



Ministry of Education  
ELT General Supervision



## Curriculum and Curriculum Standards for Intermediate Education

(Grade 7)

Unit Plan for Terms 1 and 2

Based on the new Curriculum

Target English

2019/2020



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# Curriculum and Curriculum Standards for Intermediate Education

## Unit Plan for Grade Seven

### Target English

First Term (Time): 12 weeks

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
1. Family and Friends	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/nomative English speakers.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>3.1 Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.4 Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1 Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports, etc.) with the help of guide words.</p> <p>4.2 Plan, write, revise and edit a short text in English</p> <p>4.3 Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> <li>Read a text and complete a table.</li> <li>Talk about oneself, favourites, home, and possessions.</li> <li>Use possessive 's.</li> <li>Complete a text using contractions.</li> <li>Express preferences.</li> <li>Describe building.</li> <li>Write an-email about how to support people with special needs.</li> <li>Use "Have you got? I've got/ I haven't got</li> <li>Use words related to home.</li> <li>Engage in a role play.</li> <li>Participate in a group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Grouping (individual work, pair work, etc.)</li> <li>Materials/ Resources (visual and audio aids etc.)</li> <li>ICT tools</li> <li>Pictures</li> <li>Video clip</li> <li>Magazines</li> <li>Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Projects</li> <li>Quizzes</li> <li>Portfolio</li> <li>Questions</li> <li>Observation</li> <li>Rubrics</li> </ul>

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
2. Sports and Activities	<p>1.1. Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/nonnative English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2. Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>2.4. Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.</p> <p>3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3. Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>3.4. Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1. Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p>	<p>1.1. Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2. Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.</p> <p>1.3. Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1. Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.2. Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.</p> <p>2.3. Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>2.4. Present a short PPT presentation about the surrounding environment or other cultures, indicating what information from other subjects they used.</p> <p>3.1. Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2. Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.3. Present their favourite readings in a reading diary, in an oral presentation or during a round table.</p> <p>3.4. Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1. Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports, etc.) with the help of guide words.</p> <p>4.2. Plan, write, revise and edit a short text in English</p>	<ul style="list-style-type: none"> <li>• Talk about sports and adventures.</li> <li>• Express likes/dislikes.</li> <li>• Gather information about caves and animals.</li> <li>• Describe pictures.</li> <li>• Talk about abilities.</li> <li>• Talk about nationalities and languages</li> <li>• Use simple present.</li> <li>• Make negative (don't/ doesn't)</li> <li>• Form questions.</li> <li>• Use "modal verb: Can you? Yes, I can. / No, I can't"</li> <li>• Identify words with /p/ and /b/</li> <li>• Develop critical thinking.</li> <li>• Use connectors (and/ but/ or/ also).</li> <li>• Write a short paragraph about favourite sport activity.</li> <li>• Use capitalization.</li> <li>• Use gerund.</li> <li>• Engage in a role play.</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials/ Resources (visual and audio aids etc.)</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Video clip</li> <li>• Magazines</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
3. School Life	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/nonnative English speakers.</p> <p>2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3. Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.</p> <p>3.1. Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2. Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.3. Present their favourite readings in a reading diary, in an oral presentation or during a round table.</p> <p>4.1. Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports, etc.) with the help of guide words.</p> <p>4.2. Plan, write, revise and edit a short text in English</p> <p>4.3. Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p> <p>4.4. Compose short paragraphs about familiar topics related to other school subjects using different digital resources.</p>	<ul style="list-style-type: none"> <li>• Talk about school life.</li> <li>• Compare and contrast schools.</li> <li>• Make suggestions.</li> <li>• Accept or refuse suggestions.</li> <li>• Describe things and pictures.</li> <li>• Express likes/ dislikes.</li> <li>• Give opinion</li> <li>• Write and design an advert.</li> <li>• Use the present continuous.</li> <li>• Use adjectives and adverbs.</li> <li>• Use demonstrative pronouns.</li> <li>• Develop creative thinking.</li> <li>• Design a school timetable.</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials/ Resources (visual and audio aids etc.)</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Magazines</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>

#### 4. Instructions and Directions

<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/nomative English speakers.</p> <p>1.3 Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>1.4 Listening to a TV documentary from an English speaking TV channel to broaden their knowledge about topics learned in other subjects in order to present main points.</p> <p>2.1 Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>2.4 Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.</p> <p>3.1 Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2 Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4 Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3 Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>1.4 Identify some facts related to other school subjects from TV documentaries to complete a project.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>2.4 Present a short PPT presentation about the surrounding environment or other cultures, indicating what information from other subjects they used.</p> <p>3.1. Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2. Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.4. Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1. Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports, etc.) with the help of guide words.</p> <p>4.2. Plan, write, revise and edit a short text in English</p> <p>4.3. Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> <li>• Give and follow instructions/ directions.</li> <li>• Give and understand directions.</li> <li>• Give advice on exams.</li> <li>• Follow rules.</li> <li>• Write a list of Do's and Don'ts about the school library.</li> <li>• Give a speech.</li> <li>• Describe and make an experiment</li> <li>• Write directions.</li> <li>• Share ideas.</li> <li>• Gather information</li> <li>• Use sequence words</li> <li>• Use imperatives (do/ don't)</li> <li>• Use preposition of place</li> <li>• Use adverbs of frequency</li> <li>• Develop critical thinking.</li> <li>• Develop creative thinking.</li> <li>• Match pictures with instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials/</li> <li>• Resources (visual and audio aids etc.)</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Video clip</li> <li>• Magazines</li> <li>• Realia (drinking straw/ a glass jar/ clay/ water)</li> <li>• Google map</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
5. Free Time	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/nomative English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3. Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>3.4. Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>3.1. Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2. Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.3. Present their favourite readings in a reading diary, in an oral presentation or during a round table.</p> <p>3.4. Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1. Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports, etc.) with the help of guide words.</p> <p>4.2. Plan, write, revise and edit a short text in English</p> <p>4.3. Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> <li>Give advice on desert camping.</li> <li>Make decisions and choices.</li> <li>Make suggestions.</li> <li>Express agreement.</li> <li>Ask for / give information.</li> <li>Write an invitation.</li> <li>Describe pictures.</li> <li>Find the differences between pictures.</li> <li>Express likes/ dislikes.</li> <li>Write a paragraph describing a mall.</li> <li>Form Wh- questions</li> <li>Use "There is / are"</li> <li>Use "some / any / a / an"</li> <li>Countable / uncountable nouns</li> <li>Use question tags</li> <li>Use connectors (but/ also/ because/ so)</li> <li>Complete a dialogue about shopping.</li> <li>Design sale promotions.</li> </ul>	<ul style="list-style-type: none"> <li>Grouping (individual work, pair work, etc.)</li> <li>Materials/ Resources (visual and audio aids etc.)</li> <li>ICT tools</li> <li>Pictures</li> <li>Video clips</li> <li>Magazines</li> <li>Newspapers</li> <li>PowerPoint</li> <li>Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Projects</li> <li>Quizzes</li> <li>Portfolio</li> <li>Questions</li> <li>Observation</li> <li>Rubrics</li> </ul>

## 6. Celebrations and Food

<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/nonnative English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (I'mm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p>	<ul style="list-style-type: none"> <li>• Interpret information from pictures</li> <li>• Discuss and exchange information.</li> <li>• Reorder instructions according to pictures.</li> <li>• Guess and make inferences.</li> <li>• Write pieces of advice.</li> <li>• Express likes/ dislikes.</li> <li>• Use If conditional (1st &amp; 2nd )</li> <li>• Complete a dialogue about ordering from a restaurant</li> <li>• Conduct a questionnaire about being healthy or unhealthy.</li> <li>• Write a paragraph describing a partner's diet.</li> <li>• Describe people and places.</li> <li>• Talk about celebrations.</li> <li>• Present a topic</li> <li>• Use pronouns.</li> <li>• Use (How much/ many)</li> <li>• Use countable / uncountable nouns</li> <li>• Identify the /p/ and /b/ sounds</li> <li>• Review and edit others' work</li> <li>• Make notes</li> <li>• Form questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials/</li> <li>• Resources (visual and audio aids etc.)</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Video clip</li> <li>• Magazines</li> <li>• Newspapers</li> <li>• Realia</li> <li>• Graphic organizers</li> <li>• PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>
<p>2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2. Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3. Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics .</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>3.1. Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2. Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.3. Present their favourite readings in a reading diary, in an oral presentation or during a round table.</p> <p>4.1. Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports, etc.) with the help of guide words.</p> <p>4.2. Plan, write, revise and edit a short text in English</p> <p>4.3. Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p> <p>4.4. Compose short paragraphs about familiar topics related to other school subjects using different digital resources.</p>			

## Second Term (Time): 12 weeks

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
7. Journey to the Past	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures),</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>2.4 Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.</p> <p>3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3. Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>3.4. Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>2.4 Present a short PPT presentation about the surrounding environment or other cultures, indicating what information from other subjects they used.</p> <p>3.1 Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2. Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.3. Present their favourite readings in a reading diary, in an oral presentation or during a round table.</p> <p>3.4. Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1. Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports, etc.) with the help of guide words.</p> <p>4.2. Plan, write, revise and edit a short text in English</p> <p>4.3. Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p> <p>4.4. Compose short paragraphs about familiar topics related to other school subjects using different digital resources.</p>	<ul style="list-style-type: none"> <li>Ask for and give information.</li> <li>Write a short paragraph about past events.</li> <li>Take part in a debate about life now and then.</li> <li>Talk about the past.</li> <li>Give a speech</li> <li>Seek information.</li> <li>Describe pictures.</li> <li>Use past simple (regular/ irregular verbs).</li> <li>Use context clue to determine word meaning.</li> <li>Make negative</li> <li>Generate ideas for writing with peers.</li> <li>Review, edit and rewrite own work.</li> <li>Use past continuous (when/ while)</li> <li>Prepare a PowerPoint presentation</li> <li>Use words related to Kuwait Culture</li> <li>Use 'used to'</li> </ul>	<ul style="list-style-type: none"> <li>Grouping (individual work, pair work, etc.)</li> <li>Materials/</li> <li>Resources (visual and audio aids etc.)</li> <li>ICT tools</li> <li>PowerPoint</li> <li>Magazines</li> <li>Realia</li> <li>Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Projects</li> <li>Quizzes</li> <li>Portfolio</li> <li>Questions</li> <li>Observation</li> <li>Rubrics</li> </ul>

## 8. The Work We Do

<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/nonnative English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3. Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>3.4. Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it .</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own .</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics .</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>3.1 Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.3 Present their favourite readings in a reading diary, in an oral presentation or during a round table.</p> <p>3.4 Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1 Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports, etc.) with the help of guide words .</p> <p>4.2 Plan, write, revise and edit a short text in English</p> <p>4.3 Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> <li>• Talk about jobs.</li> <li>• Describe pictures.</li> <li>• Guess and predict.</li> <li>• Re-tell a story.</li> <li>• Give instructions.</li> <li>• Set rules about the park.</li> <li>• Compare and contrast jobs.</li> <li>• Gather information about dangerous jobs.</li> <li>• Guess and make inferences.</li> <li>• Role-play</li> <li>• Use must/ mustn't</li> <li>• Design signs</li> <li>• Use have/ has to</li> <li>• Use don't /doesn't have to</li> <li>• Identify words with the silent /h/ sound</li> <li>• Develop imaginative thinking.</li> <li>• Work with words (crossword puzzle).</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• - Materials/</li> <li>• Resources (visual and audio aids etc.)</li> <li>• ICT tools</li> <li>• Real objects</li> <li>• Graphic organizers</li> <li>• Pictures</li> <li>• Magazines</li> <li>• Realia</li> <li>• Posters/ signs</li> <li>• Video clips</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
9. Jobs and Personality	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/nonnative English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4. Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>3.1. Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2. Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.4. Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1. Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports, etc.) with the help of guide words.</p> <p>4.3. Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p> <p>4.4. Compose short paragraphs about familiar topics related to other school subjects using different digital resources.</p>	<ul style="list-style-type: none"> <li>• Describe people</li> <li>• Role-play a job interview.</li> <li>• Talk about personal qualities.</li> <li>• Give pieces of advice.</li> <li>• Make suggestion.</li> <li>• Express gratitude to parents.</li> <li>• Gather information.</li> <li>• Make decision and choices.</li> <li>• Use should/ shouldn't</li> <li>• Us why don't you .....?</li> <li>• Use words related to personal qualities</li> <li>• Use had to/ didn't have to</li> <li>• Develop creative thinking.</li> <li>• Make a card to show gratitude.</li> <li>• Identify the / d/ and / θ/ sounds</li> <li>• Use adjectives and adverbs</li> <li>• Use punctuation marks.</li> <li>• Write a short paragraph about helping at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials/</li> <li>• Resources (visual and audio aids etc.)</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Graphic organizers</li> <li>• Magazine</li> <li>• newspaper</li> <li>• PowerPoint</li> <li>• Realia</li> <li>• Encyclopedia</li> <li>• Video clips</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>
				<p>التربية الابتدائية الاساسية الاساسية الاساسية</p> <p>وزارة التربية والتعليم الاساسية الاساسية</p>	

<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>1.4 Listening to a TV documentary from an English speaking TV channel to broaden their knowledge about topics learned in other subjects in order to present main points.</p> <p>2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4. Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>1.4 Identify some facts related to other school subjects from TV documentaries to complete a project.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics.</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>3.1. Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2. Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.4. Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1. Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports, etc.) with the help of guide words.</p> <p>4.2. Plan, write, revise and edit a short text in English</p> <p>4.3 Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> <li>• Describe pictures.</li> <li>• Guess and make inferences.</li> <li>• Talk about science and inventions.</li> <li>• Read and complete a table.</li> <li>• Recount experiences and events</li> <li>• Complete a chart.</li> <li>• Exchange information</li> <li>• Write a short paragraph about inventions and scientists.</li> <li>• Listen and complete an interview.</li> <li>• Form questions about holidays.</li> <li>• Use prepositions.</li> <li>• Write an e-card</li> <li>• Use relative pronouns (which/ where/ that/ who/ when)</li> <li>• Develop imaginative thinking.</li> <li>• Write some quotes.</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials/</li> <li>• Resources (visual and audio aids etc.)</li> <li>• ICT tools</li> <li>• Magazines</li> <li>• PowerPoint</li> <li>• Realia</li> <li>• Encyclopedia</li> <li>• Video clips</li> <li>• Map or atlas</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
11. Energy and Recycling	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing when listening to native/nonnative English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3. Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it .</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>3.1 .Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 .Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.3. Present their favourite readings in a reading diary, in an oral presentation or during a round table.</p> <p>4.1 .Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports, etc.) with the help of guide words.</p> <p>4.2. Plan, write, revise and edit a short text in English</p> <p>4.3. Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> <li>• Guess and make inferences.</li> <li>• Retell a story</li> <li>• Gather information.</li> <li>• Talk about recycling.</li> <li>• Describe pictures.</li> <li>• Write a short paragraph about future plans.</li> <li>• Use passive voice (past/ present).</li> <li>• Listen and complete a diagram.</li> <li>• Use 'going to'.</li> <li>• Write a short paragraph about future sources of energy.</li> <li>• Develop critical thinking</li> <li>• Develop creative thinking.</li> <li>• Make a poster about saving energy.</li> <li>• Use question tags.</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials/</li> <li>• Resources (visual and audio aids etc.)</li> <li>• ICT tools</li> <li>• Video clips</li> <li>• Graphic organizers.</li> <li>• Real objects (recycled objects)</li> <li>• Magazines</li> <li>• Newspaper</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>

## 12. Predicting the Future

<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.3 Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement.</p> <p>2.4 Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.</p> <p>3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4. Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>2.4 Present a short PPT presentation about the surrounding environment or other cultures, indicating what information from other subjects they used.</p> <p>3.1. Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2. Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.4. Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1. Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports, etc.) with the help of guide words.</p> <p>4.3. Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p> <p>4.4. Compose short paragraphs about familiar topics related to other school subjects using different digital resources.</p>	<ul style="list-style-type: none"> <li>• Describe the weather.</li> <li>• Make predictions.</li> <li>• Talk about the weather in different countries.</li> <li>• Express opinion.</li> <li>• Write about the causes of climate change.</li> <li>• Compare and contrast.</li> <li>• Talk about environmental problems.</li> <li>• Make suggestions about how to save the environment.</li> <li>• Exchange opinions and information.</li> <li>• Analyze and interpret data from a table.</li> <li>• Show concern for the planet.</li> <li>• Express likes/dislikes.</li> <li>• Use will/ won't.</li> <li>• Us modals of certainty and possibility.</li> <li>• Make negative.</li> <li>• Use capitalization and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials/</li> <li>• Resources (visual and audio aids etc.)</li> <li>• ICT tools – application</li> <li>• TV weather forecast</li> <li>• Video clips</li> <li>• PowerPoint</li> <li>• Atlas/ Map</li> <li>• Magazines</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>
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ELT Supervisor General

Suzan Al-Bashiti  
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1-8-2019



