and take it off “. In the meantime, we will work so that the hats are distributed to the groups.

4. Divide the participants into 6 groups and assign a role for each group. Each group will be given the corresponding model of the coloured hat prepared from paper and provides instructions, descriptions of modes of thinking, that is, each hat. After that, each group will be asked to comment on the derived class assignment based on “the role of his/her hat.”
5. Each group of participants (Six Thinking Hats) based on the list of extra-curricular activities will write an opinion on these types of activities from the point of view of their hat.

□ **Blue Hat Thinking- Manage of Thinking Process**

- ✓ Reflection of process: thinking about thinking
- ✓ What are the objectives?
- ✓ Organizing the thinking process in the right way
- ✓ Planning for action

□ **White Hat Thinking- Facts**

- ✓ Review the information and data (neutral and objective) known or needed for decision
- ✓ What do I know?
- ✓ What do I need to find out?
- ✓ How will I get the information I need?

□ **Green Hat Thinking - Creativity**

- ✓ Ideas, alternative, possibilities
- ✓ Provocation
- ✓ Solutions to black hat problems
- ✓ New ways

□ **Yellow Hat Thinking- Benefits and optimism**

- ✓ Positives, plus points
- ✓ Logical reasons are given.
- ✓ Why an idea is useful

□ **Black Hat Thinking – Cautions or why something may not work**

- ✓ Difficulties, weaknesses, dangers
- ✓ Logical reasons are given.
- ✓ Spotting the risks

□ **Red Hat Thinking – feelings, hunches and intuition**

- ✓ Intuition, hunches, gut instinct
- ✓ My feelings right now.
- ✓ Feelings can change.
- ✓ No reasons are given.

HOW TO STRUCTURE A LESSON

Openings:

- Relate the lesson content with previous lessons.
- Activate/assess relevant background knowledge.
- Describe and state learning goals.
- Ask questions to clarify ideas and to add knowledge.
- Engage students in the learning and build background with probing questions.
- State skills/information students will learn.
- Describe lesson real world relationship/connection.
- Tell students what they are expected to do.
- Increase students' curiosity about the lesson.

Sequencing:

Do the activities move logically so that learners are progressively building on what they already know? Do the activities flow well? Are transitions between activities smooth?

What to consider:

- Format of the lesson.
- Simple activities should come before complex ones.
- Activities involving receptive skills should precede those that involve productive skills.
- Follow the popular order: Pre-while- post sequence.
- Presentation → controlled practice → Free practice → checking → further practice/ follow-up activities.

Pacing:

Are activities the right length and varied so that learners are stimulated and remain engaged?

What to consider

- Avoiding needless or over-lengthy explanations and instructions, and letting students get on with the job of learning.

- Using a variety of activities within a lesson, rather than spending the whole lesson on one activity.
- Avoiding predictable and repetitive activities, where possible.
- Selecting activities of an appropriate level of difficulty.
- Setting a goal and time limit for activities.
- Monitoring students' performance on activities to ensure that students have had sufficient but not too much time.

Closure: how to end a lesson

- Summarizing lesson content.
- Reviewing key points.
- Pointing out links between the lesson and previous lessons.
- Showing how the lesson relates to students' real-world needs.
- Making links to a forthcoming lesson.
- Praising students for what they have accomplished during the lesson.
- Asking the students to recap what you have taught them, telling or showing you what they have learned.

Evaluation is useful for four reasons:

- It consolidates the material that was presented earlier in the lesson
- It provides an opportunity for students to ask questions
- It enables the teacher to track individual student progress and subsequent learning
- It provides closure to the lesson

What do you take into account when you design a lesson plan?

- Five guiding principles:
 - a. Variety
 - b. Coherence
 - c. Balance.
 - d. Flexibility.
 - e. Challenge.

a. Variety

*Why vary?

- To meet different learning styles: theorist, activist, pragmatic, reflector.
- To consider different intelligence types.
- To keep them interested and to avoid monotony.

*What to vary?

Contents – activities: accounting for individual differences—Do the activities allow for learners of varying proficiency levels to receive extra attention they might need, whether below or above the norm? Are all students actively involved? – interaction modes (e.g., whole group, paired, individual) – materials – aid...

*What to vary?

- VAK (Visual-Auditory-Kinaesthetic) Approach.

b. Coherence

- Observe a logical pattern to the lesson: there has to be connection between the different activities in the lesson.
- Smooth transition is one of the pillars that ensures success of the lesson plan during implementation in the classroom.
- An activity in a lesson builds on a previous one and prepares for the next

c. Balance

- The lesson is a mixture of a number of ingredients: techniques, activities, contents ... The successful teacher is the one who is able to observe the right dosage and makes the learners enjoy an outstanding lesson.

d. Flexibility

- Two dimensions:
- Ability to use a number of different techniques and not be a slave to one methodology – Principled eclecticism.
- Ability to change the plan if it shows inappropriacy to the classroom real situation for one reason or another.

d. Challenge

- Learners are intelligent human beings and come to class with knowledge previously acquired.
- The new lesson should add to that knowledge without excess.
- The lesson that does not challenge is a lesson that does not motivate.
- No learning happens if the lesson doesn't present new items beyond students' prior knowledge.

What's New in Grade 7?



Extensions

- At the end of some lessons, there is an '*extension*' which is iconised by a 'light bulb'.
- The '*extension*' serves to promote individual learning, ensure differentiated instructions and encourage research making.
- Teachers may use the '*extension*' as ideas for projects, home assignments and as enrichment activities for distinguished students.

**State of Kuwait
Ministry of Education
ELT General Supervision**

**Curriculum and Curriculum Standards for
Intermediate Education**

(Grade 7)

Annual Planning for Terms 1 and 2

Based on the new Curriculum

Target English

2017 / 2018

Curriculum and curriculum standards for intermediate Education

Annual planning for Grade Seven

- First Term (Time): 12 weeks

Target English

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
Adjustment period	Adjustment period	<ul style="list-style-type: none"> - Teacher and students get familiarized with each other. - Teacher can opt for varied activities and classroom strategies to help learners adjust to their new surroundings. - Using greetings and simple everyday language. 	1	
1. Family and friends	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/ nonnative English speakers.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p>	<ul style="list-style-type: none"> • Talk about personal topics. • Exchange opinion on personal topics. • Transfer information from an email to a table. • Use apostrophe in the right place. • Analyse the structure of an email. • Listen and complete tasks. 	6	2

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
1. Family and friends	<p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for ,pleasure that present personal ideas and experiences.</p>	<ul style="list-style-type: none"> • Use 'have got' to talk about possession. • Read and take notes • Write an email. • Complete an interview. • Show respect to physically challenged people. • Do a research. 		
2. Sports and Activities	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/ nonnative English speakers.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p>	<ul style="list-style-type: none"> • Read to make inferences. • Talk about sports and adventures. • Express likes and dislikes. • Listen and complete a table. • Write about favourite sports. • Value the importance of sports. 	6	2

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
2. Sports and Activities	<p>2.4 Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.</p> <p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3 Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 -Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p>	<ul style="list-style-type: none"> • Describe pictures. • Develop critical thinking • Improve writing using connectors. • Use simple present in affirmative, negative and interrogative. • Do a research. 		
3. School Life	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/ nonnative English speakers.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p>	<ul style="list-style-type: none"> • Talk about a school day. • Talk about school facilities. • Listen and identify information. • Use the present continuous to describe pictures. • Use adjectives and adverbs to compare and contrast activities. 	6	2

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
3. School Life	<p>3.3 Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<ul style="list-style-type: none"> • Design a school time table. • Talk about after school-activities. • Write and advert. • Develop creative thinking. • Accept or refuse suggestions. 		
4. Instructions and Directions	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/ nonnative English speakers.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>1.4 Listening to a TV documentary from an English speaking TV channel to broaden their knowledge about topics learned in other subjects in order to present main points.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p>	<ul style="list-style-type: none"> • Explore various sources to find information. • Read and interpret information. • Give instructions and directions. • Listen and complete a paragraph. 	6	2

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
4. Instructions and Directions	<p>2.4 Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.</p> <p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<ul style="list-style-type: none"> • Present topics using various sources of media. • Write a letter/ instruction. • Do a research. • Do an experiment. 		
5. Free Time	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/ nonnative English speakers.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p>	<ul style="list-style-type: none"> • Read a newspaper article. • Read to identify main ideas. • Listen to identify information. • Use countable/ uncountable nouns. • Talk about camping experiences. • Discuss to make decisions. 	6	2

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
5. Free Time	<p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3 Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<ul style="list-style-type: none"> • Building up positive personal motivation to speak with peers. • Engage in role play. • Write an email. • Create sale promotions. • Do a research. 		

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
6. Celebrations and Food	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/ nonnative English speakers.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3 Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<ul style="list-style-type: none"> • Use conditionals. • Interpret pictures. • Read and sequence a recipe. • Read to locate pieces of information. • Read to find the main ideas. • Listen for specific information. • Write a description of a festival. • Complete a questionnaire. • Complete a dialogue. • Make a project. • Value the importance of moderation. 	6	2

- First Term (Time): 12 weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
7. Journey to the Past	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>2.4 Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.</p> <p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3 Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<ul style="list-style-type: none"> • Take part in a debate. • Read and comprehend nonfiction texts. • Give a speech. • Describe pictures. • Listen to seek information. • Read texts that describe historical and cultural aspects. • Use the past tenses to describe events. • Develop creative thinking. • Create a PowerPoint presentation. • Appreciate national heritage. • Write a summary of an oral discussion. • Write about inventions. 	6	2

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
8. The Work We Do	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/ nonnative English speakers.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3 Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<ul style="list-style-type: none"> • Read a fiction text. • Retell a story. • Describe and interpret pictures. • Talk about jobs. • Compare jobs. • Develop critical thinking. • Engage in a conversation. • Listen attentively to get information. • Write about the requirements of some jobs. • Value the importance of work. 	6	2

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
9. Jobs and Personality	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/ nonnative English speakers.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<ul style="list-style-type: none"> • Answer a questionnaire to determine a personality profile. • Identify the job profile for some jobs. • Use adjectives to describe people. • Read to locate information. • Develop critical and creative thinking. • Write a paragraph based on a fact file. • Talk about one's personality. • Listen to check information. • Talk about helping at home. • Respect science and scientists. • Make decision and choices. 	6	2

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
10. Travels and Exploration	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>1.4 Listening to a TV documentary from an English speaking TV channel to broaden their knowledge about topics learned in other subjects in order to present main points.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<ul style="list-style-type: none"> • Read to locate information. • Listen to complete a dialogue. • Describe pictures. • Talk about places. • Identify the structure of a coherent paragraph. • Write notes. • Write an e-card • Do a research. 	6	2

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
11. Energy and Recycling	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/ nonnative English speakers.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3 Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<ul style="list-style-type: none"> • Read and predict information. • Identify the structure of a story. • Develop critical and creative thinking. • Retell a story. • Be aware of the importance of recycling. • Talk about plans. • Listen to seek information. • Complete a chart about sources of energy. • Use notes to write a paragraph about the future of energy. • Design a poster 	6	2

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
12. Predicting the Future	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>2.4 Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.</p> <p>3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4. Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<ul style="list-style-type: none"> • Read a weather forecast. • Interpret weather symbols. • Use notes to write about the future. • Listen for specific information. • Read and take notes. • Develop critical thinking. • Present a topic. • Become aware of environmental issues. • Talk about future inventions. • Do a research. • Make a project. 	6	2

**State of Kuwait
Ministry of Education
ELT General Supervision**

**Curriculum and Curriculum Standards for
Intermediate Education**

(Grade 7)

Unit Plan for Terms 1 and 2

Based on the new Curriculum

Target English

2017 / 2018

Curriculum and curriculum standards for intermediate Education

Unit Plan for Grade Seven

- First Term (Time): 12 weeks

Target English

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
1. Family and friends	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/nonnative English speakers.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.</p>	<ul style="list-style-type: none"> • Read a text and complete a table. • Talk about oneself, favourites, home, and possessions. • Use possessive 's. • Complete a text using contractions. • Express preferences. • Describe buildings. • Write an-email about how to support people with special needs. 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
1. Family and friends	<p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>3.1 Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.4 Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1 Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.</p> <p>4.2 Plan, write, revise and edit a short text in English</p> <p>4.3 Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> • Use "Have you got? I've got/ I haven't got" • Use words related to home. • Engage in a role play. • Participate in a group discussion. 	<ul style="list-style-type: none"> • Pictures • Video clip • Magazines • Graphic organizers 	<ul style="list-style-type: none"> • Questions • Observation • Rubrics

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
2. Sports and Activities	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/nonnative English speakers.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>2.4 Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>2.4 Present a short PPT presentation about the surrounding environment or other cultures, indicating what information from other subjects they used.</p>	<ul style="list-style-type: none"> • Talk about sports and adventures. • Express likes/ dislikes. • Gather information about caves and animals. • Describe pictures. • Talk about abilities. • Talk about nationalities and languages • Use simple present. • Make negative (don't/ doesn't) • Form questions. • Use "modal verb: Can you? Yes, I can. / No, I can't" • Identify words with /p/ and /b/ • Develop critical thinking. 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools • Pictures • Video clip • Magazines 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
2. Sports and Activities	<p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3 Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p>	<p>3.1 Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.3 Present their favourite readings in a reading diary, in an oral presentation or during a round table.</p> <p>3.4 Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1 Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.</p> <p>4.2 Plan, write, revise and edit a short text in English</p>	<ul style="list-style-type: none"> • Use connectors (and/ but/ or/ also). • Write a short paragraph about favourite sport activity. • Use capitalization. • Use gerund. • Engage in a role play. 		

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
3. School Life	1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/ starting from such texts.	1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.	• Talk about school life.	• Grouping (individual work, pair work, etc.)	• Worksheets
	1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/ nonnative English speakers.	1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.	• Compare and contrast schools.	• Materials/	• Projects
	2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.	2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.	• Make suggestions.	• Resources (visual and audio aids etc.)	• Quizzes
	2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).	2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.	• Accept or refuse suggestions.	• ICT tools	• Portfolio
	3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.	3.1 Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)	• Describe things and pictures.	• Pictures	• Questions
	3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.	3.2 Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.	• Express likes/ dislikes.	• Magazines	• Observation
	3.3 Showing interest in reading age appropriate texts for pleasure and information gathering.	3.3 Present their favourite readings in a reading diary, in an oral presentation or during a round table.	• Give opinion		• Rubrics
			• Write and design an advert.		
			• Use the present continuous.		
			• Use adjectives and adverbs.		

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
3. School Life	<p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<p>4.1 Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.</p> <p>4.2 Plan, write, revise and edit a short text in English</p> <p>4.3 Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p> <p>4.4 Compose short paragraphs about familiar topics related to other school subjects using different digital resources.</p>	<ul style="list-style-type: none"> • Use demonstrative pronouns. • Develop creative thinking. • Design a school timetable. 		
4. Instructions and Directions	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/ starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/ nonnative English speakers.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>1.4 Listening to a TV documentary from an English speaking TV channel to broaden their knowledge about topics learned in other subjects in order to present main points.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>1.4 Identify some facts related to other school subjects from TV documentaries to complete a project.</p>	<ul style="list-style-type: none"> • Give and follow instructions/ directions. • Give and understand directions. • Give advice on exams. • Follow rules. • Write a list of Do's and Don'ts about the school library. • Give a speech. • Describe and make an experiment • Write directions. 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools • Pictures • Video clip • Magazines 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
4. Instructions and Directions	<p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>2.4 Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.</p> <p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>2.4 Present a short PPT presentation about the surrounding environment or other cultures, indicating what information from other subjects they used.</p> <p>3.1 Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.4 Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1 Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.</p> <p>4.2 Plan, write, revise and edit a short text in English</p> <p>4.3 Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> • Share ideas. • Gather information • Use sequence words • Use imperatives (do/ don't) • Use preposition of place • Use adverbs of frequency • Develop critical thinking. • Develop creative thinking. • Match pictures with instructions. 	<ul style="list-style-type: none"> • Realia (drinking straw/ a glass jar/ clay/ water) • Google map 	

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
5. Free Time	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/ starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/nonnative English speakers.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p>	<ul style="list-style-type: none"> • Give advice on desert camping. • Make decisions and choices. • Make suggestions. • Express agreement. • Ask for / give information. • Write an invitation. • Describe pictures. • Find the differences between pictures. • Express likes/ dislikes. • Write a paragraph describing a mall. • Form Wh-questions 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools • Pictures • Video clips • Magazines Newspapers • PowerPoint • Graphic organizers 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
5. Free Time	<p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3 Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>3.1 Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.3 Present their favourite readings in a reading diary, in an oral presentation or during a round table.</p> <p>3.4 Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1 Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.</p> <p>4.2 Plan, write, revise and edit a short text in English</p> <p>4.3 Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> • Use “There is / are” • Use “some / any / a / an” • Countable / uncountable nouns • Use question tags • Use connectors (but/ also/ because/ so) • Complete a dialogue about shopping. • Design sale promotions. 		

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
6. Celebrations and Food	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/ starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/ nonnative English speakers.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p>	<ul style="list-style-type: none"> • Interpret information from pictures • Discuss and exchange information. • Reorder instructions according to pictures. • Guess and make inferences. • Write pieces of advice. • Express likes/ dislikes. • Use If conditional (1st & 2nd) • Complete a dialogue about ordering from a restaurant. • Conduct a questionnaire about being healthy or unhealthy. 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools • Pictures • Video clip • Magazines • Newspapers • Realia • Graphic organizers • PowerPoint 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
6. Celebrations and Food	<p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3 Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<p>3.1 Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.3 Present their favourite readings in a reading diary, in an oral presentation or during a round table.</p> <p>4.1 Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.</p> <p>4.2 Plan, write, revise and edit a short text in English</p> <p>4.3 Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p> <p>4.4 Compose short paragraphs about familiar topics related to other school subjects using different digital resources.</p>	<ul style="list-style-type: none"> • Write a paragraph describing a partner's diet. • Describe people and places. • Talk about celebrations. • Present a topic • Use pronouns. • Use (How much/ many) • Use countable / uncountable nouns • Identify the /p/ and /b/ sounds • Review and edit others' work • Make notes • Form questions. 		

- Second Term (Time): 12 weeks

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
7. Journey to the Past	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/ starting from such texts.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>2.4 Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>2.4 Present a short PPT presentation about the surrounding environment or other cultures, indicating what information from other subjects they used.</p>	<ul style="list-style-type: none"> • Ask for and give information. • Write a short paragraph about past events. • Take part in a debate about life now and then. • Talk about the past. • Give a speech • Seek information. • Describe pictures. • Use past simple (regular/irregular verbs). • Use context clue to determine word meaning. 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools • PowerPoint Magazines • Realia • Graphic organizers 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
7. Journey to the Past	<p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3 Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<p>3.1 Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.3 Present their favourite readings in a reading diary, in an oral presentation or during a round table.</p> <p>3.4 Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1 Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.</p> <p>4.2 Plan, write, revise and edit a short text in English</p> <p>4.3 Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p> <p>4.4 Compose short paragraphs about familiar topics related to other school subjects using different digital resources.</p>	<ul style="list-style-type: none"> • Make negative • Generate ideas for writing with peers. • Review, edit and rewrite own work. • Use past continuous (when/ while) • Prepare a PowerPoint presentation • Use words related to Kuwait Culture • Use 'used to' 		

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
8. The Work We Do	1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/ starting from such texts.	1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.	• Talk about jobs.	• Grouping (individual work, pair work, etc.)	• Worksheets
	1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/ nonnative English speakers.	1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.	• Describe pictures.	• Materials/	• Projects
	1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.	1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.	• Guess and predict.	• Resources (visual and audio aids etc.)	• Quizzes
	2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.	2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.	• Re-tell a story.	• ICT tools	• Portfolio
	2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).	2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.	• Give instructions.	• Real objects	• Questions
	2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.	2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.	• Set rules about the park.	• Graphic organizers	• Observation
			• Compare and contrast jobs.	• Rubrics	
			• Gather information about dangerous jobs.		
			• Guess and make inferences.		
			• Role-play		
			• Use must/ mustn't		

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
8. The Work We Do	<p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3 Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>3.1 Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.3 Present their favourite readings in a reading diary, in an oral presentation or during a round table.</p> <p>3.4 Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1 Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.</p> <p>4.2 Plan, write, revise and edit a short text in English</p> <p>4.3 Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> • Design signs • Use have/ has to • Use don't / doesn't have to • Identify words with the silent /h/ sound • Develop imaginative thinking. • Work with words (crossword puzzle). 		

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
9. Jobs and Personality	1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/ starting from such texts.	1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.	<ul style="list-style-type: none"> • Describe people • Role-play a job interview. 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools • Pictures • Graphic organizers • Magazine • newspaper • PowerPoint • Realia • Encyclopedia • Video clips 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics
	1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/ nonnative English speakers.	1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.	<ul style="list-style-type: none"> • Talk about personal qualities. • Give pieces of advice. 		
	1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.	1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.	<ul style="list-style-type: none"> • Make suggestion. • Express gratitude to parents. 		
	2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.	2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.	<ul style="list-style-type: none"> • Gather information. • Make decision and choices. 		
	2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).	2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.	<ul style="list-style-type: none"> • Use should/ shouldn't • Us why don't you? 		
	2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.	2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.	<ul style="list-style-type: none"> • Use words related to personal qualities 		

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
9. Jobs and Personality	<p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<p>3.1 Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.4 Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1 Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.</p> <p>4.3 Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p> <p>4.4 Compose short paragraphs about familiar topics related to other school subjects using different digital resources.</p>	<ul style="list-style-type: none"> • Use had to/ didn't have to • Develop creative thinking. • Make a card to show gratitude. • Identify the / ð/ and / θ/ sounds • Use adjectives and adverbs • Use punctuation marks. • Write a short paragraph about helping at home. 		

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
10. Travels and Exploration	1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/ starting from such texts.	1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.	• Describe pictures.	• Grouping (individual work, pair work, etc.)	• Worksheets
	1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.	1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.	• Guess and make inferences.	• Materials/	• Projects
	1.4 Listening to a TV documentary from an English speaking TV channel to broaden their knowledge about topics learned in other subjects in order to present main points.	1.4 Identify some facts related to other school subjects from TV documentaries to complete a project.	• Talk about science and inventions.	• Resources (visual and audio aids etc.)	• Quizzes
	2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.	2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.	• Read and complete a table.	• ICT tools	• Portfolio
	2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).	2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.	• Recount experiences and events	• Magazines	• Questions
	2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.	2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.	• Complete a chart.	• PowerPoint	• Observation
			• Exchange information	• Rubrics	
			• Write a short paragraph about inventions and scientists.		
			• Listen and complete an interview.		
				• Realia	
				• Encyclopedia	
				• Video clips	
				• Map or atlas	

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
10. Travels and Exploration	<p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>3.1 Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.4 Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1 Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.</p> <p>4.2 Plan, write, revise and edit a short text in English</p> <p>4.3 Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> • Form questions about holidays. • Use prepositions. • Write an e-card • Use relative pronouns (which/ where/ that/ who/ when) • Develop imaginative thinking. • Write some quotes. 		

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
11. Energy and Recycling	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/ starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/ nonnative English speakers.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p>	<ul style="list-style-type: none"> • Guess and make inferences. • Retell a story • Gather information. • Talk about recycling. • Describe pictures. • Write a short paragraph about future plans. • Use passive voice (past/ present). • Listen and complete a diagram. • Use 'going to'. • Write a short paragraph about future sources of energy. 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools • Video clips • Graphic organizers. • Real objects (recycled objects) • Magazines • Newspaper 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
11. Energy and Recycling	<p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3 Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>3.1 Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.3 Present their favourite readings in a reading diary, in an oral presentation or during a round table.</p> <p>4.1 Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.</p> <p>4.2 Plan, write, revise and edit a short text in English</p> <p>4.3 Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> • Develop critical thinking • Develop creative thinking. • Make a poster about saving energy. • Use question tags. 		

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
12. Predicting the Future	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/ starting from such texts.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>2.4 Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>2.4 Present a short PPT presentation about the surrounding environment or other cultures, indicating what information from other subjects they used.</p>	<ul style="list-style-type: none"> • Describe the weather. • Make predictions. • Talk about the weather in different countries. • Express opinion. • Write about the causes of climate change. • Compare and contrast. • Talk about environmental problems. • Make suggestions about how to save the environment. 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools – application • TV weather forecast • Video clips • PowerPoint • Atlas/ Map • Magazines 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
12. Predicting the Future	<p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<p>3.1 Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.4 Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1 Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.</p> <p>4.3 Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p> <p>4.4 Compose short paragraphs about familiar topics related to other school subjects using different digital resources.</p>	<ul style="list-style-type: none"> • Exchange opinions and information. • Analyze and interpret data from a table. • Show concern for the planet. • Express likes/ dislikes. • Use will/ won't. • Use modals of certainty and possibility. • Make negative. • Use capitalization and punctuation. 		

Daily Lesson Plan

Day:	Class: 7	Module : 1	Unit : 7	Period No.:		
Date:	Period:	Topic: Family and Friends (Part 1)				
Specific Competences	(2.1), (2.2), (2.3), (3.1), (3.3), (4.1)					
Language in Context	Vocabulary: hip– operation –wheelchair – limit –physically challenged Grammar: ----- Speech Acts: Talking about oneself / Talking about favourite possessions.					
Learning & Teaching Strategies	√	Demonstration	√	Discussion	Role Play	
	√	Brainstorming	√	Cooperative Learning	√	Collaborative Learning
	Other:					
Thinking Skills	Activities			L. T	Cri. T.	Cre. T.
	<ul style="list-style-type: none"> • L.T: The introduction game in the opener/ The stimulation questions. • Cri. T: The Stay-Stray activity. • Cre. T: The 'closure' activity. 			√	√	√
	Tick the type/s of Thinking.					
Resources	Visual and audio aids / ICT tools / SB					
Assessment Tools	√	Observation	√	Oral response	Oral presentation	
	√	Questions	√	Games	Projects	
	√	Written Tasks		Self-assessment	Peer assessment	
		Quizzes		Apps		
	Other:					

Opener:

Playing a game: *"Introduce yourself/ your partner"* (2.1) (2.2)

- * The teacher pairs up the students and asks them to interview each other. They should ask about: name, age, likes/ dislikes and favourites.
- * Then, the students are asked to either talk about themselves OR to describe their partners' characters to the rest of the class using the answers provided during the game.

Sequence of activities:

(Stimulation questions) (2.1) (2.3)

- How did people use to communicate with their friends in the past? How about now?
- Have you ever sent or received an email from a friend?

(Research question)

Pre- reading: (2.1) (2.3)

- Asking the students general questions about the three emails (e.g: senders/ recipients).
- Asking the students to guess the nationalities of the friends.

(The teacher uses Dan's picture to pre-teach the new words through context.)

While reading activities:

Task 1:

- Asking the students to read the emails silently and fill in the table in Ex. 2. (3.1)
 - Going around and offering help where necessary.
 - Class feedback.

Post-reading:

Task 2:

- Asking the students to read again and take notes about the three friends. Then asking them to talk about the characters of the friends. (3.2) (2.1)

(Sharing Information)

Task 3:

(One stays, the rest strays) technique: (2.1) (2.3) (4.1)

Asking the students to answer Ex. 3 in the lesson by listing the difficulties the physically challenged people and those with special needs might face.

- 1- Students work in groups to discuss and make notes.
- 2- One student from each group moves to the other groups to check how they completed the task.
- 3- Then, all the strayers return to their original groups to share their findings with their groups.
- 4- Groups present their ideas to the class.

(Creative Application/ Conclusion)

Closure:

- **Asking the students:**

“What services would you recommend to help physically challenged people lead a normal life?” (2.1)

- Explaining the home assignment: **Search for an answer to the following question:**

“What services do different countries provide to support physically challenged people?”

Reflection

Challenges & Suggestions

Sample Daily Lesson Plan

Day:	Class: 7	Module : 1	Unit : 7	Period No.:		
Date:	Period:	Topic: Family and Friends (Part 1)				
Specific Competences	(2.1), (3.1), (4.1), (4,3)					
Language in Context	Vocabulary: ----- Grammar: apostrophes 's (possession/ Contractions) Speech Acts: -----					
Learning & Teaching Strategies	√	Demonstration	√	Discussion	Role Play	
	√	Brainstorming	√	Cooperative Learning	Collaborative Learning	
	Other:					
Thinking Skills	Activities			L. T	Cri. T.	Cre. T.
	<ul style="list-style-type: none"> • L.T: The crossword puzzle in the opener. • Cri. T: The writing activity. • Cre. T: The 'closure' activity. 			√	√	√
				Tick the type/s of Thinking.		
Resources	Visual and audio aids / ICT tools / SB					
Assessment Tools	√	Observation	√	Oral response	Oral presentation	
	√	Questions	√	Games	Projects	
	√	Written Tasks		Self-assessment	Peer assessment	
		Quizzes		Apps		
	Other:					

Opener:

- Using a crossword puzzle (to revise the pre-taught words).

Sequence of activities:

- Reminding the class of the lesson by asking them to answer the question that was assigned as homework in the previous period: (2.1)

“What services do different countries provide to support physically challenged people?”

Task 1:

- Asking the students to scan the three emails on page 3 and underline all the words that have apostrophes. Then, asking them to guess the reasons for the apostrophes in the selected words. (3.1)
- Teaching students how to use apostrophes with contractions and possession through examples.
- Ex: Writing some sentences on the board and asking the students to add the missing apostrophes.

e.g. “My brothers car is very old. Hes going to sell it.”

Task 2:

- Having students answer Ex. 4 in pairs by completing Jamal’s email with the correct choices. Then checking answers.
- Asking the students to answer the questions in Ex. 5. Then discussing the layout of formal and informal letters on the board.

Task 3 (Writing): (4.1) (4.3)

- Discussing the writing question in Ex. 6 with the students. Eliciting ideas and jotting them down on the board.
- In groups, students write a short email using only 2 of these ideas.
- Groups exchange their emails for peer correction.
- Each group chooses a leader to read their emails to the class.

Closure:

- Asking the students:

“How can some physically challenged people be more successful than other people? Give examples.”

Reflection
Challenges & Suggestions

Sample Daily Lesson Plan

Day:	Class: 7	Module : 3	Unit : 7	Period No.:		
Date:	Period:	Topic: Ancient Jerash (Part 1)				
Specific Competences	(2.1), (2.2), (3.1), (3.3), (4.1)					
Language in Context	<p>Vocabulary: ancient– gladiator –cheerfully – chariot –taking place</p> <p>Grammar: -----</p> <p>Speech Acts: Talking about events in the past.</p>					
Learning & Teaching Strategies	√	Demonstration	√	Discussion	Role Play	
	√	Brainstorming	√	Cooperative Learning	Collaborative Learning	
	Other:					
Thinking Skills	Activities			L. T	Cri. T.	Cre. T.
	<ul style="list-style-type: none"> • L.T: The guessing game in the opener/ The stimulation question. • Cri. T: The closure activity. • Cre. T: The 'extension' activity. 			√	√	√
				Tick the type/s of Thinking.		
Resources	Visual and audio aids / ICT tools / SB					
Assessment Tools	√	Observation	√	Oral response	Oral presentation	
	√	Questions	√	Games	Projects	
	√	Written Tasks		Self-assessment	Peer assessment	
		Quizzes		Apps		
	Other:					

Opener:

Playing a game: *“Guessing an ancient famous character”*

* The teacher whispers a character to one of the students. Then the class asks the student yes/no questions in order to guess the character.

Sequence of activities:

(Stimulation questions)

- Name some historical places in Kuwait.(2.1) (2.2)
- Have you ever visited any historical places outside Kuwait?
(pre- teaching: ancient – taking place) through context.

Pre- reading:

- Asking the students to look at the pictures and describe what they can see. (2.1) (2.2)
(pre-teaching the words (gladiator – chariot – cheerfully) through context.

(Research question)

While reading activities:

Task 1:

- Asking the students to read the article silently and answer Ex. 2 (3.1) (3.3)
 - Going around and offering help where necessary
 - Class feedback

(Sharing Information)

Post-reading:

Task 2:

- Asking the students to read again and find the main idea of each paragraph. (3.2)
 - Encouraging the students to ask each other questions about the lesson. (2.2).

Task 3:

□ **Asking the students:**

“Think about how people used to live in Kuwait in the past and compare it to ancient Jerash.”

- Students work in groups to discuss and take notes. (2.1) (2.3)
- Groups exchange notes and add their own ideas to the existing ones of the other groups. (4.1)
- The process is repeated until the notes get back to the original groups.
- Students present their ideas to the class. (2.1)

Conclusion

Closure:

□ **Asking the students:**

“What things do you find interesting in ancient Jerash?” (2.1)

- Assigning the extension activity at the end of the lesson as homework. Explaining and discussing what’s required.

Reflection
Challenges & Suggestions

Sample Daily Lesson Plan

Sample Daily Lesson Plan							
Day:	Class: 7	Module : 3	Unit : 7	Period No.:			
Date:	Period:	Topic: Ancient Jerash (Part 2)					
Specific Competences	(2.1), (2.3), (3.1), (3.1), (4.1)						
Language in Context	Vocabulary: ----- Grammar: Past continuous (when- while) Speech Acts: Talking about events in the past/ Taking part in a debate.						
Learning & Teaching Strategies	√	Demonstration	√	Discussion		Role Play	
	√	Brainstorming	√	Cooperative Learning	√	Collaborative Learning	
	Other:						
Thinking Skills	Activities				L. T	Cri. T.	Cre. T.
	<ul style="list-style-type: none"> • L.T: The magic box game in the opener. • Cri. T: Task 2 (The debate). • Cre. T: The 'closure' activity. 				√	√	√
	Tick the type/s of Thinking.						
Resources	Visual and audio aids / ICT tools / SB						
Assessment Tools	√	Observation	√	Oral response	√	Oral presentation	
	√	Questions	√	Games		Projects	
	√	Written Tasks		Self-assessment	√	Peer assessment	
		Quizzes		Apps			
	Other:						

Opener:

1. Magic box game: (Revising Past Simple / irregular verbs)
 - Selecting students to draw cards from the magic box, read the verbs to the class and ask them to use them in the past (in meaningful sentences.)
2. Checking the student's completion of the extension in the previous lesson. (Having some students present their work.)

Task 1:

- Referring the class to Ex. 3. a and asking them to complete the sentences from the text. (3.1)
 - Peer correction: Students check their answers with the closest pair to them. (2.1)
 - Whole class feedback.
- Drawing a time line for the students to see the occurrence of events in the past and when to use both “when and while”.
- Asking the students to answer EX. 3.b in pairs. Then checking answers.
- Eliciting sentences in the past continuous with “when – while” based on pictures/ situations” (2.1).

Task 2:

EX. 4.a: Writing the following statement on the board:

“Life in the past was much better than now.”

- In groups, pupils decide if they are for or against then discuss and provide arguments to support their points of view. (2.1) (2.3)
- Each group writes notes about their ideas. (4.1)
- The teacher circulates and provides assistance.
- Each group chooses a leader to present their ideas.
- Forming a jury of two or three pupils. The jury listens to each leader presenting their arguments. They decide which group was more convincing. (2.3) (2.4)

EX. 4.b: Students write a short paragraph summarizing their ideas (for / against).
(4.1) (4.3)

Closure:

□ **Asking the students:**

“How do you think the future will be different from today?” (2.1)

Reflection
Challenges & Suggestions

شركة مطابع المجموعة الدولية
أودع بمكتبة الوزارة تحت رقم (٤٠) بتاريخ ٢٤/٨/٢٠١٨م