



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"> <li>• Using greetings and responses</li> <li>• Asking and answering questions</li> <li>• Expressing likes and dislikes</li> <li>• Making future plans</li> <li>• Greetings and responses</li> <li>• Sports</li> <li>• Healthy life style</li> <li>• Present simple</li> <li>• Like + ing</li> <li>• Present continuous</li> <li>• Future with going to</li> <li>• Possessive adjectives</li> </ul>	12 periods	3weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
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>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"> <li>• Describing people and things</li> <li>• Making polite requests</li> <li>• Talking about past events</li> <li>• Expressing gratitude</li> <li>• Celebrations</li> <li>• Family members</li> <li>• Description</li> <li>• Past simple</li> <li>• Modal verb can for requests</li> <li>• Adjectives</li> <li>• Future with going to</li> <li>• Possessive 's'</li> <li>• Present continuous</li> </ul>	12 periods	3 weeks

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"> <li>• Describing actions and processes</li> <li>• Asking and answering questions</li> <li>• Expressing likes and dislikes</li> <li>• Describing animals</li> <li>• Comparing animals, people and places</li> <li>• T Animals</li> <li>• Description</li> <li>• Comparison asking about abilities.</li> <li>• Present simple with sequence adverbs</li> <li>• Present continuous</li> <li>• Comparative adjectives</li> <li>• Superlative adjectives</li> <li>• Talking about facts</li> </ul>	<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"> <li>• Expressing prohibition and obligation</li> <li>• Describing continuous events in the past</li> <li>• Giving and following directions</li> <li>• Kuwait</li> <li>• Citizenship</li> <li>• Directions</li> <li>• Modal verb must for obligation</li> <li>• Prepositions</li> <li>• Past continuous and past simple</li> <li>• Talking about countries</li> </ul>	<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"> <li>• Earth</li> <li>• Space, planets and stars</li> <li>• Landforms</li> <li>• Asking for and giving information</li> <li>• Expressing comparison</li> <li>• Talking about the past</li> <li>• Describing places</li> <li>• Present simple</li> <li>• Comparatives/Superlatives</li> <li>• Past simple with adverbs</li> <li>• Countable and uncountable nouns</li> <li>• Past continuous</li> <li>• Adverbs</li> </ul>	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"> <li>• Planting trees</li> <li>• Environment</li> <li>• Parts of plants</li> <li>• Asking for and giving information</li> <li>• Expressing approval and disapproval</li> <li>• Expressing opinion</li> <li>• Asking for and giving advice</li> <li>• Describing animals and people</li> <li>• Present continuous</li> <li>• Present simple</li> <li>• The verb have got</li> <li>• Adjectives</li> <li>• It's good to... /It's bad to...</li> <li>• Modal verb should for advice</li> <li>• Modal verb can for possibility</li> </ul>	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"> <li>• Flags</li> <li>• Countries and nationalities</li> <li>• Sports</li> <li>• Asking for and giving information</li> <li>• Asking about places</li> <li>• Talking about frequency</li> <li>• Describing pictures</li> <li>• Present simple</li> <li>• The verb have got</li> <li>• Present continuous</li> <li>• Present simple with adverbs of frequency</li> </ul>	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"> <li>• Vacations and holidays</li> <li>• Travelling</li> <li>• Asking for and giving information</li> <li>• Asking about places</li> <li>• Talking about the past</li> <li>• Past simple</li> <li>• Present simple</li> <li>• Modal verb shall for making suggestions</li> <li>• Modal verb can for possibility</li> <li>• There is/are</li> </ul>	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
<b>1. Health Is Wealth</b>	<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"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• ICT tools</li> <li>• Oral presentation</li> </ul>

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"> <li>- Talk clearly, with coherent sentences aloud enough to be heard by all, using appropriate vocabulary &amp; correct tenses, etc.</li> <li>- Use different conversational strategies appropriately such as approval/disapproval; likes/dislikes, etc.</li> <li>- Read using different intonation patterns.</li> <li>- Read a simple texts aloud, , correcting their own mistakes</li> <li>- Take initiative in reading aloud in the class when such an action is asked for.</li> <li>- Read other materials in addition to those provided in the classroom.</li> <li>- Write short paragraphs on given topics.</li> <li>- Imagine and write a paragraph with the help of given pictures.</li> <li>- Copy and write sentences neatly.</li> <li>- Complete missing parts in a simple grid...</li> </ul> <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
<b>2. Family Celebration</b>	<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"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• ICT tools</li> <li>• Oral presentation</li> </ul>

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"> <li>- Use different conversational strategies appropriately.</li> <li>- Participate in mini dialogues to express opinions.</li> <li>- Read using different intonation patterns.</li> <li>- Read and discuss in groups the title, the accompanying pictures and other elements to predict "what's coming next". (Critical thinking).</li> <li>- Read and answer questions about Girgian</li> <li>- Write short paragraphs on given topics.</li> <li>- Imagine and write a paragraph that would fit in a letter to a friend, a quick e-mail, etc.</li> <li>- Copy and write sentences neatly</li> <li>- Complete missing parts in a simple grid.</li> <li>- Complete missing parts in an e-mail.</li> </ul>		

## 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
<b>3. Animals' Kingdom</b>	<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"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• ICT tools</li> <li>• Oral presentation</li> </ul>

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"> <li>- Listen to oral texts and identify affirmative sentences and explanative sentences.</li> <li>- Participate in mini dialogues to express and justify opinions. (critical thinking)</li> <li>- Read using different intonation patterns.</li> <li>- Read simple texts aloud, correcting their own mistakes.</li> <li>- Take initiative in reading aloud in the class when such an action is asked for.</li> <li>- Read other materials in addition to those provided in the classroom.</li> <li>- Write short paragraphs on given topics.</li> <li>- Imagine and write a paragraph that related to graphic organizers.</li> <li>- Copy and write sentences neatly.</li> <li>- Complete missing parts in a simple grid.</li> </ul>		



## 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
<b>4. Exploring Kuwait and the World Around Us</b>	<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 &amp; 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"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• ICT tools</li> <li>• Oral presentation</li> </ul>

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;"><b>4. Exploring Kuwait and the World Around Us</b></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"> <li>- Use different conversational strategies appropriately such as approval/disapproval; likes/dislikes, etc.</li> <li>- Request or provide simple information related to multi-step directions</li> <li>- Describe some simple and clear pictures of famous places in Arab countries with support from teacher.</li> <li>- Use some visuals and express their feelings when talking about beautiful places in the world.</li> <li>- Read using different intonation patterns.</li> <li>- Read and discuss in groups the title, the accompanying pictures and other elements to predict "what's coming next". (Critical thinking).</li> <li>- Read and answer questions about the Gulf Region.</li> <li>- Write short paragraphs on given topics.</li> <li>- Imagine and write a paragraph that would fit in a letter to a friend, a quick e-mail, etc.</li> <li>- Write correct sentences using full stops/ question marks.</li> <li>- Show awareness of punctuation rules.</li> </ul> <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
<b>5. Earth and Space</b>	<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"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• ICT tools</li> <li>• Oral presentation</li> </ul>

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"> <li>- Talk clearly, with coherent sentences aloud enough to be heard by all, using appropriate vocabulary &amp; correct tenses, etc.</li> <li>- Use different conversational strategies appropriately such as approval/disapproval; likes/dislikes, etc.</li> <li>- Read using different intonation patterns.</li> <li>- Read a simple texts aloud, , correcting their own mistakes</li> <li>- Take initiative in reading aloud in the class when such an action is asked for.</li> <li>- Read other materials in addition to those provided in the classroom.</li> <li>- Write short paragraphs on given topics.</li> <li>- Imagine and write a paragraph with the help of given pictures.</li> <li>- Copy and write sentences neatly.</li> <li>- Complete missing parts in a simple grid...</li> </ul> <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
<b>6. Save the Earth</b>	<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"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• ICT tools</li> <li>• Oral presentation</li> </ul>

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"> <li>-Use different conversational strategies appropriately.</li> <li>-Participate in mini dialogues to express opinions.</li> <li>- Read using different intonation patterns.</li> <li>- Read and discuss in groups the title, the accompanying pictures and other elements to predict "what's coming next". (Critical thinking).</li> <li>- Read and answer questions about Girgian</li> <li>- Write short paragraphs on given topics.</li> <li>- Imagine and write a paragraph that would fit in a letter to a friend, a quick e-mail, etc.</li> <li>- Copy and write sentences neatly</li> <li>- Complete missing parts in a simple grid.</li> <li>- Complete missing parts in an e-mail.</li> </ul>		

## 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
<b>7. A Tour Around the World</b>	<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"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• ICT tools</li> <li>• Oral presentation</li> </ul>

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"> <li>- Listen to oral texts and identify affirmative sentences and explanative sentences.</li> <li>- Participate in mini dialogues to express and justify opinions. (critical thinking)</li> <li>- Read using different intonation patterns.</li> <li>- Read simple texts aloud, correcting their own mistakes.</li> <li>- Take initiative in reading aloud in the class when such an action is asked for.</li> <li>- Read other materials in addition to those provided in the classroom.</li> <li>- Write short paragraphs on given topics.</li> <li>- Imagine and write a paragraph that related to graphic organizers.</li> <li>- Copy and write sentences neatly.</li> <li>- Complete missing parts in a simple grid.</li> </ul>		



## 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
<b>8. Vacations</b>	<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 &amp; 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"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• ICT tools</li> <li>• Oral presentation</li> </ul>

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"> <li>- Use different conversational strategies appropriately such as approval/disapproval; likes/dislikes, etc.</li> <li>- Request or provide simple information related to multi-step directions</li> <li>- Describe some simple and clear pictures of famous places in Arab countries with support from teacher.</li> <li>- Use some visuals and express their feelings when talking about beautiful places in the world.</li> <li>- Read using different intonation patterns.</li> <li>- Read and discuss in groups the title, the accompanying pictures and other elements to predict "what's coming next". (Critical thinking).</li> <li>- Read and answer questions about the Gulf Region.</li> <li>- Write short paragraphs on given topics.</li> <li>- Imagine and write a paragraph that would fit in a letter to a friend, a quick e-mail, etc.</li> <li>- Write correct sentences using full stops / question marks.</li> <li>- Show awareness of punctuation rules.</li> </ul> <p>Complete missing parts in an email.</p>		