

English

Teaching Objectives and Learning Outcomes



Directorate for Quality and Standards in Education
Curriculum Management and eLearning Department
Malta 2012

FORM 2 - English	
Unit code and title	ENG 8.1 Different ways of communicating
Objective 1	The teacher will teach students to listen for gist.
Strand	Listening
Learning Outcomes	Students will:
Level 8	listen with confidence and understand extended dialogues on different media and are able to listen to the gist to fill in the missing information.
Level 7	follow a variety of spoken discourse and distinguish between main and subsidiary ideas in discourse to be able to fill in the missing information.
Level 6	listen to and follow short conversations and dialogues to grasp the main ideas to be able to answer True or False statements
Level 5	listen for specific information in short texts without the use of visuals to be able match messages to what each is about; and by following a range of utterances including questions and answers.
Level 4	listen attentively and follow requests and instructions with up to 4 keywords/signs/symbols.
Level 3	listen, attend to and follow stories for short stretches of time.
Level 2	follow requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 2	The teacher will teach students to ask for specific information.
Strand	Speaking
Learning Outcomes	Students will:
Level 8	participate in conversations (role-plays) and exchange, check and confirm information by using a variety of strategies.
Level 7	initiate and participate in discussions held in class about a wide range of familiar issues by participating in role-play activities.
Level 6	initiate and participate in conversations, simulations and role-plays.
Level 5	respond to questions about various topics and participate in short, very simple conversations.
Level 4	take part in role-play with confidence.
Level 3	contribute appropriately one-to-one and in small group discussions or role-play.
Level 2	respond to simple questions about familiar events.
Level 1	cooperate with shared exploration and supported participation.

Objective 3	The teacher will teach students to read to identify key/main ideas in non-fiction texts.
Strand	Reading
Learning Outcomes	Students will:
Level 8	show understanding of text, select essential points and use inference and deduction to identify the main ideas and answer

	specific questions about the text.
Level 7	demonstrate efficiency in reading and start developing the ability to use inference and deduction to understand the main ideas of the text.
Level 6	demonstrate efficiency in reading and start developing the ability to use inference and deduction to understand the main ideas of the text.
Level 5	read and understand simple texts and use a range of strategies, such as pictures, to help them comprehend the main ideas to be able to put the text paragraphs in order.
Level 4	read a simple text, and discuss the main elements of the story, using knowledge and prediction.
Level 3	relate sound and picture cues to predict the words in the text.
Level 2	show awareness by matching visuals / symbols / objects in line with given words.
Level 1	encounter activities and experiences involving visuals and symbols.

Objective 4	The teacher will teach students to choose between <i>the present simple</i> and <i>the present continuous</i> .
	Grammar
Learning Outcomes	Students will:
Level 8	use the present simple or present continuous to complete the text.

Level 7	use (with some help) the present simple or present continuous to complete the text. use (with some help) the present simple or present continuous to complete the text.
Level 6	write a sequence of grammatically correct sentences that are organised in short paragraphs.
Level 5	as a class choose between the present simple and the present continuous to complete the text.
Level 4	listen to and differentiate between verbs in the present simple and the present continuous.
Level 3	listen carefully to text and words being read and can start to select appropriate verbs for the text.
Level 2	show awareness of the verbs presented to them by selecting the given verb from flashcards shown.
Level 1	encounter activities and experiences.

Objective 5	The teacher will teach students to write an informal email with appropriate layout and style.
Strand	Writing
Learning Outcomes	Students will:
Level 8	write fairly long connected text that is generally accurate.
Level 7	write grammatically correct, coherent and cohesive paragraphs made from simple and complex sentences amounting to a maximum of 200 words.
Level 6	write a sequence of grammatically correct sentences that are organised in short paragraphs.
Level 5	write a sequence of simple sentences following a pattern or a model text.

Level 4	write down or typing simple words to request something.
Level 3	identify and use appropriate words to request something by typing or writing them.
Level 2	match words to pictures and use them to request something..
Level 1	encounter activities and experiences.

Objective 6	The teacher will teach students to distinguish between theme and subject in poetry.
Literature	Poetry
Learning Outcomes	Students will:
Level 8	write clear, varied and relevant sentences that distinguish between subject and theme.
Level 7	write clear, varied and relevant sentences that distinguish between subject and theme.
Level 6	write generally relevant sentences on subject and theme.
Level 5	write, with support, sentences loosely related to subject and theme
Level 4	read a simple poem, and discuss the main elements of the poem.
Level 3	listen to the poem, and recognise familiar key words by pointing to them or reading them when asked
Level 2	indicate awareness by matching visuals / symbols in line with the theme of the poem.
Level 1	encounter activities and experiences involving visuals and symbols.

Objective 6	The teacher will teach students to distinguish between theme and subject in poetry.
Literature	Poetry
Learning Outcomes	Students will:
Level 8	describe clearly and accurately, supported by quotations, the subject and theme/s of the poem.
Level 7	describe, supported by quotations, the subject and theme of the poem.
Level 6	describe in generic terms, such as in a grid, the subject and theme of the poem.
Level 5	describe in generic and partial terms, such as in a grid, the subject and theme of the poem.

FORM 2 - English	
Unit code and title	ENG 8.2 Some Success Stories!
Objective 1	The teacher will teach students to identify specific information about people describing their jobs.
Strands	Listening/Speaking
Learning Outcomes	Students will:
Level 8	understand people speaking at normal speed, without repetition, about the topic, independently identify specific information and orally explain their view of the topic.
Level 7	understand people speaking at normal speed, with some repetition, about the topic, identify specific information and explain their views of the topic by answering leading questions.
Level 6	understand people speaking at normal speed, with some repetition, about the topic, and identify the main ideas by answering multiple choice questions.
Level 5	understand people speaking at fairly normal speed about the topic, using familiar language with frequent repetition, and orally identify the topic.
Level 4	listen attentively and discuss videos watched and discuss jobs shown.
Level 3	listen, attend to and follow videos for short stretches of time, contribute and participate in discussions and activities.
Level 2	respond to simple questions about different jobs and follow requests with two key words, signs or symbols.

Level 1	cooperate with shared exploration and supported participation.
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Objective 2	The teacher will teach students to express preferences about films and music and make suggestions.
Strand	Speaking
Learning Outcomes	Students will:
Level 8	independently express preferences, giving detailed reasons and make suggestions fluently and idiomatically.
Level 7	express preferences and make suggestions quite fluently and with some support from the teacher.
Level 6	with prompts such as flashcards and models express preferences and make some independent use of spoken language.
Level 5	express preferences by answering closed questions and give reasons by following a given model.
Level 4	have good observation skills, watch movie clips and listen to music carefully and take part in discussions.
Level 3	watch movie clips and listen to music and pay attention to questions being asked whilst answering using preferred mode of communication.
Level 2	show awareness and interest in songs and movies and concentrate on activities for short stretches of time.
Level 1	Encounters activities and experiences.

Objective 3	The teacher will teach students to identify specific information about the lives of personalities.
Strand	Reading

Learning Outcomes	Students will:
Level 8	retrieve and interpret information, use inference and deduction to explore layers of meaning in the text and select main points and specific details.
Level 7	work out meaning in the text, refer to the text when explaining their views and are able to locate ideas and information and start to respond critically
Level 6	read independently, adopt a wide range of reading strategies, including skimming and scanning.
Level 5	use a variety of strategies, such as phonic, graphic, syntactical and contextual cues in reading unfamiliar words to derive meaning from text
Level 4	participate in the lesson, discuss important information about a given personality and answer questions about the personality.
Level 3	show awareness of key words and be able to read some key words whilst showing that they understand their meaning.
Level 2	show emerging awareness and participate in the activity with support.
Level 1	encounter activities and experiences..

Objective 4	The teacher will teach students to plan and write a biography of famous people in the entertainment world.
Strand	Writing
Learning Outcomes	Students will:
Level 8	write idiomatically and appropriately expressed biographical texts which are coherent and cohesive, grammatically accurate and varied in vocabulary and language structures.

Level 7	write texts of about 200 words that are generally grammatically correct, using coherent and cohesive paragraphs, and relatively varied in the use of vocabulary.
Level 6	with the support of models, organise ideas into short paragraphs with the appropriate layout plan and expressed in language that is generally accurate.
Level 5	with the support of visuals and the use of given words write a few sentences in which they give details about a personality's life.
Level 4	participate in the activity, take part in discussions and use the internet to search for a personality
Level 3	participate and cooperate during class activity and use the internet with support.
Level 2	show awareness of using the internet and take part in the activity with help.
Level 1	encounter activities and experiences.

Objective 5	The teacher will teach students to use the <i>past simple</i> vs. <i>the past perfect</i> .
	Grammar
Learning Outcomes	Students will:
Level 8	discover independently the rules that govern the correct forms and uses of the past perfect and past simple, and independently create situations that generate the target past tenses.
Level 7	accurately distinguish between the forms and uses of the Past Simple and the Past Perfect, with some support from the teacher in the form of concept questions and timelines.
Level 6	fill in the missing target tenses from a given list of verbs.

Level 5	identify the differences in form between the two tenses and start to become familiar with differences in the uses of the target tenses.
Level 4	listen to verbs in the past simple and identify them by either saying them or pointing them out
Level 3	listen carefully to text and words being read and can start to select appropriate verbs for the text
Level 2	show awareness of the verbs presented to them by selecting the given verb from flashcards shown.
Level 1	encounter activities and experiences.

Objective 6	The teacher will teach students to recognise, understand, and describe the use of flashback in fiction.
Literature	Prose
Learning Outcomes	Students will:
Level 8	write a comprehensive paragraph about an instance of flashback in a prose reader.
Level 7	write a paragraph indicating some uses of flashback in a prose reader.
Level 6	mention correct items in a list about the use of flashback in a prose reader.
Level 5	mention some correct items in a list about the use of flashback in a prose reader.

FORM 2 - English	
Unit code and title	ENG 8.3 Relationships!
Objective 1	The teacher will students to listen to an interview and identify word stress.
Strands	Listening/Speaking
Learning Outcomes	Students will:
Level 8	understand people speaking at normal speed, without repetition, about familiar topics, and identify specific information and make a Power Point presentation.
Level 7	understand people speaking at normal speed, with some repetition, about familiar topics, identify specific information and participate in interviews with the support of models.
Level 6	understand people speaking at normal speed, with repetition, about familiar topics, and identify the main ideas by choosing the correct answer form a number of multiple-choice questions.
Level 5	understand people speaking at fairly normal speed about familiar topics, using familiar language with repetition, and orally identify the topic.
Level 4	listen attentively and discuss videos watched and answer questions related to their families.
Level 3	listen, attend to and follow videos for short stretches of time, contribute and participate in discussions and activities.
Level 2	respond to simple questions about their family using visuals to support them and follow requests with two key words, signs or symbols.

Level 1	cooperate with shared exploration and supported participation, and vocalise or gesture when recognising a familiar person.
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Objective 2	The teacher will teach students to identify topic sentences in paragraphs and the supporting ideas illustrating the topic sentence.
Strand	Reading
Learning Outcomes	Students will:
Level 8	elicit essential points of the text by using inference and deduction where appropriate and independently write down the topic sentence.
Level 7	show understanding of significant ideas, themes and events by answering reading comprehension questions.
Level 6	read and understand unfamiliar text and extract the salient points.
Level 5	become aware of specific features in a text, and recognize a range of different words in context through a matching exercise.
Level 4	participate in activities in which the comparative forms of adjectives are used verbally and in writing by selecting the right word.
Level 3	participate in activities presented, and be able to start compare objects.
Level 2	point to 'words' and 'pictures' when asked, showing an awareness of the difference between them.
Level 1	take part in activities in which writing is read together, showing awareness by following or vocalising.

Objective 3	The teacher will teach students to use teach students to use relative pronouns ' <i>who</i> ', ' <i>whose</i> ', ' <i>which</i> ' and ' <i>that</i> '.
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	Grammar
Learning Outcomes	Students will:
Level 8	orally use relative pronouns correctly and write some sentences of their own in which they use correctly the target language items.
Level 7	use relative pronouns correctly verbally and in writing by filling in a crossword.
Level 6	use relative pronouns correctly verbally and in writing through guided exercises.
Level 5	use relative pronouns verbally and in writing through fill-in-the-blanks exercises.
Level 4	sustain attentive listening, responding with relevant words and/or actions.
Level 3	respond appropriately to simple requests which contain one key word, sign or symbol.
Level 2	Show awareness during activities and point to 'words' and 'pictures' when asked.
Level 1	sustain concentration during the activities presented.

Objective 4	The teacher will teach students to compare objects and buildings, using comparative and superlative forms of adjectives.
Strand	Speaking
Learning Outcomes	Students will:
Level 8	participate in activities in which the comparative and the superlative forms of adjectives are used by writing or orally formulating sentences and by creating their own sentences using the two forms.

Level 7	participate in activities in which the comparative and the superlative forms of adjectives are used verbally and by completing sentences.
Level 6	participate in activities in which the comparative and the superlative forms of adjectives are used verbally and in writing in guided exercises.
Level 5	participate in activities in which the comparative and the superlative forms of adjectives are used verbally and in writing by filling in the missing word(s).
Level 4	use pictures, symbols, familiar words and letters in sequence to communicate meaning..
Level 3	participate in activities presented, and be able to start sharing ideas with others.
Level 2	point to 'words' and 'pictures' when asked, showing an awareness of the difference between them.
Level 1	start to show awareness by following or vocalising during activities presented.

Objective 5	The teacher will teach students to write an article for a school magazine about an important school event.
Strand	Writing
Learning Outcomes	Students will:
Level 8	write an article, using a wide range of vocabulary and showing appropriate adaption of style and register in different types of formal and informal writing.
Level 7	write an article of about 200 words, using coherent and cohesive paragraphs, while maintaining appropriacy and a sense of audience.

Level 6	with support write a sequence of grammatically correct sentences based on a model.
Level 5	start to understand how to plan before writing and put in order a limited number of jumbled-up sentences.
Level 4	use pictures, symbols, familiar words and letters in sequence to communicate meaning.
Level 3	participate in activities presented, and be able to start sharing ideas with others.
Level 2	point to 'words' and 'pictures' when asked, showing an awareness of the difference between them.
Level 1	start to show awareness by following or vocalising during activities presented.

Objective 6	The teacher will teach students to empathize with characters in fiction.
Literature	Prose
Learning Outcomes	Students will:
Level 8	demonstrate empathy with characters in fiction by producing a relevant, imaginative and convincing monologue of not less than 150 words.
Level 7	demonstrate empathy with characters in fiction by producing a relevant and imaginative monologue of not less than 100 words.
Level 6	demonstrate empathy with characters in fiction by producing a brief and generally relevant monologue of not less than 50 words.
Level 5	demonstrate empathy with characters in fiction by producing, with support, a few sentences as spoken by one of the characters.

Objective 6	The teacher will teach students to empathize with characters in fiction.
Literature	Prose
Learning Outcomes	Students will:
Level 8	demonstrate empathy with characters in fiction by producing a relevant, insightful and convincing response in a hot seat activity.
Level 7	demonstrate empathy with characters in fiction by producing a relevant and convincing response in a hot seat activity.
Level 6	demonstrate empathy with characters in fiction by producing a generally relevant response in a hot seat activity.
Level 5	demonstrate empathy with characters in fiction by producing an adequate response in a hot seat activity.

FORM 2- English	
Unit code and title	ENG 8.4 Keep fit!
Objective	The teacher will teach students to identify the main idea in a sports commentary and news story.
Strand	Listening
Learning Outcomes	Students will:
Level 8	listen with confidence and understanding to several recorded sports commentaries and a news story, identify the main ideas and describe them in more detail orally and in writing.
Level 7	listen to a number of recorded sports commentaries and identify the main idea by answering True or False Questions and supporting their response by referring to the text.
Level 6	listen to several recorded messages and identify the topic being described by answering a set of multiple-choice questions.
Level 5	listen with some repetition to a number of recorded commentaries and identify the topic being described by matching pictures to vocabulary and actions.
Level 4	listen attentively and discuss videos watched and match pictures to vocabulary and actions.
Level 3	listen, attend to and follow videos for short stretches of time, contribute and participate in discussions and activities involving sports.
Level 2	respond to simple questions about Sports and follow requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 2	The teacher will teach students to speak about likes and dislikes, give reasons and try to persuade others.
Strand	Speaking
Learning Outcomes	Students will:
Level 8	speak fluently and with confidence about their likes and dislikes, give reasons and try to persuade others.
Level 7	speak about their likes and dislikes and try to persuade others by following a guided model.
Level 6	express their likes and dislikes and try to persuade others by using given words and phrases to continue a conversation.
Level 5	speak about their likes and dislikes by matching picture prompts to key words and sentences.
Level 4	show what their likes and dislikes are by matching picture to key words.
Level 3	participate in activities presented, and be able to start to express their likes and dislikes.
Level 2	point to 'words' and 'pictures' when asked, showing an awareness of the difference between them.
Level 1	take part in activities showing awareness by following or vocalising.

Objective 3	The teacher will teach students to use the present perfect and simple past.
	Grammar
Learning Outcomes	Students will:

Level 8	use the present perfect simple and simple past tense correctly orally and in writing by formulating sentences and writing a short paragraph.
Level 7	use the present perfect simple and simple past tense correctly verbally and in writing by completing and editing a piece of writing.
Level 6	use the present perfect simple and simple past tense correctly verbally and in writing by completing questions, filling in the gaps and using words and phrases to write questions.
Level 5	use the present perfect simple and simple past tense verbally and in writing by answering multiple-choice questions.
Level 4	listen to articles in present perfect simple and simple past tense and identify them by pointing them out or repeating them.
Level 3	listen carefully to text and words being read and can start to select examples of present perfect simple and of simple past tense.
Level 2	point to 'words' and 'pictures' when asked, showing an awareness of the difference between them.
Level 1	take part in activities showing awareness by following or vocalising.

Objective 4	The teacher will teach students to identify the sequence of events.
Strand	Reading
Learning Outcomes	Students will:
Level 8	use inference and meaning of unfamiliar words to interpret a news story and produce it in writing following the correct sequence of events.
Level 7	read a news story and write down the sequence of events in full sentences.

Level 6	read a news story, put events in the correct order and answer multiple-choice questions.
Level 5	identify the sequence of events in a news story by matching vocabulary and actions to pictures and then putting the pictures in the correct order.
Level 4	try to identify the sequence of events in a news story by matching vocabulary to pictures and then putting the pictures in the correct order.
Level 3	listen carefully to text and words being read and can start to identify the sequence of events in the text.
Level 2	match 'words' and 'pictures' when asked, showing an awareness of the difference between them.
Level 1	take part in activities showing awareness by following or vocalising.

Objective 5	The teacher will teach students to write a narrative.
Strand	Writing
Learning Outcomes	Students will:
Level 8	write a coherent story in which language and details are used creatively and precisely while using a wide range of vocabulary.
Level 7	write a story of about 200 words using coherent and cohesive paragraphs and a mixture of simple and complex sentences.
Level 6	write a story based on a given model.
Level 5	put given sentences in the correct sequence of a story in pictures.
Level 4	put given words in the correct sequence of a story in pictures.

Level 3	listen carefully to text and words being read and can start to identify the sequence of events in the text.
Level 2	match 'words' and 'pictures' when asked, showing an awareness of the difference between them.
Level 1	take part in activities showing awareness by following or vocalising.

Objective 6	The teacher will teach students to write about plot in fiction.
Literature	Prose
Learning Outcomes	Students will:
Level 8	produce a detailed, accurate and comprehensive plot description.
Level 7	produce a detailed and accurate plot description.
Level 6	produce a generally accurate plot description.
Level 5	produce some descriptive sentences about the plot.

Objective 6	The teacher will teach students to write about plot in fiction.
Literature	Prose
Learning Outcomes	Students will:
Level 8	be able to write a detailed, well supported and comprehensive commentary about the plot.
Level 7	be able to write a detailed and well supported commentary about the plot.

Level 6	be able to write a general commentary about the plot.
Level 5	be able to write a few sentences in which they comment about the plot.

FORM 2 - English	
Unit code and title	ENG 8.5 Climate Change
Objective 1	The teacher will enable students to infer meaning from textual cues.
Strand	Listening
Learning Outcomes	Students will:
Level 8	independently infer meaning of words and phrases in complex riddles as well as create their own riddles.
Level 7	infer meaning of words, phrases and statements by matching them to their referents and work out the solution to most of the riddles.
Level 6	work out the solution to basic riddles with some prompting. work out the solution to basic riddles with some prompting.
Level 5	with some prompting, infer general meaning of riddles, guessing what they are referring to by means of a matching exercise.
Level 4	listen attentively and discuss videos watched and match videos to vocabulary and actions.
Level 3	listen, attend to and follow videos for short stretches of time, contribute and participate in discussions and activities.
Level 2	respond and follow requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 2	The teacher will teach students how to connect words and phrases to their referents.
Strand	Reading
Learning Outcomes	Students will:
Level 8	correctly and consistently identify referents represented by personal and relative pronouns, determiners and abstract words and phrases.
Level 7	generally and correctly identify referents represented by a relatively wide range of pronouns and determiners.
Level 6	with support identify referents represented by personal pronouns and some determiners
Level 5	match items in a list of personal pronouns to items in a given list of referents.
Level 4	begin to try and match items in a list of personal pronouns to items in a given list of referent.
Level 3	understand that words, signs, symbols and pictures together convey meaning. Recognise and read a growing repertoire of familiar words or symbols.
Level 2	respond and match pictures to words.
Level 1	cooperate with shared exploration and supported participation.

Objective 3	The teacher will introduce and familiarise students with the use of the future simple tense <i>will + bare infinitive, there will be...</i> ; and structures such as <i>in the near/distant future; some day...; I'm certain that...; it will probably... I'm fairly certain... ..will definitely... it's possible that...</i>
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	Grammar
Learning Outcomes	Students will:
Level 8	independently produce and answer questions using the future simple tense will + infinitive and a wide range of target structures expressing levels of certainty.
Level 7	with some help, produce and answer questions using the future simple tense and a relatively wide range of target structures.
Level 6	produce and answer questions with the help of modelled structures, using the future simple tense and some basic sentence structures expressing levels of certainty.
Level 5	fill in the blanks by completing gapped sentences with some basic target structures chosen from a given list.
Level 4	fill in the blanks by selecting appropriate words in gapped sentences.
Level 3	understand that words, signs, symbols and pictures together convey meaning and begin to ask simple questions and answer simple questions using the future simple tense.
Level 2	respond and show an understanding of words by responding in an appropriate way.
Level 1	cooperate with shared exploration and supported participation.

Objective 4	The teacher will teach students how to make predictions about the future of the world's environment.
Strands	Speaking and Writing
Learning Outcomes	Students will:
Level 8	will discuss, by giving specific details, what will happen to the environment in the future, and independently write these

	predictions.
Level 7	discuss in some detail what will happen to the environment in the future and write independently these predictions.
Level 6	match the phrases of certainty to the appropriate statements, and orally make predictions about the world's future.
Level 5	make oral predictions about the world's future based on a given model that has the target structures.
Level 4	make oral predictions about the world's future.
Level 3	understand that words, signs, symbols and pictures together convey meaning.
Level 2	respond and show an understanding of words by responding in an appropriate way.
Level 1	cooperate with shared exploration and supported participation.

Objective 5	The teacher will teach students how to identify silent letters in words.
Strands	Reading, Speaking and Writing
Learning Outcomes	Students will:
Level 8	independently identify the silent letters in words, discover the rules underlying the letter combination governing silent letters, pronounce them correctly, and produce other examples of words with silent letters.
Level 7	identify as well as pronounce the silent letters in words correctly, after listening to them.
Level 6	identify and pronounce the silent letters in words after listening to them being read.
Level 5	identify and pronounce the silent letters with the help of choral drilling.

Level 4	identify some silent letters with the help of choral drilling.
Level 3	understand that words, signs, symbols and pictures together convey meaning.
Level 2	respond and show an understanding of words by responding in an appropriate way.
Level 1	cooperate with shared exploration and supported participation.

Objective 6	The teacher will enable students to create an atmosphere through the use of adjectives.
Strand	Writing
Learning Outcomes	Students will:
Level 8	independently create a specific atmosphere using a wide range of evocative adjectives in a cohesive and coherent diary entry.
Level 7	create a specific atmosphere by using a relatively wide range of adjectives in a cohesive and coherent story of about 200 words.
Level 6	create an atmosphere by writing their own postcard based on a modelled version.
Level 5	create a specific atmosphere by completing a gapped text from a set of given adjectives.
Level 4	complete a gapped text from a set of given adjectives.
Level 3	understand that words, signs, symbols and pictures together convey meaning.
Level 2	respond and show an understanding of words by responding in an appropriate way.
Level 1	cooperate with shared exploration and supported participation.

Objective 7	The teacher will teach students to understand and write about character development in fiction.
Literature	Prose
Learning Outcomes	Students will:
Level 8	be able to complete a grid identifying and explaining in depth various changes in character in fiction.
Level 7	be able to complete a grid identifying and explaining various changes in a character in fiction.
Level 6	be able to identify in a grid changes in a character in fiction.
Level 5	begin to identify in a grid changes in a character in fiction.

Objective 7	The teacher will teach students to understand and write about character development in fiction.
Literature	Prose
Learning Outcomes	Students will:
Level 8	be able to trace in a detailed, insightful and comprehensive way, development in character in fiction.
Level 7	be able to identify and explain in writing several changes in character in fiction.
Level 6	be able to identify in writing some changes in character in fiction.
Level 5	indicate in writing some changes in character in fiction.

FORM 2 - English	
Unit code and title	ENG 8.6 Travelling Abroad
Objective 1	The teacher will teach students to identify specific details.
Strand	Listening
Learning Outcomes	Students will:
Level 8	identify specific details independently after listening to a podcast or other recorded material.
Level 7	identify specific details with minimum help using cards and through role-play or other recorded material.
Level 6	identify specific details with the help of pictures or other recorded material.
Level 5	identify specific details using pictures, flashcards or other recorded material.
Level 4	listen attentively and will identify specific details using pictures and flashcards.
Level 3	listen, attend to and follow recorded material for short stretches of time, contribute and participate in discussions and activities.
Level 2	match, respond and follow requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 2	The teacher will teach students to identify layout and linguistic features intended to persuade.
Strand	Reading
Learning Outcomes	Students will:
Level 8	identify and speak about layout and emotive words used in brochures after skimming and scanning.
Level 7	identify layout and linguistic features used in brochures with the help of checklists or grids.
Level 6	identify layout and linguistic features in brochures by marking pictures or other visual aids.
Level 5	identify orally layout and linguistic features in a holiday advert.
Level 4	identify orally layout in a holiday advert.
Level 3	participate and observe for short stretches of time, contribute during discussions and activities.
Level 2	match, respond and follow requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 3	The teacher will teach students to write a descriptive text about travelling.
Strand	Writing

Learning Outcomes	Students will:
Level 8	write a travel journal of about 200 - 250 words giving a fair amount of detail, using adjectives precisely and the correct tenses.
Level 7	write about 150 – 200 words on travelling, using appropriate adjectives.
Level 6	write about 100 words on travelling using a picture as prompt.
Level 5	match ten sentences to pictures which describe a holiday.
Level 4	write some short key words to describe a given picture.
Level 3	participate and match five sentences to pictures and contribute during activities.
Level 2	match, respond and follow requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 4	The teacher will teach students to use modal verbs of obligation (e.g. <i>should/shouldn't, ought to,</i>) and the structure <i>you had/'d better</i> .
	Grammar
Learning Outcomes	Students will:
Level 8	use modal verbs and <i>you'd better</i> correctly both orally and in writing.
Level 7	use modal verbs and <i>you'd better</i> correctly by completing dialogues.

Level 6	use modal verbs and <i>you'd better</i> in cloze passages by choosing from the options given.
Level 5	use some of the modal verbs and <i>you'd better</i> by underlining the correct verb in a sentence.
Level 4	use some of the modal verbs by when sorting items to take abroad.
Level 3	participate and match words to pictures and contribute during activities.
Level 2	repeat, copy and imitate between 10 and 20 single words, signs or phrases or use a repertoire of objects of reference or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 5	The teacher will teach students to give advice.
Strand	Speaking
Learning Outcomes	Students will:
Level 8	give advice on travelling using the appropriate vocabulary and context.
Level 7	give advice on travelling with the help of prompts.
Level 6	give advice on travelling using flashcards and pictures.
Level 5	give one piece of advice on travelling using simple vocabulary and pictures.
Level 4	listen to and give one advice on travelling using simple vocabulary, signs and/or symbols and pictures.
Level 3	participate and match words to pictures and contribute during activities.

Level 2	repeat, copy and imitate between 10 and 20 single words, signs or phrases or use a repertoire of objects of reference or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 6	The teacher will teach students about the sonnet form.
Strand	Poetry
Learning Outcomes	Students will:
Level 8	be able to identify and describe all the features of the sonnet form.
Level 7	be able to identify and describe the main features of the sonnet form.
Level 6	be able to identify some features of the sonnet form.
Level 5	be able to identify, with support, some features of the sonnet form.

Objective 6	The teacher will teach students about the sonnet form.
Literature	Poetry
Learning Outcomes	Students will:
Level 8	be able to describe accurately and in extensive detail the <i>volta</i> in a sonnet.
Level 7	be able to identify and describe accurately the <i>volta</i> in a sonnet.

Level 6	be able to identify the <i>volta</i> in a sonnet.
Level 5	with support, be able to identify the <i>volta</i> in a sonnet.

FORM 2 - English	
Unit code and title	8.7 ENG Outdoor Activities
Objective 1	The teacher will teach students to identify correct sequence of events / steps.
Strand	Listening
Learning Outcomes	Students will:
Level 8	independently identify the correct sequence of events (or steps) by understanding persons speaking at normal speed without repetition.
Level 7	identify the correct sequence of events (or steps) by understanding persons speaking at normal speed with some repetition.
Level 6	manage to identify a fairly large number of events (or steps) in their correct sequence by understanding persons speaking at normal speed with repetition.
Level 5	manage to identify some events (or steps) in their correct sequence by understanding people who speak at normal speed with repetition.
Level 4	listen attentively and will identify order of events using pictures and flashcards.
Level 3	listen, attend to and follow recorded material for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 2	The teacher will teach students to talk about free time activities.
Strand	Speaking
Learning Outcomes	Students will:
Level 8	express themselves spontaneously in fluent, idiomatic English.
Level 7	express themselves independently in short stretches of English despite a number of errors.
Level 6	express themselves with teacher support in short stretches of English.
Level 5	with prompting express themselves haltingly in short stretches of English.
Level 4	identify their favourite outdoor activity and talk about it briefly.
Level 3	identify their favourite outdoor activity using pictures or symbols and participate in activities.
Level 2	combine single words, signs or symbols to communicate meaning to a range of listeners.
Level 1	cooperate with shared exploration and supported participation.

Objective 3	The teacher will teach students to write a description of a person's appearance and personality.
Strand	Writing
Learning Outcomes	Students will:
Level 8	independently and accurately write a description of a person's appearance and personality by using a wide range of vocabulary.

Level 7	with the help of models, write in 150-200 words a description of a person's appearance and personality by using appropriate vocabulary.
Level 6	with teacher support, write a description of a person's appearance and personality by choosing from a given list of words and phrases.
Level 5	with the help of visuals, describe a person's appearance by using a limited number of words drawn from a given list.
Level 4	with the assistance of the teacher describe a person by using basic vocabulary cards and pictures.
Level 3	identify some word cards, pictures or symbols and participate in activities.
Level 2	combine single words, signs or symbols to communicate meaning to a range of listeners .
Level 1	cooperate with shared exploration and supported participation.

Objective 4	The teacher will infer cues from a story to enable prediction.
Strand	Reading
Learning Outcomes	Students will:
Level 8	independently show a clear understanding of the main points of the text and will be able to use inference and deduction to identify meaning.
Level 7	show a good level of understanding of the main points of the text and with leading questions will be able to use some inference and deduction to identify meaning.
Level 6	show a basic understanding of the main points of the text and will understand the meaning of specific items of vocabulary.
Level 5	show a basic understanding of some of the main points of the text and will show some grasp of the meaning of specific items of vocabulary with the use of a matching exercise.
Level 4	show a basic understanding of some of the main points of the text.

Level 3	identify some words, pictures or symbols and participate in activities.
Level 2	combine single words, signs or symbols to communicate meaning to a range of listeners.
Level 1	cooperate with shared exploration and supported participation.

Objective 5	The teacher will teach students to form word collocations using <i>make</i> and <i>do</i> .
	Grammar
Learning Outcomes	Students will:
Level 8	make correct use of make / do in a wide range of situations and expressions.
Level 7	make correct use of make /do in a number of situations and expressions.
Level 6	make basic use of make / do in some situations and expressions.
Level 5	make basic use of make / do in some situations and expressions only if they receive prompting from the teacher.
Level 4	select and make basic use of make / do in some situations.
Level 3	identify some words, pictures or symbols and participate in activities.
Level 2	Combine single words, signs or symbols to communicate meaning to a range of listeners.
Level 1	Cooperate with shared exploration and supported participation.

Objective 6	The teacher will teach students to understand and explain comparisons in poems.
Literature	Poetry
Learning Outcomes	Students will:
Level 8	be able to identify and explain clearly and accurately a range of comparisons in poems.
Level 7	be able to identify and explain clearly a range of comparisons in poems.
Level 6	be able to identify and explain some comparisons in poems.
Level 5	be able to identify some comparisons in poems.
Level 4	listen to and appreciate poems.
Level 3	identify some main points in a poem and use pictures or symbols and participate in activities.
Level 2	combine single words, signs or symbols to communicate meaning to a range of listeners.
Level 1	cooperate with shared exploration and supported participation.

Objective 6	The teacher will teach students to understand and explain comparisons in poems.
Literature	Poetry
Learning Outcomes	Students will:
Level 8	demonstrate understanding of comparisons by writing a wide range of imaginative examples.

Level 7	demonstrate understanding of comparisons by writing a variety of examples.
Level 6	be able to write some comparisons.
Level 5	with support, will be able to write some comparisons.

FORM 2 - English	
Unit code and title	ENG 8.8 Mysterious Events
Objective 1	The teacher will teach students to follow narratives or spoken discourse to distinguish between fact and opinion.
Strand	Listening
Learning Outcomes	Students will:
Level 8	distinguish between fact and opinion in discourse spoken at normal speed, without repetition.
Level 7	distinguish between fact and opinion in discourse spoken at normal speed, with some repetition.
Level 6	distinguish the main facts and opinions in discourse spoken at fairly normal speed, with repetition.
Level 5	distinguish between the main facts and opinions in discourse spoken at fairly normal speed, using familiar language with repetition.
Level 4	start to try to distinguish between the main facts and opinions in discourse and will use simple words to try to describe a personal event or experience.
Level 3	listen, attend to and follow spoken discourse for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 2	The teacher will assist students to give an account of a personal experience with the support of notes.
Strand	Speaking
Learning Outcomes	Students will:
Level 8	describe personal experiences with the support of notes, fluently and idiomatically.
Level 7	describe personal experiences with the support of notes, quite fluently and with few language errors.
Level 6	describe personal experiences with the support of notes and with some independent use of spoken language.
Level 5	describe personal experiences with the support of notes and show some limited independent use of spoken language.
Level 4	start to try to distinguish between the main facts and opinions in discourse and will use simple words to try to describe a personal event or experience.
Level 3	listen, attend to and follow spoken discourse for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 3	The teacher will teach students to compare and contrast information in texts on the same topic.
Strand	Reading
Learning Outcomes	Students will:

Level 8	read and understand unfamiliar texts and distinguish between factual information and different opinions/points of view.
Level 7	read and understand unfamiliar texts and identify main ideas/points of view.
Level 6	read and understand short unfamiliar texts and identify main ideas.
Level 5	read and understand short texts on a familiar topic and identify main ideas.
Level 4	start to understand the gist of short texts on a familiar topic and identify main ideas.
Level 3	listen, attend to and follow pictures and texts for short stretches of time, contribute and participate in activities.
Level 2	combine single words, signs or symbols to communicate meaning to a range of listeners.
Level 1	cooperate with shared exploration and supported participation.

Objective 4	The teacher will help students to use the first conditional.
	Grammar
Learning Outcomes	Students will:
Level 8	use the first conditional correctly verbally and in writing by formulating sentences.
Level 7	use the first conditional correctly verbally and in writing by filling in the missing word(s) or completing sentences.
Level 6	use the first conditional correctly in writing by ordering jumbled sentences.
Level 5	use the first conditional in writing by answering multiple-choice questions.

Level 4	listen carefully to the first conditional and try to use it appropriately.
Level 3	listen, attend to and follow pictures and texts for short stretches of time, contribute and participate in activities.
Level 2	combine single words, signs or symbols to communicate meaning to a range of listeners.
Level 1	cooperate with shared exploration and supported participation.

Objective 5	The teacher will teach students to write a text for a picture story.
Strand	Writing
Learning Outcomes	Students will:
Level 8	write a coherent and cohesive narrative and descriptive text in paragraphs.
Level 7	write a coherent and cohesive narrative of about 200 words, in paragraphs, based on a given model.
Level 6	write a paragraph, or short paragraphs, of about 120 words, to complete a narrative.
Level 5	write sentences to complete a narrative.
Level 4	put short sentences in order to complete a short picture story.
Level 3	listen, attend to and follow pictures and words for short stretches of time, contribute and participate in activities.
Level 2	combine single words, signs or symbols to communicate meaning to a range of listeners.
Level 1	cooperate with shared exploration and supported participation.

Objective 6	The teacher will teach students to describe characters in drama.
Literature	Drama
Learning Outcomes	Students will:
Level 8	be able to produce a convincing, comprehensive and insightful description of a character in drama.
Level 7	Be able to produce a convincing description of a character in drama.
Level 6	be able to select from a list words and phrases items which describe a character in drama.
Level 5	be able to select some words or phrases which describe a character in drama.
Level 4	select some words or pictures which describe a character in drama.
Level 3	listen, attend to and follow pictures and texts for short stretches of time, contribute and participate in activities.
Level 2	combine single words, signs or symbols to communicate meaning to a range of listeners.
Level 1	cooperate with shared exploration and supported participation.

Objective 6	The teacher will teach students to describe characters in drama.
Literature	Drama
Learning Outcomes	Students will:

Level 8	be able to write clear, well-argued and coherent character descriptions in a number of paragraphs.
Level 7	be able to write clear and coherent character descriptions in paragraphs.
Level 6	be able to write generally clear sentences describing character.
Level 5	be able to write sentences about a character.

FORM 2 - English	
Unit code and title	ENG 8.9 On Holiday
Objective 1	The teacher will help students to distinguish between formal and informal dialogues.
Strand	Listening
Learning Outcomes	Students will:
Level 8	listen with confidence to a number of recorded dialogues using complex language structures, distinguish between formal and informal speech and note down examples of formal and informal speech.
Level 7	listen to a number of recorded dialogues using simple language and distinguish formal and informal dialogues by ticking the correct column in a grid.
Level 6	listen repeatedly to a number of recorded dialogues using simple language and note down in a grid whether the dialogues are formal or informal.
Level 5	listen repeatedly to a number of recorded dialogues and be able to match a picture to the appropriate dialogue.
Level 4	start to listen and become aware of the difference between formal and informal dialogues.
Level 3	listen, attend to and follow recordings for short stretches of time, contribute and participate in matching activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 2	The teacher will teach students to talk about holiday plans and arrangements.
Strand	Speaking
Learning Outcomes	Students will:
Level 8	talk about holiday plans and arrangements independently using fluent language and create and participate in a dialogue about holiday plans.
Level 7	talk about holiday plans and arrangements using prompts and participate in a dialogue about holiday plans.
Level 6	participate in a dialogue about holidays using prompts and modelled language.
Level 5	speak about holiday plans by answering closed questions.
Level 4	use simple words to speak about a holiday.
Level 3	students will identify some words, pictures or symbols and participate in activities.
Level 2	combine single words, signs or symbols to communicate meaning to a range of listeners.
Level 1	cooperate with shared exploration and supported participation.

Objective 3	The teacher will help students identify target audience in advertisements.
Strands	Reading and Writing
Learning Outcomes	Students will:

Level 8	identify target audience in a wide variety of adverts independently and write a brochure without help.
Level 7	identify the difference in target audience in two adverts and write a brochure using a model.
Level 6	identify the target audience in two adverts with support and write a holiday advert using modelled language.
Level 5	choose the target audience in holiday adverts from a given list and complete a holiday brochure by filling in the blanks with given words and phrases.
Level 4	choose the target audience in holiday picture adverts and produce a simple holiday advert.
Level 3	identify some words, pictures or symbols and participate in activities.
Level 2	combine single words, signs or symbols to communicate meaning to a range of listeners.
Level 1	cooperate with shared exploration and supported participation..

Objective 4	The teacher will teach students to write a formal email.
Strand	Writing
Learning Outcomes	Students will:
Level 8	write a formal email independently.
Level 7	write a formal email of between 150 and 200 words with the help of prompts.
Level 6	write a formal email based on a given model.
Level 5	complete a formal email by filling in the blanks.

Level 4	complete a simple email by filling in the blanks.
Level 3	identify some words or symbols and participate in activities.
Level 2	combine single words, signs or symbols to communicate meaning to a range of listeners.
Level 1	cooperate with shared exploration and supported participation.

Objective 5	The teacher will introduce students to the use and form of reported speech.
	Grammar
Learning Outcomes	Students will:
Level 8	be able to change a variety of utterances from direct to reported speech and use a variety of reporting verbs.
Level 7	be able to change simple sentences from direct to reported speech.
Level 6	be able to change simple sentences from direct to reported speech with support.
Level 5	be able to identify examples of direct and reported speech.
Level 4	listen carefully to examples of direct and reported speech and begin to show recognition.
Level 3	identify some words, pictures or symbols and participate in activities.
Level 2	combine single words, signs or symbols to communicate meaning to a range of listeners.
Level 1	accept and cooperate with shared exploration and supported participation.

Objective 6	The teacher will teach students to compare and contrast characters in drama.
Literature	Drama
Learning Outcomes	Students will:
Level 8	be able to compare and contrast a range of characters in a play in an insightful and detailed manner.
Level 7	be able to compare and contrast a range of characters in a play.
Level 6	be able to compare and contrast in a basic way some characters in a play.
Level 5	with support, be able to compare and contrast in a basic way some characters in a play.
Level 4	with support, to match a given set of adjectives with a character in a play.
Level 3	identify some words, pictures or symbols and participate in activities.
Level 2	combine single words, signs or symbols to communicate meaning to a range of listeners.
Level 1	cooperate with shared exploration and supported participation.

Objective 6	The teacher will teach students to compare and contrast characters in drama.
Literature	Drama
Learning Outcomes	Students will:
Level 8	consistently be able to match and expand given sets of adjectives with a number of characters in a play.

Level 7	be able to match given sets of adjectives with a number of characters in a play.
Level 6	be able to match a given set of adjectives with a character in a play.
Level 5	be able, with support, to match a given set of adjectives with a character in a play.

FORM 2 - English	
Unit code and title	ENG 8.10 Facing Important Changes
Objective 1	The teacher will teach students to identify key words and phrases in spoken discourse dealing with issues related to the environment.
Strands	Listening and Speaking
Learning Outcomes	Students will:
Level 8	identify and define key phrases about the environment.
Level 7	identify and complete the definitions of a set of terms.
Level 6	identify and underline the correct definitions of a set of simple terms.
Level 5	match the terms with definitions and pictures.
Level 4	match the terms with pictures.
Level 3	listen, attend to and follow recordings for short stretches of time, contribute and participate in matching activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 2	The teacher will help the student to report back to the class group discussions about topical issues such as social networking and the environment.
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Strand	Speaking
Learning Outcomes	Students will:
Level 8	prepare a set of arguments in favour or against a proposition and orally present their viewpoint cohesively and coherently.
Level 7	with the help of modelled structures orally express their views in favour or against a proposition.
Level 6	with the help of given prompts, orally express and justify their opinion of a topic.
Level 5	with the help of visuals and closed questions express an opinion about a topic.
Level 4	use the most simple words or pictures to complete sentences about the chosen environmental topic.
Level 3	Listen and attend to, and follow recordings for short stretches of time, contribute and participate in matching activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 3	The teacher will guide the students to elicit the meaning of unfamiliar words from textual and logical cues.
Strand	Reading
Learning Outcomes	Students will:
Level 8	explore the meaning of a variety of unfamiliar technical terms related to the environment by looking for clues in the text.
Level 7	define the meaning of some unfamiliar technical terms related to the environment with the help of a dictionary.

Level 6	find pictures related to an unfamiliar technical term related to the environment.
Level 5	find pictures and words about a few familiar terms related to the environment.
Level 4	find pictures and words about the environment.
Level 3	listen, attend to and follow text for short stretches of time, contribute and participate in matching activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 3	The teacher will guide the students to elicit the meaning of unfamiliar words from textual and logical cues.
Strand	Reading
Learning Outcomes	Students will:
Level 8	use inference and deduction to guess the meaning of mystery/difficult words in a longer text.
Level 7	infer the meanings of a few problematic words found in a shorter text with the help of guiding prompts.
Level 6	attempt to give the meaning of a few words occurring more than once in a set of sentences and check the meaning in a dictionary/glossary.
Level 5	choose the correct meaning of a few words from a given list with the help of visuals.
Level 4	find pictures and words about the environment.
Level 3	listen, attend to and follow text for short stretches of time, contribute and participate in matching activities.

Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 4	The teacher will teach students to write an informal letter of invitation to a party, showing awareness of target audience and tone.
Strand	Writing
Learning Outcomes	Students will:
Level 8	independently write an informal invitation and reply with appropriate awareness of register.
Level 7	with the support of models, write an informal invitation and reply.
Level 6	write an informal invitation and reply with the help of given appropriate structures.
Level 5	fill in a short gapped letter of invitation or reply from a given list of words and phrases.
Level 4	complete a letter of invitation.
Level 3	listen, attend to and contribute and participate in presented activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 5	The teacher will teach students about the use and structure of common phrasal verbs.
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	Grammar
Learning Outcomes	Students will:
Level 8	understand the basic structure and meaning of the phrasal verbs in the song and devise a dialogue where a selection of phrasal verbs from the song is used in the appropriate context.
Level 7	understand the meaning of the phrasal verbs used in the song and complete a dialogue, using these phrasal verbs appropriately.
Level 6	understand a few phrasal verbs in the song and insert them in the given dialogue.
Level 5	understand a few phrasal verbs and use the correct phrasal verbs in a simple dialogue.
Level 4	listen to and start to understand a few common phrasal verbs.
Level 3	listen, attend to and follow for short stretches of time, contribute and participate in matching activities.
Level 2	begin to communicate intentionally and seek attention through eye contact, gesture or action.
Level 1	cooperate with shared exploration and supported participation.

Objective 6	The teacher will teach students about monologues in drama.
Literature	Drama
Learning Outcomes	Students will:
Level 8	be able to identify and explain in depth the contents of monologues.

Level 7	be able to identify and explain the contents of monologues.
Level 6	be able to identify monologues.
Level 5	sometimes be able to identify monologues.

Objective 6	The teacher will teach students about monologues in drama.
Literature	Drama
Learning Outcomes	Students will:
Level 8	demonstrate understanding of monologue in drama by producing a relevant, imaginative and convincing example of not less than 150 words.
Level 7	demonstrate understanding of monologue in drama by producing a relevant and imaginative example of not less than 100 words.
Level 6	demonstrate understanding of monologue in drama by producing a generally relevant example of not less than 50 words.
Level 5	demonstrate understanding of monologue in drama by producing, with support, a few sentences as if spoken by one of the characters.

FORM 2 - English	
Unit code and title	ENG 8.11 The pleasures of reading
Objective 1	The teacher will teach students to identify tone and purpose by distinguishing between different types of intonation.
Strands	Listening and Speaking
Learning Outcomes	Students will:
Level 8	be able to listen to spoken language and distinguish between different types of intonation and orally create their own sentences to show the connection between intonation and meaning.
Level 7	be able to distinguish between different types of intonation in spoken language and connect intonation to meaning.
Level 6	start to distinguish between different types of intonation in spoken language.
Level 5	start to become aware of different types of intonation in spoken language with teacher's prompting.
Level 4	listen to and start to understand a few common phrasal verbs.
Level 3	listen, attend to and follow for short stretches of time, contribute and participate in matching activities.
Level 2	begin to communicate intentionally and seek attention through eye contact, gesture or action.
Level 1	cooperate with shared exploration and supported participation.

Objective 2	The teacher will teach students to express and respond to feelings such as surprise, anxiety, happiness, sadness and interest.
Strands	Listening and Speaking
Learning Outcomes	Students will:
Level 8	be able to use spoken language creatively and appropriately in a wide range of situations where they need to express, respond to and ask questions about a wide range of emotions.
Level 7	be able to orally express various emotional reactions to different given situations and ask questions to their peers about their emotions.
Level 6	with teacher support and modelled language, be able to orally make up sentences to describe the emotions shown on visual aids.
Level 5	be able to orally match given words expressing some emotions to visual aids.
Level 4	match given words expressing emotion to visuals.
Level 3	identify different emotions using pictures or symbols and participate in activities.
Level 2	combine single words, signs or symbols to communicate meaning to a range of listeners.
Level 1	cooperate with shared exploration and supported participation.

Objective 3	The teacher will teach students to interpret information derived from graphs, bar charts and maps.
Strand	Reading

Learning Outcomes	Students will:
Level 8	independently read and interpret both graphical and numerical information about a variety of topics and express this information in short paragraphs.
Level 7	read and interpret both graphical and numerical information about some familiar topics and express this information in short paragraphs with the support of a model.
Level 6	read and interpret graphical and numerical information by completing a partially filled grid.
Level 5	start to identify graphical information by matching the information given in a map or pie chart to a colour.
Level 4	start to observe and show interest in a map or pie chart and can distinguish between them.
Level 3	observe and show interest in a map or pie chart and participate in activities.
Level 2	demonstrate understanding of one or two objects of reference by for example, looking towards objects of reference related to a text.
Level 1	cooperate with shared exploration and supported participation.

Objective 4	The teacher will teach students the following punctuation marks: <i>inverted commas, semi-colon, colon, dash, hyphen</i> and <i>exclamation mark</i> .
	Grammar
Learning Outcomes	Students will:
Level 8	independently use target punctuation marks correctly for a wide range of purposes and relate them to sentence structure and meaning.

Level 7	use correctly target punctuation marks for some purposes and relate them to sentence structure and meaning.
Level 6	with teacher support recognise and use appropriately the colon, the hyphen and the exclamation mark.
Level 5	recognise and use the comma and the full stop appropriately in simple sentences.
Level 4	recognise and start to use the comma and the full stop appropriately in simple short sentences.
Level 3	recognise a comma and a full stop and participate in activities.
Level 2	show awareness throughout punctuation activities and participate with support.
Level 1	cooperate with shared exploration and supported participation.

Objective 5	The teacher will teach students to correct mechanical errors such as punctuation and spelling in one's own and peer work.
Strand	Writing
Learning Outcomes	Students will:
Level 8	independently correct their own and their peers' punctuation, spelling and language use and revise their written work stylistically .
Level 7	correct their own and their peers' punctuation, spelling and language use in written work.
Level 6	with teacher support correct some of their own and their peer's punctuation and spelling errors in written work.
Level 5	identify some basic spelling and punctuation errors in their own written work and their peers' written work.

Level 4	identify some basic spelling and punctuation errors in their own work and their peers' work.
Level 3	recognise a comma and a full stop and participate in activities.
Level 2	show awareness throughout punctuation activities and participate with support.
Level 1	cooperate with shared exploration and supported participation.

Objective 6	The teacher will teach students to respond to a play by participating in its performance.
Literature	Drama
Learning Outcomes	Students will:
Level 8	participate in the staging of a play showing full and insightful understanding of the text.
Level 7	participate in the staging of a play showing full and insightful understanding of the text.
Level 6	participate in the staging of a play showing a general understanding of the text.
Level 5	participate in the staging of a play showing some understanding of the text.
Level 4	participate in a play showing some understanding of the text.
Level 3	identify different tasks and roles in a play participate in activities.
Level 2	combine single words, signs or symbols to communicate meaning to a range of listeners.
Level 1	cooperate with shared exploration and supported participation.

Objective 6	The teacher will teach students to respond to a play by participating in its performance.
Literature	Drama
Learning Outcomes	Students will:
Level 8	participate in the performance of a play showing full and insightful understanding of the text.
Level 7	participate in the performance of a play showing a clear understanding of the text.
Level 6	participate in the performance of a play showing a general understanding of the text.
Level 5	participate in the performance of a play showing some understanding of the text.

FORM 2 - English	
Unit code and title	ENG 8.12 Treasure Hunts
Objective 1	The teacher will teach students to identify supporting ideas that illustrate the topic sentence.
Strand	Listening
Learning Outcomes	Students will:
Level 8	distinguish between topic sentences and supporting ideas in discourse spoken at normal speed, without repetition.
Level 7	distinguish between topic sentences and supporting ideas in discourse spoken at normal speed, with some repetition.
Level 6	distinguish between topic sentences and supporting ideas in discourse spoken at fairly normal speed, with repetition.
Level 5	distinguish between topic sentences and supporting ideas in discourse spoken at fairly normal speed, using familiar language with repetition.
Level 4	start to distinguish between topic sentences and supporting ideas in discourse spoken at slow speed, using familiar language with repetition.
Level 3	listen, attend to and follow spoken discourse for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 2	The teacher will teach students to make comparisons and draw contrasts about films and books.
Strand	Speaking
Learning Outcomes	Students will:
Level 8	make comparisons and draw contrast about films and books fluently and idiomatically.
Level 7	make comparisons and draw contrast about films and books quite fluently and with few language errors.
Level 6	make comparisons and draw contrast about films and books with some independent use of spoken language.
Level 5	make comparisons and draw contrast about films and books and show some limited independent use of spoken language.
Level 4	make observations and comparisons from familiar films and start to use discourse markers of similarity and contrast.
Level 3	listen, attend to and follow spoken discourse for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 3	The teacher will teach students to use discourse markers of similarity and contrast, such as <i>Moreover, However, Besides, On the contrary, Whereas, While.</i>
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	Grammar
Learning Outcomes	Students will:
Level 8	use discourse markers of similarity and contrast correctly verbally and in writing by formulating sentences.
Level 7	use discourse markers of similarity and contrast correctly verbally and in writing by filling in the missing word(s) or completing sentences.
Level 6	use discourse markers of similarity and contrast correctly in writing by ordering jumbled sentences.
Level 5	use discourse markers of similarity and contrast in writing by answering multiple-choice questions.
Level 4	make observations and comparisons from familiar films and start to use discourse markers of similarity and contrast.
Level 3	listen, attend to and follow spoken discourse for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 4	The teacher will teach students to identify textual cues that distinguish between fact and opinion.
Strand	Reading
Learning Outcomes	Students will:
Level 8	distinguish between fact and opinion in unfamiliar text and make notes on each.

Level 7	distinguish between fact and opinion in unfamiliar text by identifying the main ideas and opinions.
Level 6	distinguish between fact and opinion in unfamiliar text by choosing from a list.
Level 5	distinguish between fact and opinion in short texts on a familiar topic and identify main ideas and opinions by choosing from a list.
Level 4	learn how to read clues carefully and follow them.
Level 3	listen, attend to and follow spoken discourse for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 5	The teacher will teach students to write a dialogue that revolves around a complaint.
Strand	Writing
Learning Outcomes	Students will:
Level 8	write a coherent dialogue and use appropriate and complex language to voice complaints.
Level 7	write a coherent dialogue of about 200 words based on a given model and use appropriate language to voice complaints.
Level 6	fill in missing sentences/ utterances (about 120 words) to complete a dialogue that revolves around a complaint.
Level 5	fill in with words, phrases and simple sentences to complete a dialogue that revolves around a complaint.
Level 4	fill in with words to complete a dialogue that revolves around a complaint.

Level 3	understand how letters are formed and used to spell simple words and begin to write them down, contribute and participate in activities.
Level 2	point to 'words' and 'pictures' when asked, showing an awareness of the difference between them.
Level 1	cooperate with shared exploration and supported participation.

Objective 6	The teacher will teach students about differences between formal and free verse.
Literature	Poetry
Learning Outcomes	Students will:
Level 8	be able to consistently identify and describe a range of differences between free and formal verse.
Level 7	be able to identify and describe a number of differences between free and formal verse.
Level 6	be able to identify some differences between free and formal verse.
Level 5	be able to identify, with support, a few differences between free and formal verse.
Level 4	be able to listen to and show understanding of a few differences between free and formal verse.
Level 3	be able to listen, attend to and follow spoken discourse for short stretches of time, contribute and participate in activities.
Level 2	be able to listen to poems being read and show emerging interest in literature.
Level 1	be able to cooperate with shared exploration and supported participation.

Objective 6	The teacher will teach students about differences between formal and free verse.
Literature	Poetry
Learning Outcomes	Students will:
Level 8	demonstrate a comprehensive understanding of the differences between free and formal verse by writing a wide range of examples.
Level 7	demonstrate understanding of the differences between formal and free verse by writing some examples.
Level 6	demonstrate some understanding of the differences between formal and free verse by writing, with support, some examples.
Level 5	demonstrate a basic understanding of the differences between formal and free verse by writing, with support, partially complete examples.

FORM 2 - English	
Unit code and title	8.13 Natural Disasters
Objective 1	The teacher will teach students to listen for detail in recordings from various media sources.
Strand	Listening
Learning Outcomes	Students will:
Level 8	understand people speaking at normal speed, without repetition, from various media sources, and identify details that support the main ideas.
Level 7	understand people speaking at normal speed with some repetition, from various media sources, and identify details that support the main ideas.
Level 6	understand people speaking at normal speed with some repetition and identify the main ideas.
Level 5	understand people speaking at fairly normal speed with repetition, and identify some of the main ideas with the support of visuals.
Level 4	listen to people speaking at fairly normal speed with repetition, and identify some of the main ideas with the support of visuals.
Level 3	listen, attend to and follow spoken discourse for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 2	The teacher will teach students to discuss hobbies, giving reasons for their choices.
Strand	Speaking
Learning Outcomes	Students will:
Level 8	initiate and participate in conversations about various topics of personal and general interest such as sports and express their own point of view.
Level 7	participate in discussion and will be able to express opinions in a conversation about their hobby.
Level 6	participate in small group conversation, responding to questions about their hobbies, using modelled language.
Level 5	participate in small group conversation , giving short answers to closed questions about their hobbies.
Level 4	start to participate in small group conversations, giving short answers to questions about their hobbies.
Level 3	understand that words, signs, symbols and pictures together convey meaning.
Level 2	respond and show an understanding of words by responding in an appropriate way.
Level 1	cooperate with shared exploration and supported participation.

Objective 3	The teacher will teach students to identify metaphors in everyday English and distinguish between the literal and metaphorical meanings of words and fixed expressions.
Strand	Reading
Learning Outcomes	Students will:
Level 8	independently use inference and deduction to explore layers of meaning in a wide range of contexts, and write short stories using words and fixed expressions metaphorically.
Level 7	with support use inference and deduction to distinguish between literal and metaphorical levels of meaning in everyday English.
Level 6	identify some familiar uses of metaphors in everyday English.
Level 5	start to distinguish between the literal and metaphorical meanings of simple words with the help of visuals.
Level 4	listen to and start to become aware of metaphors and metaphorical meanings of simple words.
Level 3	understand that words, signs, symbols and pictures together convey meaning.
Level 2	respond and show an understanding of words by responding in an appropriate way.
Level 1	cooperate with shared exploration and supported participation.

Objective 4	The teacher will teach students to write a description of a building.
Strand	Writing
Learning Outcomes	Students will:

Level 8	describe different aspects of a building in idiomatically expressed, coherent and cohesive paragraphs, using a wide range of vocabulary.
Level 7	describe a building in about 200 words in coherent and generally cohesive paragraphs with the support of models and brainstormed vocabulary.
Level 6	write a number of sentences describing some details about a building , using given words.
Level 5	fill in the missing words in a gapped text by choosing from a limited number of given words describing a building.
Level 4	use word cards to fill in the missing words in a gapped text describing a building.
Level 3	understand that words, signs, symbols and pictures together convey meaning.
Level 2	respond and show an understanding of words by responding in an appropriate way.
Level 1	ooperate with shared exploration and supported participation.

Objective 5	The teacher will teach students about the iambic pentameter.
Literature	Poetry
Learning Outcomes	Students will:
Level 8	be able to identify and describe with consistency and accuracy the iambic pentameter.
Level 7	be able to identify and describe the iambic pentameter.
Level 6	be able to identify the iambic pentameter.

Level 5	begin to identify the iambic pentameter.
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Objective 5	The teacher will teach students about the iambic pentameter.
Literature	Poetry
Learning Outcomes	Students will:
Level 8	demonstrate understanding of the iambic pentameter by writing varied and interesting exemplars.
Level 7	demonstrate understanding of the iambic pentameter by writing correct exemplars
Level 6	demonstrate some understanding of the iambic pentameter by writing exemplars.
Level 5	begin to demonstrate some understanding of the iambic pentameter by attempting to write exemplars.

FORM 2 - English	
Unit code and title	ENG 8.14 Culture matters
Objective 1	The teacher will identify the speaker's attitude to the subject in a number of short texts.
Strand	Listening
Learning Outcomes	Students will:
Level 8	be able to identify and describe the attitude of different speakers and to create a situational dialogue where similar attitudes are expressed.
Level 7	be able to identify the speakers' different attitudes and to complete a dialogue where similar attitudes are expressed.
Level 6	fill in the blanks with given adjectives and expressions to show they have identified the speakers' different attitudes.
Level 5	match the words that describe the attitudes expressed by the speakers. Students act out a simple exchange where the attitudes are expressed.
Level 4	with support match the words that describe the attitudes expressed by the speakers.
Level 3	listen, attend to and follow 2 speakers for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 2	The teacher will help students to express and support a hypothetical viewpoint on a topic.
Strand	Speaking
Learning Outcomes	Students will:
Level 8	independently make up impossible or improbable situations and orally express a hypothetical viewpoint.
Level 7	with the help of modelled structures present their hypothetical viewpoint.(with the help of modelled structures present their hypothetical viewpoint.
Level 6	fill in some gaps with key words as they deliver their short speech.
Level 5	if prompted by closed questions, start to orally express an improbable situation.

Objective 3	The teacher will teach students to distinguish between formal and informal letters.
Strand	Reading
Learning Outcomes	Students will:
Level 8	be able to identify and classify the language present in both a formal and informal letter.
Level 7	be able to identify and classify the highlighted features present in both a formal and informal letter.
Level 6	be able to select the terms that describe the features in both a formal and informal letter and to list them appropriately.
Level 5	start to distinguish between formal and informal layout features.
Level 4	classify a few features of a simple version of both a formal and an informal letter under the correct heading.

Level 3	listen, attend to and follow 2 speakers for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 4	The teacher will teach students to write a letter of application to join a sports club.
Strand	Writing
Learning Outcomes	Students will:
Level 8	write a formal letter using appropriate form and style.
Level 7	complete a formal letter of about 200 words by filling in using the appropriate terms/words.
Level 6	select the appropriate word/phrase from a given selection to complete a formal letter.
Level 5	underline the correct term/word in a simplified formal letter.
Level 4	select and/or underline the correct term/word in a simplified formal letter.
Level 3	listen and attend to activities for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 5	The teacher will teach students about the form and use of the Second Conditional.
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	Grammar
Learning Outcomes	Students will:
Level 8	independently create improbable/impossible/imaginary situations and make use of the appropriate verb forms to express these situations.
Level 7	listen to examples of the second conditional and make use of the appropriate verb forms and language structures with the help of a model.
Level 6	will listen to examples of the second conditional and fill in the appropriate verb forms in familiar contexts.
Level 5	will select the correct form of the second conditional in simple sentences that are accompanied by helpful visuals.
Level 4	select the correct form in simple sentences that are accompanied by helpful illustrations.
Level 3	listen and attend to activities for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 6	The teacher will teach students to perform a textual analysis of a prose passage.
Literature	Prose
Learning Outcomes	Students will:
Level 8	be able to perform orally a detailed and comprehensive text analysis of a prose passage.

Level 7	be able to perform orally a varied text analysis of a prose passage.
Level 6	be able to identify some literary features in a prose passage.
Level 5	be able to, with support and in a group, identify some literary features in a prose passage.
Level 4	start to, with support, identify some literary features in a prose passage.
Level 3	listen and attend to activities for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 6	The teacher will teach students to perform a textual analysis of a prose passage.
Literature	Prose
Learning Outcomes	Students will:
Level 8	be able to write a detailed and comprehensive text analysis by answering a set of questions on a prose passage.
Level 7	write a varied text analysis by answering a set of questions on a prose passage. write a varied text analysis by answering a set of questions on a prose passage.
Level 6	be able to identify in writing some literary features in a prose passage.
Level 5	with support and in a group, identify in writing some literary features in a prose passage.

FORM 2 - English	
Unit code and title	ENG 8.15 Looking Back
Objective 1	The teacher will conduct revision work related to listening skills.
Strand	Listening
Learning Outcomes	Students will:
Level 8	identify and rectify any weaknesses as to be able to perform competently in listening comprehension activities chosen for revision.
Level 7	identify and rectify a number of weaknesses as to be able to perform competently in listening comprehension activities chosen for revision.
Level 6	with support, identify and begin to rectify some weaknesses as to be able to participate in listening comprehension activities chosen for revision.
Level 5	with support, begin to identify and rectify some weaknesses as to be able to participate in listening comprehension activities chosen for revision.
Level 4	with support, begin to be able to participate in listening comprehension activities chosen for revision.
Level 3	listen, attend to and follow listening comprehensions for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 2	The teacher will conduct revision work related to speaking skills.
Strand	Speaking
Learning Outcomes	Students will:
Level 8	identify and rectify any weaknesses as to be able to perform competently in speaking activities chosen for revision.
Level 7	identify and rectify a number of weaknesses as to be able to perform competently in speaking activities.
Level 6	with support, identify and begin to rectify some weaknesses as to be able to participate in speaking activities chosen for revision.
Level 5	with support, begin to identify and rectify some weaknesses as to be able to participate in speaking activities chosen for revision.
Level 4	with support, begin to be able to participate in simple speaking activities chosen for revision.
Level 3	listen, attend to and follow speaking activities for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.
Objective 3	The teacher will conduct revision work related to reading comprehension skills.
Strand	Reading

Learning Outcomes	Students will:
Level 8	identify and rectify any weaknesses as to be able to perform competently in reading comprehension activities chosen for revision.
Level 7	identify and rectify a number of weaknesses as to be able to perform competently in reading comprehension activities chosen for revision.
Level 6	with support, identify and begin to rectify some weaknesses as to be able to participate in reading comprehension activities chosen for revision.
Level 5	with support, begin to identify and rectify some weaknesses as to be able to participate in reading comprehension activities chosen for revision.
Level 4	with support, begin to participate in simple reading comprehension activities chosen for revision.
Level 3	listen, attend to and follow reading comprehensions for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 4	The teacher will conduct revision work related to writing skills.
Strand	Writing
Learning Outcomes	Students will:
Level 8	identify and rectify any weaknesses as to be able to perform competently in writing activities chosen for revision.

Level 7	identify and rectify a number of weaknesses as to be able to perform competently writing activities chosen for revision.
Level 6	with support, identify and begin to rectify some weaknesses as to be able to participate in writing activities chosen for revision.
Level 5	with support, begin to identify and rectify some weaknesses as to be able to participate in writing activities chosen for revision.
Level 4	with support, begin to participate in some simple writing activities chosen for revision.
Level 3	listen, attend to and follow listening comprehensions for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 5	The teacher will conduct revision work related to literature.
Strand	Literature
Learning Outcomes	Students will:
Level 8	identify and rectify any weaknesses as to be able to perform competently in literature activities chosen for revision.
Level 7	identify and rectify a number of weaknesses as to be able to perform competently literature activities chosen for revision.
Level 6	with support, identify and begin to rectify some weaknesses as to be able to participate in literature activities chosen for revision.
Level 5	with support, begin to identify and rectify some weaknesses as to be able to participate in literature activities chosen for revision.

Level 4	with support, begin to participate in simple literature activities chosen for revision.
Level 3	listen, attend to and follow listening comprehensions for short stretches of time, contribute and participate in activities.
Level 2	match, respond and follow steps and requests with two key words, signs or symbols.
Level 1	cooperate with shared exploration and supported participation.

Objective 6	The teacher will familiarize students with examination tasks.
Strands	Listening/Speaking/Reading/Writing
Learning Outcomes	Students will:
Level 8	perform competently the full range of tasks taken from past papers.
Level 7	perform competently a range of tasks taken from past papers.
Level 6	perform competently some tasks taken from past papers.
Level 5	begin to perform some of the tasks taken from past papers.
Level 4	become familiar with examination papers and with support perform a few of the tasks taken from past papers.