



State of Kuwait
Ministry of Education
ELT General Supervision



**Curriculum and Curriculum Standards for Intermediate Education
(Grade 8)**

**Unit Plan for Terms 1 and 2
Based on the new Curriculum**

*Target English
2018/2019*



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Curriculum and Curriculum Standards for Intermediate Education
Unit Plan for Grade Eight
Target English




First Term (Time): 12 weeks

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
1. Healthy Living	<p>1.1 Listening to various narrative, descriptive, fiction and nonfiction texts to undertake a variety of tasks.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and distinguishing facts and opinions when listening to native/nonnative English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources.</p> <p>2.1 .Communicating orally with acceptable fluency and grammatical accuracy in the classroom to exchange information, give instructions and express personal opinions .</p> <p>2.2.Taking part in dialogues, discussions and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic</p>	<p>1.1 Undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts in order to remember, respond and follow others' conversations.</p> <p>1.2 Identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions) while listening to simple oral texts or participate in a discussion based on these topics.</p> <p>1.3 Give supportive listening cues, maintain eye contact and express opinions politely while observing culturally acceptable behaviour while listening to various texts from different sources</p> <p>2.1 Express personal opinions and exchange information on familiar topics, using grade level language with a degree of fluency and accuracy.</p> <p>2.2 Use paralinguistic cues,</p>	<ul style="list-style-type: none"> • Describe pictures • Match titles with paragraphs • Fill in missing information • Identify topic sentence, supporting details and concluding sentence • Use gerund and infinitive • Match pictures with words • Listen and identify the main idea • Listen and fill in a table • Use present simple/ present continuous • Design a poster • Identify and write the 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • Realia (sports equipment) • ICT tools • Video clips • Magazines • Graphic organizers 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

<p>using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time</p> <p>2.4 .Speaking about various topics, for example different cultures, sports, jobs and personalities using their knowledge acquired in other subjects .</p> <p>3.1. Reading to comprehend the purpose of a range of age appropriate materials from different sources.</p> <p>3.2 .Pinpointing the most important details presented in different texts about the same topic, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions .</p> <p>3.3. Actively and enthusiastically engaging in reading age appropriate texts for different purposes</p> <p>4.1 Writing short paragraphs (e-mail, report, short story) for different purposes with the help of guide words.</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions.</p> <p>4.4 Selecting information related to other school subjects from different digital/ non digital sources for enhancing a written presentation.</p>	<p>maintain a topic and ask for and provide clarifications, expressing their point of views well enough to be followed most of the time.</p> <p>2.4 present information related to other subjects, using appropriately the correct English terminology and the appropriate grammar structures.</p> <p>3.1. Explain the global meaning and the purpose of grade level texts (informative, narrative, expository, etc.)</p> <p>3.2. Make inferences and conclusions locating details and performing post reading tasks.</p> <p>3.3. Make simple presentations for their favourite book read in English</p> <p>4.1. Write short simple connected paragraphs and emails related to familiar topics using accurate grammar.</p> <p>4.2. Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product</p> <p>4.4. Search and select information from different digital/non digital resources to produce written presentations.</p>	<p>main idea</p> <ul style="list-style-type: none"> • Read for specific information (explicit/ implicit) • Participate in group discussion • Plan and write a report structures 		
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
2. Life Events	<p>1.1 Listening to various narrative, descriptive, fiction and nonfiction texts to undertake a variety of tasks.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and distinguishing facts and opinions when listening to native/nonnative English speakers.</p> <p>2.1 .Communicating orally with acceptable fluency and grammatical accuracy in the classroom to exchange information, give instructions and express personal opinions .</p> <p>2.2.Taking part in dialogues, discussions and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time</p> <p>3.1. Reading to comprehend the purpose of a range of age appropriate materials from different sources.</p> <p>3.2 .Pinpointing the most important details presented in different texts about the same topic, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions .</p>	<p>1.1 Undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts in order to remember, respond and follow others' conversations.</p> <p>1.2 Identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions) while listening to simple oral texts or participate in a discussion based on these topics.</p> <p>2.1 Express personal opinions and exchange information on familiar topics, using grade level language with a degree of fluency and accuracy.</p> <p>2.2 Use paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of views well enough to be followed most of the time.</p> <p>3.1. Explain the global meaning and the purpose of grade level texts (informative, narrative, expository, etc.)</p> <p>3.2. Make inferences and conclusions locating details and performing post reading tasks.</p> <p>4.1. Write short simple connected</p>	<ul style="list-style-type: none"> • Read for specific information (explicit/ implicit) • Listen and tick • Use the present perfect with ever • Discuss experiences in pairs • Write about one’s experiences • Use the present perfect and the past simple in speaking activities • Use expressions of purpose • Guess the main idea • Read for specific information • Listen and choose the right answer • Plan and write an email 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools • Video clips • Magazines <div style="text-align: center; margin-top: 20px;">  <p>وزارة التربية التربية</p> </div>	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

	<p>4.1 Writing short paragraphs (e-mail, report, short story) for different purposes with the help of guide words.</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions.</p> <p>4.3. Actively and enthusiastically engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p>	<p>paragraphs and emails related to familiar topics using accurate grammar.</p> <p>4.2. Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product</p> <p>4.3. Produce different styles of writing about topics of personal interest neatly and aesthetically pleasing.</p>			
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
3. How We Live	<p>1.1 Listening to various narrative, descriptive, fiction and nonfiction texts to undertake a variety of tasks.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and distinguishing facts and opinions when listening to native/nonnative English speakers.</p> <p>2.1 .Communicating orally with acceptable fluency and grammatical accuracy in the classroom to exchange information, give instructions and express personal opinions.</p> <p>2.2.Taking part in dialogues, discussions and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time</p> <p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates’ opinions politely expressing consent or disagreement and avoiding negative types of body language (finger pointing and eye rolling).</p>	<p>1.1 Undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts in order to remember, respond and follow others' conversations.</p> <p>1.2 Identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions) while listening to simple oral texts or participate in a discussion based on these topics.</p> <p>2.1 Express personal opinions and exchange information on familiar topics, using grade level language with a degree of fluency and accuracy.</p> <p>2.2 Use paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of views well enough to be followed most of the time.</p> <p>2.3 Speak with respect, politeness & confidence in a range of collaborative discussions with diverse partners.</p> <p>3.1. Explain the global meaning and</p>	<ul style="list-style-type: none"> • Participate in pair discussion • Read and find a title • Read for specific information (explicit/ implicit) • Identify the structure of a story • Use the present perfect (since/for) • Talk about experiences using the present perfect • Take notes • Work with words • Listen and decide if true or false • Listen and write a description of a character • Practise problem solving skill • Retell a story • Use intensifiers • Plan and write a short story 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools • Realia (astronauts’ tools) • Storybook 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics




<p>3.1. Reading to comprehend the purpose of a range of age appropriate materials from different sources.</p> <p>3.2 .Pinpointing the most important details presented in different texts about the same topic, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions .</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts.</p> <p>4.1 Writing short paragraphs (e-mail, report, short story) for different purposes with the help of guide words.</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions.</p> <p>4.3. Actively and enthusiastically engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p>	<p>the purpose of grade level texts (informative, narrative, expository, etc.)</p> <p>3.2. Make inferences and conclusions locating details and performing post reading tasks.</p> <p>3.4. Select information from other subjects that help them in performing a task related to a text they read.</p> <p>4.1. Write short simple connected paragraphs and emails related to familiar topics using accurate grammar.</p> <p>4.2. Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product</p> <p>4.3. Produce different styles of writing about topics of personal interest neatly and aesthetically pleasing.</p>	<ul style="list-style-type: none"> • Match words with definitions • Write questions for an interview • Role play an interview 		
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
4. The Unforgettable Past	<p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and distinguishing facts and opinions when listening to native/nonnative English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources</p> <p>1.4. Listening to different types of instructions presented through audio recorded materials or TV, for example how to do a physical exercise, a recipe, how to take treatment, how to assemble a toy etc. to be able to follow instructions.</p> <p>2.2. Taking part in dialogues, discussions and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time</p> <p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates' opinions politely expressing consent or disagreement</p>	<p>1.2 Identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions) while listening to simple oral texts or participate in a discussion based on these topics.</p> <p>1.3 Give supportive listening cues, maintain eye contact and express opinions politely while observing culturally acceptable behaviour while listening to various texts from different sources</p> <p>1.4 Follow oral instructions appropriately from different audio material to complete various tasks and projects .</p> <p>2.2 Use paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of views well enough to be followed most of the time.</p> <p>2.3 Speak with respect, politeness & confidence in a range of collaborative discussions with diverse partners.</p> <p>2.4 present information related to other subjects, using appropriately the correct English terminology and the</p>	<ul style="list-style-type: none"> • Read and find a title • Read for specific information (explicit/implicit) • Use passive voice (past simple) • Design a charity campaign • Listen for specific information • Listen and complete a summary • Write questions about a story • Predict what happened next in a story • Use the past continuous • Discuss and suggest ways to protect animals • Match headings with paragraphs • Plan and write an opinion report 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools • Video clips • Magazines • Realia (Old/modern diving equipment-harp) • A book of folktales 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics



<p>and avoiding negative types of body language (finger pointing and eye rolling).</p> <p>2.4 .Speaking about various topics, for example different cultures, sports, jobs and personalities using their knowledge acquired in other subjects .</p> <p>3.1. Reading to comprehend the purpose of a range of age appropriate materials from different sources.</p> <p>3.2 .Pinpointing the most important details presented in different texts about the same topic, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions .</p> <p>3.3. Actively and enthusiastically engaging in reading age appropriate texts for different purposes</p> <p>4.1 Writing short paragraphs (e-mail, report, short story) for different purposes with the help of guide words.</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions.</p> <p>4.3. Actively and enthusiastically engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p> <p>4.4 Selecting information related to other school subjects from different digital/ non digital sources for enhancing a written presentation.</p>	<p>appropriate grammar structures.</p> <p>3.1. Explain the global meaning and the purpose of grade level texts (informative, narrative, expository, etc.)</p> <p>3.2. Make inferences and conclusions locating details and performing post reading tasks.</p> <p>3.3. Make simple presentations for their favourite book read in English</p> <p>4.1. Write short simple connected paragraphs and emails related to familiar topics using accurate grammar.</p> <p>4.2. Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product</p> <p>4.3. Produce different styles of writing about topics of personal interest neatly and aesthetically pleasing.</p> <p>4.4. Search and select information from different digital/non digital resources to produce written presentations.</p>		 <p>وزارة التربية التربية التوجيه الفني العام للغة الإنجليزية</p>
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
5. Incredible Places	<p>1.1 Listening to various narrative, descriptive, fiction and nonfiction texts to undertake a variety of tasks.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and distinguishing facts and opinions when listening to native/nonnative English speakers.</p> <p>2.1 .Communicating orally with acceptable fluency and grammatical accuracy in the classroom to exchange information, give instructions and express personal opinions.</p> <p>2.2.Taking part in dialogues, discussions and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time</p> <p>3.1. Reading to comprehend the purpose of a range of age appropriate materials from different sources.</p> <p>3.2 .Pinpointing the most important details presented in different texts about the same topic, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions .</p>	<p>1.1 Undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts in order to remember, respond and follow others' conversations.</p> <p>1.2 Identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions) while listening to simple oral texts or participate in a discussion based on these topics.</p> <p>2.1 Express personal opinions and exchange information on familiar topics, using grade level language with a degree of fluency and accuracy.</p> <p>2.2 Use paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of views well enough to be followed most of the time.</p> <p>3.1. Explain the global meaning and the purpose of grade level texts (informative, narrative, expository, etc.)</p>	<ul style="list-style-type: none"> • Read and decide if true or false • Match words with definitions • Use comparative and superlative adjectives • Describe places • Listen and complete a table • Use (no) as...as • Find the topic sentence in paragraphs • Read for specific information (explicit/ implicit) • Write a description of items in a museum <div style="text-align: center; margin-top: 20px;">  <p>وزارة التربية والتعليم المشرف العام على اللغة الإنجليزية</p> </div>	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools • Pictures/ Posters • Video clips • Magazines • Encyclopedia • PowerPoint • Graphic organizers • Map or atlas 	<ul style="list-style-type: none"> ▪ Worksheets ▪ Projects ▪ Quizzes ▪ Portfolio ▪ Questions ▪ Observation ▪ Rubrics

	<p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts.</p> <p>4.1 Writing short paragraphs (e-mail, report, short story) for different purposes with the help of guide words.</p> <p>4.4 Selecting information related to other school subjects from different digital/ non digital sources for enhancing a written presentation.</p>	<p>3.2. Make inferences and conclusions locating details and performing post reading tasks.</p> <p>3.4. Select information from other subjects that help them in performing a task related to a text they read.</p> <p>4.1. Write short simple connected paragraphs and emails related to familiar topics using accurate grammar.</p> <p>4.4. Search and select information from different digital/non digital resources to produce written presentations.</p>			
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التوجيه الفني العام للغة الإنجليزية

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
6. Surprising Records	<p>1.1 Listening to various narrative, descriptive, fiction and nonfiction texts to undertake a variety of tasks.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and distinguishing facts and opinions when listening to native/nonnative English speakers.</p> <p>2.1 .Communicating orally with acceptable fluency and grammatical accuracy in the classroom to exchange information, give instructions and express personal opinions .</p> <p>2.2.Taking part in dialogues, discussions and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time</p> <p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates’ opinions politely expressing consent or disagreement and avoiding negative types of body language (finger pointing and eye rolling).</p>	<p>1.1 Undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts in order to remember, respond and follow others' conversations.</p> <p>1.2 Identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions) while listening to simple oral texts or participate in a discussion based on these topics.</p> <p>2.1 Express personal opinions and exchange information on familiar topics, using grade level language with a degree of fluency and accuracy.</p> <p>2.2 Use paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of views well enough to be followed most of the time.</p> <p>2.3 Speak with respect, politeness & confidence in a range of collaborative discussions with diverse partners.</p> <p>3.1. Explain the global meaning and</p>	<ul style="list-style-type: none"> • Read for specific information (explicit/implicit) • Use question tag (past simple) • Design a tourist attraction • Match paragraphs with pictures • listen and complete • Use the right order of adjectives • Describe items orally using adjectives • Give and answer riddles • Read and write suitable titles for paragraphs • Discuss and write possible solutions for a situation • Choose and design a project <div style="text-align: center;">  <p>التربية وزارة التوجيه الفني العام للغة الإنجليزية</p> </div>	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools • Pictures • Video clip • Magazines • Encyclopedia • Realia • Graphic organizers • PowerPoint • Guinness Book of World Records 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

<p>3.1. Reading to comprehend the purpose of a range of age appropriate materials from different sources.</p> <p>3.2 .Pinpointing the most important details presented in different texts about the same topic, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions .</p> <p>4.1 Writing short paragraphs (e-mail, report, short story) for different purposes with the help of guide words.</p> <p>4.3. Actively and enthusiastically engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p>	<p>the purpose of grade level texts (informative, narrative, expository, etc.)</p> <p>3.2. Make inferences and conclusions locating details and performing post reading tasks.</p> <p>4.1. Write short simple connected paragraphs and emails related to familiar topics using accurate grammar.</p> <p>4.3. Produce different styles of writing about topics of personal interest neatly and aesthetically pleasing.</p>			
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Second Term (Time): 12 weeks


Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
7. Ideas and Thoughts	1.1 Listening to various narrative, descriptive, fiction and nonfiction texts to undertake a variety of tasks.	1.1 Undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts in order to remember, respond and follow others' conversations.	<ul style="list-style-type: none"> • Read an argumantative text • Read and write a title. 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools • PowerPoint Magazines • Diary • Realia (smartphone) • Graphic organizers • Video clips 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics
	1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and distinguishing facts and opinions when listening to native/nonnative English speakers.	1.2 Identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions) while listening to simple oral texts or participate in a discussion based on these topics.	<ul style="list-style-type: none"> • Read for specific information (explicit/ implicit) • Use contrastive connectors • Discuss the useful features of social media 		
	2.1 .Communicating orally with acceptable fluency and grammatical accuracy in the classroom to exchange information, give instructions and express personal opinions .	2.1 Express personal opinions and exchange information on familiar topics, using grade level language with a degree of fluency and accuracy.	<ul style="list-style-type: none"> • Wrie an argummentative paragraph 		
	2.2.Taking part in dialogues, discussions and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time	2.2 Use paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of views well enough to be followed most of the time.	<ul style="list-style-type: none"> • Use picture prompts to fill in a table 		
	2.4 .Speaking about various topics, for example different cultures, sports, jobs and personalities using their knowledge acquired in other subjects .	2.4 present information related to other subjects, using appropriately the correct English terminology and the appropriate grammar structures.	<ul style="list-style-type: none"> • Listen for specific information • Make a phone call and leave a message 		
3.1. Reading to comprehend the purpose of a range of age appropriate materials from different sources.					

	<p>3.2 .Pinpointing the most important details presented in different texts about the same topic, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions .</p> <p>4.1 Writing short paragraphs (e-mail, report, short story) for different purposes with the help of guide words.</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions.</p>	<p>3.1. Explain the global meaning and the purpose of grade level texts (informative, narrative, expository, etc.)</p> <p>3.2. Make inferences and conclusions locating details and performing post reading tasks.</p> <p>4.1. Write short simple connected paragraphs and emails related to familiar topics using accurate grammar.</p> <p>4.2. Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product</p>	<ul style="list-style-type: none"> • Role play a phone call • Use the present continuous for future arrangements • Read an opinion text • Read and summarise opinions • Read and identify characters • Discuss, plan and write an opinion report 		
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
8. Digital Communication	<p>1.1 Listening to various narrative, descriptive, fiction and nonfiction texts to undertake a variety of tasks.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and distinguishing facts and opinions when listening to native/nonnative English speakers.</p> <p>2.1 .Communicating orally with acceptable fluency and grammatical accuracy in the classroom to exchange information, give instructions and express personal opinions.</p> <p>2.2.Taking part in dialogues, discussions and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time</p> <p>2.3. Following agreed upon rules for discussions such as using expressions of politeness, responding to classmates’ opinions politely expressing consent or disagreement and avoiding negative types of body language (finger pointing and eye rolling).</p> <p>2.4 .Speaking about various topics, for example different cultures, sports, jobs and</p>	<p>1.1 Undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts in order to remember, respond and follow others' conversations.</p> <p>1.2 Identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions) while listening to simple oral texts or participate in a discussion based on these topics.</p> <p>2.1 Express personal opinions and exchange information on familiar topics, using grade level language with a degree of fluency and accuracy.</p> <p>2.2 Use paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of view well enough to be followed most of the time.</p> <p>2.3 Speak with respect, politeness & confidence in a range of collaborative discussions with diverse partners.</p> <p>2.4 present information related to other subjects, using appropriately the correct English terminology and the appropriate grammar structures.</p>	<ul style="list-style-type: none"> • Read expository/informative texts • Read and match paragraphs with their headings • Read for specific information (explicit/implicit) • Read and identify the structure of a paraprag • Use the past perfect tense • Discuss and take notes • Listen and complete a table • Discuss and write a parapragh • Use (both...and) • Describe pictures • Read and write a suitable title • Plan and write an opinion report 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools • Realia (smartphone/ applications) • Graphic organizers • Pictures • Magazines • Posters • Video clips 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

<p>personalities using their knowledge acquired in other subjects .</p> <p>3.1. Reading to comprehend the purpose of a range of age appropriate materials from different sources.</p> <p>3.2 .Pinpointing the most important details presented in different texts about the same topic, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions .</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts.</p> <p>4.1 Writing short paragraphs (e-mail, report, short story) for different purposes with the help of guide words.</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions.</p> <p>4.3. Actively and enthusiastically engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p> <p>4.4 Selecting information related to other school subjects from different digital/ non digital sources for enhancing a written presentation.</p>	<p>3.1. Explain the global meaning and the purpose of grade level texts (informative, narrative, expository, etc.)</p> <p>3.2. Make inferences and conclusions locating details and performing post reading tasks.</p> <p>3.4. Select information from other subjects that help them in performing a task related to a text they read.</p> <p>4.1. Write short simple connected paragraphs and emails related to familiar topics using accurate grammar.</p> <p>4.2. Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product</p> <p>4.3. Produce different styles of writing about topics of personal interest neatly and aesthetically pleasing.</p> <p>4.4. Search and select information from different digital/non digital resources to produce written presentations.</p> <div style="text-align: center;">  <p>وزارة التربية والتعليم الفني</p> </div>			
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
9. Storytelling and Communication	<p>1.1 Listening to various narrative, descriptive, fiction and nonfiction texts to undertake a variety of tasks.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and distinguishing facts and opinions when listening to native/nonnative English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources</p> <p>2.1 .Communicating orally with acceptable fluency and grammatical accuracy in the classroom to exchange information, give instructions and express personal opinions .</p> <p>2.2.Taking part in dialogues, discussions and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time</p>	<p>1.1 Undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts in order to remember, respond and follow others' conversations.</p> <p>1.2 Identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions) while listening to simple oral texts or participate in a discussion based on these topics.</p> <p>1.3 Give supportive listening cues, maintain eye contact and express opinions politely while observing culturally acceptable behaviour while listening to various texts from different sources</p> <p>2.1 Express personal opinions and exchange information on familiar topics, using grade level language with a degree of fluency and accuracy.</p> <p>2.2 Use paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of view well enough to be followed most of the time.</p>	<ul style="list-style-type: none"> • Read a narrative text • Guess what a story is about • Read a story for explicit/implicit information • Write an ending to a story • Use imperatives in reported speech • Retell a story • Listen and decided if true or false • Discuss events of a story • Use phrasal verbs (with look) • Write a narrative about personal experiences • Read for specific information (explicit/ implicit) 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools • Graphic organizers • Magazine • PowerPoint • Storybook • Video clips <div style="text-align: center;">  <p>التربية وزارة التوجيه الفني العام للغة الإنجليزية</p> </div>	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

<p>3.1. Reading to comprehend the purpose of a range of age appropriate materials from different sources.</p> <p>3.2 .Pinpointing the most important details presented in different texts about the same topic, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions .</p> <p>3.3. Actively and enthusiastically engaging in reading age appropriate texts for different purposes</p> <p>4.1 Writing short paragraphs (e-mail, report, short story) for different purposes with the help of guide words.</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions.</p> <p>4.3. Actively and enthusiastically engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p>	<p>3.1. Explain the global meaning and the purpose of grade level texts (informative, narrative, expository, etc.)</p> <p>3.2. Make inferences and conclusions locating details and performing post reading tasks.</p> <p>3.3. Make simple presentations for their favourite book read in English</p> <p>4.1. Write short simple connected paragraphs and emails related to familiar topics using accurate grammar.</p> <p>4.2. Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product</p> <p>4.3. Produce different styles of writing about topics of personal interest neatly and aesthetically pleasing.</p>	<ul style="list-style-type: none"> • Match paragraphs with headings • Read and identify meanings • Discuss, plan and write a report 		
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
10. Discoveries and Inventions	<p>1.1 Listening to various narrative, descriptive, fiction and nonfiction texts to undertake a variety of tasks.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and distinguishing facts and opinions when listening to native/nonnative English speakers.</p> <p>1.3. Following agreed upon rules of discussion such as turn taking, avoiding interruptions, giving supportive listening cues such as (hmm, yes, I see), maintaining eye contact and expressing his opinion politely observing culturally acceptable behaviour while listening to different types of texts from different sources</p> <p>2.1 .Communicating orally with acceptable fluency and grammatical accuracy in the classroom to exchange information, give instructions and express personal opinions .</p> <p>2.2.Taking part in dialogues, discussions and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time</p>	<p>1.1 Undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts in order to remember, respond and follow others' conversations.</p> <p>1.2 Identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions) while listening to simple oral texts or participate in a discussion based on these topics.</p> <p>1.3 Give supportive listening cues, maintain eye contact and express opinions politely while observing culturally acceptable behaviour while listening to various texts from different sources</p> <p>2.1 Express personal opinions and exchange information on familiar topics, using grade level language with a degree of fluency and accuracy.</p> <p>2.2 Use paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of views well enough to be followed most of the time.</p>	<ul style="list-style-type: none"> • Read informative texts • Read and complete a table • Read for specific information (explicit/ implicit) • Use reflexive pronouns • Talk about an invention • Listen and complete a table • Use determiners for countable and uncountable nouns • Discuss and write an opinion paragraph • Discuss, plan and present a project 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools • Magazines • PowerPoint • Realia • Encyclopedia • Video clips • Biographies 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics



<p>3.1. Reading to comprehend the purpose of a range of age appropriate materials from different sources.</p> <p>3.2 .Pinpointing the most important details presented in different texts about the same topic, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions .</p> <p>3.3. Actively and enthusiastically engaging in reading age appropriate texts for different purposes</p> <p>4.1 Writing short paragraphs (e-mail, report, short story) for different purposes with the help of guide words.</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions.</p> <p>4.3. Actively and enthusiastically engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p> <p>4.4 Selecting information related to other school subjects from different digital/ non digital sources for enhancing a written presentation.</p>	<p>3.1. Explain the global meaning and the purpose of grade level texts (informative, narrative, expository, etc.)</p> <p>3.2. Make inferences and conclusions locating details and performing post reading tasks.</p> <p>3.3. Make simple presentations for their favourite book read in English</p> <p>4.1. Write short simple connected paragraphs and emails related to familiar topics using accurate grammar.</p> <p>4.2. Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product</p> <p>4.3. Produce different styles of writing about topics of personal interest neatly and aesthetically pleasing.</p> <p>4.4. Search and select information from different digital/non digital resources to produce written presentations.</p>			 <p>التربية وزارة التوجيه الفني العام للغة الإنجليزية</p>
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
11. Intelligence and Creativity	<p>1.1 Listening to various narrative, descriptive, fiction and nonfiction texts to undertake a variety of tasks.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and distinguishing facts and opinions when listening to native/nonnative English speakers.</p> <p>2.1 .Communicating orally with acceptable fluency and grammatical accuracy in the classroom to exchange information, give instructions and express personal opinions .</p> <p>2.2.Taking part in dialogues, discussions and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time</p> <p>3.1. Reading to comprehend the purpose of a range of age appropriate materials from different sources.</p> <p>3.2 .Pinpointing the most important details presented in different texts about the same topic, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions .</p>	<p>1.1 Undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts in order to remember, respond and follow others' conversations.</p> <p>1.2 Identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions) while listening to simple oral texts or participate in a discussion based on these topics.</p> <p>2.1 Express personal opinions and exchange information on familiar topics, using grade level language with a degree of fluency and accuracy.</p> <p>2.2 Use paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of views well enough to be followed most of the time.</p> <p>3.1. Explain the global meaning and the purpose of grade level texts (informative, narrative, expository, etc.)</p> <p>3.2. Make inferences and conclusions locating details and performing post reading tasks.</p>	<ul style="list-style-type: none"> • Read expository texts • Read and fill a table • Use suffixes • Design a character profile • Listen and complete a chart • Express opinion • Use double comparatives • Write the first draft of a story • Read for specific information (explicit/ implicit) • Edit the first draft of the story • Conduct a Poll 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools • Video clips • Graphic organizers. • Real objects (recycled materials) • Magazines • Encyclipedia • Biographies 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

<p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts.</p> <p>4.1 Writing short paragraphs (e-mail, report, short story) for different purposes with the help of guide words.</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions.</p> <p>4.3. Actively and enthusiastically engaging in writing short paragraphs for different purposes and taking care of aesthetic hand writing and neatness.</p>	<p>3.4. Select information from other subjects that help them in performing a task related to a text they read.</p> <p>4.1. Write short simple connected paragraphs and emails related to familiar topics using accurate grammar.</p> <p>4.2. Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product</p> <p>4.3. Produce different styles of writing about topics of personal interest neatly and aesthetically pleasing.</p>			
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
12. Explore and Present	<p>1.1 Listening to various narrative, descriptive, fiction and nonfiction texts to undertake a variety of tasks.</p> <p>1.2 Using listening strategies such as identifying the main idea, asking relevant questions for clarification and elaboration, making simple predictions, paraphrasing and distinguishing facts and opinions when listening to native/nonnative English speakers.</p> <p>2.1 .Communicating orally with acceptable fluency and grammatical accuracy in the classroom to exchange information, give instructions and express personal opinions .</p> <p>2.2.Taking part in dialogues, discussions and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues, developing a clear argument expanding their point of view well enough to be followed most of the time</p> <p>2.4 .Speaking about various topics, for example different cultures, sports, jobs and personalities using their knowledge acquired in other subjects .</p> <p>3.1. Reading to comprehend the purpose of a range of age appropriate materials from different sources.</p> <p>3.2 .Pinpointing the most important details presented in different texts about the same topic,</p>	<p>1.1 Undertake a variety of tasks (remember, respond and follow instructions) related to a range of texts in order to remember, respond and follow others' conversations.</p> <p>1.2 Identify the main idea, ask relevant questions for clarification and elaboration, make simple predictions, paraphrase and distinguish facts and opinions) while listening to simple oral texts or participate in a discussion based on these topics.</p> <p>2.1 Express personal opinions and exchange information on familiar topics, using grade level language with a degree of fluency and accuracy.</p> <p>2.2 Use paralinguistic cues, maintain a topic and ask for and provide clarifications, expressing their point of view well enough to be followed most of the time.</p> <p>2.4 present information related to other subjects, using appropriately the correct English terminology and the appropriate grammar structures.</p> <p>3.1. Explain the global meaning and the purpose of grade level texts (informative, narrative, expository, etc.)</p>	<ul style="list-style-type: none"> • Read expository texts • Read for specific information (explicit/ implicit) • Use indefinite pronouns • Listen for details (explicit/ implicit) • Write an opinion paragraph • Use (need to) • Discuss and write preparations for a project • Write a narration for a presentation • Prepare a presentation 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools – application • TV weather forecast • Video clips • PowerPoint • Encyclopedia • Realia (recycled materials) 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

<p>connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions .</p> <p>4.1 Writing short paragraphs (e-mail, report, short story) for different purposes with the help of guide words.</p> <p>4.2. Using writing strategies specific to planning, writing, revising and editing, including main ideas, details and conclusions.</p> <p>4.4 Selecting information related to other school subjects from different digital/ non digital sources for enhancing a written presentation.</p>	<p>3.2. Make inferences and conclusions locating details and performing post reading tasks.</p> <p>4.1. Write short simple connected paragraphs and emails related to familiar topics using accurate grammar.</p> <p>4.2. Follow the writing strategies (pre-writing, drafting, revising, editing and publishing the final draft) appropriately to achieve the final product</p> <p>4.4. Search and select information from different digital/non digital resources to produce written presentations.</p>			
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