



Ministry of Education
ELT General Supervision

Curriculum and Curriculum Standards for Intermediate Education (Grade 6)

Unit Plan for Terms 1 and 2
Based on the new Curriculum

Target English

2019/2020

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التربية

التوجيه العام لتعليم اللغة الانجليزية

Curriculum and Curriculum Standards for Intermediate Education

Unit Plan for Grade Six

Target English

First Term (Time): 12 weeks

| Unit title | Competences to be developed | Curriculum Standards Students are able to: | Learning activities | Resources | Assessment tools |
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| 1.A Famous Artist | <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ non -native English speakers</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) while listening to different types of texts from different sources.</p> <p>2.1 Participating in oral interactions in the classroom to exchange information, to direct others, to comment & to have fun.</p> <p>2.2 Conversing about different grade level topics using suitable strategies such as asking for and providing clarifications visual clues to help students communicate (pictures, facial expressions and gestures).</p> <p>3.1 Reading to comprehend age appropriate texts on familiar topics for a variety of purposes</p> <p>3.2 Reading a variety of grade level texts to determine the theme and the main idea of the text and locating pieces of information.</p> <p>4.2 Writing to express personal experiences or events using descriptive details and clear event sequences, correct punctuation and correct spelling strategies.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences</p> | <p>1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</p> <p>1.3 Respect turn taking rules and use supportive listening cues while listening to others</p> <p>2.1 Discuss and exchange information in mini-dialogues/group discussion to comment, direct others and have fun.</p> <p>2.2 Use words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.</p> <p>3.1. Mention the overall idea and purpose of different texts (fiction/nonfiction) on familiar topics</p> <p>3.2. Determine the theme, the main idea and locate pieces of information in fiction and non-fiction age appropriate texts.</p> <p>4.2. Produce a legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies</p> <p>4.3. Write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.</p> | <ul style="list-style-type: none"> • Listen to a text to determine the theme, the main idea and locate pieces of information. • Participate in a group discussion using provided questions. • Answer a multiple choice question related to the use of "used to". • Describe pictures of art samples. • Discuss then write a paragraph about some paintings • Write short paragraphs about famous artists in groups. | <ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools • Pictures • Video clip • Magazines | <ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics |

2. An Advertisement for Kuwait

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| <p>1.1 Listening to various age appropriate texts to build up an overall comprehension of what they have listened to.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ non -native English speakers</p> <p>2.2 Conversing about different grade level topics using suitable strategies such as asking for and providing clarifications visual clues to help students communicate (pictures, facial expressions and gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness</p> <p>3.2 Reading a variety of grade level texts to determine the theme and the main idea of the text and locating pieces of information.</p> <p>3.3 Willingly engaging in age appropriate reading activities by joining school reading groups and borrowing books from libraries</p> <p>4.1 Writing simple connected sentences to form a paragraph of personal interest with the help of pictures and guide words.</p> <p>4.2 Writing to express personal experiences or events using descriptive details and clear event sequences, correct punctuation and correct spelling strategies.</p> | <p>1.1 Mention the topic and the overall idea of simple informative, short descriptive and narrative texts they listen to and follow simple instructions accordingly.</p> <p>1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</p> <p>2.2 Use words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.</p> <p>2.3 Use appropriate expressions of politeness in a range of collaborative discussions with diverse partners.</p> <p>3.2. Determine the theme, the main idea and locate pieces of information in fiction and non-fiction age-appropriate texts.</p> <p>3.3. Present their reading activities in a diary or in oral presentations.</p> <p>4.1. Write short paragraphs using precise language and specific vocabulary to convey different ideas.</p> <p>4.2. Produce a legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.</p> | <ul style="list-style-type: none"> • Listen to a text related to holidays and take notes to answer specific questions and to complete a table. • Complete sentences using the first conditional if. • Negate sentences. • Participate in a group discussion using a video/pictures about tourist places in Kuwait. • Write a simple plan visit for a tourist visiting Kuwait. • Act a scene as a tourist guide • Use debate to enhance the first conditional oral usage • Read a variety of advertisement and decide which one is sufficient • Write an advertisement choosing the right picture to promote target features | <ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools • Pictures • Video clip • Magazines • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics |
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| 3. A Local TV Programme | <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ non -native English speakers</p> <p>1.4 Listening to simple presentations by native/nonnative English speakers on you tube and other similar websites about different topics related to other school subjects to exchange information.</p> <p>2.2 Conversing about different grade level topics using suitable strategies such as asking for and providing clarifications visual clues to help students communicate (pictures, facial expressions and gestures).</p> <p>2.4 Speaking about age appropriate topics using their knowledge acquired in other subjects.</p> <p>3.2 Reading a variety of grade level texts to determine the theme and the main idea of the text and locating pieces of information.</p> <p>3.4 Identifying information needed from other subjects to understand age appropriate texts.</p> <p>4.2 Writing to express personal experiences or events using descriptive details and clear event sequences, correct punctuation and correct spelling strategies.</p> <p>4. 4 Using smart devices in typing or checking writing to maintain aesthetic and neat form using topics related to other school subjects.</p> | <p>1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</p> <p>1.4 Present and exchange information related to other school subjects based on a presentation they listen to, delivered in English by native/non-native speakers.</p> <p>2.2 Use words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics</p> <p>2.4 Utilize their knowledge in other subjects (e.g. science) to present information using grade level language.</p> <p>3.2. Determine the theme, the main idea and locate pieces of information in fiction and non-fiction age-appropriate texts.</p> <p>3.4. Identify the type of information they need from other subjects to understand the reading materials they work with.</p> <p>4.2. Produce a legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.</p> <p>4.4. Type or check their writing about different topics using smart devices.</p> | <p>• Listen to a text and tick (e.g. people's preferable programmes).</p> <p>• Ask and answer questions about their favourite TV programme.</p> <p>• Discuss then write sentences about their personal preferences (e.g. I prefer to watch TV).</p> <p>• Retelling events of an episode.</p> <p>• Anticipating events of a TV programme.</p> <p>• Sequence events using pictures.</p> <p>• Write the correct tense of the verb using worksheets.</p> <p>• Write a short paragraph about your favourite film.</p> <p>• Identify the right question forms</p> <p>• Differentiate patterns of intonation</p> | <p>• Grouping (individual work, pair work, etc.)</p> <p>• Materials/ Resources (visual and audio aids etc.)</p> <p>• ICT tools</p> <p>• Pictures</p> <p>• Video clip</p> <p>• Magazines</p> <p>• Worksheets</p> <p>• Projects</p> <p>• Quizzes</p> <p>• Portfolio</p> <p>• Questions</p> <p>• Observation</p> <p>• Rubrics</p> |
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| <p>4. Potable Water</p> | <p>1.1 Listening to various age appropriate texts to build up an overall comprehension of what they have listened to.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) while listening to different types of texts from different sources.</p> <p>2.1 Participating in oral interactions in the classroom to exchange information, to direct others, to comment & to have fun.</p> <p>2.4 Speaking about age appropriate topics such as sports, science and saving energy using their knowledge acquired in other subjects.</p> <p>3.1 Reading to comprehend age appropriate texts on familiar topics for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the theme and the main idea of the text and locating pieces of information</p> <p>3.4 Identifying information needed from other subjects to understand age appropriate texts.</p> <p>4.1 Writing simple connected sentences to form a paragraph (e-mail, short report) on familiar topics of personal interest with the help of pictures and guide words.</p> <p>4.2 Writing to express personal experiences or events using descriptive details and clear event sequences, correct punctuation and correct spelling strategies</p> <p>4.4 Using smart devices in typing or checking writing to maintain aesthetic and neat form using topics related to other school subjects.</p> | <p>1.1 Mention the topic and the overall idea of simple informative, short descriptive and narrative texts they listen to and follow simple instructions accordingly.</p> <p>1.3 Respect turn taking rules and use supportive listening cues while listening to others.</p> <p>2.1 Discuss and exchange information in mini dialogues/group discussion to comment, direct others and have fun.</p> <p>2.4 Utilize their knowledge in other subjects (e.g. science) to present information using grade level language.</p> <p>3.1. Mention the overall idea and purpose of different texts (fiction/nonfiction) on familiar topics</p> <p>3.2. Determine the theme, the main idea and locate pieces of information in fiction and non-fiction age-appropriate texts.</p> <p>3.4. Identify the type of information they need from other subjects to understand the reading materials they work with.</p> <p>4.1. Write short paragraphs using precise language and specific vocabulary to convey different ideas.</p> <p>4.2. Produce a legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.</p> <p>4.4. Type or check their writing about different topics using smart devices.</p> | <ul style="list-style-type: none"> • Listen to a text to extract specific information using provided questions. • Express their opinion and look for information about drinking potable water. • Discuss about the different ways of using water. • Give advice about saving water. • Exchange information and take notes of key concept of a topic after discussion. • Write in groups short paragraphs of a topic using relative pronouns. • Make a poster using impratives. • Join/complete the sentences using who or which. • Choose who/which. • Find the opposite of the adjectives from the text. | <ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools • Pictures • Video clip • Magazines • Newspapers • Realia • Graphic organizers • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics |
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| <p>5: Sea world Secrets</p> | <p>1.1 Listening to various age appropriate texts to build up an overall comprehension of what they have listened to.</p> <p>1.4 Listening to simple presentations by native/non-native English speakers on you tube and other similar websites about different topics related to other school subjects to exchange information.</p> <p>2.2 Conversing about different grade level topics using suitable strategies such as asking for and providing clarification visual clues to help students communicate (pictures, facial expressions and gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness (please, thank you, would, could and will)</p> <p>3.1 Reading to comprehend age appropriate texts on familiar topics for a variety of purposes</p> <p>3.2 Reading a variety of grade level texts to determine the theme and the main idea of the text and locating pieces of information</p> <p>3.4 Identifying information needed from other subjects to understand age appropriate texts.</p> <p>4.2 Writing to express personal experiences or events using descriptive details and clear event sequences, correct punctuation and correct spelling strategies</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences</p> | <p>1.1 Mention the topic and the overall idea of simple informative, short descriptive and narrative texts they listen to and follow simple instructions accordingly.</p> <p>1.4 Present and exchange information related to other school subjects based on a presentation they listen to, delivered in English by native/non-native speakers.</p> <p>2.2 Use words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.</p> <p>2.3 Use appropriate expressions of politeness in a range of collaborative discussions with diverse partners.</p> <p>3.1. Mention the overall idea and purpose of different texts (fiction/ nonfiction) on familiar topics.</p> <p>3.2. Determine the theme, the main idea and locate pieces of information in fiction and non-fiction age-appropriate texts.</p> <p>3.4. Identify the type of information they need from other subjects to understand the reading materials they work with.</p> <p>4.2. Produce a legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.</p> <p>4.3. Write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.</p> | <ul style="list-style-type: none"> • Listen to a text to take notes of the main idea, the main speaker and identify key concepts. • Express opinions and exchange information about sea world beauty. • Read a text about sea animals to answer specific questions. • Read a text to answer specific questions then retell events of the text. • Match sentences with pictures. • Write a short story in pairs, after discussion, using connectors. • Look at the pictures and make sentences using the connectors of time (e.g when). • Use past simple and paste continuous when contenting with when. • Write a short paragraph about your favourite sea animal. | <ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools • Pictures • Video clips • Magazines • Newspapers • Realia – PowerPoint • Graphic organizers | <ul style="list-style-type: none"> ▪ Worksheets ▪ Projects ▪ Quizzes ▪ Portfolio ▪ Questions ▪ Observation ▪ Rubrics |
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التوجيه الفني العام للغة الإنجليزية

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| <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ non-native English speakers.</p> <p>1.4 Listening to simple presentations by native/non-native English speakers on you tube and other similar websites about different topics related to other school subjects to exchange information.</p> <p>2.2 Conversing about different grade level topics using suitable strategies such as asking for and providing clarification visual clues to help students communicate (pictures, facial expressions and gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness (please, thank you, would, could and will)</p> <p>3.1 Reading to comprehend age appropriate texts on familiar topics for a variety of purposes</p> <p>3.2 Reading a variety of grade level texts to determine the theme and the main idea of the text and locating pieces of information</p> <p>3.3 Willingly engaging in age appropriate reading activities by joining school reading groups and borrowing books from libraries.</p> <p>4.1 Writing simple connected sentences to form a paragraph (e-mail, short report) on familiar topics of personal interest with the help of pictures and guide words.</p> <p>4.2 Writing to express personal experiences or events using descriptive details and clear event sequences, correct punctuation and correct spelling strategies</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences</p> | <p>1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</p> <p>1.4 Present and exchange information related to other school subjects based on a presentation they listen to, delivered in English by native/non-native speakers.</p> <p>2.2 Use words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.</p> <p>2.3 Use appropriate expressions of politeness in a range of collaborative discussions with diverse partners.</p> <p>3.1. Mention the overall idea and purpose of different texts (fiction/ nonfiction) on familiar topics.</p> <p>3.2. Determine the theme, the main idea and locate pieces of information in fiction and non-fiction age-appropriate texts.</p> <p>3.3. Present their reading activities in a diary or in oral presentations.</p> <p>4.1. Write short paragraphs using precise language and specific vocabulary to convey different ideas.</p> <p>4.2. Produce a legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.</p> <p>4.3. Write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.</p> | <ul style="list-style-type: none"> • Listen to a text to circle unfamiliar words and find their meanings. • Listen to a presentation to ask questions. • Discuss a listened to text using provided questions. • Write a paragraph in groups after discussing a topic using connectors (while). • Present a topic using proper language. • Read a text to answer specific questions then retell events of the story. • Make sentences using the connectors of time (e.g while). • Use past simple and paste continuous when contenting with while. • Write the words with the -ing in the correct column. • Complete a story with interesting events. • Mention the main characters, plot, and the setting of a story after reading. | <ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools • Pictures • Video clip • Magazines • Newspapers • Realia • Graphic organizers • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics |
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التوجيه الفني العام للغة الإنجليزية

Second Term (Time): 12 weeks

| Unit title | Competences to be developed | Curriculum Standards Students are able to: | Learning activities | Resources | Assessment tools |
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| 7. Science Data | <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ non -native English speakers</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) while listening to different types of texts from different sources.</p> <p>2.2 Conversing about different grade level topics using suitable strategies such as asking for and providing clarifications visual clues to help students communicate (pictures, facial expressions and gestures).</p> <p>2.4 Speaking about age appropriate topics such as science their knowledge acquired in other subjects</p> <p>3.1 Reading to comprehend age appropriate texts on familiar topics for a variety of purposes</p> <p>3.2 Reading a variety of grade level texts to determine the theme and the main idea of the text and locating pieces of information.</p> <p>3.4 Identifying information needed from other subjects to understand age appropriate texts.</p> <p>4.1 Writing simple connected sentences to form a paragraph of personal interest with the help of pictures and guide words.</p> <p>4.2 Writing about events using descriptive details and clear event sequences, correct punctuation and correct spelling strategies.</p> | <p>1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</p> <p>1.3 Respect turn taking rules and use supportive listening cues while listening to others.</p> <p>2.2 Use words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.</p> <p>2.4 Utilize their knowledge in other subjects (e.g. science) to present information using grade level language.</p> <p>3.1. Mention the overall idea and purpose of different texts (fiction/ nonfiction) on familiar topics.</p> <p>3.2. Determine the theme, the main idea and locate pieces of information in fiction and non-fiction age-appropriate texts.</p> <p>3.4. Identify the type of information they need from other subjects to understand the reading materials they work with.</p> <p>4.1. Write short paragraphs using precise language and specific vocabulary to convey different ideas.</p> <p>4.2. Produce a legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.</p> | <ul style="list-style-type: none"> Respond to listening to a dialogue Listen to follow instructions Respond to the sound patterns of English Read to determine the main idea of a text and recount the key details. Read to complete a table Re-write sentences to passive voice using worksheets. Choose the correct word is or are to make a correct passive sentence. Discuss in groups and then write a paragraph using language sequencers (e.g. First, then, next, etc.) Write complete and meaningful sentences about an experiment/ process. Make a project about water evaporation process. Describe, in a presentation, water evaporation process using provided cue words. | <ul style="list-style-type: none"> Grouping (individual work, pair work, etc.) Materials/ Resources (visual and audio aids etc.) ICT tools A small mirror Paper, scissors PPT Real objects bowl, hot water, ice cubs Graphic organizers | <ul style="list-style-type: none"> Worksheets Projects Quizzes Portfolio Questions Observation Rubrics |



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التوجيه الفني العام للغة الإنجليزية

8. Science in Our Life

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| <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ non -native English speakers</p> <p>1.4 Listening to simple presentations by native/non-native English speakers on you tube and other similar websites about different topics related to other school subjects to exchange information.</p> <p>2.1 Participating in oral interactions in the classroom to exchange information, to direct others, to comment</p> <p>2.2 Conversing about different grade level topics using suitable strategies such as asking for and providing clarifications visual clues to help students communicate (pictures, facial expressions and gestures).</p> <p>3.1 Reading to comprehend age appropriate texts on familiar topics for a variety of purposes</p> <p>3.2 Reading a variety of grade level texts to determine the theme and the main idea of the text and locating pieces of information.</p> <p>3.4 Identifying information needed from other subjects to understand age appropriate texts.</p> <p>4.2 Writing a report using descriptive details and clear event sequences, correct punctuation and correct spelling strategies.</p> <p>4.4 Using smart devices in typing or checking writing to maintain aesthetic and neat form using topics related to other school subjects</p> | <p>1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</p> <p>1.4 Present and exchange information related to other school subjects based on a presentation they listen to, delivered in English by native/non-native speakers.</p> <p>2.1 Discuss and exchange information in mini dialogues/group discussion, direct others , to comment 2.2 Use words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.</p> <p>3.1. Mention the overall idea and purpose of different texts (fiction/nonfiction) on familiar topics.</p> <p>3.2. Determine the theme, the main idea and locate pieces of information in fiction and non-fiction age-appropriate texts.</p> <p>3.4. Identify the type of information they need from other subjects to understand the reading materials they work with.</p> <p>4.2. Produce a legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.</p> <p>4.4. Type or check their writing about different topics using smart devices.</p> | <ul style="list-style-type: none"> • Respond to referential questions after reading a text. • Listen to predict what people are going to talk about. • State if statements are true or false • Exchange information in group activities • Use modals to express future • Read to transfer information • Read and discuss in groups the importance of science using provided questions. • Read about experiments and extract facts related to the topic. • Complete a questionnaire • Write a report about energy saving | <ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • - Materials/ • Resources (visual and audio aids etc.) • ICT tools • Real objects • Graphic organizers • Pictures • Magazines • newspapers • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics |
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9. Famous People

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| <p>1.1 Listening to various age appropriate texts to build up an overall comprehension of what they have listened to</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ non -native English speakers</p> <p>2.2 Conversing about different grade level topics using suitable strategies such as asking for and providing clarifications visual clues to help students communicate (pictures, facial expressions and gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness</p> <p>3.2 Reading a variety of grade level texts to determine the theme and the main idea of the text and locating pieces of information.</p> <p>3.3 Willingly engaging in age appropriate reading activities by joining school reading groups and borrowing books from libraries</p> <p>3.4 Identifying information needed from other subjects to understand age appropriate texts.</p> <p>4.2 Writing to express personal experiences or events using descriptive details and clear event sequences, correct punctuation and correct spelling strategies.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences</p> | <p>1.1 Mention the topic and the overall idea of simple informative, short descriptive and narrative texts they listen to and follow simple instructions accordingly.</p> <p>1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</p> <p>2.2 Use words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.</p> <p>2.3 Use appropriate expressions of politeness in a range of collaborative discussions with diverse partners.</p> <p>3.2. Determine the theme, the main idea and locate pieces of information in fiction and non-fiction age-appropriate texts.</p> <p>3.3. Present their reading activities in a diary or in oral presentations..</p> <p>3.4. Identify the type of information they need from other subjects to understand the reading materials they work with.</p> <p>4.2. Produce a legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.</p> <p>4.3. Write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.</p> | <ul style="list-style-type: none"> • Listen to a text for specific information and make inferences. • Listen to a text to identify the main idea and narrate the topic. • Respond to the sound patterns of English • Ask and answer questions to comprehend a read text. • Write an imaginary phone conversation with a famous person using the present simple and tag questions. • Who said what? Match the sentences to the people. • Add tag questions using worksheets. • Act out a phone conversation using proper opener, sequenced sentences and proper ending cues. • Describe provided pictures. • Write about an invention • Gather information about an ideal famous person in groups and make a project about that person. • Role play | <ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools • Pictures • Map or atlas • Magazine • Graphic organizers • Magazine • newspaper • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics |
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10. Communicating with the World

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| <p>1.1 Listening to various age appropriate texts to build up an overall comprehension of what they have listened to.</p> <p>2.2 Conversing about different grade level topics using suitable strategies such as asking for and providing clarification visual clues to help students communicate (pictures, facial expressions and gestures).</p> <p>2.4 Speaking about age appropriate topics such as sports, science and saving energy using their knowledge acquired in other subjects.</p> <p>3.1 Reading to comprehend age appropriate texts on familiar topics for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the theme and the main idea of the text and locating pieces of information</p> <p>4.1 Writing simple connected sentences to form a paragraph (e-mail, short report) on familiar topics of personal interest with the help of pictures and guide words.</p> <p>4.4 Using smart devices in typing or checking writing to maintain aesthetic and neat form using topics related to other school subjects.</p> | <p>1.1 Mention the topic and the overall idea of simple informative, short descriptive and narrative texts they listen to and follow simple instructions accordingly.</p> <p>2.2 Use words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.</p> <p>2.4 Utilize their knowledge in other subjects (e.g. science) to present information using grade level language.</p> <p>3.1. Mention the overall idea and purpose of different texts (fiction/nonfiction) on familiar topics.</p> <p>3.2. Determine the theme, the main idea and locate pieces of information in fiction and non-fiction age-appropriate texts.</p> <p>4.1. Write short paragraphs using precise language and specific vocabulary to convey different ideas.</p> <p>4.4. Type or check their writing about different topics using smart devices.</p> | <ul style="list-style-type: none"> • Listen to a text to answer specific questions. • Listen and tick the correct answer. • Listen, guess and write sentences about sport. • Read and number pictures. • Complete a crossword. • Discuss in groups personal information (e.g. favourite sport, favourite school subject etc.) using provided questions and take notes while the discussion takes place. • Look at the pictures and describe using past simple or future. • Circle P for past or F for future and underline the verb. • Write an e-mail about themselves using proper heading, introduction sentences, sequenced ideas and closure sentences. • Write about a personal experience (e.g. their favourite hobby, a visit to a country) using the simple past. | <ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics |
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التربية

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التوجيه الفني العام للغة الإنجليزية

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| <p>11. A Beautiful Country</p> | <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions and making simple predictions when listening to native/ nonnative English speakers.</p> <p>1.4 Listening to simple presentations by native/nonnative English speakers on you tube and other similar websites about different topics related to other school subjects to exchange information.</p> <p>2.1 Participating in oral interactions in the classroom to exchange information, to direct others, to comment & to have fun.</p> <p>3.1 Reading to comprehend age appropriate texts on familiar topics for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the theme and the main idea of the text and locating pieces of information</p> <p>3.4 Identifying information needed from other subjects to understand age appropriate texts.</p> <p>4.1 Writing simple connected sentences to form a paragraph (e-mail, short report) on familiar topics of personal interest with the help of pictures and guide words.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> | <p>1.2 Identify the main idea in a speech, ask relevant questions and make simple predictions about talks they listen to.</p> <p>1.4 Present and exchange information related to other school subjects based on a presentation they listen to, delivered in English by native/non-native speakers.</p> <p>2.1 Discuss and exchange information in mini dialogues/group discussion to comment, direct others and have fun.</p> <p>3.1. Mention the overall idea and purpose of different texts (fiction/nonfiction) on familiar topics.</p> <p>3.2. Determine the theme, the main idea and locate pieces of information in fiction and non-fiction age-appropriate texts.</p> <p>3.4. Identify the type of information they need from other subjects to understand the reading materials they work with.</p> <p>4.1. Write short paragraphs using precise language and specific vocabulary to convey different ideas.</p> <p>4.3. Write journals of 4 - 6 sentences expressing opinions and experiences about familiar topics.</p> | <ul style="list-style-type: none"> • Listen to follow directions using a map and ask for clarification when needed. • Identify the main speakers, the aim of the dialogue, and opinions of speakers after listening. • Read a tourist information and answer the questions. • Discuss in pairs/groups their favourite country and why they like it. • Read sentences to match them with pictures. • Compare between things/people using comparative and superlative. • Play detective game to locate hidden items in class. • Read a text to draw a location on a map. • Match the signs and the directions. • Write a short paragraph directing one of their friends to a place. • Write a short paragraph about their favourite country. • Use different adjectives to describe places. | <ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools • Maps • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics |
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| <p>1.1 Listening to various age appropriate texts to build up an overall comprehension of what they have listened to.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) while listening to different types of texts from different sources.</p> <p>2.1 Participating in oral interactions in the classroom to exchange information, to direct others, to comment & to have fun.</p> <p>2.2 Conversing about different grade level topics using suitable strategies such as asking for and providing clarification visual clues to help students communicate (pictures, facial expressions and gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness (please, thank you, would, could and will)</p> <p>3.1 Reading to comprehend age appropriate texts on familiar topics for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the theme and the main idea of the text and locating pieces of information</p> <p>3.3 Willingly engaging in age appropriate reading activities by joining school reading groups and borrowing books from libraries.</p> <p>4.2 Writing to express personal experiences or events using descriptive details and clear event sequences, correct punctuation and correct spelling strategies</p> <p>4.4 Using smart devices in typing or checking writing to maintain aesthetic and neat form using topics related to other school subjects.</p> | <p>1.1 Mention the topic and the overall idea of simple informative, short descriptive and narrative texts they listen to and follow simple instructions accordingly.</p> <p>1.3 Respect turn taking rules and use supportive listening cues while listening to others.</p> <p>2.1 Discuss and exchange information in mini dialogues/group discussion to comment, direct others and have fun.</p> <p>2.2 Use words, phrases and expressions indicative to the topics they deal with in dialogues, discussions and role-plays related to grade level topics.</p> <p>2.3 Use appropriate expressions of politeness in a range of collaborative discussions with diverse partners.</p> <p>3.1. Mention the overall idea and purpose of different texts (fiction/nonfiction) on familiar topics.</p> <p>3.2. Determine the theme, the main idea and locate pieces of information in fiction and non-fiction age-appropriate texts.</p> <p>3.3. Present their reading activities in a diary or in oral presentations.</p> <p>4.2. Produce a legible style of writing to convey ideas clearly and in sequence using proper punctuation and spelling strategies.</p> <p>4.4. Type or check their writing about different topics using smart devices.</p> | <ul style="list-style-type: none"> • Listen and retell the main event of a text. • Listen and circle the correct answers. • Read a text to answer specific questions and come up with a conclusion. • Form questions about visited countries. • Ask and answer in groups about visited countries. • Present information of a visit of a classmate using details (days of visits, number of visits, ect) using high frequency expressions. • Write a short e-card about a country they visited expressing their own opinion of the monuments using comparative and superlative adjectives. • Write an e-card. • Re-write sentences using "yet" and "already". • Complete the sentences with yet or already. • Discuss in pairs/groups what to do on holiday. |
| | <ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ • Resources (visual and audio aids etc.) • ICT tools - Word programme | <ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics |