

State of Kuwait

Ministry of Education

ELT General Supervision

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Competences, learning activities and curriculum standards

(As stated by the World Bank & Ministry of Education – Kuwait)

Grades 1 & 2

Recommendations for the teaching and learning process

General aspects

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

The interdependence between the curriculum, the methodology of teaching/learning and the methods and instrument of assessment articulates the present, new national curriculum. This means that teachers need to recognize that:

- The curriculum indicates what children are expected to learn and also suggests learning experiences that can support them to do so.
- The teachers decide which teaching/learning approaches are the most appropriate in a given situation in order to support students' learning achievements for meeting the curriculum and performance standards
- The on-going assessment (formative and summative) of the learning is needed to inform teachers and students about what has already been learned, what has not been attained and what steps are needed in order to get there.

When all three components – *the curriculum, the teaching/learning activities and the assessment process* - interrelate effectively, the impact on learning will be at a premium.

Designing and planning the teaching/learning activities

The following three questions can be used by teachers when trying to design and plan the learning process:

- What aims do I wish to achieve?
- How can I organize teaching and learning to achieve these aims?
- How shall I know if I have been successful in reaching these aims?

The aims

Before designing and planning the teaching and learning activities, teachers must try to make sure that they have understood the curriculum and that they know the direction in which they have to proceed with their students to achieve the general and specific competences that help students to reach the curriculum standards. In other words, it is essential that teachers conceptualize the context for the teaching and learning of their school subject to enable them to take adequate decisions about what they are setting out to achieve with their students in a certain sequence of time.

Grade 1

Competences, learning activities and curriculum standards

General Competences	Specific Competences	Examples of Learning activities	Curriculum standards
1	2	3	4
GC 1. Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension	<p><i>A range of language realities</i></p> <p>1.1. Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</p>	<ul style="list-style-type: none"> • Exercises of listening and reproducing simple English high frequency words, heard in short oral messages - related to self, family and school. • Listen to the teacher and point at/match high frequency words related to the images of the body, family members – school objects. • Raise their hands when they hear initial/final sounds in simple words said by the teacher. • Listen to and repeat phrases, simple sentences or instructions pronounced by the teacher or peers as well as through recorded materials. • Listen to "ABC" songs as well as phonic songs/chants/games and reproduce them to consolidate the personal mastery of specific sounds and other phonic features of English. 	<p>Students are able to:</p> <p>1.1. Recognize words, phrases, instructions of English heard from natural sources (e.g. different persons' speech) or electronic ones (recorded material)</p>
	<p><i>A range of operations</i></p> <p>1.2. Distinguishing sounds in simple words as well as phrases and sentences by focusing attention before and while listening</p>	<ul style="list-style-type: none"> • Distinguish in English texts listened to sounds which are not represented in Arabic (V, P, Q, X, Z). • Repeat sounds heard from different sources. • Listen to a text and circle some letters reproducing sounds they hear from the teacher or different other sources. • Listen to simple words to recognize sounds in different positions. • Differentiate between various intonations – i.e. asking, answering, greeting etc. 	<p>1.2.. Distinguish, with teacher's guidance, English sounds which are not represented in Arabic</p>

General Competences	Specific Competences	Examples of Learning activities	Curriculum standards
1	2	3	4
	1.3 Following simple instructions given by the teacher in the classroom	<ul style="list-style-type: none"> Exercises with simple instructions using TPR (Please, stand up! Sit down! Open please your notebooks!). Create small groups and ask students to practice simple instructions/requests. 	1.3. Listen to and follow simple instructions in English related to life in the classroom
	<p>A range of attitudes</p> <p>1.4. Listening respectfully to the speaker</p>	<ul style="list-style-type: none"> Listen and respond to situations expressing interest (through nonverbal) and respect (through short verbal messages: Thank you, excuse me). 	1.4.Listen attentively and respond politely to speakers in different situations
	<p>A range of connections</p> <p>1.5. Recognizing and reproducing English sounds and words using their musical abilities or their knowledge acquired in Arabic language</p>	<ul style="list-style-type: none"> Listen to and reproduce sounds of letters of English that have similar sounds in Arabic Listen to and count numbers in English from 1-20; Listen to and repeat songs in English 	1.5. Identify English sounds in oral messages which are similar or different from Arabic sounds
GC 2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts	<p>A range of language realities</p> <p>2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech</p>	<ul style="list-style-type: none"> Participate in simple role play activities in which pupils express likes, dislikes and gratitude (e.g.: I like apples. Give me one, please. Thank you). Perform mini dialogues properly with the assistance of teachers (What's your name? Hello, how are you?) Describe simple pictures with one or two objects easy for pupils to talk about, using simple adjectives such as hot - big – short – cold Sing along short rhymes and songs in front of an audience 	<p>Students are able to</p> <p>2.1. Use appropriate simple vocabulary to indicate/name classroom objects, people and places, food items and other things in small conversations or individual speech</p>
	<p>A range of operations</p> <p>2.2. Responding to simple communicative situations in mini dialogues related to every day topics</p>	<ul style="list-style-type: none"> Participate in a role play activity with classmates respecting politeness formula e.g.: A: Where is my pencil, please? B: I see ... Here on the table. A: Thank you. 	2.2. Use simple language related to location of objects communicatively in mini dialogues

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	<p>A range of attitudes</p> <p>2.3. Building up positive personal motivation to speak with peers and adults using simple phrases and Sentences</p> <p>A range of connections</p> <p>2.4. Using the knowledge and abilities quired in other subjects when producing unds of English or speaking about their mily or school</p>	<ul style="list-style-type: none"> • Perform simple mini dialogues in pairs. • Talk with enthusiasm about themselves, family, and school with others. <ul style="list-style-type: none"> • Produce sounds of English which are similar/ different from sounds in Arabic. • Name parts of the body in English. • Engage in rhyming, games and songs that emphasize the patterns of sounds. • Respond to questions about numbers orally and physically using fingers. • Count classroom objects” (books, pencils etc.) in English. • Formulate some simple sentences about their Islamic identity (I’m a Muslim. I pray in the mosque). • Ask and answer questions in simple sentences (e.g. where are you from? I’m from Kuwait. I live in...). 	<p>2.3. Use simple words to speak clearly with a positive attitude about different simple topics such as oneself, others, family, school and country</p> <p>2.4. Respond correctly to questions about familiar topics "parts of the body , counting numbers , Kuwait , Islam"</p>
<p>GC 3. Reading and viewing a range of texts by means of different strategies in a variety of contexts</p>	<p>A range of language realities</p> <p>3.1. Reading aloud grade level words and phrases and identifying some of the high frequency words associated to images or symbols</p>	<ul style="list-style-type: none"> • Recognize the relation between sounds and their corresponding symbols. • Match upper case letters with lower case letters. • Underline upper/lower case letters in a sentence • Exercises to recognize the difference between Arabic and foreign language in terms of left right orientation. • Follow words from left to right and from top to bottom on the printed page. • Recognize the spacing between words from a printed simple text. • Circle the letter that corresponds to the sound pronounced by the teacher. 	<p>Students are able to:</p> <p>3.1. Read grade level words and phrases aloud clearly.</p>

General Competences	Specific Competences	Examples of Learning activities	Curriculum standards
1	2	3	4
	<p>A range of operations</p> <p>3.2. Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</p>	<ul style="list-style-type: none"> • Exercises for resorting to books appropriately, holding them right-side-up and turning pages one at a time. • Identify where in the book to begin reading. • Discriminate English letters from other shapes and symbols. • Practice reading by tracking text with fingers. • Read letters and pronounce sounds of the alphabet using suitable rhythm. • Point to the upper-case (E) and upper-case (F) and say "this F lost a leg". 	<p>3.2. Read illustrations, pictures, signs and words in written and visual materials.</p>
	<p>A range of attitudes</p> <p>3.3. Handling books respectfully and appropriately</p>	<ul style="list-style-type: none"> • Pupils respond to the teacher when asked to turn pages of their books. 	<p>3.3. Handle books appropriately holding them right-side-up and turning pages one at a time from front to back</p>
	<p>A range of connections</p> <p>3.4. Reading English letters, frequent words, and Arabic digits they can meet in familiar contexts</p>	<ul style="list-style-type: none"> • Read English letters which have similar/different sounds in Arabic. • Read numbers in digits from 1-20 in English from different contexts. • Read words related to parts of the body in English. • Match initials to pictures of body parts (leg, arm, body, finger etc.) • "Odd one out" exercise to distinguish letters from numbers. • Match objects to numbers. 	<p>3.4. Reading letters, numbers in digits from 1-20 ,and words related to parts of the body in English</p>
<p>GC 4. Writing a range of texts adapted to a variety of communicative purposes</p>	<p>A range of language realities</p> <p>4.1. Writing simple words and using drawings to indicate objects or feelings</p>	<ul style="list-style-type: none"> • Draw pictures of objects that have names beginning with the same initial sound. • Write words under pictures provided by the teacher. 	<p>Students are able to</p> <p>4.1. Write simple words or phrases related to issues learned in school</p>

General Competences	Specific Competences	Examples of Learning activities	Curriculum standards
1	2	3	4
	<p>A range of operations</p> <p>4.2. Drawing pre-letter figures from left to right</p>	<ul style="list-style-type: none"> • Pre-writing exercises: draw and colour shapes; trace and draw zigzag lines; copy, draw and close shapes from left to right. • Trace and colour some letter shapes and numbers. • Trace and copy letters by moving from left to right. 	<p>4.2. Draw correct figures of pre-letters from left to right</p>
	<p>A range of attitudes</p> <p>4.3. 4.3. Following a simple written pattern neatly based on teacher's support.</p>	<ul style="list-style-type: none"> • Using writing tools to draw human or animal images similar to letters. • Write letters and then combine them in a simple word or sentence. 	<p>4.3. Handle project tools neatly and in an organized manner on their own (pencils , papers, colours, glue, plastic scissors, pictures)</p>
	<p>A range of connections</p> <p>4.4. Drawing simple objects from the nature that have the form of Latin letters</p>	<ul style="list-style-type: none"> • Draw different objects randomly. • Draw from memory letters that are in the name of famous companies: KFC, VOLVO etc. Draw images similar to Latin letters. Draw Latin letters they remember from the streets. 	<p>4.4. Draw simple figures, images and shapes that have the form of Latin letters</p>

Grade 1 Learning content

Topic (Theme)	Content	List of items
<p>Me, my home and my school</p> <ul style="list-style-type: none"> • Hello • My body • My family • My house • School • The farm • Kuwait 	Vocabulary	Hello: hello, goodbye, hi.
		My body: ear, nose, hand, foot, eye, mouth, leg, arm, head, face, toe
		My family: family, mother, father, brother, thank you, please
		My house: fridge, door, sofa, garden, bed, bedroom, wall, kitchen, chair, eat
		School: teacher, numbers (1-20) table, desk, computer, class, library, ruler, eraser
		The farm: banana, date, egg, cow, bird, sheep, goat, horse, cat, dog, honey
		Kuwait: dhow, zoo, boat
	Structure	<i>I'm... Who's this? - His/hers name's...; Possessive adjectives: (my, his, her, your); Plurals: leg/legs Imperative: Touch you're/Don't / touch your...; Present simple: We read. They pray; Present continuous: What's (he) doing? He's She's (eating); How many ...? What color is/ are...? It's.../ They're...; Can I have a/an/ some ...? Yes here you are; No I don't have... - Do you like...? Yes, I do/No, I don't. - Where is/are ...? The modal verb can for ability: I can see (three cats). What are these /those? They're...</i>
	Language functions	<ul style="list-style-type: none"> • Greeting people (hello - hi- goodbye) - • Introducing oneself and others (I'm + name – My name is - what's your name) • Naming parts of the body (head, hand, body, leg) • Responding to instructions (stand up , sit down , open your book , walk, run) • Identifying & talking about colors(what color is it? red, blue, green, black) • Counting (how many ..? numbers 1 – 20) • Identifying classroom objects (what's this? – a book, a desk, pencil, ruler) • Identifying a person (Who's this? This is ...) • Making possession (I've got - this is my ...) • Expressing likes (I like apples, milk, bananas ...) • Asking politely (May I have ..., please?) • Expressing gratitude(thank you ...) • Making suggestions (let's...)

Grade 2

Competences, learning activities and curriculum standards

General Competences	Specific Competences	Examples of Learning activities	Curriculum standards
1	2	3	4
GC 1. Listening to oral messages by means of different strategies in a variety of contexts for effective comprehension	A range of language realities 1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults	<ul style="list-style-type: none"> • Listen in various contexts to a piece of speech. • Exercises of recognizing and repeating familiar sounds, words, simple phrases and simple sentences. • Raise hands when listening to certain words naming parts of body, family members, colours etc. 	Students are able to: 1.1. Understand simple words and phrases spoken by others and respond appropriately to simple instructions given by the teacher
	A range of operations 1.2. Distinguishing initial, medial and end sounds in simple words and understanding their meaning	<ul style="list-style-type: none"> • Listen and circle the initial, medial or end letter sounds on word cards or worksheets. 	1.2. Recognize initial, medial and end sounds in simple words of 3-4 letters
	1.3. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences	<ul style="list-style-type: none"> • Differentiate an instruction from another type of text. • Respond to instructions related to simple, well defined actions specific to school life. • Follow some instructions such as: draw a circle, draw a square above the circle, use shapes to make a face etc. 	1.3. Listen to and react correctly to spoken or recorded instructions formulated in simple words, phrases or sentences
	A range of attitudes 1.4. Listening to others and respecting social conventions when they communicate in English	<ul style="list-style-type: none"> • Role play: students are asked to create groups of three; one student is asked to talk about his/her family; the others exercise the “active listening”. 	1.4. Listen to and show respect to others when communicating in English
	A range of connections 1.5. Identifying Arabic words related to Islamic religion in a listened text in English	<ul style="list-style-type: none"> • Listen to the recorded material and tick pictures related to religion. • Listen to circle the correct picture in a series of pictures when listening to an English text 	1.5. Identify words, phrases and simple sentences when listening to different sources with teacher's guidance

General Competences	Specific Competences	Examples of Learning activities	Curriculum standards
1	2	3	4
		<p>on Islam.</p> <ul style="list-style-type: none"> Identify Arabic words such as Ramada, El Aid, Quran, El Hajj, and Mosque in an English text. 	
GC 2. Speaking by using strategies of individual and interactive speech in a variety of communicative contexts	<p>A range of language realities</p> <p>2.1. 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>	<ul style="list-style-type: none"> Role play: short exchanges between pairs about everyday routine. Improvise small interactions (mini-dialogues) in the classroom on familiar topics that happen to appear during the lesson. Uses simple replies and greetings. 	<p>Students are able to:</p> <p>2.1. Express themselves orally in English 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>A range of operations</p> <p>2.2. Responding to simple communicative situations in mini dialogues, describing family members, places and things.</p>	<ul style="list-style-type: none"> Role play: creating small groups and describing one by one – based on pictures or other resources – family members, friends, and well-known buildings in the town. Describe some pictures of places in Kuwait. 	<p>2.2. Use words learned to describe /name people, places, family and things</p>
	<p>A range of attitudes</p> <p>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers</p>	<ul style="list-style-type: none"> Exercises related to the use of politeness formulas (in addressing somebody; listening carefully and maintaining the conversation). Participate in different oral activities about himself, his country (role playing). 	<p>2.3. Open politely an interaction and uses adequately politeness forms during it "please, can I" fluently.</p>
	<p>A range of connections 2.4. Using their knowledge and abilities acquired in other subjects for presenting their native place/ region in English</p>	<ul style="list-style-type: none"> Listen to the recorded material and tick pictures about Kuwait. Use family pictures made in Kuwait and name the place where it was done. Present their town/region in a poster by using photos, maps, drawings etc. and using English words. 	<p>2.4. Use drawings, maps and English words to present their town/region.</p>

General Competences	Specific Competences	Examples of Learning activities	Curriculum standards
1	2	3	4
GC 3. Reading and viewing a range of texts by means of different strategies in a variety of contexts	<p><i>A range of language realities</i></p> <p>3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated to images or symbols</p>	<ul style="list-style-type: none"> • Identify pictures of common objects and read the words under the pictures. • Identifying labels with famous companies "McDonald's, KFC, and Hardees". • Distinguish between letters and CVC words • Blend sounds to form frequent CVC words • Segment simple words into sounds. • Match letters with pictures that begin with the same sound (C - Cat/B - Boy). • Look through different printed materials and underline CVC words. • Read a sheet of paper with the most common letter sounds "long vowel sounds" and combinations (e.g., the, sh, ch, ing). • Read high frequency words provided by the teacher from extra class sources (e.g. newspapers). • Read numbers and match them to mirror pictures with objects. • Count classroom objects and other objects from nature. • Read any of the speech bubbles in their books with teacher's guidance. 	<p>Students are able to:</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><i>A range of attitudes</i></p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</p>	<ul style="list-style-type: none"> • Read and circle words with initial capital letters • Read simple text "two to three words" in turns and observe turn taking. 	<p>3.3. Show respect and positive attitudes to others while reading simple texts in English by respecting turn taking</p>
	<p><i>A range of connections</i></p> <p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects</p>	<ul style="list-style-type: none"> • Read words and phrases related to daily routine; • "Read" geometrical shapes of objects and numbers 20-30; • Read names of animals in English texts • Read and match numbers with objects in pictures • Look at shapes "circle and square" and name them. 	<p>3.4. Read words and phrases related to daily routine with the help of pictures</p>

General Competences	Specific Competences	Examples of Learning activities	Curriculum standards
1	2	3	4
GC 4. Writing range of texts adapted to a variety of communicative purposes	<i>A range of language realities</i> 4.1. Writing words and simple sentences using elementary punctuation marks	<ul style="list-style-type: none"> Exercises of copying and writing words and sentences. Students write proper names e.g. "classmates " , days of the week" in a sheet of paper using correct punctuation marks 	<i>Students are able to:</i> 4.1 Capitalize and use simple punctuation marks correctly while writing
	<i>A range of operations</i> 4.2. Writing from left to right using basic punctuation marks correctly	<ul style="list-style-type: none"> Write simple words between four lines from left to right. 	4.2. Write simple words between four lines using basic punctuation marks by following or not a model
	<i>A range of attitudes</i> 4.3. Handling writing tools neatly and in an organized manner	<ul style="list-style-type: none"> Trace and copy lower case letters and simple words. Apply teacher's simple instructions correctly while writing "in the air" and on the board (movements of go up – down – round etc.). 	4.3. Trace and copy upper and lowercase letters and simple words neatly.
	<i>A range of connections</i> 4.4. Completing a map with the name of streets, town or villages, using English letters and their knowledge of their native region	<ul style="list-style-type: none"> Look at pictures of places in Kuwait and write the corresponding words. Complete a map using English words to indicate places, streets, monuments etc. Write simple words and short sentences in English about their region. Write names of colours in English and colouring objects from Kuwait folk art. 	4.3. Use English words and sentences to present their native town/region.

Grade 2 Learning content

Topic (Theme)	Content	List of items
<p style="text-align: center;">Me and my neighborhood</p> <p>At the restaurant Going shopping Going to school Going to the zoo And zoo animals Kuwait in the past</p>	Vocabulary	At the restaurant: breakfast, chicken, salad, cheese, orange juice, vegetables
		Going shopping: biscuits, milk, cola, bread, meat, rice, chips, buy
		Going to school: music, listen, write, days of the week, count, numbers (20-30), calculator
		Going to the zoo: elephant, camel, rabbit, zebra, zoo, lion, tiger, cage
		Kuwait in the past: well, tools, camel,
	Structure	<p>Present simple: (<i>I wash my face every day.</i>); Modal verb: <i>can</i> (for permission); <i>Can I watch television?</i> Imperatives: <i>Tidy your bedroom, please. Don't put the toys here. How many are there?</i> Possessive adjectives <i>my/your</i>: modal <i>.can</i> for making requests- <i>Can I have some...?</i> Present continuous: <i>What are you doing?</i></p> <p>The verb "have got": <i>Have we got (cheese)? Let's (go to the supermarket).</i> Past simple: <i>What did you/he/she paint /She/he painted... articles (a - an);</i> The verb <i>like</i> plus gerund: <i>I like looking at fish.</i></p>
	Language functions	<ul style="list-style-type: none"> • Talking about daily routines • Telling the time (What time? It's ...) • Counting (numbers 20 – 30) • Making polite requests (May I have ..., please?) • Giving instructions (stand up, sit down, open your book, walk, run...) • Asking and answering questions (What's that? It's a ...) • Giving commands (go out...close the door.) • Locating objects (Where's the ...? It's on In ...) • Asking for information (Where are the ...?) • Giving information (they're...) • Expressing likes and dislikes (I like ... I don't like...) • Talking about routines (I get up ...wash my face...) • Expressing likes and dislikes (I like ...I don't like...) • Expressing apology (I'm sorry ...) • Describing objects and animals (The book is red...the cat is black, big...) • Naming rooms of the house (this is my house – bedroom - living room – kitchen)