



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

2018/2019



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Curriculum and Curriculum Standards for Intermediate Education

Unit Plan for Grade Seven

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. 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> <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>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>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"> • 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 building. • Write an e-mail about how to support people with special needs. • 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"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools • Pictures • Video clip • Magazines • 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
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>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>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> <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>	<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. • Use connectors (and/ but/ or/ also). • Write a short paragraph about favourite sport activity. • Use capitalization. • Use gerund. • Engage in a role play. 	<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
	<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>4.1. 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>			

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
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/nomative 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>	<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>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>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"> • Talk about school life. • Compare and contrast schools. • Make suggestions. • Accept or refuse suggestions. • Describe things and pictures. • Express likes/ dislikes. • Give opinion • Write and design an advert. • Use the present continuous. • Use adjectives and adverbs. • Use demonstrative pronouns. • Develop creative thinking. • Design a school timetable. 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools • Pictures • Magazines 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

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/nomative 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>	<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> <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"> • 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. • 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"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools • Pictures • Video clip • Magazines • Realia (drinking straw/ a glass jar/ clay/ water) • Google map • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics
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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/nomative 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>	<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>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"> 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 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. 	<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

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>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>	<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. • 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. 	<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
<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>	<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>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>			

التربية

وزارة

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>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>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> <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"> 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. 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' 	<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

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.

1.2. 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.

1.3. 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.

2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.

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).

2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.

3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.

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.

3.3. Showing interest in reading age appropriate texts for pleasure and information gathering.

3.4. Exploring various sources for finding information needed to understand age appropriate texts.

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.

4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.

4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.

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.

1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.

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.

2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.

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.

2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.

3.1. Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)

3.2. Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.

3.3 .Present their favourite readings in a reading diary, in an oral presentation or during a round table.

3.4 .Select information from various sources related to other subjects to complete a project or for different tasks.

4.1. Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports, etc.) with the help of guide words.

4.2. Plan, write, revise and edit a short text in English

4.3. Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.

- Talk about jobs.
- Describe pictures.
- Guess and predict.
- Re-tell a story.
- Give instructions.
- Set rules about the park.
- Compare and contrast jobs.
- Gather information about dangerous jobs.
- Guess and make inferences.
- Role-play
- Use must/ mustn't
- 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).

- Grouping (individual work, pair work, etc.)
- - Materials/
- Resources (visual and audio aids etc.)
- ICT tools
- Real objects
- Graphic organizers
- Pictures
- Magazines
- Realia
- Posters/ signs
- Video clips

- Worksheets
- Projects
- Quizzes
- Portfolio
- Questions
- Observation
- Rubrics

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
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>	<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>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"> Describe people Role-play a job interview. Talk about personal qualities. Give pieces of advice. Make suggestion. Express gratitude to parents. Gather information. Make decision and choices. Use should/ shouldn't Us why don't you? Use words related to personal qualities Use had to/ didn't have to Develop creative thinking. Make a card to show gratitude. Identify the / 6/ and / 6/ sounds Use adjectives and adverbs Use punctuation marks. Write a short paragraph about helping at home. 	<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 newspape PowerPoint Realia Encyclopedia Video clips 	<ul style="list-style-type: none"> Worksheets Projects Quizzes Portfolio Questions Observation Rubrics

<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>	<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>1.4 Identify some facts related to other school subjects from TV documentaries to complete a project.</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>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"> • Describe pictures. • Guess and make inferences. • Talk about science and inventions. • Read and complete a table. • Recount experiences and events • Complete a chart. • Exchange information • Write a short paragraph about inventions and scientists. • Listen and complete an interview. • Form questions about holidays. • Use prepositions. • Write an e-card • Use relative pronouns (which/ where/ that/ who/ when) • Develop imaginative thinking. • Write some quotes. 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools • Magazines • PowerPoint • Realia • Encyclopedia • Video clips • Map or atlas • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics
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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>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>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> <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"> • 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. • Develop critical thinking • Develop creative thinking. • Make a poster about saving energy. • Use question tags. 	<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

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 (mmm, 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>	<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> <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"> • 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. • 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. 	<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
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التربية والتعليم
القطاع التعليمي العام
البنو جبهة

ELT Supervisor General

Suzan Al-Bashiti

ELT Supervisor General

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26-8-2010