



**English**  
EU General Supervision  
التوجيه العام للمراقبة

**(Grade 7)**

**Based on the new Curriculum  
Target English**

2018/2019

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# Curriculum and Curriculum Standards for Intermediate Education

## Annual Planning for Grade Seven

### Target English

First Term (Time): 12 weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
Adjustment period	Adjustment period	<ul style="list-style-type: none"> <li>-Teacher and students get familiarized with each other-</li> <li>-Teacher can opt for varied activities and classroom strategies to help learners adjust to their new surroundings</li> <li>-Using greetings and simple everyday language</li> </ul>	1	

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<h2 style="text-align: center;">1. Family and Friends</h2>	<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>4.2 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"> <li>• Talk about personal topics.</li> <li>• Exchange opinion on personal topics.</li> <li>• Transfer information from an email to a table.</li> <li>• Use apostrophe in the right place.</li> <li>• Analyse the structure of an email.</li> <li>• Listen and complete tasks.</li> <li>• Use 'have got' to talk about possession.</li> <li>• Read and take notes</li> <li>• Write an email.</li> <li>• Complete an interview.</li> <li>• Show respect to physically challenged people.</li> <li>• Do a research.</li> </ul>




Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
<b>2. Sports and Activities</b>				
	<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>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"><li>• Read to make inferences.</li><li>• Talk about sports and adventures.</li><li>• Express likes and dislikes.</li><li>• Listen and complete a table.</li><li>• Write about favourite sports.</li><li>• Value the importance of sports.</li><li>• Describe pictures.</li><li>• Develop critical thinking</li><li>• Improve writing using connectors.</li><li>• Use simple present in affirmative, negative and interrogative.</li><li>• Do a research.</li></ul>	6	2



Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
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> <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"> <li>• Talk about a school day.</li> <li>• Talk about school facilities.</li> <li>• Listen and identify information.</li> <li>• Use the present continuous to describe pictures.</li> <li>• Use adjectives and adverbs to compare and contrast activities.</li> <li>• Design a school time table.</li> <li>• Talk about after school-activities.</li> <li>• Write and advert.</li> <li>• Develop creative thinking.</li> <li>• Accept or refuse suggestions.</li> </ul>	6	2

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
<h2>4. Instructions and Directions</h2>	<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> <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"> <li>• Explore various sources to find information.</li> <li>• Read and interpret information.</li> <li>• Give instructions and directions.</li> <li>• Listen and complete a paragraph.</li> <li>• Present topics using various sources of media.</li> <li>• Write a letter/instruction.</li> <li>• Do a research.</li> <li>• Do an experiment.</li> </ul>	6	2




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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
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>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"> <li>• Read a newspaper article.</li> <li>• Read to identify main ideas.</li> <li>• Listen to identify information.</li> <li>• Use countable/ uncountable nouns.</li> <li>• Talk about camping experiences.</li> <li>• Discuss to make decisions.</li> <li>• Building up positive personal motivation to speak with peers.</li> <li>• Engage in role play.</li> <li>• Write an email.</li> <li>• Create sale promotions.</li> <li>• Do a research.</li> </ul>	6	2





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"><li>• Use conditionals.</li><li>• Interpret pictures.</li><li>• Read and sequence a recipe.</li><li>• Read to locate pieces of information.</li><li>• Read to find the main ideas.</li><li>• Listen for specific information.</li><li>• Write a description of a festival.</li><li>• Complete a questionnaire.</li><li>• Complete a dialogue.</li><li>• Make a project.</li><li>• Value the importance of moderation.</li></ul>	6	2

## Second Term (Time): 12 weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
	<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"><li>• Take part in a debate.</li><li>• Read and comprehend nonfiction texts.</li><li>• Give a speech.</li><li>• Describe pictures.</li><li>• Listen to seek information.</li><li>• Read texts that describe historical and cultural aspects.</li><li>• Use the past tenses to describe events.</li><li>• Develop creative thinking.</li><li>• Create a PowerPoint presentation.</li><li>• Appreciate national heritage.</li><li>• Write a summary of an oral discussion.</li><li>• Write about inventions.</li></ul>	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"><li>• Read a fiction text.</li><li>• Retell a story.</li><li>• Describe and interpret pictures.</li><li>• Talk about jobs.</li><li>• Compare jobs.</li><li>• Develop critical thinking.</li><li>• Engage in a conversation.</li><li>• Listen attentively to get information.</li><li>• Write about the requirements of some jobs.</li><li>• Value the importance of work.</li></ul>	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"><li>• Answer a questionnaire to determine a personality profile.</li><li>• Identify the job profile for some jobs.</li><li>• Use adjectives to describe people.</li><li>• Read to locate information.</li><li>• Develop critical and creative thinking.</li><li>• Write a paragraph based on a fact file.</li><li>• Talk about one's personality.</li><li>• Listen to check information.</li><li>• Talk about helping at home.</li><li>• Respect science and scientists.</li><li>• Make decision and choices.</li></ul>	6	2

10. Travels and Exploration		6	2
<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"> <li>• Read to locate information.</li> <li>• Listen to complete a dialogue.</li> <li>• Describe pictures.</li> <li>• Talk about places.</li> <li>• Identify the structure of a coherent paragraph.</li> <li>• Write notes.</li> <li>• Write an e-card</li> <li>• Do a research.</li> </ul>		



Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
<b>11. Energy and Recycling</b>				
	<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"> <li>• Read and predict information.</li> <li>• Identify the structure of a story.</li> <li>• Develop critical and creative thinking.</li> <li>• Retell a story.</li> <li>• Be aware of the importance of recycling.</li> <li>• Talk about plans.</li> <li>• Listen to seek information.</li> <li>• Complete a chart about sources of energy.</li> <li>• Use notes to write a paragraph about the future of energy.</li> <li>• Design a poster</li> </ul>	6	2



Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
<b>12. Predicting the Future</b>				
	<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"> <li>• Read a weather forecast.</li> <li>• Interpret weather symbols.</li> <li>• Use notes to write about the future.</li> <li>• Listen for specific information.</li> <li>• Read and take notes.</li> <li>• Develop critical thinking.</li> <li>• Present a topic.</li> <li>• Become aware of environmental issues.</li> <li>• Talk about future inventions.</li> <li>• Do a research.</li> <li>• Make a project.</li> </ul>	6	2

12. On Holiday					
12. On Holiday	<p>1.1 Listening to various age appropriate texts to build up an overall comprehension of what they have listened to.</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) while listening to different types of texts from different sources.</p> <p>2.1 Participating in oral interactions in the classroom to exchange information, to direct others, to comment &amp; to have fun.</p> <p>2.2 Conversing about different grade level topics using suitable strategies such as asking for and providing clarification visual clues to help students communicate (pictures, facial expressions and gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness (please, thank you, would, could and will)</p> <p>3.1 Reading to comprehend age appropriate texts on familiar topics for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the theme and the main idea of the text and locating pieces of information</p> <p>3.3 Willingly engaging in age appropriate reading activities by joining school reading groups and borrowing books from libraries.</p> <p>4.2 Writing to express personal experiences or events using descriptive details and clear event sequences, correct punctuation and correct spelling strategies</p> <p>4.4 Using smart devices in typing or checking writing to maintain aesthetic and neat form using topics related to other school subjects.</p>	<p>1.1 Mention the topic and the overall idea of simple informative, short descriptive and narrative texts they listen to and follow simple instructions accordingly.</p> <p>1.3 Respect turn taking rules and use supportive listening cues while listening to others.</p> <p>2.1 Discuss and exchange information in mini dialogues/group discussion to comment, direct others and have fun.</p> <p>2.2 Use words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.</p> <p>2.3 Use appropriate expressions of politeness in a range of collaborative discussions with diverse partners.</p> <p>3.1. Mention the overall idea and purpose of different texts (fiction/nonfiction) on familiar topics.</p> <p>3.2. Determine the theme, the main idea and locate pieces of information in fiction and non-fiction age-appropriate texts.</p> <p>3.3. Present their reading activities in a diary or in oral presentations.</p> <p>4.2. Produce a legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.</p> <p>4.4. Type or check their writing about different topics using smart devices.</p>	<ul style="list-style-type: none"> <li>• Listen and retell the main event of a text.</li> <li>• Listen and circle the correct answers.</li> <li>• Read a text to answer specific questions and come up with a conclusion.</li> <li>• Form questions about visited countries.</li> <li>• Ask and answer in groups about visited countries.</li> <li>• Present information of a visit of a classmate using details (days of visits, number of visits, ect) using high frequency expressions.</li> <li>• Write a short e-card about a country they visited expressing their own opinion of the monuments using comparative and superlative adjectives.</li> <li>• Write an e-card.</li> <li>• Re-write sentences using "yet" and "already".</li> <li>• Complete the sentences with yet or already.</li> <li>• Discuss in pairs/groups what to do on holiday.</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials/ Resources (visual and audio aids etc.)</li> <li>• ICT tools - Word programme</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>