



State of Kuwait  
Ministry of Education  
ELT General Supervision



# **Curriculum and Curriculum Standards for Intermediate Education**

**(Grade 9)**

**Annual Plan for 2<sup>nd</sup> Term  
Based on the new Curriculum**

*Target English*

*2020/2021*

**Curriculum and Curriculum Standards for Intermediate Education**  
**Annual Planning for Grade Nine**  
*Target English*

**Second Term (Time): 12 weeks**

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
<b>7. Happiness</b>	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</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 comparing facts and opinions when listening to native and non-native 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), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, 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. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest 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, as well as showing self-confidence through smoothness of speech flow.</p>	<ul style="list-style-type: none"> <li>• Expressing opinion</li> <li>• Debating</li> <li>• Expressing regrets</li> <li>• Expressing wishes</li> <li>• The past perfect</li> <li>• Wish in the past</li> <li>• Wish with the past perfect</li> <li>• If conditional type 3</li> <li>• Punctuation</li> <li>• Spelling rule verb and adjective change to noun</li> </ul>	6	2

	<p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confidence.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent 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 developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic handwriting and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>			
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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
8. Sports	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</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 comparing facts and opinions when listening to native and non-native 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), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, 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. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest 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, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting</p>	<ul style="list-style-type: none"> <li>• Making comparisons</li> <li>• Making inferences</li> <li>• Making guesses</li> <li>• Talking about likes</li> <li>• Discussing and exchange information</li> <li>• Discussing and compare possible solutions</li> <li>• Expressing agreement and disagreement</li> <li>• Describing sports</li> <li>• Collocations with play, do and go</li> <li>• Countable nouns</li> <li>• Uncountable nouns</li> <li>• Determiners: a, an, some and any</li> </ul>	6	2

	<p>various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confidence.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent 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 developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic handwriting and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>			
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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
9. Medicine	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</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 comparing facts and opinions when listening to native and non-native 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), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, 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. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest 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, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting</p>	<ul style="list-style-type: none"> <li>• Giving reasons</li> <li>• Giving opinion</li> <li>• Expressing hopes</li> <li>• Role playing a dialogue</li> <li>• Listen to identify the correct stress</li> <li>• Reported speech</li> </ul>	6	2

	<p>various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confidence.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent 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 developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic handwriting and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>			
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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
10. Animal Intelligence	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</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 comparing facts and opinions when listening to native and non-native 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), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, 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. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest 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, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p>	<ul style="list-style-type: none"> <li>• Describing pictures</li> <li>• Expressing opinion</li> <li>• Giving reasons</li> <li>• Comparing and contrasting</li> <li>• Talking about ability</li> <li>• Expressing likes and dislikes</li> <li>• Parts of speech</li> <li>• Conjunctions</li> <li>• (addition / contrast / cause &amp; effect)</li> </ul>	6	2



	<p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confidence.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent 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 developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic handwriting and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>			
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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
11. Human Intelligence	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</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 comparing facts and opinions when listening to native and non-native 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), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, 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. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest 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, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p>	<ul style="list-style-type: none"> <li>• Describing pictures</li> <li>• Asking for and giving information</li> <li>• Stating advantages and disadvantages</li> <li>• Talking about ability</li> <li>• Parts of speech</li> <li>• Reported speech</li> <li>• (questions / commands and requests)</li> </ul>	6	2

	<p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confidence.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent 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 developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic handwriting and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>			
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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
12. Artificial Intelligence	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</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 comparing facts and opinions when listening to native and non-native 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), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, 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. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest 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, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p>	<ul style="list-style-type: none"> <li>• Making predictions</li> <li>• Asking and answer questions</li> <li>• Role playing a dialogue</li> <li>• Discussing and exchange information</li> <li>• Comparing information</li> <li>• Checking understanding</li> <li>• Asking for repetition</li> <li>• Making presentations</li> <li>• Comparative adjectives</li> <li>• Superlative adjectives</li> <li>• Use more...than and the most...</li> </ul>	6	2

	<p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confidence.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p> <p>4.1 Write short coherent 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 developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic handwriting and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>			
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**Curriculum and Curriculum Standards for Intermediate Education  
(Grade 9)  
Unit Plan for 2<sup>nd</sup> Term  
Based on the new Curriculum  
*Target English*  
2020/2021**

**Curriculum and Curriculum Standards for Intermediate Education**  
**Unit Plan for Grade Nine**  
*Target English*

**Second Term (Time): 12 weeks**

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
<b>7. Happiness</b>	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</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 comparing facts and opinions when listening to native and non-native 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), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, 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. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using</p>	<p>1.1 Explain their understanding of various texts they listen to.</p> <p>1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.</p> <p>1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.</p> <p>1.4 Capture and use different expressions in real life situations heard from various sources.</p> <p>2.1 Express opinions and exchange information related to common topics using grade level language.</p> <p>2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed</p>	<ul style="list-style-type: none"> <li>• Discuss what things are important to students and their peers</li> <li>• Read a text and answer comprehension questions</li> <li>• Arrange words according to their categories</li> <li>• Use the past perfect tense correctly</li> <li>• Listen and complete a table</li> <li>• Discuss sources of happiness</li> <li>• Work with words (parts of speech)</li> <li>• Use “wish” plus the past perfect or past simple</li> <li>• Describe pictures</li> <li>• Use conditional type 3</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials</li> <li>• Resources (visual and audio aids etc.)</li> <li>• Realia</li> <li>• ICT tools</li> <li>• Video clips</li> <li>• Magazines</li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>

	<p>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, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confidence.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p>	<p>most of the time and the appropriate grammar structures.</p> <p>2.3 Speak with respect &amp; confidence through smoothness of speech and a minimal amount of hesitation when engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p>	<ul style="list-style-type: none"> <li>Plan and write a report on festivals</li> </ul>		
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	<p>4.1 Write short coherent 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 developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic handwriting and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>	<p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</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 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.</p> <p>4.4 Search and select information from different digital resources to produce written presentations.</p>			
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
8. Sports	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</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 comparing facts and opinions when listening to native and non-native 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), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, 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. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using</p>	<p>1.1 Explain their understanding of various texts they listen to.</p> <p>1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.</p> <p>1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.</p> <p>1.4 Capture and use different expressions in real life situations heard from various sources.</p> <p>2.1 Express opinions and exchange information related to common topics using grade level language.</p> <p>2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed</p>	<ul style="list-style-type: none"> <li>• Discuss one's favourite sports</li> <li>• Read and guess what sport is being described</li> <li>• Identify the purpose of the writer</li> <li>• Make inferences about the writer's attitude</li> <li>• Find idiomatic expressions in a text</li> <li>• Discuss what sport to recommend to others</li> <li>• Work with collocations with go / play / do</li> <li>• Describe pictures and name the sports</li> <li>• Talk about one's activity</li> <li>• Read problems and solutions and give alternative opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials</li> <li>• Resources (visual and audio aids etc.)</li> <li>• Realia</li> <li>• ICT tools</li> <li>• Video clips</li> <li>• Magazines</li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>

	<p>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, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confidence.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p>	<p>most of the time and the appropriate grammar structures.</p> <p>2.3 Speak with respect &amp; confidence through smoothness of speech and a minimal amount of hesitation when engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p>	<ul style="list-style-type: none"> <li>• Read and complete a table</li> <li>• Work with countable and uncountable nouns</li> <li>• Match sports with their definitions</li> <li>• Write riddles about sports</li> <li>• Plan and write an article recommending a sport to be included in school activities</li> <li>• Revise and edit one's writing</li> </ul>		
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	<p>4.1 Write short coherent 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 developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic handwriting and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>	<p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</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 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.</p> <p>4.4 Search and select information from different digital resources to produce written presentations.</p>			
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
9. Medicine	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</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 comparing facts and opinions when listening to native and non-native 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), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, 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. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using</p>	<p>1.1 Explain their understanding of various texts they listen to.</p> <p>1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.</p> <p>1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.</p> <p>1.4 Capture and use different expressions in real life situations heard from various sources.</p> <p>2.1 Express opinions and exchange information related to common topics using grade level language.</p> <p>2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed</p>	<ul style="list-style-type: none"> <li>• Discuss what students know about Alzheimer's disease</li> <li>• Read and fill a graphic organizer about information from the text</li> <li>• Find synonyms in a text</li> <li>• Answer detailed questions</li> <li>• Match words with their definitions</li> <li>• Listen and complete a table</li> <li>• Discuss medical discoveries</li> <li>• Listen and identify the stressed syllable</li> <li>• Use reported speech correctly</li> <li>• Complete a dialogue</li> <li>• Report what happened</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials/ Resources (visual and audio aids etc.)</li> <li>• Realia</li> <li>• ICT tools</li> <li>• Video clips</li> <li>• Magazines</li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>

	<p>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, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confidence.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p>	<p>most of the time and the appropriate grammar structures.</p> <p>2.3 Speak with respect &amp; confidence through smoothness of speech and a minimal amount of hesitation when engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p>	<ul style="list-style-type: none"> <li>• Discuss healthy habits</li> <li>• Plan and write a report on how to keep healthy</li> <li>• Revise and edit one's writing</li> </ul>		
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	<p>4.1 Write short coherent 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 developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic handwriting and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>	<p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</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 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.</p> <p>4.4 Search and select information from different digital resources to produce written presentations.</p>			
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
<b>10. Animal Intelligence</b>	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</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 comparing facts and opinions when listening to native and non-native 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), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, 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. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using</p>	<p>1.1 Explain their understanding of various texts they listen to.</p> <p>1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.</p> <p>1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.</p> <p>1.4 Capture and use different expressions in real life situations heard from various sources.</p> <p>2.1 Express opinions and exchange information related to common topics using grade level language.</p> <p>2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed</p>	<ul style="list-style-type: none"> <li>• Describe and name pictures</li> <li>• Identify the main idea of a paragraph</li> <li>• Read and answer questions</li> <li>• Identify a moral lesson</li> <li>• Find the meanings of words in a text</li> <li>• Complete a table with different parts of speech</li> <li>• Listen and take notes</li> <li>• Identify the elements of a story</li> <li>• Listen and fill in the blanks in a summary</li> <li>• Identify the purpose of the narrator</li> <li>• Suggest a moral for a story</li> <li>• Suggest an ending of a</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials</li> <li>• Resources (visual and audio aids etc.)</li> <li>• Realia</li> <li>• ICT tools</li> <li>• Video clips</li> <li>• Magazines</li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>



	<p>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, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confidence.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p>	<p>most of the time and the appropriate grammar structures.</p> <p>2.3 Speak with respect &amp; confidence through smoothness of speech and a minimal amount of hesitation when engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p>	<p>story</p> <ul style="list-style-type: none"> <li>• Use conjunctions correctly</li> <li>• Discuss facts about different animals</li> <li>• Discuss what animal to keep as a pet</li> <li>• Plan and write a report about an animal</li> <li>• Revise and edit one's writing</li> </ul>		
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	<p>4.1 Write short coherent 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 developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic handwriting and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>	<p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</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 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.</p> <p>4.4 Search and select information from different digital resources to produce written presentations.</p>			
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
11. Human Intelligence	<p>1.1. Listening to grade level texts read aloud or presented through other media to ask and answer questions about key details.</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 comparing facts and opinions when listening to native and non-native 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), showing empathy with the speaker by echoing the speakers nonverbal expression such as smiling or frowning, 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. Watching a TV movie for teenagers in order to capture the use of language in real life situations.</p> <p>2.1. Participating actively in oral interactions in the classroom to exchange information, express opinions and comment on others' opinions.</p> <p>2.2. Speaking with a degree of fluency and reasonable accuracy to discuss topics of common interest using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using</p>	<p>1.1 Explain their understanding of various texts they listen to.</p> <p>1.2 Identify the main idea, ask for clarifications, draw conclusions, provide endings, paraphrase and compare facts and opinions for the materials they listen.</p> <p>1.3 Respect turn taking rules, give supportive listening cues, show empathy, maintain eye contact and express opinions politely while observing culturally acceptable behaviour.</p> <p>1.4 Capture and use different expressions in real life situations heard from various sources.</p> <p>2.1 Express opinions and exchange information related to common topics using grade level language.</p> <p>2.2 Use paralinguistic cues to maintain a topic and ask for and provide clarifications, developing a clear argument expressing their point of views well enough to be followed</p>	<ul style="list-style-type: none"> <li>• Describe pictures</li> <li>• Match paragraphs with ideas</li> <li>• Read and answer detailed questions</li> <li>• Recognize the message of a text</li> <li>• Find meanings of words in a text</li> <li>• Fill in a table with different parts of speech</li> <li>• Listen and take notes</li> <li>• Listen and fill in the blanks in a summary</li> <li>• Listen and find word meanings</li> <li>• Report questions and commands</li> <li>• Conduct a survey about intelligence</li> <li>• Read short paragraphs about geniuses and</li> </ul>	<ul style="list-style-type: none"> <li>• Grouping (individual work, pair work, etc.)</li> <li>• Materials</li> <li>• Resources (visual and audio aids etc.)</li> <li>• Realia</li> <li>• ICT tools</li> <li>• Video clips</li> <li>• Magazines</li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Projects</li> <li>• Quizzes</li> <li>• Portfolio</li> <li>• Questions</li> <li>• Observation</li> <li>• Rubrics</li> </ul>

	<p>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, as well as showing self-confidence through smoothness of speech flow.</p> <p>2.4. Speaking about their civilization, the environment and health issues using their knowledge acquired in other subjects.</p> <p>3.1. Reading to identify the main purpose of age appropriate texts including what the author wants to say, explain or describe through different reading materials.</p> <p>3.2. Reading to demonstrate the ability to apply critical thinking skills, distinguish facts from opinions, make inferences and identify author's purpose, connecting various pieces of information to build meaning, determining meaning of words and phrases and drawing simple inferences and conclusions.</p> <p>3.3. Reading a wide range of age appropriate texts independently and with confidence.</p> <p>3.4. Selecting the most relevant information from other school subjects to understand age appropriate texts and express opinions.</p>	<p>most of the time and the appropriate grammar structures.</p> <p>2.3 Speak with respect &amp; confidence through smoothness of speech and a minimal amount of hesitation when engaging in a range of collaborative discussions with diverse partners with a degree of fluency and accuracy.</p> <p>2.4 Use appropriate English terminology and grammar when speaking about various topics related to other subjects.</p> <p>3.1. Explain the global meaning and the purpose of different texts they listen to (fiction/ nonfiction) such as newspapers, articles, e-mail, letters, stories, etc.</p> <p>3.2. Make inferences and conclusions locating details and apply critical thinking by performing during reading and post reading tasks.</p> <p>3.3. Express opinion and discuss topics confidently based on their readings of magazines, holiday brochures, letters, newspapers, storybooks, etc.</p> <p>3.4. Present information, express opinions and complete project-work activities, based on their reading of English texts related to other subjects.</p>	<p>find common characteristics</p> <ul style="list-style-type: none"> <li>• Plan and write a report on a famous person with exclusive talents</li> <li>• Revise and edit one's writing</li> </ul>		
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	<p>4.1 Write short coherent 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 developing clarity and speed.</p> <p>4.3. Independently engaging in writing short paragraphs for different purposes and taking care of aesthetic handwriting and neatness.</p> <p>4.4 Using their IT knowledge to present simple research papers making use of knowledge acquired from other school subjects.</p>	<p>4.1 Write well-structured simple paragraphs expressing their own opinions about different topics.</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 Work on more drafts of a text and edit it using different styles of writing, about topics of personal interest in order to produce consistent and aesthetic texts.</p> <p>4.4 Search and select information from different digital resources to produce written presentations.</p>			
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