**Topical content and learning outcomes**

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| **Concept** | **Topics** | **Subject learning outcomes for topic** |
| Literary and non- literary texts | **Topic 1 - Identities*** People and introductions
* Describing people
 | * Reads fiction and non-fiction texts aloud with near- grade level fluency and accuracy of intonation and expression;
* Comprehends and analyses texts and relates them with their personal experience;
* Produces short texts of description of a person’s
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|  | * A famous movie star
* Hobbies and interests
 | physical appearance and character using appropriate vocabulary and structures;* Demonstrates awareness of connections, similarities and differences between people and reacts in positive ways;
* Explores identity through dramatic play;
* Reads the behaviours of others and responds appropriately;
* Speaks and writes about him / herself focusing on crucial information as well as some additional detail (like personal interests, feelings…);
* Listens to others’ ideas and respects different ways of being and doing;
* Gives a short, formal presentation about himself and the others;
* Composes a three-paragraph essay giving personal information (introduction, physical appearance and character, hobbies and interests);
* Listens/reads about other people and discusses information regarding age, nationality, appearance and character, occupation;
* Analyses the characters used in print, non-print, and digital materials (Age and gender, Race and nationality, Attitude and behaviour);
* Reads silently and aloud a text and gives an oral summary after each paragraph.
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| **Topic 2- Daily life*** The best school in the country
* A Family Party
* Family gatherings
* In and out of school
 | * Comprehends and analyses texts and relates them with their personal experience;
* Identifies the main idea(s) in the text and specific details (activities, time, place);
* Reads about the behaviours of others and responds appropriately respecting different ways of being and doing;
* Uses a range of texts for instructions for activities during the day;
* Gives a short, formal presentation expressing habits and routines;
* Express ideas and feelings and understands and respects the perspectives of others;
* Reads and identifies the structural features of the text, including identifying and summarizing topic sentence, main idea and supporting details;
* Responds to diversity with respect;
* Identifies topic, audience, and purpose for specific
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|  |  | oral presentations (e.g., to give personal information, inform classmates, to persuade an audience of adults);* Observes a peer presentation and offers more thoughtful positive and constructive feedback;
* Analyses the characters used in print, non-print, and digital materials (habits and routines; meal);
* Writes short, simple informal notes, messages or an email about themselves or others describing their daily life.
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| **Topic 3 – Relationship*** Living together
* My best friend
* My neighbourhood
* Living abroad
 | * Explores, selects, and reads texts containing descriptions of people in different sources (books, kids’ online newspapers, magazines) and shares them with peers;
* Reads the behaviours of others and responds appropriately;
* Examines different levels of identity and their implications for managing relationships with others;
* Analyses the characters used in print, non-print, and digital materials (Age and gender, Race and nationality, Attitude and behaviour and friendship);
* Compares and contrasts shared and different social, cultural and legal norms of people;
* Writes short simple descriptions of people and places;
* Comprehends and analyses texts and relates them with their personal experience;
* Actively uses, engages with and share the enjoyment of language and texts in a range of ways.
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| **Topic 4 – Then and now*** Changing the world
* How I met my best friend
* An exciting holiday
* A famous inventor
 | * Listens/reads about other people and discusses information regarding personal life and activities they did;
* Comprehends and analyses texts and relates them with their personal experience;
* Recognises and engages with written and oral culturally constructed texts;
* Composes short narrative paragraphs to describe daily activities or past events using chronological order;
* Uses critical thinking to identify the main conclusions in clearly signalled argumentative texts;
* Gives the correct sequence of three events and identifies cause and/or effect;
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|  |  | * Discusses, illustrates, dramatizes specific events shown in the text;
* Notes important details about the text read such as time, place and things;
* Retells some parts of the story and notes important details pertaining to character, settings, events;
* Reads a text and voices an opinion or conclusion based on reading beyond the literal meaning of the text.
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| **Topic 5 – Free time and entertainment*** Sports and fun activities
* Dangerous sports
* My favourite season
* Weekends and weekdays
 | * Uses a range of texts for instructions for leisure activities such as sport and craft;
* Comprehends and analyses texts and relates them with their personal experience;
* Reads and identifies the structural features of the text, including identifying and summarizing topic sentence, main idea and supporting details;
* Identifies powerful passages from texts and describe why they are personally meaningful;
* Makes inferences and predictions based on information in the text;
* Independently asks and answers questions that compare, contrast, classify and describe information and concepts contained the text and reference materials;
* Uses a range of texts for instructions for leisure activities such as sport and craft;
* Writes short, simple informal notes or messages about themselves, friends, families,habits, routines, preferences, feelings and activities.
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| **Topic 6 – Food*** At the supermarket
* Food around the World
* Being healthy

-Shops and shopping | * Identifies the types of foods found in grocery stores;
* Identifies and classifies foods in each group;
* Listens/reads about food and discusses information regarding health, diet, recipe and countries;
* Compares information and action required in authentic/authentic-like receipts and bills;
* Identifies purpose and relevant details (including required action) in authentic/authentic-like formal and informal messages and letters of up to one page in a variety of relevant contexts;
* Compares and contrasts different elements of using food and target culture found in various print and digital sources (traditional, celebrations, healthy and junk…) and uses them in their creative work
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|  |  | (short texts, dialogues, commentaries);* Uses critical thinking to identify the main conclusions in clearly signalled argumentative texts.
* Retells some parts of the story;
* Writes short, simple informal notes or messages about themselves, stores, eating, shopping, preferences, likes and dislikes.
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| **Topic 7 – The world around us*** An ancient city
* Travelling around the World
* An exciting journey

-A wonderful world | * Comprehends and analyses texts and relates them with their personal experience;
* Reads the behaviours of others and responds appropriately;
* Demonstrates awareness of connections, similarities and differences between people and places, and reacts. in positive ways;
* Prepares media to illustrate a presentation, including media from an electronic source, such as clipart or internet downloads about people and places;
* Makes inferences and predictions based on information in the text;
* Identifies author’s purpose and tone;
* Differentiates between fact and opinion and relevant/ irrelevant information in authentic/authentic-like articles and brochures of up to one page in a variety of relevant contexts;
* Draws conclusions based on information found in short authentic/authentic-like tables and charts or instructor-adapted bar/line graphs in personally relevant contexts.
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| **Topic 8 – Holidays and vacations*** An exciting journey
* School excursions
* Recollections
 | * Retells some parts of the story;
* Writes short, simple informal notes or messages about their experiences. (places, eating, shopping, people);
* Discusses with peers and teacher regarding travel and transport;
* Uses critical thinking to identify the main conclusions in clearly signalled argumentative texts;
* Compares and contrasts cultural elements and artefacts of his own and target culture found in various print and digital sources (customs, celebrations, history…) and uses them in their creative work (short texts, dialogues, commentaries);
* Composes a three paragraph essay giving personal
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|  |  | information (journey, holiday, excursions);* Relates story events to one’s experience.
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| Figurative and non- figurative language | **Topic 1 - Identities*** Personal information
* Describing people
* Getting an information
* Feelings
 | * Reads, listens to a view a variety of narrative genres, including personal narrative, biography, anecdote and short story, and identifies similarities and differences;
* Expresses ideas and feelings and understands and respects the perspectives of others;
* Speaks clearly and with confidence in group and class discussions, listens attentively to others in discussions, allow others their turn to speak and respect what others say;
* Describes people based on photographs of people (known/unknown) speculating about person’s personal information (sharing photo album);
* Leaves-taking and expressions of politeness;
* Completes most forms related to personal information;
* Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others;
* Asks questions to clarify when information is not making sense;
* Presents created ID cards to class and participates in peer-evaluating them;
* Understands and compares formal and informal forms of greeting, presenting, leave-takings and expressions of politeness;
* Identifies topic, audience, and purpose for specific oral presentations. (e.g., to give personal information, inform classmates, to persuade an audience of adults);
* Responds to diversity with respect;
* Participates in play opportunities that promote social interaction with peers;
* Asks for and provides personal information;
* Respond to simple conversation in familiar contexts with familiar vocabulary;
* Takes notes on a short, informal presentation on a familiar topic or on a biographical or experiential topic;
* Uses verbal and non-verbal language to communicate thinking;
* Demonstrates awareness of the needs and rights of others;
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|  |  | * Develops strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities;
* Engages in and contribute to play and leisure experiences;
* Expresses a wide range of emotions, thoughts and views constructively;
* Controls strong emotions and impulses;
* Understands short simple descriptions of people and places;
* Makes a more complex oral presentation of narrative, expository, descriptive and persuasive type, with media, to a variety of audiences and receive feedback;
* Observes a peer presentation and offers more thoughtful positive and constructive feedback.
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| **Topic 2 – Daily life*** At home
* At school
* My daily duties and obligations
* Schooling
* Family gatherings
 | * Expresses likes and dislikes on a variety of everyday topics. (e.g. holidays, food, films, music, activities, etc);
* Completes most forms related to personal information on daily routines;
* Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others;
* Uses a particular kind of sentence for a specific purpose and audience -expressing opinions/ emotions;
* Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others;
* Engages in and contribute to play and leisure experiences at home/school;
* Uses verbal and non-verbal language to communicate thinking;
* Speaks clearly and with confidence in group and class discussions, listens attentively to others in discussions, allow others their turn to introduce daily habits and routines and respect others;
* Distinguishes text-types according to purpose and language features -Comparison and contrast.
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| **Topic 3 - Relationship**- People around me | * Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others;
* Responds appropriately to verbal and nonverbal
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|  | * Neighbourhood
* Keeping in touch
* Working together
* Expressing feelings
 | cues;* Makes connections to personal and shared ideas and experiences by talking in pairs or small groups;
* Prepares media to illustrate a presentation, including media from an electronic source, such as clipart or internet downloads;
* Demonstrates awareness of the needs and rights of others;
* Uses verbal and non-verbal language to communicate with others (email, phone, social chats, etc.);
* Demonstrates awareness of the needs and rights of others;
* Takes notes on a short, informal presentation on a familiar topic or on a biographical or experiential topic;
* Participates in play opportunities that promote social interaction with peers;
* Understands short simple descriptions of people and places and the relationship with them.
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| **Topic 4 – Then and now*** A famous inventor
* A wonderful holiday
* An important person I met
* Inventions and discoveries
 | * Uses verbal and non-verbal language to communicate on past events;
* Responds to simple conversation in familiar contexts with familiar vocabulary;
* Speaks clearly and with confidence in group and class discussions, listens attentively to others in discussions, allow others their turn to express things happened in the past and respect those events. (social, religious, history, etc.);
* Understands short simple descriptions of people and places, responding appropriately to verbal and nonverbal cues;
* Completes most forms related to information in the past;
* Understands short simple descriptions of known people including how they met, place and time.
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| **Topic 5 – Free time and entertainment*** Leisure activities
* Sports and fun activities
* My favourite season
 | * Engages in and contribute to play and leisure experiences;
* Participate in play opportunities that promote social interaction with peers;
* Responds to simple conversation in familiar contexts with familiar vocabulary;
* Demonstrates awareness of the needs and rights of others;
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|  | * Weekends and weekdays
* Sports and equipment
* Social expressions (Buying a ticket)
 | * Understands short simple descriptions of people and places, responding appropriately to verbal and nonverbal cues.
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| **Topic 6 – Food*** Shopping
* Ordering food
* Food recipes
* Prices
* Shops and shopping
* Polite requests
 | * Expresses a wide range of emotions, thoughts and views constructively;
* Gets information about things and buy something in a shop;
* Compares information and action required in authentic/authentic-like receipts and bills;
* Follows an authentic/authentic-like sequence or non-sequential set of instructions related to unfamiliar tasks or procedures in relevant contexts;
* Understands short simple descriptions of people and places on using and growing food;
* Distinguishes text-types according to purpose and language features -Comparison and contrast;
* Responds to simple conversation in familiar contexts with familiar vocabulary;
* Shows an increasing awareness of healthy lifestyles and good nutrition;
* Develops strong foundations in both the culture and food of their family and of the broadercommunity without compromising their culture and tradition.
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| **Topic 7 – The world around us*** The place where I live
* Where I would like to go
* Travelling
* Important days
* Let’s clean our entertainment
* Directions
 | * Completes most forms related to people’s personal information;
* Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others;
* Prepares media to illustrate a presentation, including media from an electronic source, such as clipart or internet downloads about people, animals, plants and places around the world;
* Demonstrates awareness of the needs and rights of others;
* Gets information about things around them;
* Makes suggestions about places to go;
* Understands short simple descriptions of people and places and reflect on them;
* Demonstrates awareness of the needs of transportation.
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|  | **Topic 8 – Holidays and vacations*** Public and private transport
* People and places
* Social expressions (At the travel agent’s)
* At the airport
 | * Uses a particular kind of sentence for a specific purpose and audience -expressing opinions/ Emotions/ Preferences;
* Understands short simple descriptions of people and places and reflect on them;
* Demonstrates awareness of the needs and manners of transportation;
* Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others;
* Responds to simple conversation in familiar contexts with familiar vocabulary;
* Respond to diversity with respect;
* Participates in play opportunities that promote social interaction with peers;
* Understands short simple descriptions of people and places and discusses with peers .
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| Criticism, theory and history | **Topic 1** -**Identities*** Personal information
* Describing people
 | * Asks and/or answers questions to focus the topic, paraphrase ideas, clarify understanding, or identifies the need for further information,select a focus, an organizational structure, and a viewpoint, matching the purpose, message, and occasion;
* Explores cultural similarities and differences between his own culture and the target culture;
* Demonstrates awareness of the opinions of others about their efforts;
* Feels recognised and respected for who they are and explores different identities and points of view in dramatic play;
* Shares aspects of their culture with the other students and elders;
* Develops their social and cultural heritage through engagement with Elders and community members;
* Empathises with and expresses concern for others;
* Displays awareness of and respect for others’ perspectives;
* Prepares and give a 2 or 3-minute presentation about their hobby, sport, favourite film, family, holiday etc.;
* Recognises and engages with written and oral culturally constructed texts;
* Prepares media to illustrate a presentation, including media from an electronic source, such as clipart or internet downloads;
* Uses opportunities to develop understandings about the diversity of culture, heritage, background and
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| **Topic 2 – Daily life*** Duties and obligations
* Schooling
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| **Topic 3 – Relationship*** A wonderful family
* Neighbourhood
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| **Topic 4 – Then and now*** Helping people
* Things that changed the world
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| **Topic 5 – Free time and entertainment*** Dangerous sports
* Relaxing activities
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| **Topic 6 –** |

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|  | **Food*** Living in a farm
* Food around the world
 | tradition;* Demonstrates awareness of connections, similarities and differences between people and react in positive ways;
* Express ideas and feelings and understand and respect the perspectives of others.
* Listens to others’ ideas and respect different ways of being and doing;
* Appreciates social, cultural, linguistic and religious diversity;
* Makes predictions and generalisations about their daily activities;
* Articulates in complete sentences a synopsis of the daily activities that they perform, indicating the time of day (morning, afternoon, evening, or exact time) and day of the week the activity is performed;

Use short, everyday expressions and phrases to satisfy simple, routine tasks (personal details, daily routines, wants and needs;* Explores their responsibilities and rights and those of others in familiar contexts such as the family, the classroom, the school playground and local recreation areas;
* Makes predictions and generalisations about their daily activities, aspects of the natural world and environments;
* Explores ideas and theories using imagination and creativity;
* Use opportunities to develop understandings about the diversity of culture, heritage, background and tradition;
* Describe personal experiences and give basic information on everyday matters fluently and idiomatically;
* Leaves a message for someone in your family to get something from the shops;
* Shows an increasing awareness of healthy lifestyles and good nutrition;
* Demonstrate an awareness of the impact of human activity on environments and the interdependence of living things.
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| **Topic 7 – The world around us*** Keep clean your entertainment
* Dreams
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| **Topic 8 – Holidays and vacations**- Recollections-People and places |
| Language system | **Topic 1 – Identities**- Asking for and giving personal | * Understands simple yes/no and wh-questions and responds to simple yes/no and wh-questions with a simple response;
* Recognises that they have a right to belong to many communities and discuss with peers using positive
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|  | information* Describing words
* How often….?
* Question words
* Word stress
* Idioms related to nationalities
* Vocabulary field- countries, appearance and character
 | adjectives;* Asks questions to clarify when information is not making sense;
* Composes clear and coherent sentences using appropriate grammatical structures: -aspects of verbs;
* Asks questions to clarify or provide further understanding on the topic;
* Explores structures and vocabulary used in describing people (present simple tense, adjectives) and practices their use in context;
* Identifies adjectives and use correctly in their writing;
* Discusses family members using a variety of adjectives to describe personality;
* Produces appropriate answers to questions about personal information, such as name, age, email address, occupation, etc.;
* Uses simple sentences to compare and contrast ideas/objects;
* Uses present simple to introduce himself / herself and others correctly;
* Writes three-part structured paragraphs that contain an introduction, body and conclusion using appropriate structure (adjectives and their order, present simple);
* Produces short texts of description of a person’s physical appearance and character using appropriate vocabulary and structures;
* Writes sentences (affirmative, negative, and interrogative) with correct capitalization, punctuation, word order and correct subject-verb agreement.
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| **Topic 2 – Daily life**-Habits and routines-Expressing obligation ( have to)-What are you doing?-In, on, at-Intonation: falling and rising | * Articulates in complete sentences a synopsis of the daily activities that they perform, indicating the time of day (morning, afternoon, evening, or exact time) and day of the week the activity is performed;
* Recognizes basic prepositions in contextualized speech;
* Composes clear and coherent sentences using appropriate grammatical structures: -Prepositions;
* Uses a particular kind of sentence for a specific purpose and audience –asking and responding to questions;
* Expresses obligations and responsibilities using
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|  | -Idioms related to jobs and time-Vocabulary field– occupations and obligations | Have to;* Express likes and dislikes on a variety of everyday topics using present simple correctly;
* Asks and answers about obligations and responsibilities at home and school;
* Expresses present activities and notes the difference between present simple and continuous;
* Uses descriptive adjectives correctly;
* Asks and answers about the frequency of actions using adverbs of frequency effectively;
* Uses chronological order when writing about daily activities or narrative paragraphs;
* Analyses a sentence, and identify the parts of speech of its parts., (noun, verb, adjective, adverb, pronoun, preposition);
* Demonstrates the skill of describing routines by selecting grammatically appropriate questions and statements;
* Demonstrates the ability to select the correct verb tense (simple present and present progressive) needed to complete a passage.
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| **Topic 3 - Relationship*** Expressing possession (‘s)
* Opposites ( big/mall)
* Describing people and their relations
* Describing feelings and things (-ed and -ing adjectives)
* Idioms related to character, attitudes
* Vocabulary field

– friends and relatives | * Explores differences in words that represent people, places and things (nouns including pronouns), happenings and states ( verbs ) qualities ( adjectives

) and details such as when, where and how (adverbs);* Explores structures and vocabulary used in describing people (present simple tense, adjectives and possessive nouns) and practices their use in context;
* Participates in face-to-face conversations to tell about him/herself or describe places or people. (feelings and situations);
* Matches positive and negative adjectives, and uses them politely;
* Describes people, things and situations in writing or speaking using adjectives ending *ing–ed-* inaccurately;
* Discusses family members or friends using a variety of adjectives to describe personality, feelings and emotions;
* Distinguishes between possessive nouns and descriptive nouns;
* Shows ownership, origin, authorship and measurement using ‘s.
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| **Topic 4 – Then and now*** Past actions
* Past with ago
* Expressing time and events
* Past time expressions
* Talking about you
* Spelling and silent letters
* Idioms related to time
* Vocabulary field

– inventions and discoveries | * Comprehends and analyses texts and relates them with their personal experience in the past;
* Uses words that signal differences between present and past in simple statements related to common activities;
* Identifies the correct form of a verb to convey the meaning of a completed past event;
* Applies the pronunciation rules for (-ed) endings in past forms of regular verbs in aural discrimination activities;
* Differentiates the correct form of a verb to use as determined by a time clue or time expression used to indicate either a simple completed past event or a simple repeated action/routine in the present tense;
* Forms questions and answers in the past simple using regular/irregular verbs and demonstrate knowledge of meaning, use, form and pronunciation;
* Differentiates the correct use of prepositions with regard to time or location.
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| **Topic 5 – Free time and entertainment*** How do you live?
* Positives and negatives
* Sail-sailing/ cook- cooking
* Describing activities
* Idioms related to entertainment
* Vocabulary field sports and leisure activities
 | * Asks and answers about the way they live including clothes, activities, free time and people;
* Listens to others’ ideas and respect different ways of being and doing and react in positive ways;
* Describes activities using adjectives;
* Discusses personal lifestyle comparing it to their peers’ lifestyle in English speaking countries;
* Responds to simple conversation in familiar contexts with familiar vocabulary.
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| **Topic 6 – Food*** Countable and uncountable
* a/an, the
 | * Identifies and uses count and non-count nouns and common quantifiers;
* Asks grammatically structured questions related to basic needs and respond appropriately using short phrases and sentences;
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|  | * Some/any
* Expressions of quantity
* Offering food and drink
* Polite requests and offers
* Idioms related to food and drinks
* Vocabulary field

– food and cooking | * Identifies definite and non-definite articles and uses them appropriately;
* Asks about the quantity of things and responds accurately giving the exact amount;
* Uses quantifying expressions (*much/many, a lot of, too, not enough)* to talk about quantity;
* Shows awareness of a range of vocabulary related to the topic of ‘health and lifestyle’;
* Gives and receives information about quantities, numbers, prices, etc.;
* Expresses likes and dislikes on a variety of everyday topics. (e.g. holidays, food, films, music, activities, etc).
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| **Topic 7** – **The world around us*** Location
* Future plans
* Making suggestions
* Expressing voluntary actions ( will )
* Giving a purpose
* Idioms related to entertainment
* Vocabulary field

– countries and nationalities | * Asks and answer questions in the present, past, and future tenses;
* Recognizes and corrects mistakes in capitalization, punctuation, sentence structure, verb forms, and other grammatical points covered at this level;
* Gives the purpose of the action using infinitives;
* Differentiates the correct use of prepositions with regard to time or location;
* Uses *going to/present continuous* to express future plans and fixed future arrangements;
* Takes part in discussions to express inevitable events in the future;
* Gives purposes about activities.
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| **Topic 8 – Holidays and vacations**-Future predictions-Expressing complaints, promises and requests-Future arrangements-Idioms related to holidays Vocabulary field - holidays and travelling | * Identifies and discuss aspects of everyday life such as transport, clothing and food;
* Understands short simple descriptions of people and places and reflect on them;
* Demonstrates awareness of the needs and manners of transportation;
* Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others;
* Responds to simple conversation in familiar contexts with familiar vocabulary;
* Participates in play opportunities that promote social interaction with peers;
* Understands short simple descriptions of people and places and discusses with peers;
* Makes predictions and arrangements about places, people and the weather;
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|  |  | * Makes short dialogues arranging to meet or booking a hotel;
* Writes a short request to a teacher, friends or manager of the school;
* Uses vocabulary related to holiday and vocation.
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