



سلطنة عُمان
وزارة التربية والتعليم

ELCS

Newsletter for
English
Teaching Staff

School Year
2019/2020

Welcome to this new school year after what we hope has been a peaceful and enjoyable summer holiday.

In order to help deliver the most effective teaching program, the English Language Curriculum Section (ELCS) has compiled this newsletter for you.

Please read it carefully so that you may get the best out of the Ministry of Education teaching materials. Your Senior Teacher, Supervisor, and the Teacher Trainer in your region can provide further assistance if required.

Information on using the newsletter

This newsletter is addressed to Basic Education schools for the school year 2020/2019. It contains the following:

Part ONE:	Cycle One (Grades 1 – 4)	[pages 2 – 23]
Part TWO:	Cycle Two (Grades 5 – 10)	[pages 24 – 38]
Part THREE:	Post-Basic (Grades 11 – 12)	[pages 39 –59]

PLEASE NOTE:

You can send a correspondence/an email to the ELCS (queries and/or suggestions are always welcome):

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Part ONE : Cycle 1

(Grades 1 – 4)

This part of the newsletter contains the following:

- English Language Textbooks Guide
- Inventory of the materials teachers should have received
- Suggested scheme of work
- Useful hints:
 - Advice for tackling each new Unit
 - Tips on improving teaching methods

Training for Shared Reading and Phonics

If any teachers feel that they need training in shared reading or phonics, they can contact the Shared Reading or Phonics Coordinator in their region. Coordinators will collect feedback on training needs from teachers and schools, and inform regional trainers so that the necessary training can be delivered

English Language Textbooks Guide

Cycle 1 (Grades 1-4)

Basic Education Schools

Grade	Number of Periods per Week	Book Title	Edition	Year
Grade 1	7	Class Book A & B	Second Edition	2019-2020
		Skills Book A & B		
		Teacher's Book A & B		
Grade 2	7	Class Book A & B	Second Edition	2019-2020
		Skills Book A & B		
		Teacher's Book A & B		
Grade 3	7	Class Book A & B	Second Edition	2019-2020
		Skills Book A & B		
		Teacher's Book A & B		
Grade 4	7	Class Book A & B	Revised Edition	2019-2020
		Skills Book A & B		
		Teacher's Book A & B		

***NB:** In the two-shift schools only 6 periods a week are allocated for Grades 3 and 4

Inventory of the materials teachers should have received

You should have received the following for Cycle 1 (Grades 1 – 4):

Grades	Materials
One & Two	<ul style="list-style-type: none"> • Class Book • Skills Book • Teacher’s Book • Listening CDs • Songs and Rhymes CDs • Resource Packs: Class Resource Pack (<i>printed/Non-printed materials</i>) • Jolly Phonics Kit • Phonics Posters • Phonics Booklet
Three & Four	<ul style="list-style-type: none"> • Class Book • Skills Book • Teacher’s Book • listening CDs • Songs and Rhymes CDs • Resource Packs: Class Resource Pack (<i>printed/Non-printed materials</i>)

Grades 1-2 (Semester 1)
Suggested Scheme of Work (2019/2020)

Note: There are 6 units in each course book, and each unit has (10) lessons.

Month	Aug		September					October					November					December					January						
	Week		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3				
Unit		Periods given	25-29	01-05	08-12	15-19	22-26	29-31	01-03	06-10	13-17	20-24	27-31	03-07	10-14	17-21	24-28	01-05	08-12	15-19	22-26	29-31	01-02	05-09	12-16				
One	23		25/08 - 16/09																										
Two	23				17/09 - 8/10																								
Three	23								10/10 – 31/10																				
Four	24													03/11 – 26/11															
Five	24																		1/12 - 23/12										
Six	24																				24/12 – 16/1								
Holidays																													

Remarks:

(x) New Hijri Year - 01/09/2019

(xx) Birth of the Prophet - 10/11/2019

(xxx) National Day Holiday - 27-28/11/2019

Grade 3 (Semester 1)
Suggested Scheme of Work (2019/2020)

Note: There are 6 units in each course book, and each unit has (14) lessons.

Month	Aug		September			October			November			December			January									
	1	25	1	2	3	4	5	1	2	3	4	5	1	2	3	1	2	3						
Week																								
Unit	25-29	01-05	08-12	15-19	22-26	29-31	01-03	06-10	13-17	20-24	27-31	03-07	10-14	17-21	24-28	01-05	08-12	15-19	22-26	29-31	01-02	05-09	12-16	
One	23	25/08 - 16/09																						
Two	23			17/09 - 8/10																				
Three	23							10/10 - 31/10																
Four	24											03/11 - 26/11												
Five	24															1/12 - 23/12								
Six	24															24/12 - 16/1								
Holidays			x										xx		xxx									

Remarks:

(x) New Hijri Year - 01/09/2019

(xx) Birth of the Prophet - 10/11/2019

(xxx) National Day Holiday - 27-28/11/2019

Grade 4 (Semester 1)
Suggested Scheme of Work (2019/2020)

Note: There are 6 units in each course book, and each unit has (12) lessons.

Month	August					September					October					November					December					January							
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3
Week	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3
Unit	25-29	01-05	08-12	15-19	22-26	29-31	01-03	06-10	13-17	20-24	27-31	03-07	10-14	17-21	24-28	01-05	08-12	15-19	22-26	29-31	01-02	05-09	12-16										
One	25/08 - 16/09																																
Two						17/09 - 8/10																											
Three											10/10 - 31/10																						
Four																03/11 - 26/11																	
Five																					1/12 - 23/12												
Six																					24/12 - 16/1												
Holidays																																	

Remarks:

(x) New Hijri Year - 01/09/2019

(xx) Birth of the Prophet - 10/11/2019

(xxx) National Day Holiday - 27-28/11/2019

Grades 1 & 2 (Semester 2)
Suggested Scheme of Work (2019/2020)

Note: There are 6 units in each course book, and each unit has (10) lessons.

Month	February			March					April					May		
	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3
Week																
Unit	09-13	16-20	23-27	01-05	08-12	15-19	22-26	29-31	01-02	05-09	12-16	19-23	26-30	03-07	10-14	17-21
One	09/02 - 25/02															
Two			26/02 - 12/03													
Three						15/03 - 02/04										
Four									05/04 - 20/04							
Five												21/04 - 06/05				
Six															07/05 - 21/05	
Holidays																

Remarks:

(x) Israa & Miraaaj - 22/03/2020

Grade 3 (Semester 2)
Suggested Scheme of Work (2019/2020)

Note: There are 6 units in each course book, and each unit has (14) lessons.

Month	February			March					April					May			
	Week	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3
Unit		09-13	16-20	23-27	01-05	08-12	15-19	22-26	29-31	01-02	05-09	12-16	19-23	26-30	03-07	10-14	17-21
One	19	09/02 - 25/02															
Two	17		26/02 - 12/03														
Three	19						15/03 - 02/04										
Four	17									05/04 - 20/04							
Five	16												21/04 - 06/05				
Six	16															07/05 - 21/05	
Holidays																	

Remarks:

(x) Israa & Miraaaj - 22/03/2020

Grade 4 (Semester 2)
Suggested Scheme of Work (2019/2020)

Note: There are 6 units in each course book, and each unit has (12) lessons.

Month	February			March					April					May		
	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3
Week																
Unit	09-13	16-20	23-27	01-05	08-12	15-19	22-26	29-31	01-02	05-09	12-16	19-23	26-30	03-07	10-14	17-21
One	09/02 - 25/02															
Two			26/02 - 12/03													
Three						15/03 – 02/04										
Four									05/04 – 20/04							
Five												21/04 – 06/05				
Six															07/05–21/05	
Holidays							x									

Remarks:

(x) Israa & Miraaaj - 22/03/2020

Suggested Scheme of Work for Two-shift Schools

Cycle One Schools

Semester One Scheme of work			Semester Two Scheme of work		
Units	Number of periods		Units	Number of periods	
	One shift school	Two shift school		One shift school	Two shift school
Unit one	17	17	Unit one	14	14
Unit Two	23	23	Unit Two	18	18
Unit Three	23	23	Unit Three	20	20
Unit Four	21	21	Unit Four	18	18
Unit Five	22	22	Unit Five	19	19
Unit Six	33	33	Unit Six	14	14

Useful Hints

- Advice for tackling each new unit

Before starting each new unit, you should read and study the following points in detail in the content map in the Teacher's Book.

- ⇒ The aims of the units;
- ⇒ The main language of the unit;
- ⇒ The vocabulary covered in each unit;
- ⇒ The activities;
- ⇒ Skills and strategies
- ⇒ Literacy
- ⇒ Cross-curricula links and concepts.

Tips on improving teaching methods

- 1 Try to observe** other English teachers' lessons to gain more teaching experience and do team teaching with your colleagues.
- 2 Visit** other C1 Basic Education Schools nearby.
- 3 Observe** classes and discuss the curriculum and methodology with experienced teachers. Invite them to your school, too!
- 4 Always remember to liaise** with your Senior Teacher and Supervisor.
- 5 Always remember to liaise** with the LRC teacher to ensure the receipt of the English resources.
- 6 Refer back to "Notes for Teachers"** at the beginning of the Lesson Preparation Book for some tips on preparing and reflecting on a lesson and some other tips.
- 7 Read and study** the additional literacy activities and the photocopiable activities in the Teacher's Book.

Phonics

Students in Grade 1 and 2 should receive two phonics lessons per week. The sections below provide information about updates to the programme for this academic year, a list of materials, resources and video links, and the schemes of work.

What is new this year?

All phonics teaching materials have been updated for the 2019/2020 academic year. Please check the date on your materials to ensure you are using the most recent version.

Phonics materials

In addition to the Jolly Phonics Kit, the Curriculum Department provides the additional teacher and student materials listed below:

Grade 1

- Grade 1 Phonics Booklet for students
- Semester 1 and Semester 2 Phonics Guides
- Semester 2 Lesson Plans
- Sound Set Guide
- Videos of model Semester 1 and Semester 2 lessons

Grade 2

- Grade 2 Phonics Booklets for students (Semester 1 and Semester 2)
- Semester 1 and Semester 2 Phonics Guides
- Semester 1 and Semester 2 Lesson Plans
- Videos demonstrating Semester 2 lesson steps

Grade 3

- Grade 3 Phonics Guide

Grade 1, 2 and 3

- Phonics Activity Resource Booklet for teachers (Grade 1 and 2)
- Reading text posters (Grade 1 and 2)
- Online collection of resources (Grade 1, 2 and 3)
- Videos demonstrating blending, segmenting and tricky word activities

Video links

Grade 1, Semester 1 Letter Sound Lesson

<https://drive.google.com/file/d/0By4FMyzQa2VgV3JBVkJVMclQxREk/view?usp=sharing>

Grade 1, Semester 2 Reading Lessons

Lesson 1 (part 1) <https://www.youtube.com/watch?v=p0s9eDUPuMQ>
Lesson 1 (part 2) <https://www.youtube.com/watch?v=awxE04NKZKk>
Lesson 2 (part 1) <https://www.youtube.com/watch?v=n9zmJ1QGPCQ>
Lesson 2 (part 2) <https://www.youtube.com/watch?v=s8-G6C7wwkY>

Information about blending

<https://www.youtube.com/watch?v=0Lqk9rqJ4R8>

Blending activities:

- Make the word <https://www.youtube.com/watch?v=rGqJcYAmB7U>
- Read the word <https://www.youtube.com/watch?v=uuU3n7Pt5ZI>
- Listen for your sound <https://www.youtube.com/watch?v=mgEriq91oac>

Information about segmenting

<https://www.youtube.com/watch?v=CI8LB0A9wj4>

Segmenting activities:

- Sound buttons <https://www.youtube.com/watch?v=IHYPtUfRRCM>
- Find the letter <https://www.youtube.com/watch?v=IHYPtUfRRCM>

Information about tricky words

<https://www.youtube.com/watch?v=Q8MDqCWfXbc>

Tricky word activities:

- Hit the board https://www.youtube.com/watch?v=yPH_S-hD7fQ
- Point to <https://www.youtube.com/watch?v=H-rDCkCVptE>

Scheme of work

- Schemes of work for Grade 1 and Grade 2 are provided on the following pages and are also provided in the Phonics Guides.
- There are seven English lessons per week. You should teach two phonics lessons and five *English for Me* lessons per week. It is also very important that you teach three Shared Reading lessons per *English for Me* unit.
- Please refer to the appendix in the Phonics Guide for a sample timetable which shows that all phonics, *English for Me* and shared reading lessons can be completed each semester.

Grade 1, Semester 1 (2019 - 2020)

The scheme of work suggests starting phonics in Week 3 but schools can start earlier if they prefer.				
Month	Week	Dates	Phonics Lesson 1	Phonics Lesson 2
September	3	8 – 12	s SB 40	a SB 33
	4	15 -19	t SB 4	i SB 6
	5	22 -26	p SB 17	n SB 19
October	6	29 – 3	Consolidation lesson	ck SB 25/35
	7	6 – 10	e SB 35	h SB 18
	8	13 -17	r SB 18	m SB 19
	9	20 -24	d SB 38	Consolidation lesson
	10	27 -31	g SB 27	o SB 33
November	11	3 – 7	u SB 6	l SB 4
	12	10 -14	f SB 10	b SB 17
	13	17 -21	Consolidation lesson <i>Tricky word: l</i>	j SB 8 <i>Tricky word: the</i>
	14	24 -28	ee + or <i>Tricky word: he</i>	z SB 13 <i>Tricky word: she</i>
December	15	1 – 5	w SB 12 <i>Tricky word: me</i>	ng <i>Tricky word: we</i>
	16	8 – 12	v SB 12 <i>Tricky word: be</i>	Consolidation lesson
	17	15 -19	oo + OO <i>Tricky word: to</i>	y SB 8 <i>Tricky word: do</i>
	18	22 -26	x SB 25 <i>Tricky word: are</i>	ch <i>Tricky word: all</i>
January	19	29 – 2	sh <i>Tricky word: you</i>	Consolidation lesson
	20	5 – 9	Review Lesson	Review Lesson
	21	12- 16	Review Lesson	Review Lesson

Grade 1, Semester 2 (2019 - 2020)

Month	Week	Dates	Phonics Lesson 1	Phonics Lesson 2
February	1	9 – 13	S1 Review	S1 Review
	2	16 -20	S1 Review	S1 Review
	3	23 -27	th + th <i>Tricky word: your</i>	qu <i>Tricky word: come</i>
March	4	1 -5	Reading 1 (Lesson 1)	Reading 1 (lesson 2) <i>Tricky word: here</i>
	5	8 -12	Reading 2 (Lesson 1)	Reading 2 (lesson 2) <i>Tricky word: there</i>
	6	15 -19	Reading 3 (Lesson 1)	Reading 3 (lesson 2) <i>Tricky word: they</i>
	7	22 -26	Reading 4 (Lesson 1)	Reading 4 (lesson 2) <i>Tricky word: go</i>
	8	29 -2	Reading 5 (Lesson 1)	Reading 5 (lesson 2) <i>Tricky word: no</i>
April	9	5 -10	Reading 6 (Lesson 1)	Reading 6 (lesson 2) <i>Tricky word: my</i>
	10	12 -16	Reading 7 (Lesson 1)	Reading 7 (lesson 2) <i>Tricky word: one</i>
	11	19 -23	Reading 8 (Lesson 1)	Reading 8 (lesson 2) <i>Tricky word: like</i>
	12	26 -30	Reading 9 (Lesson 1)	Reading 9 (lesson 2) <i>Tricky word: have</i>
May	13	3 - 7	Reading 10 (Lesson 1)	Reading 10 (lesson 2) <i>Tricky word: live</i>
	14	10 -14	Review	Review
	15	17 -21	Review	Review

Grade 2, Semester 1 (2019 - 2020)

The scheme of work suggests starting phonics in Week 3 but schools can start earlier if they prefer.				
Month	Week	Dates	Phonics Lesson 1	Phonics Lesson 2
September	3	8 – 12	Review G1	Review G1
	4	15 -19	Review G1	Review G1
	5	22 -26	ai	ai
October	6	29 – 3	oa	oa
	7	6 – 10	Reading 1 (Lesson 1)	Reading 1 (Lesson 2)
	8	13 -17	ie	ie
	9	20 -24	ou	ou
	10	27 -31	Reading 2 (Lesson 1)	Reading 2 (Lesson 2)
November	11	3 – 7	Consolidation	Consolidation
	12	10 -14	oi	oi
	13	17 -21	ue	ue
	14	24 -28	Reading 3 (Lesson 1)	Reading 3 (Lesson 2)
December	15	1 – 5	er	er
	16	8 – 12	ar	ar
	17	15 -19	Reading 4 (Lesson 1)	Reading 4 (Lesson 2)
	18	22 -26	Consolidation	Consolidation
January	19	29 – 2	Magic 'e'	Magic 'e'
	20	5 – 9	Review	Review
	21	12- 16	Review	Review

Grade 2, Semester 2 (2019 - 2020)

Month	Week	Dates	Phonics Lesson 1	Phonics Lesson 2
February	1	9 – 13	S1 Review	S1 Review
	2	16 -20	S1 Review	S1 Review
	3	23 -27	Reading 1 (Lesson 1) <i>Alternative spelling: ai/ay</i>	Reading 1 (Lesson 2) <i>Alternative spelling: ai/ay</i>
March	4	1 -5	Reading 2 (Lesson 1) <i>Alternative spelling: ee/ea</i>	Reading 2 (Lesson 2) <i>Alternative spelling: ee/ea</i>
	5	8 -12	Reading 3 (Lesson 1) <i>Alternative spelling: oa/ow</i>	Reading 3 (Lesson 2) <i>Alternative spelling: oa/ow</i>
	6	15 -19	Reading 4 (Lesson 1) <i>Alternative spelling: ie/igh/y</i>	Reading 4 (Lesson 2) <i>Alternative spelling: ie/igh/y</i>
	7	22 -26	Consolidation	Consolidation
April	8	29 -2	Reading 5 (Lesson 1) <i>Alternative spelling: oi/oy</i>	Reading 5 (Lesson 2) <i>Alternative spelling: oi/oy</i>
	9	5 -10	Reading 6 (Lesson 1) <i>Alternative spelling: ou/ow</i>	Reading 6 (Lesson 2) <i>Alternative spelling: ou/ow</i>
	10	12 -16	Reading 7 (Lesson 1) <i>Alternative spelling: er/ir/ur</i>	Reading 7 (Lesson 2) <i>Alternative spelling: er/ir/ur</i>
	11	19 -23	Reading 8 (Lesson 1) <i>Alternative spelling: or/au/aw</i>	Reading 8 (Lesson 2) <i>Alternative spelling: or/au/aw</i>
	12	26 -30	Consolidation	'ph' /f/
May	13	3 - 7	'c' /c/, /s/	'g' /g/, /j/
	14	10 -14	Review	Review
	15	17 -21	Review	Review

Sample letter

المحترم الفاضل / ولي أمر الطالب

تواصل وزارة التربية والتعليم هذا العام 2019 / 2020 تعميم تطبيق البرنامج العالمي في تدريس القراءة في اللغة الإنجليزية، (برنامج 'جولي فونيكس' (Jolly Phonics) للصف الثاني، وذلك بعد أن تم تطبيقه على الصف الأول بالحلقة الأولى في جميع محافظات السلطنة ولعينة من الصف الثاني بمجموعة من مدارس الحلقة الأولى بالمحافظات التعليمية بالسلطنة.

تعتمد فكرة هذا البرنامج على تدريس حروف اللغة الإنجليزية بصورة شائقة وممتعة تساعد الطفل على تذكر الحروف لاحقاً، حيث تقوم المعلمة بتعريف الطفل بالحرف الجديد عن طريق سرد قصة قصيرة يتكرر فيها ذكر الحرف المستهدف وتشمل القصة حدث معين يستدعي القيام بحركة معينة تطلب المعلمة من الطلاب تقليدها، أما الهدف من الحركة فهو تذكير الطالب بالحرف، فعلى سبيل المثال عند تقديم الحرف s للطلاب تسرد المعلمة قصة عن طفل يذهب إلى الغابة ولكنه يفاجأ بوجود أفعى تقوم بإصدار الصوت ssssss فيشعر الطفل بالخوف ويفر هارياً، تطلب المعلمة بعد ذلك من الطلاب تلويح يدهم في الهواء لتصف لهم طريقة حركة الأفعى باتجاه الطفل والصوت الذي تصدره، فتقوم المعلمة بربط الحركة بشكل الحرف عن طريق كتابته على السبورة بحيث يردده الطلاب، وبذلك تكون القصة بما تحمله من صور ووسائل بصرية معبرة عن أحداثها بالإضافة إلى الحركة عاملاً مهماً في تذكير الطالب بالحرف لاحقاً.

بعد ذلك تدرب المعلمة الطلاب على كتابة الحرف الذي تم تدريسه ومن ثم تقوم بدمج الحرف المستهدف مع حروف أخرى حتى يتمكن الطلاب من البدء في قراءة الكلمات القصيرة. مثال على ذلك هو دمج الحروف c, a, t بحيث يقوم الطالب بقراءة الحروف منفصلة في البداية ثم يدمج الحرف الأول مع الثاني ومن ثم الحرف الثالث ليقرأ كلمة cat.

ولإيمان الوزارة الكبير بأهمية تواصلكم وتعاونكم مع إدارة المدرسة في تطبيق البرنامج من خلال الوقوف مع أبنائنا العباقرة الصغار وهم يشقون بداية طريقهم في عالم القراءة وتشجيعهم على قراءة الكلمات بنفس الطريقة المتبعة شاكرين ومثمنين لكم حسن تعاونكم.

Shared Reading

Students in Grade 1 and 2 should all receive three shared reading lessons per English for Me unit. The sections below provide information about updates to the programme this academic year, a list of materials, resources and links, and the suggested schemes of work.

What is new this year?

- Four new Big Book stories that were written by Cycle One teachers have been published and distributed to schools. There are two stories that are recommended for Grade 1 - 'Where is the baby?' and 'I can do', and two stories that are recommended for Grade 2 – 'My Blue Cap' and 'Who ate the food?'
- Shared Reading Coordinators for each region have also appointed to provide ongoing support to teachers in the same way as Jolly Phonics Coordinators.
- Three new videos of model shared reading lessons have been produced and will be available on the Ministry portal from Semester 1.

Shared reading materials

The new shared reading materials include:

Grade 1 and 2

- 4 new printed Big Book stories for shared reading.
- 28 new Grade 1 and Grade 2 Big Book stories for shared reading.
- Three detailed lesson plans per story.
- One set of additional materials per story (word cards, picture cards and worksheets).
- A Shared Reading Guide
- Three videos of model shared reading stories.

Links

- The new shared reading materials are currently available in digital PDF format at the following link:
<https://drive.google.com/open?id=0By4FMyzQa2Vgb1pEc1dJRGFURXM>

Scheme of work

- Schemes of work for Grade 1 and Grade 2 are provided on the following pages and are also provided in the Shared Reading Guide.
- You should teach three Shared Reading lessons per English for Me unit.
- Please refer to the appendix in the Phonics Guide for a sample timetable which shows that all shared reading, phonics and *English for Me* can be completed each semester.

Grade 1, Semester 1

English for Me		Suggested shared reading stories
Grade 1A	Unit 1: <i>Introduction to English</i>	<i>Clean and Tidy</i>
	Unit 2: <i>Colours and Objects</i>	<i>The Green Sofa</i> <i>My Red Ball</i> <i>Clean and Tidy</i>
	Unit 3: <i>Numbers and Body</i>	<i>The Sad Cat</i>
	Unit 4: <i>Numbers and Shapes</i>	<i>Clean and Tidy</i>
	Unit 5: <i>My Face</i>	<i>Where is my child?</i>
	Unit 6: <i>My Classroom</i>	<i>My Red Ball</i> <i>Clean and Tidy</i>

Grade 1, Semester 2

English for Me		Suggested shared reading stories
Grade 1B	Unit 1: <i>My Family</i>	<i>The Sad Cat</i> <i>Where's the baby?</i>
	Unit 2: <i>On the Farm</i>	<i>The Big Bad Dog</i> <i>The Boy and the Wolf</i> <i>The Sad Cat</i>
	Unit 3: <i>Things I can do</i>	<i>I can do</i> <i>The Dirty Dishdasha</i>
	Unit 4: <i>My House</i>	<i>The Green Sofa</i> <i>Where's the baby?</i>
	Unit 5: <i>Food</i>	<i>The Little Baby</i>
	Unit 6: <i>Clothes</i>	<i>Going Shopping</i> <i>Sara is Shopping</i>

English for Me		Suggested shared reading stories
Grade 2A	Unit 1: <i>English Again</i>	<i>The Dream</i>
	Unit 2: <i>My Friends</i>	<i>My Friends</i> <i>Ahmed and the Pet</i>
	Unit 3: <i>My Day</i>	<i>My Blue Cap</i> <i>Hamed's iPad</i>
	Unit 4: <i>School</i>	<i>My Blue Cap</i> <i>Hamed's iPad</i>
	Unit 5: <i>Moving</i>	<i>The Bus Trip</i> <i>Stop, Look and Listen</i>
	Unit 6: <i>Weather</i>	<i>On a Cloudy Day</i> <i>Let's Check the Weather</i>

Grade 2, Semester 2

English for Me		Suggested shared reading stories
Grade 1B	Unit 1: <i>Free Time</i>	<i>My Friends</i>
	Unit 2: <i>Animals</i>	<i>Where are my Peanuts?</i> <i>Ahmed and the Pet</i>
	Unit 3: <i>Five Senses</i>	<i>My Five Senses</i> <i>Who ate the food?</i>
	Unit 4: <i>Adventure</i>	<i>On a Cloudy Day</i> <i>The Bus Trip</i>
	Unit 5: <i>Food and Shopping</i>	<i>Who ate the food?</i> <i>The Hungry Boy</i>
	Unit 6: <i>Town and Village</i>	<i>The Magic Colours</i>

Part Two: Cycle 2

(Grades 5 – 10)

This part of the newsletter contains the following:

- English Language Textbooks Guide
- Inventory of the materials teachers should have received
- Suggested scheme of work
- Graded Readers for Grade 10
- Useful hints:
 - *Teacher's Book*
 - *Contents Map in the Teacher's Book*
 - *Advice for tackling each new unit*
 - *Tips on improving teaching methods*
 - *List of correction*

What is new this year?

This year, grade 10 textbooks have been revised and developed in response to feedback and suggestions received from the field. The main changes are outlined below.

- The units have a new structure and much of the material has been replaced with new content and activities.
- There are two completely new units, *Renewable Energy* in semester 1 and *Future of transport* in Semester 2.
- There is a greater focus on writing. Students are now allocated four lessons to prepare for and complete writing tasks.
- There is a greater focus on themes and vocabulary related to technology and there are more activities which require students to undertake research and produce work using technology.
- A range of activities to promote 21st century skills have been added to the revised materials.
- Changes have also been made to the layout, design and images to give the books an attractive new look for students.

English Language Textbooks Guide

Cycle 2: Grades 5- 10

Basic Education Schools

Grade	Number of Periods per Week	Book Title	Edition	Year
Grade 5	5	Class Book A & B	Second Edition	2018-2019
		Skills Book A & B		
		Teacher's Book A & B	Third Edition	2017-2018
Grade 6	5	Class Book A & B	First Edition	2018-2019
		Skills Book A & B		
		Teacher's Book A & B		
Grade 7	5	Class Book A & B	First Edition	2019-2020
		Skills Book A & B		
		Teacher's Book A & B	Second Edition	2019-2020
Grade 8	5	Class Book A & B	First Edition	2018-2019
		Skills Book A & B		
		Teacher's Book A & B		
Grade 9	5	Class Book A & B	First Edition	2019-2020
		Skills Book A & B		
		Teacher's Book A & B		
Grade 10	5	Class Book A & B	NEW Edition	2019-2020
		Skills Book A & B		
		Teacher's Book A & B		
		The Magic Shop and Other Stories	First Edition	2018-2019

Inventory of the materials teachers should have received

You should have received the following for Cycle 2 (Grades 5 – 10):

Grades	Materials
Five, Six , Seven	<ul style="list-style-type: none"> • Class Book • Skills Book • Teacher’s Book • Listening CD / Songs & Rhymes CD • Class Resource Pack (Printed/Non-Printed Materials)
Eight, Nine, Ten	<ul style="list-style-type: none"> • Class Book • Skills Book • Teacher’s Book • Listening CD (All grades) / Songs & Rhymes CD (Grade 8 ONLY) • Class Resource Pack for (Printed Material) • Classroom reader for Grade 10, <i>The Magic Shop and Other Stories</i>

Grade 5 (Semester 1)
Suggested Scheme of Work (2019/2020)

Note: There are 5 units in each course book, and each unit has (12) lessons.

Month	Aug	September					October					November				December						
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Week	1	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4	5		
Unit	25-29	01-05	08-12	15-19	22-26	29-31	01-03	06-10	13-17	20-24	27-31	03-07	10-14	17-21	24-28	01-05	08-12	15-19	22-26	29-31		
One	19	25/08 - 19/09																				
Two	17				22/09 - 14/10																	
Three	16							15/10 - 05/11														
Four	17											06/11 - 03/12										
Five	17														04/12 - 26/12							
Holidays							x								xx					xxx		
Exams																					29/12	

Remarks:

(x) New Hijri Year - 01/09/2019

(xx) Birth of the Prophet - 10/11/2019

(xxx) National Day Holiday - 27-28/11/2019

Grade 5 (Semester 2)
Suggested Scheme of Work (2019/2020)

Note: There are 5 units in each course book, and each unit has (12) lessons.

Month	February			March					April					May		
	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3
Week																
Unit	09-13	16-20	23-27	01-05	08-12	15-19	22-26	29-31	01-02	05-09	12-16	19-23	26-30	03-07	10-14	17-21
Periods given																
One	09/02 - 27/02															
Two				01/03 - 18/03												
Three				19/03 - 07/04												
Four									08/04 - 26/04							
Five													27/04 - 12/05			
Holidays							x									
Exams																13-20/05

Remarks:

(x) Israa & Miraaj - 22/03/2020

Grades 6 & 7 (Semester 2)
Suggested Scheme of Work (2019/2020)

Note: There are 5 units in each course book, and each unit has (15) lessons.

Month	February			March					April					May		
	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3
Week																
Unit	09-13	16-20	23-27	01-05	08-12	15-19	22-26	29-31	01-02	05-09	12-16	19-23	26-30	03-07	10-14	17-21
One	09/02 - 26/02															
Two				27/02 - 17/03												
Three									18/03 - 07/04							
Four									08/04 - 27/04							
Five														28/04 - 12/05		
Holidays																
Exams														13-20/05		

Remarks:

(x) Israa & Miraaj - 22/03/2020

Second Semester, Academic Year 2019-2020

In Semester 2, the number of available teaching days is less than the number of the lessons in the English language course books for Grade Six and Grade Seven. Each course book in these grades consists of seventy-five lessons (fifteen lessons distributed into five units). However, there are only sixty-seven available teaching days in the second semester.

Therefore, to address this problem, the English Language Curriculum Section suggests the following, adapted scheme of work:

Grade	Unit	Current number of lessons	Lessons to omit	Number of lessons after omissions
Six and Seven	1	15	15	14
	2	15	15	14
	3	15	15	14
	4	15	15	14
	5	15	12,13, 14 & 15	11
Total No. of Units/lessons	5	75	7	67

For Units 1-5, omit Lesson 15 (My Learning Record), which comes at the end of each unit. Teachers can ask students to complete their Learning Records as homework) and then check them in class. Omitting this lesson will not affect at the content of the course book because it focuses on students assessing their performance, and this can be done independently as homework..

In Unit 5, omit Lessons 12, 13, 14 and 15. These four lessons focus on project work. As students have already undertaken projects in previous units it was decided to omit the final project in order to ensure the number of lessons matches the number of teaching days.

Grades 8, 9 & 10 (Semester 1)
Suggested Scheme of Work (2019/2020)

Note: There are 4 units in each course book, and each unit has (15) lessons.

Month	Aug	September					October					November				December											
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5						
Week	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
Unit	25-29	01-05	08-12	15-19	22-26	29-31	01-03	06-10	13-17	20-24	27-31	03-07	10-14	17-21	24-28	01-05	08-12	15-19	22-26	29-31							
Periods given																											
One	24	25/08 - 26/09																									
Two	22						29/09 - 21/10																				
Three	22											22/10 - 21/11															
Four	23															24/11 - 26/12											
Holidays																											
Exams																										29/12	

Remarks:

(x) New Hijri Year - 01/09/2019

(xx) Birth of the Prophet - 10/11/2019

(xxx) National Day Holiday - 27-28/11/2019

Grades 8, 9 & 10 (Semester 2)
Suggested Scheme of Work (2019/2020)

Note: There are 4 units in each course book, and each unit has (15) lessons.

Month	February			March					April					May		
	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3
Week																
Unit	09-13	16-20	23-27	01-05	08-12	15-19	22-26	29-31	01-02	05-09	12-16	19-23	26-30	03-07	10-14	17-21
One	09/02 - 02/03															
Two				03/03 - 25/03												
Three									26/03 - 19/04							
Four														20/04 - 12/05		
Holidays																
Exams														13-20/05		

Remarks:

(x) Israa & Miraaj - 22/03/2020

Grade 5

Semester One Scheme of work			Semester Two Scheme of work		
Units	Number of periods		Units	Number of periods	
	One shift school	Two shift school		One shift school	Two shift school
Unit one	19	16	Unit one	15	13
Unit Two	17	15	Unit Two	14	12
Unit Three	16	15	Unit Three	13	12
Unit Four	17	15	Unit Four	13	12
Unit Five	17	15	Unit Five	12	10

Grades 6 and 7

Semester One Scheme of work			Semester Two Scheme of work		
Units	Number of periods		Units	Number of periods	
	One shift school	Two shift school		One shift school	Two shift school
Unit one	19	16	Unit one	14	12
Unit Two	17	15	Unit Two	14	12
Unit Three	16	15	Unit Three	14	12
Unit Four	17	15	Unit Four	14	12
Unit Five	17	15	Unit Five	11	10

Grades 8, 9 & 10

Semester One Scheme of work			Semester Two Scheme of work		
Units	Number of periods		Units	Number of periods	
	One shift school	Two shift school		One shift school	Two shift school
Unit one	24	20	Unit one	17	15
Unit Two	22	17	Unit Two	16	14
Unit Three	22	17	Unit Three	17	15
Unit Four	23	18	Unit Four	17	15

Useful Hints

Teacher's Book

Make sure that you read the introduction in the **Teacher's Book** (Basic Education Grades 5, 6, 7, 8, 9, 10) with attention as it contains:

- A description of the course and the rationale for teaching English;
- The approach to the teaching of the four skills in the English Language:
Listening, Speaking, Reading and Writing;
- Detailed learning objectives for each of the units of the course;
- Cross-curricular links between English and other school subjects as well as learning strategies;
- Dealing with diversity and mixed ability teaching;
- Unit design and the list of stories, projects and portfolio tasks in each unit;
- Lesson design (**Grade 5 Third Edition & Grade 7 Second Edition**);
- Activities included in the syllabus (games, songs, rhymes, chants & tongue twisters, stories, arts & crafts, role-play);
- Classroom management (preparation, classroom language, classroom organization, error correction, classroom display);
- Assessment and Evaluation;
- Description of course components;
- List of symbols and abbreviations.

Contents Map in the Teacher's Book

Make sure that you study the **Contents Map** in the Teacher's Book very carefully because it contains the following:

- Aims of the units;
- Main language focus of the units;
- New and recycled lists of vocabulary in each unit;
- Skills and strategies in each unit;
- Lists of activities and projects in each unit.

Advice for tackling each new Unit

Before starting each new unit, you should read and study the following points in detail:

- ⇒ The aims of the units;
- ⇒ The main language of the unit;
- ⇒ The vocabulary covered in each unit;
- ⇒ The activities;
- ⇒ Skills and strategies
- ⇒ The classroom language used in each unit;
- ⇒ The list of projects and portfolio used tasks in each unit;
- ⇒ The materials you will need

Tips on improving teaching methods

- 1 Try to observe** other English teachers' lessons to gain more teaching experience and do team teaching with your colleagues.
- 2 Visit** other Cycle 2 schools nearby.
- 3 Observe** classes and discuss the curriculum and methodology with experienced teachers. Invite them to your school, too!
- 4 Aim to cover the syllabus** in 5 periods a week.
- 5 Always remember to liaise** with your Senior Teacher and Supervisor.
- 6 Always remember to liaise** with the LRC teacher to ensure receipt of the English materials in the LRC room in your school.
- 7 Refer back to "Notes for Teachers"** at the beginning of the Lesson Preparation Book for some tips on preparing and reflecting on a lesson and some other tips.
- 8 Read and study** the poster activities and the photocopiable activities at the back of the Teacher's Book.
- 9 For Grades 7 and 8 teachers only ***

Devote two lessons per month for teaching the writing skills. You are strongly advised to make use of 'Keep Writing 1' and 'Keep Writing 2' which you should have received in the academic year 2014/2015. These two imported titles have been purchased by the ministry and distributed to all Cycle Two schools in the Sultanate. Kindly check availability of the two titles stated above and inform your educational supervisor if you did not receive them. Teachers can photocopy the activities' pages to their students or display them on the board using any of the available technological devices such as OHP, projector, etc.

- 10 For Grades 8, 9 and 10 teachers only ***

Make good use of the Graded Reading Cards. These cards aim to give students further independent reading practice. Each set (Gold, Silver and Bronze) has 15 cards, which can be used in any order. Students should answer the activities in their exercise books as the cards are designed as a re-usable resource. The reading cards can also be used or utilized as extra knowledge resources which

students can refer to when they are doing/writing their projects or portfolio tasks. Refer to the introduction in the Teacher's Book for further information.

1. For Grade 10 teachers only *

Discuss with your students and get them to choose **two** stories out of the six stories in the “**Magic Shop & Other Stories**”. One story should be taught each semester. Therefore, three lessons are specified for teaching each story.

Students can read the other four stories independently. They can cover as much as they can of these four stories according to their level and interests.

This part of the newsletter contains the following:

Part Three : Post Basic

(Grades 11 – 12)

- What's new this year
- English Language Textbooks Guide
- Inventory of the materials teachers should have received
- Scheme of Work
- Useful hints:
 - *Teacher's Book*
 - *Contents Map in the Teacher's Book*
 - *Advice for tackling each new Unit*
 - *Tips on improving teaching methods*
- Graded Readers for Grades 11 – 12

What's new this year?

Grade 11 Elective Coursebooks (*English Insights 2*):

- This year, *English Insights 2* textbooks have been slightly developed in response to feedback and suggestions. Make sure that you receive the updated version of the books for this academic year (2019/2020). The major change is in the Workbook. The original Writing Insights and Writing Bank pages in each unit in the Workbook have been modelled on content Writing Insights in Student Book. This is to provide students more practice in the area of academic writing.
- **The Optional writing tasks in Lesson C** provides an additional opportunity for students to develop their writings. The tasks and topics in these optional tasks are related to the unit and the lesson in which they appear. The Writing Insights lessons are the focus of English Elective assessments (refer to SAH document for more detail). Therefore, the Writing Insights pages should be seen as essential, while these Optional tasks in Lesson C are not a requirement for the course, and should be used only if time permits.
- **Lesson D** of each unit contains a project for students to complete. The Teacher's Guide contains guidance with suggestions on how to run these projects.
- **Additional questions for reading and listening texts** have been added to lesson pages in the teacher's book entitled (reading extension). These questions provide extra questions for the reading and listening scripts, which provide higher-level of comprehension questions.

English Language Textbooks Guide

Basic Education Schools

Grades 11 - 12

Grade	Number of Periods per Week	Book Title	Edition	Year
Grade 11	6	Course Book A & B	Second Edition	2019- 2020
		Work Book A & B		
		Teacher's Book A & B		
		<i>Four Stories of Suspense</i> (Reader)		
Grade 12	6	Course Book A & B	Second Edition	2018-2019
		Work Book A & B		
		Teacher's Book A & B		

***NB:** In the two-shift schools only 4 periods a week are allocated for Grades 11 and 12

Inventory of the materials teachers should have received:

You should have received the following for Grades 11 – 12:

- Class Book
- Skills Book
- Teacher's Book
- Listening CD
- Core reader entitled, ***Four Stories of Suspense*** - Grade 11

Grades 11 & 12 (Semester 2)
Suggested Scheme of Work (2019/2020)

Note: There are 4 themes in each course book, and each theme is divided into 5 units.

Month	February			March					April					May		
Week	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3
Theme	09-13	16-20	23-27	01-05	08-12	15-19	22-26	29-31	01-02	05-09	12-16	19-23	26-30	03-07	10-14	17-21
Periods given																
One	09/02 - 02/03															
Two				03/03 - 25/03												
Three									26/03 - 19/04							
Four														20/04 - 12/05		
Holidays																
Exams														13-20/05 Gr11 31/05-25/06 Gr12		

Remarks:

(x) Israa & Mirraaj - 22/03/2020

Grades 11 and 12

Semester One Scheme of work			Semester Two Scheme of work		
Units	Number of periods		Units	Number of periods	
	One shift school	Two shift school		One shift school	Two shift school
Unit one	24	22	Unit one	17	13
Unit Two	17	15	Unit Two	16	12
Unit Three	22	22	Unit Three	17	13
Unit Four	23	21	Unit Four	17	13

Useful Tips about the Teacher's Book

Contents Map

Make sure that you read the Contents Map carefully as it contains:

- an overview of the four themes
- a breakdown of the units
- the main tasks in each unit

Introduction

Make sure that you read the Introduction carefully as it contains:

- a description of the course rationale
- an overview of the course structure and overall course aims
- an overview of the non-linguistic objectives of the course
- a description of the teaching methodology
- a detailed description of the course materials

Summary Page for each theme:

Make sure that you read the Summary Page for each theme carefully as it contains:

- an overview of the content of the theme
- a breakdown of each unit of the theme
- a list of the activities in order
- a description of the activity types

Advice for starting each new theme / unit

Before starting each new theme or unit, you should familiarise yourself with the following:

- the aims of the theme / unit
- the content of the theme / unit
- the main grammatical and vocabulary structures
- the activity types
- the skills and strategies covered

Tips for improving teaching methods

1. Observe other English teachers' lessons to gain more teaching experience.
2. Carry out team teaching with your colleagues.
3. Visit other post-basic education schools in your area. Observe classes and discuss methodology with experienced teachers. Invite them to your school too.
4. Aim to cover the syllabus in 6 periods a week.
5. Remember to liaise with your Senior Teacher and Supervisor.
6. Remember to liaise with the LRC teacher to ensure receipt of the English materials in the LRC in your school.
7. Refer to 'Notes for Teachers' at the beginning of the Lesson Preparation Book for tips on preparing and reflecting on a lesson and other tips.

English Elective Courses (English Insights 2 & 3) - Semester 1

Suggested Scheme of Work (2019/2020)

Note: English Insight textbooks have 8 units, 4 units in each semester.

Month	September					October					November				December					
	Aug	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4	5
Week	1	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4	5
Unit	25-29	01-05	08-12	15-19	22-26	29-30	01-03	06-10	13-17	20-24	27-31	03-07	10-14	17-21	24-28	01-05	08-12	15-19	22-26	29-31
One	25/08 - 26/09																			
Two						29/09 - 21/10														
Three									22/10 - 21/11											
Four															24/11 - 26/12					
Holidays													xx						xxx	
Exams																				29/12 Gr11 07/01 Gr12

Remarks:

(x) New Hijri Year - 01/09/2019

(xx) Birth of the Prophet - 10/11/2019

(xxx) National Day Holiday - 27-28/11/2019

English Elective Courses (English Insights 2 & 3) - Semester 2

Suggested Scheme of Work – 2019/2020

Note: English Insight textbooks have 8 units, 4 units in each semester.

Month	February			March					April					May		
	1	2	3	1	2	3	4	5	1	2	3	4	5	1	2	3
Week																
Unit	09-13	16-20	23-27	01-05	08-12	15-19	22-26	29-31	01-02	05-09	12-16	19-23	26-30	03-07	10-14	17-21
Periods given																
Five	09/02 - 02/03															
Six				03/03 - 25/03												
Seven									26/03 – 19/04							
Eight														20/04 – 12/05		
Holidays																
Exams														13/05 Gr11 31/05 Gr12		

Remarks:

(x) Israa & Miraaj - 22/03/2020

Background to the Elective Courses "English Insights 2" and "English Insights 3"

English Insights is a motivating new series for Post Basic students. It has different levels, and this level (English Insight 2) has been chosen for Grade 11 as it matches their level and prepares them to take (English Insight 3) in Grade 12. The course combines an acclaimed approach to learning English with stunning National Geographic images, DVD clips and articles. This series has two books: Student's Book and Workbook.

The Student's Book includes:

- A **DVD with National Geographic videos** with worksheets to complete in class or at home.
- An **audio CD** with dialogues and pronunciation activities.
- **Writing Insights** to develop students' spelling, punctuation and paragraph-writing skills.
- **Working with words** to develop students' understanding of how the lexical system works.
- **Skills testing** to train students to tackle listening, reading and exam-type tasks with confidence.
- **Culture** sections to explore aspects of the English-speaking world.
- **CLIL** sections to discover science, technology, nature, history and geography through English.
- **True stories** about National Geographic explorers and people who have made a difference to our world.
- **Projects** which provide multi-modal learning opportunities.
- **Grammar GPS** reference section which provides all the grammar students need to know and is cross-referenced to each unit.

The Workbook includes:

- Additional **grammar, vocabulary** and **skills** practice.
- Additional **Writing Insights** pages to follow on from the Student's Book.
- **Reading Insights** – full-color reading skills pages.
- **Word lists** for both the Student's Book and Workbook.

Writing Insights:

The original English Insights writing component has been revised and developed to:

- Meet student needs in the area of academic writing.
- *Develop students' ability and confidence in taking exams.*

The components in the Writing Insights include:

- A writing model with which students can interact
- Academic writing tasks similar to those found in the IELTS Writing Test
- A whole-text focus in addition to the microlevel focus
- The inclusion of grammar in context

Study & Exam Skills boxes

The new Study & Exam Skills boxes replace the former Study Skills boxes. These new boxes contain a useable, practical strategy for students to employ independently to develop their individual study skills, essential for exam success. Exercises follow in the lesson to give students the opportunity to practice the skills.

Glossaries

Students engage with a range of topics in the reading texts throughout both levels. New glossaries have been added to support the students when reading. The key higher-level (typically B2-C2 CEFR) vocabulary is included, with definitions in English.

Additional components

The provided support can be taught whenever is needed. It is only additional practice for students.

- **English Insights Exam Support Supplement**

An additional complimentary component has been included in 2018 in the form of an Exam Support Supplement. This 10-page document includes an overview of international exams, a focus on IELTS, useful links and a complete set of IELTS-style Speaking and Writing Exam Questions, themed to the units across the two level courses, written by an IELTS expert. This supplement will be supplied for free distribution to teachers for use in formative testing throughout the course.

- **Exam Support Supplement - *English Insights*** (Level 2 & 3)

International English Exams

Students around the world are often required to take international English exams to demonstrate their level of English with an officially-credited grade. These grades can then be used to enter universities, get jobs and, also, to secure visas in different international settings.

- **Preparing for international English exams**

Preparing for international exams is not only about doing exam practice. Students should spend time developing their general language skills, building their vocabulary and mastering grammar. The *English Insights* course gives Grade 11 and 12 students the opportunity to do this. However, to be successful in exams, students also need to be familiar with the structure of the exam, the types of questions asked, and strategies to use both before and during the exam. Again, *English Insights* contains *Study and Exam Skills* boxes which focus on such strategies and questions types.

This *English Insights* Exam Support Supplement provides further information on one specific international exam, with links to its official websites, along with a set of Exam Practice Questions for each unit of the *English Insights* course.

- **The International English Language Testing System (IELTS)**

The IELTS Test is a very popular exam for students of English, and it is well respected globally by universities, employers and governments. The test has four parts: reading, listening, speaking and writing. Each part is graded with a 'band' (from the highest 9, to the lowest 1), and then a final overall band is awarded.

- **Useful links**

<https://www.ielts.org/>

<https://www.britishcouncil.com/en/exam/ielts>

English Insights Practice Exam Questions

Speaking

A set of Speaking Practice Questions is provided for each unit of *English Insights* Level 2 and 3. The format is similar to the IELTS Speaking Test as outlined below, and suggested timings are given.

The Practice Exam Questions can be used after each unit (e.g. Unit 1 Practice Exam Questions after completing Unit 1), or after a number of units with a greater range of subjects to be discussed (e.g. a selection from Unit 1, 2 and 3 Practice Exam Questions after completing these three units).

Best practice is for the teacher to ask the questions, and for the students to listen and respond, and not to read the questions or to have seen the questions before the test.

The IELTS Speaking Test has three parts. The first focuses on general questions based on personal experience. The second part is a 'long turn' in which the student speaks for up to two minutes on a topic given by the Examiner. The final part is a discussion, continuing on the topic of Part 2. The Speaking Practice Questions provided in this supplement follow this structure and can be used as suggested here:

Part 1 – The teacher selects a number of questions from the set. (The same set can be used for each Practice Test). Ask the follow-up questions *Why?* and *Why not?* to give the student the opportunity to talk for longer.

Part 2 – The teacher chooses to ask the questions for either Option A or Option B. The main instruction (*Describe...*) can be written on task cards along with the prompt questions, or the teacher can ask the prompt questions as appropriate, when the student is describing.

Part 3 – The teacher asks the questions, and also introduces further follow-up questions, aiming to create a discussion, rather than an interview.

Writing

A Practice Exam Question for Writing is provided for each unit of *English Insights*. The text type is the same as the focus of the *Writing Insights* strand for each unit, giving the students the opportunity to develop their skills further in this area with regards to writing skills and mechanics. These text types, in turn, are based on the type found in international exams. The IELTS Writing Test has two parts, with students writing a shorter text such as a description of data or two locations, and then a longer essay-style text such as an opinion essay.

Again, the Practice Exam Questions can be used after each unit (e.g. Unit 1 Practice Exam Questions after completing Unit 1), or after a number of units with a greater range of subjects to be discussed (e.g. a selection from Unit 1, 2 and 3 Practice Exam Questions after completing these three units).

English Insights Level 2 – Practice Exam Questions – Speaking

All units – Part 1 (4 minutes)

- Where do you live?
- What do you like most about the place you live? Why?
- What do you study?
- What you want to study in the future? Why?
- Do you prefer mornings or evenings for studying? Why?
- What do you usually do at the weekend? Why?
- Do you prefer hot weather or cold weather? Why?
- Which country would you most like to visit? Why?

Unit 1 Fame – Part 2 (2 minutes)

Option A – *Describe a famous person in your country. Use the prompts to help.*

- Who is the person?
- Why is the person famous?
- Do you think the person will be famous for a long time?
- How famous is the person in other countries?

Option B – *Describe a famous person you would like to meet. Use the prompts to help.*

- Who is the person?
- Why is the person famous?
- Why would you like to meet this person?
- What would you like to say to this person?

Unit 1 Fame – Part 3 (4 minutes)

- What do people do to become famous nowadays?
- What did they do in the past to be famous?
- Why do people want to be famous?
- What are the advantages and disadvantages of being famous?

Unit 2 The mind – Part 2 (2 minutes)

Option A – *Describe an intelligent animal. Use the prompts to help.*

- What is the animal?
- Why do you like this animal?
- Why do you think this animal is intelligent?
- How do other people feel about this animal?

Option B – *Describe your memory. Use the prompts to help.*

- What kind of things do you need to remember?
- What helps you to remember things?
- What stops you remembering things?
- How can you improve your memory?

Unit 2 The mind – Part 3 (4 minutes)

- Why are some students good at science and other students better at arts subjects?
- Can we improve our minds (e.g. our memories, how much we understand)?
- How can we know what other people are thinking?
- Do you think we will be able to read other people's minds in the future? Why? Why not?

Unit 3 *In the past* – Part 2 (2 minutes)

Option A – *Describe a special day when you were young. Use the prompts to help.*

- Where were you?
- Who were you with?
- What did you do?
- Why do you remember this day?

Option B – *Describe a story on older person told you about the past. Use the prompts to help.*

- Who told you?
- Why did the person tell you this story?
- What was the story?
- Why do you remember the story?

Unit 3 *In the past* – Part 3 (4 minutes)

- Why do older people often enjoy telling stories from the past?
- Should school students learn about the past? Why? / Why not?
- How can technology help us to learn about the past?
- Some people say we need to focus more on the future than the past. What do you think?

Unit 4 *Careers* – Part 2 (2 minutes)

Option A – *Describe a job you would like to have in the future. Use the prompts to help.*

- What is the job?
- Why would you like this job?
- What would you need to learn to prepare for the job?
- Do you think you will have this job in the future?

Option B – *Describe the job of someone in your family. Use the prompts to help.*

- What is the job?
- Who does this job and why?
- How did the person in your family get this job?
- Would you like this job? Why? / Why not?

Unit 4 *Careers* – Part 3 (4 minutes)

- What kinds of jobs do young Omanis do when they leave school or college?
- How have jobs changed from the past?
- How can school prepare young people for the world of work?
- How will technology change jobs in the future?

Unit 5 *Special things* – Part 2 (2 minutes)

Option A – *Describe a special place you know. Use the prompts to help.*

- Where is this place?
- Why is it special?
- Who do you go there with and how often?
- How do other people feel about this place?

Option B – *Describe a special thing you own. Use the prompts to help.*

- What is the special thing?
- Why is it special?
- Where did the special thing come from?
- Do other people know how you feel about this special thing? Why? / Why not?

Unit 5 *Special things* – Part 3 (4 minutes)

- What makes something special to a person?
 - Can a piece of technology, such as a phone, be a special thing?
 - Why do we all make different choices about what is special?
 - What is more important, people, places or things? Why?
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Unit 6 *Mysteries* – Part 2 (2 minutes)

Option A – *Describe a mystery from your own life. Use the prompts to help.*

- What happened?
- When did it happen and who were you with?
- What did you do?
- What explanation can you think of for the mystery?

Option B – *Describe a mystery from a book, movie or TV show. Use the prompts to help.*

- What happened?
 - When did it happen and who was there?
 - What did the people do?
 - Would you do something different in the same situation?
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Unit 6 *Mysteries* – Part 3 (4 minutes)

- Why do many people enjoy mystery stories?
 - Were there more mysteries in the world before technology?
 - Is it important to understand everything? Why? Why not?
 - Some people say that one day there will be no more mysteries. What do you think?
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Unit 7 *Moments in history* – Part 2 (2 minutes)

Option A – *Describe an invention you think is very important. Use the prompts to help.*

- What is the invention?
- Who invented it, when and where?
- What did people do before this was invented?
- Why is the invention very important?

Option B – *Describe a special time in Oman's history. Use the prompts to help.*

- When was the time?
 - What happened at that time?
 - Why was it special?
 - How is that special time celebrated or remembered now?
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Unit 7 *Moments in history* – Part 3 (4 minutes)

- Why do people enjoy celebrating important events together?
 - Should Oman have more times for national celebration? Why/ Why not?
 - Who is important in Omani culture (e.g. sports people, scientists, poets, etc.)? Why?
 - Should important people be paid more than other people? Why? / Why not?
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Unit 8 *Shopping* – Part 2 (2 minutes)

Option A – *Describe an advertisement you like. Use the prompts to help.*

- What is the advertisement for?
- Where do you see this advertisement?
- Why do you like this advertisement?
- How do other people feel about this advertisement?

Option B – *Describe a place where you go shopping. Use the prompts to help.*

- Where is the place?
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- What kind of things can you buy there?
- How do you feel about this place?
- When was the last time you went shopping there? Why?

Unit 8 Shopping – Part 3 (4 minutes)

- Why do people enjoy shopping?
- How has shopping changed from the past to the present?
- What are the advantages and disadvantages of big shopping centres?
- Do you think online shopping will become more important in the future? Why? / Why not?

English Insights Level 2 – Practice Exam Questions – Writing

Unit 1 – Write a review of a movie, TV programme, magazine or book. Include factual information, a summary of the plot and your opinion. Write at least 150 words.

Unit 2 – Analyse the chart your teacher gives you. Write a description of the chart. Include the most important features and compare and contrast information. Write at least 150 words.
[NOTE TO TEACHER – Find a suitable chart for students. See suggested IELTS resources.]

Unit 3 – Is it important for school children to study history (local, national or global)? Discuss your viewpoint. Write at least 200 words.

Unit 4 – You want to study English on a summer course at a college in the UK. Write an email to say what course you want to do, why you want to do the course, and when you want to do the course. Include some information about yourself. Write at least 200 words.

Unit 5 – Describe the process. Include all the key stages. Write at least 200 words.
[NOTE TO TEACHER – Find a process diagram for students. See suggested IELTS resources.]

Unit 6 – Think of a dish or drink you know how to make. Write instructions on how to make it. Write at least 200 words.

Unit 7 – “School students should be allowed to use their mobile phones in class to help with their studies.” What are the arguments for and against this? What is your opinion. Write at least 200 words.

Unit 8 – Write 5 questions about shopping. Ask your classmates and/or your family. Write a survey report about the answers. Write at least 200 words.
[NOTE TO TEACHER – Ask students to prepare and conduct the research before class. Alternatively, you could provide statistics for students to use in their essay.]

English Insights Level 3 – Practice Exam Questions – Speaking

All units – Part 1 (5 minutes)

- Tell me about your home.
- Which is your favourite part of your home? Why?
- What is your favourite subject at school?
- What job do you want in the future? Why?
- Do you prefer to study with other people or alone? Why?
- What do you usually do during the summer holidays? Why?
- Do you prefer to visit a city or the countryside (e.g. mountains or desert)? Why?
- Which part of the world would you most like to visit? Why?

Unit 1 *The arts* – Part 2 (2 minutes)

Option A – *Describe a museum, cultural event or gallery in Oman. Use the prompts to help.*

- Where is this place?
- What can you do and see there?
- Who visits this place?
- Would you like to visit this place in the future? Why? / Why not?

Option B – *Describe a typical Omani art or craft (e.g. poetry, silver-making). Use the prompts to help.*

- What is this art or craft?
- Who does this art or craft?
- Who do people like this art or craft?
- Will this art or craft continue to be popular in the future? Why? / Why not?

Unit 1 *The arts* – Part 3 (5 minutes)

- Why do people enjoy looking at art and crafts?
- Is there a difference between art and crafts younger and older people like?
- How has technology changed art and craft?
- Is photography a form of art? Why? / Why not?

Unit 2 *Crossing borders* – Part 2 (2 minutes)

Option A – *Describe a journey you have been on. Use the prompts to help.*

- Where were you travelling to?
- How did you travel and who with?
- Why were you on the journey?
- How did you feel on the journey? Why?

Option B – *Describe a person you have met from a different country. Use the prompts to help.*

- Who was the person?
- Where and why did you meet the person?
- What did you talk about with the person?
- What did you learn from the experience?

Unit 2 *Crossing borders* – Part 3 (5 minutes)

- What can we learn from visiting other countries?
- Why do some people not enjoy travelling to new places?
- What are the advantages of speaking more than one language?
- Some people say we don't need to travel now we have the Internet. What do you think?

Unit 3 *Living in a changing world* – Part 2 (2 minutes)

Option A – *Describe an important change that has happened in your life. Use the prompts to help.*

- What changed?
- How is your life different now from before?
- How do you feel about this change?
- Have you talked about this change with other people? Why? / Why not?

Option B – *Describe an important world change you know about. Use the prompts to help.*

- What changed?
- How did you find out about it?
- How do you feel about this change?
- How do other people feel about this change?

Unit 3 *Living in a changing world* – Part 3 (5 minutes)

- Why do some people not want things to change?
- Some people say life is changing faster than ever before. What do you think?
- Who is better at dealing with change, younger people or older people?
- Do you think the human world will continue changing? Why? / Why not?

Unit 4 *Higher Education* – Part 2 (2 minutes)

Option A – *Describe a subject you would like to study in the future. Use the prompts to help.*

- What is the subject?
- Why would you like to study this subject?
- Do think it would be easy or difficult? Why?
- Do you think you will study this subject in the future?

Option B – *Describe a college or university you know about. Use the prompts to help.*

- What and where is college or university?
- Who goes to the college or university?
- What kind of things can you do at this college or university?
- Would you like to go to this college or university? Why? / Why not?

Unit 4 *Higher Education* – Part 3 (5 minutes)

- What subjects are popular at college or university in Oman?
- How do you think college life is different from school life?
- Have the types of subjects studied changed from the past? How? / Why not?
- How is technology changing higher education?

Unit 5 *Important events* – Part 2 (2 minutes)

Option A – *Describe an important event in your own life. Use the prompts to help.*

- When was the important event?
- What happened?
- Who was at the event?
- How did other people feel about this event?

Option B – *Describe a typical wedding party in your culture. Use the prompts to help.*

- What happens at the wedding?
- Who attends the wedding?
- How do people prepare for the wedding?
- Does everyone celebrate in the same way? Why? / Why not?

Unit 5 *Important events* – Part 3 (5 minutes)

- What makes an event important?
- Why do people enjoy celebrating important events together?

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- Is the way that we celebrate important events changing? How? / Why not?
- Do you think we will continue to celebrate the same events in the future? Why? / Why not?

Unit 6 Get to work – Part 2 (2 minutes)

Option A – *Describe a job someone in your family does. Use the prompts to help.*

- What is the job?
- Where does the person work?
- Describe a typical day for this person.
- Would you like to do this job? Why? Why not?

Option B – *Describe a job you would like to do. Use the prompts to help.*

- What is the job?
- Why would you like to do it?
- What would be difficult about the job?
- Do you think you will do this job in the future?

Unit 6 Get to work – Part 3 (5 minutes)

- How have jobs changed in the last 20 years?
- Is it possible to be friends with the people you work with?
- Is it important to enjoy your job? Why? / Why not?
- “Live to work, or work to live”. What does this saying mean? Which part do you agree with?

Unit 7 The economy – Part 2 (2 minutes)

Option A – *Describe a successful international company you know. Use the prompts to help.*

- What is name of the company and where is it based?
- What does the company do?
- What type of people work for this company?
- Why is this company successful?

Option B – *Describe a local business you know. Use the prompts to help.*

- What is name of the local business and where is it based?
- What does the local business do?
- Who uses this local business?
- Is this local business successful? Why? / Why not?

Unit 7 The economy – Part 3 (5 minutes)

- Why do people start their own businesses?
- Which is more difficult, working for someone else or having your own business? Why?
- How is working for an international company different from working for a local company?
- What are the pros and cons of allowing international companies to business in Oman?

Unit 8 Doing the right thing – Part 2 (2 minutes)

Option A – *Describe an important decision you have made. Use the prompts to help.*

- What was the decision?
- Why did you make this decision?
- How did you feel about the result?
- What would you do in the same situation in the future?

Option B – *Describe a time someone told you to change your behaviour. Use the prompts to help.*

- What did the person tell you to do?
- What did you do?
- How do you feel about what happened?
- What would you do in the same situation next time?

Unit 8 *Doing the right thing* – Part 3 (5 minutes)

- What are some important decisions we have to make in life?
- Is it better to make a decision alone or to ask for advice? Why?
- Who gives the most valuable advice, family, friends or teachers? Why?
- Are we more or less concerned about global issues now than in the past? Why?

English Insights Level 3 – Practice Exam Questions – Writing

Unit 1 – “Schools should not teach art to younger or older children. Instead, the time should be spent on serious subjects like science.” What are the arguments for and against this? What is your opinion. Write at least 200 words.

Unit 2 – Analyse the plans your teacher gives you. Write a description of the plans. Include the most important changes and compare and contrast information. Write at least 150 words.

[NOTE TO TEACHER – Find suitable plans showing how a location has changed. See suggested IELTS resources.]

Unit 3 – Analyse the charts your teacher gives you. Write a description of the charts. Include the most important features and compare and contrast information. Write at least 150 words.

[NOTE TO TEACHER – Find suitable charts showing how a location has changed. See suggested IELTS resources.]

Unit 4 – Many young people study at university and then go straight to their first job with no work experience. What problems might this lead to for the young people and their employers? What solutions are there to these problems? Write at least 250 words.

Unit 5 – Read the article from your teacher and write a summary of it. Write at least 200 words.

[NOTE TO TEACHER – Find an article of interest for students. Use one from the course book or any other appropriate level text.]

Unit 6 – Read the job advert your teacher gives you. Write an email to apply for the job. Write at least 200 words.

Unit 7 – Review the data your teacher gives you. Write a report using the data. Write at least 250 words.

[NOTE TO TEACHER – Provide some data from a survey. You can use real data or create your own. See SB p114 for guidance.]

Unit 8 – “Some people say it is important to get advice from many different people before making an important life decision. To what extent do you agree or disagree. Write at least 250 words.

[NOTE TO TEACHER – Ask students to prepare and conduct the research before class. Alternatively, you could provide statistics for students to use in their essay]

Please use this form below to record your feedback/print errors . Please specify the book name (CB/SB/TB/RP= Resource Pack), semester, page number, line number, the type or error and the correction(s).

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