

الخطة الفصلية Planner Instructional المخطط التعليمي منهج أكسس



تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف الثامن ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

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ملفات اكتب للمعلم اكتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الثامن



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الأول

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عرض بوربوينت الدرس التاسع design Product من الوحدة الثانية منهج أكسس	2
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UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



الإمارات العربية المتحدة
وزارة التربية والتعليم

Grade 8 Access -Term 1 Instructional Planner 2025-2026

Scope and Sequence

Curriculum Pacing

4 periods = Core Curriculum | 2 periods = Skill Development

Grade	Term	Unit	Unit Name	Week	Lesson	Lesson Topic	Page	Focus	Text Type	Source	Task Type	Main Outcome Code	Main Outcome	Supporting Outcome Code	Support Outcome	Supporting Outcome	Grammar	Functional Language	Other Language Focus (e.g.: Pronunciation)	Vocabulary	Global Competency Capabilities		
8 General	1	Unit 1	All About School	Week 1	1	Meeting and Greeting	1-2	Speaking	Transaction	Conversations	Talk About a Typical Day – Describe your daily routine using linking words and consistent speech rhythm. Emphasize common verbs and time expressions for clarity.	ENG.04.S.F.1.1	Engage in simple and some extended exchanges on familiar and concrete topics with an increasing ability to convey meaning, often using self-correction and repetition, although there may be some pauses.	ENG.04.WR.P.1.1	Produce simple and some extended written or multimodal texts on familiar and concrete topics, expressing comparisons and justifications where appropriate with an increasing ability to convey meaning, although there may be some inaccuracies and repetition of vocabulary and structures.			FL.2 Greetings, making introductions, saying goodbye	excuse me, how are you, good morning/afternoon, please thank you	Personal, Social and Emotional Well-Being			
					2	A week at School	3-4	Writing and Representing	Exposition	Series of short text (factual)	Describe a visual prompt – Organise observations into clear groups, use basic linking words to connect ideas, and review the description to ensure logical flow and clarity.	ENG.04.WR.S.5.1	Use a range of basic cohesive devices, and some referencing or substitution to connect ideas in simple and some extended written or multimodal texts on familiar and concrete topics with developing coherence, although there may be some inaccuracies and repetition of vocabulary and structures	ENG.04.S.F.3.1	Use a range of basic cohesive devices, and some referencing or substitution to connect ideas in simple and some extended spoken texts on familiar and concrete topics with developing coherence, although there may be some inaccuracies and pauses.		G.12.2 Prepositions (time)		science, maths, history, Islamic studies, PE, Arabic	Critical Thinking			
					3	Language Focus	5-6	Listening	Transaction	Dialogue/Interview (track 2)	Gap Fill Exercise - Summary Completion: After listening to an extended text, fill in missing words in a summary that captures the main ideas.	ENG.04.L.CS.1.1	Listen and identify the overall meaning of simple, extended texts on familiar and concrete topics when spoken relatively slowly and in clear, standard language.	ENG.04.S.F.1.1	Engage in simple and some extended exchanges on familiar and concrete topics with an increasing ability to convey meaning, often using self-correction and repetition, although there may be some pauses.		G.13.1 Present Time (present simple (including verb 'to be'))		student, school, to eat, to go, to play, to watch, to study	Critical Thinking			
					4	Our learning	7-8	Speaking	Description	Personal descriptions	Talk About a Past Experience – Use simple past tense to recount a recent event or activity. Focus on key details like where, when, and who was involved.	ENG.04.S.IP.1.1	Initiate and participate in simple and some extended conversations on familiar and concrete topics using a wide range of phrases and expressions, although there may be some pauses.	ENG.04.RV.CS.6.1	Read and identify the main points in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.			FL.32 Expressing agreement and disagreement	to learn, to worry, to remember, to be quiet, to hear	Ethical Understanding			
				Week 2	Skill Development - 2 Periods																		
					5	After School	9-10	Reading and Viewing	Instruction	Directions (written and spoken)	Text-to-World Connection – Explain how the text relates to real-world events or issues.	ENG.04.RV.CS.1.1	Read and identify the overall meaning of simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	ENG.04.L.CS.2.1	Listen and identify specific information in simple, extended texts on familiar and concrete topics when spoken relatively slowly and in clear, standard language.			FL.28 Asking for and making suggestions and recommendations	Club, painting, chess, computer, reading, golfing, Chinese, cooking, film-making	Creative Thinking			
					6	Language Focus	11-12	Grammar	Description	Blog	Fill-in-the-Blanks Exercise with Context Clues – Complete a sentence by choosing the best word that fits its meaning.	ENG.04.RV.CS.5.1	Read and identify details in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	ENG.04.WR.P.4.1	Produce simple and some extended written or multimodal texts on familiar and concrete topics with paragraphs that may contain a topic sentence and some supporting details where appropriate, although there may be some inaccuracies and repetition of vocabulary and structures.		G.2.1 Adverbs (manner)		well, badly, quickly, slowly, quietly, loudly, carefully, happily	Critical Thinking			
					7	A special day	13-14	Listening	Instruction	Announcement (track 5)	True/False or Yes/No Questions - After listening to an extended passage, identify whether specific details presented in statements are true or false.	ENG.04.L.CS.5.1	Listen and identify details in simple, extended texts on familiar and concrete topics when spoken relatively slowly and in clear, standard language.	ENG.04.S.IP.2.1	Ask and answer questions on familiar and concrete topics in simple and some extended interactions, seeking clarification, elaboration and understanding through restating, paraphrasing or asking simple questions where needed, using a wide range of phrases and expressions, although there may be some pauses.		G.4.3 Clauses and phrases (Imperatives)	FL.13 Describing processes	ping pong, flag, sports, prize, race, high jump	Personal, Social and Emotional Well-Being			
					8	Study in another country	15-16	Reading and Viewing	Description	Monologue	True / False Exercise – Read the text and decide if the given statements are true or false.	ENG.04.RV.CS.2.1	Read and identify specific information in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	ENG.04.WR.P.2.1	Express simple ideas, information, opinions, feelings, emotions and personal perspectives on familiar and concrete topics using a wide range of phrases and expressions in simple and some extended written or multimodal texts, although there may be some inaccuracies and repetition of vocabulary and structures.			Expressing Opinions	studying, weather, a different country, place	Critical Thinking			
					Skill Development - 2 Periods																		

Week 3	9	Students around the world	17-18	Reading and Viewing	Description	Email	Eliminating Irrelevant Information - Identify which sentences are essential to the main point and which are unnecessary details.	ENG.04.RV.S.3.3	Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	ENG.04.WR.P.5.1	Interpret and describe the main points in simple visuals on familiar and concrete topics using a wide range of phrases and expressions in writing, although there may be some inaccuracies and repetition of vocabulary and structures.	FL.8 Expressing preference	<i>pen pal, near, calm, to feel, electronics, to win, goal keeper</i>	Personal, Social and Emotional Well-Being		
Skill Development - 2 Periods																
1		A bar of chocolate	21-22	Listening	Transaction	Conversation (track 7)	Detailed Question and Answer - Listen to a passage and answer questions that require identification of specific details, such as names, numbers, or places mentioned.	ENG.04.L.CS.6.1	Listen and identify the main points in simple, extended texts on familiar and concrete topics when spoken relatively slowly and in clear, standard language.	ENG.04.S.IP.7.1	Interpret and describe the main points in simple visuals on familiar and concrete topics using a wide range of phrases and expressions when speaking, although there may be some pauses.	G.7.5 Determiners (quantifiers)	<i>picnic, candle, matches, bar, loaf, slice, packet, jar, can, box</i>	Critical Thinking		
2		Shapes	23-24	Reading and Viewing	Description	Factual descriptions	Find and Highlight – Locate and underline specific words, numbers, or phrases that answer a given question.	ENG.04.RV.S.3.3	Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	ENG.04.WR.S.5.1	Summarise and describe the main points and information in simple written, spoken or multimodal texts on familiar and concrete topics using a wide range of phrases and expressions in writing, although there may be some inaccuracies and repetition of vocabulary and structures.	FL. 7 Describing objects	<i>3D, sphere, cube, cylinder, hemisphere, cone, size, in the shape of</i>	Critical Thinking		
3		Language focus	25-26	Grammar	Description	Personal descriptions	Matching Exercise - Who Said What?: Match direct statements in the text to the person who said them.	ENG.04.RV.CS.5.1	Read and identify details in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	ENG.04.WR.P.4.1	Produce simple and some extended written or multimodal texts on familiar and concrete topics with paragraphs that may contain a topic sentence and some supporting details where appropriate, although there may be some inaccuracies and repetition of vocabulary and structures.	G.7.5 Determiners (quantifiers)	<i>to fit, size, online, accessories, design, hundreds of</i>	Critical Thinking		
Skill Development - 2 Periods																
Unit 2	Design and shape	Week 4	4	Classic designs	27-28	Listening	Description	Factual description (track 8)	Listening and Paraphrasing - Listen to a text and paraphrase sentences that include unfamiliar words or expressions based on the inferred meaning from context.	ENG.04.L.CS.5.1	Listen and identify details in simple, extended texts on familiar and concrete topics when spoken relatively slowly and in clear, standard language.	ENG.04.S.IP.4.1	Express simple ideas, information, opinions, feelings, emotions and personal perspectives on familiar and concrete topics using a wide range of phrases and expressions in simple and some extended spoken texts, although there may be some pauses.	FL. 7 Describing objects	<i>designer, useful, simple, classic, comfortable, popular</i>	Critical Thinking
5		Interesting designs	29-30	Reading and Viewing	Narration	Personal recount	Find and Highlight – Locate and underline specific words, numbers, or phrases that answer a given question.	ENG.04.RV.CS.4.1	Infer the meaning of unknown words and expressions from the context when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	ENG.04.WR.S.4.1	Use a range of basic cohesive devices, and some referencing or substitution to connect ideas in simple and some extended written or multimodal texts on familiar and concrete topics with developing coherence, although there may be some inaccuracies and repetition of vocabulary and structures	G.1.5 Adjectives (followed by prepositions and infinitives)	FL.16 Expressing opinion	<i>material, cardboard, rubber band, model, to hold, to reuse</i>	Critical Thinking	
6		Things we use every day	31-32	Listening	Narration	Radio show (track 9)	Context Clue Exercise - Listen to an extended passage and infer the meaning of unknown words or phrases using the surrounding context.	ENG.04.L.CS.6.1	Listen and identify the main points in simple, extended texts on familiar and concrete topics when spoken relatively slowly and in clear, standard language.	ENG.04.S.IP.1.1	Initiate and participate in simple and some extended conversations on familiar and concrete topics using a wide range of phrases and expressions, although there may be some pauses.	G.19.2 Verb forms (verb + to + inf. verb + inf. verb + ing)	FL.16 Expressing opinion	<i>inventor, invention, sunset, light bulb, drawing, to explore</i>	Personal, Social and Emotional Well-Being	
7		Language focus	33-34	Speaking	Narration	Factual recount (short)	Share Your Opinion on a Daily Topic – Talk briefly about something familiar, such as food, clothing, or entertainment. Include a short opinion and give a reason to support it.	ENG.04.S.P.2.1	Produce connected speech using correct stress, intonation and rhythm with a degree of control.	ENG.04.WR.P.1.1	Produce simple and some extended written or multimodal texts on familiar and concrete topics, expressing comparisons and justifications where appropriate with an increasing ability to convey meaning, although there may be some inaccuracies and repetition of vocabulary and structures.	G.8.3 Modals (Passive)	<i>bicycle, label, university, product designer, object</i>	Personal, Social and Emotional Well-Being		
Skill Development - 2 Periods																
Week 5	8	Future designs	35-36	Reading and Viewing	Argumentation	Opinion piece	Recognising Common Text Features – Identify elements like introductions, bullet points, and conclusions in various texts.	ENG.04.RV.S.2.1	Identify key features of text, including, format, appearance, organisation and structure, in a wide range of text types when	ENG.04.WR.P.1.1	Produce simple and some extended written or multimodal texts on familiar and concrete topics, expressing comparisons and	G.15.1 Future Time (simple future (will and shall))	<i>positive, negative, to imagine, health, life</i>	Creative Thinking		

	9	Writing a poem	57-58	Reading and Viewing	Description	Poem (Cinquain)	Find and Highlight – Locate and underline specific words, numbers, or phrases that answer a given question.	ENG.04.RV.CS.6.1	Read and identify the main points in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	ENG.04.S.F.3.1	repetition of vocabulary and structures. Use a range of basic cohesive devices, and some referencing or substitution to connect ideas in simple and some extended spoken texts on familiar and concrete topics with developing coherence, although there may be some inaccuracies and pauses.	Identifying and using descriptive language	<i>line, peel, tasty, to name, to rename</i>	Intercultural Understanding	
	1	Brilliant buildings	61-62	Speaking	Description	Quiz	Talk About a Place That's Important to You – Describe a familiar location and explain why it matters. Share personal opinions, emotions, and related experiences.	ENG.04.S.IP.4.1	Express simple ideas, information, opinions, feelings, emotions and personal perspectives on familiar and concrete topics using a wide range of phrases and expressions in simple and some extended spoken texts, although there may be some pauses.	ENG.04.L.CS.5.1	Listen and identify details in simple, extended texts on familiar and concrete topics when spoken relatively slowly and in clear, standard language.	G.12.1 Prepositions (place)	<i>mosque, building, ancient, to build, tourist attraction</i>	Intercultural Understanding	
Skill Development - 2 Periods															
Week 8	2	Living on top of the world	63-64	Reading and Viewing	Description	Informational text	Matching Exercise - Identify the main idea of each paragraph and match it to a summary.	ENG.04.RV.CS.2.1	Read and identify specific information in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	ENG.04.WR.P.1.1	Produce simple and some extended written or multimodal texts on familiar and concrete topics, expressing comparisons and justifications where appropriate with an increasing ability to convey meaning, although there may be some inaccuracies and repetition of vocabulary and structures.	FL.6 Describing places	<i>apartment, flat, high-rise, floor, car park, skyline, unusual</i>	Intercultural Understanding	
	3	Language focus	65-66	Reading and Viewing	Description	Informational text	Matching Exercise - Identify the main idea of each paragraph and match it to a summary.	ENG.04.RV.S.3.3	Apply a wide range of reading strategies, including, using context, first language, culture, experiences, developing oral language skills, text format and appearance, the main message and known words, adjusting reading rate, skimming, scanning, rereading and reading on to understand and interpret simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	ENG.04.S.IP.4.1	Express simple ideas, information, opinions, feelings, emotions and personal perspectives on familiar and concrete topics using a wide range of phrases and expressions in simple and some extended spoken texts, although there may be some pauses.	G.14.1 Past Time (past simple (including verb 'to be'))	<i>natural, material, airy, lights, to keep cool, traditional, air conditioning, mud</i>	Intercultural Understanding	
	4	Schools in the past	67-68	Listening	Narration	Monologue (track 15)	Information Gap Activity - Listen to a longer conversation or story and identify specific details (e.g., dates, times, locations) to complete a missing part of the information.	ENG.04.L.CS.2.1	Listen and identify specific information in simple, extended texts on familiar and concrete topics when spoken relatively slowly and in clear, standard language.	ENG.04.S.IP.2.1	Ask and answer questions on familiar and concrete topics in simple and some extended interactions, seeking clarification, elaboration and understanding through restating, paraphrasing or asking simple questions where needed, using a wide range of phrases and expressions, although there may be some pauses.	FL.16 Expressing opinion	<i>museum, area, to walk around, last weekend, in the past</i>	Intercultural Understanding	
	5	A new school	69-70	Speaking	Exposition	Labelled plan	Engage in a Conversation About a Visual Prompt – Look at a diagram, chart, or photo from a lesson and start a conversation about what it shows. Ask questions and interpret the content together.	ENG.04.S.IP.2.1	Ask and answer questions on familiar and concrete topics in simple and some extended interactions, seeking clarification, elaboration and understanding through restating, paraphrasing or asking simple questions where needed, using a wide range of phrases and expressions, although there may be some pauses.	ENG.04.WR.P.4.1	Produce simple and some extended written or multimodal texts on familiar and concrete topics with paragraphs that may contain a topic sentence and some supporting details where appropriate, although there may be some inaccuracies and repetition of vocabulary and structures.	G.14.1 Past Time (past simple (including verb 'to be'))	FL. 6 Describing places	<i>modern, indoor, outdoor, bridge, space, natural light</i>	Creative Thinking
Skill Development - 2 Periods															
Week 9	6	Language focus	71-72	Reading and Viewing	Argumentation	Opinions	Short Answer Questions - Find the Detail: Answer specific questions about key facts in the text.	ENG.04.RV.CS.5.1	Read and identify details in simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	ENG.04.WR.S.6.1	Summarise and describe the main points and information in simple written, spoken or multimodal texts on familiar and concrete topics using a wide range of phrases and expressions in writing, although there may be some inaccuracies and repetition of vocabulary and structures.	G.15.1 Future Time (simple future (will and shall))	FL. 6 Describing places	<i>In the future, wheel, busy, boat, to travel, to imagine</i>	Creative Thinking
	7	Buildings in the future	73-74	Speaking	Argumentation	Podcast (track 16)	Answer Comprehension Questions Orally – Respond to open-ended academic questions in full sentences. Focus on using appropriate stress to signal key information and demonstrate confidence.	ENG.04.S.P.2.1	Produce connected speech using correct stress, intonation and rhythm with a degree of control.	ENG.04.L.CS.5.1	Listen and identify details in simple, extended texts on familiar and concrete topics when spoken relatively slowly and in clear, standard language.	FL. 6 Describing places	<i>to be busy, popular, space, under the ground, to become</i>	Creative Thinking	
	8	Buildings and nature	75-76	Reading and Viewing	Exposition	Informational text	Multiple-choice Questions - Read a passage and choose the	ENG.04.RV.CS.1.1	Read and identify the overall meaning of simple, extended	ENG.04.WR.S.6.1	Summarise and describe the main points and information in simple	G.9.7 Compound nouns	<i>nature, wind, to connect, open space, sliding doors, sliding windows, cool</i>	Critical Thinking	

						most appropriate title from a set of options that summarizes its main idea.		written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.		written, spoken or multimodal texts on familiar and concrete topics using a wide range of phrases and expressions in writing, although there may be some inaccuracies and repetition of vocabulary and structures.		
9	Shopping centres	77-78	Reading and Viewing	Description	Labelled plan	Matching Exercise - Identify the main idea of each paragraph and match it to a summary.	ENG.04.RV.S.2.1	Identify key features of text, including, format, appearance, organisation and structure, in a wide range of text types when reading simple, extended written or multimodal texts on familiar and concrete topics that are clearly expressed and structured.	ENG.04.S.P.2.1	Produce connected speech using correct stress, intonation and rhythm with a degree of control.	Describing places	<i>train station, market, man-made, bowling alley, gym, city centre, to relax</i>
Skill Development - 2 Periods												
Critical Thinking												

Unit Overview

Skills

Unit	Listening	Reading and Viewing	Speaking	Writing and Representing
1	Students will develop listening comprehension through the theme of school life and communication, including greetings, classroom routines, after-school activities, and school events. They listen to short dialogues, interviews, and announcements to identify overall meaning, extract specific information such as names, times, and preferences, and recognise supporting details like instructions and examples. Tasks guide students to follow connected speech at a moderate pace, using repetition, cues, and context to aid understanding. Listening activities build confidence and support real-world communication in familiar school-based settings.	Students will develop reading comprehension skills through the theme of school life and routines, including subjects, timetables, student experiences, and classroom interaction. They explore a variety of everyday text types such as timetables, blogs, emails, and announcements. The unit supports students in identifying main ideas, details, and specific information while applying reading strategies such as scanning and skimming. Students begin to interpret clearly structured texts, make simple inferences, and connect personally to the experiences of students in different school settings.	Students will develop speaking skills through the theme of school life, including routines, clubs, and classroom behaviour. They take part in structured dialogues, peer interviews, and group discussions to share opinions, describe experiences, and make suggestions. Tasks focus on asking and answering questions, using familiar expressions, and clarifying meaning. Students build fluency through repetition and self-correction, and begin linking ideas with simple cohesive devices to produce clear, connected speech in everyday school contexts.	Students will build foundational writing skills through the theme of school life and student experiences, covering timetables, introductions, clubs, and daily routines. They practise expressing personal ideas clearly using structured models such as dialogues, lists, and short messages. Writing tasks help students connect sentences using basic cohesive devices and support the development of short texts that describe, explain, or express preferences. Through guided practice, students begin organising ideas with increasing clarity, drawing on familiar vocabulary and real-life school situations.
2	Students will listen to short descriptive and informational texts related to design and shape, identifying main points and specific details in clear, standard speech. Tasks develop listening for overall meaning and listening for specific information, helping students build comprehension of familiar and concrete ideas. Students strengthen their ability to interpret spoken texts at a measured pace, supporting their understanding of design features, product descriptions, and object characteristics relevant to the unit context.	Students will develop reading skills through the theme of design and shape, exploring how people express preferences and opinions about objects. They engage with short reviews, comments, and opinion texts to practise reading for overall meaning, specific information, and specific details. Tasks involve identifying key features, interpreting opinions, and recognising how ideas are organised. Students apply reading strategies such as scanning, skimming, and rereading to engage with clearly structured texts, building confidence in understanding familiar content related to function, appearance, and personal choice.	Students will develop spoken fluency through the theme of design and shape, describing personal preferences and creative ideas. They engage in guided exchanges and collaborative tasks, using accurate stress and intonation to express meaning. Tasks include presenting simple product descriptions and discussing visual features using topic-specific vocabulary. The focus is on producing connected speech with some self-correction. Activities align to outcomes related to expressing ideas, participating in conversations, and interpreting visuals through spoken interaction.	Students will build writing skills by exploring how design and shape influence product appeal. They learn to describe features, interpret visuals, and express opinions in simple and extended written reviews. Tasks involve presenting ideas and information clearly, using supporting details, and applying a range of expressions, even if some repetition occurs. Students are encouraged to respond to familiar topics with personal perspective and evaluative language, producing structured, multimodal texts with a focus on describing, comparing, and reviewing products or designs.
3	Students will develop their listening skills through the theme of shapes and design in everyday life. Listening texts present familiar and concrete topics such as describing objects and interpreting visual designs. Students identify specific information and main points from extended spoken texts delivered at a moderate pace. Tasks include matching spoken descriptions to images, selecting correct options, and answering questions. These tasks build confidence in processing oral input and support students in making meaning from clear, structured speech. Outcomes emphasize	Students will develop reading skills through the theme of design and shape in both natural and man-made structures. Texts include informational passages, interviews, and visuals, supporting tasks such as multiple choice, matching, and short responses. Students identify overall meaning, main ideas, and specific details, while inferring new vocabulary in structured, multimodal texts. Aligned to UAE learning outcomes, activities support Grade 8 students by reinforcing decoding skills, contextual understanding, and critical thinking through engagement with familiar	Students will develop spoken interaction skills through the theme of design and shape, including product function, object features, and creative design. Tasks include describing, comparing, and asking questions about familiar objects and inventions using extended spoken texts. Students build confidence in producing connected speech with appropriate stress and intonation, using cohesive devices and paraphrasing for clarity. The unit supports expressing personal ideas and interacting with peers in guided exchanges, aligning with MOE outcomes for	Students will explore the theme of design and shape by writing simple and some extended texts that express personal perspectives, describe visuals, and present concrete ideas. Through product descriptions and creative writing, they interpret key features, organise information, and use a variety of expressions with increasing accuracy. Tasks guide students to write with structure, including topic sentences and supporting details, while developing vocabulary related to everyday objects. This supports students in communicating opinions and feelings with clarity and functional coherence.

	comprehension of concrete details and visual-verbal connections.	topics presented in increasingly extended formats.	fluency, coherence, and interactive communication.	
4	Students will engage with audio texts on the theme of urban architecture and building design. Listening tasks focus on identifying specific information and supporting details from extended speech delivered at a natural pace. Tasks include monologues and conversations exploring places, opinions, and functions. Activities support development of careful listening strategies and are aligned to outcomes requiring comprehension of familiar topics. The lesson encourages active processing and recall in context, aligned with learner needs for accuracy and focus.	Students will develop reading skills through the theme of architecture and iconic buildings. Through extended descriptive and informational texts, students practise identifying overall meaning, specific information, and key details. Tasks include matching headings, answering comprehension questions, and summarising. Activities build fluency and promote strategies such as scanning, rereading, and recognising text structure. The unit supports learning outcomes by reinforcing strategy use and comprehension of structured texts, while encouraging independence and confidence through engaging, real-world content.	Students build expressive and interactive speaking skills through the theme of challenges and ambitions. They share ideas, opinions, and feelings using extended phrases and varied expressions. Activities include discussions, short presentations, and clarification exchanges to develop fluency, accuracy, and interaction strategies. Students improve pronunciation, stress, and rhythm with support. Tasks promote emotional awareness and resilience, helping students connect personal experiences to language in clear, organised, and increasingly confident spoken interactions.	Students will develop informative and expressive writing through the theme of nature, animals, and wildlife. They produce short compositions and extended informational texts that describe, compare, and justify ideas. Activities support planning, organising ideas, and using varied vocabulary while reinforcing cohesive devices and text structure. Students engage with functional writing tasks and apply written conventions to convey meaning effectively. The unit aligns to outcomes focusing on summarising, providing supporting details, and improving accuracy through structured and supported written output.

Language Focus

Grammar Focus	Functional Language	Vocabulary
Present simple tense Time expressions Adverbs of manner Temporal and sequence clauses/phrases	Greetings and introductions Expressing agreement and disagreement Making suggestions and recommendations Describing processes Expressing opinions Expressing preferences	School and Subjects Daily Routines and Activities Clubs and Hobbies Feelings and Preferences Manners and Social Language Sports and Physical Activities
Quantifiers and determiners Adjectives followed by to Verbs followed by to and -ing Modal verbs (passive) Future time expressions (will and shall)	Describing objects Expressing opinion	Objects and Materials Shapes and Sizes Opinions and Qualities Future and Imagination Technology and Design
Wh- questions Past simple tense (regular and irregular verbs, including to be) Adjectives (order, usefulness, likeness)	Describing hopes and plans Describing past experiences and events Expressing opinions Identifying and using descriptive language	Places and Culture Nature and Wildlife Art and Heritage Emotions and Qualities Actions and Experiences
Prepositions (places) Past simple tense (regular and irregular, including to be) Future simple tense (will and shall) Compound nouns	Describing places Expressing opinions	Buildings and Structures Urban Environment Natural Features Technology and Innovation Time and Space Concepts

