



State of Kuwait
Ministry of Education
ELT General Supervision

Curriculum and Curriculum Standards for Intermediate Education (Grade 7)

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

Target English
2017/2018

Suzan AL-Balushi
ELT Supervisor General
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Curriculum and Curriculum Standards for Intermediate Education
Unit Plan for Grade Seven
Target English

First Term (Time): 12 weeks

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
1. Family and Friends	<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</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</p>	<ul style="list-style-type: none"> • Read a text and complete a table. • Talk about oneself, favourites, home, and possessions. • Use possessive 's. • Complete a text using contractions. • Express preferences. • Describe buildings. • Write an-email about how to support people with special needs. • Use "Have you got? I've got/I haven't got • Use words related to home. • Engage in a role play. 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools • Pictures • Video clip • Magazines • Graphic organizers 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

	<p>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>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>Participate in a group discussion.</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>4.1. 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>		

Unit title	Competences to be developed	Curriculum Standards Students are able to:	Learning activities	Resources	Assessment tools
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/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>2.4 Speaking about the surrounding environment and other cultures using</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>	<ul style="list-style-type: none"> • Talk about sports and adventures. • Express likes/dislikes. • Gather information about caves and animals. • Describe pictures. • Talk about abilities. • Talk about nationalities and languages • Write a fact file about a favourite sport star. • Use simple present. • Make negative (don't/ doesn't) • Form questions. • Use "modal verb: Can 	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) • ICT tools • Pictures • Video clip • Magazines 	<ul style="list-style-type: none"> • Worksheets • Projects • Quizzes • Portfolio • Questions • Observation • Rubrics

