



Ministry of Education  
ELT General Supervision

# Curriculum and Curriculum Standards for Intermediate Education (Grade 6)

Unit Plan for Terms 1 and 2

Based on the new Curriculum

*Target English*

2018/2019



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# Curriculum and Curriculum Standards for Intermediate Education

## Unit Plan for Grade Six

### Target English

#### First Term (Time): 12 weeks

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
1.A Famous Artist	<p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ non -native 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) 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 clarifications visual clues to help students communicate (pictures, facial expressions and gestures).</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>4.2 Writing to express personal experiences or events using descriptive details and clear event sequences, correct punctuation and correct spelling strategies.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences</p>	<p>1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</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>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>4.2. Produce a legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies</p> <p>4.3. Write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> <li>• Listen to a text to determine the theme, the main idea and locate pieces of information.</li> <li>• Participate in a group discussion using provided questions.</li> <li>• Answer a multiple choice question related to the use of "used to".</li> <li>• Describe pictures of art samples.</li> <li>• Discuss then write a paragraph about some paintings</li> <li>• Write short paragraphs about famous artists in groups.</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</li> <li>• Pictures</li> <li>• Video clip</li> <li>• Magazines</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>



2. An Advertisement for Kuwait	<p>1.1 Listening to various age appropriate texts to build up an overall comprehension of what they have listened to.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ non -native English speakers</p> <p>2.2 Conversing about different grade level topics using suitable strategies such as asking for and providing clarifications 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</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>4.1 Writing simple connected sentences to form a paragraph of personal interest with the help of pictures and guide words.</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>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>1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</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>3.2. 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>4.1. Write short paragraphs using precise language and specific vocabulary to convey different ideas.</p> <p>4.2. Produce a legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.</p>	<ul style="list-style-type: none"> <li>• Listen to a text related to holidays and take notes to answer specific questions and to complete a table.</li> <li>• Complete sentences using the first conditional if.</li> <li>• Negate sentences.</li> <li>• Participate in a group discussion using a video/pictures about tourist places in Kuwait.</li> <li>• Write a simple plan visit for a tourist visiting Kuwait.</li> <li>• Act a scene as a tourist guide</li> <li>• Use debate to enhance the first conditional oral usage</li> <li>• Read a variety of advertisement and decide which one is sufficient</li> <li>• Write an advertisement choosing the right picture to promote target features</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</li> <li>• Pictures</li> <li>• Video clip</li> <li>• Magazines</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>
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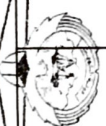
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<p align="center"><b>3. A Local TV Programme</b></p>	<p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ non -native English speakers</p> <p>1.4 Listening to simple presentations by native/nonnative English speakers on you tube and other similar websites about different topics related to other school subjects to exchange information.</p> <p>2.2 Conversing about different grade level topics using suitable strategies such as asking for and providing clarifications visual clues to help students communicate (pictures, facial expressions and gestures).</p> <p>2.4 Speaking about age appropriate topics using their knowledge acquired in other subjects.</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>3.4 Identifying information needed from other subjects to understand age appropriate texts.</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>1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</p> <p>1.4 Present and exchange information related to other school subjects based on a presentation they listen to, delivered in English by native/non-native speakers.</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>2.4 Utilize their knowledge in other subjects (e.g. science) to present information using grade level language.</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>3.4. Identify the type of information they need from other subjects to understand the reading materials they work with.</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 to a text and tick (e.g. people's preferable programmes).</li> <li>• Ask and answer questions about their favourite TV programme.</li> <li>• Discuss then write sentences about their personal preferences (e.g. I prefer to watch TV).</li> <li>• Retelling events of an episode.</li> <li>• Anticipating events of a TV programme.</li> <li>• Sequence events using pictures.</li> <li>• Write the correct tense of the verb using worksheets.</li> <li>• Write a short paragraph about your favourite film.</li> <li>• Identify the right question forms</li> <li>• Differentiate patterns of intonation</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</li> <li>• Pictures</li> <li>• Video clip</li> <li>• Magazines</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>
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4. Potable Water			
<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>2.4 Speaking about age appropriate topics such as sports, science and saving energy using their knowledge acquired in other subjects.</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>3.4 Identifying information needed from other subjects to understand age appropriate texts.</p> <p>4.1 Writing simple connected sentences to form a paragraph (e-mail, short report) on familiar topics of personal interest with the help of pictures and guide words.</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>2.4 Utilize their knowledge in other subjects (e.g. science) to present information using grade level language.</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>3.4. Identify the type of information they need from other subjects to understand the reading materials they work with.</p> <p>4.1. Write short paragraphs using precise language and specific vocabulary to convey different ideas.</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 to a text to extract specific information using provided questions.</li> <li>• Express their opinion and look for information about drinking potable water.</li> <li>• Discuss about the different ways of using water.</li> <li>• Give advice about saving water.</li> <li>• Exchange information and take notes of key concept of a topic after discussion.</li> <li>• Write in groups short paragraphs of a topic using relative pronouns.</li> <li>• Make a poster using imperatives.</li> <li>• Join/complete the sentences using who or which.</li> <li>• Choose who/which.</li> <li>• Find the opposite of the adjectives from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials/</li> <li>• Resources (visual and audio aids etc.)</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Video clip</li> <li>• Magazines</li> <li>• Newspapers</li> <li>• Realia</li> <li>• Graphic organizers</li> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>



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## 5. Sea orld Secrets

<p>1.1 Listening to various age appropriate texts to build up an overall comprehension of what they have listened to.</p> <p>1.4 Listening to simple presentations by native/non-native English speakers on you tube and other similar websites about different topics related to other school subjects to exchange information.</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>3.4 Identifying information needed from other subjects to understand age appropriate texts.</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>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences</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>1.4 Present and exchange information related to other school subjects based on a presentation they listen to, delivered in English by native/non-native speakers.</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>3.4. Identify the type of information they need from other subjects to understand the reading materials they work with.</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>4.3. Write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> <li>• Listen to a text to take notes of the main idea, the main speaker and identify key concepts.</li> <li>• Express opinions and exchange information about sea world beauty.</li> <li>• Read a text about sea animals to answer specific questions.</li> <li>• Read a text to answer specific questions then retell events of the text.</li> <li>• Match sentences with pictures.</li> <li>• Write a short story in pairs, after discussion, using connectors.</li> <li>• Look at the pictures and make sentences using the connectors of time (e.g when).</li> <li>• Use past simple and paste continuous when contenting with when.</li> <li>• Write a short paragraph about your favourite sea animal.</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials/</li> <li>• Resources (visual and audio aids etc.)</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Video clips</li> <li>• Magazines</li> <li>• Newspapers</li> <li>• Realia – PowerPoint</li> <li>• Graphic organizers</li> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>
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## 6 A Brave Boy

<p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ non-native English speakers.</p> <p>1.4 Listening to simple presentations by native/non-native English speakers on you tube and other similar websites about different topics related to other school subjects to exchange information.</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>4.1 Writing simple connected sentences to form a paragraph (e-mail, short report) on familiar topics of personal interest with the help of pictures and guide words.</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>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences</p>	<p>1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</p> <p>1.4 Present and exchange information related to other school subjects based on a presentation they listen to, delivered in English by native/non-native speakers.</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>4.1. Write short paragraphs using precise language and specific vocabulary to convey different ideas.</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>4.3. Write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> <li>• Listen to a text to circle unfamiliar words and find their meanings.</li> <li>• Listen to a presentation to ask questions.</li> <li>• Discuss a listened to text using provided questions.</li> <li>• Write a paragraph in groups after discussing a topic using connectors (while).</li> <li>• Present a topic using proper language.</li> <li>• Read a text to answer specific questions then retell events of the story.</li> <li>• Make sentences using the connectors of time (e.g while).</li> <li>• Use past simple and paste continuous when contenting with while.</li> <li>• Write the words with the -ing in the correct column.</li> <li>• Complete a story with interesting events.</li> <li>• Mention the main characters, plot, and the setting of a story after reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials/</li> <li>• Resources (visual and audio aids etc.)</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Video clip</li> <li>• Magazines</li> <li>• Newspapers</li> <li>• Realia</li> <li>• Graphic organizers</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>
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## Second Term (Time): 12 weeks

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
7. Science Data	<p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ non -native 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) while listening to different types of texts from different sources.</p> <p>2.2 Conversing about different grade level topics using suitable strategies such as asking for and providing clarifications visual clues to help students communicate (pictures, facial expressions and gestures).</p> <p>2.4 Speaking about age appropriate topics such as science their knowledge acquired in other subjects</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>3.4 Identifying information needed from other subjects to understand age appropriate texts.</p> <p>4.1 Writing simple connected sentences to form a paragraph of personal interest with the help of pictures and guide words.</p> <p>4.2 Writing about events using descriptive details and clear event sequences, correct punctuation and correct spelling strategies.</p>	<p>1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</p> <p>1.3 Respect turn taking rules and use supportive listening cues while listening to others.</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>2.4 Utilize their knowledge in other subjects (e.g. science) to present information using grade level language.</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>3.4. Identify the type of information they need from other subjects to understand the reading materials they work with.</p> <p>4.1. Write short paragraphs using precise language and specific vocabulary to convey different ideas.</p> <p>4.2. Produce a legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.</p>	<ul style="list-style-type: none"> <li>Respond to listening to a dialogue</li> <li>Listen to follow instructions</li> <li>Respond to the sound patterns of English</li> <li>Read to determine the main idea of a text and recount the key details.</li> <li>Read to complete a table</li> <li>Re-write sentences to passive voice using worksheets.</li> <li>Choose the correct word is or are to make a correct passive sentence.</li> <li>Discuss in groups and then write a paragraph using language sequences (e.g. First, then, next, etc.)</li> <li>Write complete and meaningful sentences about an experiment/ aprocess.</li> <li>Make a project about water evaporation process.</li> <li>Describe, in a presentation, water evaporation process using provided cue words.</li> </ul>	<ul style="list-style-type: none"> <li>Grouping (individual work, pair work, etc.)</li> <li>Materials/</li> <li>Resources (visual and audio aids etc.)</li> <li>ICT tools</li> <li>A small mirror</li> <li>Paper,</li> <li>scissors</li> <li>PPT</li> <li>Real objects bowl, hot water, ice cubs</li> <li>Graphic organizers</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>



## 8. Science in Our Life

<p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ non-native English speakers</p> <p>1.4 Listening to simple presentations by native/non-native English speakers on you tube and other similar websites about different topics related to other school subjects to exchange information.</p> <p>2.1 Participating in oral interactions in the classroom to exchange information, to direct others, to comment</p> <p>2.2 Conversing about different grade level topics using suitable strategies such as asking for and providing clarifications visual clues to help students communicate (pictures, facial expressions and gestures).</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>3.4 Identifying information needed from other subjects to understand age appropriate texts.</p> <p>4.2 Writing a report 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>1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</p> <p>1.4 Present and exchange information related to other school subjects based on a presentation they listen to, delivered in English by native/non-native speakers.</p> <p>2.1 Discuss and exchange information in mini dialogues/group discussion, direct others , to comment</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>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>3.4. Identify the type of information they need from other subjects to understand the reading materials they work with.</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>• Respond to referential questions after reading a text.</li> <li>• Listen to predict what people are going to talk about.</li> <li>• State if statements are true or false</li> <li>• Exchange information in group activities</li> <li>• Use modals to express future</li> <li>• Read to transfer information</li> <li>• Read and discuss in groups the importance of science using provided questions.</li> <li>• Read about experiments and extract facts related to the topic.</li> <li>• Complete a questionnaire</li> <li>• Write a report about energy saving</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</li> <li>• Real objects</li> <li>• Graphic organizers</li> <li>• Pictures</li> <li>• Magazines</li> <li>• Newspapers</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>
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9. Famous People			
<p>1.1 Listening to various age appropriate texts to build up an overall comprehension of what they have listened to</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ non -native English speakers</p> <p>2.2 Conversing about different grade level topics using suitable strategies such as asking for and providing clarifications 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</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>3.4 Identifying information needed from other subjects to understand age appropriate texts.</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>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences</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>1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</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>3.2. 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>3.4. Identify the type of information they need from other subjects to understand the reading materials they work with.</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>4.3. Write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> <li>• Listen to a text for specific information and make inferences.</li> <li>• Listen to a text to identify the main idea and narrate the topic.</li> <li>• Respond to the sound patterns of English</li> <li>• Ask and answer questions to comprehend a read text.</li> <li>• Write an imaginary phone conversation with a famous person using the present simple and tag questions.</li> <li>• Who said what? Match the sentences to the people.</li> <li>• Add tag questions using worksheets.</li> <li>• Act out a phone conversation using proper opener, sequenced sentences and proper ending cues.</li> <li>• Describe provided pictures.</li> <li>• Write about an invention</li> <li>• Gather information about an ideal famous person in groups and make a project about that person.</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials/</li> <li>• Resources (visual and audio aids etc.)</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Map or atlas</li> <li>• Magazine</li> <li>• Graphic organizers</li> <li>• Magazine</li> <li>• newspaper</li> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>



10. Communicating with the World	<p>1.1 Listening to various age appropriate texts to build up an overall comprehension of what they have listened to.</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>2.4 Speaking about age appropriate topics such as sports, science and saving energy using their knowledge acquired in other subjects.</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>4.1 Writing simple connected sentences to form a paragraph (e-mail, short report) on familiar topics of personal interest with the help of pictures and guide words.</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>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>2.4 Utilize their knowledge in other subjects (e.g. science) to present information using grade level language.</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>4.1. Write short paragraphs using precise language and specific vocabulary to convey different ideas.</p> <p>4.4. Type or check their writing about different topics using smart devices.</p>	<ul style="list-style-type: none"> <li>• Listen to a text to answer specific questions.</li> <li>• Listen and tick the correct answer.</li> <li>• Listen, guess and write sentences about sport.</li> <li>• Read and number pictures.</li> <li>• Complete a crossword.</li> <li>• Discuss in groups personal information (e.g. favourite sport, favourite school subject etc.) using provided questions and take notes while the discussion takes place.</li> <li>• Look at the pictures and describe using past simple or future.</li> <li>• Circle P for past or F for future and underline the verb.</li> <li>• Write an e-mail about themselves using proper heading, introduction sentences, sequenced ideas and closure sentences.</li> <li>• Write about a personal experience (e.g. their favourite hobby, a visit to a country) using the simple past.</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</li> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>
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## 11. A Beautiful Country

<p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ nonnative English speakers.</p> <p>1.4 Listening to simple presentations by native/nonnative English speakers on you tube and other similar websites about different topics related to other school subjects to exchange information.</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>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>3.4 Identifying information needed from other subjects to understand age appropriate texts.</p> <p>4.1 Writing simple connected sentences to form a paragraph (e-mail, short report) on familiar topics of personal interest with the help of pictures and guide words.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</p> <p>1.4 Present and exchange information related to other school subjects based on a presentation they listen to, delivered in English by native/non-native speakers.</p> <p>2.1 Discuss and exchange information in mini dialogues/group discussion to comment, direct others and have fun.</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>3.4. Identify the type of information they need from other subjects to understand the reading materials they work with.</p> <p>4.1. Write short paragraphs using precise language and specific vocabulary to convey different ideas.</p> <p>4.3. Write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> <li>• Listen to follow directions using a map and ask for clarification when needed.</li> <li>• Identify the main speakers, the aim of the dialogue, and opinions of speakers after listening.</li> <li>• Read a tourist information and answer the questions.</li> <li>• Discuss in pairs/groups their favourite country and why they like it.</li> <li>• Read sentences to match them with pictures.</li> <li>• Compare between things/people using comparative and superlative.</li> <li>• Play detective game to locate hidden items in class.</li> <li>• Read a text to draw a location on a map.</li> <li>• Match the signs and the directions.</li> <li>• Write a short paragraph directing one of their friends to a place.</li> <li>• Write a short paragraph about their favourite country.</li> <li>• Use different adjectives to describe places.</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials/</li> <li>• Resources (visual and audio aids etc.)</li> <li>• ICT tools</li> <li>• Maps</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>
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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>