

**Curriculum and Curriculum Standards for Intermediate Education  
(Grade 7)  
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 Seven**  
*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. Journey to the Past</b>	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</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) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</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>2.4 Speaking about the surrounding environment and other cultures using their knowledge acquired in other subjects.</p> <p>3.1. Reading to comprehend age appropriate</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own .</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics .</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>2.4 Present a short PPT presentation about the surrounding environment or other cultures, indicating what information from other subjects they</p>	<ul style="list-style-type: none"> <li>• Ask for and give information.</li> <li>• Write a short paragraph about past events.</li> <li>• Take part in a debate about life now and then.</li> <li>• Talk about the past.</li> <li>• Give a speech</li> <li>• Seek information.</li> <li>• Describe pictures.</li> <li>• Use past simple (regular/ irregular verbs).</li> <li>• Use context clue to determine word meaning.</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>• ICT tools</li> <li>• PowerPoint Magazines</li> <li>• Realia</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>fiction and nonfiction texts for a variety of purposes.</p> <p>3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3. Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>3.4. Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<p>used.</p> <p>3.1. Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2. Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.3. Present their favourite readings in a reading diary, in an oral presentation or during a round table.</p> <p>3.4. Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1. Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.</p> <p>4.2. Plan, write, revise and edit a short text in English</p> <p>4.3. Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p> <p>4.4. Compose short paragraphs about familiar topics related to other school subjects using different digital resources.</p>	<ul style="list-style-type: none"> <li>• Make negative</li> <li>• Generate ideas for writing with peers.</li> <li>• Review, edit and rewrite own work.</li> <li>• Use past continuous (when/ while)</li> <li>• Prepare a PowerPoint presentation</li> <li>• Use words related to Kuwait Culture</li> <li>• Use 'used to'</li> </ul>		
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<p><b>8. The Work We Do</b></p>	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing 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) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</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>3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3. Showing interest in reading age appropriate texts for pleasure and information gathering.</p> <p>3.4. Exploring various sources for finding information needed to understand age appropriate texts.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it .</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own .</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics .</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>3.1 .Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 .Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.3 .Present their favourite readings in a reading diary, in an oral presentation</p>	<ul style="list-style-type: none"> <li>• Talk about jobs.</li> <li>• Describe pictures.</li> <li>• Guess and predict.</li> <li>• Re-tell a story.</li> <li>• Give instructions.</li> <li>• Set rules about the park.</li> <li>• Compare and contrast jobs.</li> <li>• Gather information about dangerous jobs.</li> <li>• Guess and make inferences.</li> <li>• Role-play</li> <li>• Use must/ mustn't</li> <li>• Design signs</li> <li>• Use have/ has to</li> <li>• Use don't /doesn't have to</li> <li>• Identify words with the silent /h/ sound</li> <li>• Develop imaginative thinking.</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>• ICT tools</li> <li>• Real objects</li> <li>• Graphic organizers</li> <li>• Pictures</li> <li>• Magazines</li> <li>• Realia</li> <li>• Posters/ signs</li> <li>• Video clips</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>
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	<p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>or during a round table.</p> <p>3.4 .Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1 .Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words .</p> <p>4.2 .Plan, write, revise and edit a short text in English</p> <p>4.3 .Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p>	<ul style="list-style-type: none"> <li>• Work with words (crossword puzzle).</li> </ul>		
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
<b>9. Jobs and Personality</b>	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing 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) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</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>3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4. Exploring various sources for finding information needed to understand age appropriate</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it .</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own .</p> <p>2.2 Ask for and provide explanations, use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics .</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>3.1 .Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 .Make inferences, determine the main idea and explain how it is</p>	<ul style="list-style-type: none"> <li>• Describe people</li> <li>• Role-play a job interview.</li> <li>• Talk about personal qualities.</li> <li>• Give pieces of advice.</li> <li>• Make suggestion.</li> <li>• Express gratitude to parents.</li> <li>• Gather information.</li> <li>• Make decision and choices.</li> <li>• Use should/ shouldn't</li> <li>• Us why don't you .....?</li> <li>• Use words related to personal qualities</li> <li>• Use had to/ didn't have to</li> <li>• Develop creative thinking.</li> <li>• Make a card to</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>• ICT tools</li> <li>• Pictures</li> <li>• Graphic organizers</li> <li>• Magazine</li> <li>• newspaper</li> <li>• PowerPoint</li> <li>• Realia</li> <li>• Encyclopedia</li> <li>• Video clips</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>texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p> <p>4.4 Using digital resources in writing to complete a project using topics related to other school subjects.</p>	<p>supported by key details and performing post reading tasks.</p> <p>3.4 .Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1 .Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words .</p> <p>4.3 .Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p> <p>4.4. Compose short paragraphs about familiar topics related to other school subjects using different digital resources.</p>	<p>show gratitude.</p> <ul style="list-style-type: none"> <li>• Identify the / ð/ and / θ/ sounds</li> <li>• Use adjectives and adverbs</li> <li>• Use punctuation marks.</li> <li>• Write a short paragraph about helping at home.</li> </ul>		
<b>10. Travels and Exploration</b>	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</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) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>1.4 Listening to a TV documentary from an English speaking TV channel to broaden their knowledge about topics learned in other subjects in order to present main points.</p> <p>2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</p> <p>2.2 Taking part in dialogues and role-play activities using suitable strategies such as using visual cues, asking for and providing</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>1.4 Identify some facts related to other school subjects from TV documentaries to complete a project.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own .</p> <p>2.2 Ask for and provide explanations,</p>	<ul style="list-style-type: none"> <li>• Describe pictures.</li> <li>• Guess and make inferences.</li> <li>• Talk about science and inventions.</li> <li>• Read and complete a table.</li> <li>• Recount experiences and events</li> <li>• Complete a chart.</li> <li>• Exchange</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>• ICT tools</li> <li>• Magazines</li> <li>• PowerPoint</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>clarifications, maintaining a topic using paralinguistic cues (body language, gestures).</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>3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.4. Exploring various sources for finding information needed to understand age appropriate texts.</p> <p>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>use visual cues and paralinguistic elements for raising the interest of their communication partners during discussions and roleplays related to grade level topics .</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>3.1 .Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 .Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.4 .Select information from various sources related to other subjects to complete a project or for different tasks.</p> <p>4.1 .Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words .</p> <p>4.2 .Plan, write, revise and edit a short text in English</p> <p>4.3 .Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p>	<p>information</p> <ul style="list-style-type: none"> <li>• Write a short paragraph about inventions and scientists.</li> <li>• Listen and complete an interview.</li> <li>• Form questions about holidays.</li> <li>• Use prepositions.</li> <li>• Write an e-card</li> <li>• Use relative pronouns (which/ where/ that/ who/ when)</li> <li>• Develop imaginative thinking.</li> <li>• Write some quotes.</li> </ul>	<ul style="list-style-type: none"> <li>• Realia</li> <li>• Encyclopedia</li> <li>• Video clips</li> <li>• Map or atlas</li> </ul>	
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Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
<b>11. Energy and Recycling</b>	<p>1.1 Listening to various narrative and descriptive texts to be able to participate in discussions related to/starting from such texts.</p> <p>1.2. Using listening strategies such as identifying the main idea, asking relevant questions for clarification, making simple predictions and paraphrasing 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) and maintaining eye contact while listening to different types of texts from different sources.</p> <p>2.1. Sharing ideas orally in pairs or in groups to give/get information and clarify opinions.</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>3.1. Reading to comprehend age appropriate fiction and nonfiction texts for a variety of purposes.</p> <p>3.2. Reading a variety of grade level texts to determine the main idea, the theme of the text and draw simple inferences and conclusions.</p> <p>3.3. Showing interest in reading age appropriate texts for pleasure and information gathering.</p>	<p>1.1 Exchange ideas related to various narrative and descriptive texts they listen to and respond to instructions to carry out a variety of tasks.</p> <p>1.2 Identify main ideas in a text, ask relevant questions about it, make predictions and paraphrase it .</p> <p>1.3 Respect turn taking rules, give supportive listening cues and maintain eye contact while listening to different oral messages or while participating in a dialogue.</p> <p>2.1 Exchange opinions or ask/give information, build on others' ideas for clarifying their own.</p> <p>2.3 Use adequate expressions of politeness when expressing consent or disagreement during class discussions.</p> <p>3.1 .Mention the topic and the purpose of various texts (stories, e-mails, letters, pictures, ads, menu, timetables, etc.)</p> <p>3.2 .Make inferences, determine the main idea and explain how it is supported by key details and performing post reading tasks.</p> <p>3.3. Present their favourite readings in a reading diary, in an oral presentation</p>	<ul style="list-style-type: none"> <li>• Guess and make inferences.</li> <li>• Retell a story</li> <li>• Gather information.</li> <li>• Talk about recycling.</li> <li>• Describe pictures.</li> <li>• Write a short paragraph about future plans.</li> <li>• Use passive voice (past/ present).</li> <li>• Listen and complete a diagram.</li> <li>• Use 'going to'.</li> <li>• Write a short paragraph about future sources of energy.</li> <li>• Develop critical thinking</li> <li>• Develop creative</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>• ICT tools</li> <li>• Video clips</li> <li>• Graphic organizers.</li> <li>• Real objects (recycled objects)</li> <li>• Magazines</li> <li>• Newspaper</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>4.1 Demonstrating the ability to write short paragraphs to express ideas in a variety of writing forms (e-mail, short report) with the help of guide words.</p> <p>4.2 Using writing strategies specific to planning, writing, revising and editing in order to develop independent writing skills.</p> <p>4.3. Showing interest in writing short paragraphs for pleasure that present personal ideas and experiences.</p>	<p>or during a round table.</p> <p>4.1 .Write short coherent and cohesive paragraphs in a variety of forms (emails, short reports. etc.) with the help of guide words.</p> <p>4.2. Plan, write, revise and edit a short text in English</p> <p>4.3 .Write journals of 6 - 8 sentences expressing opinions and experiences about familiar topics.</p>	<p>thinking.</p> <ul style="list-style-type: none"> <li>• Make a poster about saving energy.</li> <li>• Use question tags.</li> </ul>		
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