



State of Kuwait
Ministry of Education
ELT General Supervision



Curriculum and Curriculum Standards for Intermediate Education

(Grade 8)

Annual Planning for Terms 1 and 2

Based on the new Curriculum

Target English

2018/2019



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26-8-2018

Curriculum and Curriculum Standards for Intermediate Education
Annual Planning for Grade Eight
Target English


First Term (Time): 12 weeks


Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
Adjustment period	Adjustment period	-Teacher and students get familiarized with each other. -Teacher can opt for varied activities and classroom strategies to help learners adjust to their new surroundings. -Using greetings and simple everyday language.	1	
1. Healthy Living	1.1 Listening to various narrative, descriptive, fiction and nonfiction texts to undertake a variety of tasks. 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. 1.3. 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 2.1 .Communicating orally with acceptable fluency and grammatical accuracy in the classroom to exchange information, give instructions and express personal opinions .	<ul style="list-style-type: none"> • Determine the purpose of different texts. • Exchange information and personal opinions about different topics. • Talk about healthy living • Describe pictures • Make comparisons • Give advice • Talk about daily routines • Talk about sporting habits • Express opinions 	6	2



<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, 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>	<ul style="list-style-type: none"> • Express agreement/ disagreement • Use infinitive/gerund • Use simple present/ present continuous • Use adverbs of frequency • Form questions • Make negatives 		
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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
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>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>	<ul style="list-style-type: none"> • Ask and talk about experiences • Describe pictures • Express purpose • Make guesses • Use present perfect + ever • Use (to/so that/in order to) • Form questions using the present perfect 	6	2


Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
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>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>	<ul style="list-style-type: none"> • Make inferences • Make decisions and choices • Describe characters • Retell part of a story • Express opinions • Ask for and give information • Express wishes • Talk about abilities • Use present perfect • Use (since/for) • Form questions using “How long“ • Use intensifiers (too...to/so...that) • Use capitalization and punctuation • Use ‘can/cannot‘ 	6	2


	<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>			
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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
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 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>	<ul style="list-style-type: none"> • Talk about important figures in history • Give opinions • Describe people • Make suggestions • Discuss and exchange information • Talk about the past • Express agreement/disagreement • Make comparisons • Use simple past (active and passive) • Form questions using the past simple • Use past continuous • Use (while/when) • Use simple past (active and passive) • Form questions using the past simple • Use past continuous • Use (while/when) 	6	2


	<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>			
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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
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>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>	<ul style="list-style-type: none"> • Talk about and describe amazing places • Compare and contrast • Set rules • Express opinions • Make predictions about the future • Use comparatives and superlatives • Use (more ...than/the most....) • Use "(not) as....as" 	6	2

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
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>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>	<ul style="list-style-type: none"> • Talk about records • Make suggestions • Describe places/things • Make guesses • Make decisions and choices • Use question tags • Use adjectives in the correct order • Use punctuation 	6	2


Curriculum and Curriculum Standards for Intermediate Education
Annual Planning for Grade Eight
Target English

Second Term (Time): 12 weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
7. Ideas and Thoughts	<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, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and</p>	<ul style="list-style-type: none"> • Express opinions • Distinguish between facts and opinions • Give reasons • Leave a message • Talk about plans/ arrangements • Make guesses • Use contrastive connectors (although/however) • Use present continuous for future arrangements  <p style="text-align: center;">التربية وزارة الموجه الفني العام للغة الإنجليزية</p>	6	2


	<p>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>			
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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
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 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>	<ul style="list-style-type: none"> • Describe events • Talk about preferences • Ask about the future • Describe pictures • Express opinions • Use the past perfect tense • Use (before/after/by the time/because) with the past perfect • Use "both ...and" • Form questions 	6	2

	<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>			
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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
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>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>	<ul style="list-style-type: none"> • Make guesses • Retell a story • Express opinions • Talk about imaginary situations • Narrate events • Describe past experiences • Use reported speech (imperatives) • Use phrasal verbs with "look" • Use prepositions 	6	2


<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>			
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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
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>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>	<ul style="list-style-type: none"> • Read to locate information. • Listen to complete a dialogue. • Describe pictures. • Talk about places. • Identify the structure of a coherent paragraph. • Write notes. • Write an e-card • Do a research. • Use reflexive pronouns • Use "a few/a little" with countable and uncountable nouns • Use much/many 	6	2

<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>			
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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
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>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>	<ul style="list-style-type: none"> • Express possibilities • Describe imaginary characters • Express agreement/disagreement • Give advice • Vote • Justify opinions • Study suffixes • Express double comparatives • Use If conditional (1st) <div style="text-align: center;">  </div>	6	2

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
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, 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>	<ul style="list-style-type: none"> • Describe pictures • Make guesses • Express opinions • Express obligation • Present ideas • Give a presentation • Use indefinite pronouns (anybody/everything ..etc.) • Use "need to" to describe obligation or lack of obligation • Use the past of “need to“ • Use relative pronouns 	6	2

