**TOPICAL CONTENT AND LEARNING OUTCOMES-CLASS 8**

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| **Concept** |  **Topics** | **Subject learning outcomes for topic (SLOT)** |
| **Literary and non-literary texts** | **Topic 1- Making friends**- A pen friend- Friends club- Internet  | * Listens/reads about other people and their ideas and discusses information regarding friendship, defining and explaining the stages of friendship;
* Understands the importance of friendship and the nature of positive relationships identifying what it means to be a good friend;
* Discusses and respond to content of the text orally and in writing;
* Creates a storyboard to demonstrate strategies for making friends using an introduction, complication and resolution;
* Understands relationships describing factors that contribute to positive relationships, including with people at school and in their community;
* Uses technology, such as social networks, to keep in touch with others;
* Explains and analysis the relationship between the ways of communication using appropriate language while speaking with peers and elders in different places;
* Demonstrates shared responsibility and mutual support in friendships, showing care and concern for friends.
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| **Topic 2 - Life at home**- Living with family- The neighbours- The ideal school- Living alone | * Completes tasks from listened and read texts about similarities and differences and values diversity in their community and school;
* Understands the importance of family and the nature of positive relationships identifying what it means to be family and to live with it;
* Defines 'neighbourhood', lists the characteristics of a desirable neighbourhood, distinguishing between a neighbourhood and a community;
* Discusses on differences in families, illustrating their family in a short-written text;
* Listens and reads about the history of the family and identifies that their family is different from others;
* Identifies different important members of a community comparing rural, urban, and suburban communities;
* Writes or illustrates something that they have contributed to their family and discusses it with classmates asking and answering questions;
* Creates a family tree with guidance and independently explains the components of it.
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| **Topic 3 – Jobs**- Who does what?- Jobs for boys and girls- Dangerous jobs- Working for fun | * Uses appropriate vocabulary when talking about jobs and describes accurately various job roles and functions;
* Appreciates the people in the child’s life that work to help them grow and learn;
* Realises the many different kinds of compensation people receive for different kinds of work;
* Discusses the definitions of jobs, occupations, professions, and work;
* Writes the daily schedule of an adult worker;
* Reviews the chosen ads in a daily newspaper and compares the types of jobs for which there seems to be the most demand;
* Lists the types of jobs that have been associated with physical danger;
* Lists occupations by which people make a living in their own town or county and represents them by writing creatively;
* Listens to different opinions, discusses and collaborates with peers and teacher challenging the preconceptions about who does certain jobs;
* Examines the Do's and Don'ts of completing a job application;
* Provides listening and speaking practice through watching a video called ‘A job interview’ by taking part in a job interview through role-playing;
* Summarises and paraphrases information in a text;
* Identifies stated story elements: main characters, setting, sequence of events and discusses on author’s reasons.
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| **Topic 4 – The way we lived**- Childhood- Hometown- Sports and pets- Men and Women | * Listens and reads the texts demonstrating understanding by responding to questions about the content of the text and makes some inferences;
* Makes inferences and predictions based on information in the text;
* Lists occupations that were common a hundred years ago no longer in existence and those that are common today but did not exist a hundred years ago;
* Identifies life events in a text and puts them in chronological order;
* Defines the stage of childhood;
* Listens and reads about the history of the family and compares the lifestyles in the past and present;
* Summarises the main ideas explained about childhood;
* Makes a mind map with the main concepts about childhood;
* Discovers anecdotal stories about their very own hometown community;
* Identifies specific physical and emotional characteristics and experiences within an activity;
* Broadens his/her knowledge of the variety of games played by children around the world. comparing with the games played now.
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| **Topic 5 - Excursions**- Sightseeing- Travelling- Aliens- Universe | * Develops the knowledge about the impact of people on environment;
* Identifies and assesses environmental problems and communicates environmental problems to others;
* Appreciates the modern computers that help make our life more comfortable and identifies ways how to use them properly and economically;
* Reads for gist and for specific information about an excursion to a beautiful landscape;
* Writes a paragraph describing one of the beauty spots in Universe;
* Produces a travel information packet (flyer, brochure, power point, wiki, etc.) with useful information about a region, country, city, or town;
* Writes sentences and paragraphs to describe tourist attractions;
* Uses the Internet to locate facts about famous landmarks and attractions in his/her country;
* Applies the skills and strategies of effective reading;
* Identifies the main idea(s) in the text, and summarises and paraphrases information;
* Appreciates that there are differences between cultures and develops open-mindedness and respect for differences in culture;
* Improves their problem-solving skills by developing empathy for others and a trans-cultural perspective.
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| **Topic 6 – Dreams and reality**- Science and technology- Tomorrow’s World- The millionaire- Different lives | * Completes tasks from listened and read texts about similarities and differences, and values diversity;
* Understands audio-visual texts, identifying the main idea and specific information;
* Considers the idea that we are all inspired by other people sometimes;
* Writes a narrative about one’s life and achievements;
* Shares ideas with others making suggestions and recommendations;
* Answers questions about the text and defines unfamiliar words from the story;
* Uses a narrative story frame to support the development of a text summary;
* Reads and demonstrates comprehension of the main idea and most supporting details of a text on an unfamiliar topic;
* Uses critical thinking to identify the main conclusions in clearly signalled argumentative texts;
* Reads a text about space exploration and retells parts of the story using props;
* Demonstrates awareness of connections, similarities and differences between people and reacts positively.
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| **Topic 7 - Celebrations**- Festivals- Valentine’s Day- A famous model- Fashion | * Creates and delivers multimedia presentations using information from several sources;
* Reads with a question in mind, which requires students to skim and scan during reading;
* Uses a range of strategies to aid comprehension and find the required information in the text;
* Uses speaking and listening skills, summarises relevant information and shares information with a group;
* Relates story events to one’s experience;
* Identifies and challenges stereotypes relating to education and work;
* Evaluates a written summary and provides feedback;
* Independently asks and answers questions that compare, contrast, classify and describe information and concepts contained in the text and reference materials;
* Differentiates between fact and opinion and relevant/ irrelevant information in authentic/authentic-like articles and brochures of up to one page in a variety of relevant contexts.
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| **Topic 8 – Lifetime events**- Good memories- Famous person- My first love- My best friend | * Researches different facts about different countries including information about the environment, culture, and general way of life in different times;
* Writes descriptions of people and places regarding the way of living and acting;
* Reads/listens/ views materials regarding the cities and countries, comparing the ways of living in different parts of the world;
* Identifies the main idea(s) in the text and specific details (activities, time, place);
* Summarises texts read in the source language (English or mother tongue) and translates them into the target language (mother tongue or English);
* Reads silently and aloud a text and gives an oral summary after each paragraph;
* Comprehends and analysis texts and relates them with their personal experience;
* Reads aloud a literary and non-literary text, comments and gives clear opinions on the main characters and events;
* Actively thinks about what is happening in a text while reading it, in order to generate questions;
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| **Figurative and non-figurative language** | **Topic 1 - Making friends**-At a restaurant-Computer games-Joining a club-Chatting | * Discusses in the group, verbalising thoughts and feelings and responding appropriately to the contributions of others;
* Displays good friendship skills through play;
* Recognises the ability to understand him/herself and communicates with others through letters or emails;
* Learns how to get to know someone through letters and will possible meet a lifelong friend;
* Uses communication strategies to participate in group and class discussions;
* Selects, compiles, and synthesises information for an oral presentation;
* Describes factors that contribute to positive relationships, including people at school and in their community;
* Gives an oral presentation in class using effective delivery strategies.
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| **Topic 2 – Life at home**- My family and friends- Breakfast time- The first day at school- My first teacher | * Demonstrates the characteristics and benefits of ethical behaviour and personal integrity in school and the community;
* Discusses verbally the uniqueness of their family and neighbourhood;
* Explores and expresses their ideas and feelings of actively participating/playing in the class neighbourhood;
* Introduces oneself and others, identifies characteristics of a friend inculcating good moral values;
* Describes what they already know about families by thinking and sharing facts about their own families;
* Discusses the importance of teachers by identifying some reason why teachers are important to him/her;
* Identifies and gives a description of places where people in their community gather together;
* Describes ways that each member in the neighbourhood can work together to make it a nice place to live.
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| **Topic 3 – Jobs**-An unusual profession-A job interview-Applying for a job-Talking about a TV show | * Discusses specific jobs and occupations of their home and other community members;
* Introduces the topic of jobs through discussion and a dictation;
* Gives own opinions about what makes a good/bad job and occupations;
* Watches a television show that portrays occupation and work situations and write evaluations of whether the portrayals are realistic;
* Role plays a job interview situation;
* Prepares sample advertisements to recruit workers for a job and sample advertisements to sell work products;
* Interviews a worker and writes a report about the training and skills involved in the job;
* Explains the preparation needed to apply for a job and lists several acceptable ways to apply for a job.
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| **Topic 4 – The way we lived**- Childhood- At home / school- Cartoons and films- Habits | * Explains ways to show good sportsmanship and describes its importance;
* Writes a short text describing the images of their hometowns;
* Selects, compiles, and synthesises information for an oral presentation;
* Discusses about medias in the past comparing with today’s technology:
* Uses language to describe childhood comparing it with today’s habits;
* Describes personal background, events, and experiences;
* Uses verbal and non-verbal language to communicate past events;
* Describes the influence that people, situations and events have on their emotions;
* Speaks effectively about topics in a variety of situations;
* Uses communication strategies to participate in group and class discussions.
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| **Topic 5 - Excursions**- Visiting places- Making a reservation- Social events- At the travel agency | * Represents his/her perceived home culture accurately and diplomatically;
* Communicates effectively with people in the target culture in their own language;
* Gets information about some famous places to visit;
* Present their travel information to the class in a group presentation;
* Describes tour packages and tourist places;
* Asks for information about a touristic place and makes choices about going on a trip;
* Asks for a service with respect, shows tolerance for other people’s opinions and shows friendliness when interacting with others;
* Speaks effectively about topics in a variety of situations.
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| **Topic 6 – Dreams and reality**- Understanding a personality- Diversity- Computer games- The dream game- Living in a palace- Social expressions | * Participates effectively in a range of discussions responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively;
* Identifies how communities around the world are both similar and different describing similarities and differences and gives possible reasons for them;
* Develops an understanding of non-verbal cues of communication used in daily interactions;
* Develops communication and discussion skills using vocabulary on the topic of astronomy and space exploration;
* Expresses ideas and feelings and understands and respects the perspectives of others;
* Responds to diversity with respect and appreciates it;
* Introduces themselves, greets people formally and informally, shows appreciation, and offers apologies;
* Participates in play opportunities that promote social interaction with peers;
* Participates in a group/team activity working to achieve an overall goal.
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| **Topic 7 – Celebrations**- Giving news- Special occasions- A celebrity- Invitation - Telephoning | * Understands short simple descriptions of people and places, responding appropriately to verbal and nonverbal cues;
* Improves the ability to bridge social-economic differences with peers;
* Identifies and exchanges information;
* Gains independence in English and incorporates it into daily communicative strategies and performance;
* Shares his/her knowledge of his/her communities;
* Speaks effectively about topics in a variety of situations;
* Shares personal opinions about different jobs identifying similarities and differences;
* Exhibits appropriate behaviour during invitations made in different special occasions.
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| **Topic 8 – Lifetime events**- Life memories - Holidays and traditions- My first love- Experiences | * Discusses specific holidays and traditions in the home and community;
* Discusses the importance of traditions and identifies some reason why they are important to a community and its culture;
* Expands communication skills by finding creative ways to navigate around communication barriers;
* Develops strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities and tradition;
* Makes short simple descriptions of known people including how they met, place and time;
* Speaks clearly about many social, professional situations and experiences;
* Interviews his/her classmate and other people in community regarding personal information and social events;
* Creates an artistic representation to highlight their understanding of celebrities from around the world;
* Demonstrates understanding of short simple descriptions of known people including jobs, nationality, religion, etc.;
* Takes notes on a short, informal presentation on a familiar topic or on a biographical or experiential topic.
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| **Criticism, theory and history** | **Topic 1 – Making friends**-Friends club-A letter or email | * Describes different points of view associated with an ethical dilemma and gives possible reasons for these differences;
* Researches different facts about different countries including information about the environment, culture, and general way of life in particular countries;
* Introduces oneself and others, identifies characteristics of a friend inculcating good moral values;
* Develops personal skills to improve the quality of friendships;
* Reads a range of recent fiction texts independently as the basis for developing critical reflection and personal response;
* Analyses how an author develops and contrasts the points of view of different characters or narrators in a text;
* Compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history;
* Demonstrates empathy for others, and identifies pro-social ways to help someone in need;
* Writes to a student from another part of the country or world, exploring about different cultures, religions, and languages;
* Discusses various types of homes expressing preferences and justifying their opinions;
* Identifies differences in health behaviours between people living alone and with others;
* Considers the idea that some inspiring people save other people from danger or difficult situations;
* Understands that to define something as alive must look at many characteristics collectively;
* Understands the many ways people support themselves and their families;
* Compares the products and services that result from a variety of jobs and list them as necessities or as luxuries;
* Draws a chart that shows which occupations in own area are predominantly performed by women, and why; those that are predominantly performed by men, and why;
* Display models or drawings of tools, utensils, and machines used in occupations that were common a hundred years ago;
* Discusses how children’s games and their variations have been passed on through generations and around the world;
	+ Compares the similarities and differences between traditional and contemporary children’s games;
* Identifies good and poor sportsmanship in situations and offers guidance when necessary;
* Examines current and historical events, as well as, characteristics of their hometowns;
* Lists occupations that traditionally have been performed by women/by men and discusses the reasons for these differences based on gender;
* Develops a short survey to be given to parents, neighbours and community members who have lived in the hometown for a number of years;
* Studies maps and local community websites in order to identify key landmarks and areas of interest, as well as, explains their historical, economic, and/or social importance;
* Examines own actions in terms of personal responsibility and ethical, social and environmental consequences;
* Develops sensitivity to the concerns of under-represented, minority or indigenous peoples throughout the world;
* Demonstrates critical thinking skills in the areas of cultural analysis and intercultural understanding;
* Understands the diversity of the host society and better understands the diversity in own society;
* Makes inferences and predictions based on information in the text;
* Understands and respects the power of gender rights and identity;
* Appreciates subtle (and not-so-subtle) differences in social habits, the function and deployment of humour, and what is deemed “acceptable”;
* Uses opportunities to develop understandings about the diversity of culture, heritage, background and tradition;
* Demonstrates awareness of connections, similarities and differences between people and reacts positively;
* Feels recognised and respected for who they are and explores different identities and points of view in dramatic play;
* Explores their own and others’ responsibilities and rights in familiar contexts such as the family, the classroom, the school playground and local recreation areas.
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| **Topic 2 – Life at home**- Family and friends- Neighbourhood- The ideal school- School and teachers |
| **Topic 3 – Jobs**- Jobs for boys and girls- Working at home- An unusual profession |
| **Topic 4 – The way we lived**- Two people when were young- Sports- Cartoons and films- Men and Women |
| **Topic 5 - Excursions**- Studying abroad- A picnic- Aliens- Universe |
| **Topic 6 – Dreams and reality**- Science and technology- Tomorrow’s World- Diversity- Living in a palace- Formal and informal letters |
| **Topic 7 – Celebrations**- TV News- Festivals- Fashion- Staying on line- An international airport |
| **Topic 8 - Lifetime events**- A friendship- My first love- A love poem/ song- Parables and fables |
| **Language exponents**  | **Topic 1- Making friends**- Present tenses (simple)- Possessives- Opinion adjectives- Describing friends- Spelling and pronunciation- Idioms related to friends- Vocabulary field: friend relations | * Writes introductory pen pal letters based of sample letters and templates, spelling correctly, and using proper grammar and punctuation;
* Uses growing subject-specific vocabulary to read, discuss and write about learning area topics;
* Uses vocabulary related to friendship;
* Writes sentences (present tenses) with correct capitalization, punctuation, word order and correct subject-verb agreement;
* Uses a particular kind of sentence for a specific purpose and audience –asking and responding to questions;
* Produces short texts of description of a person’s character using appropriate vocabulary and structures;
* Identifies opposites and uses them correctly in their writing;
* Recognises that people have a right to belong to many communities and to live freely, and discusses with peers giving opinions to them using adjectives;
* Recognises what characteristics are wanted and unwanted in a friendship, talking about what qualities makes a good friend.
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| **Topic 2 - Life at home**- Past tenses (simple)- Describing things- Describing activities- Location- Idioms related to home- Vocabulary field: family | * Develops vocabulary to talk about neighbourhoods and where people live;
* Presents orally and/or in writing the common features of homes in own environment and other areas in the world;
* Presents orally and/or in writing the common features of schools in own environment and other areas in the world;
* Writes with reasonable accuracy concerning spelling and punctuation;
* Describes orally and writes texts relating to home/ school and neighbourhood;
* Gives a short description of his/her family comparing with neighbourhoods and relating to life, house, culture and friendship;
* Uses vocabulary related to home, family and neighbourhood;
* Writes sentences (past tenses) with correct capitalization, punctuation, word order and correct subject-verb agreement.
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| **Topic 3 – Jobs**- Simple tenses - Asking about people- Asking about time- Adverbs of manner- Words that go together- Vocabulary and pronunciation- Idioms related to jobs- Vocabulary field: occupations | * Develops vocabulary to talk about jobs, free time activities (television viewing) and the interview process;
* Develops ability to write a short story using the present tenses;
* Effectively uses the language of letter writing and reporting;
* Describes likes/preferences and gives reasons;
* Uses vocabulary related to television and TV programmes;
* Explores structures and vocabulary used in describing people (simple tenses, opinion adjectives and adverbs) and applies them in the context;
* Produces the correct word order in simple sentences and phrases;
* Describes likes/preferences giving reasons;
* Uses vocabulary related to jobs and occupations;
* Describes orally and writes texts relating to people and their occupations;
* Answers their own and their peers’ questions by connecting ideas, using background knowledge and further research;
* Draws connections between personal experiences and the worlds of texts, and shares opinions with others;
* Explains how to complete a job application form, listing common mistakes on a job application form.
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| **Topic 4 – The way we lived**- Expressing past habits- Agreeing and disagreeing (Questions tags) - Prepositions- Question forms- Idioms related to male and female- Vocabulary field: home, school and childhood | * Summarises information into written and graphic formats;
* Identifies the meaning of and use idioms in the context of sport;
* Compares their own childhood with their parents’;
* Uses a variety of accurate sentence structures;
* Generates ideas from sources to develop content;
* Asks and answers question about past habits with correct stress and intonation;
* Uses vocabulary related to home, school and childhood;
* Writes with increasing accuracy concerning spelling and punctuation;
* Understands that there are different types of questions, and categorises them;
* Identifies the meaning of and uses vocabulary in the context of sport;
* Writes a paragraph with a topic sentence, supporting, and concluding sentence listing events on chronological order;
* Gives instructions using prepositions;
* Makes use of contextual clues to infer meanings of unfamiliar words from context.
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| **Topic 5 - Excursions**- Verb patterns- Indefinite pronouns- Infinitives after adjectives- Giving a purpose- Describing activities- Idioms related to places- Vocabulary field: places | * Identifies and differentiates the structures of the basic sentence pattern;
* Focuses on a particular grammar point based on their language proficiency;
* Writes sentences using the basic sentence pattern;
* Uses targeted grammatical structures meaningfully and appropriately in oral and written production;
* Writes sentences and short paragraphs involving the grammar skills;
* Demonstrates an understanding of a grammar structure by talking about it in pair and group work, and class discussions;
* Writes coherent and cohesive sentences in a variety of common patterns;
* Writes a variety of sentence types and paragraphs using targeted grammar structures;
* Describes places using appropriate vocabulary and phrases;
* Understands how to give both a verbal and written descriptions of a place;
* Interprets place descriptions provided by other people;
* Uses vocabulary related to places.
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| **Topic 6 – Dreams and reality**- Would- Second conditional- If, might- Multi word verbs- Conditional forms- Time clauses- Base and strong adjectives- Making suggestions- Idioms related to suggestions- Vocabulary field: time clauses | * Compares and contrasts “real” and “impossible” or “unreal” situations;
* Creates sentences used in real situations / actions with a likely result;
* Engages in effective discussions with peers;
* Introduces and discusses some techniques and strategies for the bargain in stage of a negotiation;
* Describes a picture or a situation;
* Uses vocabulary for time clauses;
* Talks about unlikely/impossible situations;
* Imagines different future outcomes;
* Expresses regret or wishes for a different reality;
* Writes with increasing accuracy concerning spelling and punctuation;
* Identifies the meaning of and uses idioms in the context of real and unreal life;
* Produces appropriate vocabulary and correct word forms;
* Writes a cause and effect paragraph with appropriate topic sentences, supporting sentences, and concluding sentences with unity and coherence;
* Understands and uses a larger number of idiomatic expressions.
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| **Topic 7 – Celebrations**- Perfect tenses (present and continuous)- Word families and stress- Spelling and intonation- Idioms related to people- Vocabulary field: Famous people | * Asks and answers about things happened in chronological order;
* Uses vocabulary related to people and fame;
* Writes multiple paragraphs using a topic sentence, supporting sentences, and a conclusion;
* Describes orally and writes texts relating to people and their life and occupations;
* Writes with increasing accuracy concerning spelling and punctuation;
* Produces coherent and unified paragraphs with adequate support and detail; determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;
* Speaks with intelligible pronunciation, stress, and intonation;
* Identifies word stress and uses falling intonation, rising intonation and fall-rise intonation;
* Identifies and describes shared values in familiar and unfamiliar contexts;
* Writes a process paragraph with appropriate topic sentences, supporting sentences, and concluding sentences with unity and coherence.
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| **Topic 8 – Lifetime events**- Describing events (past perfect)- Reporting a statement- Reporting questions- Socializing related idioms- Vocabulary field: life and events  | * Uses a particular kind of sentence for a specific purpose and audience –asking and responding to questions;
* Makes comparisons between the past actions regarding the way of living, places, technology and entertainment;
* Gives formal presentation about himself and the others using grade appropriate vocabulary and structures;
* Uses vocabulary related to people, life and events;
* Produces accurate grammatical structures;
* Composes clear and coherent sentences using appropriate grammatical structures;
* Describes personal experiences and gives basic information on everyday matters fluently and idiomatically;
* Identifies statement and questions and uses them to report in different situations;
* Demonstrates the ability to use the writing process by generating ideas, drafting, revising, and editing;
* Asks questions to clarify or provide further understanding on the topic;
* Writes with increasing accuracy concerning spelling and punctuation;
* Identifies and understand verbal cues in speaker attitude and tone.
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