**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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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; |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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. |