



وزارة التربية

Ministry of Education

دولة الكويت | State of Kuwait

English Pearls of Kuwait

Teacher's Guide



Grade 9

Books A & B

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INTRODUCTION

A. Philosophy, Principles, and Purpose of the Teacher's Guide

This Teacher's Guide has been developed to support educators in implementing the Grade 6 English curriculum. It prepares students for the academic challenges of high school. The Guide enhances existing teaching resources and introduces strategies that align with updated curriculum goals and contemporary best practices. Rather than prescribing a fixed set of methods, this Guide offers adaptable, research-informed approaches to facilitate responsive and effective teaching. It encourages educators to reflect on their teaching practices, explore diverse methodologies, and design learner-centred, relevant learning experiences. This Guide is founded on three core principles:

1. **Supportive Guidance:** The Guide is designed to provide practical suggestions and pedagogical options that can be adapted to meet varied classroom contexts. It respects teacher autonomy and professional judgment in tailoring instruction to suit learners' needs.
2. **Contextual Adaptability:** Recognising the diversity of student populations and classroom environments, the Guide promotes differentiated instruction. It acknowledges that effective teaching must be adaptable to different educational settings, learning styles, and student backgrounds.
3. **Inclusive Learning:** The curriculum serves all learners while recognising individual differences in knowledge, skills, values, and learning preferences. Teachers play a vital role in creating supportive environments that help each learner achieve their potential.

Through this Guide, educators are equipped to promote not only academic achievement but also the development of essential skills, attitudes, and values in alignment with Kuwait's national educational framework and Vision 2035.

B. Designing a Purposeful Learning Journey

The new English textbook series (**English Pearls of Kuwait**) for intermediate grades (6–9) was meticulously crafted to meet the evolving needs of Kuwaiti learners. Developed by a team of national curriculum specialists, English language supervisors, and experienced educators, the series reflects a unified vision grounded in Kuwait's National Curriculum Framework, CEFR standards, and the nation's Vision 2035.

This series is not just a collection of lessons; it is a coherent, learner-centred journey that balances language acquisition with 21st-century skills. The design process drew on classroom observations, needs assessments, and extensive research into global educational practices. Key references included the Cambridge English Vocabulary Profile, CEFR can-do outcomes, and Kuwait's values and personality development frameworks.

A critical feature of this series is its intentional integration of scaffolding. Each unit was designed to align vertically across grade levels, ensuring that language functions, vocabulary, grammar, and communicative strategies are introduced, reinforced, and progressively

deepened. This structured growth helps learners transition from foundational skills in Grade 6 to critical thinking, argumentation, and expressive fluency by the end of Grade 9.

The curriculum also emphasises cross-curricular themes, moral and civic values, and digital-age competencies. Tasks were curated to promote learner autonomy, encourage inquiry-based learning, and foster emotional and cultural intelligence. The Linker Bank and Micro-skills Matrix were embedded to guide explicit instruction in cohesion and language mechanics. At the same time, the CEFR-aligned vocabulary lists support both receptive and productive vocabulary growth.

In essence, this textbook series represents a comprehensive response to the question: “What kind of learner do we want to graduate from our schools?” It envisions confident, articulate, empathetic, and globally aware individuals who can make meaningful contributions to their society and the world.

UNDERSTANDING INTERMEDIATE LEARNERS (GRADES 6–9) – CHARACTERISTICS AND DEVELOPMENTAL DOMAINS

1. Introduction

This chapter outlines the characteristics of students across Grades 6 to 9 in Kuwait's intermediate English curriculum. Grounded in Kuwait Vision 2035 and CEFR-aligned outcomes, it addresses pedagogical, psychological, and developmental domains critical to effective instruction.

2. Student Characteristics Overview by Grade

Grade	Age	Cognitive Traits	Affective Traits	Psychomotor Traits	Pedagogical Focus
G6	11–12	Concrete thinking; needs structure	Likes games, group work	Developing fine motor control	Use visual aids, model tasks
G7	12–13	Emerging abstract thought; likes patterns	Seeks peer approval	Increasing handwriting fluency	Use inductive grammar, scaffolding
G8	13–14	Begins analytic thought, hypothesis-forming	Curious, self-aware	Confident in typing, sketching	Promote autonomy, project work
G9	14–15	Integrates logic with creativity	Values identity and ethics	Precision in writing	Encourage critical thinking, reflection

3. Cognitive Domain (Bloom's Taxonomy-Based)

- **G6–7:** Recall facts, understand basic texts, follow instructions.
- **G8:** Apply and analyse (e.g., cause/effect in reading or listening).
- **G9:** Evaluate and create (e.g., essays, presentations).

4. Affective Domain (Krathwohl's Taxonomy)

- **G6–7:** Introduce values (empathy, honesty, cooperation) via stories and role-play.
- **G8:** Promote respect and responsibility through collaborative projects.
- **G9:** Deepen integrity, empathy, and global citizenship in written tasks.

5. Psychomotor Domain

Development across grades in:

- **Pronunciation:** From syllable stress (G6) to speaker attitude and intonation (G9).
- **Writing:** From sentence-level (G6) to complete reports (G9).
- **Speaking:** From simple routines to persuasive discussions.

6. Psychological Considerations

Trait	Instructional Implication
Motivation	Use praise, real-world tasks, and learner choice
Attention Span	Vary pacing; use short, chunked activities (10–25 min)
Self-Concept	Provide risk-free tasks; celebrate effort
Peer Influence	Encourage peer collaboration and feedback

7. Pedagogical Design by Grade Band

- **G6–7:** Guided writing, controlled speaking (e.g., "My Daily Routines"). Use visual/auditory aids.
- **G8–9:** Integrated skills tasks (e.g., debates, presentations, projects). Encourage independent learning.

8. Kuwait Vision 2035 Alignment

Our curriculum supports:

- **21st Century Skills:** Collaboration, creativity, critical thinking, communication.
- **Cultural Identity:** Units on Kuwaiti heritage, ethics, and values.

9. Developmental Profiles by Grade

Grade 6 – Foundational Stage

- **Cognitive:** Learners depend on concrete examples. They require direct instruction and visual models to process information effectively.
- **Affective:** Respond well to praise, enjoy routines and games, and are motivated by engaging tasks.
- **Psychomotor:** Developing handwriting and basic pronunciation skills.
- **Pedagogical:** Use storytelling, songs, and structured tasks with strong visual support.

Grade 7 – Emerging Autonomy

- **Cognitive:** Begin identifying patterns and managing multi-step tasks.
- **Affective:** Influenced by peers, with rising interest in fairness and self-image.
- **Psychomotor:** Improved fluency in handwriting; expressive speech begins to form.
- **Pedagogical:** Emphasise pattern recognition and cooperative learning through graphic organisers.

Grade 8 – Critical Thinking Development

- **Cognitive:** Ready to analyse, compare, and form hypotheses.
- **Affective:** Engage deeply with issues tied to identity, ethics, or curiosity.
- **Psychomotor:** Confident in digital tasks and presentations.
- **Pedagogical:** Foster inquiry and autonomy through project-based learning and student-led tasks.

Grade 9 – Integration and Reflection

- **Cognitive:** Capable of synthesis, evaluation, and critical thought.
- **Affective:** Strong value-driven engagement; seek relevance and ethical exploration.
- **Psychomotor:** Extended writing and refined oral delivery.
- **Pedagogical:** Assign tasks that require reflection, debate, structured arguments, and peer feedback.

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CURRICULUM VISION AND PEDAGOGICAL FOUNDATIONS FOR ENGLISH LANGUAGE TEACHING AND LEARNING

Vision Statement

The English Pearls of Kuwait curriculum prepares learners to become confident, respectful, and globally aware citizens. English language education is not only about mastering a subject, but also about shaping students' ability to communicate, think critically, and participate responsibly in today's interconnected world.

1. The Role of English in Today's World

English is a vital tool of communication in the age of globalisation, digital innovation, and the knowledge economy. Proficiency in English opens doors to personal, academic, and professional growth and is a key component of modern functional literacy.

Therefore, English education must move beyond rote memorisation and textbook-centred instruction. It should incorporate practical, real-world learning that addresses the diverse communicative needs of Kuwaiti learners and prepares them for participation in both local and international contexts.

2. Purpose of English Language Education

English, as a school subject, integrates:

- Communicative skills (listening, speaking, reading, writing).
- Broader competencies in expression, intercultural awareness, and values.
- Preparation for active participation in science, technology, business, and education.

At higher levels, English links with cross-disciplinary themes such as:

- Intercultural communication
- Citizenship and human rights
- Media and peace education
- Sustainable development
- International relations

3. Principles of Effective Learning and Teaching

Teachers are encouraged to keep the following principles in mind:

- Begin by building on students' prior knowledge and connecting it to their personal contexts.
- Motivation drives learning across styles and abilities.
- Inquiry, effort, and self-discipline are essential to achieving success.
- Learning is relational: built through knowledge, skills, and attitudes.
- Collaboration matters: learning happens through both individual and group activities.

Effective teaching practices include:

- Building inclusive, supportive classrooms.
- Generating sustained student motivation.
- Defining and assessing clear learning outcomes.
- Nurturing students' talents and interests.
- Integrating values and attitudes alongside knowledge.
- Encouraging reflection, responsibility, and action.
- Making learning relevant, authentic, and connected across subjects.
- Continuously reflecting on and improving teaching effectiveness.

A. The Three Domains of Learning and Pedagogical Approaches

The English Pearls of Kuwait curriculum is grounded in the internationally recognised three domains of learning, first introduced by Bloom (1956) and later expanded by Anderson & Krathwohl (2001). These domains ensure that learning is holistic:

- **Cognitive Domain** – the development of knowledge, comprehension, and higher-order thinking. In English, this includes vocabulary growth, grammar mastery, analytical reading, and critical listening. Students move from recognising explicit detail in Grade 6 to synthesising and evaluating perspectives in Grade 9.
- **Affective Domain** – the shaping of attitudes, values, and dispositions. In the English classroom, this is developed through role play, debates, intercultural projects, and reflective writing, which nurture empathy, civic responsibility, and respect for diversity.
- **Psychomotor Domain** – performance and physical expression in learning. In English, this is evident in pronunciation, fluency, presentation skills, and the confident use of body language. Oral tasks, presentations, and interactive activities strengthen this domain.

The domains are realised through established schools of thought in language teaching, which guide how English is taught and learned:

- **Communicative Language Teaching (CLT)** – emphasises authentic communication, negotiation of meaning, and fluency (Hymes, 1972; Canale & Swain, 1980).
- **Task-Based Language Teaching (TBLT)** – learning through meaningful tasks such as interviews, reports, or projects (Prabhu, 1987; Ellis, 2003).
- **Inquiry-Based and Project-Based Learning** – encouraging investigation, exploration, and presentation of real-world issues (Dewey, 1938; Thomas, 2000).
- **Humanistic Approaches** – valuing learner motivation, emotional engagement, and autonomy (Rogers, 1969; Stevick, 1990).
- **Structural/Skill-Based Approaches** – ensuring systematic mastery of grammar, vocabulary, and the four skills.

By drawing on these traditions, the curriculum balances knowledge (cognitive), values (affective), and performance (psychomotor), ensuring comprehensive learner development.

B. Mapping the Three Domains and Pedagogical Approaches

	Focus	How It Appears in the English Pearls Curriculum (G6–G9)	Supported by Schools of Thought
Cognitive	Knowledge, comprehension, higher-order thinking	Grammar, vocabulary, reading comprehension, critical analysis	Structural, CLT, TBLT
Affective	Values, attitudes, intercultural awareness	Group discussions, debates, reflective tasks, intercultural projects	CLT, Humanistic, Project-Based
Psychomotor	Performance, fluency, physical expression	Pronunciation, oral fluency, presentations, body language	CLT, TBLT, Pronunciation-based approaches

4. Teaching for 21st-Century Skills

To meet modern learners' needs, teachers should integrate:

- Critical thinking, creativity, and problem-solving.
- Digital literacy and responsible technology use.
- Collaboration and leadership skills.
- Adaptability and life-long learning habits.

Suggested strategies:

- Use student-centred, inquiry-based learning with real-world resources.
- Adapt instruction to the school context, student needs, and available resources.
- Apply problem-based learning to real-life challenges.
- Design cooperative learning structures that promote teamwork and leadership.
- Embed learning in authentic contexts to spark engagement and critical reflection.

5. The Role of Educational Technologies

Educational technologies are powerful tools when used with purpose. They should:

- Enrich content delivery.
- Promote active, independent learning.
- Build digital citizenship and 21st-century skills.

“Appropriate technology” can range from digital apps to traditional resources; the key is that it must serve learning goals, not replace them.

6. Teacher as a Reflective Practitioner

Teachers are not only knowledge deliverers but also role models and facilitators of growth.

Effective teachers:

- Reflect regularly on their classroom practices.
- Share experiences and collaborate with colleagues.
- Balance cognitive, affective, and psychomotor goals when planning and reflecting.
- Guide students in developing values such as respect, empathy, responsibility, and sustainability, alongside language skills.

Summary

The English curriculum in Kuwait aims to cultivate globally competent, thoughtful, and skilled learners who are prepared to make meaningful contributions to society. By combining strong language skills with values, critical thinking, and intercultural understanding, English becomes a pathway to both personal growth and national development. The integration of the three domains of learning with internationally recognised schools of pedagogy ensures that learners are prepared cognitively, affectively, and psychomotorically to thrive in both local and global contexts.

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SCAFFOLDING FOR SUCCESS: HOW OUR TEXTBOOK LESSONS ARE STRUCTURED FOR PROGRESSIVE LEARNING

1. Understanding Scaffolding in Language Learning

Scaffolding is a foundational educational strategy rooted in Vygotsky's concept of the Zone of Proximal Development. It involves providing structured support to students as they develop new skills, gradually reducing assistance as learners gain independence. In language teaching, scaffolding ensures that learners acquire complex skills through step-by-step guidance, enabling them to engage meaningfully and achieve mastery.

Our scaffolding approach also aligns with Bloom's Taxonomy, ensuring that cognitive development progresses from lower-order thinking skills, such as remembering and understanding, to higher-order skills like analysing, evaluating, and creating. This taxonomy provides a framework for designing activities that incrementally challenge students to deepen their thinking and linguistic ability.

2. Vertical Progression Across Grade Levels (Grades 6–9)

Our English curriculum for Grades 6 to 9 is purposefully designed with vertical alignment, ensuring that each grade builds on the skills and knowledge of the previous year:

- ***Phonology & Stress Patterns***

Students move from identifying syllables and basic word stress (Grade 6) to mastering connected speech and contrastive stress (Grade 9).

- ***Speaking***

Learners progress from expressing simple personal experiences and routines in short dialogues (Grade 6) to engaging in debates, problem-solving discussions, and analytical conversations with precise vocabulary (Grade 9).

- ***Presentation Skills***

Students develop from using basic eye contact and posture (Grade 6) to delivering structured presentations that present claims, evidence, and clear arguments with appropriate tone and style (Grade 9).

- ***Listening Comprehension***

The initial focus on listening for gist and identifying explicit details (Grade 6) develops into understanding implied meaning, evaluating opinions, and analysing attitudes in spoken texts (Grade 9).

- **Reading Comprehension**

Students progress from recognising the main idea and locating explicit information (Grade 6) to critical reading that includes inference, evaluating arguments, and synthesising ideas across multiple texts (Grade 9).

- **Writing Skills**

Students progress from producing short, guided descriptive and expository paragraphs (Grade 6) to culminating in well-organised, coherent reports that express, justify, and critique opinions in an academic style (Grade 9).

3. Horizontal Progression Within a Grade

While vertical progression ensures continuity from Grade 6 to Grade 9, horizontal progression ensures coherence and balance within a single grade level. It is not only about sequencing skills, but also about how **themes, language functions, and skill strands interrelate across units and lessons** in the same year.

- **Integration of Themes:** Each grade level is organised around unifying themes that span the units (e.g., community, environment, technology, careers). These themes are progressively developed across lessons through reading passages, listening texts, speaking activities, and writing tasks. This design ensures that learners revisit the same theme from multiple angles, thereby deepening understanding, strengthening critical connections, and enhancing vocabulary retention.
- **Skill Reinforcement Across Lessons:** The seven lessons in each unit are deliberately sequenced so that skills are introduced and then reinforced in later lessons. For instance, new vocabulary first appears in Reading 1, is recycled in Listening/Speaking tasks, and then consolidated in Writing. Grammar structures are introduced contextually and then practised in communicative activities before being applied in extended writing tasks.
- **Integration and Progression of Language Skills:** Each unit is structured to ensure that the four macro-skills are not treated in isolation but are integrated in a progressive sequence. A student may begin with a reading text to build background knowledge, then engage in oral communication through role-plays, strengthen comprehension strategies with listening inputs, and finally consolidate learning in a structured writing task. This design achieves both progression (increasing complexity across tasks) and balance (equitable attention to each skill), enabling learners to perceive clear connections between receptive and productive skills.
- **Cognitive and Affective Progression:** Within a unit, tasks shift from surface-level understanding (e.g., identifying explicit facts in a text) to higher-order thinking (e.g., comparing perspectives, evaluating arguments, or writing reflective paragraphs). At the same time, activities are designed to maintain motivation by building on relatable contexts and gradually increasing challenge.

- **Recycling and Transfer:** Horizontal progression also involves deliberate recycling of key vocabulary, functional language, and strategies within the grade. Words introduced in one unit reappear in later units in more complex contexts, supporting long-term retention and enabling transfer of learning across themes.

This way, vertical progression ensures continuity across years. In contrast, horizontal progression provides coherence and integration within a year, ensuring that students experience thematic depth, skill balance, and recycling, rather than fragmented lessons.

These scaffolded progressions are anchored in the Intermediate Micro-skills Matrix and Curriculum Standards documents.

5. Building Vocabulary and Grammar Cohesively

Vocabulary instruction follows the CEFR framework, progressively introducing A2-level terms in early grades and advancing to B2-level vocabulary by the end of Grade 9. Students are exposed to both receptive and productive vocabulary, ensuring language used in class aligns with international standards.

Each grade includes specific grammar and discourse markers (linkers), such as:

- **Grade 6:** because, also, first, finally
- **Grade 7:** adds therefore, in addition, for example, next
- **Grade 8:** introduces in conclusion, however, although, despite, as a result
- **Grade 9:** expands with consequently, on the other hand, in contrast

This sequencing fosters cohesion and logical flow in both writing and speaking activities.

6. Cognitive, Social, and Cultural Dimensions

Beyond linguistic skills, our curriculum integrates value-based education aligned with Kuwait's Vision 2035. Themes such as empathy, collaboration, critical thinking, and civic responsibility are interwoven with academic content. Students are encouraged to reflect, connect personal experiences, and engage meaningfully with diverse perspectives.

7. Teacher's Role in Scaffolding

Teachers are essential facilitators in the scaffolding process. They:

- Model strategies and thinking aloud
- Provide structured tasks and guided practice
- Use formative assessment to adjust teaching
- Differentiate support based on individual learner needs

As students become more confident and competent, teacher support is gradually withdrawn, allowing learners to operate independently and apply their knowledge across contexts.

In conclusion, scaffolding in our textbook series is deliberate, cumulative, and holistic, ensuring that students not only meet grade-level expectations but are also prepared for higher-order language use and lifelong learning.

CREATING EFFECTIVE CLASSROOM ENVIRONMENTS: STRATEGIES FOR INTERMEDIATE TEACHERS

A positive classroom environment is foundational to effective teaching and learning. It directly influences students' emotional safety, motivation, and engagement (Marzano & Marzano, 2003). Teachers must consider the multifaceted nature of classroom settings, including physical layout, emotional climate, behaviour management, and socio-cultural responsiveness.

1. Physical Environment

- **Seating and Movement:** Arrange desks to align with lesson objectives. Use group seating for collaboration and rows for individual tasks (Uline & Tschannen-Moran, 2008). In Kuwait's intermediate classrooms, flexibility is key.
- **Visuals and Accessibility:** Display bilingual instructional aids (e.g., word banks, graphic organisers). Ensure clear walkways for safety and inclusion.

2. Emotional Climate

- **Teacher–Student Relationships:** Foster warmth, fairness, and consistent encouragement to build trust and reduce anxiety (Pianta, Hamre, & Allen, 2012).
- **Class Culture:** Co-create class charters to define shared norms for respect and support (Ministry of Education, 2023c).

3. Behaviour Management

- **Proactive Routines:** Start each lesson with a visible agenda. Use clear attention signals and positive reinforcement (Emmer & Evertson, 2017).
- **Consistency and Fairness:** Apply behavioural expectations uniformly. Log recurring issues and address root causes such as disengagement or unmet needs.

4. Cultural Sensitivity and Diversity

- **Inclusive Practice:** Recognise varied learning styles, languages, and family dynamics. Select materials that reflect cultural diversity and avoid stereotypes (Gay, 2010).
- **Contextual Relevance:** Anchor learning to local values and real-life applications (Ministry of Education, 2023c).

5. Handling Challenges Positively

- **Disruption:** Respond with composure. Use private, respectful redirection strategies (e.g., “Can you remind us of what we’re doing?”).
- **Anxiety or Withdrawal:** Pair students with supportive peers. Offer alternatives to public speaking.
- **Noise or Overstimulation:** Designate quiet areas and use subtle cues, such as hand signals or countdowns.

6. Positive Reinforcement Strategies

- **Targeted Praise:** Give specific feedback (e.g., “I like how you used a topic sentence.”).
- **Recognition and Responsibility:** Use systems such as stickers or rotating leadership roles to reinforce desired behaviours (Hattie, 2009).
- **Model Self-Regulation:** Demonstrate metacognitive talk and emotional awareness during teaching.

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Empowering Teachers to Inspire 21st-Century Learners

This Guide encourages teachers to be creative, adaptable, and reflective in their instructional approach. Educators are invited to interpret and apply the suggestions in ways that align with their students' needs and their professional judgment. Teachers are supported in applying their professional expertise to enrich the learning environment and to respond effectively to the evolving educational landscape.

By leveraging existing school resources, the Guide supports teachers in planning and delivering effective, engaging, and meaningful learning experiences. These activities foster not only academic achievement but also holistic personal development, equipping students with essential life skills. Teachers are encouraged to use this guide alongside unit plans to design responsive and purposeful lessons that integrate a variety of evidence-based instructional models, such as project-based learning, cooperative learning, and inquiry-based approaches.

This approach aligns with Kuwait's educational vision of fostering a forward-looking, value-driven, and globally competent generation. It supports the development of learners who are:

- **Responsible citizens**, confident in their Islamic, national, and global identities.
- **Active and collaborative participants** in personal growth and societal development.
- **Respectful individuals**, mindful of others and the environment.
- **Diligent lifelong learners**, committed to continuous improvement and intellectual curiosity.
- **Creative thinkers and problem-solvers**, capable of innovation and critical analysis.
- **Digitally literate learners**, proficient in using technology responsibly and effectively.
- **Emotionally intelligent individuals**, capable of managing themselves and interacting positively with others.

The new textbook is grounded in a **learner-centred approach** that emphasises real-life relevance and application. It aligns with both CEFR learning outcomes (A2–B1) and Kuwait's national curriculum standards, promoting gradual language development through authentic, contextualised practice. It prepares learners not only for academic assessments but also for active, ethical, and informed participation in their communities and future careers.

Ultimately, this guide equips teachers to nurture and empower learners who are prepared to thrive in a rapidly changing world by fostering the knowledge, skills, values, and attitudes necessary for 21st-century success.

LEARNER-CENTRED TEACHING TOOLKIT

A learner-centred classroom does more than “cover material”; it puts learners in the driver’s seat, asking them to explore, question, practise and reflect. Research syntheses indicate that lessons designed around active, learner-focused methods yield **higher academic gains, stronger engagement, and better retention** compared to traditional one-size-fits-all instruction. For example, meta-analyses of learner-centred approaches and cooperative learning both report significant boosts in achievement and motivation, especially at the middle school level. At the same time, formative assessment studies have found that real-time feedback can increase progress by half a grade level or more. (Black, P., & William, D., 1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-148.)

1. ACTIVE LEARNING

Definition

Active learning is an instructional approach that places students at the centre of the learning process, requiring them to engage in meaningful activities and reflect on what they are doing. Unlike traditional lecture-based methods, active learning emphasises participation, collaboration, and problem-solving, allowing learners to construct knowledge rather than passively receive it (Bonwell & Eison, 1991; Prince, 2004).

The Process of Active Learning

According to Bonwell and Eison (1991), active learning strategies typically follow a cyclical process that includes engagement, exploration, and reflection. Building on this framework, the three stages can be described as:

1. **Engagement** – Students are introduced to a concept or question that sparks interest and curiosity.
2. **Exploration and Interaction** – Through activities such as pair work, group discussions, role-plays, debates, problem-solving tasks, or hands-on projects, students apply and test their understanding.
3. **Reflection and Consolidation** – Learners reflect on what they have learned, share insights, and connect the activity to real-life situations or other areas of study.

Practical Application in the Classroom

Active learning can be applied across all stages and lessons. Some strategies include:

- **Think-Pair-Share:** Students think about a question individually, discuss it with a partner, and then share their thoughts with the class.

- **Role-Plays and Simulations:** Learners take on roles to act out real-world scenarios, encouraging empathy and practical language use.
- **Jigsaw Activities:** Each group member becomes an “expert” on a part of the topic and teaches it to their peers.
- **Problem-Based Tasks:** Students work in teams to solve real-world problems using critical thinking and collaboration.
- **Gallery Walks:** Learners move around the classroom to observe, discuss, and respond to posted materials or student work.

Benefits for Teachers and Learners

Active learning supports a more dynamic and inclusive classroom. It encourages student responsibility, enhances engagement, and allows teachers to observe learning in action, giving them opportunities to guide, support, and assess informally. It is especially effective in promoting 21st-century skills, including communication, collaboration, creativity, and critical thinking.

Applying Active Learning in the Intermediate Stage (Grades 6–9)

At the intermediate stage, students develop the ability to think more independently, express their ideas in English, and collaborate effectively. Active learning can be integrated into various lesson types, such as **reading, grammar, listening, speaking, and writing**, to make learning more meaningful and student-driven.

1. Reading Lessons

Purpose: Promote comprehension, critical thinking, and connection to real-world themes.

Examples of Active Learning Activities:

- **Jigsaw Reading:** Divide a long reading text into sections. Each group reads one part and presents a summary or answers questions for the class.
Example: For a passage with four paragraphs, divide the class into four groups—each group becomes an “expert” on one paragraph, then they re-group to share information.
- **Discussion Circles:** After reading a text, students sit in small groups to discuss prompts such as “Do you agree with the character’s decision? Why or why not?”
- **Graphic Organisers:** Students create story maps, Venn diagrams, or cause-and-effect charts to visually analyse the text.

2. Grammar Lessons

Purpose: Move beyond rote memorisation to meaningful practice.

Example of Active Learning Activities:

- **Grammar Auctions:** Present students with sentences (some of which are correct, some of which are incorrect). They “bid” on the ones they think are correct and justify their choices.

Example: In a lesson on past continuous, include sentences like “I was watching TV when the phone rang,” ✓ and “She watching a movie.” ✗

- **Role-Plays with Target Structures:** Provide students with situations that require the use of the targeted grammar point.

Example: Practising modal verbs through scenarios like “You are a doctor giving advice to a patient.”

3. Listening Lessons

Purpose: Move beyond passive reception to active engagement and critical response.

Example of Active Learning Activities:

- **Information Gap Activities:** Pair or group students and provide each with different pieces of information from a listening text. After listening, they must collaborate to complete a task or solve a problem using the information they heard.

Example: In Grade 8, Unit 1, Lesson Three (Listening: Life in Old Kuwait and Today), Student A listens for details about houses, while Student B listens for games. They then share and complete the table together

- **Opinion Line/Stand & Justify:** After listening to a recording that includes different viewpoints, students physically position themselves on an "opinion line" in the classroom to indicate agreement/disagreement with a speaker's idea. They must then explain their stance using evidence from the audio.

Example: In Grade 9, Unit 2, Lesson Three (Listening: AI Chatbots), after **listening to a text on AI chatbots, students respond to the statement, “AI can replace teachers in the classroom,” using phrases they heard.**

4. Speaking and Listening Lessons

Purpose: Build fluency, confidence, and real-life communication skills.

Examples of Active Learning Activities:

- **Think-Pair-Share:** Ask a discussion question. Students think silently, then share with a partner before the class discussion.

Example: “What would you do if you won a million dollars?”

- **Information Gap Activities:** Students receive different pieces of information and must ask and answer questions to complete a task.
Example: In Grade 6, Unit 2, Lesson Four (Speaking: Indoor and Outdoor Activities), Student A has information about indoor activities and Student B has information about outdoor ones. They ask and answer questions to complete the chart together.

5. Writing Lessons

Purpose: Make writing purposeful and collaborative.

Active Learning Activities:

- **Peer Editing Stations:** Students rotate around the classroom reviewing and giving feedback on classmates' writing using checklists.
Example: Focus on checking punctuation in one station and organisation in another.
- **Paragraph Starters and Continuations:** One student writes the opening sentences of a paragraph and passes it to another to continue. This promotes creativity, critical thinking, and collaboration.

6. Vocabulary Activities

Purpose: Reinforce and internalise new words in context.

Active Learning Activities:

- **Word Detective:** Provide students with a reading text and ask them to identify target vocabulary, infer its meaning from context, and share their findings with the class.
- **Vocabulary Charades or Pictionary:** Students act out or draw vocabulary words to help their peers *guess them*.
Example: Words like “recycle,” “cheer,” or “chat” work well with this.

2. DIFFERENTIATED INSTRUCTION

Definition

Differentiation is every intentional step a teacher takes to adjust **content, process, product, or the learning environment** so that all students—regardless of their readiness, interests, or learning preferences—can achieve the same goal. When you reteach a mini skill to a small group, provide a choice board for a project, or allow students to use headphones to replay a text, you are differentiating instruction. (Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners* (2nd ed.). Alexandria, VA: ASCD.)

1. Content (“What students take in”)

Quick upgrade	Examples
Multi-level texts	Two versions of a <i>reading passage</i> : the full passage for confident readers and a shorter/simplified version for learners needing more support.
Audio + text	Provide audio material and the transcript as optional support. Students may listen only, read along, or use both for reinforcement.
Vocabulary lists by readiness	Core list (8 words) for everyone; extension list (3 extra) for fast finishers.
Reading buddies / peer explainers	Pair a confident English speaker with a classmate who prefers Arabic support for a five-minute pre-read glossary check.
Writing	Assign a core writing task for all students, and an extension challenge (e.g., adding an extra paragraph, using more advanced linkers) for fast finishers.

2. Process (“How students work on the idea”)

Strategy	Class Practice
Tiered tasks	All groups create a timeline of Kuwait’s history. • Level 1 gets dates and pictures to sequence. • Level 2 only dates. • An extension group researches two current-event additions.
Interest centres	Set up three mini-stations on “Sports”, “Cuisine”, “Tourism”. Students spend 10 minutes at the one that interests them, gathering phrases for a later oral report.
Personal agendas	While the class drafts letters to a pen-pal, two students on personalised agendas finish a remedial punctuation exercise first, then join.
Hands-on supports	Use sentence-sorting cards for verb tenses; tactile learners arrange cards on desks; others complete a Google Form version or printed handouts.
Flexible timing	Struggling writers get extra time to polish a paragraph, while advanced writers add a 50-word reflection at the same time.

3. Product (“How learning is shown”)

Choice	Core requirement
Digital infographic / poster	Students create a visual poster (digital or paper) that presents three key facts from the unit text, each supported with a short explanation box.

One-minute video pitch/ Oral presentation	In pairs or individually, students deliver a short talk using at least four target words and ending with a clear conclusion or call-to-action.
Paragraph / report	Students produce a structured written response with an introduction, body, and conclusion, integrating key vocabulary from the unit.
Student-generated option	Students may propose another format (e.g., summary notes, dialogue, role-play) as long as it covers the same rubric criteria; teacher approval required.

Use a single common rubric so expectations remain equal, with only the format differing.

4. Learning Environment (“Where & with whom learning happens”)

Upgrade	Practical tip
Quiet & collaboration zones	Label a back corner “Focus” (silent headphones allowed) and two tables “Talk”. Train students to self-choose.
Culturally varied materials	Display books and visuals that reflect Kuwaiti life <i>and</i> global contexts to signal that every culture counts.
Help routines	“Ask 3 before me” poster: ask a partner, check the anchor chart, search the class Padlet App.—then raise your hand.
Movement-friendly options	Let kinaesthetic learners stand at a whiteboard or use clipboards while reading notes.

Extra Enhancements

Add-on	Why it helps
Tech tools for quick levelling – Newsela, Common Lit, Immersive Reader Apps.	Auto-adjusts reading difficulty and offers audio.
Digital formative checks – Kahoot, Google Forms	Gives instant data for regrouping.
AI supports – ChatGPT prompt bank or MagicSchool.ai	Generates scaffolded questions or sentence starters in seconds.

Final reminder for teachers

Differentiation = one goal, multiple doors.

Begin by tweaking just one element (e.g., add a multi-level text tomorrow). As routines settle, layer in more choices—students’ growth and engagement will speak for themselves.

Adapting Lessons for Auditory, Visual, And Kinaesthetic Students

Students learn in different ways, and teachers can make lessons more effective by engaging auditory, visual, and kinaesthetic learning preferences. While research shows that teaching strictly to a “preferred style” does not guarantee better learning, multisensory instruction—using different formats—helps learners stay motivated and understand more deeply (Pashler et al., 2009; Cuevas, 2015).

1. Auditory Learners

- **Definition:** Students who learn best through listening and speaking.
- **Strategies:** Use discussions, read-alouds, songs, and listening texts. Ask them to explain what they have learned to a partner.
- **Textbook Example:** In *Grade 9, Unit 1, Lesson Three (Listening: Survival Stories)*, students listen to a **spoken text (similar to a podcast)** about Arctic survival tips, then complete notes and discuss the advice. This activity engages auditory learners by requiring them to process and recall information through listening.

2. Visual Learners

- **Definition:** Students who learn best when information is presented visually.
- **Strategies:** Use charts, diagrams, flashcards, and highlighted key words. Encourage students to create posters or mind maps.
- **Textbook Example:** In *Grade 8, Unit 3, Lesson One (Reading: Living a Healthy Life)*, students work with an **infographic** about healthy habits. The lesson explicitly explains what an infographic is (“a picture or a diagram that shows or explains information”) and asks students to read and interpret it, then answer comprehension questions.

3. Kinaesthetic Learners

- **Definition:** Students who learn best through movement, touch, and doing.
- **Strategies:** Include role-plays, projects, experiments, and classroom activities that involve movement. Allow them to “act out” what they learn.
- **Textbook Example:** In *Grade 6, Unit 4, Lesson Four (Speaking: Bravery and Moral Actions)*, **students role-play** as TV reporters interviewing classmates about acts of bravery.

Conclusion for Teachers

To ensure that all students benefit, teachers should incorporate these strategies into each lesson. For example, introduce a topic through listening (*auditory*), show a diagram (*visual*), and have students act out or create something (*kinaesthetic*). This prevents monotony, supports engagement, and builds flexible learning skills.

Academic References

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3. CO-OPERATIVE LEARNING

1. What is it?

Co-operative learning is an approach in which small, purposely formed teams work toward a common academic goal, with every member held individually accountable for the outcome. Research identifies five essentials for success: positive interdependence, individual accountability, face-to-face interaction, explicit social-skills practice, and time for the team to reflect on how well it worked. (Johnson, D. W., & Johnson, R. T., 1999). *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning* (5th ed.). Allyn & Bacon.)

2. Why Use It? Key Research Highlights

Impact	Evidence
Higher achievement	Large meta-analyses across subjects report consistently higher test scores for students in co-operative settings compared with competitive or individual work.
Better engagement & motivation	Systematic reviews show stronger on-task behaviour and greater enjoyment, especially in middle school.
Supports language development	Structured peers talk boosts vocabulary and fluency for ELLs.
Optimal group size	Small teams of 3–5 students outperform pairs or large groups.

3. When to Use Groups, Pairs, or Solo Work?

Activity Goal	Best Format	Why
Check prior knowledge, quick skills drill	Individual	Gives you clean data on who needs help before grouping.
Rehearse a new structure, brainstorm ideas	Pairs (Think-Pair-Share)	Low-risk talk time; everyone practises.
Synthesise information, solve problems, create products	Teams (3-5 learners)	Allows the five co-operative elements to work; tasks are big enough to need multiple roles.
Reflection, assessment, personal writing	Individual	Ensures accountability and metacognition.

Rule of thumb: co-operate only when the task truly benefits from teamwork (e.g., synthesis, problem solving, project planning). Rotate formats in a lesson or unit to maintain a brisk and purposeful pace.

4. How to apply it effectively?

Step-by-step routine

1. **Form diverse teams** of 3–5 (mixed ability, gender, language confidence).
2. **State a clear, shared goal** and success criteria.
3. **Assign roles** (e.g., facilitator, recorder, language monitor, timekeeper).
4. **Provide a task sheet & rubric**; set a time limit.
5. **Monitor & coach** social skills (e.g., prompting quieter voices).
6. **Debrief**: teams rate how well they cooperated and set one improvement target.

5. Versatile co-operative techniques

Technique	What pupils do	Teacher tips
Jigsaw	Each team member studies a different section of any text / video and then teaches teammates.	Supply a graphic organiser so “experts” capture the same key points.
Numbered Heads Together	Teams discuss answers; teacher calls a random number to respond for the group.	Builds accountability—everyone must be ready.
Three-Step Interview	A interviews B → B interviews A → pairs share summaries with another pair.	Provide question stems to scaffold deeper follow-ups.
Team-Pair-Solo	Tackle five problems as a team → three in pairs → one individually.	Smooth “we → you all → you” release of responsibility.
STAD (Student Teams–Achievement Divisions)	Pre-quiz → team study → post-quiz; points are based on each learner’s improvement.	Rewards effort and growth, not just high marks.

These structures work with **any** reading, vocabulary, grammar, or writing content—simply plug in the target material.

6. Common pitfalls & fixes

Pitfall	Solution
One student dominates	Rotate roles each session; use “no hands” cold calling within teams.
Off-task chatter	Set micro-deadlines (e.g., “You have 90 seconds to list two causes”).
Uneven workload	Require individual exit slips or quizzes after group work.

Take-away

Co-operative learning, used *selectively* for tasks that benefit from teamwork, enriches language practice, builds social skills, and raises achievement. Combine it with solo and pair work throughout a unit for the best balance of engagement and accountability.

4. FORMATIVE ASSESSMENT

1. What is Formative Assessment?

Formative assessment is a continuous, low-stakes process of checking for understanding that occurs during instruction—**not** at the end of a unit or topic. It ranges from a single-question poll or exit ticket to structured tasks such as peer review, guided self-assessment, or think-pair-share.

A defining feature of formative assessment is that the evidence gathered is used immediately to inform instructional decisions and adapt learning strategies in real time.

As a key component of a **learner-centred teaching approach**, formative assessment:

- encourages active student engagement in the learning process.
- promotes reflection, self-monitoring, and goal-setting.
- supports differentiated instruction based on students’ current needs.
- Fosters a classroom culture where feedback guides growth, rather than grades.

In essence, formative assessment is not simply a tool for checking learning; it is a driver of it.

2. Why Use It?

- **Closes learning gaps fast** – misconceptions surface while they are still small and easy to fix.
- **Boosts motivation** – students see progress in real time and know what to work on next.
- **Targets support efficiently** – teachers avoid whole-class reteaching and give help where it is really needed.
- **Builds ownership** – self- and peer-checks teach learners to monitor and improve their own work.

Formative assessment should always be tied directly to **learning outcomes**. Teachers should ask: What evidence would show me that students are moving closer to today’s outcomes? This ensures that checks are purposeful rather than routine.

3. Main Types at a Glance

Type	Who gathers the evidence?	Typical use	Example tool
Teacher-led	Teacher	Spot-check specific skill or concept	Mini whiteboards
Peer	Classmates	Give feedback using clear criteria	“Two Stars & a Wish” comments
Self	Learner	Reflect on own understanding or effort	Traffic-light cards

4. Core Activities (5 minutes or less)

Activity	How it works	Best grouping
Entrance / Exit Ticket	One prompt at the door (begin or end).	Individual
Thumb / Traffic-Light Signal	Thumb up / sideways / down or green-yellow-red card.	Individual → quick pairing for support
Think-Pair-Share	Think silently → discuss with partner → volunteers share.	Pairs
Mini Whiteboards	Write answer, hold up on cue.	Individual
ABCD Quick Poll	Choose A-B-C-D option that matches a multiple-choice question.	Individual or teams compare first
Peer Mark-Up	Swap drafts; highlight one strength, one improvement area.	Pairs or groups of 3

5. When to Use Each Format

Lesson moment	Good check	Why it fits
Start of lesson / unit	Entrance ticket, ABCD poll	Diagnose prior knowledge to plan grouping.
Mid-lesson “pulse”	Mini whiteboards, thumb signal	Decide on-the-spot whether to move on or reteach.
Practice phase	Think-Pair-Share, peer mark-up	Let students process and clarify ideas before they fossilise errors.
Wrap-up	Exit ticket, traffic light	Gather final evidence to design tomorrow’s opener.

Lesson moment	Good check	Why it fits
End of week / mini unit	Self-reflection log	Students summarise growth, set goals, request help.

6. Simple Implementation Cycle

To promote evidence-based instruction, teachers are encouraged to apply a streamlined formative assessment cycle that enables timely instructional adjustment based on learner needs. This cycle comprises four concise steps:

1. Plan

Identify a specific concept, skill, or learning outcome that requires formative evidence. This may be a recent teaching point or a prerequisite concept for upcoming content.

2. Prompt

Administer a brief, focused task (ideally ≤ 5 minutes) designed to elicit clear evidence of student understanding. Examples include a one-sentence application, a multiple-choice check-in, or a short written explanation.

3. Read

Quickly scan student responses to categorise them into broad patterns such as “Got it” and “Not yet.” This diagnostic review should focus on identifying misconceptions or gaps, rather than grading.

4. Respond

Based on observed patterns, determine and implement an instructional response. This may involve reteaching, providing extension tasks, or regrouping learners for peer collaboration. The response can occur immediately or in the next lesson segment.

Golden Rule:

Do not assign a formative assessment task unless you intend to act on the results. The value of formative checks lies in the instructional decisions they inform.

This cycle is designed to maintain instructional momentum while ensuring teaching is guided by real-time learner evidence.

7. Classroom Example

In a Grade 7 reading lesson, the teacher pauses after the second paragraph and asks students to write the main idea on mini whiteboards. A quick scan shows half the class identified details instead of the central idea. The teacher briefly models the strategy again, gives a new short paragraph, and checks again—this time, most students identify the correct main idea. The formative check immediately shaped instruction and prevented errors from becoming fixed.

8. Feedback Quality

- Feedback should be **specific, actionable, and encouraging**.
- Example: Instead of “*Good job,*” say: “*Your summary includes key points, but you can improve by adding transition words.*”
- Use simple frameworks: **Two Stars and a Wish** or **SBI (Strength, Best step, Improvement)**.

9. Tips for Success

- **One clear purpose** – limit to 1–2 checks per lesson.
- **Keep it visible** – chart progress; celebrate improvement, not just scores.
- **Vary group sizes** – solo for accountability, pairs for discussion, teams for peer coaching.
- **Use technology** – tools like Kahoot, or Google Forms can make checks quick and engaging.
- **Student-generated questions** – let students create questions for their peers.
- **Close the loop** – start the next lesson with a 3-minute fix based on yesterday’s evidence.

10. Common Pitfalls to Avoid

- **Turning every formative assessment check (e.g., exit ticket, poll, mini whiteboard response) into a grade** undermines the low-stakes nature and discourages honest responses.
- **Doing too many checks in one lesson** reduces teaching time and overwhelms learners. One or two well-placed checks are sufficient.
- **Ignoring the evidence from checks** – if results aren’t acted on, students disengage. Always use the information gathered to adjust instruction.

Takeaway

Formative assessment is a habit, not a test. Small, regular checkpoints, followed by swift action, turn everyday lessons into responsive, learner-centred experiences where every student knows where they are and what to do next.

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TEACHING THE FOUR LANGUAGE SKILLS IN THE INTERMEDIATE STAGE

Introduction

The four primary language skills—Listening, Speaking, Reading, and Writing—form the cornerstone of English language instruction. For intermediate learners, these skills become increasingly interdependent and context-driven. At this level, students are expected to engage in more complex tasks that simulate real-life communication: understanding spoken and written messages, responding appropriately, and producing coherent and meaningful output. Teaching these skills effectively requires more than just exposure to language; it involves structured methodology, continuous scaffolding, and formative assessment practices tailored to students' evolving needs.

Language learning is most effective when skills are taught through a balanced approach that combines both discrete and integrated instruction. This enables learners to develop mastery over individual skills while also understanding how they complement each other. Instructional planning should consider the three key phases for each skill (Pre, While, Post), the PPP model (Presentation, Practice, Production), and the integration of formative assessment tools.

1. Listening

Overview

Listening is a foundational skill in language acquisition, often preceding other skills. It involves not just decoding sounds, but interpreting meaning, recognising intonation and stress patterns, and making inferences. Intermediate learners must be trained to listen actively for various purposes, including comprehension, interpretation, and response.

Pre-listening Phase

This stage prepares students to engage with the listening task. Teachers activate background knowledge, introduce key vocabulary, and provide context so that learners are mentally and linguistically ready to understand the input.

- Activate prior knowledge
- Introduce context and target vocabulary
- Set a purpose for listening
- Use prediction tasks (e.g., "What do you think the speaker will say about...")

While-listening Phase

This is the active listening stage, where students process the audio input and complete focused tasks. These activities aim to develop both global and detailed comprehension.

- Focused listening tasks (e.g., identifying main ideas, specific details, tone)
- Note-taking, fill-in-the-blank, ordering events
- Visual support (images, charts, subtitles)

Post-listening Phase

This phase allows students to reflect on the content, clarify their understanding, and apply what they have learned. It promotes further language use and comprehension through discussion or related tasks.

- Discuss content in groups or pairs.
- Compare answers
- Apply what was heard to another task (e.g., writing a summary or giving an opinion)

Example Activities

- **Dictogloss:** Students listen to a short passage twice, take notes, then reconstruct the text in pairs.
- **Information Gap:** Partners receive different parts of a text and must listen carefully to complete missing details.
- **Jigsaw Listening:** Different groups listen to different audio clips and then share information to complete a collaborative task.

Formative Assessment Techniques

- Student listening journals
- Teacher observation using rubrics
- Peer feedback discussions
- Concept maps or graphic organisers

Strategies for Teachers

- Use authentic materials (e.g., podcasts, announcements, interviews)
- Vary accents and speeds gradually
- Provide multiple listening opportunities with varied focuses (e.g., gist vs. detail).

2. Speaking

Overview

Speaking requires learners to organise thoughts, select appropriate language, and use pronunciation, intonation, and fluency. Intermediate learners should be guided from controlled practice to spontaneous speech that reflects natural interaction. This includes transactional (e.g., asking for help) and interactional (e.g., social conversation) functions.

Presentation Phase

This initial stage introduces new language structures, functions, or vocabulary. The teacher models the target language, explaining its meaning, form, and use, often using visual or audio aids.

- Introduce the target language and its function (e.g., making suggestions, expressing preferences)
- Use dialogues, videos, or role-play models.

Practice Phase

At this stage, students use the new language in controlled settings. This helps them internalise structure and vocabulary before moving to freer, more spontaneous use.

- Controlled tasks like sentence drills, gap fills, or paired Q&A
- Pronunciation practice (stress, intonation)

Production Phase

Students are encouraged to use the language more freely and creatively. Activities at this stage are communicative and simulate real-life situations, allowing learners to personalise and experiment with the language.

- Freer tasks such as debates, storytelling, interviews, or presentations
- Role-plays that simulate real-life communication

Example Activities

- **Two-Minute Talks:** Students prepare and deliver a short talk on a familiar topic with minimal notes.
- **Speed Interviews:** Students rotate in pairs, asking and answering questions in a timed setting.
- **Problem-Solution Role-play:** Students are given a scenario and must discuss and negotiate a solution.

Formative Assessment Techniques

- Use of speaking rubrics (fluency, coherence, vocabulary, grammar, pronunciation)
- Recorded speaking tasks with teacher and peer feedback
- Self-reflection checklists
- Observation notes during discussions or tasks

Strategies for Teachers

- Create a safe environment for risk-taking in speaking
- Incorporate games and collaborative activities
- Encourage use of communication strategies (paraphrasing, asking for clarification)

3. Reading

Overview

Reading develops comprehension skills such as skimming, scanning, inferring, and analysing. Intermediate students read longer and more varied texts, including articles, short stories, and online content. They must learn to recognise structure, main ideas, supporting details, and the writer's purpose.

Pre-reading Phase

This stage activates students' background knowledge and builds interest in the topic. Teachers introduce key vocabulary and prompt learners to make predictions, preparing them for comprehension.

- Activate schema through discussion or images.
- Preview text (titles, subtitles, headings)
- Introduce key vocabulary
- Predict text content or structure

While-reading Phase

During this stage, students read the text and complete specific tasks to enhance understanding. These may involve identifying main ideas, answering questions, or making annotations.

- Comprehension questions (literal and inferential)
- Text marking or annotation (highlighting key points)
- Using graphic organisers (story maps, timelines, comparison charts)

Post-reading Phase

This stage extends understanding and promotes critical thinking. Students respond to the text through discussions, summaries, or creative tasks that reflect personal interpretation.

- Summarise or paraphrase
- Discuss in small groups
- Respond creatively (drawing, writing a response, performing a dialogue)

Example Activities

- **Reading Scavenger Hunt:** Students search for specific information or words in a text.
- **Story Pyramid:** Learners summarise narrative texts by filling in key elements (character, setting, problem, solution).
- **Text Feature Hunt:** Identify headings, subheadings, captions, or bolded vocabulary in informational texts.

Formative Assessment Techniques

- Exit slips on the main idea or vocabulary
- Reading response logs
- Peer questioning tasks
- Think-Pair-Share activities

Strategies for Teachers

- Use a variety of text types
- Teach reading strategies explicitly
- Connect reading with real-world themes and content

Tips For Managing Vocabulary Challenges During Reading Lessons

1. Mechanical vs. Comprehension Reading

If your lesson outcome is to build decoding skills—such as phonics or mechanical reading—then exposing students to unfamiliar words that challenge their decoding ability can be productive. However, when the goal is reading comprehension, difficult words can distract learners from understanding the overall meaning.

To manage this, allow stronger readers to begin follow-up or vocabulary extension tasks. At the same time, you provide targeted support or pre-teach difficult words to students who need additional help.

2. Using Context Clues Strategically

Teaching students to infer meaning from context is a valuable reading strategy.

However, it should not be relied upon exclusively, especially when dealing with texts that include multiple unfamiliar or abstract words. Sentences with dense or ambiguous contexts can overwhelm learners and impair comprehension.

As a general guideline, during comprehension-focused reading tasks, limit expectations to no more than 3–5 unfamiliar words for struggling readers to infer using context. If your objective is to teach the use of context clues explicitly, you can raise that threshold. The key is to maintain a balance so that comprehension remains achievable for all learners.

3. Addressing Problematic Vocabulary

A high concentration of unfamiliar or abstract vocabulary can make a reading passage inaccessible, particularly for students with limited reading fluency. Teachers should anticipate which words are likely to present challenges—whether due to meaning, usage, or irregular form—and decide whether to pre-teach, provide visual scaffolds, or offer glossaries.

While it is important to expose students to target vocabulary aligned with their grade and CEFR level, don't hesitate to offer support with additional words if they pose a barrier to comprehension. Prioritise meaning-making, especially during fluency and comprehension tasks.

Linguistic and Readability Criteria for Reading Texts

All reading passages in the *English Pearls of Kuwait* series are developed in alignment with international standards of text accessibility and the linguistic profile of Kuwaiti learners.

To ensure age appropriateness and cognitive engagement, texts are written for students aged 11–15 years and calibrated to the A2–B1 level of the Common European Framework of Reference for Languages (CEFR).

In terms of readability, passages are constrained to a **Flesch–Kincaid Grade Level of 4.5–6.5**, reflecting moderate accessibility suited to the intermediate stage. Furthermore, each passage maintains **a word count of between 200 and 250 words**, striking a balance between the depth of content and the processing load. These parameters collectively guarantee that learners encounter authentic yet manageable input, promoting both comprehension and language development.

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4. Writing

Overview

Writing allows students to express, inform, persuade, and narrate. At the intermediate stage, students write structured paragraphs and short compositions. Instruction should be process-oriented and focused on building clarity, coherence, cohesion, and accuracy.

Types of Writing in the Intermediate Stage

- **Descriptive:** Uses sensory language and vivid adjectives to create imagery.
- **Expository:** Explains ideas clearly, using a logical structure (introduction, body, conclusion).
- **Argumentative:** Presents a clear claim, supports it with evidence and reasoning, and addresses opposing viewpoints.
- **Persuasive:** Aims to convince the reader through appeals to logic, emotion, and credibility.

Stages of Writing Instruction

Each stage of the writing process guides students through thoughtful, strategic development of their ideas into polished written texts. Writing becomes more effective and manageable when learners understand and practice each step deliberately.

1. **Pre-writing:** This phase involves generating ideas. Students brainstorm, outline, or use graphic organisers to collect and organise their thoughts before drafting.
2. **Drafting:** In this stage, students begin composing their first version, focusing on conveying meaning without worrying about accuracy.
3. **Revising:** Here, students improve their drafts by reorganising ideas, adding supporting details, and enhancing clarity and flow.
4. **Editing:** Students focus on correcting grammar, punctuation, and spelling to improve accuracy and polish.
5. **Publishing:** This final step involves sharing or submitting the final version of the text, whether displayed in class or read aloud.

Example Activities

- **Four-Square Paragraph Planner:** Students organise ideas into a visual chart to guide paragraph writing.

- **RAFT Writing:** Students choose Role, Audience, Format, and Topic for creative expression.
- **Sensory Map:** Used before descriptive writing to brainstorm details using the five senses.

Formative Assessment Techniques

- **Peer editing using checklists**

Example: In *Grade 9, Unit 2, Lesson Seven (Writing: How to Stay Safe Online)*, students swap drafts and use the Self-Assessment Checklist to review a partner's writing and give feedback before revision.

(Teachers can adapt this checklist easily for peer editing by having students swap papers and apply it to each other's writing.)

- **Teacher conferences and feedback**

A **teacher conference** is a short, focused meeting between the teacher and a student (or small group) to discuss their work in progress. Instead of only providing written feedback after completion, the teacher discusses strengths, weaknesses, and next steps during the drafting process. This makes feedback more immediate and personal, helping students improve before the final version.

- **Writing portfolios**

A **writing portfolio** is a collection of a student's written work gathered over time. Instead of assessing a single piece, the teacher (and student) can track progress, growth, and consistency in writing. Portfolios often include drafts, revised versions, and final pieces, along with reflections.

Example: In *Grade 6, Unit 1, Lesson Seven (Writing: Life in Old Kuwait)*, students write a descriptive paragraph about life in old Kuwait. This piece can be saved as the first entry in their portfolio, showing the use of the past simple tense and cultural vocabulary.

- **Progress tracking rubrics**

A progress tracking rubric is a scoring tool that lists specific criteria (e.g., content, grammar, organisation) and performance levels (e.g., excellent, good, needs improvement). Instead of just giving a grade, rubrics show students where they excel and where they need improvement, helping them track progress over time.

Example: In *Grade 7, Unit 3, Lesson Seven (Writing: Safety Instructions)*, students write safety instructions. The rubric focuses on clarity, correct use of sequence words (first,

next, then, finally), and grammar accuracy. Teachers can track progress by noting if students improve in these areas over the term.

Strategies for Teachers

1. Model each writing stage

Show students how to brainstorm, outline, draft, revise, and edit before asking them to do it independently.

Example: In Grade 6, Unit 1, Lesson Seven (Writing: Life in Old Kuwait), the book guides students through the stages of writing, beginning with planning using an organiser, moving on to drafting, and concluding with a final paragraph.

2. Provide sentence starters and paragraph frames

Provide learners with structured prompts to help them start writing and connect their ideas.

Example: In Grade 7, Unit 2, Lesson Seven (Writing: Responsibilities at School), sentence starters such as “Students must ...” and “At school, we should ...” are provided.

3. Incorporate feedback loops (draft–review–revise)

Have students write drafts, receive feedback from teachers or peers, and then revise for improvement.

Example: In Grade 8, Unit 2, Lesson Seven (Writing: Smart Devices – Advantages & Disadvantages), students plan, draft, revise, and edit their reports .

4. Use mentor texts as examples

Show a model passage so students can analyse vocabulary, grammar, and structure before writing their own.

Example: Grade 7, Unit 3, Lesson Five (Reading: Kashta to Al-Mutlaa), students read a model informational passage about a desert camping trip. Afterwards, they use it as a guide to plan and write their own three-sentence story with sequence words (first, next, finally).

Practical Tips for Teaching Writing Effectively

1. Purpose and Audience Matter

Writing, like speaking, is expressive. Students write more meaningfully when they care about the topic and their audience. Provide students with authentic, relatable prompts and clearly define their intended audience.

Example: In Grade 7, Unit 2, Lesson Seven (Writing: Responsibilities at School), learners plan and write a report about school responsibilities and things students should/shouldn't do. This writing is purposeful because the audience is their **school community**, and the task emphasises advice and responsibility.

1. Teach the Writing Process as a Tool for Better Communication

Writing instruction should emphasise creativity, clarity, and impact, not simply producing more sentences. Use the stages of the writing process (brainstorming, drafting, revising, editing, publishing) to help students make their writing more interesting, persuasive, or fun.

2. Explain the Why Behind Writing Activities

When teaching students to revise using stronger adjectives or examples, explain the purpose. Help them see how each strategy enhances their message, rather than treating these steps as isolated drills.

3. Incorporate a Variety of Writing Forms

Teachers should expose students to different types of writing, not only the ones emphasised in exams. Alongside structured paragraphs, students benefit from practising dialogues, short stories, argumentative pieces, and personal reflections. These varied forms make writing more engaging and meaningful—for example, by acting out a dialogue or presenting a short story—while also building flexible skills that transfer to any task.

4. Celebrate Student Writing through Publication

Create a class magazine, bulletin board, or digital showcase. When possible, use student-written texts as reading passages to show that their writing is meaningful and appreciated by a real audience.

5. Use Writing for Real Communication

Design writing tasks that require interaction, such as partner note-passing to solve a mystery or collaborative planning for a class project. Writing becomes more authentic when it serves a communicative purpose.

6. Support Expression with Word Walls

A well-used word wall enhances spelling, vocabulary development, and creative expression. Teach students how to consult it during writing for ideas, synonyms, or grammatical structures.

7. Model the Use of Language Tools

Introduce language forms—like similes or suffixes—through interactive modelling. For example: “She is busy → She’s as busy as a bee” or “He’s very smart → He’s intelligent.” Encourage and reward the creative use of these tools in student writing.

8. Match Structures to the Task

Ensure grammar requirements align with writing purposes. For instance, avoid asking for passive voice in personal narratives. Instead, assign it appropriately (e.g., “What happened to the bicycle?”).

9. Create a Relaxed Writing Environment

A calm, supportive atmosphere reduces anxiety and encourages students to take risks with language—for example, experimenting with new vocabulary, trying unfamiliar sentence structures, or using figurative expressions without fear of correction. Teachers can celebrate effort and creativity by praising original phrasing, highlighting student voice, and showcasing diverse drafts. This fosters a class culture where writing is not only about accuracy but also about exploration, idea generation, and personal expression.

Conclusion

Instructing the four skills in a structured yet flexible manner is essential for intermediate learners to grow in English proficiency. Teachers must tailor their approach to meet the diverse learning needs of their students while ensuring engagement, interaction, and progression. By applying skill-specific methodologies, utilising formative assessments, and fostering student autonomy, educators can help learners develop competence and confidence in all aspects of language use. When taught effectively and in coordination, the four skills empower students to become active, capable communicators both in academic and everyday contexts.

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TEACHING CRITICAL THINKING: EXPLICIT INSTRUCTION AND EMBEDDED PRACTICE

1. Why Teach Critical Thinking Explicitly and Contextually

Research Foundations

Explicit instruction has demonstrated strong empirical support. Crawford et al. (2019) assert that when teachers model what and how to think during problem-solving, especially when students are encountering new material, cognitive performance improves substantially. The study "Getting Explicit Instruction Right" (Holden & Martinenghi, 2025) confirms that well-implemented explicit instruction significantly enhances outcomes in standardised assessments, such as Australia's NAPLAN.

Meta-analyses (Hattie, 2009; Rosenshine, 2012) confirm that structured, guided lessons consistently outperform unguided discovery-based methods. Furthermore, embedded scaffolding within problem tasks enhances both engagement and learning, particularly in inquiry-based environments (Belland et al., 2013).

Cognitive apprenticeship theory (Collins, Brown, & Newman, 1989) identifies developmental stages—modelling, coaching, scaffolding, articulation, reflection, and exploration—as critical to transferring expert reasoning to novice learners. Similarly, authentic learning environments that mirror real-world tasks have been shown to support higher-order reasoning (Herrington & Oliver, 2000).

Socratic questioning, when used systematically, bridges explicit instruction and embedded practice. It teaches students to probe assumptions, examine implications, and demand evidence (Paul & Elder, 2006).

Pedagogical Synthesis

No singular method suffices. Explicit instruction cultivates logic, structure, and metacognition. Embedded practice through real-world, scaffolded tasks fosters application and transfer. The synthesis of both methods ensures the development of durable critical thinking skills. Synthesising both methods fosters enduring critical thinking skills.

2. Alignment with English Pearls of Kuwait Curriculum, Textbooks, and

Teacher Guides

Curriculum Alignment

English Pearls of Kuwait's intermediate learning outcomes require skills like inferencing, tone evaluation, and justification of viewpoints. For example, learning outcomes of skills expect learners to evaluate speakers' perspectives and attitudes using linguistic and contextual evidence.

Textbook and TG Integration

- **Grade 6A:**

In *"People Who Made a Difference"* (Unit 1), students examine the actions and character traits of influential individuals, using cause-and-effect reasoning to understand how personal choices lead to social impact. In *"Life in Old Kuwait"* (Unit 1), learners reflect on heritage, family values, and daily life in the past, encouraging critical comparisons with their own experiences and fostering cultural awareness.

- **Grade 7A:**

In *"A Life of Kindness"* (Unit 2), students examine how individual actions can foster positive change, prompting reflection on moral choices and civic responsibility. In *"Celebrations Around the World"* (Unit 4), learners consider cultural diversity and respectful behaviour, prompting them to question the underlying values of traditions and empathise with different perspectives.

- **Grade 8A:**

In *"Living with Smart Devices: Yay or Nay?"* (Unit 2), students engage in a structured debate, analysing the benefits and drawbacks of digital technology in daily life. In *"Healthy Habits Today Lead to a Better Tomorrow"* (Unit 2), students evaluate lifestyle choices and propose health-conscious or sustainable actions, fostering personal responsibility and environmental awareness.

- **Grade 9A:**

In *"Online Risks: The Story of a Digital Scam"* (Unit 2), learners examine scenarios to identify dangers, evaluate consequences, and propose informed safety strategies, developing critical digital literacy. In *"Humans vs. Machines: The World of AI Chatbots"* (Unit 2), students assess the ethical implications of artificial intelligence, using modelled questions to weigh efficiency against human values.

The examples outlined above are illustrative rather than exhaustive. The Teacher Guides across all grades incorporate tools such as think-aloud strategies, graphic organisers, and bias-detection prompts to scaffold higher-order thinking.

3. Classroom Implementation: Staged Integration

Stage	Teacher Action	Student Outcome
Model / Explicit Teaching	Demonstrate reasoning steps: purpose, assumptions, evidence, logic, fairness.	Students internalise reasoning structure.
Guided Practice	Use structured tasks: graphic organisers, sentence starters.	Students apply analysis with support.
Embedded Triggering	Embed Socratic questions in lessons.	Students begin independent inquiry.
Reflection / Metacognition	Use journals and debriefs.	Students develop metacognitive awareness.
Independent Exploration	Assign debates, projects, dilemmas.	Students transfer skills to real-world tasks.

4. Theoretical Framework and Pedagogical Justification

Cognitive Load Theory

Curriculum reforms in NSW and results from the Catalyst program (NSW Department of Education, 2023) demonstrate that explicit, sequenced instruction supports learners under high cognitive load, enabling deeper learning.

Cognitive Apprenticeship & Constructivism

Cognitive apprenticeship (Collins et al., 1989) and constructivist models (Bruner, 1960) both stress the importance of scaffolding, reflection, and real-world contexts. These principles are embedded in inquiry units throughout the English Pearls of Kuwait's curriculum.

Reflective Practice

According to Schön (1983), structured reflection is integral to the learning process. Students must reflect to identify gaps, adjust strategies, and reinforce critical thinking.

5. Sample Lessons by Grade

Grade 6: Introducing Cause and Effect Thinking

- **Mini-lesson (10 min):** Use the story "People Who Made a Difference" to identify cause/effect relationships.
- **Guided Practice (20 min):** Fill in a cause-and-effect chart with a partner.
- **Triggering Question (10 min):** "What might have happened if this person didn't act?"
- **Reflection (5 min):** Students write, "One thing I learned about choices is..."
- **Follow-up Task:** Create a poster showing one decision and its consequences.

Grade 7: Comparing Perspectives in Cultural Contexts

- **Mini-lesson (10 min):** Introduce claim-evidence-conclusion model using "Celebrations Around the World."
- **Guided Practice (20 min):** Compare two celebrations using a Venn diagram.
- **Group Discussion (15 min):** Discuss the value of each tradition.
- **Reflection (5 min):** "How did thinking about both sides change your opinion?"
- **Follow-up Task:** Write short sentences defending a cultural tradition using evidence.

Grade 8: Engaging in Socratic Discussion

- **Mini-lesson (10 min):** Model how to ask Socratic questions using "Living with Smart Devices: Yay or Nay?" (e.g., "Why do you think so?") using one device example.
- **Guided Practice (20 min):** Use the pros/cons table to explore different views. Students question each other's reasoning.
- **Embedded Debate (25 min):** During the Gallery Walk, students use Socratic stems to challenge and support peer ideas.
- **Reflection (5 min):** Journal about how questions deepened their thinking or changed their view.
- **Follow-up Project:** Present a smart device debate poster with a claim, evidence, and a counterpoint.

Grade 9: Ethical Reasoning and Technological Impacts

- **Mini-lesson (10 min):** Teach types of logical fallacies.
- **Guided Practice (15 min):** Evaluate arguments in "Humans vs. Machines."
- **Structured Dialogue (20 min):** Role-play: teacher vs. AI bot on educational ethics.
- **Reflection (5 min):** Write: "Did I detect bias? Was my argument fair?"
- **Follow-up Task:** Write short paragraphs on AI in education using a claim-counterclaim structure.

6. Teacher Resources and Reading

The following references are recommended as optional readings to support teachers' professional development and classroom practice:

- Crawford et al. (2019). Explicit instruction frameworks.
- Holden & Martinenghi (2025). Case study on instructional impact.
- Paul & Elder (2006). Socratic questioning methods.
- Belland et al. (2013). Scaffolding in inquiry-based learning.
- Herrington & Oliver (2000). Authentic learning strategies.
- Hattie (2009); Rosenshine (2012). Meta-analyses on teaching effectiveness.

7. Teacher's Role and Application by Grade

The following grade-level roles and strategies are provided as illustrative examples, not as exhaustive limitations. Teachers are encouraged to adapt, expand, and innovate in response to student needs and learning outcomes, promoting higher levels of thinking.

Grade 6: Instructor Role

- Teach cause/effect using "People Who Made a Difference"
- Scaffold language: "I think... because..."

Grade 7: Instructor to Coach

- Introduce claim-evidence-conclusion in School & Responsibility texts
- Use Venn diagrams to compare safety measures (e.g., malls vs. camping trips)

Grade 8: Coaching Role

- Analyse bias in the "Smart Devices" unit
- Use think-pair-share with critical prompts

Grade 9: Facilitator Role

- Debate AI ethics using "Humans vs. Machines"
- Assign reflection reports on thinking evolution

8. Supporting Teacher Autonomy

- Integrate critical thinking into lesson tasks based on students' levels and interests.
- Vary teaching methods and tools in alignment with learning outcomes.
- Encourage reflective teaching and learning communities.
- Promote the use of questioning and discussion techniques.
- Foster freedom of thought and expression within a safe learning environment.
- Build and strengthen research skills in alignment with 21st-century skills.

Final Note

Critical thinking cannot be assumed; it must be taught, practised, and embedded. Through explicit instruction by teachers and authentic tasks, English educators can foster globally competent, thoughtful learners prepared for 21st-century challenges.

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- NSW Department of Education. (2023). *Catalyst: Best Practice Teaching Framework*. Sydney, Australia.

Developing Research and ICT Literacy for the 21st Century

1. Why Teach Research and ICT Skills in the English Pearls of Kuwait Curriculum

Research Foundations

As societies and job markets rapidly digitise, schools are expected to prepare students not only with foundational literacy, but also with transferable skills such as digital research, online evaluation, and technological literacy (OECD, 2018). The International Society for Technology in Education (ISTE) emphasises that digital-age learners must be able to curate, analyse, and synthesise digital content (ISTE, 2022).

UNESCO (2021) defines media and information literacy (MIL) as the ability to access, evaluate, and create information using various forms of media and technology. Integrating these skills into English language education promotes critical thinking, creativity, and autonomy (Livingstone & Helsper, 2007).

ICT in the Classroom

In classroom instruction, ICT can enhance student agency, support differentiated instruction, and enable multimodal learning (Beetham & Sharpe, 2013). However, digital tools must be scaffolded through structured practice. Merely providing internet access does not build research capacity; learners must be taught explicitly how to evaluate credibility, avoid misinformation, and synthesise findings (McGrew et al., 2018).

2. Alignment with 21st Century Skills and the English Pearls of Kuwait's Curriculum

■ Curriculum Outcomes

The *English Pearls of Kuwait* intermediate curriculum emphasises the development of digital research skills and real-world inquiry. It promotes the integration of Information and Communication Technology (ICT) tools to support learning across all four language skills.

■ Textbook and TG Integration

1. Grade 6A: “Art and Expression” – Introducing Online Research Skills

Digital Extension: *Investigating Traditions Online*

- **Textbook Link:** Unit 1 “*Art and Expression*” introduces cultural heritage through lessons like “*Discover Traditional Crafts*” and “*Life in Old Kuwait*”.
- **ICT & Research Focus:**
 - Teach students how to conduct safe online searches using child-friendly search engines (e.g., Kiddle, Britannica School).
 - Guide them to identify reliable sources with author names, recent publication dates, and official domains (e.g., .edu, .gov).
 - Introduce basic keyword strategies using quotation marks and topic filters (e.g., “Kuwaiti family traditions”).
- **Suggested Output:** A short, guided paragraph on one tradition, using linkers (*first, also, finally*).
- **21st-Century Skills:** Basic digital literacy, source evaluation, ethical use of online content (no copying), and presenting factual content in written form.

2. Grade 7A: “Celebrations Around the World” – Comparing Cultural Practices Through Safe Online Inquiry

Digital Extension: *Comparing Global Holidays with Reliable Resources*

- **Textbook Link:** Unit 4 includes “*Celebrations Around the World*” and “*Celebrating Ramadan in Kuwait*”.
- **ICT & Research Focus:**
 - Train learners to navigate structured digital encyclopaedias and educational videos (e.g., National Geographic Kids, BBC Bitesize).
 - Emphasise cross-referencing two sources before using any facts.
 - Teach simple fact-checking methods (e.g., looking for the same detail on multiple sites).
- **Suggested Output:** A comparison table or paragraph using structured language and linkers (*in addition, for example, next*).
- **21st-Century Skills:** Comparative analysis, cross-cultural awareness, respectful communication, and safe browsing practices.

3. Grade 8A: “Innovation and Creation” – Researching Tech-Driven Solutions for a Better Future

Digital Extension: *Exploring Smart Technologies for Health and Sustainability*

- **Textbook Link:** Unit 1, “*Smart Apps for Smart Living*”, and Unit 2 “*Living with Smart Devices: Yay or Nay?*” introduce learners to real-life applications of technology in improving the quality of life and solving modern challenges.
- **ICT & Research Focus:**
 - Guide students in using reliable digital sources such as innovation blogs, health-tech websites, and government portals (e.g., WHO, Smart Cities Council).
 - Teach how to verify online content using ‘.org/.edu’ domains, author qualifications, and cross-referenced data.
 - Introduce ethical AI use, encouraging students to use AI tools (e.g., chatbots, summarisers) to gather insights, while checking content for bias and ensuring proper paraphrasing and citation.
- **Suggested Output:** A two-paragraph mini-report that compares one local smart solution (e.g., Kuwait’s robotics initiatives) with one global innovation (e.g., wearable health devices), using advanced linkers (*however, as a result*).
- **21st-Century Skills:** Digital and media literacy, critical thinking, ethical AI use, and research communication – all tied to real-world innovation and sustainable living.

4. Grade 9A: “Online Safety” & “Humans vs. Machines” – Advanced Digital & AI Literacy

Digital Extension A: *Creating a Digital Poster on Online Safety*

- **Textbook Link:** Unit 2 “*Staying Safe Online*” and “*Humans vs. Machines*” explores themes of privacy, ethics, and AI chatbots.
- **ICT & Research Focus:**
 - Teach learners to use design tools (e.g., Canva, Google Slides) responsibly.
 - Focus on online privacy, password strength, digital footprints, and recognising AI-generated misinformation.
 - Use trusted cybersecurity sites (e.g., Cyberwise.org, Common Sense Media).
- **Suggested Output:** A digital poster with cited tips on staying safe online.

Digital Extension B: *Debating the Ethics of AI Using Verified Sources*

- **ICT & Research Focus:**
 - Instruct students to explore AI ethics through curated readings or AI Ethics Portals (e.g., UNICEF AI for Children).
 - Guide in evaluating pros/cons from multiple viewpoints using structured templates.
 - Train in detecting bias in AI-generated summaries and validating them with manual fact-checking.
- **Suggested Output:** A class debate or short expository report using complex linkers (*in contrast, consequently*).
- **21st-Century Skills:** Digital citizenship, AI awareness, ethical reasoning, persuasive communication, and responsible content creation.

As English Pearls of Kuwait promotes teacher autonomy and creativity, teachers are encouraged to provide internet research prompts, structured note-taking templates, and rubrics for evaluating online presentations to help learners develop their ICT research skills.

3. Classroom Implementation: Research and Digital Literacy

Stage	Teacher Action	Student Outcome
Model / Explicit Teaching	Demonstrate how to search safely, evaluate websites, and cite sources.	Students understand how to conduct safe research.
Guided Digital Practice	Assign short online searches with step-by-step questions.	Students gather and record key facts with support.
Embedded Research Tasks	Include -research within projects or writing tasks.	Students integrate digital findings into writing.
Collaboration & Sharing	Use tools like Padlet or Google Slides for peer presentations.	Students present findings using ICT.
Reflection & Evaluation	Ask: "Was this source reliable? What made it trustworthy?"	Students develop media literacy and discernment.

4. Sample Lessons by Grade

Grade 6: Researching Traditions

- **Mini-lesson:** Introduce how to search safely using child-friendly websites (e.g., Kiddle, Britannica Kids). Emphasise the use of keywords and how to recognise age-appropriate, fact-based content.
- **Task:** Ask learners to interview a classmate about a traditional family dish and then search online for more information about that dish's cultural significance.
- **Extension:** Write a short paragraph (5 sentences) summarising what they discovered, using linkers like *because*, *also*, and *finally*.

Grade 7: Global Celebrations

- **Mini-lesson:** Teach how to identify bias or perspective in digital texts (e.g., checking the website's purpose, tone, and origin).
- **Task:** Guide learners in comparing two holiday websites, evaluating how each presents its celebration.
- **Extension:** Complete a Venn diagram to note similarities and differences, then write a comparative paragraph using cohesive devices, such as '*for example*, *in addition*, and *therefore*'.

Grade 8: Technology and Innovation in Everyday Life

- **Mini-lesson:** Teach students how to assess the credibility of online sources by checking the author's credentials, publication date, and domain (e.g., .org, .edu).
- **Task:** Learners select a technology-based solution (e.g., a health or smart-living app, wearable device, or eco-innovation) that improves quality of life or promotes sustainability. They research its purpose, benefits, and limitations using verified digital resources.
- **Extension:** Students create an informative poster or digital slide presenting their findings, using appropriate linkers (*in addition*, *as a result*), and citing all sources.

Grade 9: AI and Ethics

- **Mini-lesson:** Emphasise avoiding plagiarism and the importance of giving credit in academic writing (author, title, website, date).
- **Task:** Learners read two curated articles or reliable digital sources discussing AI in education (e.g., benefits, ethical concerns, limitations).
- **Extension:** Students participate in a classroom debate or compose a short argumentative or expository report, using accurate citations and complex linkers such as *on the other hand*, *in contrast*, and *consequently*.

5. Teacher's Role and Strategy by Grade

Grade 6: Digital Introducer

- Teach how to use search engines properly.
- Help students bookmark safe resources.

Grade 7: Bias Detector

- Guide learners in identifying biased or outdated content.
- Use guided worksheets for analysis.

Grade 8: Responsible Researcher

- Assign a project-based inquiry strategy.
- Scaffold with step-by-step research templates.

Grade 9: Critical Analyst

- Facilitate group debates on digital ethics.
- Model digital source citation and evaluation.

6. Encouraging Learners' Autonomy and Innovation

- Allow students to choose their research questions.
- Provide or suggest access to digital storytelling tools.
- Create digital portfolios using supporting platforms.

7. Final Thought

Teaching research and ICT skills equips students for academic, civic, and career challenges. Through scaffolded instruction and authentic digital tasks, students become more responsible and reflective users of information.

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HOW TO WRITE AN EFFECTIVE LESSON PLAN

A lesson plan is a teacher's roadmap for guiding student learning within a single class period. It ensures that teaching is purposeful, structured, and aligned with the **learning outcomes** specified in the curriculum. Effective lesson planning helps teachers maximise classroom time, maintain focus, and create engaging, student-centred experiences.

1. Focus on the Learning Outcome

- Begin by reviewing the **learning outcomes** in the curriculum. These outcomes define what learners should be able to demonstrate by the end of the lesson.
- Ask: *What activities, resources, and teaching strategies will enable students to achieve these outcomes?*
- Break down the outcomes into smaller steps that can be practised within the class.

2. Link Outcomes to Suitable Learning Activities

- Choose activities that directly support the intended outcome (Edutopia, 2020). For example:
 - If the outcome is related to **listening comprehension**, include activities like note-taking, identifying key words, or answering comprehension questions.
 - If the outcome involves **speaking fluently**, consider integrating role-plays, pair discussions, or debates.
 - For **reading outcomes**, use skimming, scanning, or inference tasks.
 - For **writing outcomes**, plan guided writing before moving to freer practice.
- Sequence tasks from **simple to complex**, scaffolding learning step by step (CRLT, University of Michigan).

3. Structure Lesson Procedures with a Clear Flow

An effective lesson plan should have a logical sequence:

- **Introduction/Engagement:** Connect to prior knowledge, introduce the topic, and spark curiosity.
- **Main Activities:** Scaffold learning using a **pre–while–post** sequence (especially for skills-based lessons).
- **Differentiation:** Offer varied formats (whole-class, pair, group, project, digital tools) to meet diverse needs (LPI, 2017).

- **Closure:** Summarise key points, review progress towards the outcomes, and preview upcoming topics.

4. Manage Activity Timing Effectively

- Allocate estimated **time per segment** (e.g., Engagement – 5 min; Activity 1 – 10 min; Activity 2 – 15 min).
- Keep explanations concise to maximise student practice time.
- Build in **buffer time** for unexpected needs (Suraasa, 2022).
- Observe student engagement and adjust the pacing as needed.

5. Teaching Aids and Materials

- Select teaching aids that directly support the learning outcomes. Examples include flashcards, visuals, realia, audio/video clips, and digital tools.
- Ensure materials are **age-appropriate, culturally relevant, and accessible** to all students.
- Prepare resources in advance and test any technology before class to avoid disruptions.
- Adapt or simplify materials for learners who need additional support, and enrich resources for advanced learners.
- Encourage students to use resources actively (e.g., annotating texts, using graphic organisers, engaging with interactive apps).

6. Strategies for Achieving Learning Outcomes

- **Scaffold learning:** move from controlled to freer practice.
- **Model the task** before asking students to do it.
- Use **guiding questions** to prompt deeper thinking.
- **Integrate formative checks** (exit tickets, quick quizzes, peer feedback) to confirm students are progressing towards the outcome (TEAL Centre, 2011).
- **Differentiate support:** provide extra help for struggling learners and extension tasks for faster learners.

7. Assessment for Learning

- Plan opportunities for **formative assessment** during the lesson to track student progress.
- Use techniques such as quick quizzes, think–pair–share, exit tickets, or observation checklists.

- Share **success criteria** with students so they know what achieving the outcome looks like.
- Incorporate **self- and peer-assessment** to encourage responsibility and reflection.
- Use feedback loops to adjust instruction in real-time and plan for future lessons (Black & William, 1998).

8. Cross-Curricular Links and Real-World Connections

- Design tasks that connect English learning to other subjects (science, history, geography, technology).
- Use authentic materials, such as news articles, menus, maps, or websites, to provide context.
- Highlight how language is used in **real-world situations** (job applications, digital communication, teamwork).
- Emphasise values like teamwork, empathy, and respect, showing that language learning builds both academic and life skills (Partnership for 21st Century Skills, 2009).

9. Teacher Self-Care and Workload Management

Teaching is demanding, and sustainable practice requires teachers to balance their professional responsibilities with their personal well-being. Effective workload management allows teachers to focus on quality instruction without burnout.

Tips for Managing Workload:

- **Prioritise key outcomes:** Focus on depth of learning rather than covering too many activities in one lesson.
- **Collaborate and share resources:** Work with colleagues to co-plan, exchange teaching materials, and reduce duplication.
- **Balance preparation and delivery:** Avoid over-preparing—focus on essential steps that will drive learning.
- **Integrate assessment into teaching:** Use in-class formative checks instead of lengthy after-class grading whenever possible.

- **Plan realistically:** Allocate sufficient time for transitions, addressing questions, and anticipating and managing unexpected delays.

Teachers who manage workload effectively not only protect their own well-being but also model balance and resilience for students.

10. Reflect and Improve

- After delivering the lesson, ask:
 - Did students meet the outcomes?
 - Which activities worked well, and which need adjusting?
 - Was the timing realistic?
 - Were the teaching aids and resources effective?
- Reflection supports continuous improvement (Schon, 1983; Wikipedia, Reflective Practice).

Summary Table

Area	Key Guidance
Learning Outcomes	Use curriculum outcomes as the focus for lesson planning
Activity Selection	Match activities to outcomes; scaffold from simple to complex
Lesson Procedures	Intro → Activities → Closure; pre–while–post sequence
Timing	Allocate clear times per step; stay flexible
Teaching Aids	Prepare relevant, effective, and accessible resources
Achieving Outcomes	Scaffold, model, guide, and check understanding throughout
Assessment for Learning	Use formative checks and feedback to monitor progress
Real-World & Cross-Curricular	Connect English learning to other subjects and authentic contexts
Teacher Self-Care	Manage workload, collaborate, and maintain balance for sustainable teaching
Reflective Practice	Evaluate effectiveness and refine for future lessons

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CURRICULUM STANDARDS AND LEARNING OUTCOMES

Introduction to Standards and Learning Outcomes

The educational standards and learning outcomes presented in this guide are part of Kuwait's national curriculum framework. Developed in accordance with the Common European Framework of Reference for Languages (CEFR) and informed by Cambridge English guidelines, these standards ensure both national relevance and international benchmarking.

Organised across the three domains of cognitive, affective, and psychomotor learning, they foster the holistic development of learners in line with Kuwait's Vision. They embody a commitment to nurturing critical thinking, communicative competence, and ethical awareness in every student, ensuring that learners are well-prepared to meet the challenges of a dynamic global landscape.

- **It is important to understand the distinction between standards and learning outcomes:**
 - Standards describe the broad, long-term goals of education—what students should achieve over a stage of learning or grade level. They set the vision and expectations for overall student development.
 - Learning outcomes, on the other hand, are specific, measurable statements of what students should be able to demonstrate at the end of a lesson, unit, or module. They break down the standards into achievable steps that guide daily teaching.

Together, standards and learning outcomes ensure that teaching is both vision-driven and practically measurable. Standards provide the overarching direction, while outcomes translate that vision into classroom practice.

By integrating these into daily teaching, educators can foster learners who are linguistically proficient, socially responsible, and intellectually curious, thereby preparing them to thrive in both local and global contexts.

Intermediate Stage

Listening & Viewing

General Educational Standard

Apply listening skills to comprehend oral and audio texts for various purposes, utilising a range of strategies and resources in diverse contexts.

Curriculum Standards	Domains	Grade 6 Learning Outcomes	Grade 7 Learning Outcomes	Grade 8 Learning Outcomes	Grade 9 Learning Outcomes
L1. Apply listening and strategies to comprehend the main ideas, details, and inferred meanings in spoken, audio, and visual texts across various contexts and purposes.	Cognitive	G6.L1.1 Follow simple spoken instructions clearly and accurately.	G7.L1.1 Follow multi-step spoken instructions and directions confidently.	G8.L1.1 Interpret detailed spoken instructions accurately in a variety of contexts.	G9.L1.1 Interpret complex detailed spoken instructions and explanations effectively.
		G6.L1.2 Identify main ideas and key details from short spoken texts.	G7.L1.2 Summarize main ideas and supporting details from clearly structured spoken texts.	G8.L1.2 Identify main ideas and details from extended spoken texts on familiar topics.	G9.L1.2 Analyse main ideas and specific details from authentic spoken texts across diverse topics.
		G6.L1.3 Recognize familiar vocabulary and phrases in everyday contexts.	G7.L1.3 Identify familiar and some new vocabulary and expressions within varied familiar contexts.	G8.L1.3 Determine meaning of familiar and unfamiliar vocabulary from spoken context.	G9.L1.3 Interpret the meaning of new or unfamiliar vocabulary and idiomatic expressions from authentic contexts.
		G6.L1.4 Predict meaning from contextual clues and simple visuals.	G7.L1.4 Predict meaning using clear contextual clues, visuals, and speaker cues.	G8.L1.4 Predict meaning based on broader contextual clues and linguistic signals.	G9.L1.4 Evaluate predictions and assumptions about spoken texts using linguistic and contextual evidence.

L2. Demonstrate attentive listening behaviours and note-taking techniques while responding appropriately to spoken and audio texts in individual and group settings.		G6.L1.5 Infer basic speaker's intentions or feelings using tone and intonation.	G7.L1.5 Infer speakers' feelings, attitudes, and intentions from intonation, tone, and language choice.	G8.L1.5 Interpret speaker intentions, feelings, and attitudes in extended spoken interactions.	G9.L1.5 Evaluate speakers' perspectives and attitudes from tone, intonation, and key word choices in extended discussions.
	Psychomotor	G6.L2.1 Demonstrate attentive listening through appropriate body language and gestures to simple instructions.	G7.L2.1 Demonstrate clear non-verbal responses (nod, gestures) to show understanding during listening tasks.	G8.L2.1 Demonstrate precise, timely reactions to spoken instructions in detailed practical tasks.	G9.L2.1 Respond accurately and immediately in complex real-life listening situations requiring detailed physical reactions.
		G6.L2.2 Write simple notes and keywords accurately from short spoken texts.	G7.L2.2 Record key words and short phrases clearly in bullet points while listening to short spoken explanations.	G8.L2.2 Organise main ideas and supporting details effectively using recognised structures (e.g., Cornell notes or mind maps) while listening to extended talks.	G9.L2.2 Synthesise information from extended spoken texts into a structured outline, clearly grouping ideas and illustrating relationships through headings and sub-points.
		G6.L2.3 Physically respond to basic oral instructions with correct actions.	G7.L2.3 Physically respond promptly and accurately to multi-step spoken instructions.	G8.L2.3 Perform visual or physical gestures to summarise main points heard in spoken texts.	G9.L2.3 Employ structured visual aids (charts, diagrams) to represent information heard confidently.
		G6.L2.4 Imitate repeating simple pronunciation patterns clearly after listening.	G7.L2.4 Imitate and reproduce more complex pronunciation and intonation patterns accurately after listening.	G8.L2.4 Imitate precisely speaker's intonation, rhythm, and stress patterns after focused listening practice.	G9.L2.4 Replicate expertly speaker's subtle intonation, pronunciation, and rhythm patterns with accuracy and fluency.

<p>L3. Show respect and empathy when listening to others by giving attention, acknowledging diverse viewpoints, and responding with appropriate emotional and verbal cues.</p>	<p>Affective</p>	<p>G6.L3.1 Demonstrate willingness to follow spoken instructions positively.</p>	<p>G7.L3.1 Participate actively in listening tasks with enthusiasm.</p>	<p>G8.L3.1 Demonstrate patience and attentiveness consistently during longer listening tasks.</p>	<p>G9.L3.1 Exhibit sensitivity and respect towards subtle messages in complex spoken texts.</p>
		<p>G6.L3.2 Listen respectfully to others during simple interactions.</p>	<p>G7.L3.2 Cooperate positively during group listening activities.</p>	<p>G8.L3.2 Support peers actively in comprehending spoken messages collaboratively.</p>	<p>G9.L3.2 Advocate respectfully for effective listening in collaborative situations.</p>
		<p>G6.L3.3 Show interest in short spoken texts about familiar topics.</p>	<p>G7.L3.3 Show appreciation for cultural diversity in spoken contexts.</p>	<p>G8.L3.3 Express willingness to clarify and confirm understanding during listening tasks.</p>	<p>G9.L3.3 Demonstrate initiative in resolving misunderstandings positively.</p>
		<p>G6.L3.4 Display openness towards new vocabulary and expressions.</p>	<p>G7.L3.4 Demonstrate curiosity in understanding speakers' feelings and intentions.</p>	<p>G8.L3.4 Show empathy toward speakers from diverse backgrounds.</p>	<p>G9.L3.4 Consistently demonstrate critical listening by actively asking clarifying questions and respectfully summarising alternative viewpoints before responding.</p>

<p>Speaking and Representing</p>					
<p>General Education Standard</p>					
<p>Speak clearly and accurately using a variety of strategies to suit the purpose, audience, context, and cultural expectations in order to engage effectively in social and academic interactions.</p>					
<p>Curriculum Standards</p>	<p>Domains</p>	<p>Grade 6 Learning Outcomes</p>	<p>Grade 7 Learning Outcomes</p>	<p>Grade 8 Learning Outcomes</p>	<p>Grade 9 Learning Outcomes</p>
<p>S1 Apply speaking strategies such as organising ideas, choosing accurate vocabulary, and adapting tone to purpose and audience in structured and spontaneous spoken tasks.</p>	<p>Cognitive</p>	<p>G6.S1.1 Produce short, clear sentences about familiar daily routine topics.</p>	<p>G7.S1.1 Present clear descriptions on familiar topics, including personal experiences and events, using structured sentences.</p>	<p>G8.S1.1 Deliver structured presentations on familiar and some unfamiliar topics, clearly stating main points and supporting details.</p>	<p>G9.S1.1 Deliver detailed, coherent oral presentations on various topics, clearly articulating main ideas, details, and logical arguments.</p>
		<p>G6.S1.2 Ask and answer simple questions in familiar contexts using learned expressions.</p>	<p>G7.S1.2 Conduct short dialogues by asking relevant questions and responding appropriately in varied everyday situations.</p>	<p>G8.S1.2 Maintain long dialogues effectively by asking and answering detailed questions.</p>	<p>G9.S1.2 Sustain extended discussions by initiating, responding to, and expanding ideas effectively, using interactive speaking strategies.</p>
		<p>G6.S1.3 Use familiar vocabulary and phrases appropriately in everyday conversations.</p>	<p>G7.S1.3 Use familiar and newly learned vocabulary and expressions accurately in structured conversations.</p>	<p>G8.S1.3 Integrate accurately varied vocabulary and expressions into spoken interactions on a range of topics.</p>	<p>G9.S1.3 Use a wide range of vocabulary, idiomatic expressions, and structures accurately in diverse speaking contexts.</p>
		<p>G6.S1.4 Describe people, places, and objects using simple structures.</p>	<p>G7.S1.4 Narrate simple stories or events logically using</p>	<p>G8.S1.4 Describe events or experiences coherently using detailed language, clear</p>	<p>G9.S1.4 Narrate detailed descriptions and complex events fluently, logically organizing ideas and</p>

<p>S2. Demonstrate clear pronunciation, accurate articulation, and appropriate non-verbal cues (e.g., facial expressions, gestures, posture) during social and academic speaking tasks.</p>		<p>G6.S1.5 Express basic personal opinions or feelings clearly in simple contexts.</p>	<p>sequenced ideas and coherent language.</p> <p>G7.S1.5 Express personal viewpoints clearly and justify them briefly in familiar contexts.</p>	<p>sequencing, and linking ideas.</p> <p>G8.S1.5 Express and support opinions clearly, providing simple reasoning or examples.</p>	<p>sequencing information effectively.</p> <p>G9.S1.5 Argue viewpoints clearly, justify opinions with detailed reasons, examples, and respond persuasively to counterarguments.</p>
	<p>Psychomotor</p>	<p>G6.S2.1 Produce clear, accurate pronunciation of familiar vocabulary and phrases.</p> <p>G6.S2.2 Perform simple role-play dialogues using appropriate gestures and body language.</p> <p>G6.S2.3 Demonstrate basic fluency by clearly repeating short phrases and sentences.</p> <p>G6.S2.4 Use appropriate non-verbal signals clearly during simple interactions.</p>	<p>G7.S2.1 Deliver short, structured presentations with clearly articulated pronunciation and fluency.</p> <p>G7.S2.2 use non-verbal cues (eye contact, gestures) confidently to support meaning during interactions.</p> <p>G7.S2.3 Reproduce stress and intonation patterns accurately in familiar spoken exchanges.</p> <p>G7.S2.4 Use physical movement and clear gestures to enhance communication during interactive tasks.</p>	<p>G8.S2.1 Produce fluent, clearly articulated speech using accurate intonation and pronunciation in detailed presentations.</p> <p>G8.S2.2 Engage confidently in dialogues and role-plays, effectively incorporating gestures and facial expressions.</p> <p>G8.S2.3 Demonstrate clear rhythm, intonation, and stress patterns to enhance spoken clarity and understanding.</p> <p>G8.S2.4 Integrate effective body language and gestures when delivering interactive presentations skilfully.</p>	<p>G9.S2.1 Deliver extended spoken presentations fluently and skilfully, with precise pronunciation and intonation.</p> <p>G9.S2.2 Use professional non-verbal communication (gestures, eye contact, posture) to reinforce spoken messages.</p> <p>G9.S2.3 Articulate complex ideas with precise pronunciation, rhythm, and clear intonation patterns.</p> <p>G9.S2.4 Incorporate effective physical movements and gestures expertly to clearly emphasize key points during persuasive arguments.</p>

<p>S3. Show respect, confidence, and cultural awareness when interacting with others by listening actively, responding appropriately, and valuing diverse perspectives during spoken communication.</p>		<p>G6.S3.1 Demonstrate willingness to speak confidently about familiar topics.</p>	<p>G7.S3.1 Value clear communication during interactive speaking tasks.</p>	<p>G8.S3.1 Express empathy and sensitivity during discussions on diverse topics.</p>	<p>G9.S3.1 Consistently demonstrate respect and sensitivity during complex oral debates.</p>
		<p>G6.S3.2 Exhibit respect and politeness during spoken interactions.</p>	<p>G7.S3.2 Display cooperative attitudes when participating in group discussions.</p>	<p>G8.S3.2 Demonstrate positive attitudes toward collaborative speaking tasks.</p>	<p>G9.S3.2 Advocate clearly and respectfully for personal viewpoints during discussions.</p>
		<p>G6.S3.3 Participate positively in simple speaking activities.</p>	<p>G7.S3.3 Demonstrate confidence while presenting personal experiences orally.</p>	<p>G8.S3.3 Encourage and support peers during oral presentations constructively.</p>	<p>G9.S3.3 Value constructive feedback to refine oral communication continuously.</p>
		<p>G6.S3.4 Show openness towards receiving feedback on speaking tasks.</p>	<p>G7.S3.4 Show appreciation towards peers' speaking contributions.</p>	<p>G8.S3.4 Demonstrate willingness and maturity in thoughtfully integrating constructive criticism into speaking tasks.</p>	<p>G9.S3.4 Demonstrate responsible leadership by respectfully assigning roles, encouraging equitable participation, and maintaining group focus during speaking tasks.</p>

Reading and Viewing

General Education Standard

Read and view a variety of fiction and non-fiction texts for different purposes using appropriate reading strategies, comprehension skills, and resources across a range of familiar contexts.

Curriculum Standards	Domains	Grade 6 Learning Outcomes	Grade 7 Learning Outcomes	Grade 8 Learning Outcomes	Grade 9 Learning Outcomes
R1. Apply appropriate reading strategies (such as skimming, scanning, predicting, and inferring) to locate the main ideas and key details in various fiction and non-fiction texts.	Cognitive	G6.R1.1 Identify main ideas and key details from short, simple written texts. G6.R1.2 Follow clearly written instructions and simple procedural texts accurately. G6.R1.3 Recognize familiar vocabulary and phrases within everyday reading contexts. G6.R1.4 Predict content using contextual clues, titles, and visuals in simple texts. G6.R1.5 Infer basic information about characters, events, and ideas in short texts.	G7.R1.1 identify main ideas and supporting details from structured texts on familiar topics. G7.R1.2 Interpret and follow multi-step instructions and clearly structured procedural texts. G7.R1.3 Determine the meaning of familiar and new vocabulary using context and visual clues. G7.R1.4 Predict meaning by analysing contextual information and text features. G7.R1.5 Infer clearly stated attitudes, feelings, or purposes of the author in texts.	G8.R1.1 analyse main ideas and specific information in extended texts on varied topics. G8.R1.2 Analyse detailed instructions, explanations, and informative texts accurately. G8.R1.3 Determine the meaning of unfamiliar words and expressions from context and linguistic clues. G8.R1.4 Predict meaning using textual evidence, context clues, and logical reasoning. G8.R1.5 Analyse the author's implicit purpose, viewpoints, and messages by explicitly referring to textual evidence.	G9.R1.1 Analyse main ideas, arguments, and detailed information critically from complex texts. G9.R1.2 Interpret complex instructions, procedural texts, and authentic informational materials effectively. G9.R1.3 Interpret nuanced meaning of unfamiliar vocabulary and idiomatic expressions in authentic reading contexts. G9.R1.4 Evaluate predictions and inferences by critically examining textual and contextual evidence. G9.R1.5 Evaluate the author's implicit purpose and viewpoints by clearly providing textual evidence.

R2. Annotate texts physically by highlighting key ideas, matching information to visuals, sequencing events, and creating graphic organisers to clearly show understanding of explicit and implicit meanings.	Psychomotor	G6.R2.1 Highlight keywords and main ideas from short, simple texts accurately. G6.R2.2 Arrange events in a sequence physically from short, simple texts using pictures or timelines clearly. G6.R2.3 Physically match simple written texts to appropriate visual illustrations clearly. G6.R2.4 Write short notes and annotate simple texts neatly for improved understanding.	G7.R2.1 Highlight main ideas, details, and vocabulary clearly when annotating short texts. G7.R2.2 Construct simple mind maps or charts physically to structure textual information clearly. G7.R2.3 Physically match pieces of textual information to corresponding diagrams or graphic organisers G7.R2.4 Organise reading notes physically and clearly using structured note-taking techniques (numbering, outlining).	G8.R2.1 Apply effective annotation strategies (notes, highlighting) skilfully on detailed texts. G8.R2.2 Construct structured visual diagrams and flowcharts to organise detailed textual ideas effectively. G8.R2.3 Physically arrange detailed textual content in a logical sequence, demonstrating clear comprehension. G8.R2.4 Summarize textual information skilfully through structured graphic organisers for clearer visual understanding.	G9.R2.1 Annotate complex texts expertly, physically highlighting main ideas, key arguments, and precise vocabulary clearly. G9.R2.2 Create advanced concept maps and outlines physically to visually synthesize complex textual information effectively. G9.R2.3 Physically represent inferred meanings and implicit textual ideas effectively through structured diagrams or charts. G9.R2.4 Construct detailed graphic summaries (visual notes, detailed outlines) physically and skilfully, enhancing deeper textual understanding.
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R3. Show engagement and a positive attitude toward reading by participating in reading activities, expressing opinions about texts, and respecting others' viewpoints during discussions.	Affective	G6.R3.1 Demonstrate curiosity towards reading simple texts on familiar topics.	G7.R3.1 Express enjoyment and interest in reading varied texts.	G8.R3.1 Consistently demonstrate patience and perseverance when reading complex texts.	G9.R3.1 Consistently demonstrate appreciation for reading complex texts critically and reflectively.
		G6.R3.2 Show willingness to engage in guided reading tasks.	G7.R3.2 Demonstrate openness to exploring diverse cultural perspectives in texts.	G8.R3.2 Exhibit empathy towards characters and themes presented in texts.	G9.R3.2 Demonstrate appreciation of nuanced cultural themes and values in complex texts.
		G6.R3.3 Exhibit appreciation for stories from different cultures.	G7.R3.3 Show cooperative attitudes during paired or group reading activities.	G8.R3.3 Show positive attitudes towards sharing insights gained from reading.	G9.R3.3 Advocate for collaborative exploration of different interpretations of texts.
		G6.R3.4 Participate positively in reading activities in class.	G7.R3.4 Display willingness to clarify understanding through questions.	G8.R3.4 Demonstrate willingness to critically reflect on different viewpoints from texts.	G9.R3.4 Exhibit responsible and independent attitudes towards extensive reading activities.

Writing and Representing					
General Education Standard					
Produce clear and accurate writing in a variety of text types, using appropriate skills and strategies that reflect the purpose, audience, context, and cultural expectations.					
Curriculum Standards	Domains	Grade 6 Learning Outcomes	Grade 7 Learning Outcomes	Grade 8 Learning Outcomes	Grade 9 Learning Outcomes
W1. Apply writing strategies such as organising ideas, selecting appropriate vocabulary, and structuring paragraphs to suit various purposes and audiences.	Cognitive	G6.W1.1 List relevant ideas and vocabulary clearly related to familiar topics.	G7.W1.1 Select suitable vocabulary and main ideas relevant to given writing tasks.	G8.W1.1 Choose appropriate vocabulary and detailed information effectively to suit writing purposes.	G9.W1.1 Evaluate and select precise vocabulary and sophisticated ideas carefully to suit diverse writing purposes.
		G6.W1.2 Organise simple sentences logically to express personal ideas clearly.	G7.W1.2 Structure short sentences logically to convey ideas clearly.	G8.W1.2 Compose coherent and structured sentences clearly addressing given tasks.	G9.W1.2 Construct detailed and logically structured sentences fluently tailored to various purposes and audiences.
		G6.W1.3 Use basic vocabulary and familiar phrases appropriately in simple writing tasks.	G7.W1.3 Apply varied vocabulary and linking expressions appropriately within structured paragraphs.	G8.W1.3 Integrate varied grammatical structures and precise vocabulary accurately within longer texts.	G9.W1.3 Employ a wide range of complex grammatical structures and common idiomatic expressions accurately and fluently in extended texts.
		G6.W1.4 Identify basic paragraph structures (topic sentence, details) clearly when planning writing tasks.	G7.W1.4 Outline short writing tasks clearly using appropriate paragraph structure and linking words.	G8.W1.4 Organise ideas effectively using cohesive devices to create logical links between paragraphs.	G9.W1.4 Synthesize complex ideas fluently and cohesively through advanced paragraph structuring and cohesive devices.
		G6.W1.5 Write short descriptive and expository paragraphs clearly suited to familiar contexts.	G7.W1.5 Produce clear descriptive and expository paragraphs and short texts appropriate to different audiences and familiar purposes.	G8.W1.5 Develop structured written expository and persuasive reports clearly addressing various purposes.	G9.W1.5 Compose comprehensive expository and argumentative reports fluently and convincingly tailored to sophisticated audiences, purposes, and contexts.

<p>W2. Demonstrate legible handwriting, proper formatting, and the mechanical skills required to produce written texts accurately and efficiently.</p>	<p>Psychomotor</p>	<p>G6.W2.1 Physically write familiar words and short sentences, demonstrating neat handwriting, consistent spacing, and accurate letter formation clearly.</p>	<p>G7.W2.1 Physically handwrite short, accurate sentences clearly, demonstrating consistent spacing, proper letter formation, and legibility.</p>	<p>G8.W2.1 Physically write detailed sentences clearly, demonstrating accurate letter formation, consistent legibility, and precise spacing.</p>	<p>G9.W2.1 Physically handwrite complex sentences fluently, demonstrating precise letter formation, consistent legibility, and accurate spacing.</p>
		<p>G6.W2.2 Physically demonstrate neat and clear handwriting during basic writing stages (planning, drafting, and editing).</p>	<p>G7.W2.2 Physically demonstrate clear handwriting while completing structured stages of the writing process (planning, drafting, revising, editing).</p>	<p>G8.W2.2 Physically execute the stages of the writing process (planning, drafting, revising, editing) fluently and accurately with consistent handwriting skill.</p>	<p>G9.W2.2 Physically and fluently perform each stage of the writing process (planning, drafting, revising, editing, and proofreading) with consistent clarity and accuracy in handwriting.</p>
		<p>G6.W2.3 Physically write simple structured paragraphs neatly and clearly, applying basic formatting (indentation, spacing).</p>	<p>G7.W2.3 Physically produce structured paragraphs, clearly applying basic formatting (indentation, spacing), legible handwriting, and consistent motor control.</p>	<p>G8.W2.3 Physically handwrite structured compositions clearly and consistently, using accurate formatting (indentation, spacing, margins) and maintaining legible handwriting.</p>	<p>G9.W2.3 Physically produce sophisticated handwritten texts, clearly and consistently applying advanced formatting (headings, margins, indentation) neatly.</p>
		<p>G6.W2.4 Physically write punctuation, spelling, and grammar neatly and clearly when producing short handwritten texts.</p>	<p>G7.W2.4 Physically write punctuation, grammar, and spelling clearly and consistently when handwriting structured paragraphs.</p>	<p>G8.W2.4 Physically handwrite punctuation, grammar, and spelling clearly and fluently, demonstrating handwriting accuracy.</p>	<p>G9.W2.4 Physically handwrite punctuation, grammar, and spelling clearly and fluently, demonstrating precise control and legibility.</p>
		<p>G6.W2.5 Physically edit short handwritten texts with teacher guidance, clearly correcting errors in spelling, punctuation, and capitalization neatly and consistently.</p>	<p>G7.W2.5 Physically edit handwritten short texts independently, clearly correcting basic punctuation, spelling, and grammatical errors using consistent handwriting.</p>	<p>G8.W2.5 Physically and skilfully edit handwritten compositions, accurately correcting spelling, punctuation, grammar, and revising handwriting clearly.</p>	<p>G9.W2.5 Physically edit handwritten texts skilfully, demonstrating consistent, precise, and clear correction techniques for spelling, punctuation, and structural coherence.</p>

<p>W3. Demonstrate a positive attitude toward writing by actively participating in writing tasks, valuing feedback, and respecting diverse viewpoints in collaborative writing contexts.</p>	<p>Affective</p>	<p>G6.W3.1 Show willingness to engage in writing tasks confidently.</p>	<p>G7.W3.1 Value clarity and organization in short writing tasks.</p>	<p>G8.W3.1 Consistently demonstrate perseverance in developing detailed written texts.</p>	<p>G9.W3.1 Demonstrate responsibility in independently producing refined written texts.</p>
		<p>G6.W3.2 Exhibit pride and care in presenting neat written work.</p>	<p>G7.W3.2 Express creativity and individuality in writing tasks confidently.</p>	<p>G8.W3.2 Value clear and persuasive written expression for effective communication.</p>	<p>G9.W3.2 Value accuracy, clarity, and creativity in producing high-quality writing.</p>
		<p>G6.W3.3 Demonstrate openness to feedback on basic writing tasks.</p>	<p>G7.W3.3 Show openness and responsiveness to constructive feedback on written work.</p>	<p>G8.W3.3 Show willingness to revise and improve writing based on feedback.</p>	<p>G9.W3.3 Consistently advocate for respectful, collaborative editing and feedback practices.</p>
		<p>G6.W3.4 Participate positively in guided writing activities.</p>	<p>G7.W3.4 Demonstrate enthusiasm in collaborative writing tasks.</p>	<p>G8.W3.4 Exhibit positive attitudes toward peer editing and collaborative writing tasks.</p>	<p>G9.W3.4 Exhibit pride and ownership in producing thoughtfully crafted, extensive written compositions.</p>

LISTENING SCRIPTS

Learning Unit 1

Unit: 1.1

Lesson: 3

Expedition SOS – 3 Survival Calls

Narrator

Today, we will listen to three emergency calls from teams in different places.

One team is at sea, one is in the desert, and one is in an ice cave.

Listen carefully to each team's location, problem, and how serious their situation is.

Call 1 – 09:15 AM – Team Alpha (Ocean)

Rescue Control: Hello, this is Rescue Control. What is your emergency?

Team Alpha: We are on a small boat in the Pacific Ocean, about 40 kilometers from the coast. During the night, the boat hit a big rock, and now water is coming in. The engine is not working, so we can't move. One of our team members is feeling very sick. We are also running out of drinking water. We need help soon.

Call 2 – 01:40 PM – Bravo (Sonoran Desert)

Rescue Control: This is Rescue Control. Please tell us your location and situation.

Team Bravo: We are in the Sonoran Desert. Our car broke down yesterday, so we tried to walk out. Because of the heat, we quickly became exhausted. One teammate started to feel very ill and couldn't walk any farther. We also saw some wild animals nearby, which made us feel scared and worried. That's why we used our emergency signal to call you.

Please send water and medical help as soon as possible.

Call 3 – 04:17 PM – Team Charlie (Ice Cave)

Rescue Control: This is Rescue Control. Go ahead.

Team Charlie: "We are trapped inside an ice cave. A snowstorm hit us, and a large piece of ice crashed down, blocking our only exit. We don't have any tools to clear it. We are extremely cold. Our heater is broken; therefore, we can't stay warm. Please tell us how to stay safe and send help immediately."

LISTENING SCRIPTS

Learning Unit 1

Unit: 1 .2

Lesson 4

Exercise 3

Exercise 3: A

Welcome to "*Top Survival Tips*", your go-to podcast for surviving the wildest places on Earth.

I'm your host, Alan, and today I'll share my best advice for staying safe when the Arctic gets tough.

Today's episode: **Surviving the Arctic**— where temperatures drop below freezing and snowstorms can make it almost impossible to see, and your best tools are your brain and your team.

Host:

Let's dive into our **top 5 Arctic survival tips**

First, as soon as you arrive, **find or build shelter**. Dig a snow cave or set up a thermal tent.

Second, **start a fire as soon as possible**. Fire means warmth, light, and safety. **Gather dry wood**, if possible, or use a stove. **Don't wait until nightfall**.

Third, **don't eat snow!** It lowers your body temperature. Drink warm water to stay hydrated.

Fourth, **staying dry is important**. Wet clothes will freeze fast. **Change out of wet clothes immediately**.

Finally, **signal for help**. Use flares, mirrors, or bright materials.

Host (concluding tone):

Remember, survival is about staying calm, thinking ahead, and **working as a team**.

Stay tuned for next week's episode: "**Lost in the Desert** "

LISTENING SCRIPTS

Learning Unit 2

Unit: 2.1

Lesson: 3

Staying Safe on Social Media

Ali: Did you see what Sami posted online yesterday?

Ahmed: No, what was it?

Ali: He shared a picture of his new house and told everyone they were going on holiday next week. He even posted lots of photos from inside the house.

Ahmed: Really? That's not safe. Anyone could find out when the house will be empty.

Ali: I know! My brother says you shouldn't post your location or travel plans online.

Someone could use that information to break in.

Ahmed: He also posted his new phone number in the comments! That means anyone can contact him now, even people he does not know.

Ali: Oh no! It's easy for strangers to see and maybe even scam him.

Ahmed: We learned in computer class that sharing too much online can lead to problems such as identity theft or bullying. Some people even get their accounts hacked.

Ali: I'm going to tell Sami to be more careful. It is better to keep personal information private.

Ahmed: Definitely! Let's remind our friends at school too.

LISTENING SCRIPTS

Learning Unit 3

Unit: 3.1

Lesson: 3

Exploring World Food Festivals

Host:

All over the world, food festivals bring people together to celebrate culture, tradition, and taste. Let's visit three of the most exciting events for food lovers.

Narrator:

In Naples, Italy, **Pizzafest** is held every September. This lively festival is for pizza, the most famous Italian dish. Chefs from around the world travel to Naples to take part in the event for the title of best pizza maker. Visitors can watch pizza being made in traditional wood-fired ovens and taste a huge variety, from the classic Margherita with its rich tomato sauce, fresh mozzarella, and basil, to more creative pizzas topped with local ingredients. There are also workshops where people can learn how to make pizza dough. Pizzafest is a great way to learn about Naples' proud food traditions.

Across the Atlantic, the **Taste of Chicago** takes place each July in Grant Park. It is one of the largest food festivals in the United States, attracting thousands of visitors. More than seventy food vendors serve famous Chicago dishes like deep-dish pizza, hot dogs, Italian beef sandwiches, barbecued ribs, and sweet cheesecake. Many international foods are also offered, so people can try dishes from different cultures. Families and friends walk from booth to booth, tasting different foods and discovering new flavours.

In October, Paris, France hosts the **Salon du Chocolat**, the largest international event for the chocolate industry. This annual festival celebrates the art of chocolate-making, from traditional recipes to modern ones. Visitors can taste different kinds of chocolate and enjoy the creative chocolate designs. The event attracts chocolate lovers from around the world, all gathering to share their passion for chocolate.

LISTENING SCRIPTS

Learning Unit 3

Unit: 3.2

Lesson: 4

Exercise 2

A podcast about a 3D food printer

Columbia University created the first 3D food printer in 2005. Today, scientists in the U.S. are studying how this technology could change the way we prepare and eat meals. The printer works by using soft food “ink” to build meals layer by layer. For example, it can make a vegan cheesecake using seven ingredients, such as banana, peanut butter, and strawberry jam. It can use any food that can be turned into a paste, liquid, or powder—like meat, vegetables, or cheese.

3D food printing is useful because it helps people eat healthier. It is especially good for people with food allergies or those who have trouble swallowing, as meals can be made soft and safe. It can also help children and older adults get meals that meet their special needs. In addition, this technology can reduce food waste and make cooking cleaner and safer.

However, there are still some problems. The machines are expensive, the food is not always completely fresh, and some meals may not contain all the nutrients people need. More research is needed to improve the ingredients and the way the food is made.

LISTENING SCRIPTS

Learning Unit 4

Unit: 4 .1

Lesson: 3

Today I want to talk to you about something very simple—but very powerful. It's about cleaning up the spaces where we live, study, and relax. Yes, I mean *decluttering*. That means getting rid of things we don't really need.

Have you ever walked into an untidy, messy room and felt tired or stressed? Many people say that a crowded space can make them feel stressed or **distracted**. On the other hand, when a room is clean and organized, they feel calm and focused.

Decluttering doesn't mean throwing away everything. It means choosing what is important and letting go of the rest. You don't need to keep old papers, broken things, or clothes you never wear. Decluttering is also a way to clean your space and create a healthier, more peaceful environment. These things take up space—not only in your room, but also in your mind.

Some people say, "I might need this one day." But that day often never comes. Keeping fewer things helps us think more clearly. It also saves time. You don't need to search for your homework under a pile of books or waste ten minutes looking for your keys.

So how do you start? Start small. Choose one drawer, one shelf, or one corner of your room. Ask yourself: Do I really use this? Does this item make me happy? If the answer is no, maybe it's time to let it go.

When we declutter, we make space for what really matters—peace, focus, and a fresh mind.

Thank you.

LISTENING SCRIPTS

Learning Unit 5

Unit: 5 .1

Lesson: 3

Radio Interview: “Global Sporting Events”

Host: Good afternoon, and welcome to *Sports Around the World*. Today, we’re talking about two major global sporting events: the Olympic Games and the Paralympic Games. Joining us is sports expert Rana Al-Saleh. Welcome to the show!

Rana Al-Saleh: Thank you. I’m happy to be here.

Host: To begin with, could you explain what the Olympic Games are for listeners who may not know?

Rana Al-Saleh: The Olympic Games are a major international sports event held every four years. Athletes from almost every country compete in sports such as swimming, gymnastics, basketball, and track and field. The Olympics are not only about winning medals; they also promote friendship and respect among nations.

Host: That’s right, and the five Olympic rings represent the unity of the world’s continents.

Host: Now, let’s talk about the Paralympic Games. What makes them special?

Rana Al-Saleh: The Paralympic Games highlight the skills of athletes with disabilities. These athletes compete in events such as wheelchair basketball, athletics, swimming, and sitting volleyball. The Paralympics show that true strength comes from hard work and a strong spirit.

Host: Despite their differences, many people say that the Olympic and Paralympic Games also share important similarities. How would you explain this?

Rana Al-Saleh: Although the nature of athletes and activities is different, the Olympic and Paralympic Games share several important similarities. Both encourage fair play and mutual respect. In both events, athletes show how sports can create positive connections between nations.

Rana Al-Saleh: Thank you for inviting me. It was a pleasure to join you.

Host: And thank you to our listeners. We hope you enjoyed today’s programme. Join us next time on *Sports Around the World*

LISTENING SCRIPTS

Learning Unit 5

Unit: 5 .2

Lesson: 4

Listen to two students discussing three statements about winning, losing, and values in sports. As you listen, think about what each statement means, and decide which one you agree with.

Youssef: Let's talk about the first statement: "*Winning shows your strength.*"

This means that when you win a match, it shows your skills, effort, and ability. Winning proves that your practice and hard work have made you strong as a player.

Rashid: Right. It focuses on performance and the result of the game.

Youssef: The second statement is: "*Losing teaches you how to grow.*"

This means that losing is not only negative. When you lose, you learn from your mistakes. You become more patient, improve your skills, and try harder next time.

Rashid: So losing helps athletes develop and get better.

Rashid: And the last statement says: "**Success comes from values, not just the final result of a game.**"

This means that true success is not only about winning. It is also about showing respect, teamwork, fair play, discipline, and good character.

Youssef: So even if you don't win, you can still be successful if you show strong values.

LISTENING SCRIPTS

Learning Unit 5

Unit: 5 .3

Micro-skill

Listen to the audio. Circle the assimilated form you hear.

1. ten players → **ten players** / **tem players**
2. good game → **goog game** / **good game**
3. modern machines → **modern machines** / **moderm machines**
4. have to → **hafta** / **have to**

LISTENING SCRIPTS

Learning Unit 6

Unit: 6 .1

Lesson: 3

Eco Voices: Building a Greener Future

Hello, everyone, and welcome to *Eco Voices*, our weekly podcast.

Today, we'll explore how people around the world are using creativity, innovation, and teamwork to build a greener, cleaner future for our planet.

In **Sweden**, city buses now run on **biogas made from food waste** collected from homes and restaurants. This renewable fuel is much cleaner than gasoline and helps reduce both air pollution and landfill waste. Some Swedish cities even power streetlights and public buildings using energy from recycled materials.

In **Kenya**, engineers have created **solar-powered water pumps** that help farmers grow crops during dry seasons without damaging the environment. These systems make farming more reliable, save water, and reduce the need for diesel fuel. As a result, communities can produce more food while protecting nature.

Meanwhile, in **Japan**, many homes feature **smart technology** that automatically turns off lights, closes windows, and adjusts air conditioning to save electricity. Some modern houses store extra solar energy for cloudy days, while schools teach students to design eco-friendly inventions.

In the **United Arab Emirates**, architects are developing **eco-cities** with shaded walkways, electric buses, green roofs, and recycling stations on every street. Buildings are designed to stay cool naturally, reducing the use of air conditioning and cutting carbon emissions.

Across the world, from **Costa Rica's 100% renewable energy** to **Germany's expanding wind farms**, nations are proving that sustainable living is possible. Together, people everywhere are showing that sustainability isn't only about doing less—it's about **doing better and thinking smarter** for the planet we all share.

LISTENING SCRIPTS

Learning Unit 7

Unit: 7.1

Lesson: 3

Online Business vs. Physical Store

Welcome, and thank you for joining our workshop today.

In this session, we will explore two common ways to start a business: running it online or opening a physical store. Each option has its own advantages and disadvantages.

Let us begin with online businesses. Starting an online business is usually less expensive and easier to set up. Another major advantage is reach—you can sell to customers in different cities or even other countries. Marketing is also simpler because social media platforms allow you to share pictures, videos, and advertisements quickly. Online businesses are especially suitable for small products such as handmade accessories, books, or beauty items, as these are easy to package and deliver.

However, selling online also comes with challenges. Customers cannot see or try the product before buying it, which can make them feel unsure. Another disadvantage is that there are many similar businesses, and standing out can be difficult. Technical problems or delays in delivery may also affect customer satisfaction.

Now let us look at physical stores. A physical shop offers a more personal shopping experience. Customers can see, touch, and try products, which helps them make more confident decisions. Face-to-face customer service also makes it easier to explain products, answer questions, and solve problems immediately.

Still, physical stores have disadvantages. They are more expensive to run because you must pay for rent, electricity, decorations, and staff salaries. A store can usually only serve people who live nearby. In addition, the opening hours are fixed. If the shop is in a quiet or hidden location, it may be hard to attract enough customers.

To sum up, both online businesses and physical stores have their pros and cons. Using both together can be a smart choice. I hope this session helps you make better business decisions.

LISTENING SCRIPTS

Learning Unit 7

Unit: 7 .2

Lesson: 4

Hello everyone, my name is Ahmed Almullah, I'm excited to present a project that will change the way students study.

Our project aims to help students manage their study time better by using a simple and helpful study-planning app.

We plan to offer easy tools like reminders, daily plans, and tips to help students stay organized.

Our target customers are high-school and college students who find it hard to keep track of their homework and study time.

We expect to release the app in six months and reach many students in our first year.

The main challenge might be getting students to try a new app, but we will use social media and school partnerships to encourage them.

You will love this idea because it makes studying easier, smarter, and more organised for every student.

Thank you for listening!

LISTENING SCRIPTS

Learning Unit 8

Unit: 8.1

Lesson: 3

In today's news, Kuwait is celebrating the success of a young innovator. A Kuwaiti woman has gained international attention for her achievements in science and technology.

Lama Al-Oraiman is one of the co-founders of Kuwait's first space research company, Ignition LLC. She started working in the space field in 2018, when she represented Kuwait in two international space organisations. These roles helped her join important space events, speak about Kuwait's ideas, and raise awareness about space exploration. She also gave talks, joined competitions, and organized events to teach people about space. Her work helped Kuwait become a member of a United Nations space committee in 2022. Recently, she won the Emerging Space Leader Award and was honored by Kuwait's Crown Prince, who called her "Kuwait's Space Ambassador."

Al-Oraiman believes that Kuwait needs to create its own space agency. She also thinks the country should build research centers like those in the United Arab Emirates, which recently announced plans to send its first astronaut to the moon. She hopes these steps will inspire young Kuwaitis to learn, explore new ideas, and take action to achieve their dreams instead of waiting for opportunities. She is also working to increase public awareness about space science across the country.

Al-Oraiman was later listed by Forbes Middle East Magazine as one of the most creative young leaders under 30 in science and technology. She continues to inspire many young people in Kuwait. Her achievements show that hard work and new ideas can lead to great success.

LISTENING SCRIPTS

Learning Unit 8

Unit: 8 .2

Lesson: 4

A Day in the Life Aboard the Space Station

A day on the space station follows a carefully organised routine. Each morning, Mission Control wakes the crew with music. The astronauts have a short time to wash, eat breakfast, and read the daily messages. Since showers do not work in space, they use wet towels to clean themselves, and brushing their teeth is difficult because there is no running water.

Inside the station, the crew wear ordinary clothes such as T-shirts and jeans. Sometimes they put on their spacesuits and go on a spacewalk. Astronauts eat simple packaged meals such as rice, pasta, chicken, and fruit. They drink purified water from the station's recycling system. At night, each astronaut sleeps in a small sleeping bag fixed to the wall so they do not float around in microgravity.

In the evening, the crew relax by having dinner, contacting their families, or reading and watching films. Finally, they go to bed for eight hours while Mission Control and the onboard computers monitor the station.

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Grade 9

Books A & B