



سلطنة عُمان
وزارة التربية والتعليم

النشرة التوجيهية لمادة اللغة الإنجليزية

وفقا للخطة الدراسية للعام الدراسي ٢٠١٥/٢٠١٦م

A B C D E F G H I

J K L M N O P Q

R S T U V W X Y Z

Newsletter for English Teaching Staff (Academic Year 2015 /2016)



Newsletter for English Teaching Staff (Academic Year 2015/2016)

Welcome to this new academic 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 academic year 2015/2016. It contains the following:

- **Section ONE:** ELCS Newsletter for Cycle 1 (Grades 1 – 4)
- **Section TWO:** ELCS Newsletter for Cycle 2 (Grades 5 – 10)
- **Section THREE:** ELCS Newsletter for Post-Basic (Grades 11 – 12)

PLEASE NOTE

Acknowledgments of the received books and materials – together with a list of any shortages – MUST BE NOTIFIED within the first two weeks of September.

Send correspondence to the ELCS (queries and/or suggestions are always welcome):

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SECTION ONE

ELCS Newsletter for Cycle 1

(Grades 1 – 4)

This section 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*
- **Guide to Jolly Phonics**

English Language Textbooks Guide

Basic Schools

Cycle 1 (Grades 1-4)

Grade	Number of Periods per Week	Book Title	Edition	Year
Grade 1	7	Class Book A & B	Second Edition	2014-2015
		Skills Book A & B		
		Teacher's Book A & B		
Grade 2	7	Class Book A & B	Second Edition	2014-2015
		Skills Book A & B		
		Teacher's Book A & B		
Grade 3	7	Class Book A & B	Revised Edition	2014-2015
		Skills Book A & B		
		Teacher's Book A & B		
Grade 4	7	Class Book A & B	Revised Edition	2014-2015
		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):

Materials for grade 1 *[Second Edition]*

- Class Books: 1A and 1B
- Skills Book: 1A and 1B
- Teacher’s Book for each teacher: Grade 1 A & 1B
- 1A and 1B Listening CD
- 1A and 1B Songs and Rhymes CD
- Resource Packs: **Class Resource Pack** (*printed/Non-printed materials*)

Materials for grade 2 *[Second Edition]*

- Class Book: 2A and 2B
- Skills Book: 2A and 2B
- Teacher’s Book for each teacher: Grade 2A & 2B
- 2A and 2B Listening CDs
- 2A and 2B Songs and Rhymes CDs
- Resource Packs: **Class Resource Pack** (*printed/Non-printed materials*)

Materials for grade 3 [Revised Edition]

- Class Book: 3A and 3B
- Skills Book: 3A and 3B
- A Teacher's Book for each teacher (Grade 3A & 3B)
- 3A and 3B listening and Songs and Rhymes CD
- Resource Packs: **Class Resource Pack** (*printed/Non-printed materials*)

Materials for grade 4 [Revised Edition]

- Class Book: 4A and 4B
- Skills Book: 4A and 4B
- A Teacher's Book for each teacher (Grade 4A & 4B)
- 4A and 4B listening and Songs and Rhymes CD
- Resource Packs: **Class Resource Pack** (*printed/Non-printed materials*)



Grades 1 & 2 Semester ONE - 2015/2016

Suggested scheme of work

There are 6 units in each Course book and each unit is divided into 10 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
August + September	1	(23 -27) ☒	One	25	*23 August: Start of Academic Year
	2	(30 – 3)			
	3	(6 – 10)			
	4	(13 – 17) ☒			
	5	(20 – 24) *	Two	21	*23-27 September: Eid Al Adha Holiday
	6	(27 – 1)			
October	7	(4 – 8) ☒	Three	20	*14 October: (Hijri Year Holiday)
	8	(11 – 15) *			
	9	(18 – 22)			
	10	(25 – 29) ☒			
November	11	(1 -5)	Four	21	
	12	(8 - 12)			
	13	(15 – 19) ☒			
	14	(22 – 26) *	Five	20	*25-26 November: National Day Holiday
	15	(29 – 3)			
December	16	(6 – 10) ☒	Six	27	*23 December: Birth of the Prophet
	17	(13 – 17)			
	18	(20 – 24) *			
	19	(27 – 31)			
January	20	3-7			

☒ start a new unit

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Suggested Scheme of work

Grade 3 Semester TWO - 2015/2016

There are 6 units in each Course book and each unit is divided into 14 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
February	1	(7 – 11) ☐	One	18	
	2	(14 – 18)			
	3	(21 – 25) ☐			
	4	(28 – 3)			
March	5	(6 - 10)	Two	18	
	6	(13 – 17) ☐	Three	18	
	7	(20 – 24)			
	8	(27 – 31)			
9	(3 - 7) ☐				
April	10	(10 – 14)	Four	17	
	11	(17 – 21) ☐	Five	17	*Israa and Miraj Day
	12	(24 – 28)			
	13	(1 - 5) *			
14	(8 – 12) ☐				
May	15	(15 – 19)	Six	17	
	16	(22 – 26)			

☐ start a new unit



Grades 1 & 2 Semester ONE - 2015/2016

Suggested scheme of work

There are 6 units in each Course book and each unit is divided into 10 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
August + September	1	(23 -27) ☐	One	25	*23 August: Start of Academic Year
	2	(30 – 3)			
	3	(6 – 10)			
	4	(13 – 17) ☐			
	5	(20 – 24) *	Two	21	*23-27 September: Eid Al Adha Holiday
	6	(27 – 1)			
October	7	(4 – 8) ☐	Three	20	*14 October: (Hijri Year Holiday)
	8	(11 – 15) *			
	9	(18 – 22)			
	10	(25 – 29) ☐			
November	11	(1 -5)	Four	21	
	12	(8 - 12)			
	13	(15 – 19) ☐			
	14	(22 – 26) *	Five	20	*25-26 November: National Day Holiday
	15	(29 – 3)			
December	16	(6 – 10) ☐	Six	27	*23 December: Birth of the Prophet
	17	(13 – 17)			
	18	(20 – 24) *			
	19	(27 – 31)			
January	20	3-7			

☐ start a new unit

Newsletter for English Teaching Staff
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Suggested Scheme of work

Grades 4 Semester TWO - 2015/2016

There are 6 units in each course book and each unit is divided into 12 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
February	1	(7 - 11) ☐	One	18	
	2	(14 - 18)			
	3	(21 - 25) ☐			
	4	(28 - 3)			
March	5	(6 - 10)	Two	18	
	6	(13 - 17) ☐	Three	18	
	7	(20 - 24)			
	8	(27 - 31)			
9	(3 - 7) ☐				
April	10	(10 - 14)	Four	17	
	11	(17 - 21) ☐	Five	17	*Israa and Miraj Day
	12	(24 - 28)			
	13	(1 - 5) *			
14	(8 - 12) ☐				
May	15	(15 - 19)	Six	17	
	16	(22 - 26)			

☐ start a new unit



Suggested Scheme of work

Grade 4 Semester ONE - 2015/2016

There are 6 units in each Course book and each unit is divided into 12 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
August + September	1	(23 - 27) ☐	One	25	*23 August: Start of Academic Year
	2	(30 - 3)			
	3	(6 - 10)			
	4	(13 - 17) ☐			
	5	(20 - 24) *	Two	21	*23-27 September: Eid Al Adha Holiday
	6	(27 - 1)			
October	7	(4 - 8) ☐	Three	20	*14 October: (Hijri Year Holiday)
	8	(11 - 15) *			
	9	(18 - 22)			
	10	(25 - 29) ☐			
November	11	(1 - 5)	Four	21	
	12	(8 - 12)			
	13	(15 - 19) ☐			
	14	(22 - 26) *	Five	20	*25-26 November: National Day Holiday
	15	(29 - 3)			
December	16	(6 - 10) ☐	Six	27	*23 December: Birth of the Prophet
	17	(13 - 17)			
	18	(20 - 24) *			
	19	(27 - 31)			
January	20	3-7			

☐ start a new unit

Newsletter for English Teaching Staff
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Suggested Scheme of work

Grades 4 Semester TWO - 2015/2016

There are 6 units in each course book and each unit is divided into 12 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
February	1	(7 – 11) ☒	One	18	
	2	(14 – 18)			
	3	(21 – 25) ☒			
	4	(28 – 3)			
March	5	(6 - 10)	Two	18	
	6	(13 – 17) ☒	Three	18	
	7	(20 – 24)			
	8	(27 – 31)			
April	9	(3 - 7) ☒	Four	17	
	10	(10 – 14)			
	11	(17 – 21) ☒	Five	17	
	12	(24 – 28)			
May	13	(1 - 5) *	Six	17	*Israa and Miraj Day
	14	(8 – 12) ☒			
	15	(15 – 19)			
	16	(22 – 26)			

☒ start a new unit



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:

- ⇒ 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.

Jolly Phonics

In September 2014, 2 Jolly Phonics classes per week were introduced for all Grade 1 students in Oman. In the 2015/2016 academic year, students in Grade 1 will continue having Jolly Phonics lessons. In addition, Jolly Phonics will be introduced for students in Grade 2.

Details about updates to the programme, schemes of work and additional materials from the Curriculum Department are been provided below. Following this, more general information about the Jolly Phonics programme has been provided for teachers who are new to the programme.

What is new this year?

- Jolly Phonics will be introduced to Grade 2, as well as Grade 1.
- The Curriculum Department will provide phonics booklets for all students in Grade 1 and 2 to reduce the volume of photocopying.
- A Phonics Activity Resource Booklet has also been developed for teachers, following requests for more phonics skills activity ideas.

Materials from the Curriculum Department

In addition to the Jolly Phonics Kit, the Curriculum Department will provide the materials below for Jolly Phonics lessons:

Grade 1

- Semester 1 and Semester 2 Phonics Guides
- Semester 2 lesson plans
- Sound set guide
- Videos demonstrating the Semester 2 reading lesson steps
- *(Phonics booklet for students – in progress)*

Grade 2

- Semester 1 Phonics Guide
- Semester 1 lesson plans
- *(Semester 1 Phonics Booklet for students- in progress)*

** Semester 2 materials will be distributed later in the year.

Grade 1 and 2

- Phonics Activity Resource Booklet for teachers (Grade 1 and 2)
- Videos demonstrating blending, segmenting and tricky word activities

Materials for the 2015-16 academic year will be distributed before the start of the Semester.

Important: Please ensure that you are using the correct and up to date versions of materials provided by the Curriculum Department.



Video Links

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>

(Grade 2 reading lessons follow similar steps as the Grade 1 reading lessons, so these videos will also be useful for Grade 2 teachers)

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 have been provided on the following pages.
- There are 7 English lessons per week. You should teach 2 Jolly Phonics lessons and 5 English for Me lessons per week, and 3 shared reading lessons with every unit of English for Me.
- Please refer to the Phonics Guide for a detailed timetable showing how to complete all Jolly Phonics, English for Me and Shared Reading lessons in a Semester.

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Grade 1, Semester 1 Scheme of work

Month	Week	Dates	Jolly Phonics Lesson 1	Jolly Phonics Lesson 2
August	1	23-27		
	2	30- 3		
September	3	6-10	s SB 40	a SB 33
	4	13-17	t SB 4	i SB 6
	5	20- 24	p SB 17	<i>Eid (23rd- 27th Sep)</i>
	6	27 -1	<i>Eid (23rd- 27th Sep)</i>	n SB 19
October	7	4- 8	Consolidation lesson	ck SB 25/35
	8	11- 15	e SB 35	h SB 18
	9	18- 22	r SB 18	m SB 19
	10	25- 29	d SB 38	Consolidation lesson
November	11	1-5	g SB 27	o SB 33
	12	8-12	u SB 6	l SB 4
	13	15-19	f SB 10	b SB 17
	14	22- 26	Consolidation lesson <i>Tricky word: I</i>	<i>National Day (25th-26th Nov)</i>
	15	29- 3	j SB 8 <i>Tricky word: the</i>	ee + or <i>Tricky word: he</i>
December	16	6-10	z SB 13 <i>Tricky word: she</i>	w SB 12 <i>Tricky word: me</i>
	17	13- 17	ng <i>Tricky word: we</i>	v SB 12 <i>Tricky word: be</i>
	18	20-24	oo + OO <i>Tricky word: to</i>	Consolidation lesson
	19	27-31	Review Lesson <i>(Review all sounds)</i>	Review Lesson <i>(Review all sounds)</i>
Jan	20	3-7	Review Lesson <i>(Review all sounds)</i>	Review Lesson <i>(Review all sounds)</i>



Grade 1, Semester 2 Scheme of Work

Month	Week	Dates	Plan of work	
			Jolly Phonics Lesson 1	Jolly Phonics Lesson 2
February	1	7-11	Review Lesson <i>(Review Semester 1)</i>	Review Lesson <i>(Review Semester 1)</i>
	2	14-18	Review Lesson <i>(Review Semester 1)</i>	y <i>Tricky word: do</i>
	3	21-25	x <i>Tricky word: are</i>	ch <i>Tricky word: all</i>
	4	28-3	sh <i>Tricky word: you</i>	th + th <i>Tricky word: your</i>
March	5	6-10	qu <i>Tricky word: come</i>	Consolidation lesson
	6	13-17	Reading 1 (lesson 1)	Reading 1 (lesson 2) <i>Tricky word: here</i>
	7	20-24	Reading 2 (lesson 1)	Reading 2 (lesson 2) <i>Tricky word: there</i>
	8	27-31	Reading 3 (lesson 1)	Reading 3 (lesson 2) <i>Tricky word: they</i>
April	9	3-7	Reading 4 (lesson 1)	Reading 4 (lesson 2) <i>Tricky word: go</i>
	10	10-14	Reading 5 (lesson 1)	Reading 5 (lesson 2) <i>Tricky word: no</i>
	11	17-21	Reading 6 (lesson 1)	Reading 6 (lesson 2) <i>Tricky word: my</i>
	12	24-28	Reading 7 (lesson 1)	Reading 7 (lesson 2) <i>Tricky word: one</i>
May	13	1-5	Reading 8 (lesson 1)	Reading 8 (lesson 2) <i>Tricky word: like</i>
	14	8-12	Reading 9 (lesson 1)	Reading 9 (lesson 2) <i>Tricky word: have</i>
	15	15-19	Reading 10 (lesson 1)	Reading 10 (lesson 2) <i>Tricky word: live</i>
	16	22-26	Review Lesson <i>(Review Semester 2)</i>	Review Lesson <i>(Review Semester 2)</i>

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Grade 2, Semester 1 Scheme of work

Month	Week	Dates	Jolly Phonics Lesson 1	Jolly Phonics Lesson 2
August	1	23-27		
	2	30- 3	Review Lesson <i>(Review Grade 1)</i>	Review Lesson <i>(Review Grade 1)</i>
September	3	6-10	Review Lesson <i>(Review Grade 1)</i>	Review Lesson <i>(Review Grade 1)</i>
	4	13-17	ai	ai <i>Tricky word: give</i>
	5	20- 24	oa	<i>Eid</i>
	6	27 -1	<i>Eid</i>	oa <i>Tricky word: only</i>
October	7	4- 8	Text 1 Reem is in the rain <i>(L1)</i>	Text 1 Reem is in the rain <i>(L2)</i> <i>Tricky word: old</i>
	8	11- 15	ie	ie <i>Tricky word: little</i>
	9	18- 22	ou	ou <i>Tricky word: want</i>
	10	25- 29	Text 2 Faisal is loud <i>(L1)</i>	Text 2 Faisal is loud <i>(L2)</i> <i>Tricky word: what</i>
November	11	1-5	Consolidation	oi
	12	8-12	oi <i>Tricky word: when</i>	ue
	13	15-19	ue <i>Tricky word: why</i>	Text 3 The barbecue <i>(L1)</i>
	14	22- 26	Text 3 The barbecue <i>(L2)</i> <i>Tricky word: where</i>	<i>National Day 25-26th</i> <i>November</i>
December	15	29- 3	er	er <i>Tricky word: who</i>
	16	6-10	ar	ar <i>Tricky word: which</i>
	17	13- 17	Text 4 Nada's brother <i>(L1)</i>	Text 4 Nada's brother <i>(L2)</i> <i>Tricky word: more</i>
	18	20-24	Review	Review
	19	27-31	Review	Review
Jan	20	3-7	Review	Review



Note: The Grade 2, Semester 2 Scheme of work will be provided at a later date.

General information

What is Jolly Phonics?

"Jolly Phonics" is an international commercial programme that provides a thorough foundation for reading and writing. The programme uses the synthetic phonics method. This means that children learn the letter-sounds first and then move on to blending (putting together) the sounds in order to read words. For example, when faced with the word 'sat' a student can say each sound *s-a-t* then blend or put the sounds together to read the word *sat*.

There are 42 letter sounds arranged into seven groups in this programme. The arrangement of the letter sounds allows students to read words from an early stage. For example, after learning the first six letter sounds *s, a, t, i, p, n*, students will be able to read words like *sit, sat, pin, tap, tin, it, tip*.

Why has the Ministry of Education chosen Jolly Phonics?

The decision to adopt the Jolly Phonics programme came after considering the following:

1. This is a synthetic phonics reading programme, and a lot of research nowadays supports the use of this type of phonics for building reading skills.
2. This programme has been specifically recommended by international reading panels and institutions.
3. The method of reading emphasized in this programme resembles the Arabic method of teaching reading which makes it familiar to both teachers and students.
4. The multisensory way of teaching phonics in this programme, especially the use of actions, is an added advantage that distinguishes Jolly Phonics from other programmes in the field.
5. This programme is very popular and is used in many countries around the world.

I understand that Jolly Phonics is an international programme, how does it meet the needs of students in Oman?

The programme was implemented in 2014/2015 following a successful pilot in 2013/2014. The feedback after the first year Jolly Phonics being implemented in all schools has been very positive, and teachers have reported improvement in their students' reading skills. As an international programme Jolly Phonics will not completely meet the needs of Omani students. Therefore, the Curriculum Department has, as far as possible, adapted the programme to better meet Omani needs as well as providing additional materials for teachers to use.

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What happens in a Jolly Phonics lesson:

When you teach a new letter-sound, you should follow the following steps:

Time	Lesson Steps	
5	Revise the sounds	<ul style="list-style-type: none"> Do an activity to revise sounds students have previously learnt.
5	Teach the new letter-sound	<ul style="list-style-type: none"> Teach the new sound and the action: <ul style="list-style-type: none"> Show the Finger Phonics Big Book. Talk about the picture and elicit things in the picture. Tell the story. Teach the sound and action. Ask students to do the sound and action.
15	Letter formation	<ul style="list-style-type: none"> Teach the letter formation: <ul style="list-style-type: none"> Draw 4 lines on the whiteboard and number them. Write the letter-sound on the lines, describe the movements. Ask students to practice writing the letter-sound in the air. Do a tactile activity to practice letter formation. Hand out the <i>Jolly Phonics Sound Sheet</i> Ask students to circle the letter-sound in the words, and then practice writing the letter-sound.
10	Blending and segmenting	<ul style="list-style-type: none"> Do an activity to practice blending and/or segmenting.
	Apply	<ul style="list-style-type: none"> Write some words/phrases containing the new sound on the board. Ask students to read them in pairs. Then choose students to read them to the class.

What materials should I use?

In addition to the materials listed above, every school has been provided with Jolly Phonics kits, which contains the following components:





Training on how to use the kit is provided to new teachers at a regional level.

Where can I learn more about Jolly Phonics?

For more information about the program visit this website www.jollylearning.com

This whole programme sounds new to me! I think parents will feel the same, especially when their children start doing the actions and sounds.

This is true. This is why we recommend that you send a letter to parents informing them about the programme. A sample letter has been provided below. Research has shown that establishing a home-school connection is essential in any literacy programme. Therefore it is important that parents are informed about, and involved in the programme.

Sample letter:

المحترم / الفاضل/ ولي أمر الطالب

تواصل وزارة التربية والتعليم هذا العام 2016 /2015 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 هاربا، تطلب المعلمة بعد ذلك من الطلاب تلوين 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 عاملا مهما 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 العباقر الصغار وهم يشقون بداية طريقهم في عالم القراءة وتشجيعهم على قراءة الكلمات بنفس الطريقة المتبعة شاكرين ومثمنين لكم حسن تعاونكم.

SECTION TWO

ELCS Newsletter for Cycle 2

(Grades 5 – 10)

This section of the newsletter contains the following:

- **English Language Textbooks Guide**
- **Inventory of the materials teachers should have received**
- **Suggested 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*



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	First Edition	2014-2015
		Skills Book A & B		
		Teacher's Book A & B	Second Edition	2014-2015
Grade 6	5	Class Book A & B	First Edition	2014-2015
		Skills Book A & B		
		Teacher's Book A & B		
Grade 7	5	Class Book A & B	First Edition	2015-2016
		Skills Book A & B		
		Teacher's Book A & B	Second Edition	2015-2016
		Keep Writing 1		2015-2016
		Keep Writing 2		
Grade 8	5	Class Book A & B	First Edition	2014-2015
		Skills Book A & B		
		Teacher's Book A & B		
		Keep Writing 1		
		Keep Writing 2		
Grade 9	5	Class Book A & B	First Edition	2015-2016
		Skills Book A & B		
		Teacher's Book A & B		
Grade 10 Basic Education Schools	5	Class Book A & B	First Edition	2014-2015
		Skills Book A & B		
		Teacher's Book A & B		
		The Magic Shop and Other Stories	New	2012- 2013

Inventory of the materials teachers should have received

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

1. Class Book
2. Skills Book
3. Teacher's Book
* *For Grades 5 & 7, the Teacher's Book is marked 'Second Edition'*
4. Listening CD (All grades) / Songs & Rhymes CD (Grade 5-8 ONLY)
5. Class Resource Pack for Grades 5,6 &7 (Printed/Non-Printed Materials)
6. Class Resource Pack for Grades 8, 9, 10 (Printed Material)
7. **Classroom reader** for Grades 10 entitled, *The Magic Shop and Other Stories*
8. Lesson Preparation Book (produced by the Supervision Department at the Ministry of Education)>
9. 'Keep Writing 1'
10. 'Keep Writing 2'.



Suggested Scheme of work

Grades 5- 7 Semester One

*There are 5 units in each course book and each unit is divided into 15 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
August + September	1	(23 -27)	Unit One	20	*23 August: Start of Academic Year
	2	(30 – 3)			
	3	(6 – 10)			
	4	(13 – 17)			
	5	(20 – 24) *	Unit Two	16	*23-27 September: Eid Al Adha Holiday *14 October: (Hijri Year Holiday)
	6	(27 – 1)			
October	7	(4 – 8)	Unit Three	17	
	8	(11 – 15) *			
	9	(18 – 22)			
	10	(25 – 29)			
November	11	(1 -5)	Unit Four	16	*25-26 November: National Day Holiday
	12	(8 - 12) ☒			
	13	(15 – 19)			
	14	(22 – 26) *			
	15	(29 – 3)			
December	16	(6 – 10)	Unit Five	19	*23 December: Birth of the Prophet
	17	(13 – 17)			
	18	(20 – 24) *			
	19	(27 – 31)			
January	Exams				

☒ start a new unit (Unit 4)

Newsletter for English Teaching Staff (Academic Year 2015 /2016)

Grades 8- 10 Semester One

*There are 5 units in each course book and each unit is divided into 15 lessons.

Month	Week	Dates	Unit	Number of Teaching Periods	Remarks
August + September	1	(23 -27)	Unit One	23	*23 August: Start of Academic Year *23-27 October: Eid Al Adha Holiday
	2	(30 – 3)			
	3	(6 – 10)			
	4	(13 – 17)			
	5	(20 – 24) *			
	6	(27 – 1)			
October	7	(4 – 8)	Unit Two	23	*14 October: (Hijri Year Holiday)
	8	(11 – 15) *			
	9	(18 – 22)			
	10	(25 – 29)			
November	11	(1 -5)	Unit Three	23	*25-26 November: National Day Holiday
	12	(8 - 12)			
	13	(15 – 19)			
	14	(22 – 26) *			
	15	(29 – 3)			
December	16	(6 – 10)	Unit Five	19	*23 December: Birth of the Prophet
	17	(13 – 17)			
	18	(20 – 24) *			
	19	(27 – 31)			
January	Exams				



Suggested Scheme of Work

Grades 5- 7 Semester Two

*There are 5 units in each course book and each unit is divided into 15 lessons.

Month	Week	Dates	Number of teaching Periods	Unit	Remarks
February	1	(7 – 11)	15	Unit One	
	2	(14 – 18)			
	3	(21 – 25)			
	4	(28 – 3)			
March	5	(6 - 10)	15	Unit Two	
	6	(13 – 17)			
	7	(20 – 24)			
	8	(27 – 31)			
April	9	(3 - 7)	15	Unit Three	
	10	(10 – 14)			
	11	(17 – 21)			
	12	(24 – 28)			
May	13	(1 - 5) *	14	Unit Five	*Israa and Miraj Day
	14	(8 – 12)			
	15	(15 – 19)			
	16	(22 - 26)			
June	Exams				

**Newsletter for English Teaching Staff
(Academic Year 2015 /2016)**

Grades 8- 10 Semester Two

*There are 5 units in each course book and each unit is divided into 15 lessons.

Month	Week	Dates	Unit	Number of teaching Periods	Remarks
February	1	(7 – 11)	Unit One	20	
	2	(14 – 18)			
	3	(21 – 25)			
	4	(28 – 3)			
March	5	(6 - 10)	Unit Two	20	
	6	(13 – 17)			
	7	(20 – 24)			
		(27 – 31)			
April	9	(3 - 7)	Unit Three	17	
	10	(10 – 14)			
	11	(17 – 21)			
	12	(24 – 28) ☹			
May	13	(1 - 5) *	Unit Four	17	*Israa and Miraj Day
	14	(8 – 12)			
	15	(15 – 19)			
June	Exams				



• 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 Second 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 photocopyable activities at the back of the Teacher's Book.
- 9 For Grades 7 & 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 last 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 & 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.

11. 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.

The other four stories will be used as independent reading.

Students can cover as much as they can of these four stories according to their level and interests.

*JP: Jolly Phonics

* You can adjust JP periods according to your own plan but try to teach them twice a week starting from week 2.

SECTION THREE

ELCS Newsletter for Grades 11 & 12 (Post-Basic)

This section of the newsletter contains the following:

- English Language Textbooks Guide
- Inventory of the materials teachers should have received
- Suggested scheme of work
- **New Grade 12 textbooks (Second Edition)**
- Useful hints:
 - *Teacher's Book*
 - *Contents Map in the Teacher's Book*
 - *Advice for tackling each new Unit*
 - *Tips on improving teaching methods*



English Language Textbooks Guide

Basic Education Schools

Grades 11- 12

Grade	Number of Periods per Week	Book Title	Edition	Year
Grade 11 Basic Education Schools	6	Course Book A & B	Second Edition	2015- 2016
		Work Book A & B		
		Teacher's Book A & B		
		Triangle (Reader)		
Grade 12 Basic Education Schools	6	Course Book A & B	Second Edition	A: 2015
		Work Book A & B		
		Teacher's Book A & B	(Trial version)	B: 2016

***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:

1. Listening CD
2. Core reader entitled, *The Triangle* - Grade 11
3. Lesson Preparation Book (produced by the Supervision Department at the Ministry of Education)

Newsletter for English Teaching Staff (Academic Year 2015 /2016)

Suggested Scheme of work

Grade 11 Post-Basic Semester One

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

Month	Week	Dates	Number of Teaching Periods	Theme	Remarks
August + September	1	(23 -27)	28	Theme One	*Academic Year starts on 23 August 2015 *23- 27 September (Eid Al Adha Holiday)
	2	(30 – 3)			
	3	(6 – 10)			
	4	(13 – 17)			
	5	(20 – 24) *			
October	6	(27 – 1)	28	Theme Two	*14 Oct (Hijri Year Holiday)
	7	(4 – 8)			
	8	(11 – 15) *			
	9	(18 – 22)			
November	10	(25 – 29)	25	Theme Three	*25- 26 Nov (National Day Holiday)
	11	(1 -5)			
	12	(8 - 12)			
	13	(15 – 19)			
	14	(22 – 26) *			
December	15	(29 – 3) ☐	25	Theme Four	*Prophet Mohammed’s Birthday
	16	(6 – 10)			
	17	(13 – 17)			
	18	(20 – 24) *			
January	19	(27 – 31)	Exams		

☐ start a new theme



Suggested Scheme of Work

Grades 11 Post-Basic Semester Two

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

Month	Week	Dates	Number of Teaching Periods	Theme	Remarks
February	1	(7 – 11)	24	Theme One	
	2	(14 – 18)			
	3	(21 – 25)			
	4	(28 – 3)			
March	5	(6 - 10)	24	Theme Two	
	6	(13 – 17)			
	7	(20 – 24)			
	8	(27 – 31)			
April	9	(3 - 7)	20	Theme Three	
	10	(10 – 14)			
	11	(17 – 21)			
	12	(24 – 28) ☐			
May	13	(1 - 5) *	20	Theme Four	*Isra and Miraj Day
	14	(8 – 12)			
	15	(15 – 19)			
June	Exams				

☐ start a new theme

Suggested Scheme of Work

Grade 12 Post-Basic Semester One

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

Month	Week	Dates	Number of Teaching Periods	Theme	Remarks
August + September	1	(23 -2)	28	Theme One	*Academic Year starts on 23 August 2015 *23- 27 September (Eid Al Adha Holiday)
	2	(30 – 3)			
	3	(6 – 10)			
	4	(13 – 17)			
	5	(20 – 24) *			
	6	(7 – 1)			
October	7	(4 – 8)	29	Theme Two	*14 Oct (Hijri Year Holiday)
	8	(11 – 15) *			
	9	(18 – 22)			
	10	(25 – 29)			
November	11	(1 -5)	25	Theme Three	*25- 26 Nov (National Day Holiday)
	12	(8 - 12)			
	13	(15 – 19)			
	14	(22 – 26) *			
	15	(29 – 3) ☒			
December	16	(6 – 10)	25	Theme Four	*Prophet Mohammed’s Birthday
	17	(13 – 17)			
	18	(20 – 24) *			
	19	(27 – 31)			
January	Exams				

☒ start a new theme



Suggested Scheme of Work

Grade 12 Post-Basic Semester Two

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

Month	Week	Dates	Number of Teaching Periods	Theme	Remarks
February	1	(7 – 11)	24	Theme One	
	2	(14 – 18)			
	3	(21 – 25)			
	4	(28 – 3)			
March	5	(6 - 10)	24	Theme Two	
	6	(13 – 17)			
	7	(20 – 24)			
	8	(27 – 31)			
April	9	(3 - 7)	20	Theme Three	
	10	(10 – 14)			
	11	(17 – 21)			
	12	(24 – 28) ☞			
May	13	(1 - 5) *	20	Theme Four	*Isra and Miraj Day
	14	(8 – 12)			
	15	(15 – 19)			
June	Exams				

Suggested Scheme of Work

Elective: Grade 11 Semester One

Month	Week	Dates	Number of Teaching Periods	Theme	Remarks
August + September	1	(23 -27)	8	Unit One	*Academic Year starts on 23 August 2015
	2	30 – 3)			
	3	(6 – 10)	8	Unit Two	
	4	(13 – 17)			
	5	(20 – 24) *	10	Unit Three	*23- 27 September (Eid Al Adha Holiday)
	6	(27 – 1)			
October	7	(4 – 8)	10	Unit Four	*14 Oct (Hijri Year Holiday)
	8	(11 – 15) *			
	9	(18 – 22)			
	10	(25 – 29)			
November	11	(1 -5)	8	Unit Five	
	12	(8 - 12)			
	13	(15 – 19)	10	Unit Six	25- 26 Nov (National Day Holiday)
	14	(22 – 26) *			
	15	(29 – 3)			
December	16	(6 – 10)	8	Unit Seven	*Prophet Mohammed’s Birthday
	17	(13 – 17)			
	18	(20 – 24) *	8	Unit Eight	
	19	(27 – 31)			
January	Exams				



Suggested Scheme of Work

Elective: Grade 11 Semester Two

Month	Week	Dates	Number of Teaching Periods	Theme	Remarks
February	1	(7 - 11)	8	Unit Nine	
	2	(14 - 18)			
	3	(21 - 25)	8	Unit Ten	
	4	(28 - 3)			
March	5	(6 - 10)	8	Unit Eleven	
	6	(13 - 17)			
	7	(20 - 24)	8	Unit Twelve	
	8	(27 - 31)			
April	9	(3 - 7)	8	Unit Thirteen	
	10	(10 - 14)			
	11	(17 - 21)	8	Unit Fourteen	
	12	(24 - 28)			
May	13	(1 - 5) *	8	Unit Fifteen	*Isra and Miraj Day
	14	(8 - 12)			
	15	(15 - 19)	4	<i>Suggested for revision</i>	
June	Exams				

Newsletter for English Teaching Staff
(Academic Year 2015 /2016)

Suggested Scheme of Work

Elective: Grade 12 Semester One

Month	Week	Dates	Number of Teaching Periods	Theme	Remarks
August + September	1	(23 -27)	8	Unit One	*Academic Year starts on 23 August 2015
	2	(30 – 3)			
	3	(6 – 10)	8	Unit Three	Unit Two cancelled
	4	(13 – 17)			
	5	(20 – 24) *	10	Unit Four	*23- 27 September (Eid Al Adha Holiday)
	6	(27 – 1)			
October	7	(4 – 8)	10	Unit Six	Unit Five cancelled *14 Oct (Hijri Year Holiday)
	8	(11 – 15) *			
	9	(18 – 22)			
	10	(25 – 29)			
November	11	(1 -5)	8	Unit Seven	25- 26 Nov (National Day Holiday)
	12	(8 - 12)			
	13	(15 – 19)	10	Unit Eight	
	14	(22 – 26) *			
	15	(29 – 3)			
December	16	(6 – 10)	8	Unit Nine	*Prophet Mohammed’s Birthday
	17	(13 – 17)			
	18	(20 – 24) *	8	Unit Ten	
	19	(27 – 31)			
January	Exams				



Suggested Scheme of Work

Elective: Grade 12 Semester Two

Month	Week	Dates	Number of Teaching Periods	Theme	Remarks
February	1	(7 – 11)	8	Unit Eleven	
	2	(14 – 18)			
	3	(21 – 25)	8	Unit Twelve	
	4	(28 – 3)			
March	5	(6 - 10)	8	Unit Thirteen	
	6	(13 – 17)			
	7	(20 – 24)	8	Unit Fifteen	Unit Fourteen cancelled
	8	(27 – 31)			
April	9	(3 - 7)	8	Unit Sixteen	
	10	(10 – 14)			
	11	(17 – 21)	8	Unit Seventeen	
	12	(24 – 28)			
May	13	(1 - 5) *	8	Unit Eighteen	*Isra and Miraj Day
	14	(8 – 12)			
	15	(15 – 19)	4	<i>Suggested for revision</i>	
	16	(29 – 2)	Revision		
June			Exams		

New Grade 12 Textbooks

The **new Grade 12A** has been written in response to feedback and suggestions offered by teachers and students on school visits. The following are the main features of this developed edition (second edition): are as follow

Themes

- Themes have been reduced **from five to four** to allow teachers and students to complete the themes comfortably.
- The topics have been updated to be interesting and motivating to students. There is one completely new theme – *Starting University*. Other themes contain updated material.
- There is a focus on jobs and careers in vocational fields that students may consider entering – e.g. the tourism and hospitality industry, the aviation industry.
- Although the countries focused on in the *Across Cultures* sections remain the same, the information has been revised and updated.
- New material has been introduced in most of the *Reading for Pleasure* sections, to add variety and to encourage students to read.

Writing and Speaking Activities

- In the new Grade 12 course, emphasis has been given to the productive skills of speaking and writing, with many opportunities for students to practise both.
- The reduction from five themes to four themes means that teachers can devote more time to writing activities. Each theme covers one of the four types of writing that students will encounter in the exams – evaluative, interactive, narrative, descriptive.
- There are increased opportunities for speaking and discussion, to enable students to improve their communicative skills and oral fluency.
- Many additional activities (writing, discussion, role play) have been suggested.
- Whenever possible, extra writing activities have been introduced. Students are often asked to write a paragraph related to an oral activity they have completed- for example, in the *Time to Talk* sections.



- Detailed guidance is given in the Teacher’s Book on how teachers can help students to structure the written work.

Reading and Listening Texts

- Reading texts which were too long and difficult, have been reduced in length and made simpler.
- Listening scripts have been made shorter and more manageable, in response to requests from teachers and students.

Grammar Practice Activities

- A page of grammar practice activities has been added to each theme, and can be found at the back of the Workbook. The activities cover the main grammatical points of the theme, and other grammar points too.
- The long word lists in each of the themes of the old Grade 12 have been reduced to 12–14 key words, which appear in a Glossary at the end of the theme. Teachers are encouraged to get students to learn the spellings of these words, and give them a spelling test at the end of each theme.

Answer Keys

- In response to requests from teachers, the answer keys are now included in the Teacher’s Book as well as students’ Workbooks.

Moving between Coursebook and Workbook

- The amount of jumping around between Coursebook and Workbook has been reduced. Wherever possible, students are asked to work through two or three activities from CB or WB before changing to the other book.

Useful Hints:

- **Teacher's Book**

Make sure that you read the introduction in the **Teacher's Book** (Post-Basic Education Grades 11, 12) 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 four themes of the course
- Cross-curricular links between English and other school subjects as well as learning strategies
- Activities included in the syllabus
- Feedback and Monitoring
- Details on the following:
 - Across Cultures and Reading for Pleasure
 - Review and Reference
 - Communication Activities
 - Grammar Practice
 - Writing Guide
 - Grammar Reference
 - Wordlist
 - Functional Language

- **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 themes;
- Main language focus of the themes;
- New and recycled lists of vocabulary in each theme;
- Skills and strategies in each theme;



- Advice for tackling each new Unit

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

- ⇒ The aims of the theme;
- ⇒ The main language of the theme;
- ⇒ The vocabulary covered in each theme;
- ⇒ The activities;
- ⇒ Skills and strategies
- ⇒ The materials you will need

- Tips on improving teaching methods

- ❶ **Try to observe** other English teachers' lessons to gain more teaching experience and do team teaching with your colleagues.
- ❷ **Visit** other post-basic education schools nearby.
- ❸ **Observe** classes and discuss the curriculum and methodology with experienced teachers. Invite them to your school, too!
- ❹ **Aim to cover the syllabus** in 6 periods a week.
- ❺ **Always remember to liaise** with your Senior Teacher and Supervisor.
- ❻ **Always remember to liaise** with the LRC teacher to ensure receipt of the English materials in the LRC room in your school.
- ❼ **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.

