



Curriculum and Curriculum Standards for Intermediate Education

(Grade 7)

Annual Planning for Terms 1 and 2

Based on the new Curriculum

Target English

2017/2018



Suzan Al-Bashiri
ELT Supervisor General

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Suzan Al-Bashiri

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

First Term (Time): 12 weeks

Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
Adjustment period	<p style="text-align: center;">Adjustment period</p>	<ul style="list-style-type: none"> -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	
Adjustment period	<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>	<ul style="list-style-type: none"> • Talk about personal topics. • Exchange opinion on personal topics. • Transfer information from an email to a table. • Use apostrophe in the right place. • Analyse the structure of an email. • Listen and complete tasks. • Use 'have got' to talk about possession. • Read and take notes • Write an email. • Complete an interview. • Show respect to physically challenged people. • Do a research. 	6	2

<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>		
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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
2. Sports and Activities	<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/nomative 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>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 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>	<ul style="list-style-type: none"> • Read to make inferences. • Talk about sports and adventures. • Express likes and dislikes. • Listen and complete a table. • Write about favourite sports. • Value the importance of sports. • Describe pictures. • Develop critical thinking • Improve writing using connectors. • Use simple present in affirmative, negative and interrogative. • Do a research. 	6	2

<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>			
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Title of the LUs (learning units)	Specific Competences	Learning content	Number of periods	Weeks
<p style="text-align: center;">3. School Life</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>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>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>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>	<ul style="list-style-type: none"> • Talk about a school day. • Talk about school facilities. • Listen and identify information. • Use the present continuous to describe pictures. • Use adjectives and adverbs to compare and contrast activities. • Design a school time table. • Talk about after school-activities. • Write and advert. • Develop creative thinking. • Post a contribution in a chatroom. • Accept or refuse suggestions. 	6	2

