



State of Kuwait  
Ministry of Education  
ELT General Supervision

## Curriculum and Curriculum Standards for Primary Education

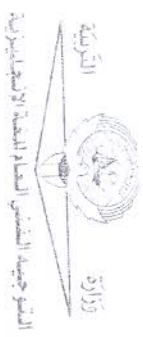
(Grade 2)

Learning Unit plans

Based on the new Curriculum

*New fun with English*

2017-2018



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6-8-2017

**Grade two**  
*New Fun with English (2 A)*  
**Unit (1) Number of teaching periods ( 8 )**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning activities	Resources	Assessment tools
<b>My day</b>	<p>1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences.</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others) responding orally to questions and greetings.</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects</p> <p>4.3 Writing from left to right neatly</p>	<p>1.2.2. Listening to and reading correctly to spoken or recorded instructions formulated in simple words, phrases or sentences</p> <p>2.1. Express themselves orally when talking to others initiating and responding to simple clear statements in simple familiar topics: (going shopping/going to school/going to the zoo..., etc</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds in words with one syllable; discriminate</p> <p>3.4. Read words and phrases related to topics learned in other subjects with the help of pictures</p> <p>4.3. Write sentences neatly and legibly</p>	<ul style="list-style-type: none"> <li>• Respond to instructions related to simple, well defined actions specific to school life.</li> <li>• Role play: short exchanges in pairs about everyday routine.</li> <li>• participate in short unrehearsed interactions (mini-dialogues) in the classroom on familiar topics that happen to appear during the lesson such as interacting with a first time visitor to the class. (critical thinking)</li> <li>• Use simple replies and greetings.</li> <li>• Exercises of listening sounds and finding corresponding letters in a set of cards.</li> <li>• Read CVC words that begin with the same initial sound "can - cat - car"</li> <li>• Exercises to discriminate words that begin with similar problematic sounds such as: b/p - f/v - /t/d - m/n</li> <li>• Read words and phrases related to daily routine.</li> <li>• "Read" geometrical shapes of objects and numbers 10-100 in 10s;</li> <li>• Solve an odd man out work sheet buy reading words and marking an x over the word unrelated to the theme. (critical thinking)</li> <li>• Read and match numbers with objects in pictures</li> <li>• Trace and copy simple words.</li> <li>• Re- order a simple picture story by numbering the pictures clearly and early. (critical thinking)</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ (visual and audio aids etc.)</p>	<ul style="list-style-type: none"> <li>■ Worksheets <input type="checkbox"/></li> <li>■ Projects <input type="checkbox"/></li> <li>■ Quizzes <input type="checkbox"/></li> <li>■ Portfolio <input type="checkbox"/></li> <li>■ Questions <input type="checkbox"/></li> <li>■ Observation <input type="checkbox"/></li> <li>■ ICT tools <input type="checkbox"/></li> <li>■ Oral presentation <input type="checkbox"/></li> </ul>

**Note: Activities chosen by the teachers should develop the given competences for each learning unit .**



**Grade two**  
*New fun with English*  
**Unit (2) Number of teaching periods ( 8 )**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit two pupils are expected to	Learning activities	Resources	Assessment tools
My home	<p>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults</p> <p>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics</p> <p>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers presenting their native place/ region</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</p> <p>3.4. Reading familiar words and associating them to images, based on their knowledge from other subjects</p> <p>4.3 Writing from left to right neatly</p> <p>4.4. Completing a picture on a grade related topic and labeling it</p>	<p>1.1. Understand simple words and phrases spoken by others and respond appropriately to simple instructions given by the teacher</p> <p>2.2. Use words learned to describe grade level topics in a communicative situation.</p> <p>2.3 Maintain a conversation showing confidence and as well as respect to others using the appropriate speech acts (polite requests , etc</p> <p>3.3. Show courtesy and positive attitudes to others while reading simple texts by respecting turn taking with minimum interruptions</p> <p>3.4. Read words and phrases related to topics learned in other subjects with the help of pictures</p> <p>4.3. Write sentences neatly and legibly</p> <p>4.4. Complete pictures on a specific topic and use words to label it.</p>	<ul style="list-style-type: none"> <li>• Recognise and use familiar sounds, words, simple phrases and simple sentences.</li> <li>• Raise hands when listening to certain words naming rooms of the house, body parts etc.</li> <li>• Create small groups and describe in turns rooms of the house. – with the help of pictures or other resources (critical thinking)</li> <li>• Exercises related to the use of politeness formulas (in addressing somebody; listening carefully and maintaining the conversation).</li> <li>• Participate in different oral activities about himself, his country (role playing).</li> <li>• Present their town/region in a poster by using photos, maps, drawings etc. and using words and simple phrases.</li> <li>• Read simple text "two to three words" in turns and observe turn taking.</li> <li>• Write names of colours and colouring pictures from Kuwait folk art.</li> <li>• Draw missing parts of a picture and write the word ( E.g.: Draw the missing parts of a house and write door/window, etc</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources</p> <p>(visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets O</li> <li>▪ Projects O</li> <li>▪ Quizzes O</li> <li>▪ Portfolio O</li> <li>▪ Questions O</li> <li>▪ Observation O</li> <li>▪ ICT tools O</li> <li>▪ Oral presentation O</li> </ul>

**Grade two**  
*New fun with English*  
**Unit (3)      Number of teaching periods ( 8 )**

Unit title	Competences to be by the end of unit three pupils are developed	Standards to be achieved Specific expected to	Learning activities	Resources	Assessment tools
<b>Let's find it !</b>	<p>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults</p> <p>1.4. Identifying Arabic words related to Islam in a listening text.</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings</p> <p>3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated with images or symbols</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</p> <p>4.3 Writing from left to right neatly</p> <p>4.4. Completing a picture on a grade related topic and labelling it.</p>	<p>1.1 Understand simple words and phrases spoken by others and respond appropriately to simple instructions given by the teacher</p> <p>1.4 Identify Arabic words related to Islam when listening to different sources with teacher's guidance</p> <p>2.1. Express themselves orally when talking to others initiating and responding to simple clear statements in simple familiar topics: (going shopping/going to school/going to the zoo ... etc</p> <p>3.1 Read aloud simple sentences and texts appropriate to their age identifying high frequency words associated with images and using correct intonation</p> <p>3.3. Show courtesy and positive attitudes to others while reading simple texts by respecting turn taking with minimum interruptions</p> <p>4.3. Write sentences neatly and legibly</p> <p>4.4. Complete pictures on a specific topic and use words to label it.</p>	<ul style="list-style-type: none"> <li>• Recognize and use t familiar sounds, words, simple phrases and simple sentences.</li> <li>• Listen to the recorded material and tick pictures related to prepositions.</li> <li>• Listen to circle the correct picture in a series of pictures when listening to a text about prepositions and clothes. (critical thinking)</li> <li>• Role play: short exchanges in pairs about everyday routine.</li> <li>• Participate in short unrehearsed interactions (mini-dialogues) in the classroom on familiar topics that happen to appear during the lesson such as interacting with a first time visitor to the class. (critical thinking)</li> <li>• Use simple replies and greetings.</li> <li>• Identify pictures of common objects and read the words under the pictures.</li> <li>• Segment simple words into sounds.</li> <li>• Read a sheet of paper with the most common letter sounds "long vowel sounds" and combinations (e.g., the, sh, ch, ing).</li> <li>• Read high frequency words provided by the teacher from different sources (e.g. newspapers).</li> <li>• Read simple text "two to three words" in turns and observe turn taking</li> <li>• Trace and copy simple words.</li> <li>• Re- order a simple picture story by numbering the pictures clearly and neatly. (critical thinking)</li> <li>• Draw missing parts of a picture and write the word ( E.g.: Draw the missing parts of a house and write door/window, etc</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>-Materials/ Resources</p> <p>(visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets</li> <li>○</li> <li>▪ Projects</li> <li>○</li> <li>▪ Portfolio</li> <li>○</li> <li>▪ Questions</li> <li>○</li> <li>▪ Observation</li> <li>○</li> <li>▪ ICT tools</li> <li>○</li> <li>▪ Oral presentation</li> <li>○</li> </ul>



**Grade two**  
*New fun with English*  
**Unit (4) Number of teaching periods ( 8 )**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit four pupils are expected to	Learning activities	Resources	Assessment tools
<b>Let's have fun</b>	<p>1.2.1 Distinguishing words in phrases and simple sentences by focusing attention while and after listening</p> <p>1.3. Listening respectfully to others and observe turn taking when they talk</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</p> <p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects</p> <p>4.1. Building correct simple sentence structure</p>	<p>1.2.1. Recognize words in phrases and simple sentences by focusing attention while and after listening</p> <p>1.3. Listen to and show respect to others when communicating and conversing</p> <p>2.1. Express themselves orally when talking to others initiating and responding to simple clear statements in simple familiar topics: (going shopping/going to school/going to the zoo... etc</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds in words with one syllable: discriminate words that begin with similar problematic sounds such as: b/p - f/v - t/d - m/n</p> <p>3.3. Show courtesy and positive attitudes to others while reading simple texts by respecting</p> <p>3.4. Read words and phrases related to topics learned in other subjects with the help of pictures</p> <p>4.1 Write simple meaningful sentences with proper Capitalization and punctuation marks correctly</p>	<ul style="list-style-type: none"> <li>• listen and circle theme related pictures/words (critical thinking)</li> <li>• Role play: students are asked to create groups of three; one student is asked to talk about sports.</li> <li>• Role play: short exchanges in pairs about everyday routine.</li> <li>• participate in short unrehearsed interactions (mini-dialogues) in the classroom on familiar topics that happen to appear during the lesson such as interacting with a first time visitor to the class. (critical thinking)</li> <li>• Use simple replies and greetings.</li> <li>• Exercises of listening sounds and finding corresponding letters in a set of cards.</li> <li>• Read CVC words that begin with the same initial sound "can - cat - car"</li> <li>• Exercises to discriminate words that begin with similar problematic sounds such as: b/p - f/v - t/d - m/n</li> <li>• Read simple text "two to three words" in turns and observe turn taking.</li> <li>• Read words and phrases related to daily routine;</li> <li>• "Read" geometrical shapes of objects and numbers 10-100 in 10s.</li> <li>• Solve an odd man out work sheet by reading words and marking an x over the word unrelated to the theme. (critical thinking)</li> <li>• Copy and write words and sentences.</li> <li>• Re-order words to form sentences</li> <li>• Write proper names e.g. "classmates", days of the week" in a sheet of paper using correct punctuation marks</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources</p> <p>(visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets</li> <li>○ Projects</li> <li>○ Portfolio</li> <li>○ Questions</li> <li>○ Observation</li> <li>○ ICT tools</li> <li>○ Oral presentation</li> </ul>

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**Grade two**  
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**Unit (5) - Number of teaching periods ( 8 )**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit five, pupils are expected to	Learning activities	Resources	Assessment tools
<b>At the restaurant</b>	<p>1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences</p> <p>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics</p> <p>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</p> <p>4.1. Building correct simple sentence structure</p> <p>4.2. Writing from left to right using basic punctuation marks correctly</p>	<p>1.2.2. Listening to and reacting correctly to spoken or recorded instructions formulated in simple words, phrases or sentences</p> <p>2.2. Use words learned to describe grade level topics in a communicative situation.</p> <p>2.3. Maintain a conversation showing confidence and as well as respect to others using the appropriate speech acts (polite requests, etc</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds in words with one syllable; discriminate words that begin with similar problematic sounds such as: b/p - f/v - t/d - m/n</p> <p>3.3. Show courtesy and positive attitudes to others while reading simple texts by respecting</p> <p>4.1 Write simple meaningful sentences with proper Capitalization and punctuation marks correctly</p> <p>4.2. Write simple sentences between four lines using basic punctuation marks</p>	<ul style="list-style-type: none"> <li>• Respond to instructions related to simple, well defined actions.</li> <li>• Create small groups and describe in turns places of food, – with the help of pictures or other resources (critical thinking)</li> <li>• Identify with famous companies " MacDonald's, KFC and Hardees "</li> <li>• Exercises related to the use of politeness formulas (in addressing somebody; listening carefully and maintaining the conversation).</li> <li>• Participate in different oral activities about himself, his country (role playing).</li> <li>• Exercises of listening sounds and finding corresponding letters in a set of cards.</li> <li>• Read CVC words that begin with the same initial sound "can - cat – car"</li> <li>• Exercises to discriminate words that begin with similar problematic sounds such as: b/p - f/v - t/d - m/n</li> <li>• Read simple text "two to three words" in turns and observe turn taking.</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets <input type="checkbox"/></li> <li>▪ Projects <input type="checkbox"/></li> <li>▪ Portfolio <input type="checkbox"/></li> <li>▪ Questions <input type="checkbox"/></li> <li>▪ Observation <input type="checkbox"/></li> <li>▪ ICT tools <input type="checkbox"/></li> <li>▪ Oral presentation <input type="checkbox"/></li> </ul>



## Grade two

### *New fun with English*

#### Unit 6 - Number of teaching periods ( 8 )

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit six, pupils are expected to	Learning Activities	Resources	Assessment tools
<b>Let's go shopping</b>	<p><b>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults</b></p> <p><b>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings</b></p> <p><b>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics</b></p> <p><b>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</b></p> <p><b>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</b></p> <p><b>4.1. Building correct simple sentence structure</b></p>	<p>1.1. Understand simple words and phrases spoken by others and respond appropriately to simple instructions given by the teacher</p> <p>2.1. Express themselves orally when talking to others initiating and responding to simple clear statements in simple familiar topics: (going shopping/going to school/going to the zoo... etc</p> <p>2.2. Use words learned to describe grade level topics in a communicative situation.</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds in words with one syllable; discriminate words that begin with similar problematic sounds such as: b/p - f/v - t/d - m/n</p> <p>3.3. Show courtesy and positive attitudes to others while reading simple texts by respecting turn taking with minimum interruptions</p> <p>4.1 Write simple meaningful sentences with proper Capitalization and punctuation marks correctly</p>	<ul style="list-style-type: none"> <li>• Recognize and use familiar sounds, words, simple phrases and simple sentences.</li> <li>• Raise hands when listening to certain words naming places and things they can buy.</li> <li>• Role play: short exchanges in pairs about everyday routine.</li> <li>• participate in short unrehearsed interactions (mini-dialogues) in the classroom on familiar topics. Use simple replies and greetings.</li> <li>• Create small groups and describe in turns places and things they can buy. – with the help of pictures.</li> <li>• Describe some pictures of places/shops) in Kuwait.</li> <li>• Exercises of listening sounds and finding corresponding letters in a set of cards.</li> <li>• Exercises to discriminate words that begin with similar problematic sounds such as: the (three) th (the).</li> <li>• Read simple text "two to three words" in turns and observe turn taking.</li> <li>• Copy and write words and sentences.</li> <li>• Re-order words to form sentences.</li> <li>• Write proper names e.g. "classmates " , days of the week" in a sheet of paper using correct punctuation marks.</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets ○</li> <li>▪ Projects ○</li> <li>▪ Portfolio ○</li> <li>▪ Questions ○</li> <li>▪ Observation ○</li> <li>▪ ICT tools ○</li> <li>▪ Oral presentation ○</li> </ul>



**Grade two**  
*New Fun with English*

**Unit (7) Number of teaching periods (8)**

Unit title	Specific Competences to be developed by	Standards to be achieved the end of unit seven pupils are expected to	Learning activities	Resources	Assessment tools
<b>At school</b>	<p><b>1.3. Listening respectfully to others and observe turn taking when they talk</b></p> <p><b>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings</b></p> <p><b>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers</b></p> <p><b>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</b></p> <p><b>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects</b></p> <p><b>4.1. Building correct simple sentence structure</b></p> <p><b>4.3 Writing from left to right neatly</b></p>	<p>1.3 Listen to and show respect to others when communicating and conversing</p> <p>2.1. Express themselves orally when talking to others initiating and responding to simple clear statements in simple familiar topics: (going shopping/going to school/going to the zoo..., etc</p> <p>2.3 Maintain a conversation showing confidence and as well as respect to others using the appropriate speech acts (polite requests , etc</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds in words with one syllable; discriminate words that begin with similar problematic sounds such as: b/p - f/v - t/d - m/n</p> <p>3.4. Read words and phrases related to topics learned in other subjects with the help of pictures</p> <p>4.1 Write simple meaningful sentences with proper Capitalization and punctuation marks correctly</p> <p>4.3. Write sentences neatly and legibly</p>	<ul style="list-style-type: none"> <li>• Role play: short exchanges in pairs about school.</li> <li>• participate in short unrehearsed interactions (mini-dialogues) in the classroom on familiar topics that happen to appear during the lesson such as interacting with a first time visitor to the class. (critical thinking)</li> <li>• Respond to instructions related to simple, well defined actions specific to school life.</li> <li>• Exercises related to the use of politeness formulas (in addressing somebody; listening carefully and maintaining the conversation);</li> <li>• Exercises of listening sounds and finding corresponding letters in a set of cards.</li> <li>• Read words and phrases related to daily routine; "Read" geometrical shapes of objects and numbers 10-100 in 10s;</li> <li>• Solve an odd man out work sheet by reading words and marking an x over the word unrelated to the theme. (critical thinking)</li> <li>• Read and match numbers with objects in pictures</li> <li>• Re-order words to form sentences.</li> <li>• Write proper names e.g. "classmates " , days of the week" in a sheet of paper using correct punctuation marks</li> <li>• Write simple words between four lines from left to right.</li> <li>• Complete /correct sentences with punctuation marks. Use finger spacing between words when writing a simple sentence.</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>Materials / Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>■ Worksheets</li> <li>■ Projects</li> <li>■ Portfolio</li> <li>■ Questions</li> <li>■ Observations</li> <li>■ ICT tools</li> <li>■ Oral presentation</li> </ul>

**Grade two**  
*New Fun with English*  
**Unit (8) (Time) 8 " periods**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit eight pupils are expected to	Learning activities	Resources	Assessment tools
<b>I like animals</b>	<p><b>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults</b></p> <p><b>1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences</b></p> <p><b>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics</b></p> <p><b>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers</b></p> <p><b>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</b></p> <p><b>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects</b></p> <p><b>4.1. Building correct simple sentence structure</b></p> <p><b>4.3. Writing from left to right neatly</b></p>	<p>1.1. Understand simple words and phrases spoken by others and respond appropriately to simple instructions given by the teacher</p> <p>1.2.2. Listening to and reacting correctly to spoken or recorded instructions formulated in simple words, phrases or sentences</p> <p>2.2. Use words learned to describe grade level topics in a communicative situation.</p> <p>2.3. Maintain a conversation showing confidence and as well as respect to others using the appropriate speech acts (polite requests , etc</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds in words with one syllable; discriminate words that begin with similar problematic sounds such as: b/p - f/v - t/d - m/n</p> <p>3.4. Read words and phrases related to topics learned in other subjects with the help of pictures</p> <p>4.1 Write simple meaningful sentences with proper Capitalization and punctuation marks correctly</p> <p>4.3. Write sentences neatly and legibly</p>	<ul style="list-style-type: none"> <li>• Recognize and use familiar sounds, words, simple phrases and simple sentences.</li> <li>• Raise hands when listening to certain words naming or describing animals.</li> <li>• Create small groups and describe in turns animals – with the help of pictures or other resources (critical thinking)</li> <li>• Describe some pictures of places in Kuwait.</li> <li>• Exercises related to the use of politeness formulas (in addressing somebody, listening carefully and maintaining the conversation).</li> <li>• Participate in different oral activities about personal experience (role playing).</li> <li>• Read words and phrases related to the zoo.</li> <li>• Solve an odd man out work sheet by reading words and marking an x over the word unrelated to the theme. (critical thinking)</li> <li>• Trace and copy simple words and sentences.</li> <li>• Re- order a simple picture story by numbering the pictures clearly and neatly. (critical thinking)</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources</p> <p>(visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>■ Worksheets</li> <li>○ Projects</li> <li>○ Portfolio</li> <li>○ Questions</li> <li>○ Observation</li> <li>■ ICT tools</li> <li>○ Oral presentation</li> </ul>



**Grade two**  
*New Fun with English*  
**Unit (9) (Time) " 8 " periods**

Unit title	Competences to be developed by the end of unit nine pupils	Standards to be achieved Specific are expected to	Learning activities	Resources	Assessment tools
<p style="text-align: center;"><b>My neighborhood</b></p>	<p><b>1.3. Listening respectfully to others and observe turn taking when they talk</b></p> <p><b>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings</b></p> <p><b>2.4. Using their knowledge and abilities acquired in other subjects for presenting their native place/ region</b></p> <p><b>3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated with images or symbols</b></p> <p><b>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</b></p> <p><b>4.1. Building correct simple sentence structure</b></p> <p><b>4.3. Writing from left to right neatly</b></p>	<p><b>1.3. Listen to and show respect to others when communicating and conversing</b></p> <p><b>2.1. Express themselves orally when talking to others initiating and responding to simple clear statements in simple familiar topics: (going shopping /going to school/going to the zoo.</b></p> <p><b>2.4. Use drawings, maps and words to present their town/region.</b></p> <p><b>3.1. Read aloud simple sentences and texts appropriate to their age identifying high frequency words associated with images and using correct intonation</b></p> <p><b>3.3. Show courtesy and positive attitudes to others while reading simple texts by respecting turn taking with minimum interruptions</b></p> <p><b>4.1 Write simple meaningful sentences with proper Capitalization and punctuation marks correctly</b></p> <p><b>4.3. Write sentences neatly and legibly</b></p>	<ul style="list-style-type: none"> <li>• Role play: short exchanges in pairs about himself and his neighbourhood.</li> <li>• Participate in short unrehearsed interactions (mini-dialogues) in the classroom on familiar topics that happen to appear during the lesson such as interacting with a first time visitor to the class. (critical thinking)</li> <li>• Use simple replies and greetings.</li> <li>• Listen to the recorded material and tick pictures about Kuwait.</li> <li>• Present their town/region in a poster by using photos, maps, drawings etc. and using words and simple phrases.</li> <li>• Segment simple words into sounds.</li> <li>• Read a sheet of paper with the most common letter sounds "long vowel sounds" and combinations (e.g., the, sh, ch, ing).</li> <li>• Read high frequency words provided by the teacher from different sources (e.g. newspapers).</li> <li>• Read simple instructions on a worksheet with images of different objects ( E.g.: draw a red circle around food items, put a blue x on things you can wear, etc (critical thinking)</li> <li>• Read simple text "two to three words" in turns and observe turn taking.</li> <li>• Copy and write words and sentences.</li> <li>• Re-order words to form sentences</li> <li>• Write proper names e.g. "classmates ", days of the week" in a sheet of paper using correct punctuation marks</li> <li>• Trace and copy simple words and sentences.</li> <li>• Re- order a simple picture story by numbering the pictures clearly and neatly. (critical thinking)</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets</li> <li>○</li> <li>▪ Projects</li> <li>○</li> <li>▪ Portfolio</li> <li>○</li> <li>▪ Questions</li> <li>○</li> <li>▪ Observation</li> <li>○</li> <li>▪ ICT tools</li> <li>○</li> <li>▪ Oral presentation</li> <li>○</li> </ul>



**Grade two**  
*New fun with English*  
**Unit (10) - Number of teaching periods ( 8 )**

Unit title	Standards to be achieved	Learning Activities	Resources	Formative Assessment	
<p style="text-align: center;"><b>Kuwait in the past</b></p>	<p>Specific Competences to be By the end of unit ten pupils developed are expected to</p> <p>1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings</p> <p>2.4. Using their knowledge and abilities acquired in other subjects for presenting their native place/ region</p> <p>3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated with images or symbols</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</p> <p>4.1. Building correct simple sentence structure</p> <p>4.2. Writing from left to right using basic punctuation marks correctly</p>	<p>1.2.2. Listening to and reacting correctly to spoken or recorded instructions formulated in simple words, phrases or sentences 2.1. Express themselves orally when talking to others initiating and responding to simple clear statements in simple familiar topics: (going shopping/going to school/going to the zoo., etc</p> <p>2.4. Use drawings, maps and words to present their town/region.</p> <p>3.1. Read aloud simple sentences and texts appropriate to their age identifying high frequency words associated with images and using correct intonation</p> <p>3.3. Show courtesy and positive attitudes to others while reading simple texts by respecting turn taking with minimum interruptions</p> <p>4.1 Write simple meaningful sentences with proper Capitalization and punctuation marks correctly</p> <p>4.2. Write simple sentences between four lines using basic punctuation marks</p>	<p>Respond to instructions related to simple, well defined actions specific to Kuwait in the past.</p> <ul style="list-style-type: none"> <li>Role play: short exchanges in pairs about Kuwait in the past.</li> <li>participate in short unrehearsed interactions (mini-dialogues) in the classroom on familiar topics that happen to appear during the lesson such as interacting with a first time visitor to the class. (critical thinking)</li> <li>Use simple replies and greetings.</li> <li>Listen to the recorded material and tick pictures about Kuwait. Present their town/region in a poster by using photos, maps, drawings etc. and using words and simple phrases.</li> <li>Identify pictures of common objects and read the words under the pictures.</li> <li>Participate in different oral activities about himself, his country (role playing).</li> <li>Read a sheet of paper with the most common letter sounds "ong vowel sounds" and combinations (e.g., the, sh, ch, ing).</li> <li>Read high frequency words provided by the teacher from different sources (e.g. newspapers).             <ul style="list-style-type: none"> <li>Read simple text in turns and observe turn taking.</li> </ul> </li> <li>Copy and write words and sentences.</li> <li>Re-order words to form sentences</li> <li>Write proper names e.g. "classmates", "days of the week" in a sheet of paper using correct punctuation marks</li> <li>Write simple words between four lines from left to right.</li> <li>Complete /correct sentences with punctuation marks.</li> <li>Use finger spacing between words when writing a simple sentence</li> </ul>	<p>Grouping (individual work, pair work, etc.) -Materials/ Resources (visual and audio aids etc.) ICT tools</p>	<ul style="list-style-type: none"> <li>Worksheets</li> <li>Projects</li> <li>Portfolio</li> <li>Questions</li> <li>Observation</li> <li>ICT tools</li> <li>Oral presentation</li> </ul>



