



State of Kuwait
Ministry of Education

Modified
FUN WITH
English
Teacher's Guide



 LONGMAN

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Grade
4

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CONTENTS

	Page
Introduction	9
Kuwait National Curriculum.....	9
Subject curricula	9
Curriculum for Primary Education: specific features.....	9
Rationale.....	10
Organization of the English language curriculum	11
Recommendations for Implementing Curriculum and Standards for English in Primary Education	14
Recommendations for developing teaching and learning materials.....	17
Tips for Implementing Active Learning	32
Different types of activities in the textbook.....	42
Listening	42
Speaking.....	43
Reading	43
Writing.....	44
Extension	44
Think pair and share	45
Self-assessment & peer assessment.....	45
Values	45
Tips for teaching different activities in the textbook	47

Unit 1	49
Unit 2	53
Unit 3	55
Unit 4	59
Unit 5	62
Unit 6	67
Unit 7	69
Unit 8	73
Annual Plan	76
Synopsis 4A	103
Synopsis 4B	105
Minimum words to be taught in Grade Four.....	107
Graphic organizers for teaching writing	109
Appendix.....	116
Statement of student's outcomes at the end of Primary Education	117
Types of competences developed through the Kuwait National Curriculum....	122
General competences developed through the study of English.....	123
Types of standards.....	123
Performance standards to be achieved by the end of grade 5.....	124
Scope and sequence	129
Overview of the specific competences for English – Grades 1 to 5.....	129
Competences, learning activities and curriculum standards	136

Introduction

Kuwait National Curriculum

The Curriculum for Primary Education (Grades 1-5), defined as the overall system of the subject curricula and standards for grades 1 to 5 is an essential part of the Kuwait National Curriculum.

The Kuwait National Curriculum covers the system of learning experiences offered to students through all subjects in terms of knowledge, skills and attitudes/values from Kindergarten to grade 12 by relevant educational institutions. Therefore, the Kuwait National Curriculum defines, by necessity, what students should know, be able to do, and how they are expected to reflect their attitudes as values-oriented human beings as a result of their learning process.

Subject curricula

The Subject Curricula and Standards for all stages of education, Primary included, fully reflect the conceptual foundation and the provision of the Key Curriculum Statements as defined by the Kuwait National Curriculum Framework. As such, all subject curricula are built on the same overall curriculum vision, mission, educational philosophy, and principles that support students to achieve the key competences by the end of Grade 5.

Curriculum for Primary Education: specific features

Primary Education: What is it all about?

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

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

The transition from Early Childhood and Pre-School Education to Primary Education is supported when the school:

- Fosters the child's relationships with teachers and other children, and enhances the child's identity;
- Builds on the learning experiences that the child brings with him/herself;
- Correlates the child's experience in school and in real life experiences;
- Welcomes the family and the community as partners in the educational process.

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

The subject curricula for Primary Education, including the English Language Curriculum, take into account all these aspects, reflecting them at the level of the general and specific competences they aim at developing with students during the school years.

Rationale

English language

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

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

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

The goal of teaching English

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

Therefore, the English Language Curriculum aims to:

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

Organization of the English language curriculum

English is taught from grade 1 to 12. Its overall scope is, on the one hand, to support students to understand oral and written texts (through listening and reading) and,

on the other, to produce (oral and written) texts by participating as individuals or members of a group in a variety of communicative activities. By the end of grade 12, students should achieve level B2 of the Common European Framework of Reference for Languages (CEFR).

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

As such, it is conceived that, students in grades 6 to 9 can understand the main points of clear and simple spoken English on familiar topics regularly encountered at school, during leisure time, etc.; can deal with most situations likely to arise whilst travelling in an area where the English language is spoken; can produce simple connected text on topics which are familiar or of personal interest; can describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans. Therefore, by the end of grade 9 students are expected to reach level B1 of CEFR.

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

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

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

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

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

- Use English in a correct, fluent, creative and personal way;
- Express ideas and feelings, engage in productive dialogue and use English effectively in oral and written forms of communication;
- Use media in English to understand the surrounding world;
- Appreciate cultural creations of other people;
- Access local and international labor markets more easily;
- Interact effectively in a variety of situations.
- Obtain and make use of information from a variety of sources and media;
- Present information in an organized manner;
- Appreciate literate and non-literate cultures and the nature of language;
- Communicate with others skillfully, appropriately, and effectively for a variety of purposes;

- Develop critical thinking, problem solving, scientific thinking and organizational skills;
- Develop necessary foundations to pursue higher education e-learning, cooperative learning and team spirit.

Recommendations for Implementing Curriculum and Standards for English in Primary Education

Recommendations for the teaching and learning process

General aspects

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

The interdependence between the curriculum, the methodology of teaching/learning and the methods of assessment recognizes that T/L/A are all part of the same process. This is reflected in the new national curriculum. Teachers must recognize that:

- The curriculum indicates what children are expected to learn to do and suggests learning experiences that can facilitate student learning;
- Teachers should decide which teaching/learning approaches are the most appropriate in a given situation. This means constantly examining student progress and adjusting/designing activities to suit student learning;
- The on-going assessment (formative and summative) of learning must inform teachers and students as the learning process continues. This knowledge must be used to adjust teaching and learning in order to help students reach learning goals.

When all three components – the curriculum, teaching/learning and the assessment process - interrelate effectively, student progress will occur much faster and the skills acquired will be retained.

Designing and planning teaching/learning activities

The following three questions should be used by teachers when designing and planning the learning process:

- What aims do I wish to achieve and what do I want my students to do in terms of the four major English skills?
- How can I organize teaching and learning to achieve these aims?
- How shall I know if I have been successful in reaching these aims?

The Aims

Before designing and planning the learning activities, teachers must make sure that they have understood the curriculum and that they know what their students need to do to achieve the general and specific competences and reach the curriculum standards. Teachers must think through the context for learning and be aware of the current state of their students' skills and knowledge in order to make good decisions about organizing student learning.

Organizing the Learning Process

The new Kuwait National Curriculum promotes a new vision of teaching and learning that is learner-and learning-centered. This means the focus is on the learning by the students, not on pages covered in the textbook.

Teachers must know the standards that are to be achieved by their students at every level from a lesson to a unit to a semester to a school year. Teachers must have a clear, flexible plan to guide themselves and their students in how to reach these standards. Some key elements of a learner-centered pedagogy are:

- Giving students opportunities to learn in different ways, including different learning styles and at different paces.
- Promoting learning by stimulating student curiosity and helping students develop a good work ethic and self-discipline.
- Recognizing that learning develops through relationships and that these relationships contribute to acquiring knowledge skills and attitudes/values.
- Learning should include students' previous knowledge, what is relevant to the students' personal development and tastes and developing students' social skills.
- Education takes place both through individual study and group activities.

While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about teaching approaches that consistently have a positive impact on student learning. This evidence tells us that students learn best when teachers:

- Create learning situations and paradigms that motivate students and develop students' ability to work;
- Create a supportive learning environment;
- Create learning opportunities for students which facilitate achieving goals;
- Stimulate the skills and interests of the students;
- Encourage the inclusion of values and attitudes in the learning process;
- Inspire both reflective thought and action;
- Enhance the relevance of new learning;
- Facilitate shared, cooperative and active learning;
- Make connections to prior learning and experiences;
- Provide sufficient opportunities for all students to learn;
- Make connections between and among different subjects;
- Reflect on their teaching and the results of their efforts.

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

- Adopt teaching strategies that include thinking, innovation, and media and ICT literacy;
- Use methodology that promotes life and career skills;
- Employ teaching and learning methods that integrate innovative teaching strategies, modern learning technology and utilize real-world resources.

The choice of instructional strategies is best made at a school level, taking into account the resources, expertise and learning needs of learners. There are a number of approaches that have proven to be effective ways to enhance students' learning of both skills and content.

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

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

The use of real-world contexts help teachers to create meaningful learning activities that centre on the resources, strategies and contexts that students encounter in their current or future life. Such teaching fosters cooperation and communication, enhances critical thinking skills and boosts academic performance.

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

Recommendations for developing teaching and learning materials

- A. The label 'Teaching and Learning Materials' is a generic term used to describe the resources teachers use to organize the teaching and learning process to increase student success. Although the availability of textbooks has long been recognized as an important factor in educational attainment, the teaching and learning materials needed to support the learning process include more than textbooks alone. This is particularly true in cases where competence-based curricula, student-centered learning, problem solving and the development of thinking skills are concerned.
- B. Of equal, or sometimes even greater importance than 'teaching and learning materials' for improving educational achievement, are various equipment and tools needed for instruction. These may include virtual/on-line resources (collections of documents, images and texts, songs, pictures, etc.), educational software, games and TV broadcasts, ready-made experimental kits for various subjects and books other than textbooks for example topic-specific books, workbooks, teachers guides, maps and charts, atlases, anthologies, dictionaries, worksheets and listening and viewing materials of all sorts.
- C. Since textbooks and other teaching and learning materials have a direct impact on the teaching content and how it is taught in schools and can potentially increase student success, they should be of great importance to policy makers in education and teachers. Therefore, it is of significant importance to develop teaching and learning materials and to monitor and review the quality of these materials (with regard to their relevance to assist in achieving general and specific educational competences, present content materials effectively), and

ensure that the provision of these learning materials leads to effective learning under which the education is provided.

- D. Teaching and learning materials may be ready-made printed textbooks, kits for different subjects, on-line resources and education software. Ideally, however, teachers should develop their own teaching materials that they have tailored to the context in which they are being used and to the students in whose class they are being used.
- E. Students come into contact with a vast range of print, visual and multimedia materials in their daily lives. Their exposure to key materials should be mediated, with teachers and school principals having a major responsibility in this respect. The selection of teaching and learning materials is an integral part of curriculum planning and teaching in schools. Teachers have the duty to ensure that the teaching and learning materials they use are appropriate to their students' developmental growth, and relevant to the achievement of anticipated learning outcomes.

Criteria for developing effective teaching and learning materials

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

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

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

Undertaking effective teaching:

The new Kuwait National Curriculum is learner and learning-centered. This means that the focus of the education process is on the student and her/his learning.

Effective teaching strategies within a competences-based curriculum need to consider:

- A. The characteristics of the situation, the learner and prior learning,
- B. The student's internal motivation, interest, relevance and attitude.
- C. The learning environment created by the teacher. (motivation, interest, relevance, attitude of the student)

Thus, you, as a teacher, need to:

- Recognize that education takes place through individual study, in partnerships, and in groups. Which model is appropriate depends on your goals for the activity/lesson.
- Appreciate the importance of the curriculum standards (what the students are expected to achieve). This gives the teacher a better understanding of students' gradual learning progression. It also allows the teachers to take the best measures in order to enhance every student's individual performance, even going beyond the curriculum standard where appropriate.
- Develop a clear plan of action, indicating, step by step, how the students will achieve these curriculum standards and use a variety of teaching techniques to enhance learning.
- Apply teaching approaches that have proven to be effective, but do not be afraid to experiment.

Successful learning frequently takes place when the teacher:

- Enhances student learning by employing different learning styles at different speeds of presentation and at different dynamic levels.
- Promotes learning via constant inquiry, effort and self-discipline.
- Recognizes that learning develops relationships and abilities and contributes to acquiring competences (knowledge, skills and attitudes/values).

Most recent teaching approaches aim at developing the students' competences through gaining a combination of knowledge, skills, attitudes and values. This ensures that students can meet the challenges of today's rapidly evolving world in terms of both functionality and employability.

Learners need to acquire skills, process, analyze and interpret new knowledge independently in a flexible and creative manner, think critically, reflect on ideas, and draw conclusions from collected information. Experience demonstrates that

the learner-centered teaching approach and active/interactive teaching methods effectively provide learners with these skills and abilities.

Advice for teaching English to young children

- The emphasis should be on listening and speaking the language then comes reading and writing.
- Relate what you teach to what they already know in their own language; do not use the new language as the basis for teaching new concepts.
- Use as much English as possible, talk to them all the time, so that the children hear as much as possible. This gives them more opportunity to begin to understand the language and absorb its rhythm.
- Your first aim should be that the children understand the language they are being taught.
- Allow the children to respond in their first language, then repeat back to them in English what they said.
- Once they understand, then you should aim for them to produce the language.
- Start with simple vocabulary: just words, not sentences.
- Go slowly, with much repetition, to give the children as many opportunities as possible to really learn; there is no rush.
- Gradually introduce sentences, when the children are ready, always making sure the children understand the language.
- The lessons must be fun! The most important thing is that the children enjoy the lessons; the children will not learn if they do not enjoy the lessons and the children's motivation to learn is in order to participate in the lessons.
- Have a routine, so the children know what to expect and feel comfortable in the lessons.
- Start each lesson with a visual signal, to show the children that it's now the time when another language is spoken.
- Use body language, facial expressions and visual aids to make you understood; do not resort to translation!
- Use lots and many visual aids; the more visual the better, so the children have a chance to understand even before they know the words.
- Use games, to involve the children and make it fun.
- Use songs, because through these, the children learn vocabulary, grammar

and the rhythm of the language without trying.

- Use stories, because the children love them and it gives them a real experience of the language.
- Use short activities, to keep the children attentive.
- Use active activities, to change the rhythm of the lesson, to keep them attentive, to stop them fidgeting.
- End the lesson with a quiet activity, to calm the children down for their next lesson.
- Speak in English as much as possible (all the time, if practical!). This allows the children to get used to the rhythm of the language and to pick up some words without really trying.
- Use the children's first language only when necessary, for example, to explain a game or for discipline purposes.

Teaching Strategies

Planning to teach:

Quality Teaching Model

When planning for the effective teaching for students who need additional support, it is useful to consider the following:

- **What do I want the students to learn?**

Consider:

- Syllabus requirements
- What the students already know , understand and can do

- **Why does the learning matter for the students?**

Consider:

- How does the learning link to prior learning?
- Does the learning have meaning in the world behind the classroom?

- **What am I going to get the students to do or produce?**

Consider:

- Teaching strategies

- Learning processes
- Products
- Classroom organization

- **How well do I expect them to do it?**

Consider:

- High expectations for students performance and for product
- How will students know what a quality product looks like?
- How will I know when they have achieved the outcomes?

Listening Strategies

It is quite clear that listening is the skill that children acquire first, especially if they have not yet learnt to read.

Types of listening activities

1. Listen and do activities

◇The most obvious 'listen and do' activity, which we can and should make use from the moment we start the English lessons, is giving genuine instruction.

Example:

- Sit down, please
- Give this pen to Salem, please
- Please, come to the white board

What you need and what to do?

- Prepare some imperative sentences related to the topic of the lesson
- Write them down on a piece of paper
- Divide the students into some groups

Instructions:

- Ask one of the student of the group to take a piece of paper randomly
- The teacher read aloud the sentences inside the paper
- The students perform the activity based on the instruction given in a turn

The advantages with this type of activity is that you know at once if the children have

understood. You can check classroom vocabulary, movement words, counting, and spelling. They will still be able to do the activity by watching the others.

2. Listen for information:

It is really the umbrella heading which covers a very wide range of listening activities. We are taking it to mean listening for detail, specific information. These can often be used to check what the children know, and can give them new information

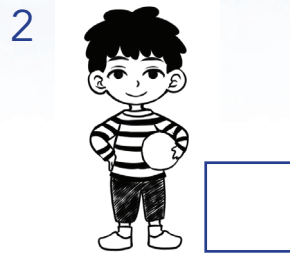
Example:

Children need to listen carefully what teacher said, and then they are required to match the information to the suitable picture.

“Has anyone seen this boy?” He has dark hair and big ears. He is wearing rubber boots and carrying a football.

He has a striped shirt and short trousers.

Put a cross by the right correct!



3. Listen and colour

Children love colouring pictures and we can easily make this activity into a listening activity the following is the example of ‘listen and colour’ with the combination between colour and number.

“The boy’s hair is black and he has a green bag. The boy’s father has a brown car. There are two white dogs running after the car.”

Speaking Strategies

Being able to speak English fluently is critical to our ELLs’ English Language Learners’ success both inside and outside the classroom. ELLs must pass a speaking portion of a language proficiency assessment to score out of ESOL “English for speakers

of other languages” services and be fully immersed in mainstream classes without support.

We always see a number of students, from every cultural background, which are too shy to speak up in the classroom or to answer a question, even when they have the answer. These strategies help all students improve their language development in a supportive, encouraging way. At the end of the list are some strategies specific to helping ELLs acquire and use oral language.

1. Model language by saying aloud and writing the ideas and concepts you are teaching.
2. Model what a fluent reader sounds like through focused read-aloud.
3. Be explicit. Give each activity you do a name, the simplest and most accurate name that you can, and then repeat the activity, so students can learn the verbal and written cues and procedures.
4. Tell students what they are learning about each day and whether they will be reading, writing, listening, or speaking.
5. Make expectations clear for behaviour, written assignments, independent practice, and group work.
6. Write key expectations on a chart and keep the chart posted for reference
7. Use a rubric whenever possible to help students evaluate their behaviour and work
8. Have students retell stories aloud. Record their retellings in their own words to create a language experience chart that can be used for future reading and writing lessons with this group.
9. Teach choral speaking and reading .Sing or read songs. Children can bring in a favourite song to perform alone or as a group, but make sure you have heard the song first and can approve it.
10. Have students read and perform simple readers.
11. Practise dictation, especially for learning spelling. Allow students to take turns dictating, too. Use full sentences for contextualizing the spelling words.
12. Experiment with speaking and writing in different tenses and using

different types of expressive language. For example, say the same word or phrase using a tone that is happy, sad, angry, and so forth. Use facial expressions—a smile, frown, or quizzical look—to embed more meaning in your speech. For beginners, hold up picture cards showing expressive faces and have them act out these expressions.

13. Explain by showing, not just telling. Act it out if you have to or use visual tools such as sketches and diagrams or actual objects.
14. Provide reading, speaking, listening, and writing activities and opportunities in which students can share their hobbies and interests.
15. Encourage students to describe, summarize, define, contrast, and compare by modeling. Be sure to show and not just tell when teaching a new concept, idea, or vocabulary.
16. Be your own glossary. If you use an unfamiliar word, define it for the class as part of your lesson.
17. Do not assume that students truly understand the subject being discussed just because they are nodding and even answering your questions. Monitor what you say to make sure that they understand. When in doubt, ask the class to restate the directions you have given or the ideas you have presented.
18. Develop vocabulary over time, in different learning contexts—use the target words in large and small groups and one-on-one formats. Post vocabulary words in the room on chart paper.

Reading Strategies

Studies show that children need to practise reading every day in order to improve their reading skills. Developing and teaching reading strategies to elementary students will help increase their reading ability. Often when students are stuck on a word, they are told to “sound it out.” While this strategy may work at times, other strategies may work even better. The following is a list of reading strategies for elementary students. Teach your students these tips to help improve their reading ability.

1. Word Walls

A Word Wall is a categorical listing of words that have been taught in the classroom and displayed on the wall. Students can then refer to these words during direct

instruction or throughout the day. Word walls provide students with easy access to words they need to know during activities. The most effective word walls are used as a learning reference throughout the year.

Sample of word wall activities “high frequency words”

a, and, big, blue, can, come, down, find, for, funny, go, help, here, I, in, is, it, jump, little, look, make, me, my, not, one, play, red, run, see, the, three, to, two, up, we, where, yellow, you

Primer: all, am, are, at, ate, be, black, brown, but, came, do, eat, four, get, good, have, he, into, like, must, new, no, now, on, our, out, please, pretty, ran, ride, saw

How to Use a Word Wall

- Write words in large black letters and use colourful backgrounds to easily distinguish words.
- Use a variety of activities to practise words such as clapping, snapping, cheering, tracing, playing guessing games, etc.
- Make sure the words are spelled correctly and spaced out evenly.
- Add new words to the wall every week.
- Use Velcro to attach the words to the wall to make it interactive.
- Post frequently misspelled words.

2. Word Families

Teaching about word families is an important part of learning. Having this knowledge will help students decode words based upon letter patterns and their sounds. According to (Wylie & Durrell, 1970) once students know the 37 most common groups, and then they will be able to decode hundreds of words. Help children recognize and analyze word patterns by learning about the benefits of word families, and most common word groups.

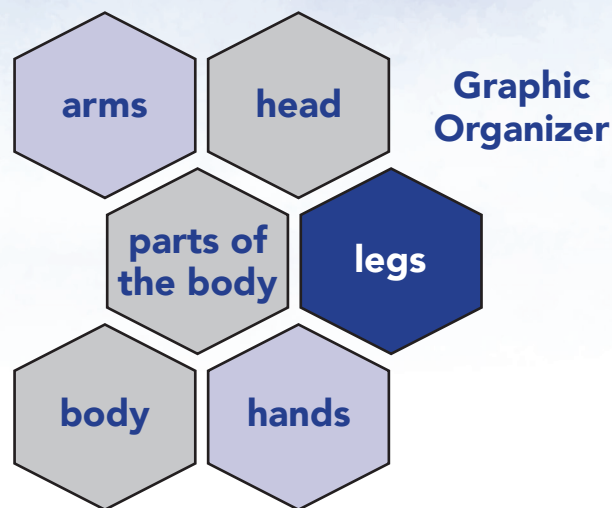
Word Families are sometimes referred to as groups, chunks or rimes. A word family has something in common with each other, have it be the prefix, suffix or root word. For example, green, grass, grow all have the “gr” sound in the beginning of the word.

- **ack**- back, hack, pack, rack
- **ain** - brain, chain, main, plain
- **ake** - awake, bake, cake, fake

- **ale** - ale, bale, sale, tale
- **all** - all, ball, call, hall
- **an** - an, ban, can, pan

3. Graphic Organizers

An easy way to help children brainstorm and classify ideas is by using a graphic organizer. This visual presentation is a unique way to show students the material they are learning. A graphic organizer assists the students by organizing the information to make it easier for them to comprehend. This valuable tool provides teachers with the opportunity to assess and understand their students thinking skills. Learn how to choose and how to use a graphic organizer.



How to Use a Graphic organizer

Graphic organizers can be used in any grade and for any subject. They can be used for:

- Brainstorming
- Problem solving
- Research
- Writing
- Studying

Eight levels of writing:

Teachers should take into consideration these levels and bear in mind first grade learners

1. Emerging/Scribble
 - a. Made uncontrolled or unidentifiable scribbling
2. Pictorial
 - a. Imitated writing
 - b. Drew recognizable pictures
 - c. Told about the picture
3. Precommunicative
 - a. Wrote to convey a message and attempted to read it back.
 - b. Used letter-like forms and/or random letters.
 - c. Printed own name or occasional known word.
4. Semi phonetic
 - a. Correctly used some letters to match sounds.
 - b. Used one beginning letter to write a word
 - c. Usually wrote left to right.
5. Phonetic
 - a. Represented beginning and ending consonant sounds
 - b. Spelled some high-frequency words correctly in sentences
 - c. Included some vowels
 - d. Wrote one or more sentences
6. Transitional
 - a. Correctly spelled many high-frequency words in sentences
 - b. Used vowels in most syllables
 - c. Began to use simple punctuation
 - d. Wrote more than one sentence
7. Conventional
 - a. Correctly spelled most high-frequency words
 - b. Used larger correctly spelled vocabulary; used phonetic spelling for advanced words
 - c. Used more complex and varied sentence structure; capitalized beginning word in sentences; used lowercase appropriately
 - d. Usually used periods and question marks correctly
 - e. Spaced words correctly

8. Advanced
 - a. Had accumulated a rich body of written vocabulary
 - b. Used advanced print conventions accurately
 - c. Organized writing into appropriate paragraphs

Learning Activities

Start developing example of learning activities

- Teachers should start developing their own learning activities, having in view the following points:
 - ✓ What the students are expected to do?
 - ✓ With what and how (knowledge, skills, strategies, values and attitudes)?
 - ✓ In what context?

To achieve competences, in the curriculum there are proposed examples of learning activities, which capitalize on the concrete experience of students and integrates teaching strategies adequate for a variety of learning contexts. They enable the student(s) to achieve the specific competences.

Good quality learning activities:

- Describe what students can do in order to achieve a specific competence
- Cover a variety of possible students' activities
- Are student centered, being formulated as realistic tasks for students?
- Include, as much as possible, games, group work activities
- Express clearly and synthetically activities to be performed by the students during the lessons.

After surfing the net for any activities and adapting, some of them just ask you these questions:

- Are the activities clear?
- Are they offering conditions for training a specific competence?
- Are they comparable of the ones you have developed before?
- Do they suggest new activities you might include among the ones you already proposed?

You may wish to think about the following points in order to increase pupils' motivation when doing an activity:

- Is the activity age-appropriate?
- Are pupils completely aware of the aims and objectives?
- Are there opportunities for pupils themselves to facilitate the activity?
- Will everybody have an equal chance to participate in the activity?
- Is there enough variety?

Sample of activity-based strategies

Field Trip

The use of a field trip is an activity-based strategy whereby students, teachers, and volunteers leave the school building to pursue experiential learning opportunities (e.g., in natural settings, museums, businesses, community settings, authentic contexts).

Example:

Going to the zoo, a park with the teacher and then draw what they saw there and write the corresponding letters related to the drawings.

Oral Presentation

The use of an oral presentation is an activity-based strategy whereby a student makes an age appropriate presentation of material to an audience. Constructing an oral presentation effectively includes selecting and developing a suitable and simple topic “introducing oneself, talk about family members, or express likes and dislikes of food preference” in simple words with the teacher’s assistance if needed, organizing material clearly and using appropriate tone and body language.

Puppetry

The use of puppetry is an arts-based strategy whereby a model of a person or animal is moved either by strings, sticks, or hands (e.g., marionettes, shadow puppets, glove puppets). Puppetry is a rich tradition in many cultures that is used to transmit stories and pass on social values.

Example:

Teachers use puppets to tell simple stories that have certain values or discuss good and bad behaviours towards classmates, elder people or others to teach good behaviour.

Tips for Implementing Active Learning

Active learning can be incorporated in the classroom by using different methods and techniques. Effective methods to promote active learning include:

1. Brainstorming

Brainstorming is a way of gathering information and ideas, usually about one topic. It is a method you can use when you want your students to quickly produce several ideas or facts on a certain topic. One way that brainstorming is especially useful in English language teaching, is that it lets students see many different words associated with a topic. The students can then use those words to speak or write about the topic.

Learners generate as many thoughts as possible within a defined period of time. This is a very useful practice, because it is a quick way of gathering all the information a child or group knows about the subject/theme of an activity or lesson. Brainstorming stimulates the building of ideas through the process of association and there are many methods of using brainstorming that also help students organize information.

Brainstorming serves several purposes, including:

- Showing students what they know, individually and collectively, about a certain topic.
- Pointing students towards what they need or want to know about that topic.
- Creating a list of information, words, or ideas to be used in a subsequent activity.

Brainstorming can be:

- Executed very quickly;
- Very specific, very general, or anywhere in between;
- Focused on the lesson's topic or on a smaller point within the lesson;
- Helpful in creating a listing of facts/information/ideas about a topic.

Steps for Brainstorming

Brainstorming can be done in a variety of ways, one method is:

Step 1: Define the topic to be brainstormed. This can be an open question or a well-formulated problem statement. For example:

- a) What do you know about fairy-tales?
- b) What are some things associated with fairy-tales?
- c) *What do you know about computers/sports/art/music/nature/Quran/life/water?*

Step 2: Instruct children to generate as many ideas as possible within a certain time. This can be done individually, in pairs, in groups, or as a whole class. Encourage each child to present as many ideas as possible and make sure the ideas are recorded.

Do not change, criticize or evaluate any idea during the initial brainstorming process unless it is clearly off topic; however, you may want to evaluate, categorize, etc. the ideas during a subsequent activity. Ask students to clarify if their idea is unclear.

Step 3: When the process is finished, you will often want to use a further step to organize the information. This can be by theme, by parts of speech, by importance or by relation to the topic. You can also help students combine and improve their ideas; several good ideas can often be combined to form a single very good idea.

Step 4: After the listing is over, you might continue with a group discussion in which the ideas are evaluated and the most appropriate selected for implementation or further discussion.

When Should I use brainstorming?

Brainstorming is an effective tool to:

- expand or prepare for creative or critical thinking
- identify issues or opportunities
 - ✓ Identify possible causes of a problem
 - ✓ Identify data collection requirements
 - ✓ Identify what a student/partnership or group knows
 - ✓ Identify possible solutions to a problem
- See different points of view
- Provide information for use in subsequent writing or speaking
- Revise previous material taught
- Start discussing a new topic

A special note:

During the brainstorming process,

- It is not important how practical the ideas may be/are.
- Involve all students in the exercise. This will create interest and motivation for subsequent assignments.

“Criticism” and discussion should be ruled out while suggestions are being listed.

2. “Climate Setters”, “Energizers” and “Ice Breakers”

Another method to create active learning is through “Climate Setters”, “Energizers” and “Ice-Breakers”. These are brief activities or exercises to develop readiness for participation in learning events. “Ice Breakers”, specifically, are methods to get participants to feel at ease with one another quickly; they “break the ice”, figuratively, that might have “frozen” and greatly limited interactions among learners. “Climate Setters”, “Energizers” and “Ice Breakers” usually involve physical movement and fun. Energizers usually have the additional purpose of providing a physical “break” or stimuli, release energy and change the pace or mood of the learning process.

- “Charades”: Have the class work in teams of four to five. Instruct the teams to identify one letter of the alphabet they all find difficult. Then have the team describe by different ways (by using different words with this letter, by pantomime and so on) which letter they ask a riddle. Other groups try to guess what they are proposing.
- “Good or New”: Ask each child to share something good or new they have experienced in the last 24 hours.
- “Say compliment”: Working in pairs. Ask children during 3 minutes to say each other as much as possible compliments (once in turn). Who will be the last s/he will a winner.

3. Questioning Strategies

Good questions can lead students to both think and answer.

A skilled questioner can help learners find information and develop skills at the same time.

There are three types of questions that are particularly useful for stimulating student thinking:

- **Facilitating Questions:** This type of question directs students towards the answer but also allows them to find it on their own. In some cases, a good facilitating question will help students identify a problem or goal. For example,

- ◊ “What do we know about... and what we do not know?”

- ◊ “What else would we like to know about this topic?”

Sometimes these questions come from the teacher, but often the teacher helps students generate their own questions.

- **Open-ended Questions:** These are questions with multiple possible answers. For example,

- *‘Why do you think this happened?’*
- *“Why do you think the hero did that?”*
- *“What will happen if”*

These questions often include the **key words** like character, function, form, type, role, importance, reason, results, connection, interconnection, shortcomings, advantages, structure, order, rules, etc.

- **Questions That Include ‘Key Words’**

Using key words in a question...

For example:

- What type of **sounds** are there?
- What is unique about this **character**?

4. Problem Solving Activities

These activities are built around a problem students must solve or a task they must accomplish. As English teachers, the main purpose of these tasks is to create a need for students to learn English and use English to communicate. A secondary benefit is that students learn critical thinking skills. A good problem solving activity will usually include all or most of the steps in active learning.

As you plan activities, be sure to focus on how students will use English within the activity.

5. Role-Playing

Another method useful in active learning is role-playing. In role-playing, the teacher may ask the children to assume the character of another person. Students may

create a play or a brief enactment to be presented, or simply look at things from a different perspective. Role-play is a way to explore real-life or imaginary situations, while engaging student imagination. Some role-plays will provide students with scripts whereas others may simply give students roles and tell them to act as those roles. Role-playing for students without advanced English skills should not be too long, so that participants do not lose interest or exhaust their skills.

Steps in Role-Playing

There are many different means of using role-play. One suggested method is below:

Step 1: Warm up the group: Warm up the group by presenting learners with a problem, providing examples, and having students predict what might happen. This is a good place to incorporate brainstorming. In some role-plays, learners may determine what they wish to explore or help create the scenario.

Step 2: Select participants: In selecting participants, the characters and their characteristics are identified and learners, volunteers or the teacher assigns roles. Assigning roles is one of the most important steps. If a character is expected to carry the bulk of the communication, be sure you select a student capable of the task, otherwise the entire scenario may fail.

This is also an important factor in designing your role-play. Be sure to build in roles that can be played by students with different skills and abilities.

Step 3: Set the stage. The teacher, sometimes with suggestions from the learners, determines the line of action and the setting. There may be some scripted dialogue or none. The roles of the characters may be written or verbally outlined by the teacher. Role descriptions are most effective when they are briefly specified and the students have some room to improvise, but are given basic characteristics that dictate how they should act in certain situations. For example:

- a) Ahmad is a poor student. He does not like school, but he has many friends.
- b) Ahmad is a student in the school.

B is a poor role because the student has no real indication of the role they are expected to play. At this level, our students need information about their roles, language support, and possibly other means of helping them use role-playing effectively. Depending on the role-play, students should have opportunities to use the language and/or content in new and interesting ways.

Step 4: If not all students are participating, the non-participant observers should have tasks assigned, perhaps note taking, perhaps unrelated work. Watching a role-play is no different than listening to a recording or reading a passage, and comprehension and expansion activities can be built from what the role players do.

Step 5: Enact: When students are ready, the players should assume the roles and begin the role-play.

Step 6: Discuss and Evaluate. After the presentation, the role players and the observers should discuss and evaluate the action of the role-playing; the focus of the role-playing is discussed, and the next enactment is developed.

Critical Thinking

Develop Critical Thinking Skills

Learning is more than memorizing and remembering. Critical thinking skills take students well beyond simple comprehension of information. Students use these skills to solve problems in new situations, make inferences and generalizations, combine information in new patterns, and make judgments based on evidence and criteria. Introduce activities in your lessons that build critical thinking skills along with language skills.

Critical thinking is a series of abilities that take students beyond simple comprehension of information. A critical thinker uses logic and evidence to prioritize and classify information, find relationships, make judgments, and solve problems.

You might argue that our students do not need to move beyond the simple comprehension of words and sentences. However, critical thinkers are better learners, because they explore meaning much more deeply. As English language curriculums continue to use more content to teach English, critical thinking strategies give students a chance to analyze and process the information in valuable ways.

Let us look at one specific way in which you can begin to bring critical thinking into your lessons. It begins with vocabulary, one of the building blocks of language.

Vocabulary

In all vocabulary development, students must know a word in three ways: by its form, its meaning, and its use. Critical thinking takes this concept even further. Students should know a word as it relates to other words. For example, let us say that you are teaching students the following lexical set about forms of transportation:

bicycle	sailboat
airplane	hot air balloon
rocket	subway train
cruise ship	bus
taxi	skateboard

Once your students have a solid understanding of the above words, I would suggest the following activity:

1. Divide the class into groups of four students.
2. Ask student groups to list the above forms of transportation in order from slowest to fastest.
3. Ask each student group to discuss their list with another group.

This activity, as simple as it sounds, involves lots of logic and critical thinking. For example, students may decide that a skateboard is probably the slowest form of transportation on the list. However, it gets a bit more difficult after that. Is a bicycle faster than a sailboat? It depends on the wind speed. Therefore, does a sailboat move at the same speed as a hot air balloon, since they both move with the wind? Does a taxi move faster than a subway train? Sometimes, but then a taxi has to stop at intersections. How about a cruise ship? Perhaps we can find the average speed of one on the Internet. Is a rocket the fastest form of transportation? Yes, everyone agrees that it is.

The goal is actually NOT to arrive at a correct answer, but to get students to think more deeply about words, what they represent, how they are each part of bigger systems, how they relate to each other within those systems, and so on.

By doing so, students are required to use all of their language skills in the process. The lesson is no longer about memorization and simple meaning. It has transcended this and become an experience. Students are much more likely to remember and use these vocabulary words after such an activity.

Of course, any number of vocabulary sets can be used, with a variety of other critical thinking activities. For example:

1. The lexical set is "inventions"

Activity One: List the words on a timeline in the order in which they were invented.

Activity Two: List the words again in the order of importance to humans.

2. The lexical set is “sports”

Activity One: List the words in a Venn Diagram, dividing sports into those that can be played indoors only, outdoors only, and both indoors and outdoors.

Activity Two: List the words again in the order of the amount of equipment needed to play them.

3. The lexical set is “adjectives”

Activity One: List the words under the headings of Positive, Negative, and Neutral.

Activity Two: List the words in a Venn Diagram, dividing the adjectives into those that can describe people, things, or both.

As mentioned before, get students into groups to collaborate and to achieve the goals of each activity.

Then, get groups talking together to discuss their choices.

These types of activities are especially helpful as students later create sentences using these words. After all, they have had a chance to explore the vocabulary more deeply with their fellow classmates.

Information Gap Activities

An information gap activity is an activity where some pupils miss the information they need to complete a certain task. This usually requires them to communicate with other pupils to find the information they need.

Information gap activities are an efficient way to differentiate and help all pupils, because as a teacher you can choose who gets information and who must find that information by communicating with others.

Example:

Pupil 1 has a biography of a famous person with all the place names missing, while Pupil 2 has the same text with all the dates missing. Together they can complete the text by asking each other questions.

Note: Be sure not to allow pupils to simply show each other the information. The point of the activity is not for pupils to complete the biography, but to create a situation where they need to communicate.

In the classroom

Information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication and motivate

pupils to communicate, and they often require sub-skills such as clarifying meaning and re-phrasing. Typical types of information gap activities you might find include; describe and draw, jigsaw readings and listening and split dictations.

Examples of information gap activities

1. Exchanging Information

Pupil 1: Look at the information about movies at the local cinema. Listen to your partner's questions and use the information to answer them.

Pupil 2: Decide what information you need about movies at the local cinema (show times, genre, and actors) and ask your partner questions to find the information.

2. Matching Sound

Pupil 1 has a half-filled-in chart of ch- and sh- words. Pupil 2 has the other part of the chart. Pupil 1 must tell Pupil 2 where to put which words. Reverse roles.

The purpose of this activity is to reinforce pronunciation and spelling

Another Variation: Pupil 1 has a list of complete sentences. Pupil 2 has a list of fill-in-the-blank sentences. Pupil 1 must read the sentences to Pupil 2, who must then fill in the blanks. No spelling allowed, and Pupil 2 must write what he/she hears, not what makes the most sense. Then the pupils illustrate their sentences:

- Mona is shopping in the mall.
- Hassan is eating chips.
- Majid is wearing a new t-shirt.

3. Practising Prepositions

Pupil 1 has Diagram A, showing where various characters are located in a building (house, mall, office, school). Pupil 2 has Diagram B or no diagram. Pupil 1 must explain to Pupil 2 where the people are on Diagram A while Pupil 2 draws them there. They can also reverse roles.

The purpose of this activity is to practise prepositions. It also helps pupils use vocabulary in context as well.

4. Directions

Pupil 1 has a map with locations marked. Pupil 2 has an unlabelled map. Pupil 2 must ask questions to label his map or find his way to a destination. (This is also an information gap activity)

This activity can be more or less complex depending on learners. For example,

Pupil 1 has Map A, and Pupil 2 has Map B. Pupil 1 must direct Pupil 2 to locations that are marked on Map A, but not on Map B. Pupil 2 must correctly place locations on Map B. Another variation is pupils asking where they can go to do something. "I want to go ice skating, where can I go?" Then asking follow up questions about directions, prices, hours, etc.

Like most of these activities, this one can be used continuously and built on. The purpose of this activity is practising prepositions and imperatives as well as vocabulary related to places. Asking questions, talking about locations, etc.

5. Gathering Information through Questions

A scene is set (birthday party, first day of school, etc.), and each pupil has a role to play while also gathering information about everyone else present. This is a mix of role-play and information gap activities and can be used repetitively over many classes as you alter and change the information pupils must learn.

The purpose of this activity is practising "wh-" (information) questions. For more fun, pupils can solve a crime. Instead of just being at a party, students find themselves a mystery. They must gather information about everyone at the party and put that information together to find the criminal.

6. Picture difference

This is a simple and effective way of working on descriptions and creating a need for communication between pupils.

Pupil 1 has a picture that Pupil 2 cannot see. Pupil 1 describes the picture. Pupil 2 listens then questions Pupil 1. Pupil 2 has to either draw the picture or identify what is being described. This activity has hundreds of variations, but is great because pupils must communicate to succeed. Try this with pupils at early stages and keep building on it as communication skills grow.

7. Phone Messages

Pupil 1 makes a phone call to contact Pupil 3, but he isn't at home, so Pupil 2 has to take a message. Pupil 1 has an information card about himself and Pupil 2 has to ask questions and write down as much as he can.

Pupil 2 then has to pass the message to Pupil 3 with the goal to convey as much of the information as possible, as accurately as possible.

The purpose of this activity is to reinforce the skill of listening/note-taking, spelling, question formation (Why are you calling? What do you want? When can he call you

back?)

ORAL INTERACTION ACTIVITIES

1. Talk Shows. A group of pupils presents their information as if their classmates were guests on a talk show. One member of the group is the host and asks the guests prepared questions about their experiences. "So what happened in Ms. Sakeena's class today?"

There are many versions of this and with technology. You can produce a real talk show with your students to be shown to peers and possibly parents.

2. Pair debate. This is easier than you think to do on a simple level. It is a great activity for expressing opinions and learning to support opinions, but avoid larger groups.

3. Interviews. Pupils organize outside-of-class interviews with school teachers/staff, parents, other people they are interested in. Often, they record these interviews on audio or video tape. This can be a great part of a class media project and can include pupils interviewing each other or older pupils or pupils from different classes.

4. Convention panels. A group of pupils is assigned (or selects) a topic. Each pupil adds information about the topic. The group works together to orally present information about their topic. Keep groups small, no more than 4 pupils. Also, consider having groups present to other groups and adding a comprehension activity, rather than spending a lot of class time with most pupils idle, while others present.

Different types of activities in the textbook

Listening:

- Before you listen - Inquiry based learning
- Listen and role-play (Unit 1)
- Listen and retell the story (Unit 5)
- Listen and answer the questions
- Listen and choose the correct answer (Unit 1)
- Listen and complete (Unit 2)
- Listen and write the correct number (Unit 3)
- Listen and complete Kuwait Fact File (Unit 4)

- Listen and take notes about the Earth and the Moon (Unit 5)
- Listen and complete the diagram (Unit 5)
- Listen and mark True or False (Unit 7)
- Listen and write your notes in the story map (Unit 8)

Speaking:

- Talk about a present you bought for a new baby in your family (Unit 2)
- Draw or glue pictures related to Girgian in other countries, then talk about them (Unit 2)
- Look at the pictures, then ask your friend (Unit 3)
- Use the net/magazine/newspapers to create your own wild animals' photo collage, then present it to the class (Unit 3)
- Ask and answer
- Role-play the dialogue with your partner (Unit 4)
- Complete the diagram then talk about the differences with your partner (Unit 5)
- Look at the pictures and advise your friends , using should/shouldn't (Unit 6)
- Look at the table and discuss the differences in the Kuwaiti flags (Unit 7)
- Ask to guess the flag (Unit 7)
- Look at the pictures and talk about the different kinds of races (Unit 7)
- Ask your friend questions about the passage (Unit 7)
- With your partner ask and answer to complete the table (Unit 7)
- Complete the table, then take turn to ask your partner about his holiday (Unit 8)
- Discuss the story map with your class (Unit 8)

Reading:

- Before you read - Inquiry based learning
- Read to choose a suitable title
- Underline the false pieces of information, then correct them
- Read and choose the correct answer
- Read the article, then write your notes in the table (Unit 3)
- Look at Kuwait Map and follow teacher's instructions (Unit 4)
- Read then reorder the pictures (Unit 5)
- Read and write the number and name of each country (Unit 7)

- Read the passage, then fill in the table with a friend (Unit 7)
- Read the story and tick the correct answer (Unit 8)

Writing:

- Use your notes to write a short paragraph (Unit 3)
- Label the body parts of a spider, then write its description (Unit 3)
- Look at the pictures and complete the sentences (Unit 3)
- What did you learn about cheetahs? Fill in the diagram (Unit 3)
- Write an email with the help of guide words (Unit 4)
- Write sentences using "must" or "mustn't" (Unit 4)
- Draw and write what you were doing in the class when the bell rang (unit 4)
- Complete the missing parts in the webpage (Unit 4)
- Complete your passport information page (Unit 4)
- With reference to the diagram, write a short paragraph comparing the Moon to the Sun (Unit 5)
- Write an ending to the story (Unit 5)
- With reference to the story, complete the diagram (Unit 5)
- With your partner, complete this chart about the parts of plants we eat (Unit 6)
- Label parts of a plant (Unit 6)
- Use the graphic organizer to write a short paragraph about a country that you'd like to visit (Unit 7)
- Write a paragraph with the help of guide questions (Unit 7)
- Reorder the steps of making rugs with the help of guide words and pictures (Unit 8)
- Plan your holiday (Unit 8)
- Write a postcard (Unit 8)

Extension

An extension activity is an activity that extends the learning of the lesson. Extension activities can be done in small groups or by a single student. These extensions can often be used for homework or as additional assignments for advanced students. Many of these will serve as good foundations for active learning.

Think pair and share (TPS)

TPS is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned topic. This strategy requires pupils to:

- (1) **Think** individually about a topic or question.
- (2) **Share** ideas with classmates.

TPS is a great activity because it creates natural English language communication between pupils. It will also motivate pupils to do the activities, but avoid many of the problems with larger groups. This technique provides the pupils time to practise the target language and allows them to support each other.

Self-assessment & peer assessment

The role of self and peer assessment is to develop pupils' skills and learning. Pupils using these techniques will revise and correct mistakes in their own work. Peer and self-assessment are important for the development of self-appraisal/evaluative, analytical, critical and reflective skills.

As teachers it is important to remember that self and peer assessment are skills that must be taught and supported. Providing pupils with assessment criteria/checklists, etc. and training pupils in their use, is key to skill development.

Values

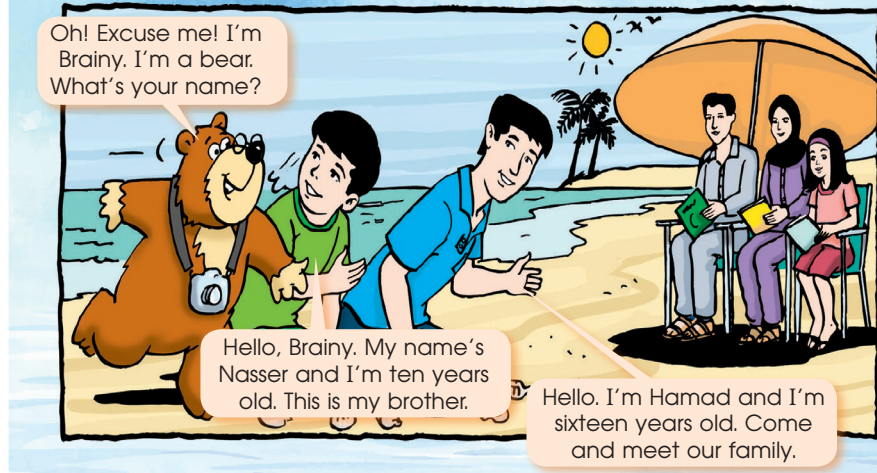
Teachers should reinforce the process of developing desirable values among all pupils by creating interesting tasks that integrate and reinforce values.

Tips for teaching different activities in the textbook

  Listen and role play

Unit : 1

Exercise :
Listen and role-play



• Suggested procedure:

- Pupils look at the pictures and predict/brainstorm about the setting and events of the story. The teacher can also brainstorm some ideas related to the topic.
- Pupils answer some pre-listening questions wherein they offer ideas about the lesson story. Pupils can benefit from suggested answers as they role-play and listen to the story.
- Pupils role-play the story.

• Focus:

- Listening for gist
- Listening to identify key ideas in a narrative
- Taking turns role-playing different roles to practise correct pronunciation and intonation

• Suggestions for application:

- Acting out a scene to practise introducing oneself and others
- Listening to a part of the story, then predicting what may happen next
- Doing a post-listening activity related to greeting and introducing others. This activity may be similar to the initial role-play, but more of the material would be provided by pupils.
- As a fun activity, pupils can look at the pictures and try to guess what the characters are saying, then role-play (prior to listening or reading)
- Creating a graphic organizer about the story. It may include characters, setting, events, etc. Beginning this early will model use for future activities including writing.



Read then mark ✓ or ✗

- 1 The family is having a picnic in the desert.
- 2 Hamad is two years older than Nasser.
- 3 Sami is Nasser's friend.
- 4 There are five people in Nasser's family.

Unit : 1

Exercise :

Read then mark ✓ or X

• Suggested procedure:

- Pupils read the story silently to answer the questions.
- Pupils work in pairs to discuss/check their answers.
- The teacher elicits answers and helps pupils to check their answers.

• Focus:

- Skimming a story for detailed information
- Making inferences

• Suggestions for application:

- Suggestions for application:
- Think, pair and share
- Asking pupils to locate the parts of the story that support their answers. This is key for all yes/no or true/false activities
- Asking more comprehension questions
- The teacher can encourage pupils (esp. the high achievers) to ask other groups questions about the story in a class competition
- Doing a post reading activity such as discussing what should we do when we introduce others, retelling the story, thinking of a different ending, etc.



Complete, then read aloud with your partner

a) What do you like doing after school?

I

b) What does she like doing to keep fit?

She

c) **What**?

They like swimming



Unit : 1

Exercise :

Complete, then read aloud with your partner

• Suggested procedure:

- Pupils work in pairs to complete the questions with the help of the pictures provided.
- Pupils check their answers with other pairs.
- Pupils read the exchanges aloud using correct pronunciation and intonation.

• Focus:

- Writing sentences and questions using "like + gerund"
- Expressing likes and dislikes related to hobbies and sports
- Differentiating between the 1st person, 3rd person and plural personal pronouns
- Reinforcing writing subskills including spelling and capitalization
- Reading aloud simple exchanges/mini dialogues
- Modelling short exchanges/mini dialogues as an example for future student work

• Suggestions for application:

- Differentiated instruction
- Forming mini dialogues about pupils' own hobbies
- A pupil/Pupils mime(s) a sport and the other pupils guess it, then ask and answer using correct pronouns and verb forms



Decode and complete

Replace the numbers with letters to discover the secret words. Use them in sentences with correct punctuate marks

1	2	3	4	5	6	7	8	9	10	11	12	13
a	b	c	d	e	f	g	h	i	j	k	l	m
14	15	16	17	18	19	20	21	22	23	24	25	26
n	o	p	q	r	s	t	u	v	w	x	y	z

1 $8 + 5 + 1 + 12 + 21 + 8 + 26 =$

.....

2 $16 + 23 + 5 + 19 + 5 + 1 + 21 =$

.....

3 $20 + 12 + 19 + 13 =$

.....

Unit : 1

Exercise :

Decode and complete

• Suggested procedure:

- Pupils are asked to replace the numbers with letters to discover the secret words.
- Pupils use the words in sentences with correct punctuation marks.

• Focus:

- Writing sub skills such as spelling and punctuation
- Reinforcing and recycling pre-taught vocabulary
- Using words in context
- Sentence formation

• Suggestions for application:

- Group work
- Competition
- Differentiated instruction – Asking high achievers to design their own puzzles.



Colour the correct capital letters and punctuation marks, then re-write the sentences correctly

1) meet my cousin, Fahad	M	C	F	.	?
2) when was baby abrar born	W	B	A	.	?
3) she was born on january 27 th	S	W	J	.	?

Unit : 2

Exercise :

Colour the correct capital letters and punctuation marks, then re-write the sentences correctly

• Suggested procedure:

- Pupils work in pairs to colour the correct capital letters and punctuation marks for each sentence.
- Pupils re-write the sentences/questions correctly.

• Focus:

- Writing sub skills such as capitalization and punctuation

• Suggestions for application:

- Using as a model to remind students of the relevant rules before a follow up activity.
- Competition
- Playing a TPR (Total Physical Response) game to mime capital letters and punctuation marks. For example, pupils clap to mime a full stop and jump to mime a question mark, etc. This can be an exciting class competition. It can be done using sentences or questions. To add more challenge, pupils can use dialogues.



Underline the false pieces of information, then correct them

- 1 Aunt Amina is Dad's sister. _____
- 2 There will be one celebration dinner. _____
- 3 Brainy isn't going to go to the cinema. _____
- 4 Nasser is going to wear a red shirt. _____

Unit : 2

Exercise:

Underline the false pieces of information, then correct them

• Suggested procedure:

- Pupils read the story silently. Then, they read the sentences in the exercise to locate the false pieces of information.
- Pupils work in pairs to discuss their answers.
- Pupils locate the correct information in the text and rewrite the sentences.
- The teacher elicits answers and helps pupils to check their answers.

• Focus:

- Skimming a short story for detailed information, comprehension and recall

• Suggestions for application:

- Pair work
- Competition
- Differentiated instruction
- Doing a post reading activity such as role-playing the story, retelling the story, thinking of a different ending, etc.



Read the article, then write your notes in the table below

Amazing Insects



Ants

Like all other insects, ants have 6 legs. They are very strong. They have 2 stomachs. They do not have ears. They feel with their feet. They live in groups and have different jobs. Queens, soldiers and workers, are some of the jobs. Most ants are red or black, but you can find them in other colours as well.






Butterfly

Butterflies are beautiful. They have four wings. They cannot hear. They live everywhere except cold places because they can't fly when it's cold. Butterflies taste with their front feet. They feed mostly on nectar and pollen from flowers. The life cycle of a butterfly has 4 stages. "Egg, caterpillar, chrysalis and adult butterfly". Female butterflies are usually larger and live longer.



Ladybirds

Ladybirds come in many colours. Some are red, orange and yellow with black dots on them. They have two wings. Like butterflies they are found everywhere except in cold places. They sleep in winter. They play dead to protect themselves. Ladybirds live from two to three years.

	Ladybird 	Ant 	Butterfly 
Can			
Have			
Are			

47

Unit : 3

Exercise:

Read the article, then write your notes in the table below

• Suggested procedure:

- Asking pupils about any information they already know about the insects in the pictures or asking an inquiry-based question such as "Why can insects be useful?"
- The teacher discusses the structure of the text with pupils. For example, he/she can ask about the number of the paragraphs in the article, ask pupils about the titles for each paragraph, etc. This will help pupils figure out the main idea. It also helps them to differentiate different types of texts such as emails, newspaper articles, stories, etc.
- Pupils read the text silently to answer some detailed comprehension questions.
- Pupils write notes in the table below.
- Pupils work to discuss their answers in pairs/groups.
- The teacher elicits answers and helps pupils to check their answers.

• Focus:

- Reading comprehension
- Note taking
- Skimming an article for detailed information
- Organizing information
- Critical thinking/Inference

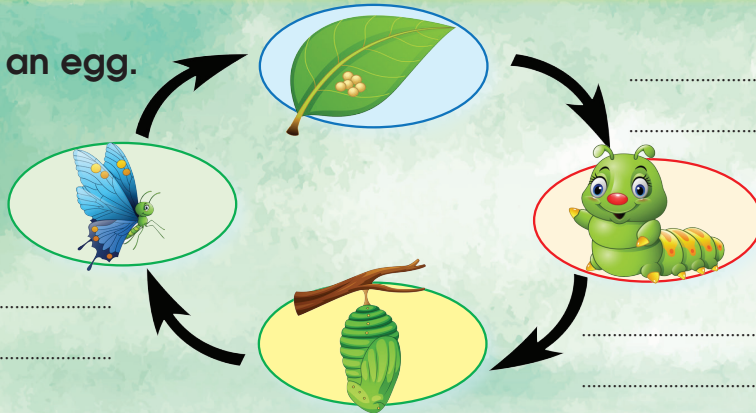
• Suggestions for application:

- Searching for more information/some fun facts about new insects and sharing it.
- Using gathered information in writing activities by adding a new insect to the table and then using brainstormed information to add a new paragraph to the three provided.



My life cycle has four stages, Can you write them?

First, I am an egg.



Unit : 3

Exercise:

Write the life cycle of the butterfly

• Suggested procedure:

- Discuss the four stages of the life cycle of a butterfly. The teacher can use questions or picture prompts to generate ideas. Encourage pupils to try to describe the stages using words they know.
- Pupils work in groups/pairs to complete the life cycle using the correct sequencers.

• Focus:

- Writing the stages of a process using sequencers such as "First, Then, Next and Finally"
- Writing sub skills such as capitalization and punctuation
- Reinforcing and recycling pre-taught vocabulary
- Using words in context

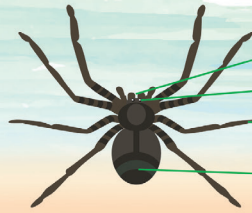
• Suggestions for application:

- Group/pair work
- Differentiated instruction – Assign pupils who master the sequencers quickly a second assignment where they write about a different process or cycle
- Making a presentation



Label the body parts of a spider

abdomen
legs
eyes
head



Blank dashed box for labeling the spider's body parts.

Writing tips



Write neatly

Can you describe me?



Blank lines for writing a description of the spider.

Unit : 3

Exercise:

Label the body parts of a spider

• Suggested procedure:

- Pupils label the body parts of the spider. Then, they share their answers in pairs/groups.
- Pupils work in groups to write simple sentences to describe the spider's body with the help of the picture and the words.
- Pupils read aloud their description to the class.

• Focus:

- Writing picture labels
- Writing simple descriptions
- Writing sub skills such as capitalization and punctuation
- Reading aloud

• Suggestions for application:

- Group work – mixed abilities
- Competition
- Differentiated instruction (assigning roles for the members of the group according to their level)
- Playing a guessing game to describe other insects/animals with top students describing first, while others guess, then switching roles



1
2
3

Listen and write the correct number



Unit : 3

Exercise:

Listen and write the correct number

• Suggested procedure:

- Pupils listen to three utterances: a statement, a question and an imperative statement, to write the number with the picture that represents each utterance.

• Focus:

- Listening to differentiate between informative, interrogative and imperative sentences

• Suggestions for application:

- Group work
- Competition
- Pupils can add more statements or questions for each type
- Pupils can practise making the same sentences different types of utterances by varying tone
- Playing a game to listen and mime (Pupils can mime to discriminate sentences, questions and imperatives. For example, they can clap on hearing a sentence, jump on hearing a question and change their facial expressions on hearing an imperative sentence and so on...). Using dialogues can add more challenge.



Look at the map of Kuwait and follow the teacher's instructions

- 1 Locate Kuwait City on the map.
- 2 Colour the biggest island yellow.
- 3 Name the oil wells.
- 4 Find and circle Failaka Island.
- 5 Name the farming areas.



Unit : 4

Exercise:

Look at Kuwait Map and follow teacher's instructions

• **Suggested procedure:**

- The teacher shows some examples of simple maps and map keys.
- Pupils talk about the map of Kuwait and the map key in groups.
- Pupils listen to the teacher's instructions and do what is required.

• **Focus:**

- Reading maps
- Talking about Kuwait's map, capital, resources, farming areas, etc.
- Listening to follow instructions

• **Suggestions for application:**

- Group work
- Differentiated instruction
- Searching for more information about Kuwait
- Pupils can create their own maps with keys as a fun active learning activity. They can draw a map of the school, for instance.



Listen and complete Kuwait fact file

H.H The Amir	
Capital	
Religion	
Language	
Currency	

Unit : 4

Exerxcise:

Listen and complete Kuwait Fact File

• Suggested procedure:

- The teacher asks pupils if they know some of the information mentioned in Kuwait's Fact File. (before listening)
- Pupils listen to complete the fact file.
- Eliciting and checking answers.

• Focus:

- Taking notes
- Listening for comprehension

• Suggestions for application:

- Competition
- Doing a post listening activity to collect more information about Kuwait that can be added to the fact file
- Creating fact files about other countries. This can be a class project. This can be an active learning base that leads to many different activities.



Listen and take notes about the Earth and the Moon



1.
2.
3.



1.
2.
3.

Unit : 5

Exercise:

Listen and take notes about the Earth and the Moon

• Suggested procedure:

- Pupils listen twice to write short notes about the Earth and the Moon.
- Pupils listen again to check their answers.

• Focus:

- Listening for comprehension
- Taking notes
- Critical thinking (making comparisons)

• Suggestions for application:

- Pair work to check answers
- Role playing/acting out a short scene about the Earth and the Moon
- Making comparisons using the planets and stars (Comparing the Sun and the Moon, etc.)
- High achievers can write some questions about information they'd like to know about planets



Read and choose the correct answer

There are eight planets in the Solar System. Some of them are really hot, others are freezing. Some of the planets are close to the Sun, others are far away. The farthest planet from the Sun is the coldest one and it takes the longest time to go around the Sun. The closest planet is the hottest planet and it takes the shortest time to go around the Sun. The Earth is the third planet from the Sun. It takes one year to go around the Sun. It is the only planet in the Solar System that has life.

1. The **best title** for the passage is

- a. The Sun
- b. A Trip To Space
- c. The Solar System
- d. The Hottest Planet

2. Which of the following sentences is **TRUE**

- a. All the planets are the same.
- b. The Earth is the only planet that has life.
- c. There are seven planets in the Solar System.
- d. The Sun takes a year to go around the Earth.

3. The underlined word **it** in the last line refers to

- a. time
- b. year
- c. system
- d. Earth



Unit : 5

Exercise:

Read and choose the correct answer

• Suggested procedure:

- Pupils read the passage silently to choose the correct answer from a, b, c and d.

• Focus:

- Reading comprehension
- Choosing the best title for an informative passage
- Reading for detailed information to identify true and false facts
- Pronoun usage

• Suggestions for application:

- Peer assessment
- Group/pair work
- Differentiated instruction – mixed ability groups
- Comparing planets using superlative adjectives
- Searching for more information to make a presentation about the Solar System
- Creating a poster/wall magazine about the Solar System
- High achievers can write an imaginary story about space travel



Read the story, choose the correct words, then write an ending to the story



Night fell and the woods became dark and gloomy. My friend and I (quiet/quietly) rode our horses and talked. We (talk/were talking) when we heard a noise in the trees and we (slow/slowly) stopped our horses. I got off my horse and listened. There it was again. There was only the light of the Moon coming through the trees. My friend (tell/was telling) me some amazing things about the Moon when I heard the sound again. The sound became louder when suddenly.....

Unit : 5

Exercise:

Read the story, choose the correct words, then write an ending to the story

• Suggested procedure:

- Pupils read the story silently to choose the correct words.
- Pupils work in groups to write an ending to the story.

• Focus:

- Differentiating between/using adjectives and adverbs
- Differentiating between/using past simple and past continuous
- Creative thinking/writing

• Suggestions for application:

- Group work (sharing some experiences, or answering questions about scary situations or movies)
- Voting for the best ending/peer assessment
- Drawing a picture about the story
- Telling similar scary stories
- Playing a game to differentiate between adjectives and adverbs
- Playing a game to differentiate between past simple and past continuous



Complete the following diagrams about the story

Characters	<ul style="list-style-type: none">••
Place	<ul style="list-style-type: none">••
Problem	<ul style="list-style-type: none">••
Solution(s)	<ul style="list-style-type: none">••

Unit : 5

Exercise:

With reference to the story you completed, write and complete the following diagram

• **Suggested procedure:**

- Pupils work in groups to read and discuss the story they have completed. (with the ending they have written for the story)
- Pupils complete the diagram to analyse the story elements. (characters, place, problem and solution)
- Pupils read the different endings of the story written by other groups.

• **Focus:**

- Reading to analyse story elements
- Writing story elements (characters, place, problem and solution)
- Critical thinking (analysing information)
- Planning for writing

• **Suggestions for application:**

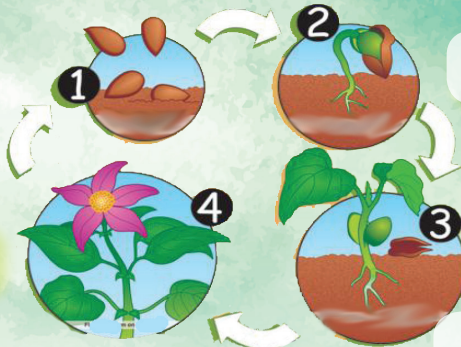
- Voting for the best diagram/peer assessment
- Suggesting more story elements to be added to the diagram such as time, title, author, etc.
- Planning more writing using the organizer



**First, I am
a seed.**

My life cycle has four stages.
Can you write them with the
help of the word bank

grow, root,
stem, leaves,
flower



.....
.....

.....
.....

.....
.....

Unit : 5

Exercise:

Complete the stages of the life cycle of a flower with the help of the word bank

• **Suggested procedure:**

- Discussing the four stages of the life cycle of a flower.
- Pupils work in pairs/groups to complete the life cycle using the correct sequencers with the help of a word bank.

• **Focus:**

- Writing the stages of a process using sequencers such as "First, Then, Next and Finally"
- Writing sub skills such as capitalization and punctuation
- Reinforcing and recycling pre-taught vocabulary
- Using words in context

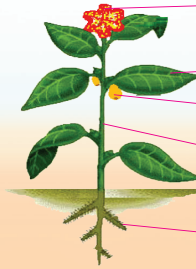
• **Suggestions for application:**

- Pair work/Group work
- Differentiated instruction – mixed abilities
- Making a presentation or writing using sequencers. Sequencers are ideally suited for past tense, non-fiction, storytelling, etc.



Label the parts of a plant

stem
leaves
root
flower





Describe the kind of plant you would like to be



Don't forget to check your spelling

.....

.....

.....

34

Unit : 6

Exercise:

Label parts of a plant

• **Suggested procedure:**

- Pupils work in pairs/groups to label the different parts of a flower
- Pupils imagine a plant they would like to be. (For example, I would like to be a flower)
- Pupils justify their choices, "I would like to be a flower because I would be beautiful."
- Pupils write simple sentences to describe the plant they would like to be. (2-3 sentences)
- Pupils read aloud their description to the group.

• **Focus:**

- Writing picture labels
- Writing simple descriptions
- Reading aloud

• **Suggestions for application:**

- Group work
- Competition
- Differentiated instruction
- Playing a guessing game to describe other plants



Draw and describe an imaginary rare animal, give it a name, then describe it to your friend

Example: "My rare animal has the mouth of a snake on the face of a lion."

38

Unit : 6

Exercise:

Draw and describe your imaginary rare animal, give it a name then describe it to your friend (Example "My rare animal has the mouth of a snake on the face of a lion")

• Suggested procedure:

- The teacher can help pupils to brainstorm ideas about animals such as size, food, body, etc.). The teacher can use the brainstorming to help pupils write questions that each pupil will answer about their animal.
- Pupils draw an imaginary rare animal. (as shown in the example: the mouth of a snake on the face of a lion – the nose of an elephant on the face of a giraffe, etc.)
- Each pupil gives a name to the animal he/she has drawn.
- Pupils present their imaginary rare animals to the class.

• Focus:







- Making an oral presentation using descriptions
- Writing descriptions
- Creative thinking (drawing an imaginary rare animal)

• Suggestions for application:

- Voting for the best imaginary rare animal/peer assessment
- Creating an Animal Freeze for rare animals with the drawings of the pupils



Complete the sentences, then choose a country to write about it

	<p>He is from Brazil. He is Brazilian. He likes the Brazilian Football Team.</p>	
	<p>He is from _____ . He is _____ . He likes _____</p>	
	<p>_____</p> <p>_____</p>	
	<p>_____</p> <p>_____</p>	

Unit : 7

Exercise:

Complete the sentences, then choose a country to write about

• Suggested procedure:

- Pupils complete the sentences about countries and nationalities with the help of the example in the table.
- Writing the first sentence according to the country shown in the picture on the left. (Example: He is from Japan. He is Japanese.)
- Writing the second sentence according to the picture on the right. (Example: He likes Japanese robots.)
- Pupils choose a country and fill in the last row of the table. They can stick the picture of the country's flag on the left and the picture of what they like about the country, or what the country is famous for on the right.

• Focus:

- Differentiating between countries and nationalities
- Using correct spelling rules in writing different nationalities
- Using correct capitalization in writing countries and nationalities
- Forming sentences about other countries
- Writing about personal experiences with other countries and which countries we want to visit in the future

• Suggestions for application:

- Searching for more information to make a presentation
- Using information from a table to structure writing



Ask your friend questions about the passage to help you fill in the table. These words can help you:

What – Where – Who – When – How many



Horse racing, often called the sport of kings, is one of the oldest sports in the world. In the Dubai World Cup, the best horses in the world come to compete every year in nine races. The Dubai World Cup is the 'Olympics of horse racing'. The Dubai World Cup was created in 1996 by Sheikh Mohammed bin Rashid Al Maktoum. It is held every year on the last Saturday in March. The festival ends with the amazing Dubai World Cup show and a live music concert.

Event	Dubai Horse Racing World Cup
Place	_____
Time	_____
Participants	_____
Festivals	_____

Unit : 7

Exercise:

Read the passage, then fill in the table with a friend

• Suggested procedure:

- Pupils work in pairs/groups to read and discuss the passage about the Dubai World Cup.
- Pupils complete the table with information about the passage. (Place, Time, Participants and Festivals)
- Pupils share the information with other groups.

• Focus:

- Reading to analyse specific information related to a passage
- Using an organizer to categorize information (Place, Time, Participants and Festivals)
- Critical thinking (categorizing information)

• Suggestions for application:

- Group work
- Peer assessment
- Searching for more information about the Dubai World Cup or other international sporting events



Ask your friend questions about the passage to help you fill in the table. These words can help you:

What – Where – Who – When – How many

Unit : 7

Exercise:

Ask your friend questions about the passage

- **Suggested procedure:**

- Pupils work in groups to form questions related to the passage about the Dubai World Cup using the question words provided.
- Pupils identify information from the passage and ask questions based on it.
- This procedure can be applied to many reading comprehension activities.

- **Focus:**

- Forming questions
- Asking and answering using correct intonation
- Critical thinking

- **Suggestions for application:**

- Pair work/Group work
- Creating an interview about Dubai World Cup using the questions pupils formed in the exercise
- Role-playing as participants in the World Cup using the information learned



With your partner, ask and answer to complete the table

Always - Usually - Sometimes - Never -

	eat vegetables for breakfast	go to bed early	drink coffee	play sports
Me				
My friend				

Unit : 7

Exercise:

With your partner ask and answer to complete the table

• Suggested procedure:

- Pupils work in pairs to ask and answer questions about daily routines, then complete the table with information about their partners.
- Pupils use the information in the table to write two sentences about their own daily routine.

• Focus:

- Using adverbs of frequency to talk about daily routine
- Writing about one's daily routine

• Suggestions for application:

- Pair work
- Creating an interview/dialogue about daily routines
- Differentiated instruction – High achievers can use the frequency adverbs to create riddles for the other students, "this animal frequently eats fish, but does not live in the water. They are sometimes very fat, and they always have a lot of hair." (a bear).



Re-order the steps of making rugs with the help of the guide words and pictures, then form sentences



Unit : 8

Exercise:

Re-order the steps of making rugs with the help of the guide words and pictures, then form the sentences

• Suggested procedure:

- Pupils discuss the steps of making rugs with the help of pictures.
- Pupils work in groups to read the guide words and think of the correct sequence for making rugs.
- Pupils write the steps with the help of pictures and guide words.
- Eliciting and checking answers.

• Focus:

- Talking about steps of a process using sequencers
- Writing about a process with the help of guide words and pictures
- Critical thinking

• Suggestions for application:

- Group work
- Making a presentation
- A project based on making rugs or mountain life
- High achievers can talk about a different process they know about and want to teach others



Plan your holiday



Your grandpa gave you K.D.1000 to spend on a holiday.

- What are you going to do?
- How are you going to get there?
- What places are you going to visit?
- Where are you going to stay?

Plan your dream holiday, but remember you can not spend more than K.D.1000

Country	From: To:
Date	From: To:

	Air Ticket	Hotel	Transportation	Entertainment	Shopping	Total
Cost	K.D	K.D	K.D	K.D	K.D	K.D

Unit : 8

Exercise:

Plan your holiday

• Suggested procedure:

- Pupils work in pairs/groups to discuss the questions.
- Pupils plan a holiday to fill in the required information.
- Eliciting and checking answers.

• Focus:

- Talking about future plans
- Writing about future plans
- Critical thinking

• Suggestions for application:

- Pair/Group work
- Peer assessment
- Writing a travel itinerary
- Photo albums





ELT General Supervision

Annual plan



State of Kuwait
Ministry of Education

Curriculum and Curriculum Standards for Primary Education

(Grade 4)

Annual Planning for Terms 1 and 2

Based on the new Curriculum

New fun with English

2018 – 2019

Curriculum and Curriculum Standards for Primary Education
Annual Planning for Grade Four
New\fun with English (4 A)

First Semester:

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
Adjustment period	Adjustment period	Teacher and students get familiarized with each other. Teacher can propose different games to make a smooth entrance of the children into a new school atmosphere, using greetings and simple everyday language	2 periods	1/2 week
1. Health Is Wealth	<p>1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)</p> <p>1.2.2 Listening to differentiate between statements vs. questions or instructions based on intonation</p> <p>1.3. Showing interest and respect when listening to materials from different sources for different purposes appropriate to his/her age</p> <p>2.1. Exchanging information, and ideas about grade level topics through simple dialogues relevant to life outside the school</p> <p>2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations</p> <p>3.1. Reading and understanding simple narrative and informative texts (emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p> <p>3.3. Showing interest and curiosity towards reading various materials</p> <p>4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly</p> <p>4.3. Showing interest in writing a short paragraph about different topics</p> <p>4.4. Completing written tasks in different formats showing knowledge of the world around them.</p>	<ul style="list-style-type: none"> • Using greetings and responses • Asking and answering questions • Expressing likes and dislikes • Making future plans • Greetings and responses • Sports • Healthy life style • Present simple • Like + ing • Present continuous • Future with going to • Possessive adjectives 	12 periods	3weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
<p>2. Family Celebration</p>	<p>1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)</p> <p>1.2.1 Listening to identify key ideas presented in short simple oral texts such as pieces of news or narratives</p> <p>1.4. Identifying and understanding oral instructions related to different activities</p> <p>2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations</p> <p>2.3. Expressing their own ideas, needs, wishes and feelings related to peers, places and areas of interest in simple, clear sentences</p> <p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about countries they have visited</p> <p>3.1. Reading and understanding simple narrative and informative texts (emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p> <p>3.2. Recognizing that illustrations and punctuation marks carry various messages and making simple predictions based on the title as well as the accompanying illustration</p> <p>3.4. Reading short texts about other countries in the world</p> <p>4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly</p> <p>4.2. Writing short texts using simple sentences and phrases while observing spelling strategies as well as basic punctuation marks</p> <p>4.4. Completing written tasks in different formats showing knowledge of the world around them.</p>	<ul style="list-style-type: none"> • Describing people and things • Making polite requests • Talking about past events • Expressing gratitude • Celebrations • Family members • Description • Past simple • Modal verb can for requests • Adjectives • Future with going to • Possessive 's' • Present continuous 	<p>12 periods</p>	<p>3 weeks</p>

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
<p>3. Animals' Kingdom</p>	<p>1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)</p> <p>1.2.1 Listening to identify key ideas presented in short simple oral texts such as pieces of news or narratives.</p> <p>1.2.2 Listening to differentiate between statements vs. questions or instructions based on intonation.</p> <p>2.1. Exchanging information, and ideas about grade level topics through simple dialogues relevant to life outside the school</p> <p>2.3. Expressing their own ideas, needs, wishes and feelings related to peers, places and areas of interest in simple, clear sentences</p> <p>3.1. Reading and understanding simple narrative and informative texts (emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p> <p>3.3. Showing interest and curiosity towards reading various materials</p> <p>4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly</p> <p>4.3. Showing interest in writing a short paragraph about different topics</p> <p>4.4. Completing written tasks in different formats showing knowledge of the world around them</p>	<ul style="list-style-type: none"> • Describing actions and processes • Asking and answering questions • Expressing likes and dislikes • Describing animals • Comparing animals, people and places • T Animals • Description • Comparison asking about abilities. • Present simple with sequence adverbs • Present continuous • Comparative adjectives • Superlative adjectives • Talking about facts 	<p>11 periods</p>	<p>2 3/4 weeks</p>

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
<p>4. Exploring Kuwait and the World Around Us</p>	<p>1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)</p> <p>1.2.2 Listening to differentiate between statements vs. questions or instructions based on intonation</p> <p>1.4. Identifying and understanding oral instructions related to different activities</p> <p>2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations</p> <p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about countries they have visited</p> <p>3.1. Reading and understanding simple narrative and informative texts (emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p> <p>3.2. Recognizing that illustrations and punctuation marks carry various messages and making simple predictions based on the title as well as the accompanying illustration</p> <p>3.4. Reading short texts about other countries in the world</p> <p>4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly</p> <p>4.2. Writing short texts using simple sentences and phrases while observing spelling strategies as well as basic punctuation marks</p> <p>4.4. Completing written tasks in different formats showing knowledge of the world around them</p>	<ul style="list-style-type: none"> • Expressing prohibition and obligation • Describing continuous events in the past • Giving and following directions • Kuwait • Citizenship • Directions • Modal verb must for obligation • Prepositions • Past continuous and past simple • Talking about countries 	<p>11 periods</p>	<p>2 3/4 weeks</p>

Curriculum and Curriculum Standards for Primary Education
Annual Planning for Grade Four
New fun with English (4 B)

Second Semester:

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
Adjustment period after the spring break ,reactivating students intake of English			2 periods	1/2 week
5. Earth and Space	<p>1.2.1 Listening to identify key ideas presented in short simple oral texts such as pieces of news or narratives</p> <p>1.4. Identifying and understanding oral instructions related to different activities</p> <p>2.1. Exchanging information, and ideas about grade level topics through simple dialogues relevant to life outside the school</p> <p>2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations</p> <p>3.1. Reading and understanding simple narrative and informative texts (emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p> <p>3.2. Recognizing that illustrations and punctuation marks carry various messages and making simple predictions based on the title as well as the accompanying illustration</p> <p>3.3. Showing interest and curiosity towards reading various materials</p> <p>4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly</p> <p>4.3. Showing interest in writing a short paragraph about different topics</p>	<ul style="list-style-type: none"> • Earth • Space, planets and stars • Landforms • Asking for and giving information • Expressing comparison • Talking about the past • Describing places • Present simple • Comparatives/Superlatives • Past simple with adverbs • Countable and uncountable nouns • Past continuous • Adverbs 	12 periods	3weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
6. Save the Earth	<p>1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)</p> <p>1.2.1 Listening to identify key ideas presented in short simple oral texts such as pieces of news or narratives</p> <p>1.3. Showing interest and respect when listening to materials from different sources for different purposes appropriate to his/her age</p> <p>2.1. Exchanging information and ideas about grade level topics through simple dialogues relevant to life outside the school.</p> <p>2.3. Expressing their own ideas, needs, wishes and feelings related to peers, places and areas of interest in simple, clear sentences</p> <p>3.1. Reading and understanding simple narrative and informative texts (emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p> <p>3.2. Recognizing that illustrations and punctuation marks carry various messages and making simple predictions based on the title as well as the accompanying illustration</p> <p>4.2. Writing short texts using simple sentences and phrases while observing spelling strategies as well as basic punctuation marks</p> <p>4.4. Completing written tasks in different formats showing knowledge of the world around them.</p>	<ul style="list-style-type: none"> • Planting trees • Environment • Parts of plants • Asking for and giving information • Expressing approval and disapproval • Expressing opinion • Asking for and giving advice • Describing animals and people • Present continuous • Present simple • The verb have got • Adjectives • It's good to... /It's bad to... • Modal verb should for advice • Modal verb can for possibility 	12 periods	3 weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
7. A Tour Around the World	<p>1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)</p> <p>1.2.2 Listening to differentiate between statements vs. questions or instructions based on intonation.</p> <p>2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations</p> <p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about countries they have visited</p> <p>3.3. Showing interest and curiosity towards reading various materials</p> <p>3.4. Reading short texts about other countries in the world</p> <p>4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly</p> <p>4.3. Showing interest in writing a short paragraph about different topics</p> <p>4.4. Completing written tasks in different formats showing knowledge of the world around them</p>	<ul style="list-style-type: none"> • Flags • Countries and nationalities • Sports • Asking for and giving information • Asking about places • Talking about frequency • Describing pictures • Present simple • The verb have got • Present continuous • Present simple with adverbs of frequency 	11 periods	2 3/4 weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
8. Vacations	<p>1.3. Showing interest and respect when listening to materials from different sources for different purposes appropriate to his/her age</p> <p>1.4. Identifying and understanding oral instructions related to different activities.</p> <p>2.1. Exchanging information, and ideas about grade level topics through simple dialogues relevant to life outside the school</p> <p>2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations.</p> <p>2.3. Expressing their own ideas, needs, wishes and feelings related to peers, places and areas of interest in simple, clear sentences.</p> <p>3.3. Showing interest and curiosity towards reading various materials</p> <p>3.4. Reading short texts about other countries in the world</p> <p>4.2. Writing short texts using simple sentences and phrases while observing spelling strategies as well as basic punctuation marks</p> <p>4.4. Completing written tasks in different formats showing knowledge of the world around them</p>	<ul style="list-style-type: none"> • Vacations and holidays • Travelling • Asking for and giving information • Asking about places • Talking about the past • Past simple • Present simple • Modal verb shall for making suggestions • Modal verb can for possibility • There is/are 	11 periods	2 3/4 weeks



ELT General Supervision

Annual plan



State of Kuwait
Ministry of Education

Curriculum and Curriculum Standards for Primary Education

(Grade 4)

Learning Unit plans

Based on the new Curriculum

New fun with English

2018 – 2019

Unit (1) Number of teaching periods (12)

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
1. Health Is Wealth	<p>1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)</p> <p>1.2.2 Listening to differentiate between statements vs. questions or instructions based on intonation</p> <p>1.3. Showing interest and respect when listening to materials from different sources for different purposes appropriate to his/her age</p> <p>2.1. Exchanging information, and ideas about grade level topics through simple dialogues relevant to life outside the school</p> <p>2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations</p>	<p>1.1. Listen to oral messages (including rhymes and songs) and identify descriptions of objects or characters, actions presented in a certain order as well as relevant linguistic facts (i.e. use of adjectives) studied in grade 4</p> <p>1.2.2 Differentiate between affirmative, interrogative and explanative sentences</p> <p>1.3. Listen and respond respectfully to some situations to express opinions, interests and feelings using suitable sentences</p> <p>2.1. Participate in dialogues to exchange information and ideas with peers or others about life and experiences outside the school.</p> <p>2.2. Maintain the flow of conversation effectively about related topics while talking and collaborating with peers.</p>	<p>- Listen to descriptions and circle the correct corresponding answers.</p> <p>- Listen to a short story and identify its sequences in the right order.</p> <p>- Listen attentively to identify true and false sentences about the text.</p> <p>- Listen to songs and chants to identify rhyming words.</p> <p>- Listen to oral texts and identify affirmative sentences and explanative sentences.</p> <p>- Listen and respond respectfully to some situations related to opinions, feelings.</p> <p>- Listen and complete sentences using the word "because". (critical thinking)</p> <p>- Participate in an unrehearsed role play about any of the topics initiated by the teacher or initiated by students (Sport).</p> <p>- Use strategies to maintain the flow of conversation (e.g. nonverbal – nodding, smiling; verbal; wow, right; great; ok; well done; really?).</p>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials / Resources (visual and audio aids, etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • ICT tools • Oral presentation

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
1. Health Is Wealth	<p>3.1. Reading and understanding simple narrative and informative texts (emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p> <p>3.3. Showing interest and curiosity towards reading various materials</p> <p>4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly</p> <p>4.3. Showing interest in writing a short paragraph about different topics</p> <p>4.4. Completing written tasks in different formats showing knowledge of the world around them</p>	<p>3.1. Read and locate specific information in a short text about familiar topics such as weekends, vacations, animals/plants, travelling.</p> <p>3.3. Read simple texts aloud, confidently, without hesitation, showing readiness to read materials outside the classroom</p> <p>4.1. Write short texts about age appropriate topics with the help of guidewords, pictures or questions.</p> <p>4.3. Show interest when writing short paragraphs in legible style of handwriting</p> <p>4.4. Write different simple formats such as e-mails, filling in a form, a table, etc.</p>	<ul style="list-style-type: none"> - Talk clearly, with coherent sentences aloud enough to be heard by all, using appropriate vocabulary & correct tenses, etc. - Use different conversational strategies appropriately such as approval/disapproval; likes/dislikes, etc. - Read using different intonation patterns. - Read a simple texts aloud, , correcting their own mistakes - Take initiative in reading aloud in the class when such an action is asked for. - Read other materials in addition to those provided in the classroom. - Write short paragraphs on given topics. - Imagine and write a paragraph with the help of given pictures. - Copy and write sentences neatly. - Complete missing parts in a simple grid... <p>Complete missing parts in different forms.</p>		

Unit (2) Number of teaching periods (12)

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
2. Family Celebration	<p>1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)</p> <p>1.2.1 Listening to identify key ideas presented in short simple oral texts such as pieces of news or narratives</p> <p>1.4. Identifying and understanding oral instructions related to different activities</p> <p>2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations</p> <p>2.3. Expressing their own ideas, needs, wishes and feelings related to peers, places and areas of interest in simple, clear sentences</p> <p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about countries they have visited</p>	<p>1.1. Listen to oral messages (including rhymes and songs) and identify descriptions of objects or characters, actions presented in a certain order as well as relevant linguistic facts (i.e. use of adjectives) studied in grade 4</p> <p>1.2.1. Listen to a simple text read aloud by the teacher or through other media to answer simple questions</p> <p>1.4. Respond to oral instructions related to different activities (games/sports, etc.) given by the teacher or others.</p> <p>2.2. Maintain the flow of conversation effectively about related topics while talking and collaborating with peers</p> <p>2.3 Participate in simple dialogues with peers about grade appropriate topics, expressing feelings and ideas by means of simple language forms.</p>	<p>-Listen to descriptions and circle the correct answer.</p> <p>-Listen and complete the missing part of a story. (critical thinking)</p> <p>-Listen attentively to identify true and false sentences about the text.</p> <p>Listen to songs and chants to identify rhyming words.</p> <p>-Listen to simple texts and write notes about specific information.</p> <p>-Listen to a text and answer questions.</p> <p>-Follow instructions to a new activity</p> <p>-Use strategies to maintain the flow of conversation (e.g. nonverbal – nodding, smiling; verbal; wow, right; great; ok; well done; really?).</p> <p>-Talk clearly, with coherent sentences aloud enough to be heard by all, using appropriate vocabulary, correct tenses, etc.</p>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials / Resources (visual and audio aids, etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • ICT tools • Oral presentation

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
2. Family Celebration	<p>3.1. Reading and understanding simple narrative and informative texts (emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p> <p>3.2. Recognizing that illustrations and punctuation marks carry various messages and making simple predictions based on the title as well as the accompanying illustration</p> <p>3.4. Reading short texts about other countries in the world</p> <p>4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly</p> <p>4.2. Writing short texts using simple sentences and phrases while observing spelling strategies as well as basic punctuation marks</p> <p>4.4. Completing written tasks in different formats showing knowledge of the world around them</p>	<p>2.4. Present information about Kuwait and some other countries</p> <p>3.1. Read and locate specific information in a short text about familiar topics such as weekends, vacations, animals/plants, travelling.</p> <p>3.2. Read simple stories and informative texts using the title or accompanying pictures to predict events as well as to guess the main idea</p> <p>3.4. Read and present materials related to other countries.</p> <p>4.1. Write short texts about age appropriate topics with the help of guidewords, pictures or questions.</p> <p>4.2. Write short paragraphs about familiar topics using correct spelling strategies and punctuation marks</p> <p>4.4. Write different simple formats such as e-mails, filling in a form, a table, etc.</p>	<ul style="list-style-type: none"> - Use different conversational strategies appropriately. - Participate in mini dialogues to express opinions. - Read using different intonation patterns. - Read and discuss in groups the title, the accompanying pictures and other elements to predict "what's coming next". (Critical thinking). - Read and answer questions about Girgian - Write short paragraphs on given topics. - Imagine and write a paragraph that would fit in a letter to a friend, a quick e-mail, etc. - Copy and write sentences neatly - Complete missing parts in a simple grid. - Complete missing parts in an e-mail. 		

Unit (3) Number of teaching periods (12)

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
3. Animals' Kingdom	<p>1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)</p> <p>1.2.1 Listening to identify key ideas presented in short simple oral texts such as pieces of news or narratives.</p> <p>1.2.2 Listening to differentiate between statements vs. questions or instructions based on intonation.</p> <p>2.1. Exchanging information, and ideas about grade level topics through simple dialogues relevant to life outside the school</p> <p>2.3. Expressing their own ideas, needs, wishes and feelings related to peers, places and areas of interest in simple, clear sentences</p>	<p>1.1. Listen to oral messages (including rhymes and songs) and identify descriptions of objects or characters, actions presented in a certain order as well as relevant linguistic facts (i.e. use of adjectives) studied in grade 4</p> <p>1.2.1. Listen to a simple text read aloud by the teacher or through other media to answer simple questions.</p> <p>1.2.2 Differentiate between affirmative, interrogative and explanative sentences</p> <p>2.1. Participate in dialogues to exchange information and ideas with peers or others about life and experiences outside the school.</p> <p>2.3. Participate in simple dialogues with peers about grade appropriate topics, expressing feelings and ideas by means of simple language forms.</p>	<p>- Listen to descriptions and circle the correct corresponding answers.</p> <p>- Listen to a short text and identify its sequences in the right order.</p> <p>- Listen attentively to identify true and false sentences about the text</p> <p>- Listen to songs and chants to identify rhyming words.</p> <p>- Recognize comparatives and superlatives in rhymes, songs or other texts and use them appropriately.</p> <p>- Listen to a short text or a story in order to arrange its sequences in an appropriate order. (critical thinking)</p> <p>- Listen to simple texts and write notes about specific information.</p> <p>- Listen to a text and answer questions.</p> <p>- Listen to oral texts and identify affirmative sentences and interrogative sentences.</p>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials / Resources (visual and audio aids, etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • ICT tools • Oral presentation

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
3. Animals' Kingdom	<p>3.1. Reading and understanding simple narrative and informative texts (emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p> <p>3.3. Showing interest and curiosity towards reading various materials</p> <p>4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly</p> <p>4.3. Showing interest in writing a short paragraph about different topics</p> <p>4.4. Completing written tasks in different formats showing knowledge of the world around them</p>	<p>3.1. Read and locate specific information in a short text about familiar topics such as weekends, vacations, animals/plants, travelling.</p> <p>3.3. Read simple texts aloud, confidently, without hesitation, showing readiness to read materials outside the classroom</p> <p>4.1. Write short texts about age appropriate topics with the help of guidewords, pictures or questions.</p> <p>4.3. Show interest when writing short paragraphs in legible style of handwriting</p> <p>4.4. Write different simple formats such as e-mails, filling in a form, a table, etc.</p>	<ul style="list-style-type: none"> - Listen to oral texts and identify affirmative sentences and explanative sentences. - Participate in mini dialogues to express and justify opinions. (critical thinking) - Read using different intonation patterns. - Read simple texts aloud, correcting their own mistakes. - Take initiative in reading aloud in the class when such an action is asked for. - Read other materials in addition to those provided in the classroom. - Write short paragraphs on given topics. - Imagine and write a paragraph that related to graphic organizers. - Copy and write sentences neatly. - Complete missing parts in a simple grid. 		

Unit (4) Number of teaching periods (11)

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
4. Exploring Kuwait and the World Around Us	<p>1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)</p> <p>1.2.2 Listening to differentiate between statements vs. questions or instructions based on intonation</p> <p>1.4. Identifying and understanding oral instructions related to different activities</p> <p>2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations</p> <p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about countries they have visited</p>	<p>1.1. Listen to oral messages (including rhymes and songs) and identify descriptions of objects or characters, actions presented in a certain order as well as relevant linguistic facts (i.e. use of adjectives) studied in grade 4</p> <p>1.2.2 Differentiate between affirmative, interrogative and explanative sentences</p> <p>1.4. Respond to oral instructions related to different activities (games/sports, etc.) given by the teacher or others.</p> <p>2.2. Maintain the flow of conversation effectively about related topics while talking and collaborating with peers.</p> <p>2.4. Present information about Kuwait and some other countries</p>	<p>- Listen to descriptions and circle the correct corresponding answers.</p> <p>- Listen to a short story and identify its sequences in the right order.</p> <p>- Listen and complete the missing part of a story. (critical thinking)</p> <p>- Listen to a short text or a story in order to arrange its sequences in an appropriate order. (critical thinking)</p> <p>- Listen to oral texts and identify affirmative sentences and interrogative sentences.</p> <p>- Listen and respond to the teachers instructions related to Kuwait.</p> <p>- Follow instructions to a new activity</p> <p>- Use strategies to maintain the flow of conversation (e.g. nonverbal – nodding, smiling; verbal; wow, right; great; ok; well done; really?).</p> <p>- Talk clearly, with coherent sentences aloud enough to be heard by all, using appropriate vocabulary, comparative & superlative forms, correct tenses, etc.</p>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials / Resources (visual and audio aids, etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • ICT tools • Oral presentation

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
<p style="text-align: center;">4. Exploring Kuwait and the World Around Us</p>	<p>3.1. Reading and understanding simple narrative and informative texts (emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p> <p>3.2. Recognizing that illustrations and punctuation marks carry various messages and making simple predictions based on the title as well as the accompanying illustration</p> <p>3.4. Reading short texts about other countries in the world</p> <p>4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly</p> <p>4.2. Writing short texts using simple sentences and phrases while observing spelling strategies as well as basic punctuation marks</p> <p>4.4. Completing written tasks in different formats showing knowledge of the world around them</p>	<p>3.1. Read and locate specific information in a short text about familiar topics such as weekends, vacations, animals/plants, travelling.</p> <p>3.2. Read simple stories and informative texts using the title or accompanying pictures to predict events as well as to guess the main idea.</p> <p>3.4. Read and present materials related to other countries.</p> <p>4.1. Write short texts about age appropriate topics with the help of guidewords, pictures or questions.</p> <p>4.2. Write short paragraphs about familiar topics using correct spelling strategies and punctuation marks</p> <p>4.4. Write different simple formats such as e-mails, filling in a form, a table, etc.</p>	<ul style="list-style-type: none"> - Use different conversational strategies appropriately such as approval/disapproval; likes/dislikes, etc. - Request or provide simple information related to multi-step directions - Describe some simple and clear pictures of famous places in Arab countries with support from teacher. - Use some visuals and express their feelings when talking about beautiful places in the world. - Read using different intonation patterns. - Read and discuss in groups the title, the accompanying pictures and other elements to predict "what's coming next". (Critical thinking). - Read and answer questions about the Gulf Region. - Write short paragraphs on given topics. - Imagine and write a paragraph that would fit in a letter to a friend, a quick e-mail, etc. - Write correct sentences using full stops/ question marks. - Show awareness of punctuation rules. <p>Complete missing parts in an email.</p>		

Unit (5) Number of teaching periods (12)

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
5. Earth and Space	<p>1.2.1 Listening to identify key ideas presented in short simple oral texts such as pieces of news or narratives</p> <p>1.4. Identifying and understanding oral instructions related to different activities</p> <p>2.1. Exchanging information, and ideas about grade level topics through simple dialogues relevant to life outside the school</p> <p>2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations</p> <p>3.1. Reading and understanding simple narrative and informative texts (emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p> <p>3.2. Recognizing that illustrations and punctuation marks carry various messages and making simple predictions based on the title as well as the accompanying illustration</p>	<p>1.2.1. Listen to a simple text read aloud by the teacher or through other media to answer simple questions</p> <p>1.4. Respond to oral instructions related to different activities (games/sports, etc.) given by the teacher or others.</p> <p>2.1. Participate in dialogues to exchange information and ideas with peers or others about life and experiences outside the school.</p> <p>2.2. Maintain the flow of conversation effectively about related topics while talking and collaborating with peers.</p> <p>3.1. Read and locate specific information in a short text about familiar topics such as weekends, vacations, animals/plants, travelling.</p> <p>3.2. Read simple stories and informative texts using the title or accompanying pictures to predict events as well as to guess the main idea.</p>	<p>- Listen to descriptions and circle the correct corresponding answers.</p> <p>- Listen to a short story and identify its sequences in the right order.</p> <p>- Listen attentively to identify true and false sentences about the text.</p> <p>- Listen to songs and chants to identify rhyming words.</p> <p>- Listen to oral texts and identify affirmative sentences and explanative sentences.</p> <p>- Listen and respond respectfully to some situations related to opinions, feelings.</p> <p>- Listen and complete sentences using the word "because". (critical thinking)</p> <p>- Participate in an unrehearsed role play about any of the topics initiated by the teacher or initiated by students</p> <p>- Use strategies to maintain the flow of conversation (e.g. nonverbal – nodding, smiling; verbal; wow, right; great; ok; well done; really?).</p>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials / Resources (visual and audio aids, etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • ICT tools • Oral presentation

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
5. Earth and Space	<p>3.3. Showing interest and curiosity towards reading various materials</p> <p>4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly</p> <p>4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly</p> <p>4.3. Showing interest in writing a short paragraph about different topics</p>	<p>3.3. Read simple texts aloud, confidently, without hesitation, showing readiness to read materials outside the classroom</p> <p>4.1. Write short texts about age appropriate topics with the help of guidewords, pictures or questions</p> <p>4.3. Show interest when writing short paragraphs in legible style of handwriting</p>	<ul style="list-style-type: none"> - Talk clearly, with coherent sentences aloud enough to be heard by all, using appropriate vocabulary & correct tenses, etc. - Use different conversational strategies appropriately such as approval/disapproval; likes/dislikes, etc. - Read using different intonation patterns. - Read a simple texts aloud, , correcting their own mistakes - Take initiative in reading aloud in the class when such an action is asked for. - Read other materials in addition to those provided in the classroom. - Write short paragraphs on given topics. - Imagine and write a paragraph with the help of given pictures. - Copy and write sentences neatly. - Complete missing parts in a simple grid... <p>Complete missing parts in different forms.</p>		

Unit (6) Number of teaching periods (11)

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
6. Save the Earth	<p>1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)</p> <p>1.2.1 Listening to identify key ideas presented in short simple oral texts such as pieces of news or narratives</p> <p>1.3. Showing interest and respect when listening to materials from different sources for different purposes appropriate to his/her age</p> <p>2.1. Exchanging information, and ideas about grade level topics through simple dialogues relevant to life outside the school</p> <p>2.3. Expressing their own ideas, needs, wishes and feelings related to peers, places and areas of interest in simple, clear sentences</p>	<p>1.1. Listen to oral messages (including rhymes and songs) and identify descriptions of objects or characters, actions presented in a certain order as well as relevant linguistic facts (i.e. use of adjectives) studied in grade 4</p> <p>1.2.1. Listen to a simple text read aloud by the teacher or through other media to answer simple questions</p> <p>1.3. Listen and respond respectfully to some situations to express opinions, interests and feelings using suitable sentences</p> <p>2.1. Participate in dialogues to exchange information and ideas with peers or others about life and experiences outside the school.</p> <p>2.3 Participate in simple dialogues with peers about grade appropriate topics, expressing feelings and ideas by means of simple language forms</p>	<p>-Listen to descriptions and circle the correct answer.</p> <p>-Listen and complete the missing part of a story. (critical thinking)</p> <p>-Listen attentively to identify true and false sentences about the text.</p> <p>Listen to songs and chants to identify rhyming words.</p> <p>-Listen to simple texts and write notes about specific information.</p> <p>-Listen to a text and answer questions.</p> <p>-Follow instructions to a new activity</p> <p>-Use strategies to maintain the flow of conversation (e.g. nonverbal – nodding, smiling; verbal; wow, right; great; ok; well done; really?).</p> <p>-Talk clearly, with coherent sentences aloud enough to be heard by all, using appropriate vocabulary, correct tenses, etc.</p>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials / Resources (visual and audio aids, etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • ICT tools • Oral presentation

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
6. Save the Earth	<p>3.1. Reading and understanding simple narrative and informative texts (emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p> <p>3.2. Recognizing that illustrations and punctuation marks carry various messages and making simple predictions based on the title as well as the accompanying illustration</p> <p>4.2. Writing short texts using simple sentences and phrases while observing spelling strategies as well as basic punctuation marks</p> <p>4.4. Completing written tasks in different formats showing knowledge of the world around them.</p>	<p>3.1. Read and locate specific information in a short text about familiar topics such as weekends, vacations, animals/plants, travelling.</p> <p>3.2. Read simple stories and informative texts using the title or accompanying pictures to predict events as well as to guess the main idea</p> <p>4.2. Write short paragraphs about familiar topics using correct spelling strategies and punctuation marks</p> <p>4.4. Write different simple formats such as e-mails, filling in a form, a table, etc.</p>	<ul style="list-style-type: none"> -Use different conversational strategies appropriately. -Participate in mini dialogues to express opinions. - Read using different intonation patterns. - Read and discuss in groups the title, the accompanying pictures and other elements to predict "what's coming next". (Critical thinking). - Read and answer questions about Girgian - Write short paragraphs on given topics. - Imagine and write a paragraph that would fit in a letter to a friend, a quick e-mail, etc. - Copy and write sentences neatly - Complete missing parts in a simple grid. - Complete missing parts in an e-mail. 		

Unit (7) Number of teaching periods (12)

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
7. A Tour Around the World	<p>1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)</p> <p>1.2.2 Listening to differentiate between statements vs. questions or instructions based on intonation.</p> <p>2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations</p> <p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about countries they have visited</p> <p>3.3. Showing interest and curiosity towards reading various materials</p>	<p>1.1. Listen to oral messages (including rhymes and songs) and identify descriptions of objects or characters, actions presented in a certain order as well as relevant linguistic facts (i.e. use of adjectives) studied in grade 4</p> <p>1.2.2 Differentiate between affirmative, interrogative and explanative sentences</p> <p>2.2. Maintain the flow of conversation effectively about related topics while talking and collaborating with peers.</p> <p>2.4. Present information about Kuwait and some other countries</p> <p>3.3. Read simple texts aloud, confidently, without hesitation, showing readiness to read materials outside the classroom</p> <p>3.4. Read and present materials related to other countries.</p>	<p>- Listen to descriptions and circle the correct corresponding answers.</p> <p>- Listen to a short text and identify its sequences in the right order.</p> <p>- Listen attentively to identify true and false sentences about the text</p> <p>- Listen to songs and chants to identify rhyming words.</p> <p>- Recognize comparatives and superlatives in rhymes, songs or other texts and use them appropriately.</p> <p>- Listen to a short text or a story in order to arrange its sequences in an appropriate order. (critical thinking)</p> <p>- Listen to simple texts and write notes about specific information.</p> <p>- Listen to a text and answer questions.</p> <p>- Listen to oral texts and identify affirmative sentences and interrogative sentences.</p>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials / Resources (visual and audio aids, etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • ICT tools • Oral presentation

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
7. A Tour Around the World	<p>3.4. Reading short texts about other countries in the world</p> <p>4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly</p> <p>4.3. Showing interest in writing a short paragraph about different topics</p> <p>4.4. Completing written tasks in different formats showing knowledge of the world around them</p>	<p>4.1. Write short texts about age appropriate topics with the help of guidewords, pictures or questions.</p> <p>4.3. Show interest when writing short paragraphs in legible style of handwriting</p> <p>4.4. Write different simple formats such as e-mails, filling in a form, a table, etc.</p>	<ul style="list-style-type: none"> - Listen to oral texts and identify affirmative sentences and explanative sentences. - Participate in mini dialogues to express and justify opinions. (critical thinking) - Read using different intonation patterns. - Read simple texts aloud, correcting their own mistakes. - Take initiative in reading aloud in the class when such an action is asked for. - Read other materials in addition to those provided in the classroom. - Write short paragraphs on given topics. - Imagine and write a paragraph that related to graphic organizers. - Copy and write sentences neatly. - Complete missing parts in a simple grid. 		

Unit (8) Number of teaching periods (12)

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
8. Vacations	<p>1.3. Showing interest and respect when listening to materials from different sources for different purposes appropriate to his/her age</p> <p>1.4. Identifying and understanding oral instructions related to different activities.</p> <p>2.1. Exchanging information, and ideas about grade level topics through simple dialogues relevant to life outside the school</p> <p>2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations.</p> <p>2.3. Expressing their own ideas, needs, wishes and feelings related to peers, places and areas of interest in simple, clear sentences.</p>	<p>1.3. Listen and respond respectfully to some situations to express opinions, interests and feelings using suitable sentences</p> <p>1.4. Respond to oral instructions related to different activities (games/sports, etc.) given by the teacher or others.</p> <p>2.1. Participate in dialogues to exchange information and ideas with peers or others about life and experiences outside the school.</p> <p>2.2. Maintain the flow of conversation effectively about related topics while talking and collaborating with peers.</p> <p>2.3 Participate in simple dialogues with peers about grade appropriate topics, expressing feelings and ideas by means of simple language forms</p>	<p>- Listen to descriptions and circle the correct corresponding answers.</p> <p>- Listen to a short story and identify its sequences in the right order.</p> <p>- Listen and complete the missing part of a story. (critical thinking)</p> <p>- Listen to a short text or a story in order to arrange its sequences in an appropriate order. (critical thinking)</p> <p>- Listen to oral texts and identify affirmative sentences and interrogative sentences.</p> <p>- Listen and respond to the teachers instructions related to Kuwait.</p> <p>- Follow instructions to a new activity</p> <p>- Use strategies to maintain the flow of conversation (e.g. nonverbal – nodding, smiling; verbal; wow, right; great; ok; well done; really?).</p> <p>- Talk clearly, with coherent sentences aloud enough to be heard by all, using appropriate vocabulary, comparative & superlative forms, correct tenses, etc.</p>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials / Resources (visual and audio aids, etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • ICT tools • Oral presentation

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
8. Vacations	<p>3.3. Showing interest and curiosity towards reading various materials</p> <p>3.4. Reading short texts about other countries in the world</p> <p>4.2. Writing short texts using simple sentences and phrases while observing spelling strategies as well as basic punctuation marks</p> <p>4.4. Completing written tasks in different formats showing knowledge of the world around them</p>	<p>3.3. Read simple texts aloud, confidently, without hesitation, showing readiness to read materials outside the classroom</p> <p>3.4. Read and present materials related to other countries.</p> <p>4.2. Write short paragraphs about familiar topics using correct spelling strategies and punctuation marks</p> <p>4.4. Write different simple formats such as e-mails, filling in a form, a table, etc.</p>	<ul style="list-style-type: none"> - Use different conversational strategies appropriately such as approval/disapproval; likes/dislikes, etc. - Request or provide simple information related to multi-step directions - Describe some simple and clear pictures of famous places in Arab countries with support from teacher. - Use some visuals and express their feelings when talking about beautiful places in the world. - Read using different intonation patterns. - Read and discuss in groups the title, the accompanying pictures and other elements to predict "what's coming next". (Critical thinking). - Read and answer questions about the Gulf Region. - Write short paragraphs on given topics. - Imagine and write a paragraph that would fit in a letter to a friend, a quick e-mail, etc. - Write correct sentences using full stops / question marks. - Show awareness of punctuation rules. <p>Complete missing parts in an email.</p>		

Synopsis 4A

Unit title	Specific Competences to be Developed				Speech Acts	Language Structures	
	L	S	R	W		Vocabulary	
1. Health is wealth	1.1	2.1	3.1	4.1	<ul style="list-style-type: none"> Using greetings and responses. Asking and answering questions. Expressing likes and dislikes. Making future plans. 	Vocabulary	<ul style="list-style-type: none"> Greetings and responses. Sports. Healthy lifestyles.
	1.2.1	2.2	3.2	4.2			
	1.2.2	2.3	3.3	4.3			
	1.3	2.4	3.4	4.4		Grammar	<ul style="list-style-type: none"> Like+ing. Past simple. Future with going to. Present simple. Possesive adjectives.
	1.4						

Unit title	Specific Competences to be Developed				Speech Acts	Language Structures	
	L	S	R	W		Vocabulary	
2. A Family celebration	1.1	2.1	3.1	4.1	<ul style="list-style-type: none"> Talking about past events. Making polite requests. Expressing gratitude. Describing people and things. Talking about future plans. 	Vocabulary	<ul style="list-style-type: none"> Celebrations. Family members. Description
	1.2.1	2.2	3.2	4.2			
	1.2.2	2.3	3.3	4.3			
	1.3	2.4	3.4	4.4		Grammar	<ul style="list-style-type: none"> Past simple. Modal verb can for requests. Adjectives. Future with going to. Possesive 's'.
	1.4						

Unit title	Specific Competences to be Developed				Speech Acts	Language Structures	
	L	S	R	W			
3. Animal Kingdom	1.1	<u>2.1</u>	<u>3.1</u>	<u>4.1</u>	<ul style="list-style-type: none"> • Asking and answering questions. • Describing actions and processes. • Describing animals. • Comparing animals, people and places. • Talking about facts. 	Vocabulary	<ul style="list-style-type: none"> • Animals. • Descriptions. • Comparisons.
	<u>1.2.1</u>	2.2	3.2	4.2			
	<u>1.2.2</u>	<u>2.3</u>	3.3	<u>4.3</u>			
	1.3	2.4	3.4	<u>4.4</u>		Grammar	<ul style="list-style-type: none"> • Present simple. • Present simple with sequence adverbs. • Present continuous. • Comparative adjectives. • Superlative adjectives.
	1.4						

Unit title	Specific Comprehences to be Developed				Language functions (Speech acts)	Language structures	
	L	S	R	W			
4. Exploring Kuwait and the world around us	<u>1.1</u>	<u>2.1</u>	3.1	<u>4.1</u>	<ul style="list-style-type: none"> • Expressing prohibitions and obligations. • Describing continuous events in the past. • Giving and following directions. • Talking about countries. 	Vocabulary	<ul style="list-style-type: none"> • Kuwait. • Citizenship. • Directions.
	1.2.1	<u>2.2</u>	<u>3.2</u>	4.2			
	<u>1.2.2</u>	2.3	3.3	4.3			
	1.3	<u>2.4</u>	<u>3.4</u>	<u>4.4</u>		Grammar	<ul style="list-style-type: none"> • Present simple. • Modal verb must for obligations. • Past simple. • Past continuous and past simple. • Prepositions.
	1.4						

Synopsis 4B

Unit title	Specific Competences to be Developed				Speech Acts	Language Structures	
	L	S	R	W		Vocabulary	
5. Earth and Space	1.1	2.1	3.1	4.1	<ul style="list-style-type: none"> • Asking for and giving information • Making comparisons • Talking about facts • Talking about the past • Describing Earth and space 	Vocabulary	<ul style="list-style-type: none"> • Earth • Space, planets and stars • Landforms
	1.2.1	2.2	3.2	4.2			
	1.2.2	2.3	3.3	4.3		Grammar	<ul style="list-style-type: none"> • Present simple • Comparatives/Superlatives • Past simple with adverbs • Countable and uncountable nouns • Past continuous • Adverbs
	1.3	2.4	3.4	4.4			
	1.4						

Unit title	Specific Competences to be Developed				Speech Acts	Language Structures	
	L	S	R	W		Vocabulary	
6. Save the Earth	1.1	2.1	3.1	4.1	<ul style="list-style-type: none"> • Asking for and giving information • Expressing approval and disapproval • Expressing opinions • Asking for and giving advice • Describing animals and people 	Vocabulary	<ul style="list-style-type: none"> • Planting trees • Environment • Parts of plants
	1.2.1	2.2	3.2	4.2			
	1.2.2	2.3	3.3	4.3		Grammar	<ul style="list-style-type: none"> • Present continuous • Present simple • The verb have got • Adjectives • It's good to.../It's bad to... • Modal verb should for advice • Modal verb can for possibility
	1.3	2.4	3.4	4.4			
	1.4						

Unit title	Specific Competences to be Developed				Speech Acts	Language Structures	
	L	S	R	W		Vocabulary	
7. A Tour Around the Worlds	1.1	<u>2.1</u>	3.1	<u>4.1</u>	<ul style="list-style-type: none"> • Asking for and giving information • Asking about places • Talking about frequency • Describing pictures 	Vocabulary	<ul style="list-style-type: none"> • Flags • Countries and nationalities • Sports
	1.2.1	<u>2.2</u>	3.2	<u>4.2</u>			
	1.2.2	<u>2.3</u>	<u>3.3</u>	<u>4.3</u>			
	1.3	2.4	<u>3.4</u>	<u>4.4</u>		Grammar	<ul style="list-style-type: none"> • Present simple • The verb have got • Present continuous • Present simple with adverbs of frequency
	1.4						

Unit title	Specific Comprehences to be Developed				Language functions (Speech acts)	Language structures	
	L	S	R	W		Vocabulary	
8. Vacations	1.1	<u>2.1</u>	3.1	4.1	<ul style="list-style-type: none"> • Asking for and giving information • Asking about places • Talking about the past • Making suggestions 	Vocabulary	<ul style="list-style-type: none"> • Vacations and holidays • Travelling
	1.2.1	<u>2.2</u>	3.2	<u>4.2</u>			
	1.2.2	<u>2.3</u>	<u>3.3</u>	4.3			
	1.3	2.4	<u>3.4</u>	<u>4.4</u>		Grammar	<ul style="list-style-type: none"> • Past simple • Present simple • Modal verb shall for making suggestions • Modal verb can for possibility • There is/are • Going to for future plans
	1.4						

Unit-5

planet, Solar System, freezing, book (v.), cost (n.), per night, mountain, noise, consist, large, Kuwait Bay, coast, oasis, island, stone, cave, around, close, different, Earth, Moon, star, far, need (v.), planetarium, footprint, land (v.), look like, proudly, quietly, rock, spaceman, astronaut, spaceship, began, camping trip, heavily, selected, successfully, happily, flew, ocean, wood, gloomy



Unit-8

vacation, holiday, Oman, Muscat, hotel, stay, high, low, view, rug, wool, Beirut, skiing, market, idea, restaurant, spend, dream (n.), air ticket, Egypt, Egyptian, most, Giza, Nile, cruise, upper, temple, king, queen, Luxor, Aswan, Sharm El Sheikh, friendly, welcoming, transportation, place, postcard, letter, envelope, Australia, sincerely, soon, plan (v.)

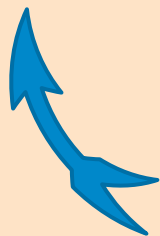
“
Minimum words
to be taught
in grade Four
”

Unit-6

plant (v.), shade, soil, stem, seed, ground, root, leaf/leaves (n.), peas, celery, spinach, potato, broccoli, cut down, look after, importance, reuse, reduce, touch (v.), rare, beak, quick/quickly, frighten, nature park, danger, natural reserve, square kilometer, pump, bored, spotted, sharp, oxygen

Unit-7

Kuwaiti (n./adj.), plain, pillar, shape, stripes, sword, symbol, belong, represent, refer, forest, deeds, battle, nationality, language, Lebanon, Lebanese (n./adj.), Syria, Syrian (n./adj.), Saudi Arabia, Saudi (n./adj.), Canada, Canadian (n./adj.), Japan, Japanese (n./adj.), Italy, Italian (n./adj.), India, Indian (n./adj.), France, French (n./adj.), Brazilian (n./adj.), main, middle, crescent, World Cup, motorbike, compete, Olympic, concert, drive, driver, finish, helmet, track, take place, row, rowing, oar



Graphic organizers for teaching writing

Name _____ Date _____ Class Period _____

3 Paragraph Essay Planning Map

Introduction

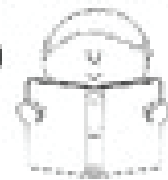
Thesis

Body Paragraph

Conclusion



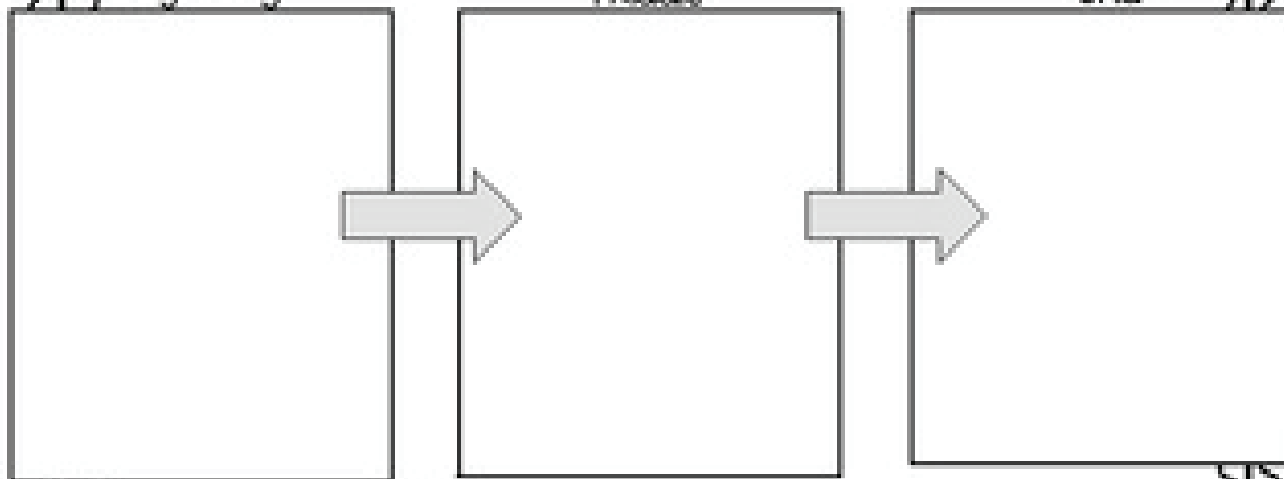
My Story Flow Map



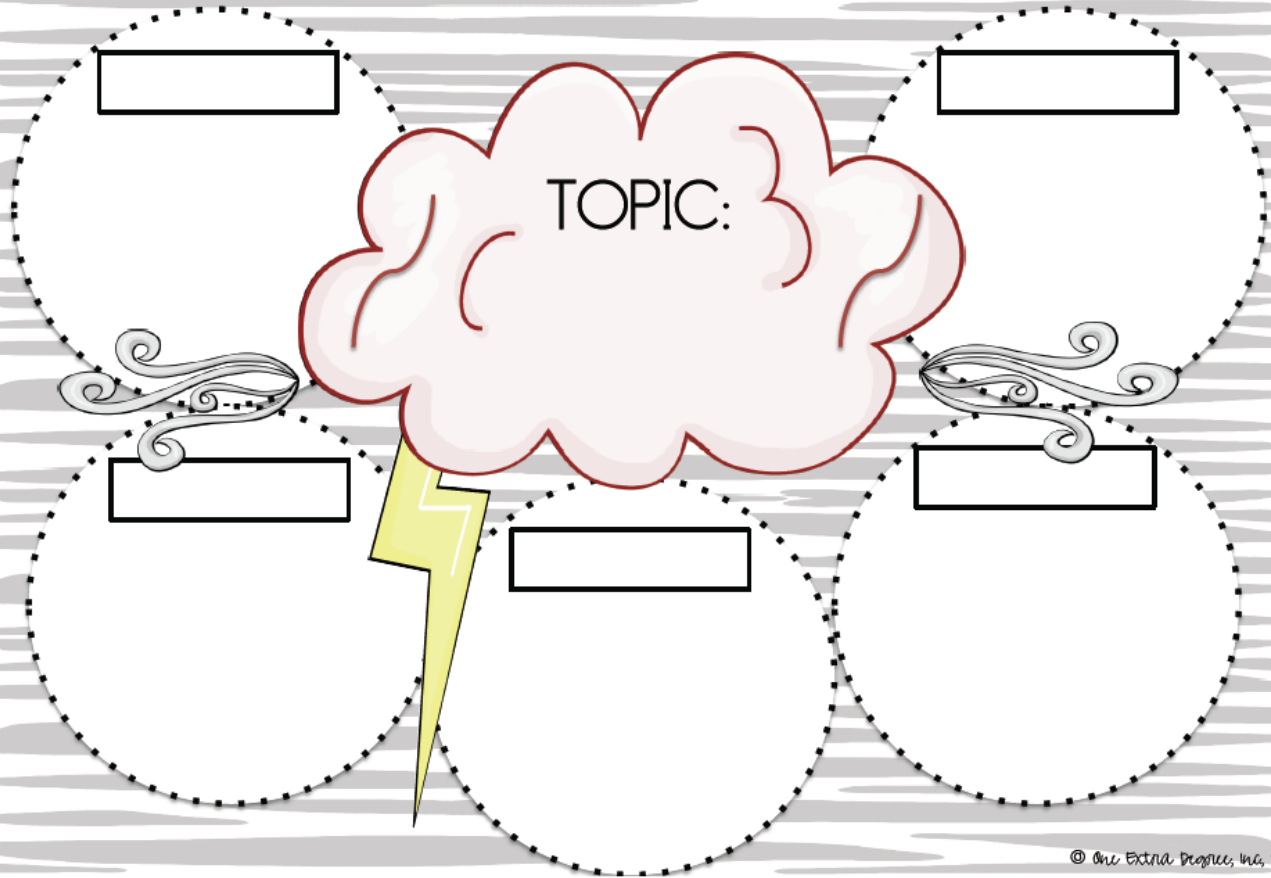
beginning

middle

end



Brainstorm



A brainstorming worksheet template featuring a central pink cloud with a yellow lightning bolt pointing downwards. The cloud contains the text "TOPIC:". Surrounding the cloud are five dotted circles, each containing a rectangular box for notes. The circles are arranged in two rows: two in the top row and three in the bottom row. The circles are connected by decorative swirls. The entire page has a background of horizontal grey lines.

TOPIC:

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Topic:

Detail:

Detail:

Detail:

Concluding Sentence:

Name _____ Date _____ Class Period _____

Question Mark Map



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BOOK BUTTERFLY



By _____

Plot
What is your favorite part of the story?

Character
Who was your favorite character? Why?

Setting
Where did the story take place?

Main Idea
What is the main idea of the story?

Title

Author
by _____

Problem
What is the main problem in the story?

Personal Response
How did the book make you feel? Why?

Rating
I give this book _____ stars!

Solution
How does that problem get solved?

Personal Connection
What did the book remind you of?

★
★
★
★
★

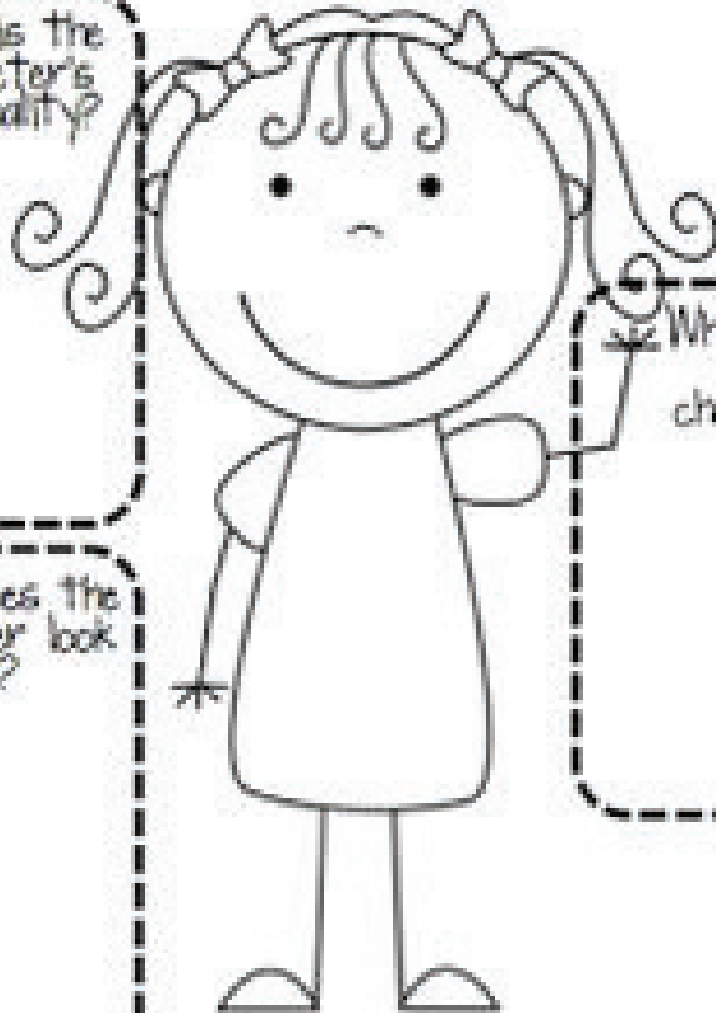
© Scholastic Inc.

Name _____

Character Profile

Character's Name:

What is the character's personality?



What does the character do?

What does the character look like?

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Appendix

Statement of student's outcomes at the end of Primary Education

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

Quranic Studies. By the end of primary school, students who have fully developed their competence in Quranic Studies are expected to:

- Memorize the Holy Quran in a meaningful, active and participatory manner so that they understand the profound meaning of the Holy message contained in the Quran;
- Foster students to understand the Islamic verdicts and beliefs that are based on reason, evidence and Holy Scriptures;
- Observe and describe the beauty of the Quran Arabic language;
- Appreciate Islamic worship by mastering different skills needed to perform the messages from the Quran correctly.

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

- Identify the pillars of the Islamic faith;
- Discover the impact of adherence to Islamic behaviours and morals on the individual and on the society;
- Perform the ablutions and prayers properly and abide by appropriate Islamic behaviour;
- Link daily behaviour to Islamic values derived from the Prophet's Historical Biography;
- Communicate and interact positively with others;
- Elicit Islamic principles and values from the events of Islamic history;
- Apply Islamic ethical rules in daily life situations;
- Follow the ways of living of the Prophet (PBUH) and his Companions;
- Show the advantages of worship and its impact on the individual and the society;
- Assume responsibilities earnestly and efficiently.

Arabic Language. By the end of primary school, students who have fully developed their competences in Arabic Language are expected to:

- Use basic skills of reading and writing in standard Arabic;
- Apply simple reading strategies in Arabic to comprehend different texts selected as being appropriate to their level of comprehension;
- Use simple ways of listening and speaking in Arabic that are appropriate to their age;
- Apply simple writing strategies in Arabic to express feelings, ideas and opinions or to articulate their imaginary worlds;
- Use Arabic with confidence for different purposes in age-appropriate communicative activities;
- Transfer the communicative skills acquired in Arabic Language classes during grades 1 to 5 to the study of other languages and other school subjects;
- Use experience, knowledge and skills from other domains they explore during grades 1 to 5 to enhance their learning of Arabic grammar and to enable them to understand a variety of oral and written texts from literature, the media and everyday use;
- Appreciate standard Arabic and be aware of its role in their personal development.

English Language. By the end of primary school, students who have fully developed their competences in English Language are expected to: (Level A2 as defined in the Common European Framework of Reference of Languages)

- Understand simple, standard English speech when it is carefully articulated and spoken slowly and clearly;
- Understand everyday English language expressions and recognize familiar words and basic phrases concerning themselves, their family, their school, simple facts about their country and immediate concrete surroundings or needs when people speak slowly and clearly and include appropriate pauses to allow them to get the meaning;
- Participate confidently in exchanges of questions and answers in English about familiar topics;
- Speak with appropriate speed and expression to communicate in English what is being said, using different voice levels when speaking in a variety of situations;
- Show interest in reading various age-appropriate materials in English;
- Read and comprehend both fiction and non-fiction age-appropriate texts

in English using skills and strategies of the reading process to make simple and reasonable predictions, suggesting a suitable title or ending to a story, inferring information and word meaning from a simple text using context clues;

- Compose well-constructed, grammatically, semantically and sequentially correct sentences in English in short paragraphs in a minimum of six sentences about their own experiences using proper writing strategies with the help of guide questions, words and pictures.

Mathematics. By the end of primary school, students who have fully developed their competences in Mathematics are expected to:

- Perform basic operations with whole numbers and decimal numbers;
- Identify and describe simple properties of geometrical shapes;
- Use ad-hoc and standard units to measure and compare lengths, weights, capacities and volumes;
- Use time and money in everyday-life's simple problem-solving situations;
- Investigate and solve straightforward, simple problems using methods at hand, including basic graphs and diagrams for representing data, in the surrounding environment and in simple mathematical contexts;
- Use logic and reasoning to answer questions, clarify ideas, respond to instructions, engage in constructive discussions with classmates and the teacher, to develop an oral or written plan for explaining approaches in solving and posing problems;
- Show curiosity and pleasure to discover and employ patterns based on fast recall of number facts and simple mathematical strategies;
- Demonstrate confidence and perseverance in approaching problems using tools at hand to evaluate the rational nature of answers;
- Show interest in learning from others and in helping others in problem-solving activities.

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

- Observe and explore the scientific world around them related to living organisms, natural phenomena, science-related technology and their connections with learning in other subject areas appropriate to their age group;

- Use observational skills adapted to their level of understanding to seek simple explanations for behaviour related to basic needs, habitats, development and survival through a study of living organisms, including themselves;
- Undertake basic investigations appropriate to the level of grade 5 using simple scientific instruments and equipment appropriate for the level of the students on phenomena associated with the weather, the soil, the water cycle and energy changes;
- Formulate basic values and concerns relevant for their age group, associated with health, safety, care of nature and the environment;
- Communicate, in a way that may be expected from their level of knowledge, about the Earth's upper atmosphere, our solar system and interrelated technologies for exploring space or supporting modern life.

Social Studies. By the end of primary school, students who have fully developed their competence in Social Studies are expected to:

- Describe the main features of the State of Kuwait, as compared to other countries;
- Distinguish between the rights and duties of children as individuals living in the current day society;
- Interact within social groups according to rules, laws and regulations;
- Behave morally in everyday life situations;
- Make and assume simple decisions in familiar contexts.
- Use various means for communicating adequately with peers and adults;
- Contribute to reserving local and national resources;
- Respect and preserve the national heritage of Kuwait.

ICT. By the end of primary school, students who have fully developed their competence in ICT are expected to:

- Explore and manage information correctly, critically, creatively and responsibly;
- Choose and use digital tools for their appropriate purposes in everyday life situations;
- Use digital tools creatively and responsively for communicating, producing, processing, analyzing, sharing and presenting information based on their level of knowledge;
- Identify and recognize digital devices and tools by functions;

- Install basic computer tools relevant to their age, for example a text and graphic editor, computer games and multimedia;
- Initiate innovative basic learning models and projects based on their level of learning;
- Use digital tools in a safe and ethical manner.

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

- Enjoy experiencing visual arts through seeing and producing art examples that are appropriate to the age level of the students;
- Recognize the elements of the visual arts, including line, form, colour and texture in artistic works that match their level of understanding;
- Create art in a variety of media including sketching, drawing with coloured pencils, cutting coloured papers and making art with any form of available materials to bring out the student's imagination and creativity in and outside the school;
- Be aware of and enjoy the most common art traditions in Kuwait and other parts of the Arab World throughout history;
- Appreciate ways the arts serve to instill Islamic principles and develop a feeling of national unity.

Music. By the end of primary school, students who have fully developed their competence in Music are expected to:

- Enjoy experiencing music appropriate to the students' age, through listening and performing;
- Recognize the elements of rhythm, melody, form and harmony in simple music appropriate to their level of learning;
- Be able to perform vocally, and on a variety of simple music instruments to a level of proficiency matching their level of learning;
- Be aware of and enjoy the most common music traditions of Kuwait and other parts of the Arab World as they serve to communicate traditions of interest to them at their age level;
- Employ current technological devices such as computers and tablets to their world of music making and music information gathering.

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

- Enjoy experiencing physical activity through participating in and observing other people doing sporting events;
- Understand rules and regulations related to sport activities appropriate to their age interests;
- Perform physical activities appropriate to their age and physical capability that include controlling a ball, controlling rolling and jumping and controlling movements with a hoop in a number of ways;
- Understand the benefits of good health activities and apply these activities in their daily lives;
- Understand a variety of sports safety issues and apply them in sport activities appropriate to their age;
- Relate well, in a good sporting ways, with other team mates and/or sport competitors when winning or losing a sporting event;
- Practise good motor skill activity to develop good physical fitness and abilities needed for a productive life in a strong and healthy Kuwait.

Types of competences developed through the Kuwait National Curriculum

Competences are systems of knowledge, skills and attitudes/values developed through learning, which can be mobilized to identify and solve domain-specific or cross-domain problems in a variety of contexts. The Kuwait National Curriculum promotes three types of competences: Key Competences, General Competences and Specific Competences.

Key Competences: Key Competences - a newly introduced concept in Kuwait education – are integrated systems of knowledge, skills, values, attitudes, beliefs, and personal/social attributes that all individuals need to acquire for their personal fulfillment and development, inclusion and employment. The Key Competences are psycho-socially defined educational outcomes expected to be achieved by students at the end of their schooling (grade 12). The Key Competences are cross-curricular (i.e. non-subject specific), transferable and multifunctional competences. All subjects contribute to their development.

General Competences: As compared to the Key Competences, the General Competences are subject-specific; they define the most general subject-based integrated knowledge, skills and attitudes/values concerning students' expected outcomes by the end of grade 12.

Specific Competences: Specific Competences are sub-divisions of the General Competences, representing stages in the acquisition of the General Competencies. The Specific Competences are structured and developed in students during a school year. As compared to the General Competences, Specific Competences define more specific systems of integrated knowledge, skills and attitudes/values; they can cover specialized, topic-based competences students should display by the end of each grade. The Specific Competences are categorized in accordance to their reference to the following dimensions:

- A range of realities (knowledge) specific to the subject;
- A range of operations (skills and strategies) specific to the subject;
- A range of personal and social responses (attitudes, values, beliefs) mobilized by the knowledge and skills acquired in a certain subject;
- A range of connections with other subjects and domains.

General competences developed through the study of English

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

Types of standards

For measuring the level of achievement of the competences the Kuwait National Curriculum resorts to two types of standards, Performance Standards and Curriculum Standards.

Performance Standards: In the Kuwait National Curriculum, Performance standards describe to what extent the general competences are achieved by the end of each stage of education – Primary (Grade 5), Intermediate (Grade 9), and Secondary (Grade 12). Therefore, in the Kuwait National Curriculum, performance standards are defined at the level of each stage of education and relate to the general competences to be attained through each stage. As they are relevant at the end of each stage of education, performance standards are a matter of different forms of national summative assessment or examination. When there are well written assessments, aligned to the competences stated by the national curriculum, it is possible to observe through their performance that students demonstrate different levels of mastery of these competences. It is also possible to describe these “different levels” based on the evidence provided by the assessments, and to report results considering the percentage of students that have reached them.

Curriculum Standards: In Kuwait, the curriculum standards refer to the quality level to be achieved by students in attaining the Specific Competences. Curriculum standards describe to what extent the Specific Competences should be achieved by the end of each grade. In the Kuwait Curriculum, curriculum standards are defined at the level of each grade and relate to Specific Competences defined in the Subject Curriculum. As they are relevant for the students’ progress in learning, curriculum standards are a matter of school- and class-based formative and summative assessment.

Performance standards to be achieved by the end of grade 5

By the end of primary school, students who have fully developed their competences in English Language **are expected to achieve level A2** in the **Common European Framework of Reference for Languages**. In general, they should be able to:

- Understand simple, standard English speech when it is carefully articulated and spoken slowly and clearly;
- Understand everyday English language expressions and recognize familiar words and basic phrases concerning themselves, their family, their school, simple facts about their country and immediate concrete surrounding or needs when people speak slowly and clearly and include pauses to allow them to understand the meaning;
- Participate confidently, and speak with appropriate speed and expression to communicate in English what is being said using different voice levels

when speaking about familiar topics in a variety of situations and routine exchanges;

- Show interest in reading various age-appropriate materials in English;
- Read and comprehend both fiction and non-fiction age-appropriate texts in English using skills and strategies of the reading process to find simple and predictable information, make simple and reasonable predictions, suggesting a suitable title or ending to a story, inferring information and word meaning from a simple text using context clues;
- Compose grammatically, semantically and sequentially correct sentences in English in short paragraphs in a minimum of six linked sentences about their own experiences or familiar topics using proper writing strategies with the help of guide questions, words and pictures.

More specifically, the performance standards expected at the end of grade 5 are the following:

General Competences	Performance Standards
<p>1. Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension</p>	<p>By the end of grade 5, students who have fully developed their competence to listen to oral messages by means of different strategies in a variety of contexts for effective comprehension, as described in the primary curriculum, are able to:</p> <ul style="list-style-type: none"> • understand simple, standard speech when spoken slowly, clearly and carefully articulated; • understand everyday English language expressions and recognize familiar words, basic phrases concerning themselves, their family, and school, simple facts about their country and immediate concrete surroundings or needs when people speak slowly and clearly and include pauses to allow them to get the meaning; • identify the topic of discussion when it is conducted slowly and clearly and identify the main point in short, clear, simple messages and announcements; • understand simple directions and instructions to fulfill a variety of tasks.

General Competences	Performance Standards
<p>2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts</p>	<p>By the end of grade 5, students who have fully developed their competence of speaking by using strategies of individual and interactive speech in a variety of communicative contexts, as described in the primary curriculum, are able to:</p> <ul style="list-style-type: none"> • produce simple, clear and audible speech using an understandable language to communicate ideas, experiences, preferences, questions and conclusions in a logical sequence, and express their wants, feelings and needs using expressions and dramatizations when appropriate; • participate confidently in short conversations about familiar topics and routine exchanges; • give simple descriptions or presentations that include at least five linked sentences about familiar experiences or topics of interest (local environment, healthy habits) using proper and clear language; • retell events in sequential order, and give information about a story using familiar, specific and appropriate vocabulary; • speak with appropriate pace and expressions for the purpose, using different intonations when speaking in a variety of situations.

General Competences	Performance Standards
<p>3. Reading and viewing a range of texts by means of different strategies in a variety of contexts</p>	<p>By the end of grade 5, students who have fully developed their competence of reading and viewing a range of texts by means of different strategies in a variety of contexts, as described in the primary curriculum, are able to:</p> <ul style="list-style-type: none"> • read short texts and understand contexts clues to get the overall meaning and to derive the probable meaning of a variety of grade level words related to familiar topics (my family and home, town and around, my country Kuwait, my leisure time, healthy habits, the Arab world, special occasion); • recognize simple expressions of various familiar speech acts “apology, gratitude, greetings, likes and dislikes, etc.” in different reading materials; • read properly, and expressively appropriate grade level texts using intonation, expression and punctuation cues; • find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables; • show interest in reading various age-appropriate materials; • read and understand fiction and non-fiction age-appropriate texts using skills and strategies of the reading process to make simple, reasonable predictions, suggesting a suitable title or ending of a story, inferring information from a simple text using context clues.

General Competences	Performance Standards
<p>4. Writing a range of texts adapted to a variety of communicative purposes</p>	<p>By the end of grade 5, students who have fully developed their competence to writing a range of texts adapted to a variety of communicative purposes, as described in the primary curriculum, are able to:</p> <ul style="list-style-type: none"> • compose well-constructed grammatically, semantically and sequentially correct sentences/short paragraphs in a minimum of five sentences about their own experiences, hobbies, events, travelling, self, jobs, daily routines, family, etc.) using the proper writing strategies with the help of guide questions/words and pictures; • produce a legible style of handwriting in cursive and use rules of capitalization and punctuation correctly; • use spelling rules to assist in spelling words individually and in a text; • write numbers from 1-100 in digits and words correctly.

Scope and sequence

Overview of the specific competences for English – Grades 1 to 5

General competences	Specific competences for grade 1	Specific competences for grade 2	Specific competences for grade 3	Specific competences for grade 4	Specific competences for grade 5
	Dominant Topics for Grades 1 to 5				
	Me, my home and my school	Me and my neighbourhood	Me and my country	Our world	The universe
1. Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension	<p>A range of language realities</p> <p>1.1. Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</p>	<p>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults</p>	<p>1.1. Listening to simple (narrative or descriptive) oral messages and identifying the main information they convey</p>	<p>1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)</p>	<p>1.1. Listening to various narrative texts with randomly structured sequences, and putting them in the right order</p>
	<p>A range of operations</p> <p>1.2.1 Distinguishing initial, medial and end sounds in simple words as well as understanding their meaning while/after listening</p>	<p>1.2.1 Distinguishing words in phrases and simple sentences by focusing attention while and after listening</p>	<p>1.2.1 Paying attention while listening to spoken or recorded texts in order to answer simple questions about specific details</p>	<p>1.2.1 Listening to identify key ideas presented in short simple oral texts such as pieces of news or narratives</p>	<p>1.2.1 Listening to recognize the relationships between words and sentences and understand the meaning of short texts</p>

General competences	Specific competences for grade 1	Specific competences for grade 2	Specific competences for grade 3	Specific competences for grade 4	Specific competences for grade 5
	Dominant Topics for Grades 1 to 5				
	Me, my home and my school	Me and my neighbourhood	Me and my country	Our world	The universe
	1.2.2. Following simple instructions given by the teacher in the classroom	1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences	1.2.2. Listening to simple instructions given by the teacher and peers, understanding and reacting properly to the meaning of the main prepositions indicating location	1.2.2. Listening to differentiate between statements vs. questions or instructions based on intonation	1.2.2. Listening and properly reacting to complex instructions containing active verbs, prepositions and, words indicating location, etc.
	A range of attitudes 1.3. Listening respectfully to the speaker	1.3. Listening respectfully to others and observe turn taking when they talk	1.3. Listening respectfully to others and maintain attention and eye contact.	1.3. Showing interest and respect when listening to materials from different sources for different purposes appropriate to his/her age	1.3. Showing interest in various listening materials from different sources and for different purposes formulating opinions or reasons for a certain statement
	A range of connections 1.4. Identifying numbers from 1-20 in a listening text	1.4. Identifying Arabic words related to Islam in a listened text	1.4. Identifying simple references to Islamic events and occasions in a clearly articulated listening text	1.4. Identifying and understanding oral instructions related to different activities	1.4. Identifying certain facts about old and modern Kuwait and its role in the world

General competences	Specific competences for grade 1	Specific competences for grade 2	Specific competences for grade 3	Specific competences for grade 4	Specific competences for grade 5
	Dominant Topics for Grades 1 to 5				
	Me, my home and my school	Me and my neighbourhood	Me and my country	Our world	The universe
2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts	<p>A range of language realities</p> <p>2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in short conversations or individual speech</p>	<p>2.1. Talking about grade level topics using simple language, and responding verbally to queries and instructions addressed clearly by adults or peers</p>	<p>1.1. Listening to simple (narrative or descriptive) oral messages and identifying the main information they convey</p>	<p>2.1. Exchanging information, and ideas about grade level topics through simple dialogues relevant to life outside the school</p>	<p>2.1. Communicating with others using language learned in grades 1 to 5 and different language functions appropriate to the situation</p>
	<p>A range of operations</p> <p>2.2. Responding to simple communicative situations in mini dialogues related to everyday topics</p>	<p>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics</p>	<p>1.2.1 Paying attention while listening to spoken or recorded texts in order to answer simple questions about specific details</p>	<p>2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations</p>	<p>2.2. Communicating actively and responding verbally to others when describing leisure and social events, asking for help, feedback and clarification when needed</p>

General competences	Specific competences for grade 1	Specific competences for grade 2	Specific competences for grade 3	Specific competences for grade 4	Specific competences for grade 5
	Dominant Topics for Grades 1 to 5				
	Me, my home and my school	Me and my neighbourhood	Me and my country	Our world	The universe
	<p>A range of attitudes</p> <p>2.3. Building up positive personal motivation to speak with peers and adults using simple phrases and sentences</p>	<p>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers</p>	<p>2.3. Speaking respectfully and confidently to others in simple situations</p>	<p>2.3. Expressing their own ideas, needs, wishes and feelings related to peers, places and areas of interest in simple, clear sentences</p>	<p>2.3. Sharing information, opinions and questions while speaking in public</p>
	<p>A range of connections</p> <p>2.4. Using the knowledge and abilities acquired in other subjects when producing sounds of English or speaking about their family or school</p>	<p>2.4. Using their knowledge and abilities acquired in other subjects for presenting their native place/region</p>	<p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about Kuwait</p>	<p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about countries they have visited</p>	<p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about our universe</p>

	Specific competences for grade 1	Specific competences for grade 2	Specific competences for grade 3	Specific competences for grade 4	Specific competences for grade 5
General competences	Dominant Topics for Grades 1 to 5				
	Me, my home and my school	Me and my neighbourhood	Me and my country	Our world	The universe
	<p>A range of language realities</p> <p>3.1. Reading aloud grade-level words and simple phrases and identifying some of the high frequency words associated with images or symbols</p>	<p>3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated with images or symbols</p>	<p>3.1. Reading and understanding short paragraphs appropriate to the age group following simple instructions/signs / directions to perform a task</p>	<p>3.1. Reading and understanding simple narrative and informative texts (emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p>	<p>3.1. Reading grade level narrative and short informative texts for a variety of purposes (reading for information, or pleasure)</p>
GC 3. Reading and viewing a range of texts by means of different strategies in a variety of contexts	<p>A range of operations</p> <p>3.2. Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</p>	<p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p>	<p>3.2. Reading simple texts with proper intonation related to basic punctuation marks</p>	<p>3.2. Recognizing that illustrations and punctuation marks carry various messages and making simple predictions based on the title as well as the accompanying illustration and punctuation marks</p>	<p>3.2. Reading grade level short narrative and informative texts to determine the main idea, the theme of a text and draw simple inferences and conclusions</p>

General competences	Specific competences for grade 1	Specific competences for grade 2	Specific competences for grade 3	Specific competences for grade 4	Specific competences for grade 5
	Dominant Topics for Grades 1 to 5				
	Me, my home and my school	Me and my neighbourhood	Me and my country	Our world	The universe
	<p>A range of attitudes</p> <p>3.3. Handling books respectfully and appropriately</p>	<p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</p>	<p>3.3. Showing interest for reading and relating a text to personal experience</p>	<p>3.3. Showing interest and curiosity towards reading various materials</p>	<p>3.3. Showing interest and curiosity while reading different texts,(fiction/nonfiction) and expressing his/her opinion related to them</p>
	<p>A range of connections</p> <p>3.4. Reading English letters, frequent words, and Arabic digits they come across in familiar contexts</p>	<p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects</p>	<p>3.4. Reading and understanding short texts about places in Kuwait/Islamic events</p>	<p>3.4. Reading short texts about other countries in the world</p>	<p>3.4. Reading and understanding short scientific texts to describe the universe</p>

General competences	Specific competences for grade 1	Specific competences for grade 2	Specific competences for grade 3	Specific competences for grade 4	Specific competences for grade 5
	Dominant Topics for Grades 1 to 5				
	Me, my home and my school	Me and my neighbourhood	Me and my country	Our world	The universe
GC 4. Reading and viewing a range of texts by means of different strategies in a variety of contexts	<p>A range of language realities</p> <p>4.1. Writing letters/ simple words and using drawings to indicate objects or feelings</p>	4.1. Building correct simple sentence structure	4.1. Writing simple and correct sentences to express self, feelings and personal experience with the help of guide words and pictures	4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly	4.1. Writing a short text starting from pictures and resorting to teacher's guide questions correctly
	<p>A range of operations</p> <p>4.2. Staying on topic while Writing words and Drawing pictures related to an assigned topic with the support of the teacher</p>	4.2. Writing from left to right using basic punctuation marks correctly	4.2. Writing simple sentences and phrases using spelling strategies with a legible handwriting	4.2. Writing short texts using simple sentences and phrases while observing spelling strategies as well as basic punctuation marks	4.2. Producing a guided simple short paragraph/ story, using correct spelling strategies, punctuation marks and grammatical rules in different formats with cues
	<p>A range of attitudes</p> <p>4.3. Following a simple written pattern and handling project tools neatly with teacher's support and guidance</p>	4.3 Writing from left to right neatly	4.3. Showing interest and pride in presenting neat written work	4.3. Showing interest in writing a short paragraph about different topics	4.3. Showing interest in writing a short text about different topics
	<p>A range of connections</p> <p>4.4 Drawing simple objects from nature</p>	4.4. Completing a picture on a grade related topic and labeling it	4.4. Writing words and sentences using simple text formats	4.4. Completing a map with the name of streets, town or villages, and their knowledge of their native region	4.4 Writing words and sentences in English about good behaviour in public places

Competences, learning activities and curriculum standards

General Competences	Specific Competences	Examples of Learning activities	Specific competences for grade 4
1	2	3	4
GC 1. Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension	<p>A range of language realities</p> <p>1.1. Listening to oral texts (informative, narrative, descriptive, rhymes and songs) and identifying facts and data, actions presented in a certain order, features of objects or phenomena as well as relevant linguistic aspects (i.e. use of adjectives)</p>	<ul style="list-style-type: none"> • Listen to descriptions and circle the correct corresponding pictures • Listen to a short story and identify its sequences in the right order • Listen and complete the missing part of a story (critical thinking) • Listen attentively to identify true and false sentences about the text • Listen to songs and chants to identify rhyming words • Recognize comparatives and superlatives in rhymes, songs or other texts and use them appropriately • Listen to a short text or a story in order to arrange its sequences in an appropriate order (critical thinking) • Listen to a description and tick the corresponding pictures (critical thinking) 	<p>Students are able to:</p> <p>1.1. Listen to oral messages (including rhymes and songs) and identify descriptions of objects or characters, actions presented in a certain order as well as relevant linguistic facts (i.e. use of adjectives) studied in grade 4</p>
	<p>A range of operations</p> <p>1.2.1 Listening to identify key ideas presented in short simple oral texts such as pieces of news or narratives</p>	<ul style="list-style-type: none"> • Listen to a narrative and match characters with actions • Listen to simple texts and write notes about specific information • Listen to a text and answer questions 	<p>1.2.1. Listen to a simple text read aloud by the teacher or through other media to answer simple questions</p>

General Competences	Specific Competences	Examples of Learning activities	Specific competences for grade 4
1	2	3	4
	1.2.2 Listening to differentiate between statements vs. questions or instructions based on intonation	<ul style="list-style-type: none"> • Listen to oral texts and identify affirmative sentences and interrogative sentences • Listen to oral texts and identify affirmative sentences and explanative sentences 	1.2.2 Differentiate between affirmative, interrogative and explanative sentences.
	<p>A range of attitudes</p> <p>1.3. Showing interest and respect when listening to materials from different sources for different purposes appropriate to his/her age</p>	<ul style="list-style-type: none"> • Listen and respond respectfully to some situations related to opinions, feelings • Listen and complete sentences using the word "because" (critical thinking) 	1.3. Listen and respond respectfully to some situations to express opinions, interests and feelings using suitable sentences
	<p>A range of connections</p> <p>1.4. Identifying and understanding oral instructions related to different activities</p>	<ul style="list-style-type: none"> • Listen and respond to the teacher's instruction related to sports • Follow instructions to a new activity 	1.4. Respond to oral instructions related to different activities (games/sports, etc.) given by the teacher or others

General Competences	Specific Competences	Examples of Learning activities	Specific competences for grade 4
1	2	3	4
<p>GC 2.Speaking by using strategies of individual and interactive speech in a variety of communicative contexts</p>	<p>A range of language realities:</p> <p>2.1. Exchanging information, and ideas about grade level topics through simple dialogues relevant to life outside the school</p>	<ul style="list-style-type: none"> • Participate in an unrehearsed role play about any of the topics initiated by the teacher or initiated by students • (Sport, art, important public events in the city) 	<p>2.1. Participate in dialogues to exchange information and ideas with peers or others about life and experiences outside the school</p>
	<p>A range of operations:</p> <p>2.2. Participating effectively in simple short conversations and collaborations with peers talking about related topics while observing strategies that maintain the flow of conversations</p>	<ul style="list-style-type: none"> • Use strategies to maintain the flow of conversation (e.g. nonverbal – nodding, smiling; verbal; wow, right; great; ok; well done; really?) • Talk clearly, with coherent sentences aloud enough to be heard by all, using appropriate vocabulary, comparative & superlative forms, correct tenses, etc. • Use different conversational strategies appropriately such as approval/disapproval; likes/dislikes, etc. • Request or provide simple information related to multi-step directions 	<p>2.2. Maintain the flow of conversation effectively about related topics while talking and collaborating with peers.</p>
	<p>A range of attitudes</p> <p>2.3. Expressing their own ideas, needs, wishes and feelings related to peers, places and areas of interest in simple, clear sentences</p>	<ul style="list-style-type: none"> • Participate in mini dialogues to express and justify opinions (critical thinking) 	<p>2.3. Participate in simple dialogues with peers about grade appropriate topics, expressing feelings and ideas by means of simple language forms</p>
	<p>A range of connections</p> <p>2.4. Using their knowledge and abilities acquired in other subjects for making a presentation about countries they have visited</p>	<ul style="list-style-type: none"> • Describe some simple and clear pictures of famous places in Arab countries with support from teacher • Use some visuals and express their feeling when talking about beautiful places in the world 	<p>2.4. Present information about Kuwait and some other countries</p>

General Competences	Specific Competences	Examples of Learning activities	Specific competences for grade 4
1	2	3	4
GC 3. Reading and viewing a range of texts by means of different strategies in a variety of contexts	<p>A range of language realities</p> <p>3.1. Reading and understanding simple narrative and informative texts (emails, simple tables, maps, stories) adequate for their age using appropriate tone and intonation</p>	<ul style="list-style-type: none"> • Read and circle action verbs in a sentence • Mime action verb • Read using different intonation patterns 	3.1. Read and locate specific information in a short text about familiar topics such as weekends, vacations, animals/plants, travelling
	<p>A range of operations</p> <p>3.2. Recognizing that illustrations and punctuation marks carry various messages and making simple predictions based on the title as well as the accompanying illustration</p>	<ul style="list-style-type: none"> • Read and discuss in groups the title, the accompanying pictures and other elements to predict "what is coming next" (critical thinking) 	3.2. Read simple stories and informative texts using the title or accompanying pictures to predict events as well as to guess the main idea
	<p>A range of attitudes</p> <p>3.3. Showing interest and curiosity towards reading various materials</p>	<ul style="list-style-type: none"> • Read a simple texts aloud, correcting their own mistakes • Take initiative in reading aloud in the class when such an action is asked for • Read other materials in addition to those provided in the classroom 	3.3. Read simple texts aloud, confidently, without hesitation, showing readiness to read materials outside the classroom
	<p>A range of connections</p> <p>3.4. Reading short texts about other countries in the world</p>	<ul style="list-style-type: none"> • Read and answer questions about the Gulf Region 	3.3. Read simple texts aloud, confidently, without hesitation, showing readiness to read materials outside the classroom

General Competences	Specific Competences	Examples of Learning activities	Specific competences for grade 4
1	2	3	4
GC 4. Writing a range of texts adapted to a variety of communicative purposes	<p>A range of language realities</p> <p>4.1. Writing a short text related to students' experience using picture clues, guide words and questions correctly</p>	<ul style="list-style-type: none"> • Write short paragraphs on given topics • Imagine and write a paragraph that would fit in a letter to a friend, a quick e-mail, etc. 	<p>Students are able to</p> <p>4.1. Write short texts about age appropriate topics with the help of guidewords, pictures or questions</p>
	<p>A range of operations</p> <p>4.2. Writing short texts using simple sentences and phrases while observing spelling strategies as well as basic punctuation marks</p>	<ul style="list-style-type: none"> • Copy words and sentences • Write correct sentences using full stops/ question marks • Write the missing letter in words • Show awareness of punctuation rules 	<p>4.2. Write short paragraphs about familiar topics using correct spelling strategies and punctuation marks</p>
	<p>A range of attitudes</p> <p>4.3. Showing interest in writing a short paragraph about different topics</p>	<ul style="list-style-type: none"> • Copy and write sentences neatly • Classify pictures in a worksheet that are related to a specific action verb such as objects that blow in the wind then write short sentences using the action verb (critical thinking) 	<p>4.3. Show interest when writing short paragraphs in legible style of handwriting</p>
	<p>A range of connections</p> <p>4.4. Completing written tasks in different formats showing knowledge of the world around them</p>	<ul style="list-style-type: none"> • Complete missing parts in a simple grid • Complete missing parts in an e-mail 	<p>4.4. Write different simple formats such as e-mails, filling in a form, a table, etc.</p>