



United Arab Emirates
Ministry of Education



Chris Barker and Libby Mitchell

Bridge to Success

Teacher's Guide
Term 1

8





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Term 1 material 2016

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Scope and Sequence

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 1 In and out of school Pages 6–22	Education and learning styles A website forum about talking in class Types of learning After-school activities School exchange trips International penpals A letter from a penpal	Listening: True or false statements Listening to dialogues Speaking: Learning in class School interests After-school activities and interests Answering questions Going on a school exchange trip Discussing a website	Prepositions followed by <i>the -ing</i> form (get into trouble for talking) Verbs followed by the infinitive <i>with to</i>	Education Types of learning After-school activities	A paragraph about how you learn best An argument on different methods of learning A letter to a penpal
Review Project	Review of Unit 1 A school website				
Unit 2 Local community Pages 23–40	Using electronic communication The School of the Air Schools of the future Advantages and disadvantages of email Email and mobile phone etiquette	Listening: Description of a souq How children help their community Speaking: Describing local shops and services Differences between a mall and a souq Miming different shops Hypothetical situations	<i>to have something done</i> <i>if</i> clauses to describe imaginary situations	Town facilities Town and city differences Community responsibilities Travel	Design your own shopping mall Preferences over town and city A blog about a city A paragraph about social responsibilities
Review Project	Review of Unit 2 How to improve your local area				
Unit 3 The culture and traditions of the UAE Pages 41–57	Traditional life in the UAE Pearling deserts, tribes and camels Traditional and modern values in the UAE Literature in the UAE	Listening: A visit to a museum A conversation about camels A poem by HH Sheik Mohammed Speaking: Pearl diving in the UAE Camel facts Bedouin lifestyle Historical sites in the UAE Values in society Poets and poetry in the UAE Poetry in general	Abstract nouns Compound nouns; Expressing the past (revision of present perfect, past simple and past continuous)	Geographical features of the UAE Life in the desert Pearl diving Traditions Different form of literature	A description of an important historical place Sentences with abstract nouns and adjectives An email describing a trip to the desert
Review Project	Review Unit 3 Literacy project: A tourist brochure and literary text				
Unit 4 The Arabian Gulf Pages 58–75	The Arabian Peninsula World Geography The Incense Trade Route Frankincense and Myrrh Popular Arab Folktales The Arab Desert Arabic Coffee Aesop's Tales	Listening: The Incense Trade Route The ending of a folktale Speaking: The Incense Trade Route Factual texts Geographical facts Folktale morals Expressing opinions using adjectives Using idioms	Participles used as adjectives; <i>so</i> and <i>such</i> to add emphasis Past simple, past continuous, present simple passive, past simple passive idioms	Geographical features of the world Trade Health issues Folktales Positive and negative adjectives	Five statements about frankincense and myrrh Choosing an ending to a folktale Talking about different folktales Talking about an experience in the desert
Review Project	Review Unit 4 Creative writing - a story about an adventure				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 5 Festivals around the world Pages 76–92	New Year celebrations UAE festivals An Islamic pilgrimage An account of three festivals: (Diwali, Eid Al-Fitr, Maslenitsa) UAE National Festival Children's festivals	Listening: New Year celebrations UAE classic car festival The Hajj Festivals Speaking: The Islamic Year Different festivals Describing a pilgrimage UAE National Day A conversation persuading a friend to visit a festival Discussing a speech students would give on TV	Prepositional phrases, compound adjectives Review of Present simple	Different types of festivals in Arabia and the world The Islamic and Gregorian Calendar Pilgrimages	An account of how the Islamic New Year is celebrated Sentences with compound nouns A letter about Eid Al-Fitr A newspaper report about a festival or pilgrimage
Review Project	Review Unit 5 A poster about a festivals				

Welcome to *Bridge to Success* Grade 8

Bridge to Success is a twelve-grade course for learners of English as a Second Language (ESL). The twelve grades range from the beginning of Cycle 1 to the end of Cycle 3. The course has been designed to fulfil the requirements of the English as an International Language (EIL) National Learning Standards Unified Framework.

Bridge to Success Grade 8 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

- **An Emirati focus, with an international perspective.** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based, language-rich approach to learning.** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks and end-of-unit projects similar to those learners might encounter in English-medium and international schools. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using authentic English-language classroom materials.
- **Rich vocabulary development.** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Bridge to Success* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
- **Individualised learning.** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child, and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and guidance for tailoring activities to the needs of different learners. Detailed support for this is provided in the lesson plans in this book.
- **Integrated assessment.** Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Guide provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. An end-of-unit Review in the Coursebook provides a simple-to-use evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity.

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team

How to use *Bridge to Success*

A Components

Bridge to Success offers the following components:

- The **Coursebook** provides the core input of the course and consists of twelve thematic units of study. Each unit contains between 17 and 18 lessons developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course. Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.
- The **Audio CDs** include all the listening material needed for the Coursebook and Workbook. The listening material supports the Coursebook with listening and pronunciation. We recommend that learners are encouraged to use the Audio CDs at home to practise the songs and stories, and to show their parents what they know.
- The **Workbook** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Coursebook.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Coursebook, Workbook and audio can be used in the classroom.

B Unit structure

Bridge to Success Grade 8 contains twelve units, spread over three terms. Each unit in the Grade 8 Coursebook is structured as follows.

- A central topic or theme is developed over 17 or 18 lessons.
- Each core lesson uses the Workbook to develop learners' language skills, as well as explore and develop content knowledge.
- Practise and Prepare lessons provide an opportunity for consolidation and recycling of vocabulary and skills. These lessons can be used to informally assess learners' progress, address misconceptions, and inform subsequent teaching strategies.
- A Review lesson provides an end-of-unit check of learning, giving the teacher a clear and regular view of learner progress.
- Each unit ends with two Project lessons, which provide an integrated skills focus. The first lesson provides learners with a challenge, which they will

complete in preparation for the second lesson. In the second Project lesson, learners present their projects, and are guided to reflect on their own learning.

C *Bridge to Success* features

Bridge to Success uses a range of features to guide and support teaching and learning. These are used throughout the Coursebook, and may also be used in the Workbook.

- **Language Tip:** A concise tip to help illustrate key language points. These can be used to model examples for learners, or for learners to refer to independently for support during an activity.
- **Writing Tip:** A concise tip to support the development of writing skills, which can be used as a teaching item or reminder for learners of key writing principles.
- **Use of English:** A tutorial of a grammar point, explaining when the point applies and providing modelled examples. These features often pre-teach language points, which learners then apply through a following activity.
- **Vocabulary:** A simple definition to help learners understand new vocabulary within an activity.
- **Did You Know?:** An engaging fact to inspire learners, which can be used to prompt discussion, or as an extension opportunity.
- **Listening Strategy:** A pre-listening briefing that will help learners apply a range of different listening techniques, and enable learners to choose appropriate listening strategies depending on the requirements of the activity.
- **Reading Strategy:** A pre-reading briefing that will help learners apply a range of different reading techniques, and enable learners to choose appropriate reading strategies depending on the requirements of the activity.
- **Speaking Tip:** A concise tip to support learners in developing fluency, which can be used as preparation for a speaking task.

D Lesson plans

The lesson plans include all you need to know in order to successfully teach using the new Coursebook materials. These provide guidance for leading into and out of activities in the Coursebook and Workbook, as well as teacher-mediated activities.

The lesson plans contain a number of common elements to support you in understanding the lesson aims, and adapting your practice to suit learners' needs.

- **Learning objectives:** Skill-based high-level objectives that are being developed through this lesson.
- **Learning outcomes:** What learners will be able to achieve by the end of the lesson.
- **Link to prior learning:** How this lesson builds on prior knowledge and skills; this can be used to identify

skills or knowledge to refresh learners' understanding at the start of the lesson.

- **21st Century Skills:** The 21st Century Skills or Themes developed through the lesson. Skills are generally developed through activities, whereas themes tend to be developed through the content of the lesson.
- **Key vocabulary and key expressions/structures:** Active language introduced, used or developed through this lesson.
- **Common misconceptions:** Highlights common errors or misconceptions; these can be targeted and addressed with intervention to ensure learners have a solid foundation.
- **Differentiation activities:** Adaptations for activities to suit learners who need more scaffolding or challenge.
- **Learning styles catered for:** The different learning styles addressed through this lesson plan. You can adapt these lessons using the Teaching Strategies to address different learning styles, depending on the learning preferences of your class.
- **Assessment for learning opportunities:** To be completed by the teacher, these identify different assessment for learning techniques, which may be applied in the lesson.
- **Standards/SLOs:** The principal SLOs from the UAE Ministry of Education EIL Framework that are addressed through this lesson.

E Customising your lessons

This Teacher's Guide provides a comprehensive set of lesson plans to support you in using the Coursebook, Workbook and accompanying audio. However, each teacher and each class is different, and we encourage you to reflect on what works for you and your learners, and to tailor lessons to ensure high-quality outcomes.

Before using the Coursebook

- Do warm-up activities: (TPR (total physical response), vocabulary games, discussions, etc.
- Pre-teach and practise key language that learners will encounter in the Coursebook and Audio CDs. (Try to make learning experiences concrete, interactive, motivating.)

While using the Coursebook

- Keep learners engaged in an active way.
- Use the illustrations as a conversation starter – ask learners to discuss what they think the image shows, etc.
- Vary the group dynamics in the lesson: move from whole group response to individual response to pairwork, etc.
- Provide opportunities for learners to ask questions, as well as to answer them.
- Encourage learners to identify their own misconceptions and mistakes through questioning.
- Encourage learners to use language structures and vocabulary to talk about their own ideas, opinions and experiences.

- In class discussions, nominate a learner to write ideas on class charts. You can refer back to these charts in later lessons.
- Adjust your reading and writing expectations and instructions to suit the literacy level of your learners.
- Use the Teaching Strategies section in this Teacher's Guide to adapt the different types of activity in the classroom, and to customise feedback strategies.

Using the Workbook and further suggestions

- Use the Workbook pages related to the Coursebook pages.
- Depending on the ability of the learners, use the stretch and support differentiation activities in the lesson plans to adapt the activities as required.
- Do a wrap-up activity or game at the end of every lesson.

F Assessment

We recommend that you take the time and opportunity to observe and monitor the progress and development of your learners. Many opportunities for informal assessment are provided through the Practise and Prepare lessons and end-of-unit projects as well as regular self-assessment opportunities.

At the beginning of the year, create individual portfolio folders to keep work that shows how the learners have been meeting the curriculum objectives. Use the portfolio to create a feeling of achievement and pride in learners about what they have achieved over the year. Keep this portfolio for parent–teacher meetings and send it home to show the parents/carers either at the end of each term or the end of the year. You might also want to include a letter to parents/carers outlining what the learners have achieved over the year.

Assessment for learning

Assessment for learning is a teaching strategy based around continual informal assessment of learner understanding, which then informs subsequent teaching decisions. Each lesson plan provides space and opportunities for you to apply assessment for learning techniques.

- **Observations:** Observing learners during tasks can help identify confidence, misconceptions, engagement and understanding of the task itself. This allows opportunities for individual interventions to address immediate learning needs.
- **Student self-assessment:** Self-assessments based around can-do statements provide an insight into learners' confidence of their own knowledge and skills, which can be used to address common or individual perceived weaknesses. It's important to combine self-assessment with other forms of formative assessment to ensure learners' confidence matches the accuracy of their understanding.
- **Oral questioning:** One of the simplest methods of eliciting feedback, oral questioning can help identify individual and group understanding. Questions may be directed at individual learners, groups of learners, or the whole class, although the teacher needs to

make sure the feedback sessions are not dominated by the most confident learners. The feedback can inform whether learning points are reinforced, or whether the class is ready to move on.

- **Peer assessment:** Peer assessment develops learners' metacognition and their ability to articulate rules and conventions. The teacher should provide a model of peer assessment at the start of the activity to set out parameters, and to demonstrate constructive feedback. Peer assessment can be incorporated in a variety of ways:
 - Combined with oral questioning, peers can assess whether a learner's answer is correct, and if not, be encouraged to provide a correct answer and – if relevant – an explanation of why this is correct. This technique can help learners internalise and deepen their understanding through articulating rules and conventions in their own words.
 - As a differentiated activity, pairing able learners with those who need more support. The more able learners can provide support, reinforcing the strength of their own understanding through articulation and explanation.
 - As an extension to presentations, where peers ask questions of the presenters. This can help teachers assess the depth of understanding of both the presenters and the audience, and identify learning points to reinforce as a result.
 - Written work may be peer assessed, providing that learners have a clear marking guide to follow. Activities requiring objective answers (e.g. true/false, matching, etc.) can be facilitated quite easily, whereas more open-ended writing tasks may require dictionaries and teacher input to ensure the peer assessment is successful.
- **Quizzes:** Quizzes provide an objective measure of learners' knowledge, and can be run as competitive activities (e.g. backs to the board, see Teaching Strategies), paper-based tasks (e.g. an informal test) or online (e.g. a multiple-choice test, with instant feedback). Consideration needs to be given to the style of question (free response, multiple choice, etc.) and the breadth of the domain tested (e.g. whether the quiz tests a specific language point, the lessons' content, or broader). Regular use of quizzes can help build a data-informed picture of how the class is progressing, and whether there are areas of individual or collective weakness that need to be addressed.
- **Student presentation:** Presentations require learners to demonstrate their understanding and application of language. Misconceptions can be identified through directed questioning, which may be broadened out to the whole class through discussion, and addressed immediately through intervention.
- **Written work and feedback:** When learners submit written work, they should receive feedback as soon after submission as possible. Feedback should be encouraging, but identify and address errors and misconceptions. Common misconceptions or errors in the class can be addressed through whole-class

teaching or activities, whereas individual errors should be addressed one-on-one through feedback.

- **Feedback:** Regular feedback is a key feature of assessment for learning, and should be a part of each activity. An important function of feedback is to ensure learners acquire knowledge and skills correctly and accurately, so each lesson builds on solid foundations. Feedback can directly and informally reinforce learning points where required (e.g. correcting common spelling errors, pronunciation issues, grammar misconceptions, etc. during the activity), or include more formally structured teaching of specific points (e.g. addressing a misconception or weakness common to the class).

In addition to the highlighted techniques in the lesson plans, the following strategies can be applied to embed assessment for learning in the classroom.

- Using objectives and outcomes for measurable learning or meeting set criteria. Where learning outcomes are clearly measurable (for example, learners will be able to write a sentence in the Past Simple and the Past Continuous tenses), activities that require learners to demonstrate these specific outcomes can be used to assess learners' mastery of the skill or knowledge.
- Using technology to provide instant feedback. If your class has individual access to digital devices, a range of simple-but-powerful tools are available to support monitoring of individual and group understanding. Quizzes can provide a change of pace in the classroom and an element of competition (to which learners often respond well). Instant feedback can then be used to inform your teaching; is the class ready to move on, or does a key learning point need to be reinforced? Technology services supporting this technique include:
 - Kahoot (<https://getkahoot.com/>) enables you to create a learning game that can be used in the classroom. Requires individual device access and an Internet connection.
 - Nearpod (<https://nearpod.com/>) enables you to create an interactive presentation to share with your learners, and collect data. Nearpod can be used in the classroom, or as homework. Requires individual device access and an Internet connection.
 - Socrative (<http://www.socrative.com/>) enables you to use real-time questioning and real-time data to assess learner understanding. Requires individual device access and an Internet connection.

G Common mistakes

The Cambridge English Corpus is a multi-billion word collection of written, spoken and learner texts; it is the largest of its kind in the world. The Corpus breaks down into several smaller corpora, including the Cambridge Learner Corpus, a unique 50 million word collection of exam scripts written by learners all over the world. Analysis of this resource has identified a number

of common misconceptions and errors made by Arabic learners of English at CEFR A1, A2 and B1.

Spelling errors

Doubling and clusters of vowels appear to present a particular challenge for Arabic-speaking learners – for example, quiet, because, friend, people, restaurant, beautiful, country, receive. Silent consonants (should, which, etc.) and the silent *e* (there, before, etc.) also appear in the list of frequently mis-spelled words.

Target Word	Errors (in order of frequency)
because	becouse, becaus, becuse, beacuse
friend	frind, freind
different	diffrent
people	pepole, peaple, peopel, peopl
interesting	intersting, intresting
restaurant	resturant
beautiful	beatiful, beutiful
there	ther
before	befor
with	withe, whit
country	contry, contre
their	thier
together	togather
like	lik
receive	recieve, recive
which	wich
wishes	weshes, wiches, wishes
important	importent
should	shoud,
tomorrow	tomorow, tommorow, tommorrow
always	alway, allways

Missing a or an

This error is seen most frequently when an adverb and adjective intervene between the needed indefinite and the noun. This error is most frequently preceded by *it is* or *it's*.

- Example error: *It's very nice place.*
Corrected: *It's a very nice place.*

Missing the

The is frequently missing before nouns. Common nouns associated with this problem include: *same, UK, countryside, centre, internet, wedding, channel, cinema, city, museum, station, news, afternoon, same, weekend, USA, first, time, other.*

In addition, *the* is often missed before ordinals at the start of a sentence.

- Example error: *First thing I would like to tell you is that I love shopping.*
Corrected: *The first thing I would like to tell you is that I love shopping.*

Missing pronouns

It, you and *I* are the most frequently missing pronouns in the following instances:

- Missing *it* as an object pronoun: *My father gave me it when I was 13 years old.*
- Missing *you* as an object pronoun: *I want you to come with me.*
- Missing *I* as a subject pronoun: *I hope I see you soon.*

Missing conjunction

And is a common omission for Arabic learners.

Examples include:

- It was full of flowers and green trees and there were places for cycling.*
- There is a big sitting room, and there is a sofa, an armchair and a bookcase.*
- My friend likes football and swimming.*

Missing be before adjectives in descriptions

The copula *be* presents a particular challenge as there is no *to be* in Arabic in the Present tense. *Be* is the only significantly omitted verb, and because this error occurs with the Present Simple and Progressive tenses, it needs particular attention from an early stage.

Frequent instances of this omission include:

- Missing *be* before adjectives in descriptions.
 - I liked the competition because it was very interesting.*
 - I will be very happy if you come*
 - The theatre is near my house*
- Before the prepositions for talking about when or where something is or happens.
 - My house is next to the bus station, opposite the bank.*
 - Dinner time is at 6 o'clock in the evening.*
- Before -ing forms in the Present Continuous.
 - The place I am staying in is amazing.*
 - She is studying with me.*
 - So we are planning to go to that park together.*

Verb agreement with be

As above, the lack of an equivalent for *to be* in the Present tense in Arabic is likely the source of the frequency of errors around verb agreements involving *be*.

- Example error: *Two men was near his car.*
Corrected: *Two men were near his car.*
- Example error: *Young people is important in society.*
Corrected: *Young people are important in society.*

Using in instead of at or on, and vice versa

Using *in* instead of *at* is the most frequent wrong-preposition error, followed by using *in* instead of *on*.

The most frequent instances of *in* instead of *at* concerns the following:

- With clock time when talking about times or occasions.
Example error: *The weather is very good in this time of year.*
Corrected: *The weather is very good at this time of year.*

- With *house* and *home*.
Example error: *Can you come to dinner with me in my house?*
Corrected: *Can you come to dinner with me at my house?*
- With *work*, *college*, *school*, *university*, etc.
Example error: *I met her in my work.*
Corrected: *I met her at my work.*
- In the phrase at the weekend.
Example error: *I really enjoyed shopping in the weekend.*
Corrected: *I really enjoyed shopping at the weekend.*
- With events, such as party, wedding, concert, etc.
Example error: *See you in the party.*
Corrected: *See you at the party.*

The most frequent instances of *in* instead of *on* concerns the following:

- With days of the week.
Example error: *I will visit you in Sunday at about 2 o'clock.*
Corrected: *I will visit you on Sunday at about 2 o'clock.*
- TV.
Example error: *Sometimes I see old serial dramas in TV.*
Corrected: *Sometimes I see old serial dramas on TV.*
- Day, birthday, holiday.
Example error: *We had a good time in this holiday.*
Corrected: *We had a good time on this holiday.*

Punctuation with apostrophes

Apostrophes are a common problem area for most groups of learners, not just learners whose first language is Arabic. The most frequent error types are listed below.

- Confusion between *I'm* and *I am*, resulting in *I'am*.
Example error: *I'am writing to tell you my news!*
Corrected: *I am writing to tell you my news!*
Or *I'm writing to tell you my news!*
- Confusion between *it's* and *its*.
Example error: *I've got a new phone. I like it's camera and it's screen.*
Corrected: *I've got a new phone. I like its camera and its screen.*
- Forming plural nouns with apostrophes, which may be a result of confusion with possessive 's.
Example error: *My friend's gave me a mobile, but my parent's gave me a computer.*
Corrected: *My friends gave me a mobile, but my parents gave me a computer.*
- Using *its* in place of *it's*.
Example error: *Its a big place and its nice as well.*
Corrected: *It's a big place and it's nice as well.*
- Possessive *s* with missing apostrophe.
Example error: *My friends name is Dalal.*
Corrected: *My friend's name is Dalal.*

Overuse of *it* as a pronoun between subject and verb

This is a particularly frequent error for Arabic learners, although it is becoming more common among native speakers, especially in relative clauses.

- Example error: *You know I don't know if Oman's weather it will be very good.*
Corrected: *You know I don't know if Oman's weather will be very good.*
- Example error: *You can catch the bus that it stops across from our house.*
Corrected: *You can catch the bus that stops across from our house.*
- Example error: *The information you sent it to me by email was great.*
Corrected: *The information you sent to me by email was great.*

Over-long sentences

Sentence boundaries are a problem area for all learners (not just those with Arabic mother tongue), but not beginning a new sentence when required is by far the most frequent punctuation error of Arabic speakers. Run-on or overly long sentences are common, even at lower levels where learners' language normally limits them to simple short sentences. Learners may construct short sentences, but neglect punctuation to mark the start and end of sentences.

Teaching Strategies Grades 4–9

Teaching Strategies Grades 4–9

This section provides definitions for a range of different teaching strategies that can be used in the classroom, as well as information on the rationale for each activity.

Teacher-led strategies (direct instruction)

Guided reading

Learners are placed into groups of 6–8 according to reading knowledge and skills in order to help them read and discuss texts with greater independence.

The teacher plays an active role in leading the learners through group reading sessions that:

- model reading processes
- demonstrate how to choose and read books of different genres
- apply prior reading experiences
- use vocabulary, syntax, and phonics to develop understanding
- ask questions to establish comprehension
- deepen understanding
- support learners to reflect on their reading.

Guided writing

Learners are placed into groups of 6–8 according to writing ability and skills. The teacher leads and supports the learners through a variety of writing experiences to direct and develop their understanding of the process, purpose and forms of writing.

Guided writing strategies include:

- demonstrating ways to generate and analyse ideas
- describing and explaining characters and events
- recording and organising information
- editing and sharing work
- expanding the repertoire of techniques and types of writing
- building learners' confidence through writing in familiar and unfamiliar contexts.

Guided discovery

The teacher leads and supports the learners in the acquisition of skills and knowledge through modelling and step-by-step practice, until learners are able to apply the skills and knowledge independently.

Learners may be provided with an example of a language item in action, for example in a piece of text, and they are then supported and encouraged by the teacher to discover and summarise the rule themselves.

Guided listening

The teacher explicitly shares the purpose for the listening activity and provides focused instruction prior to reading the text or playing the audio.

- Learners are provided with a framework on which to organise their ideas; a way to record, share and value the ideas of others and a practical transfer of these skills to their independent work.

- Learners make notes while listening; the teacher pauses occasionally to discuss specific concepts and ideas with the learners.
- Learners pose questions, present ideas, make inferences/predictions/connections and reflect on peers' ideas.

Visual stimuli

Visual stimuli are an important component of individual learning materials, as well as of the classroom environment as a whole. Visual stimuli provoke discussion and engage learners in the lesson focus.

Learners are provided with visual stimuli such as images, cues, objects or environments to support them in making associations and connections in processing, memorising and recalling information.

Cloze

Cloze is used to assess literacy skills such as predicting meaning, developing vocabulary, applying prior knowledge and understanding textual information.

- Learners fill in or complete letters, words and phrases that are deliberately omitted from written or oral text.
- For support, learners may be separately provided with the letter, words and phrases that are required to complete the text.

Prompt

Learners are provided with prompts such as open-ended words, phrases, or sentences to cue, focus, direct, or prod thinking. Sentence starter prompts can encourage learners to complete an idea, deepen a question, expand on a response or plan further work. For support, the prompts may be longer and more structured. Prompts encourage learners to confidence especially when starting a speaking or writing activity. Examples of prompts include:

- 'Jamal went to the ...'
- 'On Tuesdays we ...'
- 'At school, Samia's favourite subject is ...'

Word cycle

The teacher introduces learners to new vocabulary, new topics or concepts using visual diagrams. The connections between and among words and concepts may also be identified and diagrammed (e.g. using words, lines, lists) to review recently learned material, or assess knowledge of new concepts.

Word cycles can be used as a visual presentation method, or alternatively as a task to help learners form their own connections between words and concepts.

Flashcards

Flashcards are used for drill, practice and positive reinforcement. A typical flashcard has the question, term, or issue on one side and the answer, definition, or related information on the other. For younger learners, flashcards may be larger, use larger font and contain

less detail; as learners become older flashcards may be smaller, use smaller font and contain more detail.

The teacher uses a series of hand-held cards that are shown to learners often by flipping them over quickly as a technique to learn, memorise, or review information on the card.

Organised grouping strategies (cooperative)

Jigsaw

The jigsaw strategy uses the gradual culmination of smaller learner groups into larger groups to piece together information for a task.

- The teacher arranges the learners into small groups.
- Each small group or individual group member is assigned a different piece of information.
- Group members then join with members of other groups assigned the same piece of information, and research and/or share ideas about the information.
- Eventually, learners return to their original groups to piece together a clear picture of the topic at hand.

Mentoring

Learners are supported by an experienced or knowledgeable person who acts as a mentor. The term 'mentor' may refer to teacher-advisors, peer tutors, and community mentors in a variety of settings.

- The teacher works with the mentor to create a support programme for the learner, which may be short-term or long-term depending on the learner's needs and the task requirements.
- The mentor provides one-on-one advice or training to support the learner in exploring ideas, taking risks, testing conclusions and obtaining feedback.

Peer practice

Learners work together in pairs or small groups (allocated by the teacher) to help each other to review, drill and rehearse to check knowledge, deepen understanding and develop skills.

Peer teaching

Learners (individuals or small groups) who are competent in a skill or knowledgeable in a topic act as 'experts' to teach what they know to their peers.

Round table

Learners write factual answers to a posed question (e.g. 'What do you know about ...?', 'Who is famous for ...?') in order to generate and share a variety of information.

Learners can either answer a question sequentially on a single piece of paper that is passed around, or on the board, or answer questions simultaneously on a separate piece of paper.

Interview

A person (the interviewer) engages in a conversation with another (the interviewee) in order to gather personal information and opinion, practical experience and advice. The person interviewed is often an expert or a person in the role of an expert. The person being

interviewed could be a teacher or learner in role, or an external expert.

Collaborative learning

Learners work together in pairs or small groups to solve a problem, complete a task or create a product. They participate in thoughtful discussion, and develop a more positive attitude about learning and each other by working together.

- Learners engage with one another and are responsible for making sure that everyone understands the task.
- The teacher facilitates collaborative learning by organising the learners into pairs or small groups that complement one another and by supporting the development of the group task.

Active strategies (activities)

Backs to the board

This is a competitive activity format that can be used to check vocabulary or knowledge.

- The teacher divides the class of learners into two or three groups.
- One learner from each group sits in a chair with their back to the board, facing their group.
- The teacher or a chosen learner writes a word on the board so that the learners sitting with their backs to the board cannot see the word.
- Each group provides hints to the learner from their group with their back to the board, who in turn attempt to guess the word.
- The first one to guess the word gets a point for their team.

Role-play

Learners act out or perform a particular role in order to explore and dramatise the thoughts, feelings and experiences of another person in a simulated situation.

- The role-play may be conducted between two learners, a small group or as a whole class led by the teacher.
- Role-play may be performed and presented to the whole class where other learners may be invited to make comment and analysis on the content.
- Some role-plays may be simple re-enactment but role-play can also include learners' own development and interpretation of a given scenario.

Learning centres/stations

The teacher establishes physical locations, such as tables around the classroom, that are assigned for learners to explore topics, curriculum areas, resources, and types of learning (e.g. listening, reading, presentations).

The learning stations may contain problem-solving challenges or artifacts for discussion.

Learners may visit the learning stations as individuals, in pairs or in small groups.

Experiential learning

Experiential learning is the process of learning through experience, and is more specifically defined as 'learning through reflection on doing'.

It is vital that individuals are encouraged to directly involve themselves in the experience, and then to reflect on their experiences using analytic skills, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.

Look-say-cover-write-check spelling strategy

Look-say-cover-write-check is a strategy used to help children learn their spellings. This is a useful method to teach learners so that they practise learning the spellings of words, but also so that they are testing themselves.

A learner is given a word to spell and:

- looks at it
- says the word
- covers it over with a piece of paper or their hand
- writes the spelling again next to the word
- uncovers the spelling to check if they have got it right.

Games

A game may be played using print, digital media, simulation or contest (competitive or cooperative) according to a clear set of rules in order to challenge and motivate learners to learn. This strategy is highly engaging, but all learners should understand the objectives and process of the game before playing.

Listening to stories/story time

The language used in stories is different from social spoken English. Listening to stories (audio recordings, teacher or peer readings) allows learners to access texts above the language they are able to engage with independently.

- Before listening to the story, the teacher should brief the learners on the objective or focus of the task.
- If learners are required to take notes, listen for keywords to answer questions, etc., this should also be briefed before listening starts.
- The teacher can pause or repeat sections to ask questions and support learners in following the story.

Reading diary

The use of a reading diary or a response journal supports learners to regularly write personal reactions to texts, activities, and experiences in any subject area.

Learners' reactions may be formal or informal and include exploring, analysing, questioning, interpreting and appreciating new ideas and experiences.

Reading diaries may be kept as a personal account shared between the learner and the teacher or may be used to present ideas and reflections to the class.

Projects

Learners learn about a subject by working for an extended period of time on a project to investigate and respond to a complex question, challenge, or problem. Project tasks contrast with paper-based, rote memorisation, or teacher-led instruction that simply present established facts or portray a smooth path to knowledge by instead posing questions, problems or

scenarios. The project may be set by the teacher or may have initial input from the learners.

- The teacher should support the project by providing success criteria and access to resources that the learners may need to facilitate and develop their project.
- Projects may be presented to the class and learners may be asked to explain the process and outcome of their project.

Multimedia learning (video)

Learners may access ICT-based teaching resources provided by the teacher to facilitate learning such as audio and video extracts used within lessons to demonstrate vocabulary and speaking. Learners may also use ICT-based resources, such as interactive software or audio devices to record their own dialogues, to create projects and complete tasks.

Hot seating

The teacher decides on a specific conversation topic to frame the activity. This topic may be related to the current Coursebook unit (e.g. shopping, health care, holidays) or focused on a particular language structure being studied (e.g. the past tense, conditionals or descriptive vocabulary).

- One learner volunteers or is selected by the teacher to sit in the 'hot seat' chair at the front of the room.
- While in the hot seat, the learner has control of the class. They are responsible for selecting learners who have a question and addressing them directly by name, rather than looking at the teacher to facilitate the communication.
- The audience is responsible for listening to one another's questions and helping one another to ask appropriate questions, to incorporate pre-determined themes, vocabulary or grammar structures as much as possible, and to avoid repetition of questions.
- The teacher acts as a facilitator and support to provide prompts, model dialogue and encourage the progression of the session.

Reading race

The teacher prepares questions about the details of a text; these questions should be objective and have one clear defined answer. This activity can work both before learners read a text and as a review activity when learners have finished the reading.

- The teacher organises learners into pairs with each learner having a copy of the text in front of them. Enough copies of the questions should be available for each pair.
- Learners are provided with the first question and race to find the correct answer. Once found, one partner should run their written answer to the teacher.
- If the answer is correct, learners are provided with the second question.
- The process is repeated until a group has answered all of the questions correctly.

This activity can be adapted to incorporate many versions of learners in pairs or small groups 'racing' one

another to read pieces of text and find information as guided by the teacher.

Running dictations

Through this activity learners practise reading, speaking, listening and writing; have to work together; and are also responsible for checking their own work.

- The teacher prepares two short texts, each taped to a wall.
- Learners are organised into pairs, with one learner being the writer and the other being the runner.
- The runner must run to the board where the first paragraph is displayed, read the text, run back to his or her partner, and repeat what he or she read.
- The writer's job is to listen to the runner and write down what is said. Usually it takes many trips to and from the board for the runner to relay the entire paragraph to the writer.
- When most groups are done, the writer can check the passage against what is displayed, and then roles are reversed and the second paragraph is used.

'Find someone who ...'

The teacher tells the learners that they will ask each other questions. The goal is to ask everyone in class until the learners find someone who does that activity, has that characteristic, or can answer the question.

- The teacher prepares a selection of 'find someone who ...' statements using vocabulary or concepts that relate to the current unit of study. For example, if you are teaching a unit on jobs: 'Find someone who can list tasks a farmer might have', 'Find someone who can describe the job of a doctor', etc.
- The teacher creates a variety of statements so that it will be easy to find a person with some characteristics, but not so easy to find others.

Strategies to promote thinking and problem solving (analysis)

Brainstorming

Learners share and record questions, ideas and examples that come to mind (without judgement or censure) about a central idea, topic or problem. Brainstorming is often presented visually using colourful posters that can be created by learners in small groups and presented to the rest of the class.

Problem-solving

Learners use a variety of reasoning skills (e.g. inductive reasoning, deductive reasoning, exploring contrary examples, etc.) led by the teacher to engage a line of inquiry.

Problem-solving includes generating questions, making and carrying out a plan, testing hypotheses, constructing organised proofs and arguments, justifying conclusions, and eventually resolving a problem or mystery.

Opinion forming

Learners may receive a quotation from a text (before it is read) that includes evidence for one side or the other

of an issue or argument. Learners share their quotations and their evolving opinions, with reasons and evidence to support them.

Alternatively the teacher makes a statement and encourages learners to form an opinion for or against the statement. Learners may be asked to move physically to opposing sides of the classroom to demonstrate their opinion. The teacher may then ask questions to encourage learners to justify and rationalise their opinions.

Reflection

Learners think deeply or carefully about information, an investigation or problem in order to clarify their understanding in light of previous experience. Reflection may:

- include both formal and informal ways to think about the 'why' and 'how' of learning (e.g. in a journal or response log)
- incorporate wait time before learners respond to a question
- require learners to complete a criteria-based checklist as a group following an activity.

Problem-based Learning (PBL)

- The teacher sets the learners a problem-based task.
- Learners are organised into small groups by the teacher, and then brainstorm ideas. They identify what they know about the problem and what they don't know, but must learn, in order to solve the problem.
- Learners then develop an action plan for research, and discuss the topics and concepts researched, eventually coming to some agreement on the best resolution.
- The teacher acts as a facilitator to guide the learners through the process, ask relevant and probing questions and provide resources that the learners need to solve the problem-based task.

Challenge-based Learning (CBL)

CBL is a collaborative learning experience in which teachers and learners work together to learn about compelling issues, propose solutions to real problems and take action. The approach mirrors the 21st century workplace and requires learners to reflect on their learning, the impact of their actions and publish their solutions to a wide audience.

- The teacher works with the learners to identify the big idea.
- Learners identify guiding questions (what they need to know) and identify resources and activities to answer these.
- Learners research, document and develop a solution and then identify steps to carry out their plan.
- Learners implement their solutions, measure outcomes, reflect on what worked and determine progress made.
- Learners are encouraged to keep written, audio or video journals throughout the process and use these to share their projects with a wider audience.

Task-based Learning (TBL)

In a task-based learning scenario, the lesson is based around the completion of a central task and the language studied is determined by what happens as the learners complete it. It enables more varied and natural exposure to language and a strong communicative approach.

- The teacher introduces the topic and gives the learners clear instructions on what they will need to do during the task. The teacher might provide some useful vocabulary to support the learners.
- Learners complete the task in pairs or groups whilst the teacher monitors and offers encouragement.
- Learners prepare a short oral or written report and feedback to the whole class on what happened during the task.
- The teacher highlights relevant parts of the report and uses this to inform areas for the learners to participate in further practice.

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To interpret opinions in short texts. Speaking: To ask for opinions. To express opinions. To agree and disagree with opinions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify opinions in short texts express and discuss opinions about ideas in a text use set phrases to ask for opinions and express opinion, agreement or disagreement.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary of school subjects: awareness of different learning scenarios and styles 21st Century Skills: <ul style="list-style-type: none"> Social and Cross-Cultural Skills: Reinforce learning within a diverse group, knowing when to speak and when to listen, and respecting cultural differences 		
Key vocabulary: <i>chat, classmate, scared, interrupt, distract, get on with, share, compare, allowed, concentrate</i> Key expressions/structure: <i>agree with, disagree with</i> , phrases to express opinion, express agreement and disagreement and to ask for opinions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may feel uncomfortable expressing opinions about teachers and teaching techniques in class. Explain that there are different ways of learning as well as teaching and that it is fine to have, and express, opinions about these. 		
Resources/equipment needed: Coursebook pages 6–7 Workbook page 6		
UNIT 1 LESSON 1 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
Coursebook pages 6–7	1. Focus on the photo on page 7. Ask learners to describe what they see and predict the relationship between the photo and the lesson title. 2. Ask learners if they like working in groups or on their own. Encourage them to give reasons for their answers. 3. Ask the class if they think there are times when it is good to talk about a lesson.	
Resources	Main activity	
Coursebook page 6	Reading: Activity 1 <ol style="list-style-type: none"> Have learners read the rubric and explain that they will be reading a passage that states different opinions on whether talking in class is a good idea. Ask the learners to read the comments. When they have finished, have an open-class discussion on whether talking in class is a good idea. Encourage learners to justify their answers. CORE Feedback Tell learners that their opinions on whether talking in class is a good idea or not	

	<p>are welcome and valued to help them feel comfortable with the idea of expressing themselves. Write some of the ideas expressed on the board.</p> <p>Answers</p> <p>Naimul thinks it's a good idea because you can ask a classmate instead of interrupting the teacher. Iñigo thinks it's a good idea because it helps you to remember what you've done and you can ask questions. Tammy thinks sharing ideas with friends helps you to learn and you can learn by comparing answers. Iqra thinks it's a good idea in subjects like Art and DT. Chloe thinks it's a good idea in English lessons because you can practise speaking English.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Limit the amount of text to read for those learners who need support by asking them to read only three or four of the comments.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Fast-finishing learners can discuss in pairs their own opinions about talking in class.
Coursebook page 7	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to work in groups and discuss the questions. Insist that they should justify their opinions. Explain that there is no right or wrong answer to ensure that learners feel at ease with their opinions. 2. Circulate, making sure they are using English at all times. Check for correct pronunciation and use of language and gently correct learners where necessary. 3. After some time, ask groups to report their opinions to the class. <p>CORE</p> <p>Feedback</p> <p>Observe learners as they work in groups. For step 3, elicit opinions, write responses on the board and discuss them with the class.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Organise groups so that learners that need support are working with others who are more confident.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask fast finishers to make notes of any phrases used in their group discussion to express opinions, agree and disagree (in preparation for the Workbook activity).
Workbook page 6	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Elicit some phrases learners used in the previous discussion activity to express opinions, and to agree and disagree with opinions. 2. Introduce the phrases in the box. Elicit or give examples of the phrases being used in context, for example: <i>I don't agree with you when you say it's always good to talk in class.</i> 3. Learners read the discussion and complete it using the phrases. 4. Check answers as a class. <p>DESIRABLE</p> <p>Feedback</p> <p>Have volunteer learners call out answers, then discuss ideas with the class.</p> <p>Answers</p> <p>2 I think it's a good idea because; 3 I agree with that; 4 I don't agree; 5 It's</p>

	true; 6 What's your opinion; 7 it depends; 8 What do you mean; 9 That sounds like; 10 That would be OK		
	Differentiation activities (Support): 1. Learners work in pairs or small groups to support each other. Spend time with these groups to encourage and guide their work.		
	Differentiation activities (Stretch): 1. Learners write sentences of their own using the phrases from Activity 2 in the workbook.		
Resources	Plenary		
	1. Invite the class to give their own opinions about talking in class. Encourage others to agree and disagree with the opinions expressed by prompting them to use some of the expressions from the previous activity.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example expressing opinions. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To express opinions and thought using the structure of preposition followed by the <i>-ing</i> form of the verb. Writing: To use prepositions followed by the <i>-ing</i> form correctly in sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> use prepositions followed by the <i>-ing</i> form of the verb in speech and writing sentences.
Link to prior learning: <ul style="list-style-type: none"> Knowledge of English prepositions 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>learn by, tired of, scared of, distract from, concentrate on, tell off for, get into trouble for, instead of</i> Key expressions/structure: Prepositions followed by <i>-ing</i> form of the verb		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may confuse this structure and use the verb in the infinitive form. Point out the prepositions and explain the rule but you may find that immediate correction and continuous practice of the correct form is more effective for learners of this age. 		
Resources/equipment needed: Coursebook page 7 Workbook page 7		
UNIT 1 LESSON 2 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
Workbook page 7	Workbook: Activity 2 <ol style="list-style-type: none"> Ask learners what they remember about the previous lesson. Introduce the prompts in Workbook page 7 Activity 2 and elicit answers as revision of the previous lesson. Discuss with the class. 	
Resources	Main activity	
Coursebook page 7	Writing: Activity 3 <ol style="list-style-type: none"> Ask learners to read the notes in the Use of English box. Have them look for more examples in the article. Have the class give you more examples of prepositions followed by <i>-ing</i> and write them on the board. Direct learners to Activity 3. Ask them to complete the sentences with the correct preposition and the <i>-ing</i> form of the verb. Explain that they will need to use some of the prepositions more than once. Check answers as a class. CORE Feedback Have volunteer learners call out the answers and write them on the board. Ask learners to correct any incorrect answers and to make sentences with them.	

	<p>Answers</p> <p>2 I get tired of learning dates in History.</p> <p>3 I sometimes take the bus to school instead of walking.</p> <p>4 I'm not scared of asking questions in class.</p> <p>5 Doing my homework in my bedroom stops me from getting distracted.</p> <p>6 I can't concentrate on doing my work when there's a lot of noise in the class.</p> <p>7 Our teacher sometimes tells us off for being too noisy.</p> <p>8 I often get into trouble for forgetting my book.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the preposition and verb answers (for example, <i>of learning, instead of walking</i>) on cards or on the board for learners to see and match.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write their own sentences using the prepositions and verbs.
Coursebook page 7	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Introduce Activity 4. Have learners work individually to note down some sentences. 2. Learners work in pairs to read out and compare their sentences. 3. Elicit answers in a plenary and discuss answers. Encourage learners to agree and disagree. <p>DESIRABLE</p> <p>Feedback</p> <p>As learners write sentences, move around to monitor and discuss with some of them. Elicit answers and discuss with the class.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners need only choose a few of the sentences to rewrite. Encourage them to write a few but to concentrate on using the preposition and <i>-ing</i> form correctly.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Faster workers can write sentences of their own using the prepositions they have learned.
Workbook page 7	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Direct learners to Activity 3 and read through the first two sentences with the class. As you read, have learners give you the correct prepositions. 2. Have learners work individually to write the prepositions. 3. Check answers with the whole class. <p>CORE</p> <p>Feedback</p> <p>Have learners give you the answers to the questions by raising their hands.</p> <p>Answers</p> <p>2 of; 3 by; 4 for; 5 on; 6 from; 7 of; 8 of</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write a list of the prepositions needed (<i>for, of, by, on, from</i>) for learners who need more support.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write three more sentences with gaps where prepositions should be, using the activity as a model. They then exchange their sentences with another learner for completion.

Resources	Plenary		
Workbook page 7	Workbook: Activity 4		
	<ol style="list-style-type: none">1. Use Workbook Activity 4 to prompt a class question-and-answer session. Start by asking the questions yourself and eliciting a few answers. Then encourage learners to ask the questions to other learners in the class.2. Have learners complete the sentences and show their partners.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: first conditional and second conditional, <i>If I were ...</i>, present perfect, present perfect continuous, past perfect.</p>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To express personal preferences about school and learning.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • express personal preferences • write sentences about personal preferences using prepositions and verbs in the <i>-ing</i> form • recognise differences in learning styles • identify their own learning style.
Link to prior learning: <ul style="list-style-type: none"> • Reflection on learning experience 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral communication skills 		
Key vocabulary: <i>(not) good at, (not) interested in, (never) get tired of, learn more about, learn by, scared of</i> Key expressions/structure: Prepositions followed by verbs in <i>-ing</i> form		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be inclined to think there is only one correct way to learn, and that if they do not conform to that style they are wrong. Use the discussions to challenge this assumption. 		
Resources/equipment needed: Coursebook page 8 Workbook page 8		
UNIT 1 LESSON 3 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Discuss with the learners what they feel they are or are not good at, and what they are most interested in at school. Encourage them to justify what they say. 2. Ask what they would like to learn more about.	
Resources	Main activity	
Coursebook page 8	Speaking: Activity 1 <ol style="list-style-type: none"> 1. Direct learners to Activity 1 and have them read the example conversations. Ask if they identify with any of the ideas there. CORE Feedback Monitor pairs as they talk to assess how well they communicate and interact. At the end of the session, elicit some answers and give general feedback and encouragement. Answers Learners' own answers	
Coursebook page 8	Speaking: Activity 2 <ol style="list-style-type: none"> 1. Have learners look at Activity 2. Introduce the discussion points and set learners to work in pairs. As they work, move around to monitor without interrupting them. 	

	<ol style="list-style-type: none"> 2. Ask learners to tell you what they mentioned they were good at, interested in and what they get tired of. 3. Write learners responses on the board. <p>CORE</p> <p>Feedback Monitor pairs as they talk to assess how well they communicate and interact. At the end of the session, elicit some answers and give general feedback and encouragement.</p> <p>Answers Learners' own answers</p>
Workbook page 8	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners to Activity 1. Explain that they have to complete the sentences with their own opinions. <p>CORE</p> <p>Feedback Have learners show their answers to their partners. Circulate and check answers given.</p> <p>Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners can focus on completing only half the activity or only the sentences they feel comfortable with.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to write more extensive answers in the Workbook to give more detail of what they are good at, interested in, want to learn more about, etc. They could write their answers in their notebooks.
Workbook page 8	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Introduce the diagram and elicit some ideas. 2. Explain how the diagram works and explain that learners only need to make notes. 3. Ensure learners know how to develop the diagram. 4. Have learners work individually to think about how they learn best, and to make notes. <p>CORE</p> <p>Feedback Circulate and check learners' work. Gently instruct and correct as necessary.</p> <p>Answers Learners' own answers</p>
Coursebook page 8	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Place learners in groups of five and assign each group a question from the activity. 2. Have learners discuss the question for a few minutes. 3. Ask each group to tell the rest of the class about the experiences and opinions they discussed. <p>CORE</p> <p>Feedback Monitor groups as they discuss. Make a note of interesting points or problems to discuss in the plenary later.</p>

	Answers Learners’ own answers		
	Differentiation activities (Support): 1. Make sure learners who need support work in groups with more able learners so that they can learn from them during the group discussions.		
	Differentiation activities (Stretch): 1. Appoint the most confident communicators as group leaders. Ask them to make sure that all members of the group have the opportunity to speak. They should also help those learners who need support.		
Resources	Plenary		
	1. Elicit some of the points made in the group discussion on learning styles. Discuss the similarities and differences between the learners in the class. Make it clear that there is no ‘correct’ way to learn but that we are all different.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example expressing likes and dislikes, expressing preferences. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively. (G8.2.1.1.8) Pose and respond to questions related to the current discussion; incorporate others into the discussion.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read a text about learning styles, and apply what they have learned. Writing: To write a paragraph summarising what they have learned about their own learning styles. To use key words in context. To identify and use double letters for spelling.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> extract key information from a text about learning styles and apply to themselves. write a paragraph (or more) about their own learning style define and use in context key words, and spell them correctly
Link to prior learning: <ul style="list-style-type: none"> Vocabulary of learning 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>discuss, forget, supposed, interrupt, annoy, different, chat, get better, carefully, allowed</i> Key expressions/structure: Double letters		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Many learners will spell words with double letters incorrectly. Encourage them to look carefully at the words in the activity below to discover the spellings for themselves. This will make them more memorable. 		
Resources/equipment needed: Coursebook pages 8–9 Workbook page 9		
UNIT 1 LESSON 4 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask learners what they remember from Lesson 3. 2. Briefly discuss different ways people learn. 3. Write some key words on the board (for example, <i>concentrate, distract, remember</i>).	
Resources	Main activity	
Coursebook page 8	Writing: Activity 4 <ol style="list-style-type: none"> Ask learners to look back at Activity 3. Explain that they can use the ideas they discussed here to write a short paragraph on how they learn best. Have learners write their paragraphs individually. If time allows, ask learners to exchange and read each other's paragraphs. CORE Feedback Monitor learners as they write. For any feedback you give, focus on the content and how well they have expressed their thoughts rather than aspects of correctness. Answers Learners' own answers	

	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Explain to learners that they can write short, simple paragraphs and encourage them to express their thoughts as clearly as they can.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Have learners write a longer paragraph, or multiple paragraphs, to develop their thoughts.
Coursebook page 9	Reading: Activity 5 <ol style="list-style-type: none"> 1. Ask learners to read through the text and underline any words they don't understand. 2. Explain any unknown words. CORE Feedback Check for comprehension by asking learners to close their books and tell you what they remember from the text. Answers A learning style is how people learn.
Coursebook page 9	Reading: Activity 6 <ol style="list-style-type: none"> 1. Place learners in pairs and have them answer the questions. 2. Explain that the answers should be brief. 3. Check answers as a class. CORE Feedback Learners can discuss their answers in groups and identify what type of learners they are. Answers 1 auditory; 2 visual; 3 visual; 4 tactile; 5 learners' own answers
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Have learners work in pairs to help each other.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Have learners write about what type of learners they are with examples.
Workbook page 9	Workbook: Activity 3 <ol style="list-style-type: none"> 1. This activity can be set as homework. 2. Explain that learners have to match the words and definitions. 3. Then ask the question that follows the activity and elicit answers. EXTENSION Feedback Check activity in next lesson. Discuss any mistakes with the class. Answers 1g; 2e; 3a; 4d; 5b; 6c; 7h; 8f They all have double letters.
Workbook page 9	Workbook: Activity 4 <ol style="list-style-type: none"> 1. This activity can be set as homework. 2. Explain that learners have to complete the sentences, using the words in context. 3. Remind them to spell the words with double letters. EXTENSION Feedback In the next lesson, check answers by writing them on the board for learners to check against.

	Answers 1 chatting; 2 interrupt; 3 allowed; 4 carefully; 5 tell us off; 6 forgetting; 7 discussing; 8 classmates		
Resources	Plenary		
	1. Ask learners what they think they have learned in the first four lessons, to encourage them to reflect on their learning. Discuss different ways of learning and how people learn differently.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast. (G8.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To find specific information by skim reading. To identify meaning and decide if statements are true or false. Listening: To listen for specific information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • find specific information in texts quickly • identify the key information in a text • find the meaning of new vocabulary, and use it in context.
Link to prior learning: <ul style="list-style-type: none"> • Use of the Internet for learning 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>freedom, education, virtual classroom, online, tutorial, independently, available, pace</i> Key expressions/structure: <i>at your own pace, work independently</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may still not be aware that there are various reading techniques, and that efficient reading means using the correct technique for the purpose. An activity to practise skim reading is included in the main activities below. 		
Resources/equipment needed: Coursebook page 10 Workbook page 10 Dictionaries		
UNIT 1 LESSON 5 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask learners how they use the Internet. Ask: <i>Do you think the Internet helps you to learn new things?</i> Discuss their answers as a class.	
Resources	Main activity	
Coursebook page 10	Reading: Activity 1 <ol style="list-style-type: none"> 1. Ask learners if they know anything about the Khan Academy. Then ask if they follow any online tutorials or use the Internet to learn. 2. Explain that they are going to read about The Khan Academy and what it offers. 3. Tell learners that before they read the text properly, they have to quickly find some facts and figures about the Khan Academy. 4. Ask learners to read the Reading strategy box. 5. Then tell learners to find answers to the three questions as fast as possible. Do this as a race and ask them to put up their hands as soon as they have the three answers. 6. Elicit the answers. Point out that to read well does not always mean reading something carefully. Sometimes it is about finding information quickly. 	

	<p>CORE</p> <p><u>Feedback</u> Have learners who have finished the activity quickly raise their hands but not call out the answer.</p> <p>Answers 1 2006; 2 6500; 3 more than 15 million</p>
	<p>Differentiation activities (Support): 1. Have learners answer only two of the questions.</p>
Coursebook page 10	<p>Reading: Activity 2 1. Learners skim the text quickly to find the answer to the Activity 2 question. Elicit the answers before moving on to Activity 3.</p> <p>CORE</p> <p><u>Feedback</u> Elicit and discuss answers.</p> <p>Answers an online school</p>
Coursebook page 10	<p>Reading: Activity 3 1. Ask learners to read Activity 3 again. 2. Elicit the answers. Ask learners to find evidence in the text to support their answers.</p> <p>CORE</p> <p><u>Feedback</u> Ask learners to find evidence in the text to support their answers.</p> <p>Answers 1 F (The Khan Academy was created in 1996.) 2 F (You don't have to pay to watch the online tutorials. They are free to anyone.) 3 T 4 F (Learners of all ages can use the Khan Academy.) 5 F (The tutorials are available in 65 languages.)</p>
	<p>Differentiation activities (Support): 1. Have learners work in pairs.</p>
	<p>Differentiation activities (Stretch): 1. Learners re-write the sentences that are false so that they are true.</p>
Workbook page 10	<p>Workbook: Activity 1 1. Learners read through the text again on page 10 of the Coursebook and circle any words that are new to them. Elicit these words and put them on the board. 2. Introduce Workbook Activity 1 (it will include many of the words written on the board). 3. Look at the board with the faster-finishing learners to see if there are any words that they still don't know the meaning of. Ask them to explain what they think the words mean. 4. In pairs, learners use a dictionary to look up the meanings of the unknown words. Check definitions of new vocabulary as a class.</p> <p>CORE</p> <p><u>Feedback</u> Have learners check answers with their partners. Then write answers on the board for them to check against.</p>

	Answers 1d; 2g; 3a; 4h; 5f; 6e; 7b; 8c		
	Differentiation activities (Support): 1. These learners concentrate on the Workbook activities (steps 1-2 above). Leave it to the faster-finishers to do the dictionary work and then give the meanings of the other words to the whole class in step 5.		
	Differentiation activities (Stretch): 1. These learners do the dictionary work. They could also write example sentences for each of the new words they look up.		
Workbook page 10	Workbook: Activity 2 1. Place learners in pairs and have them complete the activity. DESIRABLE Feedback Check answers as a class by asking volunteer learners to call out the answers. Answers 1 freedom; 2 education; 3 online; 4 tutorials; 5 independently; 6 pace; 7 virtual classroom; 8 available		
Workbook page 10	Workbook: Activity 3 1. Have learners complete the activity to consolidate vocabulary from the recording. DESIRABLE Feedback Have volunteer learners give answers and discuss the meaning of each vocabulary item. Answers 1 came about; 2 YouTube; 3 reach out to; 4 twenty-first century		
	Differentiation activities (Stretch): Learners can write sentences of their own using each of these words to exemplify the meaning.		
Resources	Plenary		
	1. Discuss with the class their opinions on the Khan Academy. Ask questions such as: <i>Do they think it is a good idea? Would they want to use it? (Do any of them use it?) Is it better than learning in school?</i>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning). (G8.3.4.1.1) Use context to determine the meaning of words and phrases. (G8.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To identify the main issues in a dialogue. To decide whether statements are true or false.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify key information from a recorded conversation use new vocabulary in context find key factual information from a website.
Link to prior learning: <ul style="list-style-type: none"> Knowledge of apps and general awareness of digital technology 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: Lexis from Lesson 5 Key expressions / structures: <i>came about, reach out</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may believe that computers and smartphones are only for entertainment. The activities in this lesson will introduce them to the very valuable tool the Internet can be for learning. 		
Resources/equipment needed: Coursebook page 11 Workbook pages 10–11 Audio track 2 Mobile computer device (for example, smartphone) Doodle notepad		
UNIT 1 LESSON 6 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
Coursebook page 11	<ol style="list-style-type: none"> Refer learners to the <i>Did you know?</i> feature to introduce a discussion on apps. Ask learners if they know Doodle notepad and if any have used it. If possible, demonstrate it on a smartphone or notebook computer. Discuss any favourite apps learners use on their smartphones or computers. 	
Resources	Main activity	
Coursebook page 11 Audio track 2	Listening: Activity 4 <ol style="list-style-type: none"> Ask learners to tell you what they have already learned about the Khan Academy. Ask what else they would like to know. Write some questions they would like to ask and put these on the board as a focus point, for example: <i>Why did Salman Khan start the Khan Academy?</i> Explain to the class that they are going to listen to two people talking about the Khan Academy. Tell them to listen to see which of their questions have been answered. Have learners tell you which of the questions they raised have been answered. 	

	<p>CORE Feedback Write some of the questions learners have raised on the board.</p> <p>Answers Learners' own answers</p>
<p>Coursebook page 11 Audio Track 2</p>	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Introduce the true or false statements in Activity 5. Have learners read through them before they listen again. 2. Check answers as a class. Play the recording again if necessary. 3. Have learners correct the false statements. <p>CORE Feedback Check answers as a class by asking learners to call out the answers to assess how well learners have understood the recording.</p> <p>Answers 1 F; 2 T; 3 F; 4 T; 5 F; 1 Salman Khan lives in the United States.; 3 He used the Internet and Doodle notepad to explain.; 5 The Khan Academy is based on a new system of teaching.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the recording several times. If necessary, break it into chunks by pausing after each question and answer. 2. Ask one or two questions to check and guide understanding for each chunk.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Focus these learners on any questions on the board from the previous activity that have not been answered yet. 2. Set them to do some research on the Internet to find the answers. They can start with the Khan Academy website.
<p>Workbook page 10</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Have learners complete the activity to consolidate vocabulary from the recording. <p>DESIRABLE Feedback Have volunteer learners give answers and discuss the meaning of each vocabulary item.</p> <p>Answers 1 came about; 2 YouTube; 3 reach out to; 4 twenty-first century</p>
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write sentences of their own using each of these words to exemplify the meaning.
<p>Workbook page 11</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Discuss with the class any other learning websites they know and then introduce this mini-project activity. The research and note-taking may require non-class time (perhaps as homework). <p>DESIRABLE Feedback On completion of the notes, ask what learners have discovered. Read and assess the written paragraphs for evidence of how successfully they have completed the research.</p>

	Answers Learners' own answers		
	Differentiation activities (Support): 1. Have these learners focus on the research and note taking.		
	Differentiation activities (Stretch): 1. Ask learners to write a paragraph about their research.		
Resources	Plenary		
Workbook Page 11	Workbook: Activity 5 1. Using Activity 5, gather feedback on the different learning websites the learners researched. Discuss the strengths and weaknesses of each. 2. Encourage the learners to use some of the websites to help with their own learning. 3. Aim to complete this task in ten minutes.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast. (G8.4.4.1.2) Use technology tools to collect information.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To identify the author and context of a text. Listening: To identify key information in a recorded discussion. Speaking: To make suggestions, agree and disagree to reach agreement.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify the key information in a recording reach agreement in a group discussion reflect on the week's learning.
Link to prior learning: <ul style="list-style-type: none"> Suggestions, language from Lessons 1–6 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>robotics</i> Key expressions/structure: Suggestions; agreeing and disagreeing		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may feel nervous about listening and unable to answer. Repeat the track as needed. 		
Resources/equipment needed: Coursebook page 12 Workbook page 12 Audio track 3		
UNIT 1 LESSON 7 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Discuss with learners what extra-curricular or after-school activities they take part in. 2. Find out which they enjoy the most. Write them on the board.	
Resources	Main activity	
Coursebook page 12	Reading: Activity 1 1. Have learners read the notice and answer quickly. CORE Feedback Ask: <i>What does the school want the learners to do?</i> in order to check overall understanding. Answers 1 the head teacher or another senior person in the school; 2 on the school notice board (or possible as a hand-out given to each learner)	
Coursebook page 12 Audio track 3	Listening: Activity 2 1. Tell learners they are going to listen to two boys talking about the notice, and making their suggestions. Explain that they discuss seven of the nine activities illustrated. Check learners understand all the vocabulary. They should know the word <i>robot</i> but may need help with <i>robotics</i> . 2. Play the recording once. Ask learners to give you the answers. Play it a second time, if necessary.	

	<p>CORE</p> <p>Feedback Have learners give you answers by raising their hands. Write answers on the board.</p> <p>Answers Activity 2: golf; film-making; Chinese; chess; reading; cookery; robotics [not painting or computer games]</p>
Coursebook page 12 Audio track 3	<p>Listening: Activity 3 1. Play the recording again for learners to complete the activity.</p> <p>CORE</p> <p>Feedback Have learners give you answers and evidence from the recording on which three activities were selected and four rejected.</p> <p>Answers Activity 3: film-making; chess; robotics</p>
Audio track 3	<p>Differentiation activities (Support): 1. Play the recording more times, if necessary. You can also break it up into smaller chunks by pausing the recording.</p>
Workbook page 12	<p>Workbook: Activity 1 1. Use this activity to revise the language of suggestions, agreeing and disagreeing.</p> <p>DESIRABLE</p> <p>Feedback Have learners give you their answers and write them on the board.</p> <p>Answers 1 No, wait a minute. 2 I agree with that. 3 It depends 4 what do you suggest? 5 What do you think about 6 That's a brilliant idea!</p>
Audio track 3	<p>Differentiation activities (Support): 1. Play the recording again for these learners to check their answers.</p>
	<p>Differentiation activities (Stretch): 1. These learners can write sentences of their own using the phrases.</p>
Coursebook page 12	<p>Speaking: Activities 4 and 5 1. Divide the class into pairs and have them complete the first activity. 2. Then put pairs together to make groups of four. 3. Each pair will have three suggestions but they must agree on only three for the whole group.</p> <p>CORE</p> <p>Feedback Ask groups to tell the class what they have written and ask if other groups have written similar things.</p> <p>Answers Learners' own answers</p>
Workbook page 12	<p>Workbook: Activity 2 1. Have learners record their decisions from the group discussion as homework.</p>

	Feedback Check answers in next lesson. Answers Learners' own answers		
	Differentiation activities (Support): 1. Put these learners into groups together and support them as they work. Give them more time to complete.		
	Differentiation activities (Stretch): 1. These learners do the writing Activity 3 in the Workbook.		
Resources	Plenary		
Workbook page 12	1. Ask learners to reflect on what they have done so far in the unit. 2. Have them tell the class their opinions and hold a brief discussion. 3. Ask them to complete Activity 3 for homework.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speakers' intentions. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To use the verb + infinitive with <i>to</i> form correctly in speech. Writing: To use the verb + infinitive with <i>to</i> form correctly in sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> correctly use sentences with the verb + infinitive with <i>to</i> structure in contrast with the verb + <i>-ing</i> structure, in speech and in writing sentences.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary of verbs 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: verbs Key expressions/structure: verb + infinitive with <i>to</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners will confuse the two verb structures contrasted in this lesson. This is to be expected (some native speakers make this error) and will only improve with plenty of practice and correction. 		
Resources/equipment needed: Coursebook page 13 Workbook page 13 Sets of sentence cards: SET 1: Six sentence cards (I want to ____/ I tried to ____/ I decided to ____/ I forgot to ____/ I remembered to ____/ I learned to ____) SET 2: Four sentence cards (I enjoy ____/ I suggest ____/ I imagine ____/ I stopped ____) 		
UNIT 1 LESSON 8 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Flash the sentence cards and ask learners to make a sentence quickly. You can turn this into a team race by showing one member of each team the card at the same time. The first to say a correct sentence gets a point for the team. Guide learners to use the infinitive of the verb but don't explain the grammar at this point.	
Resources	Main activity	
Coursebook page 13	Speaking: Activity 1 <ol style="list-style-type: none"> Read the notes in the Use of English box aloud as the class follow you. Ask for more examples of this structure from the class and write answers on the board. Highlight the fact that some verbs must have an object between them. Write a few examples on the board, for example <i>The teacher allows us to talk in class.</i> Have learners work in pairs to complete the sentences in Activity 1. CORE Feedback Have learners work in pairs when completing the activity. Guide learners to	

	<p>use the target structure correctly by writing examples on the board. Write two incorrect examples on the board for the class to correct in order to check understanding of the grammar point.</p> <p>Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners will need time and oral practice to master the structure.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners can write completed sentences for Activity 1.
Coursebook page 13	<p>Writing: Activity 2</p> <ol style="list-style-type: none"> 1. Direct learners to Activity 2. Remind them that they have to use the infinitive with <i>to</i>. Place learners in pairs and have them complete the activity. 2. Check as a class. <p>CORE Feedback Check answers as a class by asking each pair to give you the answer to the question.</p> <p>Answers 3 I hope to go to university to study Medicine.; 4 Can you teach me to make a tortilla?; 5 Our English teacher expects us to do well in our exam.; 6 The sports teacher encouraged me to join a team.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have these learners work in pairs to assist each other. Monitor and assist them as they work.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have these learners write sentences of their own with the infinitive form.
Workbook page 13	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the Language tip. Review the work done in Lesson 2 on verbs in the <i>-ing</i> form. 2. Explain that learners need to learn which verbs use which structure but this is best done by practice. 3. Ask learners for examples of sentences with the <i>-ing</i> form. Write them on the board. 4. Have learners complete Activity 1 individually. 5. Check answers. <p>CORE Feedback Learners check and discuss answers in pairs before a class check. When checking answers as a class, have learners raise their hands to give answers.</p> <p>Answers 2 writing; 3 to hear; 4 living; 5 to go; 6 to do; 7 answering; 8 going; 9 writing; 10 to work</p>

Workbook page 13	Workbook: Activity 2 1. Have learners work in pairs. Check answers as a class. DESIRABLE Feedback Write answers on the board for learners to check against. Answers 2 to be; 3 eating; 4 to help; 5 taking; 6 to meet; 7 sweeping; 8 to give		
	Differentiation activities (Support): 1. These learners may need more time so they can focus on Activity 1 only. Have them complete Activity 2 for homework.		
Resources	Plenary		
Sentence cards (see above)	1. Repeat the sentence card activity done in the Starter above but now using all 10 cards. Elicit sentences using the correct structures.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech). (G8.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To make a structured argument. Writing: To identify opinions and to use the verb + infinitive with <i>to</i> form correctly in sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> take part in group discussions and express an opinion structure a simple argument correctly use sentences with the verb + infinitive with <i>to</i> structure.
Link to prior learning: <ul style="list-style-type: none"> Topics related to learning, and differing opinions 21st Century Skills: <ul style="list-style-type: none"> Social and Cross-Cultural Skills: Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen 		
Key vocabulary: Lexis from Lessons 1–5 Key expressions/structures: Verb + <i>to</i> + infinitive; phrases for expressing sides of an argument		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may not be accustomed to making a balanced argument. They will be using the structure in the activities to make sure they present both sides. 		
Resources/equipment needed: Coursebook page 14 Workbook page 14		
UNIT 1 LESSON 9 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Have a brief class discussion on what the learners have learned about the Khan Academy and other online learning websites. 2. Ask learners if any of them have tried using one in the last few days.	
Resources	Main activity	
Coursebook page 14	Speaking: Activity 1 <ol style="list-style-type: none"> Direct learners to Activity 1 and have them work with a partner. Learners ask and answer the questions. Circulate and encourage learners to justify their opinions. CORE Feedback Invite individual learners to give their opinions to the class. To ensure a balanced discussion, explain that each person shouldn't speak for more than 30 seconds. Answers Learners' own answers	
Coursebook page 14	Speaking: Activity 2 <ol style="list-style-type: none"> Draw learners' attention to the example. Ask for any other opinions on the topic. Have learners work in groups of four to discuss the remaining two topics. Again remind learners to take turns when speaking, and to listen to each other. Set a time limit of six minutes for this part of the activity. 	

	<p>3. Conclude by eliciting some of the opinions and writing them on the board.</p> <p>CORE Feedback Monitor (without interrupting) learners as they discuss in groups. Note down any general issues (related to language or group cooperation) and introduce them into a plenary discussion at the end.</p> <p>Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners work in groups of similar ability so that the discussion is accessible to all in each group. In the groups, encourage those that need most support to express basic opinions.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners should be expected to give reasons for their opinions and develop their arguments.
Coursebook page 14	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> Place learners in small groups. Ask the groups to read the text and summarise the writer's opinion. Have learners read the Writing tip: Opening paragraphs. Have learners focus on each paragraph and elicit how many main sentences the writer has used (4) and what the function of each sentence is. <p>CORE Feedback: Circulate and monitor. Then ask each group to give an answer.</p> <p>Answers It is possible to learn in a class and study independently. Sentence 1: the opening statement (stating the topic as a question) Sentence 2: presenting one view Sentence 3: presenting an alternative view Sentence 4: giving writer's opinion</p>
Coursebook page 14	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> Direct learners to Activity 4. Explain that learners have to use the framework from Activity 3 to write a short argument on a topic of their choice. Set five minutes for this activity. <p>DESIRABLE Feedback Have learners continue working in groups for Activity 4. Ask the groups to give their opinions to the class when the activity has been completed.</p> <p>Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> If the writing is too demanding, these learners could develop an argument orally, using the framework.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can write more than one argument, and be encouraged to develop their points.

Workbook page 14	Workbook: Activity 1 1. This activity can be set for homework. Before starting, ask what learners think about doing homework. 2. Check as a class in next lesson. EXTENSION Feedback Ask individual learners for the answers. Answers 2 to relax; 3 to do; 4 to have; 5 to stay; 6 to help; 7 to start		
Workbook page 14	Workbook: Activity 2 1. This activity can be set as homework. Explain that learners have to read the opinions and put ticks, crosses or question marks. 2. Check as a class in the next lesson. EXTENSION Feedback Check answers by asking different pairs to give you their answers to each question. Answers 1 Anil ✓; 2 Rahima X; 3 Livia X; 4 Sean X; 5 Enzo X; 6 Yasmin ?; 7 Miguel ✓		
Resources	Plenary		
	1. Ask learners which opinions on learning they found most interesting and identified with. Write them on the board. 2. Use these as a springboard for a class discussion on any of the topics.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively. (G8.3.2.1.2) Identify an author’s point of view or purpose in a text. (G8.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To write a structured argument using linking words. Speaking: To link ideas using connectors.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use linking words <i>so</i> and <i>however</i> • write a short text making a structured argument with balanced views and a conclusion.
Link to prior learning: <ul style="list-style-type: none"> • Structure of an argument 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>so, however</i> Key expressions/structure: Phrases for expressing sides of an argument		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel that justifying their opinions is 'difficult'. The frame and structure provided should help them understand that it is not so complex. 		
Resources/equipment needed: Coursebook page 15 Workbook page 15		
UNIT 1 LESSON 10 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask learners' own opinions on homework. Encourage them to use some of the phrases practised in the previous lesson.	
Resources	Main activity	
Coursebook page 15	1. Have learners read the Use of English box. Ask volunteer learners to give the answers to the questions. 2. Direct learners to the incomplete sentences in the Use of English box and have them work in pairs to complete the activity. 3. Elicit answers and other examples of sentences using <i>so</i> and <i>however</i> . Write a few examples on the board. CORE Feedback On the board write two incorrect sentences with <i>so</i> and <i>however</i> and discuss with the class why they are wrong. Answers introduce a different or contrasting opinion: <i>however</i> ; show that an idea follows logically from what was said before: <i>so</i>	
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. If necessary, show some simpler sentences to help learners identify and work out the use of the linkers, for example <i>I'm hungry so I'm going to have a drink. I'm hungry. However, I'm not going to eat because I have no food.</i> 	
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners write some sentences of their own using <i>so</i> and <i>however</i>. 	

Coursebook page 15	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Learners read through Activity 5 to decide the answers. 2. Read the text aloud and elicit the correct answers. Elicit also where the words go in a sentence. <p>CORE</p> <p>Feedback Have volunteer learners call out answers after they raise their hands. As you monitor, gently correct learners.</p> <p>Answers 1 so; 2 However; 3 so; 4 so; 5 However So goes in the middle of a sentence; <i>however</i> goes at the end of a sentence</p>														
Coursebook page 15	<ol style="list-style-type: none"> 1. Have a volunteer learner read the Writing tip box. 2. Ask learners to give you an example with a linking word. <p>CORE</p> <p>Feedback Write answers given by learners on the board.</p> <p>Answers Learners' own answers</p>														
Workbook page 15	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Elicit some of the different opinions about homework, as revision and preparation. 2. Also revise the phrases introduced for structuring an argument in the previous lesson. 3. Explain to learners that this plan will help them write a well- structured essay and that each paragraph should have at least two sentences. 4. On the board draw a table and ask learners to complete it with you. Write all their answers in the table. <table border="1" data-bbox="522 1178 1467 1437"> <thead> <tr> <th>In an essay, I:</th><th>Examples:</th></tr> </thead> <tbody> <tr> <td>use linking words</td><td></td></tr> <tr> <td>use linking phrases</td><td></td></tr> <tr> <td>state my topic</td><td></td></tr> <tr> <td>argue both sides</td><td></td></tr> <tr> <td>give my opinion</td><td></td></tr> <tr> <td>write enough paragraphs</td><td></td></tr> </tbody> </table> <ol style="list-style-type: none"> 5. Have learners complete Activity 3 in their Workbooks. Remind them to refer to the table on the board. <p>CORE</p> <p>Feedback Circulate and assess the written work to see how well learners have used the structure to organise their arguments, and the use of linking words. Give general and individual feedback to learners. When they have finished, ask a few learners to share their essay with the class.</p> <p>Answers Learners' own answers</p>	In an essay, I:	Examples:	use linking words		use linking phrases		state my topic		argue both sides		give my opinion		write enough paragraphs	
In an essay, I:	Examples:														
use linking words															
use linking phrases															
state my topic															
argue both sides															
give my opinion															
write enough paragraphs															
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. For these learners, focus on giving guidance to improve the use of linking words to organise ideas. 2. Explain that they can write one sentence in each paragraph as long as they support their opinion. 														

	Differentiation activities (Stretch): 1. These learners should be expected to write more than one sentence in a paragraph and develop their arguments more clearly.		
Coursebook page 15	Speaking: Activity 6 1. Place learners in pairs and have them talk about the different topics presented. Remind them to use <i>so</i> and <i>however</i> , and other linking words. Monitor for proper use of English. EXTENSION Feedback Circulate and monitor for proper use of language. Answers Learners' own answers		
	Differentiation activities (Support): 1. Elicit one or two completed sentences and write these on the board for learners to use as examples.		
	Differentiation activities (Stretch): 1. Learners write their completed sentences		
	Resources		
	Plenary 1. Place learners in groups and have them read their essays to their group members.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example expressing opinion. (G8.4.1.1.1) Write texts of more than two paragraphs using a range of subordinating conjunctions and cohesive devices such as connecting words and phrases. (G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, <i>if when, unless, although</i>).			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read a short letter from a penpal and work out the meaning of new vocabulary from context. Speaking: To narrate an interesting recent event and to talk about questions they would ask a penpal.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> read a short letter and show understanding of the vocabulary and empathise with the author talk about recent personal events.
Link to prior learning: <ul style="list-style-type: none"> Knowledge of different cultures and the life of children in other countries 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>recently, penpal, operation, wheelchair, white-water rafting</i> Key expressions/structure: Question forms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may have many misconceptions about other cultures and the life of other children. By encouraging them to ask questions and engage with the lives of others, these can be challenged. 		
Resources/equipment needed: Coursebook page 16 Workbook page 16		
UNIT 1 LESSON 11 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask: <i>What's good about having friends in other countries?</i> Find out if any learners do have foreign friends or penpals and how they communicate.	
Resources	Main activity	
Coursebook page 16	Reading: Activity 1 <ol style="list-style-type: none"> Ask learners to read quickly for gist. Then ask the question and elicit some things your learners have in common with Matt. Feedback Receive answers by asking learners to raise their hands. Answers Learners' own answers	
Coursebook Page 16	Reading: Activity 2 <ol style="list-style-type: none"> Have learners read the text again to do the vocabulary activity. Explain that learners should work out the meanings of the words from context. Learners can work in groups. Check answers as a class. CORE Feedback Write answers on the board for learners to check against as you ask individual learners for them.	

	Answers 1 penpal; 2 recently; 3 white-water rafting; 4 operation; 5 wheelchair
Workbook page 16	Workbook: Activity 1 1. Ask learners to complete the sentences to consolidate the new vocabulary. 2. Check answers as a class. DESIRABLE Feedback Have learners check their answers with a partner. Answers 1 white-water rafting; 2 penpal; 3 recently; 4 operation; 5 wheelchair
	Differentiation activities (Stretch): 1. These learners can write sentences of their own using the new words.
Coursebook Page 16	Speaking: Activity 3 1. Have learners look at the photo of white-water rafting and ask if they would like to try it. 2. Ask learners if have done anything exciting and if so what it was and when. 3. Explain to learners that they have to prepare something interesting they could tell a penpal about themselves. Write these prompts on the board: <i>Where? When? Who with? What happened?</i> Ask learners to think about how to answer them. 4. Have learners work in groups of four and take it in turns to tell each other about the interesting event. CORE Feedback Monitor groups as they work and gently correct any incorrect use of language or vocabulary. Have volunteer learners tell the class exciting things they have done in the past. Answers Learners' own answers
Workbook page 16	Workbook: Activity 2 1. Using the things learners talked about, explain that they have to make notes on their interesting event. DESIRABLE Feedback Ask volunteer learners to read their sentences to the class. Answers Learners' own answers
	Differentiation activities (Support): 1. If learners work in mixed-ability groups, the more articulate can give a model of how to do the activity to others.
	Differentiation activities (Stretch): 1. These learners should be expected to contribute more and give more detail and tension to their accounts.
Coursebook page 16	Writing: Activity 4 1. Explain that when you write a first letter to a penpal you do not only write just about yourself. You also ask questions about your penpal. 2. Elicit the kind of things they would like to know about children from another country. CORE

	Feedback Have learners raise their hands to give their answers. Answers Learners' own answers		
Workbook page 16	Workbook: Activity 3 1. Have learners write some of the questions they would like to ask in the Workbooks. CORE Feedback Monitor as they write, and give support as necessary. Have learners tell the class some of the questions they wrote. Answers Learners' own answers		
	Differentiation activities (Support): 1. Learners can work in pairs to help stimulate ideas, and to formulate the questions.		
	Differentiation activities (Stretch): 1. These learners should work individually and write more questions.		
	Plenary		
Resources	1. Place learners in pairs. Using the questions they wrote in Workbook Activity 3, have them ask and answer. Ensure that they take turns in asking and answering.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.2.1.1) Present information using precise language, action verbs, sensory details in ways that enliven oral presentations. (G8.3.4.1.1) Use context to determine the meaning of words and phrases.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To match questions and answers. To identify the purpose of a letter. To identify the structure of a letter. Speaking: To give personal information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify suitable questions and appropriate information to include in a letter to a penpal work out the meaning of new vocabulary using context for help identify the overall purpose of a letter identify the structure of a letter, and function of each paragraph.
Link to prior learning: <ul style="list-style-type: none"> Some knowledge of life in other countries 21st Century Skills: <ul style="list-style-type: none"> Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communication skills needed in further learning of the English language 		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may find it difficult to understand how a letter is structured. Refer them to the several letters in the unit to use as models. 		
Key vocabulary: <i>modern, hobby, rowing, residential, shelter</i> Key expressions/structure: preferences and daily routines		
Resources/equipment needed: Coursebook pages 16–17 Workbook page 17		
UNIT 1 LESSON 12 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask learners to tell you some of the questions they prepared in the previous lesson, and discuss the answers they think they might get. Discuss with the class which the best questions are.	
Resources	Main activity	
Coursebook page 16	Reading: Activity 5 <ol style="list-style-type: none"> Explain to learners that they are going to read a letter from Matt's penpal. Ask what they would expect to find in the letter. Tell learners they have to match Matt's questions with Heng Yu's answers. Place learners in pairs and have them complete the activity. Have learners check their answers in pairs before you check with the whole class. CORE Feedback Ask individual learners to ask one of the questions, and then choose another to read out the correct answer. You can then check they have the correct answers and, at the same time, check and correct problems of pronunciation before they do the next speaking activity.	

	Answers 1C; 2D; 3B; 4E; 5F; 6G; 7I; 8A; 9H
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Guide learners that find this difficult. Tell them to look for the key words in the question, for example food, travel, lessons. Then to look for the same word, or a related one, in the answers (<i>food</i> and <i>travel</i> are in the first two answers, the names of the lessons in the third).
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask fast-finishers to write short paragraphs about themselves in reply to two of Matt's questions.
Coursebook page 17	Speaking: Activity 6 <ol style="list-style-type: none"> 1. Place learners in pairs and have them complete the activity. DESIRABLE Feedback Monitor pairs and make notes of any issues that cause communication problems. Give feedback individually or in a plenary at the end. Answers Learners' own answers
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. These learners could work in small groups to answer as many questions as they can.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. These learners should answer more fully; encourage them to add other questions.
Workbook page 17	Workbook: Activity 4 <ol style="list-style-type: none"> 1. Have learners work individually to read the letter. 2. Discuss with the class the purpose of the letter, and ask what helped them decide. CORE Feedback Have learners give evidence for all answers given. Answers Sylvia is writing to Nahla to introduce herself.
Workbook page 17	Workbook: Activity 5 <ol style="list-style-type: none"> 1. Ask learners to read the explanations in Activity 5 and to find the words. Ask them to circle the words when they find them and read the context for help. 2. Check answers as a class. CORE Feedback Have learners work in pairs to complete the activity. Answers Activity 5: 1 modern; 2 hobbies; 3 adventure novels; 4 trip; 5 shelter building
Workbook page 17	Workbook: Activity 6 <ol style="list-style-type: none"> 1. Have learners read the letter again to determine the structure of the letter, and the purpose of each paragraph. 2. Discuss answers as a class. Ask learners what helped them to decide. CORE Feedback

	<p>Challenge learners to think about the process they followed to find the answers. Model the thinking process you used to find the answers yourself.</p> <p>Answers</p> <p>Activity 6: 1 To introduce herself; 2 To talk about her school; 3 To talk about her hobbies; 4 To talk about her family; 5 To talk about something she's done recently.</p>		
	<p>Differentiation activities (Support):</p> <p>1. Work with these learners in a group to guide them to identify the purpose of each paragraph in Activity 6.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Learners can write sentences of their own using the vocabulary in Activity 5.</p>		
Resources	Plenary		
	<p>1. Ask learners where they would like to have penpals from and why. Tell them they are going to write a letter to a penpal in the next lesson.</p>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small groups of peers and other English speakers easily conversing in English.</p> <p>(G8.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To identify the structure of a personal letter. To plan and write a personal letter. To correct a letter.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • apply the structure of a personal letter • plan, write, edit and rewrite a letter to a penpal.
Link to prior learning: <ul style="list-style-type: none"> • Previous preparatory lessons on writing to a penpal 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communication skills needed in further learning of the English language 		
Key expressions/structures: Phrases to start and end personal letters		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to establish the correct level of formality to use in their writing (as the letter is to someone of the same age but in another culture, and unknown to them at this stage). Refer them to the letters in the unit to use as models. 		
Resources/equipment needed: Coursebook page 18 Workbook page 18		
UNIT 1 LESSON 13 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	<ol style="list-style-type: none"> 1. Tell learners they are going to write a letter to a penpal. 2. Ask what kind of things they would want to tell their penpal, and the questions they might ask. 3. Ask learners what they know about the structure of a letter concerning address, date, greeting and salutation. 	
Resources	Main activity	
Coursebook pages 16 and 18	Writing: Activities 1 and 2 <ol style="list-style-type: none"> 1. Ask learners to look at Matt's letter again on page 16. Elicit that the address and date is missing. 2. Ask learners to read the Writing tip and then the example addresses. 3. Have learners write their own address, the date and a greeting to start off their letters. CORE Feedback Check they understand the conventions of where to write the address and date by writing an incorrect address on the board for learners to correct. Answers Activity 1: The address and date is missing; Activity 2: Learners' own answers	
Workbook page 18	Workbook: Activity 1 <ol style="list-style-type: none"> 1. Explain that when you write back to someone, it is important to give as much detail as possible about yourself so the letter can be interesting. 	

	<p>2. Have learners complete the activity.</p> <p>DESIRABLE Feedback When learners have completed the activity, go through some of the questions and have volunteers give you their answers.</p> <p>Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. This preparation activity is important for these learners as it gives them support with content. 2. Allow a few extra minutes for them to complete the activity or have them work in pairs.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners can do the activity quickly as a reminder of the type of content they should include. They can then move on to spend more time on writing the letter.
Coursebook page 18	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Have learners work individually to write their letters. 2. Give them a maximum of ten minutes. Explain that they can use Matt's letter on page 16 and their notes from the Workbook activity to help them. 3. Have learners choose a phrase to end their letter. <p>CORE Feedback Monitor and assist individuals as necessary as they write. Don't assess the written work until learners have had the opportunity to revise and rewrite (see the next section).</p> <p>Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus these learners on the basics, and refer them back to the preparatory work. They should include address, date, greetings, five short paragraphs following the structure studied in the previous lesson (i.e. introduction, school, hobbies and sports, family, something interesting), and an ending.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners should be encouraged to use the same structure but ask for longer and more detailed paragraphs.
Coursebook page 18	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read each others' letters and make comments. Explain that they should comment on the positive and negative aspects of the letter in a polite manner. 2. Learners could swap letters at the end of the class and mark their peers' letters for homework. <p>DESIRABLE Feedback Circulate and check that learners are correcting their peers' work accordingly. Help and gently correct where necessary.</p> <p>Answers Learners' own answers</p>

	Differentiation activities (Support): 1. If learners are finding writing a full letter too demanding, limit the task by asking them to write only a few of the main paragraphs.		
	Differentiation activities (Stretch): 1. Encourage these learners to write full letters with as much information as possible. Encourage them to focus on the structure as well as their use of language and English.		
Resources	Plenary		
	1. Start a discussion for learners to reflect on what they have learned about the whole writing process. Start with the original analysis of model letters for structure and content, development of what will interest a penpal, and questions to ask a penpal.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas. (G8.3.2.1.5) Identify structural features of explanatory text. (G8.4.1.1.1) Write texts of more than two paragraphs. (G8.4.1.1.5) Write personal letters to convey or request information.			

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LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To identify the source of a text and its main points. Listening: To identify speakers' attitude and opinion. Speaking: To discuss both sides of an argument.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify the key points of a newspaper article identify the viewpoint of speakers from short listening texts take part in a group discussion and express an opinion write a short text making a structured argument with balanced views and a conclusion.
Link to prior learning: <ul style="list-style-type: none"> Different methods of learning 21st Century Skills: <ul style="list-style-type: none"> Learning and Innovation Skills: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language 		
Key vocabulary: (Revision) <i>so, however</i> Key expressions/structures: (Revision) verb + <i>to</i> + infinitive		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may have no prior knowledge of school exchange trips so this lesson will give them information to get a clearer idea of what learner exchanges are comprised of 		
Resources/equipment needed: Coursebook page 19 Workbook pages 19–20 Audio track 4 Workbook audio tracks 2 and 3		
UNIT 1 LESSON 14 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	<ol style="list-style-type: none"> Introduce the topic of school exchange trips and elicit what learners already know about them. Use the following information as a guide: a group of learners from one school, for example learners in England, studying the Spanish language, go to another country, for example Spain, and stay with a family which has a learner of the same age for anything from a few days to a few months. The visiting learner goes to school with the host learner and lives as part of the family. At a later stage, the learners 'exchange', i.e. the Spanish learner goes to stay in England and goes to the English learner's school. Discuss whether or not the learners would like to go on an exchange trip and, if so, to which country. 	
Resources	Main activity	
Coursebook	Reading: Activity 1	

page 19	<ol style="list-style-type: none"> 1. Have learners read the text and ask where they would expect to see it. 2. Ask what features of the text helped them decide. <p>CORE Feedback Check answers by asking learners to give you their answers. Answers Activity 1: in a newspaper</p>
	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Place learners in pairs and have them read a second time to complete the true/false activity. 2. Check answers as a class. <p>CORE Feedback Have learners explain where they found their answers. Then discuss some of the answers briefly. Answers 1T; 2F; 3T; 4DS; 5T; 6DS</p>
Coursebook page 19 Audio track 4	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Introduce the activity and play the words of the first speaker. Pause and ask for the answer. Play again, as necessary. Have learners give you the key words for the answer (for example, <i>I'm really enjoying it all</i>). 2. Play the rest of the recording. 3. Ask learners to give you the answer. Focus on the key words where problems arise. <p>CORE Feedback Have learners focus on and note down the key words in the recordings so that they understand where the answers come from. Answers 1✓; 2?; 3✓; 4X; 5✓; 6?</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the recording more times, if necessary. You can also break it up into smaller chunks by pausing the recording.
Workbook page 19 Workbook Audio track 2	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners to the Workbook activity. Explain that the texts are from the recordings they just heard. 2. Have learners read and complete the transcript. 3. Play the recording again for learners to check their answers. <p>DESIRABLE Feedback Write answers on board for learners to check against. Answers 1 to learn; 2 to stay; 3 to get; 4 to have; 5 to make; 6 to be</p>
Workbook page 19 Workbook Audio tracks	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Briefly revise <i>so</i> and <i>however</i> then ask learners to read and complete the texts. 2. Elicit and discuss answers, then play the recording for students to

and 3	check. DESIRABLE Feedback Write answers on board for learners to check against. Answers 1 so; 2 However; 3 so; 4 However; 5 so; 6 However
Workbook page 20	Workbook: Activity 3 1. Have learners complete the framework using their own ideas. Remind them to use <i>so</i> and <i>however</i> where appropriate. EXTENSION Feedback Ask one or two learners to read out their completed work. Give encouragement and direction for improvement. Answers Learners' own answers
	Differentiation activities (Support): 1. If the writing is too demanding, these students work in a group to develop an argument orally, using the framework.
	Differentiation activities (Stretch): 1. Encourage learners to add more points to develop their argument.
Coursebook page 19	Speaking: Activity 4 1. Learners discuss their opinions in groups. Ask them to list their arguments for and against school trips. Remind learners to take turns when speaking, and to listen to each other. CORE Feedback Ask groups to tell you some of the things they have discussed and write them on the board. Hold a brief class discussion on one or two of the points. Answers Learners' own answers
	Differentiation activities (Support): 1. Have learners work in groups of similar ability so that the discussion is accessible to all in each group. In this group, encourage those that need most support to express basic opinions.
	Differentiation activities (Stretch): 1. Have these learners prepare notes on what they have discussed.
Resources	Plenary
Workbook page 20	Workbook: Activity 4 1. Have learners reflect on what this unit has taught them. Ask them what lessons they enjoyed and which ones they found more interesting and why. 2. Use some answers as a basis for a discussion.
Learning styles catered for (✓):	
Visual	Auditory ✓
Read/Write	✓
Kinaesthetic	
Assessment for learning opportunities (✓):	
Observation	Student self-assessment
Quiz	Student presentation
Written work and feedback	Peer assessment
Verbal feedback	

Standards/SLOs:

(G8.1.1.1.1) Understand the main points and details of recorded material on familiar and unfamiliar topics.

(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English.

(G8.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.

(G8.4.1.1.1) Write texts of more than two paragraphs using a range of subordinating conjunctions and cohesive devices such as connecting words and phrases.

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: <ul style="list-style-type: none"> To test vocabulary and grammar introduced in the unit. 		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> receive feedback on their progress from the test and teacher.
Link to prior learning: <ul style="list-style-type: none"> Lexis and grammar in Unit 1 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: Revision Key expressions/structures: Revision		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may lose confidence when asked to review all that has been learned in the unit. Allow learners to look back at the lessons they have studied to answer questions and to raise their confidence. 		
Resources/equipment needed: Coursebook pages 6–20		
UNIT 1 LESSON 15 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
Coursebook pages 6–19	1. Tell learners that they are going to do some exercises to see how well they have learnt some of the vocabulary and grammar in the unit. 2. Give them the opportunity to look back over the unit to prepare.	
Resources	Main activity	
Coursebook page 20	Review: Activities 1–5 <ol style="list-style-type: none"> Learners work first independently, and then in small groups to complete the activity, and quietly to do these activities. CORE Feedback Collect for assessment. Give individual feedback and guidance. Answers Activity 1: 1F; 2E; 3A; 4B; 5D; 6C Activity 2: 2 at remembering; 3 for chatting; 4 by listening; 5 of asking; 6 in learning Activity 3: My penpal went on a school exchange trip. He's learning Spanish and he loves football <u>so</u> he wanted to go to Brazil. <u>However</u> , they speak Portuguese in Brazil! In the end he went to Spain and had a fantastic time. <u>However</u> , he didn't learn much Spanish because his host family spoke very good English <u>so</u> they never spoke Spanish together. Activity 4: Learners' own answers. Activity 5: Learners' own answers, but the sentences should all continue with <i>to</i> followed by an infinitive.	
	Differentiation activities (Support): <ol style="list-style-type: none"> Give sufficient time for learners to complete the activity. These learners are likely to find the more open activities (4 and 5) more 	

	difficult. In this case have learners work in pairs.		
	Differentiation activities (Stretch): <ol style="list-style-type: none">Activities 4 and 5 give these learners an opportunity to show their strengths. They should be expected to write more developed sentences and make fewer mistakes.Have these learners choose a lesson they particularly enjoyed and have them make notes about it.		
Resources	Plenary		
	<ol style="list-style-type: none">Encourage learners to reflect on what they have enjoyed and learned while studying this unit.Ask about anything they didn't enjoy, and encourage them to explain why.Finally, ask what things in the unit they would want to look at again.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: <p>(G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).</p> <p>(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, if, when, unless, although).</p> <p>(G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, even so, since).</p> <p>(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast.</p>			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To discuss in groups the planning of a project. To conduct interviews as part of research. Reading: To research information for a project. Writing: To plan and design a webpage.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> work cooperatively in groups to plan, research and design a webpage.
Link to prior learning: <ul style="list-style-type: none"> Knowledge of websites, and the school: previous experience of projects 21st Century Skills: <ul style="list-style-type: none"> Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project Productivity and Accountability: Reinforce learning to manage all sizes of projects – individually or in teams – to produce the intended results by demonstrating a positive work ethic, time management, and active participation through collaborative efforts Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively, and critically in English 		
Key vocabulary: <i>proposal</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners might feel that they have no ideas to offer. The teacher should use the first part of the lesson to feed in ideas and stimulate discussion. Some learners prefer working alone or are shy and may be reluctant to join in the group. The teacher should suggest various roles that learners can choose, depending on their personality. For example, during discussions a shy learner could take notes, whereas an outgoing learner could moderate the discussion. 		
Resources/equipment needed: Coursebook page 21 Notebooks Materials for designing and presenting project proposals, for example large sheets for posters, photocopying facility, PowerPoint		
UNIT 1 LESSON 16 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
Coursebook page 21	1. Discuss projects that learners have done in Grade 7. Introduce the new project. 2. Ask learners to say what ideas have come to them. Write a few on the board.	
Resources	Main activity	
Coursebook page 21	Preparation: Activities 1 and 2 <ol style="list-style-type: none"> Discuss with the whole class possible topics for the website. Look through those suggested and elicit others relevant to your school. Organise groups for the project. Use mixed-ability groups but remind learners to give an opportunity to everyone to participate. You could ask groups to choose a group leader to help with this, and to divide up tasks. 	

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Standards/SLOs:

(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G8.2.1.1.9) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.

(G8.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions.

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 8	Unit: 1	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To evaluate an oral presentation and formulate questions. Speaking: To give a presentation reporting on a project. To answer questions about the project.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give a clear presentation based on their project • evaluate presentations, and ask questions for clarification.
Link to prior learning: <ul style="list-style-type: none"> • Experience of previous project presentations 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project • Productivity and Accountability: Reinforce learning to manage all sizes of projects – individually or in teams – to produce the intended results by demonstrating a positive work ethic, time management, and active participation through collaborative efforts 		
Key vocabulary: <i>proposal</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Most learners will be nervous about presenting their opinions. It is important that learners are encouraged but not forced to do it. Offer the learners various options, for example each member of the group has a small speaking part, or the more confident learners speak for longer turns while the shyer ones say short, simple sentences. 		
Resources/equipment needed: Coursebook page 22 Audiovisual materials for use in the presentations, for example board, PowerPoint		
UNIT 1 LESSON 17 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	<ol style="list-style-type: none"> 1. Explain to learners how the lesson will proceed. 2. First there will be a presentation and the class will take notes on what they liked or disliked about it and note any questions they have. 3. Then they will ask the presenter any questions. 4. Finally, they will decide which webpages were the best to include on the website. 5. Give time for last-minute preparations and questions the learners have. 	
Resources	Main activity	
Coursebook page 22	Presentation: Activities 6–8 <ol style="list-style-type: none"> 1. Have groups give their presentations in turn. Ensure that other learners make notes as they listen. 2. After each presentation, allow a few minutes for questions. Then elicit some feedback on the presentation from the rest of the class. CORE Feedback Assess the performance of the groups, and individual learners. Record this to allow comparison with later presentations, to assess progress. Ask for feedback from other learners after each presentation.	

	Differentiation activities (Support): 1. These learners can assist in the presentations. (Give encouragement for any contributions they make.)		
	Differentiation activities (Stretch): 1. These learners should be leading the presentations, and supporting others in their group.		
Resources	Plenary		
Coursebook page 22	Presentation: Activity 9 1. To conclude, discuss with the class the webpages they would like to include in the final website. Hopefully this will be all of them. 2. Give some feedback on the project, and praise learners for their efforts.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G8.2.1.1.9) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed. (G8.2.2.1.1) Present information using precise language, action verbs, sensory details in ways that enliven oral presentations. (G8.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesise information selectively to maintain the flow of ideas. (G8.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically. (G8.4.4.1.4) Present information using multimedia components and visual displays.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To describe shops and services in a town. Vocabulary: To read and match vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> recognise and spell the target vocabulary talk about shops and services in their town.
Link to prior learning: <ul style="list-style-type: none"> Previous exposure to the topics of home and town 21st Century Skills: <ul style="list-style-type: none"> Community Literacy: Reinforce learners' learning to use all media tools to engage in written, oral, and face-to-face conversations with other learners that compare different cultures, what it means to be a citizen, and what responsibilities they have to their communities, state, and region. 		
Key vocabulary: <i>barber's, chemist's, pharmacy, bakery, florist's, jeweller's, shoe shop, supermarket, newsagent's, bookshop, sports shop, gym, post office, bank, garage, gift shop, hairdresser's, dry cleaner's, clothes shop, butcher's, coffee shop</i> Key expressions/structures: <i>There is, there are, next to the ..., opposite the ..., on the left, on the right</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners often confuse <i>is</i> and <i>are</i> when using the structure <i>There is/are ...</i>. The teacher can write the words <i>is</i> and <i>are</i> on different sides of the board and point each time this error is made so that learners can self-correct. 		
Resources/equipment needed: Coursebook page 23–24 Workbook page 21		
UNIT 2 LESSON 1 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask the learners where they live and what they like or don't like about their area. 2. Ask the learners what facilities there are nearby and how often they use them.	
Resources	Main activity	
Coursebook page 23	Speaking: Activity 1 <ol style="list-style-type: none"> Focus on the picture in the Coursebook. Ask learners to describe what they see and predict the relationship between the picture and the lesson title. Brainstorm with the class some words for different shops and write them on the board. What can they buy in those shops? CORE Feedback Ask: <i>Are there many shops where you live? What kinds of shops are there? Do you use them often? Is there a market/souq? Is there a shopping mall?</i> Answers Learners' own answers	

	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Ask learners specific questions about shopping, for example: <i>Where do you buy your clothes? Where do you buy your food? Where do you get money?</i>
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to describe their favourite shops in as much detail as possible.
Coursebook page 24	Vocabulary: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to look at the vocabulary list a–t. What shops and services do they know? Ask them to explain to the class. 2. Match each shop with the correct place on the plan. 3. Ask learners if they can think of any other shops to add to the list. CORE Feedback Check answers as a class by asking volunteer learners to call out answers. Ask learners what they can buy in each shop. Answers 1n; 2t; 3p; 4i; 5o; 6m; 7k; 8a; 9l; 10j; 11r; 12s; 13c; 14g; 15h; 16e; 17q; 18d; 19f; 20b
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Draw some pictures on the board (money, stamps, books). 2. Help learners to match the pictures with the shops. Ensure that they say the name of the shop.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to name examples of familiar coffee shops, garages, banks, supermarkets, and so forth, that they can find locally.
Coursebook page 24	Speaking and vocabulary: Activity 3 <ol style="list-style-type: none"> 1. Ask learners to work with a partner. Ask them to say which shops and services there are near their school. 2. Encourage them to add as much detail as possible. 3. Circulate, checking for correct pronunciation and use of language. DESIRABLE Feedback Model the example with a volunteer learner first. Point to shops on the plan and ask if they can name the shops and what they sell. Answers Learners' own answers
Workbook Page 21	Workbook: Activity 1 <ol style="list-style-type: none"> 1. Learners work with a partner to match the shop with the picture orally. 2. Learners can write the answers for homework. DESIRABLE Feedback Place learners in groups to complete the activity. The group which finishes first gives the answers to the rest of the class. Answers 1 bank; 2 butcher's; 3 gift shop; 4 newsagent's; 5 garage; 6 post office; 7 sports shop; 8 barber's; 9 gym; 10 bookshop; 11 dry cleaner's; 12 clothes shop; 13 chemist's/pharmacy; 14 shoe shop; 15 supermarket; 16 florist's; 17 hairdresser's; 18 bakery; 19 jeweller's; 20 coffee shop

	Differentiation activities (Support): 1. Learners use the sentences as a model to read the dialogue, substituting different shop words and locations.		
	Differentiation activities (Stretch): 1. Invite strong learners to tell the class what shops and services are available where they live. Ask if they prefer to shop in the town or at a mall and to give reasons.		
Resources	Plenary		
	1. Explain to learners that you are going to play a game where you will say an item and they have to say in which shop they can buy it. Say: <i>stamps</i> ; learners should say: <i>post office</i> . 2. Continue with a few more shops and then place learners in pairs to play the game.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories; follow the dialogue and discern speaker's moods, relationship and intentions. (G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions. (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To describe the services provided by the shops in the town. Reading: To read and complete sentences. Writing: To write questions and answers about shops and services.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer questions about shops and services in the town use the <i>to have something done</i> structure to describe services.
Link to prior learning: <ul style="list-style-type: none"> Previous exposure to the topics of home and town 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>barber's, dry cleaner's, pharmacy, bakery, florist's, jeweller's, shoe shop, supermarket, newsagent's, bookshop, sports shop, gym, post office, bank, garage</i> <i>deliver, clean, cut, measure, design, prepare, repair, check, weigh, wash, make</i> Key expressions/structures: <i>to have something done; where can you have something done?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> This pattern is not the same as the present perfect or past perfect tense, although it may be confused with it. We use <i>have</i> + object + <i>-ed</i> form when we talk about someone doing something for us which we ask or instruct them to do. It emphasises the process/action rather than who performs it. 		
Resources/equipment needed: Coursebook pages 23–24 Workbook page 22		
UNIT 2 LESSON 2 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	<ol style="list-style-type: none"> Place learners in small groups, with one learner writing. Have learners brainstorm how many shops they remember from the previous lesson. Set a time limit of one minute. Have groups give answers to the class and write answers on the board. Award extra points to groups who can say what each shop sells/provides. Groups get points for any shops that the other groups don't mention. 	
Resources	Main activity	
Coursebook page 24	Speaking and vocabulary: Activity 4 <ol style="list-style-type: none"> Read the sentences first and explain any new vocabulary. Ask learners to complete the sentences with the correct shop or service. Then, ask learners to compare their answers with a partner. CORE Feedback Learners should raise their hands to answer. Answers 2 bank; 3 barber's/hairdresser's; 4 shoe shop; 5 garage; 6 florist's; 7 sports shop; 8 post office	

Coursebook page 24	<p>Coursebook: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the Use of English notes with the class. Ask learners to provide more examples. Direct their attention to the verbs in the sentences in Activity 3. Ask if they know what form they are in past participle. 2. Ask learners how the past participle is formed. On the board write: <i>write, play, run, listen, cut</i>. Have learners say the past participle forms of these verbs. 3. On the board, write: <i>I have my (car) (fixed) at the (garage)</i>. 4. Have learners use the structure to make sentences. 5. Direct attention to Activity 5. Focus on the verbs listed and ask the learners to tell you their past participle form. 6. Ask learners to complete the paragraph about Stella Stardust using the past participles of the verbs in the box. 7. Check answers as a class. <p>CORE</p> <p>Feedback When learners give their answers, write them on the board for the learners to check against.</p> <p>Answers 2 made; 3 washed; 4 delivered; 5 prepared; 6 cleaned; 7 repaired</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners make a small list in their notebooks of regular and irregular verbs in the infinitive and past participle.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners create extra sentences to add to the paragraph.
Workbook page 22	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that learners have to make sentences from the table in their notebooks. 2. Have a volunteer learner read the example. 3. Place learner in pairs and have them complete the activity. Explain that they do not need to use all the prompts. 4. Have each pair read their answers to the class. <p>DESIRABLE</p> <p>Feedback Check as a class by targeting questions at individual learners.</p> <p>Answers Learners' own answers</p>
Workbook page 22	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that learners have to unscramble the words in the given activity. 2. Demonstrate to the class using the example. Then place learners in pairs to complete the activity. 3. Check answers as a class. <p>DESIRABLE</p> <p>Feedback Check as a class by targeting questions at individual learners.</p> <p>Answers 2 pharmacy; 3 jeweller's; 4 bakery; 5 shoe shop; 6 newsagent's; 7 garage; 8 post office; 9 bank; 10 coffee shop</p>

Workbook page 22	Workbook: Activity 4 <div>1. Explain to the class that you will read the paragraph aloud and stop at each gap. Learners who know the answer have to raise their hands to give it. Explain that if the answer is correct, learners write it in the gap.</div> <div>2. Write the answers on the board as learners give them.</div> DESIRABLE Feedback Check as a class by targeting questions at individual learners. Answers 2 have; 3 cleaned; 4 barber's; 5 cut; 6 supermarket; 7 bakery; 8 coffee shop; 9 florist's; 10 garage; 11 checked; 12 have; 13 delivered		
	Differentiation activities (Support): <div>1. Learners can do the activities at their pace and complete them when checking as a class.</div>		
	Differentiation activities (Stretch): <div>1. Learners can write a paragraph using Workbook Activity 4 as a model.</div>		
Resources	Plenary		
Coursebook page 23	<div>1. Direct learners to page 23 and explain that they are going to play a game with their partners where they have to guess which shop is being described.</div> <div>2. Say: <i>You can have your car repaired here.</i> Learners should call out: <i>The garage.</i></div> <div>3. Have learners complete the activity with their partners.</div> <div>4. Monitor to ensure that learners are using the <i>to have something done</i> structure.</div>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using ought to, you'd better, obligating and prohibiting, making assumptions and predictions (for example, She must be busy, she doesn't answer the phone), expressing agreement and disagreement, expressing opinion. (G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech). (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast. (G8.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To talk about the differences between a souq and a mall. Reading: To read for gist and specific detail.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> describe the differences between a mall and a souq describe a place using senses such as hearing, feeling and smelling to understand a text after reading for gist.
Link to prior learning: <ul style="list-style-type: none"> Build on learners' understanding and application of reading strategies 21st Century Skills: <ul style="list-style-type: none"> Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading, and writing 		
Key vocabulary: <i>jewellery, bracelets, necklaces, rice, dried fruits, nuts, herbs, spices, dried chillis</i> Key structures: Sensory vocabulary used to describe places		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> The adjectives in the text are related to the senses. It is important that learners understand the concept of the five senses in order to understand the meaning of the adjectives and the senses they evoke. 		
Resources/equipment needed: Coursebook page 25 Workbook page 23		
UNIT 2 LESSON 3 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
Coursebook page 25	Speaking: Activity 1 <ol style="list-style-type: none"> Using the question in this activity, hold a classroom discussion. Encourage learners to express themselves using as many adjectives as they can. Write these adjectives on the board and ask which of the five senses they appeal to; for example, <i>noisy – hearing</i>. 	
Resources	Main activity	
Coursebook page 25	Reading: Activity 2 <ol style="list-style-type: none"> Direct learners to the Reading strategy box and ask a volunteer learner to read it aloud. Explain anything that learners may not have understood. Give learners a two-minute time limit to read through the text and then ask the class as a whole for the answers. Write answers on the board. CORE Feedback <ol style="list-style-type: none"> Feed back as a class by inviting learners to offer their answers. Answers jewellery like bracelets and necklaces; rice; dried fruits; nuts; herbs; spices; dried chillis	
	Differentiation activities (Support): <ol style="list-style-type: none"> Give learners longer to read the text. 	

	2. Ask specific questions regarding items they can buy during feedback to guide their comprehension; for example: <i>Can you buy food? What type of food?</i>
	Differentiation activities (Stretch): 1. Ask learners for more detail during feedback; for example: <i>What other things did the writer mention? What can you see? What can you smell?</i>
Coursebook page 25	Reading: Activity 3 1. Explain to learners that they are now reading for detail. 2. Tell them to underline key words in the questions so that this will guide them to the correct answer. 3. Tell learners to underline the answers and circle any unknown words in the text. 4. Circulate and monitor. CORE Feedback Ask learners to check their answers with a partner first, and then as a class by getting learners to raise their hands. Explain any unknown words. Suggested answers 1 Very popular (20% of Emiratis visit almost every day). They go there to buy clothes, eat or drink coffee. 2 Tourists. It's interesting. It reminds them that they are in a foreign country. 3 They can see jewellery and sacks of bright-coloured herbs and spices. They can smell spices (cardamom and saffron). They can hear old men talk in Arabic.
	Differentiation activities (Support): 1. This activity can be done step by step, guided by the teacher with immediate feedback.
	Differentiation activities (Stretch): 1. Ask learners to write full sentences for their answers.
Workbook page 23	Workbook: Activity 1 1. Explain that learners should read the conversation and match the missing sentences. 2. Have learners read the sentence aloud to each other to check the answers in pairs. DESIRABLE Feedback Have a volunteer pair roleplay in front of the class. If they have incorrect answers, have the class correct them. Answers 2 You don't read books. 3 If only we had a new DVD shop. 4 If only we had a sports shop. 5 A leisure centre would be good, too. 6 If only we had a swimming pool.
	Differentiation activities (Support): 1. Have learners complete the activity in pairs.
	Differentiation activities (Stretch): 1. These learners can write a similar dialogue as in Activity 1.
Resources	Plenary
Workbook page 23	Workbook: Activity 2 1. Hold a class discussion on the topic. Write a few of the points that learners

	raise on the board.		
2. If time allows, have learners write a short paragraph about the topic.			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions. (G8.3.1.1.8) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text. (G8.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (for example, general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs etc.), and use the features to obtain information.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To listen for detail. Writing: To describe a plan.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> describe their shopping mall say why they are visiting the mall and what they need to have done there.
Link to prior learning: <ul style="list-style-type: none"> Previous exposure to the topics of home and town 21st Century Skills: <ul style="list-style-type: none"> Reinforce systems thinking and the interconnection of listening, speaking, reading and writing in English. 		
Key vocabulary: <i>bargain, fabric, fashion, saris, pashminas, textile, silk, cotton, satin, velvet, designer, labels, range, overcrowded</i> Key expressions/structure: <i>the place to come, day off, choose from, endless range</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners usually name all articles of clothing as clothes only and do not know how to describe fabrics. They will learn different types of textiles such as cotton and velvet. 		
Resources/equipment needed: Coursebook page 26 Workbook page 24 Audio track 5		
UNIT 2 LESSON 4 TASKS/ACTIVITIES Please also refer to the Teaching Strategies section of the Teacher's Guide (page 6 to 10)		
Resources	Starter	
	1. Ask learners if they remember the statistics from the previous lesson about the popularity of malls. 2. Ask them if they remember who prefers shopping in the souqs and why? 3. Ask if anyone can explain the differences between malls and souqs. Encourage learners to use adjectives.	
Resources	Main activity	
Coursebook page 26 Audio track 5	Listening: Activity 4 <ol style="list-style-type: none"> Ask learners if they know the words in the word box and explain them if necessary. Ask learners to complete the paragraph as best they can. Play the recording and have learners check their answers. CORE Feedback Ask learners what made them decide which word went where in the text. Answers: 2 saris; 3 pashminas; 4 fashion; 5 bargain	
	Differentiation activities (Support): <ol style="list-style-type: none"> Read the text aloud as the learners read it. Allow them time to write their answers. Do this as many times as they need. Learners then check with a partner before listening to the recording. 	

	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Tell learners to cover the words in the word box and try to fill in the gaps. 2. They listen to the recording and check answers.
Coursebook page 26	Writing: Activity 5 <ol style="list-style-type: none"> 1. Explain to learners that they will be designing their own shopping mall. 2. Explain that they can add as many shops as they like and can locate them wherever they like. 3. Place learners in groups and have them complete the activity. CORE Feedback Have groups exchange shopping mall plans. Ask group leaders to read out their paragraphs to activity 6 Activity 5: Learners' own answers
Coursebook page 26	Writing: Activity 6 <ol style="list-style-type: none"> 1. Ask learners to imagine they are in their mall because they need to have some things done. 2. Ask some learners: Why have you come to this mall? What do you need to have done? 3. Place learners in groups and have them write about which shops they will visit and what they will do there. CORE Feedback Circulate and monitor to check for proper use of vocabulary and grammar. Answers Activity 6: Learners' own answers
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Learners can write only a few sentences about their mall.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners can write about their favourite mall and what they do there.
Workbook page 24	Workbook: Activity 3 <ol style="list-style-type: none"> 1. Ask learners to tell you the difference between a noun and an adjective. 2. Place learners in pairs and have them complete the activity. 3. Check answers as a class. DESIRABLE Feedback Have learners work in pairs to complete the activity. Answers adjectives: <i>heavy; giant; golden; sparkling; rich; small; covered; old; rough; dried; bright; coloured; ancient</i> nouns: <i>market; jewellery; style; necklaces; bracelets; choice; evening; lights; windows; cave; lesson; lanes; men; rice; fruit; nuts; cardamom; saffron; aroma; sights; sounds; smells; times</i>
Workbook page 24	Workbook: Activity 4 <ol style="list-style-type: none"> 1. Place learners in pairs and have them write their sentences. 2. Have learners read out their sentences. EXTENSION Feedback

	Ask pairs to give their answers to the class. Write answers on the board. Activity 4 Learners' own answers		
Resources	Plenary		
Workbook page 24	1. Hold a class discussion on where learners prefer to shop and why. Ask: <i>Do you prefer the souqs or a mall to do your shopping?</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G8.3.1.1.1) Read a variety of genres in print or digital format , within a range of complexity appropriate for Grade, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information). (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To understand different opinions and answer questions. Speaking: To give opinions on subjects such as describing places, and expressing agreement and disagreement. Writing: Altering vocabulary while retaining meaning.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> talk about the positive and negative aspects of the local town environment.
Link to prior learning: <ul style="list-style-type: none"> Previous exposure to the topics of home and town 21st Century Themes: <ul style="list-style-type: none"> Global Awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening and writing 		
Key vocabulary: <i>friendly/unfriendly, clean/dirty/smoky, quiet/noisy/busy/crowded, boring/interesting/exciting, traffic, pollution, noise, dangerous</i> Key expressions/structure: <i>quite/very + adjective; the second conditional</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> It can be difficult for learners to interpret other people's opinions as stated and to discern whether they are positive or negative; whether something is seen as an advantage or disadvantage. It is important to concept-check with learners, asking them to restate an opinion or give evidence or an example to justify their answer. 		
Resources/equipment needed: Coursebook page 27–28 Workbook page 25 Strips of paper		
UNIT 2 LESSON 5 TASKS/ACTIVITIES Please also refer to the Teaching Strategies section of the Teacher's Guide (page 6 to 10)		
Resources	Starter	
Coursebook page 27	1. Draw learners' attention to the title <i>Town or country?</i> 2. Make sure they understand the difference between the two concepts – town/city and country/countryside. 3. Divide the class in half. 4. Ask one group to brainstorm any words or phrases that relate to the country picture, the other group for the city picture. Set a two-minute time limit. 5. Feedback with the whole class to check responses and that they understand new words. 6. Briefly discuss which words are positive and which are negative.	
Resources	Main activity	
Coursebook page 27	Reading: Activity 1 <ol style="list-style-type: none"> Ask learners to look at the text <i>Do you prefer the country or the city?</i> and ask them to predict what the text is going to be about. 	

	<p>2. Ask them to quickly read the text and decide who they agree with. Set a time limit of three minutes.</p> <p>CORE Feedback Learners briefly compare their answers with their partner as they justify their answers. Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Place learners in pairs and divide the reading text between them. 2. They work with a partner from the other group to share answers and complete the questions. 3. Alternatively, set a longer time limit.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Explain to the learners that they are reading for gist. 2. Tell them that they should read for a general understanding; they do not need to understand every word and should keep reading without stopping. 3. Set them a one- or two-minute time limit depending on ability.
Coursebook page 27	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners to read the texts again and answer the questions with one word or very briefly. As they read, ask them to highlight key words and phrases. 2. Check the answers as a class. 3. Ask learners to justify their opinions. Ask what helped them decide on their answers. <p>CORE Feedback Check the answers as a class by inviting learners to offer their answers. Answers 1 Joss.; 2 Tasha, Khalid and Tariq.; 3 Adil and Nisha. (Robert doesn't prefer one to the other; he sees disadvantages in both.); 4 It's too noisy, busy and smoky.; 5 Shops, places to eat and loads of other things.; 6 Tired.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners answer as many questions as they can.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners discuss each specific text in more detail with a partner, saying what they agree and disagree with about what each person says.
Coursebook page 28	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to find and underline the sentences from this activity in the reading text to contextualise the sentences. 2. Then have learners work individually to alter the wording while keeping the meaning. <p>CORE Feedback When learners have finished, ask them to compare their sentences with a partner. Check as a class by targeting questions at individual learners. Example answers 1 You have to get your parents to take you places in the car; 2 I used to live</p>

	in a small village; 3 I liked it a lot better there; 4 I can't get to sleep for the noise; 5 I'd have the best of both worlds; 6 It takes half an hour to get to the nearest shop		
	Differentiation activities (Support): <ol style="list-style-type: none">1. Prepare the sentences from both the text and the answer key on strips <u>without</u> any underlining.2. Ask learners to match the sentences with the same meaning.3. Then ask them to underline the phrases in each sentence that can be substituted.		
	Differentiation activities (Stretch): <ol style="list-style-type: none">1. Ask learners to write some sentences explaining their own preference, justifying their reasons and using some of the vocabulary from the board.		
Workbook page 25	Workbook: Activity 1 <ol style="list-style-type: none">1. Explain that learners have to look for and circle the words in the word search and then classify them by writing them in the correct list. CORE Feedback Have learners work in pairs. Circulate and check answers. Answers Adjectives: friendly; clean; interesting; busy; exciting; quiet; dirty; boring; smoky; dangerous; noisy; crowded Nouns: traffic; noise; pollution; crime		
Workbook page 25	Workbook: Activity 2 <ol style="list-style-type: none">1. Do this activity as a class. Ask volunteer learners to put the words from Activity 1 in the correct place on the word web.2. Then add the new words listed in Activity 2. To save time, explain unknown words, otherwise have learners resort to their dictionaries. CORE Feedback Have learners work in pairs. Circulate and check answers. Answers Positive: friendly; clean; interesting; exciting; quiet; peaceful; relaxing; safe; attractive; lively Negative: busy; quiet; dirty; boring; smoky; dangerous; noisy; crowded; ugly; stressful; overcrowding; vandalism; graffiti; traffic; noise; pollution; crime		
Resources	Plenary		
	<ol style="list-style-type: none">1. Hold a class discussion on the advantages/disadvantages of living in the country/city. Write adjectives on the board.2. Place learners in small groups and have them write some compare/contrast sentences about living on the country or city. Write the following on the board as an example: <i>The city is very noisy but the country is much quieter.</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast.

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Vocabulary: To use adjectives and nouns in sentences. Speaking: To express preferences about the future. To ask and answer questions about hypothetical situations. Writing: To write a description of where you live now and where you hope to live in the future. To answer questions about hypothetical situations.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> describe where they live and comment on the positive and negative aspects of the local town environment express ideas about life in the future.
Link to prior learning: <ul style="list-style-type: none"> Previous exposure to the topics of home and town 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>friendly/unfriendly, clean/dirty/smoky, quiet/noisy/busy/crowded, boring/interesting/exciting</i> Key expressions/structures: <i>quite/very + adjective; the second conditional</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners often make the mistake of putting 'would' in the <i>if</i> clause: <i>If you studied more, your English would get better. you would study</i> <ul style="list-style-type: none"> <i>If I had more time, I would take up golf. I would have</i> 		
Resources/equipment needed: Coursebook pages 27–28 Workbook page 26		
UNIT 2 LESSON 6 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	<ol style="list-style-type: none"> Revise the previous lesson's vocabulary by calling out adjectives – for example, <i>dirty, friendly, boring</i> – and asking learners to give you the adjectives with the opposite meaning. Write the adjectives from the previous lesson on the board. Write on the board <i>quite</i> and <i>very</i>. Check that learners understand the function and structure of these words (known as <i>qualifiers</i> or <i>intensifiers</i>). Ask learners to use a qualifier and an adjective to describe their town/city; for example, <i>quite busy; very noisy</i>. 	
Resources	Main activity	
Coursebook page 27–28	Vocabulary: Activity 4 <ol style="list-style-type: none"> Ask learners to look at the adjectives and nouns and to find them in the text on page 27. Check that they understand the meaning by asking learners to explain or use an example to show that they understand. 	

	<ol style="list-style-type: none"> Have learners explain the difference between the two sets of words: adjectives and nouns. Ask learners if they can add any other words of their own to the two lists. Write words on the board to ensure correct spelling. Have learners work in pairs. Explain that they should use the adjectives and nouns to describe their town to each other orally. Encourage them to use full sentences. Choose an adjective and a noun from the list and use them to write a sentence on the board; for example, <i>My town is quite friendly, but there's too much pollution.</i> Explain to learners that they have to choose two pairs of adjectives and two nouns to write four long sentences with contrast to describe where they live, using the example sentence as a model. Encourage them to use the qualifiers <i>quite</i> and <i>very</i>. <p>CORE Feedback Have learners swap with a partner to check and correct sentences where necessary. Circulate and monitor for proper use of vocabulary and English.</p> <p>Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Write a simple sentence using either a noun or an adjective on the board, as a model; for example: <i>My town is quite dirty; In my town there is a lot of traffic.</i> Have learners choose two different adjectives and one noun. They write three simple sentences using the prompts above and the words they have chosen.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can use the adjectives and nouns given to write a paragraph describing their town. They can use complex sentences with two clauses and their own words and ideas, depending on ability.
Coursebook page 28	<p>Coursebook: Activity 5</p> <ol style="list-style-type: none"> Draw the learners' attention to the structure in the Use of English box. Go through the second conditional structure, highlighting the form. Explain that <i>if</i> is followed by a verb in the past simple and the second clause always contains <i>would</i> and the verb in the <i>bare infinitive</i> form. Tell the class that the <i>if</i> clause is always followed by a comma but if the <i>would</i> clause starts the sentence, there is no comma. With the class, make some more sentences using the second conditional. Write them on the board. Focus on Activity 5. Have a volunteer learner read out the example sentence. Ask the class to identify the verb in the past simple tense. Have learners work in pairs to complete the sentences. <p>CORE Feedback Circulate, monitor and check learners' answers.</p> <p>Answers 2 I'd ride my bike every day if I lived in the country.; 3 If you had the choice,</p>

	where would you like to live?; 4 If we moved to a big city, we wouldn't know anyone.; 5 Would you cycle to school if there was/were less traffic?		
Coursebook page 28	Speaking and writing: Activity 6 <ol style="list-style-type: none">1. Ask a volunteer learner to read the example sentence.2. Then ask the class where they would like to live as adults. Encourage them to give reasons, using the adjectives they have learned.3. Place learners in groups to complete the activity. Circulate and monitor that they are explaining their reasons and using the vocabulary and structures they have learned. DESIRABLE Feedback Invite learners to offer their answers, making sure to include shy learners as well. Answers Learners' own answers		
	Differentiation activities (Support): <ol style="list-style-type: none">1. Write two examples on the board for learners to use as examples.		
	Differentiation activities (Stretch): <ol style="list-style-type: none">1. Have learners write their ideas in a paragraph giving their opinion.		
Workbook page 26	Workbook: Activity 3 <ol style="list-style-type: none">1. This activity can be set as homework.2. Explain to learners that they have to write imaginary situations with the prompts given. CORE Feedback Check answers in the next lesson. Answers Learners' own answers		
Resources	Plenary		
Workbook page 26	Workbook: Activity 4 <ol style="list-style-type: none">1. Have a volunteer learner read the Study skills box aloud. Ask learners to give you phrases with the intensifiers in the box.2. Direct learners to Activity 4. Give them two minutes to complete the activity.3. Place learners in groups and have them discuss their sentences.4. Monitor for proper use of English and vocabulary.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.6) Consolidate from Grade 7 the first conditional; talk about impossible or unlikely situations using the second conditional. (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			

(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.

(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example *if, when, unless, although*).

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To write short descriptive paragraphs. Listening: To listen to complete the gaps in a text. Reading: To read to correct sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> use key vocabulary to write descriptive paragraphs and complete the gaps in a text.
Link to prior learning: <ul style="list-style-type: none"> Unit 2 Lessons 1–6 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: All vocabulary from Lessons 1–6 Key expressions/structures: <i>to have something done</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners sometimes feel that they have understood the material they have covered quite well, but with revision they can reassess and correct what they have not understood. Common areas are grammar and vocabulary. 		
Resources/equipment needed: Coursebook page 29 Workbook pages 27–28 Workbook audio track 4		
UNIT 2 LESSON 7 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask learners what grammar points they remember from the first six lessons. 2. If there is anything the learners have not understood, explain it to them.	
Resources	Main activity	
Coursebook page 29	Vocabulary: Activity 1 <ol style="list-style-type: none"> Learners use their Coursebook and Workbook to find the correct vocabulary for the definitions in Activity 1. CORE Feedback Place learners in pairs and have them check their answers. Then collect answers by asking learners to raise their hands. Answers 1 traffic; 2 crowded; 3 noise; 4 crime; 5 pollution	
Coursebook page 29	Coursebook: Activity 2 <ol style="list-style-type: none"> Have learners use the words from Activity 1 to complete the paragraph. CORE Feedback Place learners in pairs and have them check their answers. Then collect answers by asking learners to raise their hands. Answers 1 crowded; 2 pollution; 3 traffic; 4 crime; 5 noise	

Coursebook page 29	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Have learners work in pairs or small groups. 2. They choose a shop or a service and mime an action related to it. 3. The other learners call out the name of the shop and say what you can have done there. <p>CORE</p> <p>Feedback Circulate and monitor, encouraging learners to use the structure <i>to have something done</i>.</p> <p>Answers Learners' own answers</p>
Coursebook page 29	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Have learners match the pictures with the correct verb. <p>CORE</p> <p>Feedback Check answers by having individual learners give the answer.</p> <p>Answers 1d; 2a; 3f; 4c; 5e; 6g; 7b</p>
	<p>Differentiation activities (Support)</p> <ol style="list-style-type: none"> 1. Have learners work in pairs to complete the activities and have them refer to previous lessons for help.
	<p>Differentiation activities (Stretch)</p> <ol style="list-style-type: none"> 1. Have these learners complete all the written activities on their own with no reference to previous lessons. 2. When they have completed the activities, have them refer to previous lessons to check answers.
Workbook page 27	<p>Workbook: Activity 1</p> <p>Activity 1</p> <ol style="list-style-type: none"> 1. Explain that learners have to write sentences with the words in the word box. 2. Have learners complete this activity for homework. <p>DESIRABLE</p> <p>Feedback Circulate, monitor and check individual learners' answers. Feedback as a class by asking learners to raise their hands before answering.</p> <p>Answers Learners' own answers</p>
Workbook page 27 Workbook audio track 4	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners complete the activity before listening to the recording by trying to guess what the word would be. 2. Play the recording for learners and check answers as a class. <p>DESIRABLE</p> <p>Feedback Circulate, monitor and check individual learners' answers. Feedback as a class by asking learners to raise their hands before answering.</p> <p>Answers 2 noise; 3 traffic; 4 visit; 5 park; 6 have; 7 crowded; 8 feel; 9 do; 10 home</p>

Workbook page 27	Workbook: Activity 3		
	1. Explain that learners have to read the sentences, find the mistake and correct the sentence.		
	2. Set this activity for homework.		
Workbook page 28	DESIRABLE		
	Feedback		
	Circulate, monitor and check individual learners' answers. Feedback as a class by asking learners to raise their hands before answering.		
Workbook page 28	Answers		
	1 I can have my hair cut at the barber's. 2 There is a lot of pollution in the city. 3 The coffee shop sells cakes and coffee. OR The pharmacy sells medicine . 4 You can have your feet measured at the shoe shop. 5 Why do you prefer living in the country?		
	Plenary		
Workbook page 28	1. Direct learners to the Self-assessment section and hold a class discussion using the questions.		
	2. If time allows, have learners write brief sentences.		
	Learning styles catered for (✓):		
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			
(G8.1.1.1.6) Consolidate from Grade 7 the first conditional; talk about impossible or unlikely situations using the second conditional.			
(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.			
(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast.			
(G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, <i>even so</i> , <i>since</i>).			
(G8.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semi-colon and a conjunctive adverb to link two or more closely related independent clauses.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read for gist and specific detail.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> distinguish between gerunds, nouns and adjectives in a reading text and their meaning distinguish between adjectives to describe the senses of sight, sound, smell and taste select from the descriptive vocabulary in the text in order to describe an evening scene in their home town.
Link to prior learning: <ul style="list-style-type: none"> Build on learners' understanding and application of reading strategies 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>beautiful, smoky, warm, salty, tasty, delicious, historical, crowded, wandering, residents, atmosphere</i> Key expressions/structure: <i>I love nothing more, starts to twinkle, carried on, feel at home</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> The adjectives in the text are related to the senses. This lesson will help learners understand the concept of the five senses in order to understand the meaning of the adjectives and the senses they evoke. 		
Resources/equipment needed: Coursebook page 30 Workbook page 28		
UNIT 2 LESSON 8 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
Coursebook Page 30	1. Direct learners to the <i>Did you know?</i> section. 2. Ask if they knew any of these facts before. 3. Ask learners if they know what their town or city is famous for.	
Resources	Main activity	
Coursebook page 30	Reading: Activity 1 <ol style="list-style-type: none"> Ask learners about the significance of the title. Remind them to refer to the <i>Did you know?</i> section. (Turkey sits on two continents, Europe and Asia, so the east literally meets the west.) Ask learners if they know the five senses. Write them on the board. Tell learners to read the text and find what the senses refer to. Explain that, for now, it does not matter if they come across words they do not know. CORE Feedback Check answers as a class by inviting learners to offer their answers. Ask learners what smells, sounds and tastes are described in the text. Answers	

	Smells – street food, shisha, the sea air; Sounds – muezzins calling from minarets; Tastes – pomegranate juice, roasted chestnuts, donner kebab
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Have learners work in pairs. 2. Ask them to underline the smells, sounds and tastes as they read.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to write sentences describing their town using adjectives and the senses.
Coursebook page 30	Reading: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to close their Coursebooks. Explain that you will say a noun and they have to say its adjective form. Tell them that all the adjectives were in the text they have just read. 2. Go through the nouns in Activity 2 and have learners give their adjective form. 3. Place learners in pairs and have them complete the activity in their Coursebooks. DESIRABLE Feedback Check answers by having learners read the text to find the adjectives. Then ask volunteer learners to call out the answers. Answers beautiful; smoky; warm; salty; tasty; delicious; historic
Workbook page 28	Workbook: Activity 1 <ol style="list-style-type: none"> 1. Explain that learners have to match the words with their definitions. 2. Have learners find the words in the text and infer meaning from context. DESIRABLE Feedback Have learners check their work with their partners. Answers 1d; 2c; 3b; 4a
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Learners work together in pairs or small groups.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners find three more adjectives from the text to define and
Workbook page 28	Workbook: Activity 2 <ol style="list-style-type: none"> 1. Have learners look at the adjectives and write definitions for them. Explain that learners can write sentences containing the word if they cannot define them. DESIRABLE Feedback Have learners check their work with their partners. Answers Learners' own answers

Workbook page 28	Workbook: Activity 3 1. Place learners in small groups. Have them write a few sentences about what they expect their town to be like at night. Explain that they should try and use their imagination and the adjectives from this lesson. DESIRABLE Feedback Have groups read their sentences to the class. Answers Learners' own answers		
	Resources		
	Plenary		
	1. Ask learners to tell you the names of other cities in the world. Write their answers on the board. 2. Go through some of the cities and ask learners what adjective they associate with them. Write the adjectives on the board. 3. Then ask which senses would match these adjectives.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.3.1.1.1) Read a variety of genres (for example autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech). (G8.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To plan, draft and write a description of a city for a blog.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> write a short description of a city as a travel blog entry.
Link to prior learning: <ul style="list-style-type: none"> Ability to identify where texts are from (newspapers, blogs or magazines) 21st Century Skills: <ul style="list-style-type: none"> Reinforce creative thinking activities, such as brainstorming, and introduce jigsaw, gallery walks to facilitate an understanding of each other's ideas and to enhance communication skills in English (reading, speaking, listening and writing) 		
Key vocabulary: <i>population, travel, atmosphere, facilities, blog</i> Key expressions/structures: Adjectives that describe different aspects of a city		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may find it difficult to express themselves on certain topics so will gain confidence after learning how to use a mind map to help them create a blog. By seeing their peers' work, they will also realise that they have common areas where mistakes are made and so feel confident about their learning so far. 		
Resources/equipment needed: Coursebook page 31 Workbook page 29		
UNIT 2 LESSON 9 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask learners to recall details from the text about Istanbul. 2. Ask them about the sights and sounds, tastes and smells described in the text. Ask them about the activities the writer mentions.	
Resources	Main activity	
Coursebook page 31	Writing: Activity 3 <ol style="list-style-type: none"> Ask learners to look at the text they read on page 30 again. Have them justify their answer when giving it. Direct learners to the <i>Writing tip</i> box. Ask learners if they ever read blogs online and what topics they are interested in. Hold a class discussion on the ways a newspaper is different from a blog. On the board make two lists, <i>newspaper</i> and <i>blog</i>, and write down the ideas as learners say them. CORE Feedback Go through the <i>Writing tip</i> box. Have learners read it aloud and compare the points with those written on the board in the blog column. Answers c a travel blog	
Coursebook page 31	Writing: Activity 4 <ol style="list-style-type: none"> Ask learners if they know anything about mind maps. Have a volunteer 	

	<p>learner read out the text in the <i>Did you know?</i> box. Ask what they found interesting about it.</p> <ol style="list-style-type: none"> 2. Explain to learners that mind maps are usually notes they make about a certain subject which help them to either present a topic or write about it. 3. Place learners in small groups and have them complete the mind map. 4. Regroup the learners and have them discuss their ideas in their new groups. <p>CORE Feedback As learners work on the mind map, monitor for proper use of language and correct completion of the map. Answers Learners' own answers</p>
Workbook page 29	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Have learners work together to make a list of topics they would want to include about the best place they have ever visited. <p>EXTENSION Feedback As learners read their work to their partners, circulate and monitor for proper use of language. Answers Learners' own answers</p>
Workbook page 29	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Have learners complete the activity and show their answers to their partners. <p>EXTENSION Feedback As learners read their work to their partners, circulate and monitor for proper use of language. Answers Learners' own answers</p>
Coursebook page 31 Workbook Page 29	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Discuss with learners what a travel blog is and where you could find one. 2. Tell learners they should use their ideas from Coursebook Activity 4 and from Workbook Activity 4 to write a paragraph about a city they love. 3. Before they start writing, they should think about the questions in the Writing tip box in their Workbook, page 29. 4. Explain to learners that they only need to write a paragraph. Have learners work in their notebooks. <p>Feedback Have learners refer to the blog entry about Istanbul (Coursebook page 30) to help them write their paragraph. CORE Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners work in pairs. 2. Explain that they can write a few sentences.

	Differentiation activities (Stretch): 1. Learners work alone. Encourage them to write full sentences with adjectives that also appeal to the senses and a paragraph of more than five sentences or more than one paragraph.		
Resources	Plenary		
Workbook page 29	1. Learners swap paragraphs. 2. Using the criteria in the Writing checklist within the Writing tip box, they read and assess their partner’s travel blog. 3. Learners can make notes about their partner’s paragraph.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (for example, general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs, etc.), and use the features to obtain information. (G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences. (G8.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.			

LESSON PLAN			LESSON: 10
Teacher:		Subject: English	
Grade: 8	Unit: 2		Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To answer a quiz. Speaking: To agree, disagree and explain a point of view. Writing: To write quiz questions about hypothetical situations.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none">discuss hypothetical situations about social responsibility	
Link to prior learning: <ul style="list-style-type: none">Prior exposure to the second conditional structure 21st Century Skills: <ul style="list-style-type: none">Learning and Innovation Skills – Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills			
Key vocabulary: <i>responsible, perhaps, litter, rubbish, bullied, head teacher, purse, wallet, community, local, block</i> Key expressions/structures: review of the second conditional			
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none">Learners often make the mistake of putting <i>would</i> in the <i>if</i> clause <i>If you studied more, your English would get better.</i> you would study <i>If I had more time, I would take up golf.</i> I would have			
Resources/equipment needed: Coursebook page 32 Workbook page 30			
UNIT 2 LESSON 10 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher’s Guide (Page 6 to 10).			
Resources	Starter		
	<ol style="list-style-type: none">Write the words <i>local</i> and <i>community</i> on the board. Elicit the meaning and concept from the learners.Ask them about their community:<ul style="list-style-type: none">Is it big/small?Do they know lots of people?What activities do they get together for?Where do they meet?Direct learners to the question: <i>What do people in their community do to help each other?</i>Hold a class discussion on the topic for about three minutes.		
Resources	Main activity		
Coursebook page 32	Reading: Activity 1 <ol style="list-style-type: none">Write the word <i>responsible</i> on the board and ask learners what they think it means.Ask learners about the two pictures in the quiz box: <i>What is the boy doing in the first picture? Is this good/bad? Why? What has happened to the lady? What is she thinking about? Is this good/bad?</i>		

	<p>3. Focus on the quiz. Ask learners to work individually to read the sentences and the options carefully and choose an answer. Encourage them to be very honest.</p> <p>CORE</p> <p>Feedback Go through the quiz questions and answers. Have learners tell you what they answered by raising their hands when they hear the answer they chose.</p> <p>Answers Learners' own answers</p>
Coursebook page 32	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Place learners in small groups. 2. Tell learners to compare their answers to the quiz. Explain that whether they agree or disagree, they should explain their point of view. <p>EXTENSION</p> <p>Feedback Feedback as a whole class by targeting individual learners to offer their answers. Monitor by circulating and helping if necessary.</p> <p>Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners report back to their partner / the class by reading their sentences aloud, rather than free speaking.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners report back to the class about their partner's answers, comparing with their own; for example, <i>If Ali saw an old person sitting on the bus, he would ... But I wouldn't because ...</i>
Coursebook page 32	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1 On the board write the following as examples: <i>You find AED 10 on the floor of a shop.</i> <i>You realise your teacher has marked your answer correct when it's wrong.</i> 2 Ask learners what type of answer choices these quiz questions would have. 3 Place learners in groups or pairs to complete the activity. Explain that they must write three options for each quiz question. <p>CORE</p> <p>Feedback Feedback as a class by asking a learner from each group to write one of their questions on the board.</p> <p>Answers Learners' own answers</p>
	<p>Differentiation activities (Support): Learners choose fewer situations and possible answers, according to their ability.</p>

Workbook page 30	Workbook: Activity 1 1. Place learners in pairs. Have them read the situations and discuss their answers. 2. Then ask learners to write their answers. EXTENSION Feedback Circulate and monitor for proper use of language. Answers Learners' own answers		
Workbook page 30	Workbook: Activity 2 1. Explain to learners that they have to read and correct the sentences. 2. Set this activity for homework. EXTENSION Feedback Have learners check answers in next lesson. Answers 2 to; 3 at; 4 the; 5 of; 6 the; 7 a; 8 it; 9 you; 10 was; 11 are; 12 to; 13 of; 14 at; 15 a; 16 day; 17 was; 18 were; 19 am; 20 it		
Resources	Plenary		
Coursebook page 32	1. Direct learners back to Coursebook page 32 Activity 3. 2. Place learners in groups. Have them ask their own quiz questions to the learners in their group and compare their answers.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.5) Build on and extend the ability to understand a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using ought to, you'd better, obligating and prohibiting, making assumptions and predictions (for example, She must be busy, she doesn't answer the phone), expressing agreement and disagreement, expressing opinion. (G8.2.1.1.6) Consolidate from Grade 7 the first conditional; talk about impossible or unlikely situations using the second conditional. (G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: first conditional and second conditional, If I were ..., present perfect, present perfect continuous, past perfect. (G8.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesise information selectively to maintain the flow of ideas.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To listen for detail.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen for detail about four people and their community projects describe the goals of three community projects.
Link to prior learning: <ul style="list-style-type: none"> Prior exposure to the present simple structure for routine 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>plastic, vegetables, orphanage, litter</i> Key expressions/structure: present simple for routine		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may have problems telling the difference between different voices. Pausing between repeated plays of the audio recording and getting information about each particular speaker will improve this. 		
Resources/equipment needed: Coursebook page 33 Workbook page 31 Audio track 6 Copies of the audio script with specific details missing		
UNIT 2 LESSON 11 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	Hold a class discussion on what responsibilities they have as citizens and what they do to try and be responsible.	
Resources	Main activity	
Coursebook page 33 Audio track 6	Listening: Activity 4 <ol style="list-style-type: none"> Tell learners they are going to listen to some people talking about what they do to be responsible citizens. Explain that learners have to find out what the speakers have in common. CORE Feedback Ask the class as a whole for the answer. Accept answers only from learners with raised hands. Answers They're all doing something to help others.	
Coursebook page 33 Audio track 6	Listening: Activity 5 <ol style="list-style-type: none"> Ask learners what other details they remember from the recording. Explain to learners that you are going to play the recording again and they have to complete the chart with the missing information. Have learners look at the chart before listening to the recording. Play the recording a few times. Pause after each time to give the learners time to write. 	

	<p>CORE</p> <p>Feedback Have learners check their answers in pairs. Then ask pairs for the answers.</p> <p>Answers</p> <p>George: <i>in a small town</i> <i>pick up litter</i> <i>'You're doing a great job!'</i></p> <p>Chanelle: <i>near the city centre</i> <i>carry shopping home for old people</i> <i>'This really helps us. It makes such a difference!'</i></p> <p>Emir and Farid: <i>in a big city</i> <i>growing vegetables to donate to the orphanage</i> <i>they love to eat vegetables</i></p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners a copy of the audio script and ask them to check their answers by finding them in the text.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Place these learners in pairs and have them listen for extra detail. Allocate points for every extra detail they can give.
Workbook page 31	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that learners have to complete the gaps with a suitable word. 2. Tell learners there may be more than one possibility and that it is best that they first read the paragraphs as a whole and then try to find the missing word. 3. Place learners in pairs and have them complete the activity. <p>DESIRABLE</p> <p>Feedback Do the first paragraph as a class. Target individual learners to give an answer. Have learners check their answers with their partners before checking answers as a class. Accept answers only from learners who raise their hands to answer.</p> <p>Answers</p> <p>George: 2 town; 3 do; 4 we; 5 up; 6 a; 7 each; 8 we; 9 things; 10 hour; 11 You; 12 makes</p> <p>Chanelle: 1 live; 2 wanted; 3 people; 4 they; 5 know; 6 but; 7 so; 8 line; 9 up; 10 saying; 11 would; 12 it; 13 this; 14 a</p> <p>Emir and Farid: 1 city; 2 learned; 3 growing; 4 Biology; 5 garden; 6 vegetables; 7 tomatoes; 8 orphanage; 9 project; 10 plants; 11 watching; 12 rewarding; 13 love; 14 donate</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have these learners work in pairs. Explain that they do not need to complete all three paragraphs.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to write a paragraph about what they do or a friend does to be responsible citizens.

Resources	Plenary		
Coursebook page 33	1. Place learners in pairs and have them report to their partner about the people in the chart and their projects.		
	2. Explain that they have to use the information in the table from the listening activity and add as much detail as they can remember.		
	3. Learners can highlight details in the audio script as prompts if necessary.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions.			
(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			
(G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using ought to, you'd better, obligating and prohibiting, making assumptions and predictions (for example, She must be busy, she doesn't answer the phone), expressing agreement and disagreement, expressing opinion.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To talk about a poem. To discuss the elements in a poem. Reading: To read a poem and answer questions about it.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about their personal response to a poem • discuss and recognise elements in a poem.
Link to prior learning: <ul style="list-style-type: none"> • Prior exposure to this genre of writing in Grade 7 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to access and evaluate information efficiently, effectively and critically in English 		
Key vocabulary: <i>imagination, concentration, daydream, imaginary, pacing, parakeets, stern, roared, reeds, trembled, scattered, rose</i> Key expressions/structure: Free form poetry structure		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Poetry in English is a genre that has many different forms. These may be unfamiliar to learners. They may be familiar with the most common form, rhyming poetry, but may not realise that there are other, non-rhyming forms – draw on learners' background knowledge. This lesson will have learners think about poems they are familiar with to help make the transition into English-language poetry easier for them. 		
Resources/equipment needed: Coursebook pages 34–35 Workbook page 32		
UNIT 2 LESSON 12 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask learners to close their eyes and imagine they are in a forest. 2. Ask: <i>What sounds can you hear? What can you smell? How do you feel?</i> 3. Tell learners to make a list of their descriptive words and share them with the class.	
Resources	Main activity	
Coursebook page 34	Speaking: Activity 1 <ol style="list-style-type: none"> 1. Write the word <i>imagination</i> on the board. 2. Ask learners what it means and when they use it. Have them think about creating stories, when producing school work in class, and so forth. 3. Ask learners what they do when they are bored in class and not doing their work. Ask specific questions to introduce the vocabulary: <i>Do you find it hard to concentrate? Do you daydream? Do you make up stories with imaginary places and people?</i> Make sure learners understand the meaning of this vocabulary. 4. Then ask learners to read through the list of statements to decide which one (or more) best describes them. 5. Check answers as a class. 	

	<p>CORE</p> <p><u>Feedback</u> Check answers by reading through the statements and having learners raise their hands when they hear which one they identify with. Choose the most popular statements and hold a brief discussion about them.</p> <p>Answers Learners' own answers</p>
Coursebook page 34	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Discuss with the learners the picture and the title and ask what they think the poem will be about. 2. Draw learners' attention to the note about British school timings. Ask them how they feel in the last hour of their school day. <p>CORE</p> <p><u>Feedback</u> Encourage learners to give reasons to their answers.</p> <p>Answers Learners' own answers</p>
Coursebook pages 34–35	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Have learners read the questions in Activity 3 and underline the key words. 2. Tell learners to close their Coursebooks. Explain that you will read the poem aloud to the class. 3. Ask learners what they remember from the poem and how it made them feel. 4. Tell learners to open their Coursebooks and read the poem themselves. 5. Direct learners to the words in the Vocabulary list. Ask the learners to scan the poem to find these words and to underline them. Check that learners understand their meaning. 6. Have learners read and answer the questions in Activity 3. 7. Check answers as a class. <p>CORE</p> <p><u>Feedback</u> Feedback as a class by targeting questions at individual learners.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 At school. 2 A learner in the class. 3 A lion coming across the playground and standing at the door of the classroom. 4 No, the other people don't see the lion: the poem says, 'No one jumped in the classroom, no one screamed, no one ran to ring the fire bell.' 5 She's the teacher. 6 It means that the writer thinks that he made the lion appear by thinking about it.
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners read the text while listening to the teacher reading the poem aloud. 2. Focus on the first half of the poem – the lion. 3. Tell the learners to find and underline the words that describe the lion. Ask lots of questions to elicit detail such as: <i>What colour was</i>

	<i>he? What did he look like? What did he do first?</i> 4. Focus on the second half of the poem, making sure the learners understand that the lion is imaginary and not really there.		
	Differentiation activities (Stretch): 1. Learners answer the questions without referring to the text. 2. Learners compare answers and then check using the text.		
Workbook page 32	Workbook: Activity 1 1. Learners discuss in small groups what they liked about the poem and what their favourite part is. 2. Ask learners to write a sentence or two about their favourite part of the poem using as many adjectives as they can. Check answers as a class. DESIRABLE Feedback Learners show their work to other learners. They explain why they chose that part of the poem. Circulate and ask learners to read you their sentences. Read a few to the class. Answers Learners’ own answers		
Workbook page 32	Workbook: Activity 2 1. Explain to learners they have to match the words to their definitions. 2. Set for homework and check answers in the next lesson. EXTENSION Feedback Check answers by doing the activity as a class. Read out the word and have volunteer learners raise their hands to give you the answer. Answers 1b; 2f; 3a; 4g; 5h; 6c; 7d; 8e		
Resources	Plenary		
Workbook page 32	Workbook: Activity 3 1. Ask learners what they would do if a lion turned up at school one day. Ask them how they would feel and what they would do. For homework, have learners write a short description.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.6) Consolidate from Grade 7 the first conditional; talk about impossible or unlikely situations using the second conditional. (G8.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of text by creating outlines, summaries, or reports. (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G8.3.4.1.3) Analyse the meaning of words and phrases as they are used in a non-fiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read in order to derive meaning from context.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about a poem; discuss the elements in a poem • relate a poem to their own life • discriminate between nouns, verbs and adjectives.
Link to prior learning: <ul style="list-style-type: none"> • Prior exposure to genre of poetry in Grade 7 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>pacing, parakeets, stern, roared, reeds, trembled, scattered, rose</i> Key expressions/structures: Free form poetry		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners usually think that poems have rhyme. Studying this poem will show learners that poems can contain sentences with no rhyme but rhythm and metaphors usually help bring a poem together. 		
Resources/equipment needed: Coursebook pages 34–35 Workbook page 33		
UNIT 2 LESSON 13 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Write the following words on the board: <i>poem, poetry, rhyme, rhythm, stress</i> 2. Ask learners what kind of text they read/listened to in the previous lesson. 3. Ask learners to define the word <i>poem</i> . 4. Talk about the usual characteristics of poetry, including rhyme, rhythm and stress, and check that learners understand the meaning of these words, using examples if necessary.	
Resources	Main activity	
Coursebook page 34	Reading: Activity 4 <ol style="list-style-type: none"> 1. Read the poem to the class once more. 2. Place learners in pairs and have them answer the question. Check answers as a class. CORE Feedback Check answers by reading out the question and having learners answer. Answer b	
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Read the poem to learners again with great emphasis. Draw their attention to how the lines ending in odd places sounds like the child's 	

	train of thought. Discuss how the writer chose not to use rhyme and rhythm in this poem and ask the learners why (it would spoil the effect of a daydream).
	Differentiation activities (Stretch): <ol style="list-style-type: none"> Put learners in small groups and ask them to take it in turns to read parts of the poem aloud to their group. Encourage them to use emphasis to make it dramatic. Draw their attention to where they should pause and where they should continue.
Coursebook pages 34–35	Reading: Activity 5 <ol style="list-style-type: none"> Explain that daydreaming doesn't mean that you sleep and dream in the day but rather you get lost in your thoughts. Ask learners if they ever daydream and if so, what about. Have learners look through the poem and ask how its style makes it feel like a dream. Ask learners to think about the rhythm, the adjectives and settings. DESIRABLE Feedback Place learners in groups and assign them chunks of the poem to read. Have them think about how this chunk makes the poem feel like a dream. Suggested answers Long sentences give the poem a feeling of tiredness because the rhythm is stretched. The fact that it takes place during the afternoon, when it's hot, makes the reader feel tired and so fall into a dream. The language used helps the reader understand that it's a dream; for example, <i>the dusty playground, daylight strange, curious look, coloured a yellow</i> . No one was afraid when they saw the lion so it must be a dream.
Coursebook pages 34–35	Reading: Activity 6 <ol style="list-style-type: none"> Ask learners what images came to their mind as they read the poem. Then ask if any of these images would be suitable to illustrate the poem. EXTENSION Feedback As learners give their answers, write them on the board. Answers Learners' own answers
Workbook page 33	Workbook: Activity 4 <ol style="list-style-type: none"> Discuss the concept of syllables with learners. Write the word <i>daylight</i> and count the syllables. Then have learners complete the activity. Check answers as a class. EXTENSION Feedback Feedback as a class by targeting questions at individual learners. Answers 4a Three syllables 4b One syllable – could, ten, out; two syllables – quiet, lion, appeared, playground; three syllables – parakeets, enormous, everything
Workbook page 33	Workbook: Activity 5 <ol style="list-style-type: none"> Ask learners to give you a noun, verb and an adjective. Write their answers on the board. Look at 5a and ask individual learners to give you the answers.

	2. Then place learners in pairs to complete 5b. 3. Check answers as a class. DESIRABLE Feedback Feedback as a class by asking learners to raise their hands to answer. Answers 5a table – noun; yellow – adjective; waited – verb 5b Learners’ own answers		
	Differentiation activities (Support): 1. Have learners work in pairs to complete the activities. Explain that they can complete them for homework if they don’t have enough time in class.		
	Differentiation activities (Stretch): 1. Using the words they have in Activity 5b, have learners write their own sentences.		
Resources	Plenary		
Workbook page 33	Workbook: Activity 6 1. Direct learners to Activity 6. 2. Have a class discussion on what themes the poem raises. Have learners justify their answers with examples from the poem. Possible answers jungle, classroom, daydreaming, sights/sounds/senses		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G8.2.1.1.6) Consolidate from Grade 7 the first conditional; talk about impossible or unlikely situations using the second conditional. (G8.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of text by creating outlines, summaries, or reports. (G8.3.4.1.3) Analyse the meaning of words and phrases as they are used in a non-fiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read for comprehension.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> match headings with paragraphs in a text use the conditional forms correctly write a short descriptive paragraph.
Link to prior learning: <ul style="list-style-type: none"> Unit 2 Lessons 1–13 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: All vocabulary from Lesson 8–14 Key expressions/structures: <i>to have something done</i> ; the second conditional		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners sometimes feel that they have understood the material they have covered quite well but with revision they can reassess and correct what they have not understood. Common areas are grammar and vocabulary. 		
Resources/equipment needed: Coursebook page 36 Workbook page 34–35		
UNIT 2 LESSON 14 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask learners how they go about reading a text for the first time and how they find the answers. 2. Direct learners to the Reading strategy and have a volunteer learner read it to the class. Explain that they will read an article in this lesson and that this tip will help them.	
Resources	Main activity	
Coursebook page 36	Reading: Activity 1 <ol style="list-style-type: none"> Ask learners to look at the word box and define the words given. Explain that these are titles from the text that follows. Have learners complete the activity and check answers as a class. CORE Feedback Have learners check answers with their partners. Then write the answers on the board for learners to check again. Answers 1 Heat; 2 Shopping; 3 Transport; 4 Accommodation	
	Differentiation activities (Support): <ol style="list-style-type: none"> Have learners work in pairs. Remind them to underline key words and sentences. 	
	Differentiation activities (Stretch): <ol style="list-style-type: none"> Learners write five questions to ask their partners about the text. 	
Coursebook page 36	Coursebook: Activity 2 <ol style="list-style-type: none"> Direct learners to the Use of English box. Have them match the 	

	beginning and ending sentence stems. Check answers as a class. DESIRABLE Feedback Feedback as a class by targeting questions at individual learners. Answers 1d; 2b; 3a; 4c; 5e		
Workbook page 34	Workbook: Activity 1 <div><div>1. Have learners read the questions and their multiple choice answers.</div><div>2. Ask learners how they would go about answering these questions.</div><div>3. Tell learners to complete the activity. Remind them to underline key words or sentences that gave them their answers.</div><div>4. Check answers as a class.</div></div> EXTENSION Feedback Write answers on the board for learners to check against once they have completed the activity. Answers 1a; 2a; 3c; 4b		
Workbook page 34	Workbook: Activity 2 <div><div>1. Place learners in four groups. Explain that the first group to complete the activity wins.</div><div>2. Check answers as a class. Write them on the board.</div></div> DESIRABLE Feedback Feedback as a class by inviting learners to offer answers. Example answers different; summer; cool; alive; tall/long; fat/wide; beautiful; empty		
	Plenary		
Workbook page 35	Workbook: Activity 3 <div><div>1. Direct learners to Activity 3. Ask learners to imagine what life would be like as Ahmed. Write some of their ideas on the board.</div><div>2. Place learners in small groups and have them write a paragraph to describe a day in Ahmed’s life in the summer in Salalah.</div><div>3. Have groups swap paragraphs and correct any grammar or vocabulary mistakes.</div><div>4. Learners then appoint a group leader to read the paragraph.</div></div>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast. (G8.4.2.1.3) Use connecting words and phrases to link sentences.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read and to respond to advice. Writing: To write an explanation of one's own concept of social responsibility.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • speak and write about a person's individual responsibilities to their community and society.
Link to prior learning: <ul style="list-style-type: none"> • Using and working with the concept of social responsibility 21st Century Skills: <ul style="list-style-type: none"> • Community Literacy: Reinforce learners' learning to use all media tools to engage in written, oral, and face-to-face conversations with other learners that compare different cultures, what it means to be a citizen, and what responsibilities they have to their communities, state, and region 		
Key vocabulary: <i>independently, community, society, social responsibility, acts, meaning, donating, elderly, fortunate</i> Key expressions/structure: <i>make a difference, be the change</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may associate responsibility with everyday things such as studying hard, helping around the house and other chores in general. This text will help them identify and acknowledge that the responsibilities include helping society become a better place. 		
Resources/equipment needed: Coursebook page 37 Workbook page 35 Dictionaries		
UNIT 2 LESSON 15 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask learners to recap what they remember about the people they heard in Lesson 11 and what they think of their projects. 2. Ask them which project they think is the most interesting/helpful and which project they would choose to be involved in.	
Resources	Main activity	
Coursebook page 37	Reading: Activity 1 <ol style="list-style-type: none"> 1. Place learners in pairs and have them read the rubric. Ask learners to make a few notes. 2. Have learners tell you their ideas, and write a few of them on the board. 3. Place learners in small groups and have them discuss the two questions in the rubric. Again, have learners make notes. Check answers as a class. CORE Feedback Have learners appoint a group leader who will read out the group's ideas.	
Coursebook page 37	Reading: Activity 2 <ol style="list-style-type: none"> 1. Learners read the text. Ask them to tell you what the text is about. 	

	<ol style="list-style-type: none"> Ask learners to work in pairs. Explain that they should match the words from the text with the correct definition. Have learners refer to their dictionaries if necessary. <p>CORE</p> <p>Feedback</p> <p>Circulate, monitor and check individual students' answers. Write answers on the board for learners to check against.</p> <p>Answers</p> <p>1b; 2a; 3d; 4e; 5c; 6h; 7f; 8g</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Ask learners to choose four of the words in the activity to make sentences with.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners say or write their own definitions.
Workbook page 35	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Have learners work in pairs to discuss in which list they think the actions should go. When they have completed the activity, check answers as a class. <p>DESIRABLE</p> <p>Feedback</p> <p>Check answers by reading out the actions and having learners only raise their hands if it is a good action. Then go through the list of being a good citizen for learners to check their answers. Explain that the remaining phrases go in the 'not being a good citizen' list.</p> <p>Answers</p> <p><i>Being a good citizen:</i> Returning something that you borrowed; Collecting litter in your neighbourhood; Doing your homework every night; Giving your clothes to charity</p> <p><i>Not being a good citizen:</i> Stealing something because you want it; Having a tantrum when you lose a game; Leaving rubbish in the classroom; Not giving up your seat to elderly people on the bus</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners can speak about these instead of writing.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners choose two actions to expand on by giving examples. For example: Stealing something because you want it is an example of not being a good citizen because you take something that isn't yours.
Workbook page 35	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Ask learners what other actions they can add to the table. <p>EXTENSION</p> <p>Feedback</p> <p>Write a few responses on the board for learners to copy.</p> <p>Answers</p> <p>Learners' own answers</p>
Workbook page 35	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Place learners in pairs and have them complete the activity in three minutes. Check answers as a class. <p>EXTENSION</p>

	Feedback Check answers by asking pairs what they wrote.		
Resources	Plenary		
Coursebook page 37	Writing: Activity 3 1. Direct learners to Activity 3. Write the four topics on the board. 2. Have a class discussion by pointing to each topic and asking learners to express their opinions.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast. (G8.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To complete activities that focus on a revision of what the unit as a whole covers. Use of English: To revise the causative and second conditional.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • write appropriate answers to specific questions • use prepositions and verbs and match verbs with their definitions • use the prompts to write sentences for these imaginary situations • write three sentences about your town or city • apply knowledge of learning in Unit 2.
Link to prior learning: <ul style="list-style-type: none"> • Language and Use of English structures covered in Unit 2 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Unit 2 Review Key expressions/structure: Unit 2 Review		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel overwhelmed when asked to review an activity as a whole. By revising certain aspects of the unit, confidence will be raised. 		
Resources/equipment needed: Coursebook page 38		
UNIT 2 LESSON 16 TASKS/ACTIVITIES Please also refer to the Teaching Strategies section of the Teacher's Guide (page 6 to 10)		
Resources	Starter	
Coursebook page 38	1. Ask the learners what they liked about Unit 2. 2. Encourage learners to give reasons for their answers.	
Resources	Main activity	
Coursebook page 38	Writing: Activity 1 1. Ask the learners to match a verb with a definition. CORE Feedback Circulate, monitor and check individual learners' answers. Answers 1 e weigh; 2 c design; 3 a repair; 4 d deliver; 5 b prepare	
Coursebook page 38	Writing: Activity 2 1. Have learners complete the sentence stem with the name of the shop. CORE Feedback Circulate, monitor and check individual learners' answers. Answers	

	2 butcher's; 3 florist's; 4 newsagent's; 5 stationery shop / stationer's; 6 chemist's/pharmacy; 7 jeweller's
Coursebook page 38	Writing: Activity 3 1. Learners sort adjectives from the box into the correct list . CORE Feedback Circulate, monitor and check individual learners' answers. Answers <i>Positive:</i> friendly, interesting, clean, exciting <i>Negative:</i> dirty, noisy, smoky, crowded, boring, unfriendly
Coursebook page 38	Writing: Activity 4 1. Explain that learners have to write sentences about their town using some adjectives from Activity 3. Feedback Circulate, monitor and check individual learners' answers. Answers Learners' own answers
Coursebook page 38	Use of English: Activity 5 1. Ask learners to tell you the how the causative is formed. 2. Then have learners complete the gaps with the structure <i>have + a suitable verb</i> . Feedback Circulate, monitor and check individual learners' answers. Answers 2 Where do you <i>have it cut</i> ?; 3 ... they <i>have</i> the shopping <i>delivered</i> .; 4 Have you ever <i>had</i> your photo <i>taken</i> by a professional photographer?; 5 He <i>has it sent/delivered</i> from Italy!
Coursebook page 38	Use of English: Activity 6 1. Ask learners to tell you how the first and second conditionals are formed. Write answers on the board. 2. Have learners complete the activity. Feedback Circulate, monitor and check individual learners' answers. Answers 2 Where <i>would you go</i> if you <i>could</i> travel anywhere in the world?; 3 If you <i>could</i> change one thing about your school, what <i>would it be</i> ?; 4 If a friend <i>told</i> me a secret, I <i>would not tell</i> anyone about it.; 5 If I <i>got</i> 100% in a maths exam, I <i>would be</i> very surprised.; 6 We <i>would not be</i> bored in the holidays if we <i>had</i> an adventure playground in the park.
	Differentiation activities (Support): 1. Do the first question in each exercise as a class. Make sure that the learners understand what they need to do in each exercise. Put examples on the board for every exercise.
	Differentiation activities (Stretch): 1. Ask a strong learner to help another learner to complete the exercises.
	Plenary
	1. Place learners in pairs and have them choose a lesson from the unit to talk about. 2. Tell them to talk about the theme, grammar point and

	vocabulary of that lesson.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast.			
(G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: first conditional and second conditional, If I were..., present perfect, present perfect continuous, past perfect.			
(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if, when, unless, although</i>).			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To discuss hypothetical situations and solutions. To describe ideas. To give opinions. To express agreement/disagreement. Listening: To listening to other people's ideas, opinions and preferences. Writing: To write a paragraph to convey suggestions. Reading: To read to identify and correct errors in a text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> write and talk about a hypothetical community project.
Link to prior learning: <ul style="list-style-type: none"> Unit 2 topics of home, town, community and the second conditional structure to talk about hypothetical situations 21st Century Skills: <ul style="list-style-type: none"> Community Literacy: Reinforce learners' learning to use all media tools to engage in written, oral, and face-to-face conversations with other learners that compare different cultures, what it means to be a citizen, and what responsibilities they have to their communities, state, and region. 		
Key vocabulary: Being a good citizen Key expressions/structure: The second conditional		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners might feel that they have no ideas to offer. The teacher should use the first part of the lesson to feed in ideas and stimulate discussion. Some learners prefer working alone or are shy and may be reluctant to join in the group. The teacher should suggest various roles that learners can choose, depending on their personality. For example, during discussions a shy learner could take notes, whereas an outgoing learner could moderate the discussion. 		
Resources/equipment needed: Coursebook page 39		
UNIT 2 LESSON 17 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask learners if they have ever contributed to a community project. What was it? How did it make them feel?	
Resources	Main activity	
Coursebook page 39	Preparation: Activities 1 and 2 <ol style="list-style-type: none"> Learners work in groups and discuss what they would do to improve their local area if they had a lot of money. Have the groups make notes. Ask group leaders to read to the class a few of their ideas. Write a few ideas on the board and hold a brief class discussion on why they are so important. 	

	<div>4. Direct learners to the <i>Did you know?</i> box. Explain how a mind map works and then have groups complete the activity.</div> <div>5. They brainstorm five ideas and make notes.</div> <div>CORE</div> <div>Feedback</div> <div>As the groups work, circulate and answer any possible queries. Check work for inaccuracies and help weaker learners gain confidence by praising their work.</div> <div>Answers</div> <div>Learners' own answers</div>		
Coursebook page 39	<div>Preparation: Activity 3</div> <div>1. Tell learners they are going to prepare a presentation.</div> <div>2. Ask learners to read the tips and check they understand them.</div> <div>3. Ask them to choose the idea they like best. Have them expand the notes they made to draft a paragraph. Encourage them to use the second conditional structure, to explain their idea in detail and to justify their reasons.</div> <div>4. Ask learners to nominate some members of their group to be illustrators and others to be the writers.</div> <div>5. Make sure learners know the strict deadline – they must have the first draft of their paragraph finished by the end of the lesson.</div> <div>CORE</div> <div>Feedback</div> <div>As learners are writing, circulate and check their work for spelling and grammar mistakes. Help with any problems or with things they do not understand.</div>		
	<div>Differentiation activities (Support):</div> <div>1. Present the learners with some ideas from which to choose, in the form of pictures and written prompts.</div> <div>2. Learners discuss opinions about the options and choose the one they think best. They use the language and vocabulary in the written prompts to expand into a paragraph.</div>		
	<div>Differentiation activities (Stretch):</div> <div>1. Learners can elaborate, explaining in more detail, using more complex sentences and longer paragraphs.</div>		
Resources	Plenary		
Coursebook page 39	<div>Preparation: Activity 4</div> <div>1. Direct learners to Activity 4 and read the rubric. Have groups exchange their work. Explain that they have to check for spelling and grammar mistakes only.</div> <div>2. They then take back their own paragraph and redraft it with corrections.</div> <div>3. Hold a class discussion on what mistakes they found in each others' work.</div>		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G8.1.1.1.5) Build on and extend the ability to understand a range of functions, for example expressing agreement and disagreement, expressing opinion.

(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G8.2.1.1.10) Discuss and argue their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.

(G8.4.1.1.1) Write texts of more than two paragraphs with eight simple compound and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.

(G8.4.4.1.4) Present information using multimedia components and visual displays.

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 8	Unit: 2	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read to identify and correct errors in a text. Writing: To write a paragraph to convey suggestions. Listening: To listen to other people's ideas, opinions and preferences. Speaking: To discuss hypothetical situations and solutions. To describe ideas. To give opinions. To express agreement/disagreement.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> write and talk hypothetically about a community project.
Link to prior learning: <ul style="list-style-type: none"> Unit 2 topics of home, town, community and the second conditional structure to talk about hypothetical situations 21st Century Skills: <ul style="list-style-type: none"> Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project. Community Literacy: Reinforce learners' learning to use all media tools to engage in written, oral, and face-to-face conversations with other learners that compare different cultures, what it means to be a citizen, and what responsibilities they have to their communities, state, and region. 		
Key vocabulary: Being a good citizen Key expressions/structure: The second conditional		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Most learners will be nervous about speaking in front of their class. It is important that learners are encouraged but not forced to do it. Help the learners negotiate in their groups who will be the presenters. Offer the learners various options, for example each member of the group has a small speaking part, or the more confident learners present whilst the shy learners hold up the pictures. 		
Resources/equipment needed: Coursebook page 40		
UNIT 2 LESSON 18 TASKS/ACTIVITIES Please also refer to the Teaching Strategies section of the Teacher's Guide (page 6 to 10)		
Resources	Starter	
	1. Recap with learners what work they did in the previous lesson and set out the time limits for finishing work in this lesson. 2. Ask them to show you all work produced so far and to explain what they need to do to finish. 3. Ask the learners if they have any areas or issues that they need help with.	
Resources	Main activity	
Coursebook	Presentation: Activities 5 and 6	

page 40	<ol style="list-style-type: none"> 1. Have the group illustrators design pictures that represent their idea, to use in their presentation. 2. Before moving on to the next stage, have a few learners present their illustrations to the class. 3. Direct learners to Activity 6. Read through the points given in the activity and ask why each point could or couldn't work. 4. Give advice and direction as necessary. <p>CORE Feedback Encourage learners to share their views and illustrations by explaining that there is no right or wrong answers. Ensure that the weaker learners also have a chance to present their illustrations and their opinions.</p> <p>Answers Learners' own answers</p>
Coursebook page 40	<p>Presentation: Activities 7 and 8</p> <ol style="list-style-type: none"> 1. When all the groups are ready, each group presents their idea to the class. Encourage learners to think of questions as they listen and to make a note of them. 2. At the end of the presentation, have learners ask questions for more details about each presentation. <p>CORE Feedback When groups are presenting their work, have the whole group stand in front of the class. Have question sessions at the end of each presentation.</p> <p>Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. In the previous lesson, learners were presented with some ideas from which to choose, in the form of pictures and written prompts. Learners discussed opinions about the options and chose the one they thought best. They used the language and vocabulary in the written prompts to expand into a paragraph. Now they read their paragraph aloud when presenting to the class.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In the previous lesson, learners were encouraged to elaborate, explaining in more detail, using more complex sentences and longer paragraphs. Now they can speak freely when presenting their ideas to the class.
Resources	Plenary
Coursebook page 40	<p>Presentation: Activity 9</p> <ol style="list-style-type: none"> 1. Have learners vote for the three best ideas by writing which one they liked best on a strip of paper and placing it in a box. 2. When all the class has voted, take out each strip of paper and write the idea on the board. Each time the same idea comes up, place a tick next to it. 3. Then count up the ticks to see who the three winners are.
Learning styles catered for (✓):	
Visual ✓	Auditory ✓ Read/Write ✓ Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. (G8.4.1.1.1) Write texts of more than two paragraphs with eight simple compound and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns. (G8.4.4.1.4) Present information using multimedia components and visual displays.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 8	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To discuss traditional life in the past in the UAE. Reading: To read about traditional life in the UAE. Writing: To write a short paragraph about traditional life in the UAE.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> describe what life was like in the past understand the gist of an article identify the meaning of words from context understand details in an article write a factual paragraph.
Link to prior learning: <ul style="list-style-type: none"> Past simple active Past simple passive Time expressions Relative clauses 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>culture, traditions, federation, heritage, traditional, tribal, resilience, resourcefulness, nomadic</i> Key expressions/structures: <i>On the (10th) of (February),</i> relative clauses, past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may need help with time expressions and the correct use of prepositions (for example, <i>on December the second / on the second of December, in 1971, in the winter</i>), so this can be revised in class. 		
Resources/equipment needed: Coursebook pages 41–42 Workbook page 36 Dictionaries Two fly swats or batons		
UNIT 3 LESSON 1 TASKS/ACTIVITIES Please also refer to the Teaching Strategies section of the Teacher's Guide (page 6 to 10)		
Resources	Starter	
	1. Write the unit title on the board: <i>The culture and traditions of the UAE</i> . Elicit the meanings of <i>culture</i> and <i>traditions</i> . 2. Put the learners in small groups and ask them to brainstorm a list of traditions; for example, wedding traditions, festivals, and so forth. 3. Elicit answers from the class and write them on the board. 4. Have a class discussion about the most popular/fun tradition.	
Resources	Main activity	
Coursebook page 41	1. Ask: <i>What do you think life used to be like in the UAE before you were born? Did people have the same traditions as now?</i> 2. <i>Have learners read the opening questions and give them a minute to think about them.</i> 3. Have a class discussion.	
	DESIRABLE Feedback	

	During the discussion, refer to the notes on the board from the Starter activity.
Coursebook page 41	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the picture and describe what they can see. 2. Then ask them to read the article once and find the paragraph that illustrates the picture. 3. You could set a time limit (a minute) so that learners skim read the text. Explain that it isn't necessary to read every single word to understand the gist of a text. <p>CORE</p> <p>Feedback Ask the question and have learners raise their hand. Invite learners to reply and explain what the text is about.</p> <p>Answers Paragraph 2: An oasis</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners re-read the text and underline unknown vocabulary. They work in small groups to work out the meanings of the unknown words.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Put learners in pairs and ask them to read paragraphs 2 and 3 (one each). Then have them explain what their paragraph is about to their partner.
Coursebook pages 41–42	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the Vocabulary box on page 41. Read out the definitions. 2. Then draw their attention to the highlighted words in the text. Point out that they must try to guess their meaning by reading the whole sentence. 3. Get the learners to read the text again and write a highlighted word to match each definition in Activity 2. <p>CORE</p> <p>Feedback Nominate learners to read out a matching word and definition.</p> <p>Answers 1 irrigation; 2 cultivate; 3 tribal; 4 dhow(s); 5 resource</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to use a dictionary if they need to check a word in the definitions.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners explain how they guessed the meaning of words. Encourage them to talk about the links between the context and the definitions; for example, <i>irrigation</i> refers to <i>falaj</i>, which is something <i>artificial</i>.
Workbook page 36	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Set this activity as homework. 2. Explain to learners to refer back to the text in the Coursebook to do the matching task. <p>CORE</p> <p>Feedback Ask learners to read out there answers to the class and discuss.</p> <p>Answers</p>

	1 G; 2 F; 3 H; 4 A; 5 C; 6 E; 7 D; 8 B		
Workbook page 36	Workbook: Activity 2 <div><div>1. Read the Writing tip and elicit topic sentences from the text in Coursebook page 41; for example, paragraph 2: <i>The United Arab Emirates share a rich cultural heritage and history.</i></div><div>2. Have learners write the paragraph for homework</div></div> CORE Feedback Ask learners to read their work to the class at the beginning of the next lesson. Answers Learners’ own answers		
Resources	Plenary		
Fly swats or batons	<div><div>1. Play a game of ‘Fly swat’. Divide the class into two teams. Give each team a fly swat or a baton. Learners make two lines in their teams.</div><div>2. Next, write the words from the Vocabulary box and Coursebook Activity 2 on the board in random order.</div><div>3. Read a definition from the Vocabulary box or Activity 2. The first learners from the two teams to swat the correct word on the board get a point.</div><div>4. Repeat with all the definitions. Repeat the definitions that are causing difficulty.</div></div>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes): information text: scanning. (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text: read information; locate answer to a question. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast. (G8.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (G8.4.1.1.3) Summarise the main points of a read text using key words from the text as needed.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 8	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To discuss traditional life in the past in the UAE. Reading: To read about traditional life in the UAE. Writing: To write definitions of abstract nouns.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about the information in a text • understand the information in a timeline and use it to write sentences • write short definitions/descriptions.
Link to prior learning: <ul style="list-style-type: none"> • Lexis about culture and traditions • Past simple active • Past simple passive • Relative clauses • Time expressions 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to access and evaluate information efficiently, effectively, and critically in English 		
Key vocabulary: <i>culture, traditions, federation, heritage, traditional, tribal, resilience, resourcefulness, nomadic</i>		
Key expressions/structures: Dates; past simple passive; relative clauses		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help with the correct use of pronouns <i>who/which/that</i> in defining relative clauses, so this can be revised in class. 		
Resources/equipment needed: Coursebook pages 41–42 Workbook pages 36–37 Dictionaries		
UNIT 3 LESSON 2 TASKS/ACTIVITIES Please also refer to the Teaching Strategies section of the Teacher's Guide (page 6 to 10)		
Resources	Starter	
Coursebook page 41 Workbook page 36	1. Ask the learners to say what they remember about the text <i>Traditional life in the UAE</i> . If necessary, write clues on the board to help them; for example, <i>2nd December 1971, tribal, oasis, Bani Yas, falaj, dhows</i> . 2. Get them to exchange their paragraphs from Workbook Activity 2 and check if they have forgotten anything important. 3. At the end of the class, take the learners' paragraphs for correction	
Resources	Main activity	

Coursebook page 42	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Place learners in pairs and have them complete the activity. 2. Learners to discuss the following topics: <ul style="list-style-type: none"> - what type of work the members of their family, such as your father or grandfather, do - how members of their family in the past made a living - the types of work they were involved in, for example pearl diving, boat building, bedou, date/goat farming, etc. <p>CORE Feedback Monitor and provide help as necessary.</p> <p>Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Divide the class in two groups and have them answer four or five questions each.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write full sentences using their own words to answer the questions.
Coursebook pages 41–42	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read the Writing tip and find two more time expressions followed by a comma in the text. For example, <i>On 10th February 1972, ...; In the winter, ...</i> 2. Point to the timeline and explain that the events are in chronological order from left to right. 3. Read out the example. Ask learners to write a sentence for the three facts. Monitor and make sure they are using commas where necessary. For more information about Guided Discovery strategy, please see page XX in this Teacher's Guide <p>CORE Feedback Invite learners to write a sentence on the board. Make any corrections as a class and elicit other possible answers.</p> <p>Possible answers 1 In the 19th century, 'The Trucial States' were established when the British signed agreements with the individual emirates.; 2 In the 19th and early 20th centuries, pearling and date cultivation were practised by many semi-nomadic tribes.; 3 In 1960, oil became an important natural resource.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide the verbs on the board which learners will need to write the sentences.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Put the learners in pairs to explain the facts on the timeline orally without referring to their written sentences.
Workbook page 37	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask: <i>What is a tribe?</i> Elicit answers from the class. 2. Have the learners read the example definition and compare it with their ideas. 3. Give the learners a few minutes to write a definition for the rest of the words. Monitor and help. <p>DESIRABLE Feedback Invite learners to read out definitions for each word. As a class, work out the most</p>

	complete definition and write it on the board. Possible answers 2 A family is a group of people who are related to each other.; 3 A dhow is a boat that used for pearling.; 4 A federation is a group of states which share a central government.		
	Differentiation activities (Stretch): 1. Ask learners to look up the words and compare the definitions in the dictionary with their own. Discuss which definition is clearer, easier to understand, and so on.		
Workbook page 37	Workbook: Activity 4 1. Have the learners complete the puzzle in pairs. Set this up as a race and have the first pair to complete it shout: <i>Stop!</i> CORE Feedback Invite learners to write a word on the board or spell it out for you to write. Answers 1 oases; 2 nomadic; 3 oil; 4 Sharjah; 5 date; 6 heritage; 7 exotic; 8 coastline Mystery word: Emirates		
Resources	Plenary		
Workbook page 37	Workbook: Activity 5 1. Explain to learners that you are going to say a word, and they have to make a sentence with it. Say <i>oases</i> and elicit a sentence. 2. Continue with a few more words. 3. Direct learners to their Workbook and set Activity 5 for homework if time is short.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails) in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes): information text: scanning. (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text: read information; locate answer to a question. (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 8	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read a text about the pearl-diving season. Speaking: To answer personalisation questions on the topic of oysters and pearls. Writing: To write questions in the past simple.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand the gist of an informative text scan a text to find specific information give their opinions on topic-related questions talk about past experiences write questions with correct word order.
Link to prior learning: <ul style="list-style-type: none"> Past simple active Wh- question words Time expressions 21st Century Skills: <ul style="list-style-type: none"> Learning and innovation skills: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance communication skills needed in further learning of the English language. 		
Key vocabulary: <i>pearling, industry, diving, oyster, fleet, bank, crew, on board, chant, sunrise, sunset, signal, surface, store, size, weight, quality</i> Key expressions/structure: Past simple statements and questions		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may benefit from revising the word order in <i>Yes/No</i> and <i>Wh-</i> questions in the past simple. They may also need to remember that the base form of the verb is used in questions. 		
Resources/equipment needed: Coursebook pages 43–44 Workbook page 38		
UNIT 3 LESSON 3 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask the learners to exchange the sentences they wrote for homework with a partner. Have a few learners read their sentences to the class. 2. Write <i>pearling</i> on the board. Explain that this is the topic of a text they are going to read. Invite learners to say if they have ever seen a natural pearl or eaten oysters. 3. Encourage learners to be as descriptive as possible.	
Resources	Main activity	
Coursebook page 43	Reading: Activity 1 <ol style="list-style-type: none"> Draw the learners' attention to the pictures. Choose learners to describe each picture. Ask the learners to read the text once and answer the question. CORE Feedback Learners check the answer in pairs, then nominates a volunteer to say it for the class.	

	<p>Possible answers About four months (from early June to end of September)</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have the learners read the first paragraph and discuss the question as a class. Then allow them to read the rest of the text.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Say true/false sentences about the information given in the text. For example: <i>The pearling season started in September. (False)</i> Have learners listen and stand up for the false sentences. Choose learners to explain why the sentence is false.
Coursebook page 43	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to read the article again and complete the sentences. Make sure they understand that the gapped sentences are worded differently in the article. <p>CORE Feedback Nominate volunteers to read out a sentence and write the missing word on the board.</p> <p>Answers 1 shellfish; 2 chant; 3 stone; 4 rainwater; 5 weight</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to do the task in pairs.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Choose words from the text for the learners to explain the meaning of. For example, <i>diving, bank, sunrise, cloth, size</i>.
Coursebook page 43	<p>Use of English</p> <ol style="list-style-type: none"> 1. Direct learners to the Use of English box. 2. Write <i>started</i> and <i>went</i> on the board. Ask: <i>What tense is this? Which verb is regular/irregular? When do we use this form of the verbs?</i> Elicit answers quickly from the class. 3. Have learners read the information in the Use of English box and underline three more verbs in the past simple in the text. <p>DESIRABLE Feedback Have learners raise their hand and call out a past simple verb from the text.</p> <p>Possible answers pearling boats <i>departed</i> together for the oyster bank; and <i>returned</i> at the end of September; The oyster boats either <i>stayed</i> near; or <i>moved</i> around to different banks; The diver <i>dived</i> down; with a stone <i>attached</i> to ...; <i>gathered</i> the oysters; The divers <i>opened</i> the oyster</p>
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Write different regular and irregular verbs in the past simple form and choral drill the pronunciation.
Coursebook page 44	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to read the questions carefully and check understanding. 2. Suggest learners re-read the text and make notes if necessary. 3. Have learners discuss their opinions in pairs. Monitor and make notes of answers.

	<p>CORE</p> <p>Feedback</p> <p>Share some of the opinions you noted with the class. If necessary, work with the learners to correct any errors.</p> <p>Answers</p> <p>Learners' own answers</p>										
	<p>Differentiation activities (Support):</p> <p>1. Learners choose two questions to discuss in their pairs.</p>										
	<p>Differentiation activities (Stretch):</p> <p>1. Learners write one more text-related question related to ask their partners.</p>										
Workbook page 38	<p>Workbook: Activity 1</p> <p>1. Have learners race to complete the words. Encourage them not to look in their Coursebook.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Choose volunteers to spell out the words for other learners to write on the board.</p> <p>Answers</p> <p>1 shell; 2 pearl; 3 fleet; 4 crew; 5 rhythmic; 6 exhausting; 7 sunset; 8 shell; 9 quality; 10 surface</p>										
	<p>Differentiation activities (Support):</p> <p>1. Allow learners to refer to the text on Coursebook page 43 to find the words.</p>										
	<p>Differentiation activities (Stretch):</p> <p>1. Ask learners to think of a different context for <i>season</i> (for example, spring, summer), <i>crew</i> (for example cabin crew in an aeroplane), <i>surface</i> (for example the Earth's surface). Provide help and brainstorm sentences as a class.</p>										
Workbook page 38	<p>Workbook: Activity 2</p> <p>1. Have a learner read the example question. Revise the word order in questions as a class.</p> <p>2. Do sentences 2 and 3 as a class and write the answers on the board.</p> <p>3. Give the learners a few minutes to write the questions.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor for proper completion of the activity. Help as necessary.</p> <p>Possible answers</p> <p>2 Where did the fleet of boats go to find oysters?</p> <p>3 How many crew members were there on a boat?</p> <p>4 Why did the diver pull on the rope?</p> <p>5 When did the crew open the oysters?</p> <p>6 Where did they store the oysters?</p> <p>7 What colour did the oysters have at first?</p> <p>8 How did they sort the oysters?</p>										
	<p>Differentiation activities (Support):</p> <p>Write the following on the board for learners to refer to as they write their questions:</p> <table><tr><td>1</td><td>2</td><td>3</td><td colspan="2">4</td></tr><tr><td>Wh- word</td><td>did</td><td>subject</td><td>verb (base form)</td><td>?</td></tr></table>	1	2	3	4		Wh- word	did	subject	verb (base form)	?
1	2	3	4								
Wh- word	did	subject	verb (base form)	?							

Resources	Plenary		
Coursebook page 43	1. Read the text out loud and have the learners follow in their books carefully. Make errors on purpose, for example changing words, verb tenses, pronouncing words wrongly. When learners hear an error, they must raise their hand and correct you.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas expressing his/her ideas clearly and persuasively. (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 8	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To listen to an account of a visit to a museum. Writing: To write a short description of a historical place. Reading: To read about Al Ain.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the gist and details of a monologue • write a description of a place and past experiences • present the description to class • understand the gist of an informative text • work out the meaning of words from the context.
Link to prior learning: <ul style="list-style-type: none"> • Past simple active • Past simple passive • Dates 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>museum, residence, prison, fort, renovated, underground, wildlife, exhibits, desert</i> Key expressions/structures: <i>was built/used/renovated</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It might be useful to revise in class how the passive voice is formed and why it is used. 		
Resources/equipment needed: Coursebook page 44 Workbook page 39 Audio track 7 Audioscript Dictionaries Photocopy of the tapescript		
UNIT 3 LESSON 4 TASKS/ACTIVITIES Please also refer to the Teaching Strategies section of the Teacher's Guide (page 6 to 10)		
Resources	Starter	
	1. Write on the board: <i>I enjoy visiting museums</i> . Have learners discuss if they agree with the statement in small groups. Encourage them to explain why or why not. 2. Invite a learner from each group to explain briefly what they discussed.	
Resources	Main activity	
Coursebook page 44 Audio track 7	Listening: Activity 4 <ol style="list-style-type: none"> 1. Have learners read the Did you know? information. 2. Find out if anyone has visited Al Fahidi Fort Museum and what they thought of it. 3. Read out the question and play the recording. Encourage learners to make notes. CORE Feedback	

	<p>Ask the learners to compare their notes in pairs. Have them raise their hands and choose a few learners to answer the question.</p> <p>Answer The exhibition that shows the desert at night.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the recording again with pauses to give learners more time to make notes.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask a few more comprehension questions for the learners to answer as a class.
Coursebook page 44	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Learners complete the sentences. Allow them to use a dictionary if necessary. <p>CORE Feedback Have learners raise their hands and nominate five to read out a sentence each.</p> <p>Answers 1 exhibits; 2 fort; 3 desert, wildlife; 4 ship-building; 5 underground</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the recording again for the learners to complete the sentences as they listen. 2. Provide a photocopy of the audioscript for learners to study before writing their own description.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners write a longer description, for example, 100 words.
Workbook page 39	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Divide the class in two groups to do the task. Group A reads paragraphs 1 and 2. Group B reads paragraphs 2 and 3. 2. Ask the learners to skim-read the article once, paying attention to the words in bold. 3. Have them discuss in pairs what the words could mean. <p>DESIRABLE Feedback As pairs discuss the words, circulate and remind pairs who may need help how to use context to derive meaning of a word.</p> <p>Answers Refer to Answers in Activity 4 below.</p>
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners highlight a few more words in the text to guess their meaning; for example, <i>greenery, tomb, display, quicksands</i>.
Workbook page 39	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Point out the hints for two of the words. Give the learners a few minutes to do the task. 2. Divide the class in two groups. Group A writes the definitions for words 1–4, while Group B writes the definitions for words 5–8. <p>CORE Feedback Elicit answers as a class by asking pairs to give you their answers and writing them on the board.</p>

	Possible answers 1 dig – place where archaeologists have dug; 2 reconstruction –a place rebuilt as it was in the first place; 3 reception – entrance of a place; 4 includes – is a part of; 5 ornaments – things that decorate; 6 expedition – a search for new places or species by scientists; 7 map – draw a plan of a geographical area; 8 distinguished – different and special		
Workbook page 39	Workbook: Activity 5 1. Ask learners to complete the activity in pairs and then check answers as a class. EXTENSION Feedback Elicit answers as a class by asking pairs to give you their answers and writing them on the board. Answers 1 digs; 2 reconstruction; 3 includes; 4 ornaments; 5 expeditions		
	Differentiation activities (Support): 1. Allow learners to use dictionaries to complete the activity.		
	Differentiation activities (Stretch): 1. Have learners use the words in sentences orally.		
Resources	Plenary		
Coursebook page 44	Writing: Activity 6 1. Brainstorm a few historical places in the UAE as a class. 2. Have learners choose a place and think about their answers to the three questions. Encourage them to make notes and get feedback from the group. 3. Ask learners to write descriptions of the places they have chosen for homework.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs (G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G8.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 8	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read about life in the desert. To understand vocabulary associated with the desert. Speaking: To discuss questions in a quiz. Writing: To write questions related to the text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand the gist and details in an informative text guess the meaning of words from context answer quiz questions write words with correct spelling.
Link to prior learning: <ul style="list-style-type: none"> Past tenses Word order in questions 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>Bedouin, availability, territory, economic, inhabit, challenging, grazing, nourishment, well-being</i> Key expressions/structure: Questions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might not be familiar with the hardships of desert life and the ways of the Bedouins. A class discussion on this could help prepare them before reading the text. 		
Resources/equipment needed: Coursebook pages 45–46 Workbook page 40 Dictionaries		
UNIT 3 LESSON 5 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
Coursebook page 45	1. Ask: <i>What do you know about life in the desert? What is a desert environment like?</i> 2. Ask the learners to think about what life might be like. Learners read the statement in the <i>Did you know?</i> box. 3. Discuss as a class and write key words on the board.	
Resources	Main activity	
Coursebook page 45	Reading: Activity 1 <ol style="list-style-type: none"> Ask the learners to read the text individually and think about the question. Encourage them to work out the meaning of unknown words by looking at them in context. CORE Feedback Have learners answer the question in pairs before choosing a few learners to give their opinion.	
	Answer Water	
	Differentiation activities (Support): <ol style="list-style-type: none"> Allow learners to use a dictionary to look up any difficult words. 	

	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask further comprehension questions for the learners to discuss in pairs; for example, <i>What material did the Bedouins use to build their 'arishah'?</i> <i>Were the Bani Yas the only tribe to live in the desert?</i> <i>Why was the camel a great gift for the Bedouins?</i>
Coursebook page 45	Vocabulary: Activity 2 <ol style="list-style-type: none"> 1. Ask the learners to read the article again and underline the words from Activity 2 in the text before they do the matching task. CORE Feedback Choose pairs of learners to read out a word and definition each. Invite the class to say whether they agree or disagree before confirming the answers. Answers 1 e; 2 c; 3 h; 4 d; 5 b; 6 g; 7 f; 8 a
Coursebook page 46	Writing: Activity 3 <ol style="list-style-type: none"> 1. Explain that the questions and answers relate to the text on the previous page. Have a learner read out the example question and locate the answer in the text. 2. Allow learners a few minutes to complete the activity by writing the questions, referring to the text as necessary. 3. Discuss their answers as a class. DESIRABLE Feedback Choose volunteers to write a question on the board. Make any corrections as a class. Possible answers 2 What makes up most of the UAE's territory? Who discovered source of water? 4 How long have the Bedouins lived in the desert? 5 What did the nomadic tribes/clans do in the summer months? 6 Why was the camel suitable for the desert? 7 What was camel's hide used for? 8 What were camels a sign of?
Notebooks	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Write the beginning of questions 4, 6 and 7 on the board to help learners.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. After checking the questions, put learners in pairs. They take turns to read out a question for their partner to answer without looking in their book.
Workbook page 40	Workbook: Activity 1 <ol style="list-style-type: none"> 1. Divide the class into small groups. Explain that they are going to work together to answer quiz questions about the text. 2. Read out the first question and give learners 30 seconds to discuss their answers in their groups. 3. Elicit one of the groups' answer and invite the other groups to say whether they agree or not. Award a point to the groups who answered the question correctly. Repeat with the rest of the questions. CORE Answers 1 Water was a problem. 2 Desert and sand dunes. 3 Difficult, challenging, harsh because there's little water and extreme weather conditions. 4 In fertile areas known as 'oases'. 5 Date gardens. 6 Bani Yas. 7 They are a gift from god. 8 It

	doesn't need much water to survive and it can travel long distances under the hot sun. 9 Its speed and endurance. 10 It symbolised wealth.		
	Differentiation activities (Support): 1. Allow learners to read the text once more before doing the quiz.		
	Differentiation activities (Stretch): 1. Have learners listen and answer the questions without referring to the Coursebook or Workbook.		
Workbook page 40	Workbook: Activity 2 1. Have learners read and correct the sentences in pairs. If time is restricted, this activity can be set for homework. EXTENSION Feedback Choose volunteers to write answers on the board. Possible answers 1 Desert areas make up most of the UAE's territory. 2 The first Bedouins discovered sources of water in the sand dunes. 3 The tribes travel to find grazing for their camels. 4 The Bedouins carried their goods with the help of their camels. 5 Tribesmen saw the camels as a gift.		
Workbook page 40	Workbook: Activity 3 1. Have learners complete the activity and then read the sentences to the class. If time is restricted, this activity can be set for homework. EXTENSION Feedback Place learners in pairs to complete this activity. Answers Learners' own answers		
Resources	Plenary		
	1. Play a vocabulary game. Divide the class into small groups. Explain that a learner from each group is going to draw a picture on the board to depict a word from the text. 2. Do an example with <i>camel</i> . Set a time limit of 20 minutes. Have learners who are sitting down write the word in their notebook. Then check answers and award a point to the groups who have found the word. 3. Continue inviting different learners to draw a word/phrase from the text; for example, <i>desert, sand, oasis, date palm, Bedouin, gift, transport, milk, meat, hair, leather, speed, race, wealth</i> . 4. Praise the 'artists' and all the learners for taking part in the game and working as a team.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem;			

make straightforward inferences supported by evidence from the text.

(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

(G8.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 8	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To listen to a conversation about camels. Speaking: To discuss questions about camels and desert life. Reading: To read a text about the date palm.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand the gist and details in an informal conversation have a discussion about past experiences express their opinion and comment on other opinions understand the gist and details in an informative text.
Link to prior learning: <ul style="list-style-type: none"> Previous lexis related to camels Expressions to express and ask for opinions 21st Century Theme: <ul style="list-style-type: none"> Use technology (spoken and written) to communicate in English about topics and stories to other learners in the UAE. 		
Key vocabulary: (<i>camel's</i>) <i>coat, hump, kick, eyelids, eyelashes</i> Key expressions/structure: Question words: <i>Who ...? What ...? Where ...? How ...? Why ...?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might need help with discussing advantages and disadvantages. You could provide learners with fixed phrases for giving opinions (for example, <i>in my opinion, I believe, it seems to me</i>) and for asking for their partner's opinion (for example, <i>What about you? Do you agree? What do you think?</i>). 		
Resources/equipment needed: Coursebook page 46 Workbook page 41 Audio track 8		
UNIT 3 LESSON 6 TASKS/ACTIVITIES Please also refer to the Teaching Strategies section of the Teacher's Guide (page 6 to 10)		
Resources	Starter	
	1. Play a spelling game. Divide the class into small groups. 2. Have a group of learners stand up and say a key word from Unit 3 Lessons 1–5; for example, <i>oasis</i> . Learners spell the word as a team with each learner saying a letter in order. 3. Repeat with different groups and words. You could award points for each correctly spelled word.	
Resources	Main activity	
Coursebook page 46 Audio track 8	Listening: Activity 4 <ol style="list-style-type: none"> Choose a learner to read the Listening strategy out loud. Have learners read the statements and underline the key words. Discuss as a class. Play the recording once or twice for learners to do the task. CORE Feedback Learners compare their answers in pairs before checking as a class. Choose	

	<p>volunteers to say who mentions each fact and elicit further information.</p> <p>Answers 1 Fahad; 2 Tariq; 3 Tariq; 4 Fahad; 5 Fadi</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Check with the learners the meaning of key words (for example, <i>coat, hump, eyelids, eyelashes</i>) before they listen to the recording.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners prepare a fact file about the camel with the information from the recording and other facts they research. Encourage them to show and explain the fact file at home.
Coursebook page 46	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Read out the Speaking tip and do an example as a class. Read out the first question and brainstorm other facts about camels. As learners call out facts, demonstrate how to take brief notes on the board. 2. Give learners a few minutes to make short notes on questions 2 and 3. Then they discuss them in pairs or small groups. Monitor and make note of good/bad language use. <p>CORE Feedback Round up the discussion by inviting learners to summarise what they discussed. Write good/bad language you noticed on the board. Give positive feedback and correct any errors.</p> <p>Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. In question 2, explain that learners will answer <i>Yes, I have.</i> and then continue in the past simple to give details.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners prepare a short presentation on camels at home or in class. They can do this individually or in pairs/groups and give their presentations in the next lesson.
Workbook page 41	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Have learners read the text and complete the activity. 2. Elicit facts as a class. <p>CORE Feedback Have learners raise their hands and invite volunteers to read out a word and definition.</p> <p>Answers it helps keep people cool; the leaves can be used to make lots of different household goods; the fruit is healthy because it has lots of vitamins</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask a few questions to check comprehension before learners do the task.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Before the task, put the learners in pairs. Have them read a paragraph each and explain what they read in their own words.
Workbook page 41	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Give learners a few minutes to re-read the text and answer the questions.

	CORE Feedback Have learners compare their answers in pairs. Then choose learners to read out an answer and elicit other possible answers. For questions 2 and 3, hold a class discussion for about 5 minutes. Answers 1 They have lots of vitamins.; 2 Learners' own answers; 3 Learners' own answers		
	Differentiation activities (Support): 1. Help learners consolidate the vocabulary by having them draw a palm tree and label the <i>trunk, roots, branches, leaves, fruit, shade, sand, etc.</i>		
	Differentiation activities (Stretch): 1. Have learners ask and answer the questions in pairs without referring to their written answers.		
Resources	Plenary		
	1. Divide the class into two groups: <i>Camels</i> and <i>Date palms</i> . 2. Say a fact about either the camels or the date palms: for example, <i>They grow in the sandy desert</i> . The <i>Date palms</i> should raise their hands as the statement refers to their group. 3. Continue with random sentences. If possible, write down the statements before the class and invite learners to read one out to the class.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories; follow the dialogue and discern speakers' moods, relationship and intentions. (G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example, expressing agreement and disagreement, expressing opinion. (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 8	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To complete a text with missing words. Speaking: To describe a visit to a place of historical interest.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use topic-related vocabulary confidently • describe a past experience orally • write short sentences to give information about a known topic • reflect on and assess their own progress.
Link to prior learning: <ul style="list-style-type: none"> • Previous lexis related to desert life, Bedouins, camels • Past tenses 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Words from Unit 3 Lessons 1–6 Key expressions/structures: Expressions/structures from Unit 3 Lessons 1–6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need help reflecting on their learning so this can be done as a class discussion. 		
Resources/equipment needed: Coursebook pages 41–47 Workbook page 42		
UNIT 3 LESSON 7 TASKS/ACTIVITIES Please also refer to the Teaching Strategies section of the Teacher's Guide (page 6 to 10)		
Resources	Starter	
Coursebook pages 41–46	1. Have learners look through pages 41–46 in their Coursebook. As a class, discuss which task they enjoyed, which task was challenging, which text they found interesting, and so on. 2. Point out that it's helpful to look back through the Coursebook to remember what they have been doing in class.	
Resources	Main activity	
Coursebook page 47	Reading: Activity 1 <ol style="list-style-type: none"> 1. Encourage learners to read the text once before completing it to get an idea of what it is about. CORE Feedback Choose learners to read out a sentence each and get class consensus on each missing word. Answers 1 heritage; 2 nomadic; 3 nourishment; 4 irrigation; 5 wealth	
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. As a class, discuss what type of word is missing in each gap before learners do the task. Is it a noun or adjective? 	
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Have learners close their books and say what they remember about the text. 	
Coursebook	Writing: Activity 2	

page 47	<ol style="list-style-type: none"> Using the questions in the activity, hold a short class discussion and write answers on the board. Place learners in pairs and have them complete the activity. <p>CORE Feedback Have pairs read their work to the class. Answers Learners' own answers</p>
Coursebook page 47	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> Have two learners read out the example. Give learners a few minutes to think of a description of one or two places. Monitor and help. Learners take turns to make a statement and reply. <p>CORE Feedback Invite pairs of learners to demonstrate the task to the class. Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Allow learners to write down their sentences before doing the speaking task.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Encourage learners to give a longer description of the place(s).
Coursebook page 47	<p>Self-assessment</p> <ol style="list-style-type: none"> Have learners read the two tasks and check if they have any questions. Give them a few minutes to answer each question. Monitor and help. <p>DESIRABLE Feedback Divide the class into small groups. Learners compare their answers with their partners. Monitor and provide feedback to each group. Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Do the tasks as a class, eliciting ideas and answers from the learners.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have learners write a longer paragraph about pearl-diving or camels.
Workbook page 42	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Place learners in pairs and have them complete the activity. <p>DESIRABLE Feedback Nominate learners to read a sentence each in order. Possible answers 1 formed; 2 federation; 3 endurance; 4 easier; 5 honour; 6 nomadic; 7 cultivate</p>
Workbook page 42	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Have learners complete the questions and think of two more questions individually or in pairs. <p>DESIRABLE</p>

	Feedback Invite learners to read out questions 1–5. Then have as many learners as possible read out their two questions. Write some on the board. Answers 1 What; 2 When; 3 What; 4 Was; 5 Why; 6 and 7 Learners’ own answers		
	Differentiation activities (Stretch): 1. In pairs, have learners ask the questions and give answers orally.		
Workbook page 42	Workbook: Activity 3 1. Brainstorm a few things they have learnt about the UAE before learners write their sentences. For more information about Brainstorming strategy, please see page 00 in this Teacher’s Guide. EXTENSION Feedback Divide the class in small groups and have learners explain what they have learned referring to their sentences. Monitor and provide feedback. Answers Learners’ own answers		
	Differentiation activities (Stretch): 1. Have learners write a letter/email to an imaginary friend abroad giving information about the UAE.		
Resources	Plenary		
Workbook page 42	Reflect on your learning 1. Read the questions out loud. Discuss the questions as a class and encourage learners to keep a record of new vocabulary and recurring grammar errors in their notebooks. 2. Have learners answer the questions and then hold a class discussion on what helps them learn.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.6) Summarise points of agreement and disagreement, and evaluate a speaker’s point of view, reasoning, and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood, and emotion conveyed in the oral communication. (G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example, expressing agreement and disagreement, expressing opinion. (G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in			

relation to preferences or purposes).

(G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.

(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 8	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To write sentences to give opinions. Speaking: To discuss statements with abstract nouns.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify and use abstract nouns with/without a definite article express agreement or disagreement write sentences to give opinions.
Link to prior learning: <ul style="list-style-type: none"> Nouns Definite and indefinite articles Language to agree and disagree 21st Century Skills: <ul style="list-style-type: none"> Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communication skills needed in further learning of the English language. 		
Key vocabulary: <i>resilience, pride, well-being, honour, amusement, endurance, customs, availability, resourcefulness, tradition/traditional, economy/economic, value/valuable, honesty, happiness, responsibility</i> Key expressions/structures: <i>I agree/don't agree, I think that ..., For me ...,</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> It might be useful for learners to revise the different uses of the definite and indefinite articles (<i>the, a/an</i>) with countable/uncountable nouns before looking at abstract nouns. 		
Resources/equipment needed: Coursebook page 48 Workbook page 43 Dictionaries Two A4 sheets of paper: on one sheet of paper write 'HAPPINESS' in big letter and on the other 'UNHAPPINESS'		
UNIT 3 LESSON 8 TASKS/ACTIVITIES Please also refer to the Teaching Strategies section of the Teacher's Guide (page 6 to 10)		
Resources	Starter	
	1. Write anagrams of the following words on the board: <i>happiness, wealth, endurance</i> . 2. Divide the class into groups and have them order the letters to find the words. 3. Set a time limit to turn it into a race. 4. Invite learners to write the answer on the board.	
Resources	Main activity	
Coursebook page 48	Use of English: Abstract nouns <ol style="list-style-type: none"> Write <i>Abstract nouns</i> on the board. Discuss as a class what these nouns could be, referring learners to the three words you on the board at the start of the lesson. Ask the learners to read the notes in the Use of English box. In pairs, have learners write an example sentence for <i>happiness, wealth and endurance</i>. 	
	CORE	

Coursebook page 48	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Read out the abstract nouns and drill the pronunciation as a class. 2. Have learners complete the sentences in pairs or individually. <p>CORE</p> <p>Feedback</p> <p>Learners raise their hands to read out a sentence. Get class consensus when correcting any errors.</p> <p>Answers</p> <p>1 traditions; 2 Customs; 3 patience; 4 The availability; 5 amusement; 6 resilience, resourcefulness</p>
Dictionaries	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to use their dictionaries or refer to their notes to do the task.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of a definition for each abstract noun and say it orally or write it down.
Coursebook page 48	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to read the Language tip. Learners think of other adjectives they know ending in these suffixes (for example, <i>social, cultural; scientific, artistic; reasonable, reliable</i>). 2. Draw learners' attention to the six abstract nouns in Activity 2. Ask: <i>How does your society value education?</i> Have a brief class discussion. 3. Divide the class into small groups. Learners discuss the question using a few of the abstract nouns. Monitor and help if necessary. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor for proper use of language. Help where necessary.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 48	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Have two learners read out the example dialogue. 2. Put learners in groups to discuss their opinion on the statements in Activity 1. Encourage them to ask opinions and comment on what is said. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor for proper use of language. Note down any incorrect language or misuse of abstract nouns. When learners have completed the activity, list on the board the inaccuracies and ask learners to correct them or show why they are wrong.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write fixed phrases on the board for the learners to refer to; for example, <i>What do you think? What about you? I believe/think that ... I'm not sure but ...</i>
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to give at least two arguments each for each question.
Workbook page 43	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Read out the abstract nouns and the headings.

	2. Learners do the task individually or in pairs. CORE Feedback Copy the headings on the board and nominate learners to write a noun each. Answers <table><tr><td>human quality</td><td>emotion or feeling</td><td>others</td></tr><tr><td>endurance</td><td>amusement</td><td>availability</td></tr><tr><td>resilience</td><td>pride</td><td>honour</td></tr><tr><td>resourcefulness</td><td></td><td></td></tr></table>			human quality	emotion or feeling	others	endurance	amusement	availability	resilience	pride	honour	resourcefulness		
human quality	emotion or feeling	others													
endurance	amusement	availability													
resilience	pride	honour													
resourcefulness															
	Differentiation activities (Stretch): 1. Have learners add two more abstract nouns under each heading.														
Workbook page 43	Workbook: Activity 2 1. Have learners correct the sentences and nominate volunteers to read out the sentences. CORE Feedback Write answers on the board for learners to check against. Answers 2 The pride you feel ...; 3 Friendship is more ...; 4 ... bring you happiness; 5 The kindness of strangers ...; 6 ... needs fun and amusement ...														
	Differentiation activities (Support): 1. Have learners compare answers with their partners.														
	Differentiation activities (Stretch): 1. Have learners write a short essay presenting arguments for and against one of the statements.														
Workbook page 43	Workbook: Activity 3 1. Learners can discuss their ideas in small groups before writing their sentences. Monitor and provide help.														
	Differentiation activities (Support): 1. Have learners write their sentences at home and bring them to the next lesson.														
Resources	Plenary														
	1. Show sheets of paper with <i>HAPPINESS</i> and <i>UNHAPPINESS</i> written on them. Stick them on opposite sides of the room where learners can see them. 2. Ask a few learners to stand up. Say: <i>Today there's chicken and rice for lunch.</i> Have learners walk to one of the two signs if they're happy/unhappy about the statement. Invite them to explain why. 3. Repeat with different statements (for example, <i>I think I'm going to pass my English exam. / It's going to be really hot tomorrow. / I might go on a holiday to the UK soon.</i>) and different learners.														
Learning styles catered for (✓):															
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓												
Assessment for learning opportunities (✓):															
Observation	Student self-assessment	Oral questioning	Peer assessment												
Quiz	Student presentation	Written work and feedback	Verbal feedback												

Standards/SLOs:

(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.

(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

(G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.

(G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).

(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, if, when, unless, although).

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 8	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read a text about modern life. Writing: To use abstract nouns to make sentences. Speaking: To speak about modern life.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand the writer's opinions and attitudes express their opinions and give reasons use abstract nouns and adjectives in context.
Link to prior learning: <ul style="list-style-type: none"> Abstract nouns Adjectives ending <i>-al, -able, -ic</i> Indefinite and definite articles (<i>a, the</i>) Past simple Present perfect Present perfect continuous 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>values, balance, respect, knowledge, traditional, modern, casual, serious, respectful, fascinating, international</i> Key expressions/structures: Past simple, present perfect, present perfect continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might need help revising the differences in use of the past simple, present perfect and present perfect continuous. It would be a good idea to provide them with further practice activities if necessary. 		
Resources/equipment needed: Coursebook page 49 Workbook pages 43–44		
UNIT 3 LESSON 9 TASKS/ACTIVITIES Please also refer to the Teaching Strategies section of the Teacher's Guide (page 6 to 10)		
Resources	Starter	
Workbook page 43	1. Invite learners to read one of the sentences they wrote for Workbook Activity 3. After each sentence, have learners who disagree stand up and explain their opinion briefly.	
Resources	Main activity	
Coursebook page 49	Reading: Activity 4 <ol style="list-style-type: none"> Ask: <i>Do you prefer wearing traditional Emirati clothes or casual clothes?</i> Have a class discussion. Have learners read the text and check how the young man feels about clothes. Discuss his opinions on other issues and how learners feel about them. CORE Feedback As learners work, invite them to highlight the man's opinions. Answers Learners' own answers	

Coursebook page 49	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> Learners can find the abstract nouns and the adjectives in pairs or individually. <p>CORE</p> <p>Feedback Write <i>Abstract nouns</i> and <i>Adjectives</i> as headings on the board. Check answers by inviting volunteers to write a word under a heading.</p> <p>Answers (Five of the words below) <i>Abstract nouns</i> (examples): values, lives, balance, way, respect, developments, travel, past, history, knowledge <i>Adjectives</i> (examples): traditional, modern, important, casual, serious, respectful, fascinating, international, careful</p>
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have learners underline all the adjectives in the text and categorise them as <i>positive</i>, <i>negative</i> or <i>neutral</i>.
Coursebook page 49	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> Have learners read the sentences and decide what kind of word is missing: verb, noun or adjective? Learners complete the sentences. <p>CORE</p> <p>Feedback Have learners compare their answers. Then they raise hands to read out a sentence.</p> <p>Answers 1 developments; 2 respect; 3 modern; 4 Traditional; 5 communicate</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with the first letter of each word to help them complete the gaps.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Read out the sentences at a natural speed and have learners repeat with appropriate intonation.
Coursebook page 49	<p>Coursebook: Activity 7</p> <ol style="list-style-type: none"> If time allows for this activity, write the three tenses on the board: past simple, present perfect simple, present perfect continuous. Invite learners to give an example for each tense and explain its meaning. Learners read the sentences and do the matching task. They can do this in pairs. <p>CORE</p> <p>Feedback Read out an example from the box and have learners say which description it matches.</p> <p>Answers 1 past simple; 2 present perfect simple; 3 present perfect continuous</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Give the learners clues about key time expressions used with each tense; for example: <i>yesterday</i>, <i>suddenly</i>, <i>when</i> (past simple); <i>since</i>, <i>for</i>, <i>yet</i>, <i>already</i> (present perfect); <i>since</i>, <i>for</i> present perfect continuous).

	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Have learners think of a sentence for each tense. Monitor and check.
Workbook page 44	Workbook: Activity 4 <ol style="list-style-type: none"> 1. Learners can refer to their Coursebook to find the adjectives. CORE Feedback Invite learners to each write an adjective on board. Suggested answers academic, cultural, economic/economical, honourable, national, nomadic, personal, rhythmic, suitable, traditional, tribal, valuable
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Write the suffixes <i>-al</i>, <i>-able</i>, <i>-ic</i> on the board for the learners to choose from.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. In pairs, learners take turns to say a noun for their partner to call out the adjective. Monitor and check pronunciation.
Workbook page 44	Workbook: Activity 5 <ol style="list-style-type: none"> 1. Have learners read the sentences and identify what type of words are missing (adjectives). 2. Learners complete the sentences with an appropriate adjective. CORE Feedback Have learners raise their hand to read out a sentence. Get class consensus on each adjective chosen. Answers 1 academic; 2 traditional; suitable; 4 honourable; 5 cultural; 6 Rhythmic; 7 valuable; 8 economical
	Workbook: Activity 6 <ol style="list-style-type: none"> 1. Have learners make up their own sentences. Ask them to read them to the class when they have completed the activity. EXTENSION Feedback Have learners raise their hand to read out a sentence. Answers Learners' own answers
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Have learners use a few more adjective in context either orally or in writing.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Play a game of 'Noughts and ticks'. Draw a 3x3 grid on the board and divide the class in two groups: noughts and ticks. 2. With books closed, call out a noun/adjective for a group to say the equivalent adjective/noun. If it's correct, a learner from the group draws a nought/tick on the grid. 3. Groups take turns to decide on the correct adjective or noun and draw a nought/tick if their answer is correct. The first group to make a line on the grid wins the game. 4. Repeat or have learners play in smaller groups. Assign a learner in each

	group to take your role of calling out nouns/adjectives from the Workbook activity.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.5) Build on and extend the ability to understand a range of functions, for example, expressing opinion. (G8.1.1.1.6) Summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (a) participate effectively in collaborative discussions, express own ideas clearly and persuasively. (G8.2.1.1.10) Discuss and argue their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers easily conversing in English. (G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, if, when, unless, although).			

LESSON PLAN				LESSON: 10			
Teacher:				Subject: English			
Grade: 8		Unit: 3		Date:			
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read a text about education and literature in the UAE. Speaking: To discuss the importance of literature and education. Writing: To write sentences using qualifiers before adjectives. To write a paragraph about education.			Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none">• express their opinion• express agreement and disagreement• understand the gist of an informative text• guess the meaning of words from context• write more interesting sentences using qualifiers• write a review recommending (or not) a book.				
Link to prior learning: <ul style="list-style-type: none">• Adjectives• Adverbs 21st Century Skills: <ul style="list-style-type: none">• Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communication skills needed in further learning of the English language.							
Key vocabulary: <i>emphasis, poetry, novel, play</i> (noun), <i>expand, improve</i> Key expressions/structure: Qualifying adverbs							
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none">• Learners may have difficulty identifying the strength of the qualifying adverbs, so you could provide a scale like the one below on the board:							
extremely		really	very	rather	fairly	quite	slightly
strong							weak
Resources/equipment needed: Coursebook page 50 Workbook page 45							
UNIT 3 LESSON 10 TASKS/ACTIVITIES Please also refer to the Teaching Strategies section of the Teacher’s Guide (page 6 to 10)							
Resources		Starter					
		<ol style="list-style-type: none">1. Read out the first verse of the poem <i>A Rose</i> by Sultan al-Owais without saying who wrote it or which one it is: <i>Oh rose! whose petals are touched by the dew</i> <i>Which perfumes souls and hearts</i> <i>You are in this world an enigma,</i> <i>Your behaviour remains a mystery,</i> <i>For you encase your life in the walls of your bud,</i> <i>As though your fragrance is not well-loved.</i>2. Have learners say who wrote the poem and write Sultan al-Owais on the board.3. Discuss as a class what the learners know about the poet.					
Resources		Main activity					
Coursebook page 50		Reading: Activity 1 <ol style="list-style-type: none">1. Read out the question. Learners read the text once to find the answer.2. Check as a class.					

	<p>CORE</p> <p>Feedback</p> <p>Ask further comprehension questions; for example, <i>How has education in the UAE changed since the 1950s? What did Sultan al-Owais do to help others? What important custom started in the early 20th century?</i> Discuss them as a class.</p> <p>Answer</p> <p>New generations of writers and poets have emerged. Literature has also been taught in schools and universities over the years.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pre-teach <i>novel, play, encourage, inspire</i> before learners read the text.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners find further information about Sultan al-Owais (online or in the library) and share in class.
Coursebook page 50	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Read out the words for the learners to circle in the text. 2. Then have learners do the matching task in pairs. <p>CORE</p> <p>Feedback</p> <p>Have pairs or learners read out a meaning and a word out loud.</p> <p>Answers</p> <p>1 emphasis; 2 expand; 3 academic; 4 merchant; 5 individual; 6 literary</p>
Coursebook page 50	<p>Coursebook: Use of English box</p> <ol style="list-style-type: none"> 1. Ask a volunteer learner to read the Use of English box. 2. Place learners in pairs and have them find two more qualifiers in the text. <p>Feedback</p> <p>When learners have completed the activity, have pairs give you their answers. Write them on the board.</p> <p>Answers</p> <p>many reasons; more secondary schools; regularly inviting</p>
Coursebook page 50	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Give the learners time to read the questions and think of their answers. Allow them to make notes if necessary. 2. In pairs, learners discuss their opinions. Monitor and make note of their ideas. <p>DESIRABLE</p> <p>Feedback</p> <p>Write a few of the ideas you heard on the board. Discuss briefly as a class.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners to use phrases to introduce and ask for opinions, to express agreement and disagreement. Revise them if necessary.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set this up as a debate. Divide the class into groups of four and have them choose one of the questions. Learners discuss the question for at least three minutes trying to come up with as many ideas/arguments as possible.
Workbook page 45	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Write the following qualifiers on the board: <i>quite, rather, fairly, very, really, slightly.</i>

	<div>2. Check meaning. Explain that these words make the adjective that follows it stronger or weaker.</div> <div>3. Point out that some qualifiers can't be used with some adjectives; for example, we can say <i>very/really/quite/extremely intelligent</i>, but not <i>totally intelligent</i>. Similarly, we can say <i>absolutely perfect</i> but not <i>very/slightly perfect</i>.</div> <div>4. Place learners in pairs to complete the activity.</div> <div>CORE</div> <div>Feedback</div> <div>Invite learners to read out a sentence to the class.</div> <div>Answers</div> <div>1 <u>quite</u> a few; 2 <u>very</u> popular; 3 <u>greatly</u> expanded; 4 <u>even</u> more; 5 <u>a great deal of</u> fascinating Arabic art</div>		
Workbook page 45	<div>Workbook: Activity 2</div> <div>1. Explain that learners have to write their own sentences with the adjectives and that they have to add a qualifier.</div> <div>2. Split the class into two halves, and place learners in pairs.</div> <div>3. Have one half complete sentences 1–3 and the other half 4–6.</div> <div>EXTENSION</div> <div>Feedback</div> <div>Invite learners to read out a sentence to the class. Accept all possible combinations.</div> <div>Answers</div> <div>Learners’ own answers</div>		
Resources	Plenary		
Workbook page 45	<div>Workbook: Activity 3</div> <div>1. Direct learners to Activity 3 and hold a class discussion on the topic of how education helps a person develop.</div> <div>2. Write ideas, words and phrase that learners use on the board.</div> <div>3. Have learners write a few sentences on the topic.</div> <div>4. Early finishers can read their paragraph to the class. Learners who haven’t completed the activity can do so for homework.</div>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively.			
(G9.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details.			
(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations			
(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions,			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 8	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read about traditional chanting poetry. To understand about the importance of chanting poetry. Writing: To write sentences for a text summary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand details in an informative text express their opinions and give reasons use a range of past tenses to write a summary.
Link to prior learning: <ul style="list-style-type: none"> Past simple Present perfect Present perfect continuous 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>chant, entertaining, rhythm, recite, campfire, settle a dispute, play a role, pass down</i> Key expressions/structures: <i>Last year ..., I've been -ing, So far, I've ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may need support with forming the present perfect continuous and deciding when to use it. Revise its form and use if necessary. 		
Resources/equipment needed: Coursebook page 51 Workbook page 46		
UNIT 3 LESSON 11 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1 Write <i>UNESCO Intangible Cultural Heritage of Humanity</i> . Ask learners what this could mean. Explain what UNESCO stands for (United Nations' Educational, Scientific and Cultural Organisation) and what <i>intangible</i> means. 2 Ask: <i>What part of the Emirate culture do you think was inscribed as 'intangible cultural heritage of humanity' by UNESCO in 2012?</i> Elicit ideas. 3 Then write <i>Al-Taghrooda</i> on the board and elicit what the learners know about it.	
Resources	Main activity	
Coursebook page 51	Reading strategy <ol style="list-style-type: none"> Read out the question in the Reading strategy box. Have learners skim the text to find the answer. Ask the learners to read the Reading strategy text and elicit what the topic is in paragraphs 1 and 2 by looking at the first sentence. CORE Feedback Nominate learners to explain the topic of paragraphs 1 and 2.	

	Answers Paragraph 1 – the history of Al-Taghrooda poetry Paragraph 2 – where and why chanting was used.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Use texts from previous lessons to give learners more support with finding the topic sentence of a paragraph.
Coursebook page 51	Reading: Activity 4 <ol style="list-style-type: none"> 1 Read out the question. 2 Tell the learners to scan the text quickly to find the answer. 3 Remind them that they do not need to know the meaning of every word. Explain the meaning of the word <i>chanted</i>. CORE Feedback Ask the learners to discuss their answers with a partner. Invite volunteers to answer the question for the whole class. Example answer Al-Taghrooda is a kind of poetry shared by the Bedouins. It's poetry that was chanted when the Bedouins were riding their camels in the desert. The poetry was chanted between two groups of men.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Learners underline the words in the text that they do not understand. 2. Check the words as a class, eliciting meanings from context and with the learners' help.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners use the Internet to research more about Al-Taghrooda and report back to the class.
Coursebook page 51	Reading: Activity 5 <ol style="list-style-type: none"> 1 Tell the learners to read through the questions. Check for understanding. 2 Can the learners answer any of the questions right away? Ask them to read the text again, looking out for specific information they need. CORE Feedback Learners work in small groups and discuss their answers. Choose pairs of learners to read out a question and answer. Answers <ol style="list-style-type: none"> 1 Al-Taghrooda 2 Seven lines or fewer 3 A tribesman from one group chanted the first verse and the other group replied. 4 It was entertaining and it made the camels walk in time to the rhythm. 5 In the desert and around the campfires. 6 It was used for re-telling history and traditions. It was used to send messages to loved ones, family and friends. It was used to settle disputes between people or tribes. 7 An important social and cultural role. 8 At weddings and national festivities such as the Al Wathba Camel Race Festival.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Provide learners with paragraph references so that they can find the answers more quickly:

	<p>Paragraph 1 – questions 1–3; Paragraph 2 – questions 4–6; Paragraph 3 – questions 7 and 8</p>
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners practise asking and answering the questions orally without referring to their written answers.
<p>Workbook page 46 Coursebook page 51</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Explain that learners need to use past simple, present perfect simple or continuous to complete the sentences. <p>CORE Feedback Learners can check some of the sentences against the text in the Coursebook. Then, read out the sentences and pause before each gap for the learners to call out the answer. Answers 1 recited; 2 has played; 3 have been passing down / have passed down; 4 used; 5 chanted, walked; 6 has often been; 7 found; 8 taught</p>
<p>Workbook page 46</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Before they write the sentences, allow learners to read the text once more if necessary. 2. They should write their sentences individually or in pairs. Encourage them to use their own words. <p>DESIRABLE Feedback Have learners raise their hands and read out a sentence. Possible answers 1 The Bedouins have shared the tradition of chanting poetry for centuries. 2 The tribesmen chanted the poetry around campfires. 3 The Bedouins have been retelling their past history in this way for generations. 4 The Bedouins believed that chanting poetry made the camels walk in time to the rhythm. 5 Al-Taghrooda has played an important cultural role in the UAE.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Before learners write their sentences, go through the verbs and elicit example sentences orally.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners write a summary of the text in 50–80 words.
<p>Workbook page 46</p>	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Explain that learners have to make sentences using the correct tense. <p>EXTENSION Feedback Nominate volunteers to read out their sentences. Answers Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Draw an imaginary line across the middle of the class. Explain that one side represents 'Yes' and the other represents 'No'. 2. Have learners stand up and form a queue on the imaginary line facing you. 3. Say: <i>I've never heard about Al-Taghrooda poetry before.</i> Learners move

	to the 'Yes' side if the statement is true for themselves and to the 'No' side if it isn't.		
	4. Continue with more statements using the present perfect simple or continuous (for example, <i>My family have been to the desert a few times. / I've been reading poetry since primary school.</i>). You could choose learners to give further information.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G8.2.1.1.2) Consolidate from Grade 7 the ability to speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past.			
(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).			
(G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.			
(G8.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech 1 dictionaries.			
(G8.4.1.1.3) Summarise the main points of a read text using key words from the text as needed.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 8	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read about Nabati poetry. Writing: To write sentences with synonyms.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand the gist and details of an informative text use synonyms.
Link to prior learning: <ul style="list-style-type: none"> Discerning between different types of literary texts 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>personal, reality, unique, pass down, record, style, dialect, popular, admired, competitions</i> Key expressions/structures: <i>to go as far back as, to be based on, to be held</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> There are a few instances of passive voice in the text (<i>are based, are spoken, have been passed down</i>), so learners may benefit from a quick revision of the form and use of the passive voice. 		
Resources/equipment needed: Coursebook page 52 Workbook page 47 Dictionaries		
UNIT 3 LESSON 12 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	<ol style="list-style-type: none"> Write <i>Al-Taghrooda</i> as a heading on one side of the board. Put the learners in small groups. Give learners a minute to brainstorm as many facts as they can remember about Al-Taghrooda poetry. Make sure they keep a count of the facts. When time is up, check which group has the most facts. Elicit ideas from the whole class and make notes under the heading on the board. Keep the notes for later use. 	
Resources	Main activity	
Coursebook page 52	Reading: Activity 1 <ol style="list-style-type: none"> Before learners open their books, write <i>Nabati</i> as a heading on the other side of the board. Ask: <i>What do you know about this type of poetry?</i> Have a class discussion and make notes on the board. Ask learners to read the text once and check their ideas. Correct or add to the notes on the board. Ask: <i>What's special about Nabati poetry?</i> Learners discuss in pairs. CORE Feedback Ask the question and nominate learners to give their opinion.	

	<p>Possible answers Nabati is the people's poetry.; It's based on personal experiences.; The poems were the only record of events.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners practice with the pronunciation of words like <i>unique, historical, period, event, dialect, admired</i>.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners research the life of HH Sheik Mohammed bin Rashid Al Maktoum on the Internet and share information in class.
Coursebook page 52	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that learners should refer to the text to complete the sentences. They don't have to read the whole text again. <p>CORE Feedback Learners compare their answers with a partner. Read out the sentence prompts and have learners call out the missing information.</p> <p>Answers 1 'Bedouin poetry' and 'the people's poetry'. 2 personal experience and the reality of everyday life. 3 are a cultural tradition. 4 the poems were the only record of events. 5 began composing Nabati poetry as a young boy.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can underline the answers in the text rather than write them down.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners read the <i>Did you know?</i> information. Ask them to do research and find out which languages are the most widely spoken (Chinese/Mandarin, Spanish, English, Hindi, Arabic) and which languages are the most widely learned as a foreign language (Chinese/Mandarin, Spanish, English, Hindi).
Workbook page 47	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Have learners look at the words and refer to the text in the Coursebook if necessary to do the matching task. <p>CORE Feedback Call out a word and nominate a learner to read out the definition.</p> <p>Answers 1f ; 2 a; 3 c; 4 b; 5 h; 6 g; 7 e; 8 d</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners to start the task by matching the words they're more confident about.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to make up sentences orally with some of the words.
Workbook page 47	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Have a learner read out the Language tip. 2. Learners match the synonyms. <p>CORE Feedback Have a learner call out a word 1–5 and another learner call out the corresponding synonym.</p>

	Answers 1 e; 2 a; 3 d; 4 b; 5 c
	Differentiation activities (Support): 1. Point out that both words need to be the same type, for example verb–verb, noun–noun, adjective–adjective.
	Differentiation activities (Stretch): 1. Have learners think of the differences between the synonyms. For instance, we can say <i>a simple/easy exercise</i> , but not <i>a simple/easy story</i> .
Workbook page 47	Workbook: Activity 3 1. Have learners use a dictionary to write their own sentences with the synonyms. EXTENSION Feedback Have learners compare their sentences in pairs. Then nominate volunteers to read out a sentence. Answers Learners' own answers
Workbook page 47	Workbook: Activity 4 1. Have learners close all their books. Ask them what they remember about Nabati poetry. Write their answers on the board. 2. Have learners open their Workbook and complete the activity without referring to the Coursebook. Explain that they are to answer as many questions as they can and not to worry if they leave any questions unanswered. CORE Feedback Check answers as a class by reading out a sentence and nominating a different learner each time to say the correction. Answers 1 The poems go as far back as the 16 th century. 2 They are handed down from generation to generation. 3 They use a dialect different from classical Arabic. 4 The Sheikh began composing as a young boy. 5 The competitions are held once a year. 6 They are unique to the UAE.
	Differentiation activities (Support): 1. Divide the class in two and have learners correct three sentences each.
	Differentiation activities (Stretch): 1. Have learners write as many things as they remember about Nabati poetry.
Resources	Plenary
	1. Write words 1–5 from Workbook Activity 2 on the board. Add other familiar words whose synonyms learners will know; for example, <i>admired (respected)</i> , <i>true (real)</i> , <i>popular (famous)</i> , <i>competition (contest or race)</i> , <i>tradition (custom)</i> , <i>to chant (to sing)</i> , <i>to reply (to answer)</i> , <i>routine (everyday life)</i> , etc. 2. Divide the class into two groups. Invite a learner from each group to stand across from the board with a marker pen. Call out a word and have the learners race to circle its synonym on the board. Award a point to the fastest learner. 3. Continue with different words and learners.

Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.2) Consolidate from Grade 7 the ability to speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past. (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 8	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To listen to a poem and identify the rhyming words. Reading: To understand the message of a poem.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and analyse a poem identify rhyming words write a poem with rhyme scan texts for specific information.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to poetry 21st Century Skills: <ul style="list-style-type: none"> Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English 		
Key vocabulary: <i>nation, prime, blessed, dignity, obstacle, justice, compassionate, duty, prosperous</i> Key expressions/structure: Rhyming words		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> The poem contains some challenging vocabulary and may cause learners to lose their confidence. Warning learners about this and reassuring them that they should focus on enjoying the poem will alleviate this problem. 		
Resources/equipment needed: Coursebook page 53 Workbook page 48 Audio track 9 Dictionaries		
UNIT 3 LESSON 13 TASKS/ACTIVITIES		
Resources	Starter	
	<ol style="list-style-type: none"> Write anagrams of key words about Nabati poetry on the board, for example, <i>poetry, unique, record, dialect</i>. Put learners into small groups to reorder the letters. The first group to finish, shouts: <i>Stop!</i> Invite learners to write the word under the anagrams. Discuss as a class what the words refer to. 	
Resources	Main activity	
Coursebook pages 52–53 Audio track 9	Listening: Activity 3 <ol style="list-style-type: none"> Focus on the photo of HH Sheik Mohammed on page 52. Ask: <i>Who is he? What do you know about him?</i> Discuss as a class. Tell the learners that they are going to listen to a poem by Sheik Mohammed bin Rashid Al Maktoum. Go through the words in the list before you play the recording. Read the question and ask the learners to think about the question while they are listening. Tell them to make notes. 	

	<p>5. Learners listen to the audio and make notes.</p> <p>6. Play the audio a few times if necessary. For more information about Listening to stories strategy, please see page XX in this Teacher's Guide</p> <p>CORE Feedback Have learners compare their ideas in pairs. Then have a class discussion.</p> <p>Possible answers It's about the UAE and what makes it the happiest nation on Earth.</p>
	<p>Differentiation activities (Support):</p> <p>1. Play the audio again softly and have learners read along.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. In pairs, have learners choose one or two verses and discuss what they describe.</p>
Workbook page 48	<p>Workbook: Activity 5</p> <p>1. Read the instructions and the example.</p> <p>2. Have learners brainstorm themes and adjectives in pairs or small groups.</p> <p>CORE Feedback Invite a learner from each pair or group to present their themes and adjectives to the class. Discuss the themes further as a class.</p> <p>Answers Learners' own answers</p>
Coursebook page 53	<p>Reading: Activity 4</p> <p>1. Do an example with the class: <i>prime</i> and <i>time</i>. Point out that the endings <i>-ime</i> sound the same (/aim/) so these words rhyme. Explain that sometimes words with different spellings rhyme; for example, <i>fair</i> and <i>care</i>.</p> <p>2. Give learners time to write the pairs of rhyming words.</p> <p>CORE Feedback Have learners compare their pairs of words. Nominate volunteers to call out a pair of rhyming words. Drill the words chorally.</p> <p>Answers <i>Prime–time; thrive–revive; strain–pain; fear–tear; fulfilled–instilled; fair–care; joy–boy; prize–rise; confession–impression; more–core</i></p>
	<p>Differentiation activities (Support):</p> <p>1. In pairs, learners practise saying the words.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Have learners think of one more rhyming word to add to each pair; for example, <i>mime, survive, main, dear, rebuild, bear, toy, flies, expression, floor</i></p>
Coursebook page 53	<p>Reading: Activity 5</p> <p>1. Place learners in small groups of four or five.</p>

	<div>2. If you want you can choose another theme to write about.</div> <div>3. Explain that their poem doesn't have to be long and six lines are usually enough.</div> <div>4. Tell them to use rhyming words if they can.</div> <div>5. Have groups assign a leader who will read the poem to the class.</div> <div>EXTENSION</div> <div>Feedback</div> <div>As learners work, circulate and help as necessary.</div> <div>Answers</div> <div>Learners' own answers</div>		
Workbook page 48	<div>Workbook: Activity 6</div> <div>1. Divide the learners into small teams.</div> <div>2. Give the teams three minutes to find the words and complete the task. Set this up as a race.</div> <div>3. When time is up, read out the clues and elicit the words from the learners. Have them award their team a point for each correct answer. Praise all learners for their efforts.</div> <div>DESIRABLE</div> <div>Feedback</div> <div>Have learners look back at all the lessons in the unit to complete the activity.</div> <div>Answers</div> <div>1 chant; 2 clan; 3 resilience; 4 nomadic; 5 wander; 6 grazing; 7 heritage; 8 Bedouin; 9 camel; 10 generation; 11 century; 12 dhow</div>		
Resources	Plenary		
Workbook page 48	<div>Workbook: Activity 7</div> <div>1. Place learners in small groups. Have them make up their five sentences.</div> <div>2. Have them appoint a group leader to read the sentences to the class.</div> <div>3. Then have the group write as many sentences as they can with the words from Activity 6 in two minutes.</div> <div>4. The group leaders tell the class how many sentences they have and a winner is chosen.</div> <div>5. Have the leaders read the new set of sentences to the class.</div>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 8	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To complete a gapped text. Speaking: To discuss the qualities of Nabati poetry. To discuss statements about values. Writing: To write definitions of words.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand details in an informative text give their opinion and reasons express agreement and disagreement write definitions of words assess their progress in Unit 3.
Link to prior learning: <ul style="list-style-type: none"> Lexis from Unit 3 Past simple Present perfect 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>dignity, duty, justice, nation, obstacle, endure, amuse, proud, emphasis, compassionate, narrative, illusion</i> Key expressions/structure: <i>I agree with ..., In my opinion, I don't think that ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might need support with ways of giving definitions; for example, <i>it's a person who ..., it's a thing that ..., it's something you do ..., it's when you ...,</i> and so on. Provide these expressions on the board when appropriate. 		
Resources/equipment needed: Coursebook pages 52 and 54 Workbook page 49		
UNIT 3 LESSON 14 TASKS/ACTIVITIES Please also refer to the Teaching Strategies section of the Teacher's Guide (page 6 to 10)		
Resources	Starter	
	<ol style="list-style-type: none"> Ask learners to tell you as many new words as they can that they have learned in Unit 3. Write the words on the board. Place learners in pairs and have them choose five words to categorise as nouns, adjectives or verbs. Have learners read their words to the class. 	
Resources	Main activity	
Coursebook page 54	Reading: Activity 1 <ol style="list-style-type: none"> Have learners look at the photo and describe what they see. Encourage them to talk about the people's relationship and feelings. Ask learner to read the text once and say what it is about. Give them time to complete the gaps in the text. CORE Feedback Read out the text, pausing before a gap. Nominate different learners to call out a word. Answers 1 leader; 2 camel; 3 desert; 4 history; 5 past	
	Differentiation activities (Support):	

	<ol style="list-style-type: none"> 1. Have learners discuss what piece of information in the text they find most interesting.
Coursebook pages 52 and 54	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Have the learners re-read the first text on Nabati poetry on page 52. 2. Ask them to think about the questions in Activity 2 on their own and then discuss their ideas in small groups. Monitor and prompt learners with ideas if necessary. <p>CORE</p> <p>Feedback Read out the questions and have a class discussion.</p> <p>Answers 1 Because it teaches about events in the past; 2 Learners' own answers</p>
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners prepare a one-minute presentation about Nabati poetry. They give their presentation to the whole class or in small groups.
Coursebook page 54	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Revise with the class when the past simple and present perfect simple are used. 2. Give learners one or two minutes to complete the sentences. <p>CORE</p> <p>Feedback Have learners compare answers in pairs. Then nominate volunteers to read out a sentence. Discuss why the tense is appropriate in each sentence.</p> <p>Answers 1 wrote; 2 Have you visited; 3 met; 4 has invited; 5 became</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners that they will need to use the past simple three times and the present perfect simple twice.
Coursebook page 54	<p>Self-assessment</p> <ol style="list-style-type: none"> 1. Put the learners in pairs to explain the meaning of the words orally. 2. Check with the whole class. 3. Have learners use the words in sentences of their own. <p>DESIRABLE</p> <p>Feedback Invite learners to read out a sentence. Elicit more than one sentence per word.</p> <p>Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to look back in the unit if they need ideas for their sentences.
Workbook page 49	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Read out the words and check their meaning with the class. 2. Have learners complete the sentences. <p>DESIRABLE</p> <p>Feedback Learners compare their answers in pairs before checking as a class. Invite volunteers to read out a sentence.</p> <p>Answers 1 nation; 2 dignity; 3 obstacles; 4 duty; 5 justice</p>

Workbook page 49	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Brainstorm with the learners phrases for expressing opinion and agreement/disagreement. Write them on the board. 2. Have learners discuss the questions in pairs using the phrases on the board. 3. Monitor and make notes of correct/incorrect use of language. <p>DESIRABLE</p> <p>Feedback</p> <p>Go over the correct or incorrect language with the whole class. Make any corrections on the board.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give your opinion on one of the statements to give an example of what learners should produce.
Workbook page 49	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Give learners a few minutes to look through Unit 3 and find the abstract nouns. <p>CORE</p> <p>Feedback</p> <p>Read out a word and invite a volunteer to call out the abstract noun.</p> <p>Answers</p> <p>1 knowledge; 2 endurance; 3 amusement; 4 pride; 5 responsibility; 6 happiness</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the page numbers in the Coursebook where they can find the abstract nouns: <i>responsibility</i>, <i>happiness</i> – page 48; <i>endurance</i>, <i>amusement</i> – page 45; <i>pride</i> – page 41
Workbook page 49	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Give learners a few minutes to write their sentences. Monitor and help if necessary. <p>EXTENSION</p> <p>Feedback</p> <p>Have learners raise their hands to read out one or two sentences.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can write the sentences at home and bring them in the next lesson for you to check.
Resources	Plenary
Workbook page 49	<ol style="list-style-type: none"> 1. Direct learners to Self –Assessment. 2. Ask a few questions to get learners thinking about their progress: <i>Do you feel you have learned new words related to poetry? Did you find it easy to understand the texts? Did you have any problems with grammar? How do you feel about the speaking practice you had in this unit?</i> 1. Make specific suggestions as to how learners can improve in different areas; for example, ways to record and practise new lexis, websites or books they can use to improve their grammar skills, ways to practise their speaking and listening skills, and so on. 2. Learners rate their progress. Monitor and talk to learners one-to-one

	if possible.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast. (G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of present perfect. (G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 8	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To use vocabulary and grammar from the unit. To write an email about a trip to the desert.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use lexis from the unit in context • use past tenses • write a short email about a holiday in the desert.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from Unit 3 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis from Unit 3 Key expressions/structures: <i>I've never ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may lose their confidence when asked to review all that has been learned in the unit. Allow learners to look back at the lessons they have studied to answer questions and to raise their confidence. 		
Resources/equipment needed: Coursebook page 55 Dictionaries		
UNIT 3 LESSON 15 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
Coursebook pages 41–54	<ol style="list-style-type: none"> 1. Have learners look through Unit 3 and choose four words they find difficult or which they like. 2. Invite learners to write the words on the board. 3. Look at the words as a class and have learners explain what they mean and use them in sentences. Ask them how to spell the word. 	
Resources	Main activity	
Coursebook page 55	Review: Activity 1 <ol style="list-style-type: none"> 1. Nominate learners to read out the words in the box. 2. Learners read the definitions and match them to the words. 3. As an extension, place learners in pairs and have them make sentences with the words. This is to be done orally. CORE Feedback Have learners compare answers in pairs. Nominate volunteers to read out a definition and word. Then pairs say the sentences to the class. Answers 1 tribe; 2 oyster; 3 hide; 4 fort; 5 academic; 6 cultivate; 7 pearl	
	Differentiation activities (Support): Give learners example sentences orally using the words and then have them do the task.	
Coursebook page 43	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Have learners in groups remember what they can about pearling. A learner in each group can refer to the text on Coursebook page 43 to provide help. 	

<p>Coursebook page 55</p>	<p>Review: Activity 2</p> <ol style="list-style-type: none"> 1. Before learners do the task, ask a few questions about <i>honesty</i>, <i>quality</i> and <i>resilience</i> to check comprehension; for example <i>Is honesty a good thing? If someone is honest, do they tell the truth? If something is of good quality, is it cheap or expensive?</i> 2. Allow learners to refer to their dictionaries or notes to do the task. <p>CORE Feedback As a class, read out each sentence chorally. Write the missing word on the board each time. Answers 1 resilience; 2 honesty; 3 Happiness; 4 speed; 5 quality; 6 knowledge</p>
<p>Coursebook page 55</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Read out the words in brackets and point out that learners must form new words by adding an ending or changing them. 2. Give learners one or two minutes to complete the text. <p>CORE Feedback Have learners compare answers in pairs. Then nominate volunteers to read out a sentence from the text. Answers 1 cultural; 2 traditional; 3 nomadic; 4 medical; 5 valuable</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide the endings <i>-al</i>, <i>-ic</i> and <i>-able</i> on the board for the learners to refer to.
<p>Coursebook page 55</p>	<p>Review: Activity 4</p> <ol style="list-style-type: none"> 1. Ask a volunteer learner to read the rubric to the class. 2. Then hold a class discussion on what they would expect to see and do on a trip to the desert. Explain that they can look back at the unit as a whole to gather ideas. 3. Then ask learners if they send emails to friends overseas or in general. 4. Ask what tense they would use to write the email (Simple Past). Also remind learners that they can use qualifiers to make their work more interesting. 5. Ask what kind of things they would mention in this email to a friend. Possible suggestions would be: <i>seeing a Bedouin tribe</i>, <i>eating dates</i>, <i>visiting an oasis</i>, <i>seeing and riding camels</i>, <i>seeing a camel race</i>, and so forth. 6. Have learners write the short email in class. Set about 15 minutes for the activity. <p>CORE Feedback As learners discuss what they would expect to see and do on a desert trip, write the answers on the board. As they write, explain that they can use the points discussed earlier. Answer Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Explain to learners that they can write simple sentences about their trip.

	Differentiation activities (Stretch): 1. Encourage these learners to write about their trip in more detail using adjectives to describe feelings, experiences and surroundings.		
Resources	Plenary		
	1. Place learners in small groups of four and have them read their emails to their group members. 2. If time allows, have each group choose one email to read to the class.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast. (G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: present perfect and present perfect continuous. (G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, if, when, unless, although).			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 8	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read an extract from a novel. Writing: As a project, to prepare a presentation about the fort of Qasr al-Hosn.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand the gist of a fiction text discuss what precedes the story predict what will happen next in a story understand a promotional/tourist text understand a descriptive text.
Link to prior learning: <ul style="list-style-type: none"> Recognising literary texts. 21st Century Skills: <ul style="list-style-type: none"> Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project 		
Key vocabulary: <i>blinding, daze, fort, shake off, cure, horizon</i> Key expressions/structures: <i>It's set in ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might need help understanding some of the expressions in the text that don't have a literally meaning; for example, <i>mass of blinding white, shake off a worry, endless blue sea stretching</i>. These can be discussed with the whole class. 		
Resources/equipment needed: Coursebook pages 56–57 Tourist brochures and informative texts about the fort of Qasr al-Hosn Reference books from the library about the fort of Qasr al-Hosn		
UNIT 3 LESSON 16 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Write the titles of some popular novels learners will be familiar with. Ask: <i>Have you ever read these books? Did you enjoy reading them?</i> 2. Have a class discussion and add other titles that learners mention on the board.	
Resources	Main activity	
Coursebook page 56	Preparation: Activity 1 <ol style="list-style-type: none"> Write <i>Literacy</i> on the board and elicit what it means ('the ability to read and write'). Discuss as a class different types of texts that learners have encountered; for example, informative, poems, narrative, and so on. Have learners read the text once and answer questions 1 and 2 as a class. Give them a few minutes to read the text again and answer questions 3–7 in pairs. CORE Feedback Read out the questions and nominate volunteers to answer them.	

	Possible answers 1 It's set on the fort of Qasr al-Hosn. 2 It's a narrative/fiction text/story. 3 Fadi and his mother. 4 Fadi is on his own wandering around the old fort looking for inspiration despite his problems. 5 Fadi was with his sick mother, praying. 6 Fadi's mother was lying in a hospital bed trying to get better. 7 Fadi will go back to the hospital and find that his mother is feeling better.
	Differentiation activities (Support): 1. Read out the extract as a class, pausing to ask questions and check comprehension.
	Differentiation activities (Stretch): 1. Have learners write one more paragraph to continue the story. Have them read out their paragraphs in groups and compare ideas.
Coursebook page 56	Preparation: Activity 2 1. Read through the information and divide the class into groups A and B. There shouldn't be more than four learners per group to ensure that everyone participates. 2. Distribute the brochures and texts you have brought or allow learners to look for information online or in the school library. You may also have them look at reference books you have brought in from the library. 3. Allow time for the learners to look at their materials and discuss their project. 4. Monitor and help. CORE Feedback Allow learners to ask any questions and discuss as a class.
Coursebook page 56	Preparation: Activity 3 1. Read out the instructions and discuss any questions. 2. If necessary, give an example of comparisons learners can make, for example design, language, pictures, and so forth. 3. Explain that this step will help them with the preparation of their project and that the ideas are there to help them. 4. Give learners as much time as possible to prepare their projects. 5. Monitor and help as necessary. CORE Feedback Walk around and give feedback to each group.
	Differentiation activities (Support): 1. Allow learners a few days to work in their groups and prepare their presentation. 2. Encourage learners to practise giving the presentation.
Resources	Plenary
Coursebook Page 57	Presentation: Activity 4 1. Hold a class discussion on how learners think they should present their project. 2. Go through each option and discuss their advantages and disadvantages.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions. (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points. (G8.4.2.1.2) Correctly write complete simple, compound and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, if, when, unless, although).			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 8	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To give a presentation. To give opinions about learners' presentations. Listening: To understand and assess other learners' presentations. Writing: To write a description of a place or a story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand a presentation • express their opinions • give a presentation • write a descriptive or fiction text.
Link to prior learning: <ul style="list-style-type: none"> • Information collected in Lesson 16 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis from Unit 3 Key expressions/structures: <i>This presentation is about ..., We're going to talk about ..., We found out that ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need help with fixed expressions that are used to give a presentation. You can provide these in class before learners give their presentations. 		
Resources/equipment needed: Coursebook page 57		
UNIT 3 LESSON 17 TASKS/ACTIVITIES Please also refer to the Teaching Strategies section of the Teacher's Guide (page 6 to 10)		
Resources	Starter	
	<ol style="list-style-type: none"> 1. Have a class discussion about oral presentations. Talk about the importance of speaking in a clear, loud voice, the importance of body language, eye-contact, and so on. 2. Invite learners to express any concerns about giving a presentation and try to create an encouraging atmosphere. 3. Finally, ask learners how they have decided to present their project. Ask: <i>Who will be using a poster?</i> and so on. 	
Resources	Main activity	
Coursebook page 57	Presentation: Activity 5 <ol style="list-style-type: none"> 1. Groups take turns to give their presentations in class. While the rest of the class are listening, have them make notes on good use of language or any errors they notice. CORE Feedback <ol style="list-style-type: none"> 1. Divide the class so that learners from different groups work together and give each other feedback on their presentations. Round up the class and discuss the presentations as a class. 	
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Allow learners to refer to their notes while giving their presentation. 	
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Have learners record their presentation and look at the recording in their groups. 	

	2. Encourage them to notice things (for example, speed and tone of speech) that they weren't aware of during the presentation.		
Coursebook page 57	Presentation: Activity 6 1. In their groups, learners choose a presentation and discuss the questions. 2. Monitor and provide help if necessary. CORE Feedback Choose a popular presentation and read out the questions to discuss as a class.		
	CORE Feedback Circulate and provide learners with individual feedback.		
	Differentiation activities (Support): 1. Allow learners to prepare their texts for homework and present them to the class in the next lesson.		
Resources	Plenary		
Coursebook page 57	Follow-up: Activity 7 1. Read out the instructions as a class and brainstorm a few places on the board. 2. Discuss with the learners what kind of stories they could write in each place. Brainstorm one or two storylines. 3. Place learners in pairs and have them start working on their texts and present them in class or in the next lesson if there is no time.		
Learning styles catered for (✓) :			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓) :			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations. (G8.4.1.1.1) Write texts of more than two paragraphs with 8 simple compound and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns, (G8.4.2.1.2) Correctly write complete simple, compound and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, if, when, unless, although).			

LESSON PLAN			LESSON: 1
Teacher:		Subject: English	
Grade: 8	Unit: 4		Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read for information in a non-fiction text. To read a map. To use new vocabulary in sentences. Writing: To write about what they have learned.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none">• find places and seas on a map of the Arabian Peninsular• use key vocabulary to describe the geographical features of the Arabian Peninsula.	
Link to prior learning: <ul style="list-style-type: none">• Prior knowledge of the culture and history of the Arabian Peninsula 21st Century Skills: <ul style="list-style-type: none">• Not applicable			
Key vocabulary: <i>continent, , agriculture, arid, , fertile, route, barren</i> Key expressions/structure: <i>surrounded by, located between, consists of, stretches from, mountainous regions, fertile areas, it occupies, , made its way</i>			
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none">• Learners may not be familiar with maps or locating places on them. By spending more time on the map activities and asking questions about places, the learners will become familiar with them.			
Resources/equipment needed: Coursebook page 58 Workbook page 50			
UNIT 4 LESSON 1 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher’s Guide (Page 6 to 10).			
Resources	Starter		
	<div>1. With Coursebooks closed, ask learners the following questions: <i>What is a gulf, and what is a peninsula? Which countries make up the Arabian Peninsula in modern times? What do you know about the geography of the Arabian Peninsula?</i></div> <div>2. Write the names of any countries or seas that learners mention on the board.</div>		
Resources	Main activity		
Coursebook page 58	Reading: Activity 1 <div><div>1. Have learners look at the map of the Arabian Peninsula. Ask if they can locate any of the places they mentioned in the Starter.</div><div>2. Have learners read the text about the Arabian Peninsula and answer the question.</div></div> CORE Feedback Feedback by inviting answers from the class. Have learners put up their hand to volunteer an answer. Answer Its position is important because it lies between the continents of Africa and Asia and is also close to Europe.		
	Differentiation activities (Support):		

	<ol style="list-style-type: none"> Learners can work together in pairs or small groups. Ask them to underline key information in the text then compare with a partner before feedback.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> Ask learners to orally summarise the information in the text to their partner and then invite individual learners to feed back to the class.
Coursebook page 58	Reading: Activity 2 <ol style="list-style-type: none"> Have learners work in small groups. Ask learners to look at the map. Call out the names of the seas and have learners point to where they think they are located. After checking each group's answers, have learners write the names of the seas on their maps. CORE Feedback Circulate and monitor, checking learners have the correct answer by pointing at your copy of the map.
Coursebook page 58	Reading: Activity 3 <ol style="list-style-type: none"> Have learners read the names of the other places and discuss in their groups where they think they are located on the map. After checking each group's answers, have learners write the names of the places on their maps. CORE Feedback Have volunteer learners come to the front of the class and point to different places on the map as they hold up their book.
	Differentiation activities (Support): <ol style="list-style-type: none"> Draw a basic map outline on the board. Discuss the locations as a class and go through each one by one, eliciting answers from learners and labelling your map on the board.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> Have learners work alone then compare their answers with a partner before class feedback.
Workbook page 50	Workbook: Activity 1 <ol style="list-style-type: none"> Have the learners fill in one word in each blank for Activity 1. DESIRABLE Feedback Have learners read the texts in their Coursebook to check their answers. Then ask volunteer learners to read out the answers. Write these on the board for learners to check against. Answers 1 two; 2 west; 3 south; 4 Mediterranean, Red (in either order); 5 Africa, Asia, (in either order)
Workbook page 50	Workbook: Activity 2 <ol style="list-style-type: none"> With Workbooks closed, write the words from Activity 2 randomly on the board and have the learners revise the meanings of each pair of words by inviting answers from individual learners. Have learners read the paragraph and choose the correct word from the choices given. DESIRABLE

	Feedback Have learners read the texts in their Coursebooks to check their answers. Then ask volunteer learners to read out the answers. Answers 1 water; 2 desert; 3 arid; 4 fertile; 5 Sinai Peninsula		
	Differentiation activities (Support): 1. Before starting the Workbook activities, write the words from the activities on the board. Revise the meanings with learners by eliciting definitions from volunteer learners. Learners can refer to the text on Coursebook page 58 to complete the activities.		
	Differentiation activities (Stretch): 1. Have learners work with their Coursebooks closed. They complete the activities alone then compare with a partner before finally checking their answers using the text on Coursebook page 58.		
Resources	Plenary		
Workbook page 50	Workbook: Activity 3 1. Have learners work in groups to discuss what new information they have learned from the lesson and the reading text, and what other information they have. 2. Elicit some ideas from individual learners and write them in note form on the board. 3. Write the following sentence stem on the board: <i>Today I have learned that ... and I also know that ...</i> 4. Have learners write three sentences to complete the stems then read them to their group. 5. Invite individual learners to read their sentences to the class.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the			

meaning of words with similar denotations.

(G8.3.4.1.3) Analyse the meaning of words and phrases as they are used in a non-fiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone.

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To listen for comprehension. Writing: To answer questions about a text. Speaking: To describe a hypothetical journey.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about the goods that were transported and traded on the historical Incense Trade Route, using the passive voice • use topic vocabulary • read and identify grammatical features in a text.
Link to prior learning: <ul style="list-style-type: none"> • Review of the passive structure 21st Century Skills: <ul style="list-style-type: none"> • Use technology (spoken and written) to communicate in English about topics and stories to other students in the UAE. 		
Key vocabulary: <i>incense, tribe, trade, merchants, goods, cloth, road, spices, caravan, route</i> Key expressions/structures: Present passive and past passive review		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. Confusion can arise for learners between subject and object – in a passive sentence, the object gets promoted to the subject, something that can be overcome by showing learners how to flip the sentence around. Learners often think that any sentence with <i>is</i>, <i>was</i> or <i>were</i> in it is a passive sentence. To determine whether a sentence is passive or not, learners can try adding ‘by so-and-so’ at the end. If this is possible, the sentence is passive. 		
Resources/equipment needed: Coursebook page 59 Workbook page 51 Audio track 10 Photocopy of the listening text		
UNIT 4 LESSON 2 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher’s Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask learners which places they remember from the previous lesson. 2. Ask learners what they can tell you about the geography of the Arabian Peninsula	
Resources	Main activity	
Coursebook page 59 Audio track 10	Listening: Activity 4 <ol style="list-style-type: none"> 1. Write the following words on the board: <i>incense, trade, route</i> 2. Elicit the meaning of each word from learners. 3. Have learners look at the title of the Listening activity <i>The Incense Trade Route</i>, and ask learners what they know about this subject. Write some answers on the board in note form. 4. Have learners listen to the text about the Incense Trade Route and choose the correct answer from the words given. CORE	

	<p>Feedback Have learners put up their hand, and invite answers from individual learners.</p> <p>Answers 1 7th; 2 Southern Arabia; 3 Asia; 4 3000; 5 62; 6 tribe.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners time to read the questions detail first for a general understanding. Have them guess the answers and compare with a partner then listen to check.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Give learners a photocopy of the Listening text with the choices blanked out. Have them listen and write the answer they hear.
Coursebook page 59	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Have learners read the questions and underline the key words then compare with a partner. 2. Check the key words as a class by inviting answers from individual learners. 3. Tell the learners to listen again to find the answers. 4. Have the learners use the answers to write full sentences. <p>CORE</p> <p>Feedback Have learners put up their hands and invite individual learners to write their sentences clearly on the board.</p> <p>Answers 1 There has been an Incense Trade Route in the Arabian Peninsula since the start of the 7th century BCE.; 2 It was used by Arab merchants to transport Arabian incense from Southern Arabia and spices and cloth from India.; 3 Precious stones, pearls, ebony, silk and cloth were also traded along this route.; 4 It was traded for carpets, spices, Indian cloth and other goods.; 5 The journey along the Incense Trade Route took 62 days.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pre-teach vocabulary learners will need to do the task and leave it on the board. Break the text into sections with questions after each section and give the option of only reading one or two sections. Give learners the answers in a jumbled order, with a few distractors.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners think of and write two extra questions for the reading activity. They swap with a partner who finds the answer in the text.
Coursebook page 59	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Have learners work in groups. 2. Have learners read the questions and discuss their ideas. <p>EXTENSION</p> <p>Feedback Circulate and monitor. Make notes of the things learners mention. Then write these ideas on the board and ask learners to add a few more that they talked about.</p> <p>Answers Learners' own answers</p>
Coursebook page 59	<p>Use of English: Present passive and past passive review</p> <ol style="list-style-type: none"> 1. Ask learners to look at the Use of English box and go through the

	<p>grammar with the class. Ask: <i>How do we form the present passive?</i> (Am/are/is + past participle) <i>How do we form the past simple passive?</i> (Was/were + past participle)</p> <ol style="list-style-type: none"> Elicit from the students why we use the passive form (when we are more interested in the person that experiences an action than who does the action). Write the following sentences on the board: <i>a It was used by Arab merchants to transport Arabian incense.</i> <i>b They used the ports of Gaza and Alexandria to sell their goods.</i> Elicit from the learners which one is active and which one is passive and compare the forms. (a – passive b –active) Ask learners to find and underline examples of use of the passive form in the text. <p>CORE Feedback Feedback as a class by going through each example, eliciting why the writer has used a passive form.</p> <p>Answers It was used by Arab merchants; ebony, silk cloth were also traded; Damascus and Baghdad were used to sell; It was used by Government officials; the silk was traded for carpets; tonnes of incense each year was carried along ; luxury goods were brought; the Incense Route and Silk Road were protected by the Nabataea</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Ask learners to go through the text looking for <i>is</i> and <i>was</i>. Ask them in each case to see if it is followed by a past participle form. If it is, learners should underline it.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> When conducting feedback, ask the weaker learners to give the example from the text and the stronger learners to explain to the class why the passive form is used.
Workbook page 51	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Have the learners look at the words in the word box and revise the meaning by asking learners to give a definition. Have learners complete the sentences using words from the word box. <p>EXTENSION Feedback Nominate individual students to give answers.</p> <p>Answers 1 luxury; 2 merchants; 3 trade; 4 dangerous; 5 goods; 6 wealthy</p>
Workbook Page 51	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Have learners work in pairs. Have learners read the sentences and transform them from the active form to the passive form. Do the first one as an example on the board. <p>CORE Feedback Circulate and monitor, offering help where necessary. When learners have finished, have them close their Workbooks. Choose individual learners, read out one of the active sentences and have them transform it into a passive form orally.</p> <p>Answers</p>

	1 Silk cloth is still made in China.; 2 Incense was exported along the Incense Route.; 3 Camels were used to carry goods.; 4 The ports of Gaza and Alexandria were used.; 5 Carpets were traded for silk.; 6 The Chinese silk was taken to Damascus by Arab merchants.		
Resources	Plenary		
	<ol style="list-style-type: none">1. Place learners in small groups. Explain that you are going to play a game where they have one minute to write as many things as they can remember about the Incense Route.2. The group that writes the most things wins.3. Continue with the following items if time allows: write as many verbs as they can in the present passive; write as many verbs as they can in the simple past passive.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			
(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.			
(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			
(G8.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (for example, general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs, etc.), and use the features to obtain information.			
(G8.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential, multi-step directions, or chronological order).			
(G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: first conditional and second conditional, If I were ..., present perfect, present perfect continuous, past perfect.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To deduce meaning of vocabulary from context. Speaking: To correct errors in factual statements.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> deduce the meaning of key vocabulary related to medicinal uses of frankincense from context correct factual statements about the text they have just read complete a summary about frankincense and myrrh.
Link to prior learning: <ul style="list-style-type: none"> Prior knowledge of the culture and history of the Arabian Gulf 21st Century Skills: <ul style="list-style-type: none"> Reinforce learning to apply digital technologies effectively by using them as a tool to research, organise, evaluate and communicate information 		
Key vocabulary: <i>shrub, resin, aromatic, prosperous, demand</i> Key expressions/structures: <i>healing wounds, protecting against infection, curing skin diseases, eczema, soothing cracked chapped skin, scars, freshen breath, relieving stomach aches, prevent fever, food poisoning, breathing problems, coughs, cold, anti-septic, generation to generation</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Much of the key vocabulary in this text is related to medicinal uses, ailments and diseases. It is likely learners will not have encountered this vocabulary before and may not understand the concept of abstract words like <i>prevent, heal, protect</i> and <i>relieve</i>. Use flashcards made at home or act out the ailment to help learners understand. It might be necessary to translate the more abstract words into the learners' own language. Explain to learners that these are collocations – words that go together as a phrase. 		
Resources/equipment needed: Coursebook pages 60 - 61 Workbook page 52 Flashcards showing pictures illustrating the following ailments: wound, infection, eczema, cracked skin, scars, stomach ache, fever, food poisoning, cough, cold		
UNIT 4 LESSON 3 TASKS/ACTIVITIES Please also refer to the Teaching Strategies section of the <i>Teacher's Guide</i> (Page 6 to 10).		
Resources	Starter	
	1. Ask learners what different kinds of incense they can name. 2. Ask them which is the most famous incense used around the world (frankincense) and ask if they can spell it. 3. Elicit other information about frankincense by asking questions like <i>Where does it come from? How is it harvested? What does it look like? What can you use it for?</i>	
Resources	Main activity	
Coursebook page 60	Reading: Activity 1 <ol style="list-style-type: none"> Before they read, have learners look at the Reading Strategy box and discuss how to skim through a text. 	

	<ol style="list-style-type: none"> Have learners read the main text about frankincense to find out what other main use it has. (medicine) Ask learners if they can give you specific examples from the text. Ask learners which words refer to illness or medical problems. Then ask why they think it made the Arabs very wealthy. <p>CORE Feedback Ask learners to put up their hands to give answers. Check the meaning of the medical words and phrases with the class using the flashcards.</p> <p>Possible answers It made the Arabs wealthy because it had lots of very important medical uses such as: healing wounds and protecting against infection; curing skin diseases such as eczema; soothing cracked and chapped skin and scars; used in gum to freshen breath; relieving stomach aches; helping prevent fever, food poisoning, breathing problems, coughs and cold; as an anti-septic</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Use flashcards showing pictures of the different ailments mentioned in the text to support learners' comprehension. After they read the text, have learners match the ailment with the picture.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to write a heading for each paragraph of the text that summarises the information within. Advise them that they should underline key vocabulary to guide them.
Coursebook page 60	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> Have learners write five false statements about information in the text. Have them work in pairs and read their sentences to their partner. Their partner orally corrects the sentences. <p>DESIRABLE Feedback Circulate and monitor, helping with corrections and pronunciation as necessary.</p> <p>Answers Learners' own answers</p>
Coursebook page 60	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> If learners have access to the Internet, ask them to work in small groups to research the multiple uses of incense. This can be set for homework if there is no classroom access to computers. <p>EXTENSION Feedback Ask a learner from each group to write their list on the board and compare lists as a class.</p> <p>Answers Learners' own answers</p>
Workbook page 52 Coursebook Page 61	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> With Coursebooks closed, ask learners some questions about the text; for example, <i>Where does frankincense come from? What was incense used for?</i> Encourage learners to answer in full sentences. Ask learners if they can think of any questions to ask the class about the text and invite learners to ask them and others to answer them. Direct learners to page 61 of their Coursebooks. Ask a volunteer learner to

	<p>read the Did you know? box.</p> <p>4. Have learners read the answers in Activity 3 and tell them to write the questions. Do the first one as an example.</p> <p>CORE</p> <p>Feedback</p> <p>Have learners read their sentences aloud to their partner then invite individual learners to write a question on the board.</p> <p>Possible answers</p> <p>2 Why was incense stored in temples?; 3 What was a secret?; 4 Why was frankincense so expensive?; 5 Was frankincense cheaper than gold?; 6 What did the Egyptian kings try to do? or Why did Egyptian kings try to plant incense at home?</p>		
Workbook page 52	<p>Workbook: Activity 2</p> <ol style="list-style-type: none">1. Write the vocabulary from Activity 2 on the board and revise the meanings with learners by asking individual learners to give a definition.2. Have learners read the sentences in Activity 2 and circle the correct word to complete the sentence. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite answers from individual learners.</p> <p>Answers</p> <p>1 perfume; 2 generation to generation; 3 valuable; 4 treasure; 5 imports; 6 temple; 7 cosmetic; 8 shrubs</p>		
Workbook page 52	<p>Workbook: Activity 3</p> <ol style="list-style-type: none">1. Have learners discuss what they have learned about frankincense with a partner.2. Have learners write about three uses of frankincense. <p>DESIRABLE</p> <p>Feedback</p> <p>Have individual learners read their sentences to the class.</p> <p>Answers</p> <p>Learners' own answers</p>		
Resources	Plenary		
Coursebook page 60	<ol style="list-style-type: none">1. Ask individual learners to read some of their incorrect statements from Coursebook Activity 2 to the class.2. Invite other learners to correct them orally.3. Mime an ailment and have learners guess what it is and call out the answer.4. Continue the activity as a class by asking other learners to stand up and mime an ailment, and the other learners guess and call out the answer.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

(G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.

(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

(G8.4.1.1.3) Summarise the main points of a read text using key words from the text as needed.

(G8.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically.

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To complete gaps in sentences. To choose the correct word to complete a sentence. Writing: To write a paragraph using notes. To write questions for given answers.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> use vocabulary associated with health correctly write a paragraph about the history of incense as a base for perfume using notes.
Link to prior learning: <ul style="list-style-type: none"> Prior knowledge of the culture and history of the Arabian Gulf 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>heal, cure, soothe, relieve, perfume, incense, valuable, treasure, seeds, temples</i> Key expressions/structure: <i>generation to generation, could afford it, a royal expedition, her crop failed</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may still not understand the subtle difference in meaning between 'prevent', 'heal', 'protect' and 'relieve'. It might be necessary to translate these words into the learners' own language. Explain to learners that these verbs are used in specific collocations – words that go together as a phrase. Learners at this level still make mistakes when forming questions. Word order, auxiliary verbs and questions with the verb <i>to be</i> cause confusion. 		
Resources/equipment needed: Coursebook page 61 Workbook page 53		
UNIT 4 LESSON 4 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask learners what they remember about the previous lesson's reading text: <i>Why was frankincense so valuable?</i> Suggested answer It was valuable because people's demand for it was great. They used it as incense and in medicines. Ailments mentioned include: wounds, infection, skin diseases, eczema, cracked and chapped skin, scars, stomach aches, fever, food poisoning, breathing problems, coughs, colds.	
Resources	Main activity	
Coursebook page 61	Vocabulary: Activity 4 <ol style="list-style-type: none"> Write the words <i>heal, cure, soothe</i> and <i>relieve</i> on the board. Ask learners what each word means and how they are different. Tell learners to choose the correct word to complete the sentences. CORE Feedback Ask learners to work with a partner and read the text on Coursebook page 60 to check and correct their answers. Suggested answers	

	<p>To heal: to become healthy or well again; to make someone healthy or well again; To cure: to stop the symptoms of a specific disease or illness; To soothe: to reduce or stop pain and discomfort, especially of the skin or throat; To relieve: to reduce or remove pain in the body 2 heal; 3 cure; 4 soothe</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Discuss the difference in meaning between these verbs using the learners' first language or translate the words. Have learners complete this activity using the text in their Coursebooks.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write four more sentences using the verbs in context.
<p>Workbook page 53</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Write the words <i>heal</i>, <i>soothe</i>, <i>cure</i> and <i>relieve</i> on the board. Revise the vocabulary of illnesses and ailments by eliciting some examples from them and asking them which verb they go with. 2. Have learners match the verbs with the phrases. <p>DESIRABLE Feedback Nominate learners to give an answer. Possible answers relieve a stomach ache; cure / soothe eczema; heal a wound; protect against infection; cure skin disease; prevent a fever</p>
<p>Coursebook page 61</p>	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to read the notes on page 60 about incense and perfume. 2. Tell learners to use the notes on page 61 to write a short story in their notebooks. 3. Circulate and monitor. <p>CORE Feedback Have learners swap stories with a partner and correct any minor errors of spelling or punctuation. Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners to think about what grammar words are needed to make these notes into complete sentences. Ask them what words can be used to join sentences together (<i>so</i>, <i>and</i>, <i>but</i>, <i>which</i>, <i>that</i>) and write some examples on the board. Learners work with a partner to add these words to the notes in their course book, then they write the paragraph in full in their notebooks.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to add their own ideas or extra information from the text on Coursebook page 60 to make the paragraph longer and more detailed.
<p>Workbook page 53</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Elicit from the learners what they remember about frankincense and myrrh and write some answers on the board. 2. Have learners read the text and complete the gaps. <p>DESIRABLE Feedback</p>

	Nominate learners to write an answer on the board. Answers 2 regions; 3 small; 4 taller; 5 medicines; 6 cosmetic; 7 whole		
Workbook page 53	Workbook: Activity 6 <div>1. Have learners read the sentences and decide whether the statements are correct or not.</div> <div>2. Have them underline the evidence in the Coursebook texts to support their choice.</div> DESIRABLE Feedback Learners feedback in small groups. Circulate and monitor. For more information about Answers Sentences 1, 4, 5 are correct.		
	Differentiation activities (Support): <div>1. Have learners work with a partner and use their Coursebook to find answers.</div>		
	Differentiation activities (Stretch): <div>1. Have learners work alone and check their answers with a partner when finished. Have learners write their own examples for Activities 4 and 6.</div>		
Resources	Plenary		
	<div>1. Ask learners to work in groups.</div> <div>2. Have one learner choose a new word or phrase from the lesson and write it on the board.</div> <div>3. Have another learner give a definition for it. Write the definition on the board.</div> <div>4. Have another learner use that word in a sentence.</div> <div>5. Have learners work with a partner. They take it in turns to choose one of the new words or phrases from the lesson so their partner can explain the meaning and use it in a sentence.</div>		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast. (G8.4.1.1.3) Summarise the main points of a read text using key words from the text as needed. (G8.4.2.1.1) Build on and continue applying language structures learned previously; use language			

structures of: past simple.

(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, if, when, unless, although).

(G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, even so, since).

(G8.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To complete quiz questions. To locate information on a map. Speaking: To discuss interesting geographical facts.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer questions about world geography locate continents, oceans, seas and cities they know on a world map use vocabulary associated with geography appropriately.
Link to prior learning: <ul style="list-style-type: none"> Prior knowledge of the Arabian Peninsula and world geography 21st Century Skills: <ul style="list-style-type: none"> Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English 		
Key vocabulary: <i>continents, scientists, equator, hemisphere, ocean, sea, northern, southern</i> Key expressions/structures: <i>separated by, considered to be, divided by, an imaginary line</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners' geographical vocabulary may be limited. The answers to the quiz questions will increase their general vocabulary, and working together to locate and write places on their maps will help them gain a greater awareness of the geographical places of the earth and where they are in relation to each other. 		
Resources/equipment needed: Coursebook pages 62–63 Workbook page 54 Map of the world or atlas for each group of learners		
UNIT 4 LESSON 5 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	<ol style="list-style-type: none"> Write the following words on the board: <i>continent, country, hemisphere, equator, mountain, ocean, sea, desert</i> Have learners work with a partner and give a definition for each word. Invite pairs of learners to explain a word to the rest of the class. Ask which features are real and which are imaginary (<i>equator</i>). Give the pairs of learners a two-minute time limit and have them brainstorm as many countries as they can. 	
Resources	Main activity	
Coursebook page 62	Speaking: Activity 1 <ol style="list-style-type: none"> Tell learners they will discuss four questions about geography. In groups, ask learners to discuss their ideas and which down an answer to question 1. Repeat the procedure with questions 2, 3 and 4. Then give each group a copy of the world map and ask the learners to check their answers. Have groups swap answer sheets with another group and check their answers. 	

	<p>CORE</p> <p>Feedback</p> <p>Feedback as a class by inviting answers from learners to make sure each group's work has been marked accurately.</p> <p>Answers</p> <p>1 Africa, Australia, Europe, North America, South America, Asia, Antarctica; 2 b; 3 4; 4 oceans</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners work with a partner. Give them a world map to work with while they answer the questions.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work on their own with their books closed. When they have finished, they can check in their Coursebooks or using the world map. Have learners write two more quiz questions and swap with a partner, who will try to answer them.
Workbook page 54	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Write four columns on the board. 2. Elicit from the learners the names of the seas, the oceans, the continents and the hemispheres and write them in the correct list on the board. Ask them to check their answers to the quiz questions if they are not sure. 3. Have the learners work in pairs to complete the blank map in their workbook with these names. <p>CORE</p> <p>Feedback</p> <p>Pairs of learners compare maps with another pair of learners. Circulate and monitor to check for accuracy. Place a map of the world somewhere visible for learners to check against.</p> <p>Answers</p> <p>Check maps with an atlas or map of the world.</p>
Workbook page 54	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners check the countries they brainstormed in the Starter activity and complete the map with these names. 2. Finally, have learners check their world map and fill in any missing information. <p>CORE</p> <p>Feedback</p> <p>Pairs of learners compare maps with another pair of learners. Circulate and monitor to check for accuracy. Place a map of the world somewhere visible for learners to check against.</p> <p>Answers</p> <p>Check maps with an atlas or map of world.</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1. Divide the learners into two or three teams and give each team a different colour board pen. 2. Have one learner from each team come and stand at the board with their pen ready. 3. Call out vocabulary from the lesson; for example, <i>hemisphere</i>, <i>continent</i>, <i>equator</i>, and have learners race to spell it correctly. The first team to complete the word correctly wins a point.

4. Change learners after every two or three words to give more learners a chance to play. 5. Make the game more complicated by giving a definition instead of a word so that the teams have to guess the word.			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast (G8.4.4.1.4) Present information using multimedia components and visual displays.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To find and compare the forms and uses of two forms of narrative tenses. Writing: To write sentences in the past simple and past continuous tenses.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • recognise and distinguish between the two forms of narrative tenses in a story • distinguish between direct speech and narrative • write a sentence in the past simple and the past continuous tenses • complete the gaps in a story using the correct past tense form of the verb.
Link to prior learning: <ul style="list-style-type: none"> • Building on previous knowledge of past simple and past continuous tenses 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>forced, shocked, disapproval, criticised, anxiously, impatiently, destination, fascinated, Emperor</i> Key expressions/structures: Narrative tenses – past simple and past continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The verb <i>to be</i> is both a main verb that can be used in the past simple (for example, <i>I was happy</i>) and is also used as an auxiliary verb in the past continuous form (for example, <i>I was walking</i>). It is important to highlight to learners that if it is past continuous, the structure is: <i>was/were</i> + verb with <i>-ing</i>. • The verb <i>to be</i> is both a main verb that can be used in the past simple (for example, <i>Incense was valuable</i>) and is also used as an auxiliary verb in the passive form of the past simple (for example, <i>Incense was transported</i>). Highlight to learners that if it is the passive form, the structure is: <i>was/were</i> + verb with <i>-ed</i> (past participle). • Gerunds use the structure: verb with <i>-ing</i>, but the function is actually as a noun which represents an activity (for example, <i>sitting</i>). Highlight to learners that if it is a gerund, there will be no <i>was/were</i> as an auxiliary verb. 		
Resources/equipment needed: Coursebook page 63 Workbook page 55		
UNIT 4 LESSON 6 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 10).		
Resources	Starter	
	<ol style="list-style-type: none"> 1. Ask learners if they know what the word <i>folktale</i> means. Explain that these are stories handed down from generation to generation and can often be centuries old. 2. Draw learners' attention to the picture and ask them if they have ever heard of Joha, also known as Mulla Nasruddin. 3. Elicit from them what they know about him. 4. Ask them if they know any stories about him. 5. Ask them if they consider him to be wise. 	

Resources	Main activity
Coursebook page 63	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to read a story about Joha. 2. Write the following question on the board: <i>What is the lesson of this story?</i> 3. Set them a two-minute time limit to read the story. 4. Ask learners to discuss what they think is the lesson of this story in small groups. 5. Invite a learner to offer the answer, encouraging them to explain using their own words. 6. Draw learners' attention to the Writing tip box. Elicit the forms of the past simple and the past continuous and write them on the board. 7. Have learners read the first part of the story again, to underline the verbs in the past simple and circle the verbs in the past continuous. 8. Have learners check their answers in groups. <p>CORE</p> <p>Feedback Have learners check their answers in groups. Circulate and monitor, using this opportunity to help with any grammar problems. Feed back as a class by targeting individual learners to give the answer.</p> <p>Answers Past simple: pointed; cried; passed; criticised; walked; heard; climbed; lifted; passed; saw; asked; rode; climbed; lifted; continued Past Continuous: was shining; was riding; was walking</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write three columns on the board for <i>infinitive</i>, <i>past simple</i> and <i>past continuous</i>. 2. Go through the answers to Activity 3 eliciting the different forms of each verb and have learners come to the board to write the answers. Group the regular and irregular verbs together.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners find and underline any examples in the text that look like past simple or past continuous but are not; for example, <i>is forced to walk</i> is a passive structure; <i>they were shocked</i> is the verb <i>to be</i> + adjective; <i>sitting</i> and <i>walking</i> are gerunds. Have learners explain what these structures are and why they are used.
Coursebook page 63	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Have learners read the second part of the text and put the verbs in the past simple or the past continuous tense. 2. Have learners check their answers with a partner. 3. Draw learners' attention to the direct speech in the text. Ask them how this is different from narrative and how they can tell (use of speech marks and present tenses). <p>CORE</p> <p>Feedback Feed back as a class by nominating learners to give the answers.</p> <p>Answers 2 continued; 3 moved; 4 arrived; 5 decided; 6 climbed; 7 walked; 8 arrived; 9 laughed; 10 criticised</p>

Coursebook page 63	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Have learners decide which sentence would be a good ending to the story. Have learners explain their reasons. For more information about Opinion Forming strategy, please see page XX in this Teacher's Guide <p>CORE</p> <p>Feedback Feed back as a class by nominating learners to give the answer.</p> <p>Answer a) Joha realised that pleasing everyone is difficult and it is best for each person to decide how to live his own life.</p>
Workbook page 55	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners which tenses we use to write a story (past simple and past continuous). 2. Remind them again about direct speech conventions (use of speech marks and tenses used). <p>DESIRABLE</p> <p>Feedback Invite learners to give an answer by raising their hand.</p> <p>Answers Past simple and past continuous</p>
Workbook page 55	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Have learners look at the verbs and decide whether the examples are past simple (PS) or past continuous (PC). 2. Have learners underline <i>-ed</i> or <i>was -ing</i> in each verb. 3. Elicit which are the irregular verbs (<i>wrote, sat</i>). <p>DESIRABLE</p> <p>Feedback Nominate individual learners to give an answer.</p> <p>Answers wrote – PS; played – PS; sat – PS; was working – PC; was eating – PC; laughed - PS</p>
Workbook page 55	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Have learners work with a partner to read the story aloud. 2. Have them take it in turns to read a sentence each, using the correct form of the verb each time. <p>DESIRABLE</p> <p>Feedback Invite learners to give an answer by raising their hand.</p> <p>Answers 2 was beginning; 3 asked; 4 looked; 5 said; 6 rode; 7 began; 8 was; 9 were; 10 shouted</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work together and feedback after every Workbook activity.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work alone and check with a partner at the end.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Write the following prompt on the board: <i>When Joha was riding on his donkey ...</i> 2. Elicit suggestions from learners to finish this sentence. 3. Ask the learners to work in groups.

	4. Tell them that each learner must start a sentence with the structure <i>When</i> + past continuous, and the other learners must finish the sentence with a past simple structure.		
	5. Choose two learners and do another example with them for the class; for example, <i>When I was riding my bike yesterday</i>		
	6. Learners then work in groups to complete each other's sentences orally.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.3) Talk about past actions using the past perfect and the simple past. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential, multi-step directions, or chronological order). (G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: past simple and past continuous. (G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, if, when, unless, although).			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To complete gaps in a paragraph. Speaking: To give oral definitions for key words. Writing: To write paragraphs using key phrases.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> find key words in the previous texts to match the given definitions distinguish between present and past passive complete a paragraph about a merchant's journey using key words from the previous texts respond to their partner's chosen key words by giving an oral definition write brief paragraphs on the topics of the Arabian Gulf and the Incense Trade Route using key phrases.
Link to prior learning: <ul style="list-style-type: none"> Review of the previous lessons in Unit 4 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>arid, barren, fertile, merchant, dangerous, desert, heal, cure, soothe, folktale, geography</i> Key expressions/structure: <i>largest in the world; surrounded by water; three-quarters; fertile areas and rich soils; a very important position; ancient trade route; 62 days; 300 tonnes; across Asia to Baghdad; the Nabataea tribe</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners are sometimes unaware of where they have gaps in their understanding of the language covered. With revision, they can reassess and correct what they have not understood, especially the common areas of grammar and vocabulary. 		
Resources/equipment needed: Coursebook page 64 Workbook page 56		
UNIT 4 LESSON 7 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask learners what they remember so far from the lessons they have covered. Refer to topics and themes, grammar, adjectives and nouns. 2. Explain to the class that this lesson is a revision of what they have learned so far and not a test. Learners should work at their own pace.	
Resources	Main activity	
Coursebook page 64	Vocabulary: Activity 1 <ol style="list-style-type: none"> Introduce the activity by giving some definitions for words from the unit and eliciting the corresponding words from the learners. Have learners find words to match the definitions in Activity 1. They can refer to the reading texts and previous workbook vocabulary activities to check their understanding. 	

	<p>CORE</p> <p>Feedback Circulate, monitor and check individual learners' answers. Use this time to clarify any outstanding confusion about vocabulary.</p> <p>Answers</p> <p>Activity 1: 1 arid; 2 fertile; 3 merchant; 4 dangerous; 5 precious; 6 connect</p>
Coursebook page 64	<p>Vocabulary: Activity 2</p> <p>1. Have learners complete the paragraph using words from Activity 1.</p> <p>CORE</p> <p>Feedback Circulate, monitor and check individual learners' answers. Use this time to clarify any outstanding confusion about vocabulary.</p> <p>Answers 1 merchant; 2 precious; 3 dangerous; 4 connect; 5 arid; 6 fertile</p>
Coursebook Page 64	<p>Use of English: Activity 3</p> <p>1. Have learners work in pairs to complete the activity. 2. After checking answers, have learners give you sentences in the active and passive voice.</p> <p>CORE</p> <p>Feedback Choose individual learners to call out answers.</p> <p>Answers Ticked sentences: 1; 4; 5</p>
Coursebook Page 64	<p>Speaking: Activity 4</p> <p>1. Ask learners to choose key vocabulary and write a short list. 2. Have learners work with a partner to call out words from their list. Their partner must give examples of the word, as in the example provided. 3. Do an example with the class first.</p> <p>CORE</p> <p>Feedback Circulate and monitor, encouraging learners to check any answers they are unsure of in the Coursebook.</p> <p>Answers Learners' own answers</p>
Coursebook Page 64	<p>Writing: Activity 5</p> <p>1. Write the bullet points on the board and have a class discussion on the topic. 2. Place learners in small groups of three or four and have them complete the activity. 3. Explain that they only need to write six to eight sentences at the most. 4. Have the groups appoint a leader to read their paragraph to the class.</p> <p>DESIRABLE</p> <p>Feedback As learners work, circulate and monitor. Correct and help as necessary.</p> <p>Answers Learners' own answers</p>
Coursebook Page 64	<p>Self-assessment</p> <p>1. Have learners work in pairs to complete the activities.</p>

	<p>2. Check answers as a class by asking volunteer pairs to read their answers to the class.</p> <p>CORE</p> <p>Feedback</p> <p>As learners work, circulate and help as needed.</p> <p>Answers</p> <p>Learners' own answers</p>		
	<p>Differentiation activities (Support):</p> <p>1. Learners work in pairs to complete the activities and refer to previous lessons for help.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Learners complete all the written activities on their own with no reference to previous lessons. When they have completed the activities, they refer to previous lessons to check answers.</p>		
Workbook page 56	<p>Workbook: Activity 1</p> <p>1. Ask learners to write paragraphs using the phrases in the word boxes.</p> <p>2. When they finish, learners read their work to their partners.</p> <p>3. Partners offer suggestions for corrections and improvements.</p> <p>4. Learners redraft their paragraphs as necessary.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Circulate, monitor and check individual learners' answers, helping with language and grammar. Have learners read their paragraphs aloud to a different partner.</p> <p>Answers</p> <p>Learners' own answers</p>		
	<p>Differentiation activities (Support):</p> <p>1. Tell learners to find these phrases in the texts they have read and to underline them. They can use these sentences to help them form their own sentences using their own words as much as possible.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Learners can write longer paragraphs using more detail from the texts and as much key vocabulary as possible.</p>		
Resources	Plenary		
	<p>1. Invite learners to read their paragraphs to the class.</p> <p>2. Have learners play a game of 'Snowman'. Have a learner choose a word from the unit and write spaces on the board to represent the letters.</p> <p>3. The rest of the class takes it in turns to call out letters. If the letter is correct, the learner adds it to the word on the board. If the word is wrong, the learner adds another body part to the snowman (head, body, two legs, two arms, two eyes, nose, mouth).</p> <p>4. If the class guesses the word correctly, they score a point. If the learner at the board completes the snowman before the class guesses the word, they win.</p>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment

Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.10) Discuss and argue their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers easily conversing in English. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast. (G8.4.1.1.3) Summarise the main points of a read text using key words from the text as needed. (G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: first conditional and second conditional, If I were ..., present perfect, present perfect continuous, past perfect. (G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, even so, since). (G8.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semi-colon and a conjunctive adverb to link two or more closely related independent clauses.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read a fiction text. To read for pleasure. To read to deduce meaning from context. To read to further develop strategies of skimming and scanning. Speaking: To discuss the moral of a tale.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> guess the meaning of key vocabulary from context use their developing strategies of skimming and scanning to find answers in the text give an oral summary of the story.
Link to prior learning: <ul style="list-style-type: none"> Further development of reading skills and strategies for text comprehension 21st Century Skills: <ul style="list-style-type: none"> Global Awareness: Use technology (spoken and written) to communicate in English topics and stories to other learners in the UAE 		
Key vocabulary: <i>society, considered, disappointed, doubted, loyalty, cultures, thrilled</i> Key expressions/structures: <i>loyal friends, employed tutors, warned him to be careful, to prove himself, a distant land, on your mind, to accompany him, for safekeeping</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may be distracted by words that are unfamiliar to them and this could interrupt the flow of their reading and their overall comprehension. Encourage learners to read for gist first by setting them a time limit and specifically telling them not to stop on words they don't know: have learners underline them for reference later. Learners may feel uneasy about the amount of text they have to read. Consider breaking up the text into sections with activities or questions at each stage. 		
Resources/equipment needed: Coursebook page 65 Workbook page 57		
UNIT 4 LESSON 8 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Build on learners' prior knowledge by asking lead-in questions provided on page 65.	
Resources	Main activity	
Coursebook page 65	Reading: Activity 1 <ol style="list-style-type: none"> Ask learners to look at the picture, and elicit: <i>What do you think this story will be about? What could the treasure refer to?</i> Tell learners they have a two-minute time limit to read the text to find out the answers. Tell learners not to stop on words they don't understand. They should underline them and continue reading. Learners should tell their partner what they understood from their first reading of the story. Their partner should add extra detail. Alternatively, learners can do the Reading race. For more information about Reading race strategy, please see page XX in this Teacher's Guide 	

	<p>CORE</p> <p><u>Feedback</u></p> <p>Feedback as a class by asking learners to offer answers to the gist-reading questions. Ask learners what unfamiliar words they underlined and go through the meanings with them as a class, encouraging them to guess the meaning from context wherever possible. Use questions to prompt them.</p> <p>Possible answers</p> <p>Zahir is the son of a wealthy merchant and Ziad is his friend. Zahir's father wants to test Ziad's loyalty.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs. One learner reads the first half of the text aloud; the second learner reads the second half. They discuss their answers together.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to underline the words or phrases in each paragraph that convey the main idea of that paragraph. Learners compare answers with a partner.
<p>Workbook page 57</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to read through the questions. 2. Ask them to underline the key words in the sentence stems then compare with their partner. 3. Tell learners that they should answer the questions without looking at the text. <p>CORE</p> <p><u>Feedback</u></p> <p>Tell learners to check their answers using the text. To do this, they should use the key words they have underlined in the questions to help direct them to the paragraph with the answer. Feed back as a class by inviting learners to offer answers. Ask them what clues they used to locate the answer in the text.</p> <p>Answers</p> <p>1 a; 2a; 3 a; 4 b; 5 a; 6 a; 7 b; 8 a; 9 a; 10 a</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Explain to learners the strategy above about using key words to direct them to the correct part of the text. Go through the sentences one by one or ask learners to work in pairs to complete the activity using the text on page 65 of the Coursebook.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write more sentence stems with multiple choice answers for their partner to complete.
<p>Coursebook page 66</p>	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Have the learners work in small groups. 2. Have them discuss what they think the folktale will teach us. <p>DESIRABLE</p> <p><u>Feedback</u></p> <p>One learner from each group tells the rest of the class what their group has concluded.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p>

	<ol style="list-style-type: none">1. Read out the first sentence of the story.2. Go around the classroom asking learners to add a sentence to continue the story.3. Invite learners to participate at the point they feel confident and encourage all learners to contribute a sentence.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G8.2.1.1.3) Talk about past actions using the past perfect and the simple past.			
(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.			
(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).			
(G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.			
(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			
(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To summarise a story's ending. To compare different story endings. To answer comprehension questions about a narrative text. Listening: To understand a story's ending. Reading: To complete the missing words in a narrative text. Writing: To answer questions according to the learner's own interpretation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> give an oral summary of the ending of the story <i>The Clever Merchant</i> and make a verbal comparison between their story ending and the original story ending write their opinion about the qualities of friendship.
Link to prior learning: <ul style="list-style-type: none"> Past simple Past continuous Past perfect <i>So ... that / such ... that</i> 21st Century Skills: <ul style="list-style-type: none"> Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills 		
Key vocabulary: <i>suggestion, safekeeping, upset, exploring, realised, summoned</i> Key expressions/structures: <i>so ... that / such ... that</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some issues learners may have with Listening activities: <ol style="list-style-type: none"> Learners can't cope with not having images – focus on the images in the Coursebook and discuss them as a class as a lead-in before the listening activity. Learners try to understand every word – after leading learners into the listening activity by discussing the pictures, ask them to listen for gist with their course books closed. Elicit details before listening again with books open. They have a mental block about listening – following all the above strategies will help to pre-empt this problem. Guided Listening: For more information about Guided Listening, please see XX in the Teacher's Guide. 		
Resources/equipment needed: Coursebook page 66 Workbook page 58 Audio track 11		
UNIT 4 LESSON 9 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	<ol style="list-style-type: none"> Elicit from the class what has happened so far in the story of <i>The Clever Merchant</i>. Learners work in groups to discuss how they think the story will end. Elicit some ideas. 	

Resources	Main activity
Coursebook page 66 Audio track 11	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that they are now going to listen to the end of the story to see if it is the same as the ending they predicted. 2. Have learners sit back and close their eyes while they listen. 3. Have learners feedback to their groups to discuss what they think of this ending and how similar or different it was from what they predicted. <p>CORE Feedback Invite individual learners to tell the class whether they were right or wrong in their predictions.</p> <p>Answers Learners' own answers</p>
Coursebook page 66 Audio track 11	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Have learners read the Listening strategy box. Ask learners what the key word is in the example sentence that shows they should be listening for words like <i>happy, sad</i>, and so on. (feel) 2. Have learners underline the key words in the questions and compare with a partner. 3. Check the key words as a class. 4. Have learners listen to the ending of the story while reading the questions. For more information about Guided Listening strategy, please see page XX in this Teacher's Guide 5. Have learners read the Speaking tip box before they answer the questions. 6. When they finish listening, have learners work with a partner to ask and answer the questions. 7. Encourage them to give as much detail in their answers as they can. <p>CORE Feedback Feedback as a class by nominating pairs of learner to ask and answer the questions.</p> <p>Possible answers 1 Zahir felt very pleased with his father's suggestion.; 2 They told Ziad that it contained money and precious stones.; 3 The merchant wanted to return home to resume his work and for Zahir to continue with his studies.; 4 The merchant asked Zahir to go to Ziad's house and bring back the chest.; 5 Zahir was angry and upset because he had found that the chest was full of sand and rocks.; 6 The merchant had put sand and rocks in the chest because he didn't trust Zahir with his money and precious stones and he wanted to test him.; 7 Zahir realised that his father had wanted him to learn a lesson about friendship and trust.; 8 The merchant was clever because he knew that loyal friends are very difficult to find and that Ziad should prove himself as a loyal and honest friend.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners should listen a second time and make notes as they listen. Allow them to listen multiple times and give them chance to compare their answers verbally with their partner after each listening. Encourage them to listen for and add more details to their notes each time. They can use these notes to guide their speaking activity.

	Differentiation activities (Stretch): 1. Learners should be able to give detailed answers after one listening.		
Workbook page 58	Workbook: Activity 2 1. Write the words from the Word Box on the board and invite learners to give definitions of each word. 2. Have learners read the text and choose words from the word box to complete the gaps. DESIRABLE Feedback Have learners check their answers with their partner by reading half of the text aloud to each other. Feedback as a class by targeting individual learners to give the answer. Answers 1 suggestion; 2 right; 3 contained; 4 exploring; 5 studies; 6 upset; 7 honest; 8 realised; 9 lesson; 10 safekeeping		
Workbook page 58	Workbook: Activity 3 1. Have learners discuss the questions with their partner. 2. Have learners write their answers in full sentences. EXTENSION Feedback Circulate and monitor, encouraging learners to explain their ideas in more detail. Answers Learners' own answers		
Resources	Plenary		
Coursebook page 66	Speaking: Activity 5 1. Have learners read the questions and think about their answers. 2. Have them brainstorm some notes explaining their ideas and reasons. 3. Have them discuss their answers in their groups. 4. Nominate a learner from each group to tell the class what they discussed in their groups.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories; follow the dialogue and discern speakers' moods, relationship and intentions. (G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using ought to, you'd better, obligating and prohibiting, making assumptions and predictions (for example, She must be busy, she doesn't answer the phone), expressing agreement and disagreement, expressing opinion. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.			

(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.

(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.

(G8.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.

(G8.3.1.1.8) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text.

(G8.4.1.1.4) Write notes to summarise the main points of a read text using key words from the text as needed.

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To describe a given topic in positive and negative terms. To use acquired vocabulary correctly.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> to discern between positive and negative parts of speech use positive and negative adjectives to describe their best friend, their school subjects and a family member.
Link to prior learning: <ul style="list-style-type: none"> Lessons 8 and 9 reading text - <i>The Clever Merchant</i> 21st Century Skills: <ul style="list-style-type: none"> Reinforce learning to develop, implement, and communicate new ideas in English to others effectively 		
Key vocabulary: <i>advanced, impressive, popular, wealthy, loyal, amazing, exotic, honest, trusting, precious, safe, exciting, interesting</i> Key expressions/structures: <i>loyal friends, employed tutors, warned him to be careful, to prove himself, a distant land, on your mind, to accompany him, for safekeeping</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Recognising and using different parts of speech is often found to be confusing. Guided activities will help change this. 		
Resources/equipment needed: Coursebook page 67 Workbook page 59 English–Arabic dictionaries		
UNIT 4 LESSON 10 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	<ol style="list-style-type: none"> Ask learners what they can remember about the story of <i>The Clever Merchant</i>. Write some adjectives on the board: <i>honest, loyal, wealthy</i>. Ask learners to explain the meaning and what part of speech they are (adjectives). Ask learners who or what the adjectives describe. Possible answers <i>honest – Zahir; loyal – Ziad; wealthy – the merchant</i>	
Resources	Main Activity	
Coursebook page 67	Speaking: Activity 1 <ol style="list-style-type: none"> On the board write: <i>We drive to work in our new car</i>. Have learners tell you locate the verb (<i>drive</i>), nouns (<i>we, work, car</i>) and adjective (<i>new</i>). Direct learners to the Language Tip box and ask a volunteer learner to read it to the class. Then, in pairs have them read the sentences. Collect answers as a class (<i>thrilled – positive, difficult-negative, boring-negative, interesting-positive, amazing-positive</i>). 	

	<p>6. Then ask learners to complete Activity 1.</p> <p>CORE</p> <p>Feedback Ask a volunteer learner to call out answer.</p> <p>Answer Adjective Sentences are learners' own answers</p>
Coursebook page 67	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Write two columns on the board with the headings <i>Positive</i> and <i>Negative</i>. 2. Have learners copy this into their notebooks. 3. Elicit once more from the learners what an adjective is and if they can remember any from the start of the lesson. Write them in the correct column on the board. 4. Learners then go through the text on Coursebook page 65 and find more to write in the list in their notebooks. <p>CORE</p> <p>Feedback Go around the class asking each learner to give an example. Invite learners to write their suggestions on the board.</p> <p>Answers Positive: clever; great; wealthy; loyal; successful; amazing; exotic; honest; trusting; precious; safe; exciting; interesting Negative: difficult; disappointed; worried</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners work in pairs. Write the adjectives from the text randomly on the board. Have them use dictionaries to find the meaning of each adjective and write it in the correct column, along with the Arabic translation.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners work in small groups to brainstorm as many other interesting positive and negative adjectives as they can. The group with the most adjectives wins.
Coursebook page 67	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners if they know of any interesting facts about Arabia in general. 2. Have learners complete the activity in pairs. 3. Ask learners to identify the adjective in the text. <p>CORE</p> <p>Feedback Have learners work in pairs to find adjectives. Collect answers as a class.</p> <p>Answers Rich, different, interesting, amazing, largest, wealthy, dangerous, popular, impressive, advanced</p>
Workbook page 59	<p>Workbook: Activities 1 and 2</p> <ol style="list-style-type: none"> 1. Ask learners to think about these particular topics and brainstorm as many positive and negative adjectives as they can. 2. Have learners write them next to the particular topic. 3. Have learners compare answers in small groups. <p>CORE</p>

	Feedback Circulate and monitor, making sure that learners are not confusing positive and negative adjectives and checking learners’ sentences for accuracy. Answers Learners’ own answers		
Workbook page 59	Workbook: Activity 3 <div><div>1. Ask learners to choose one of the topics and to write sentences about it using the adjectives from Activities 1 and 2.</div><div>2. When they have finished, have them compare with a partner, who should correct any mistakes.</div></div> EXTENSION Feedback Circulate and monitor for proper use of language and correct completion of the activity. Help and correct where necessary. Answers Learners’ own answers		
Resources	Plenary		
Coursebook page 67	Speaking: Activity 4 <div><div>1. Place learners in small groups to complete the activity.</div><div>2. Encourage learners to justify their responses.</div><div>3. Then, as class, discuss which was the most amazing, interesting and surprising fact they read.</div></div>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively. (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G8.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language. (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To conduct a class questionnaire. To orally test a partner's knowledge of key vocabulary. Writing: To write true sentences using participles as adjectives.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> participate in a questionnaire on feelings use participles as adjectives to make true sentences about themselves.
Link to prior learning: <ul style="list-style-type: none"> Prior knowledge of participles 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>amazed/amazing, disappointed/disappointing, trusted/trusting, excited/exciting, worried/worrying, thrilled/thrilling, encouraged/encouraging, disturbed/disturbing, frightened/frightening, surprised/surprising</i> Key expressions/structure: <i>participles used as adjectives</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners often can't differentiate between whether the <i>-ing</i> and <i>-ed</i> form is a verb or an adjective in the sentence because the structures are formed the same way with <i>to be</i> + verb(<i>-ing</i>). Compare: <i>I am talking</i> (present simple) with <i>The map is confusing</i> (participle adjective). Remind your learners that <i>-ed/-ing</i> adjectives are often used to describe <u>feelings</u>. Learners often don't recognise the difference between the active and passive meaning of the participles. The <i>-ing</i> form has an active meaning. The noun it describes performs/causes the action. The <i>-ed</i> form has a passive meaning. The noun it describes receives/is affected by the action. Compare: <i>The map is confusing</i> (because it confuses Tom) with <i>Tom is confused</i> (by the map). Present some examples of <u>cause</u> and <u>effect</u> (that is the reason and result) in sentence pairs, as in the example above. It really helps learners to see the adjectives side by side like this. 		
Resources/equipment needed: Coursebook page 68 Workbook page 60		
UNIT 4 LESSON 11 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask learners what they know about Arabic coffee. 2. Ask if they have ever drunk coffee and what coffee is usually drunk in their home. 3. Ask if they know where coffee is produced (Arabian countries and Brazil).	
Resources	Main activity	
Coursebook page 68	Reading: Activity 5 <ol style="list-style-type: none"> Ask learners if they know when coffee was first produced. Have learners read the text and then ask if they believe this tale could be true. 	

	<p>3. Have learners decide on a title for the text. Ask learners what made them decide on their titles.</p> <p>CORE Feedback Collect answers and write the most popular titles on the board.</p> <p>Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <p>1. Monitor and support these learners as they talk.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Learners can write one or two more questions of their own using participles to ask about feelings. They then ask them to their partner.</p>
Coursebook page 68	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Direct learners to the Use of English box. Have a volunteer learner read the text aloud. As a class, find more examples in the text. 2. Elicit the meaning of the verbs in the word box. 3. Ask learners to work in pairs. 4. Have learners take it in turns to test their partner using the verbs as participle adjectives. 5. Ask them to add more verbs to the word box that can be used as participle adjectives. <p>DESIRABLE Feedback Invite learners to write their answers on the board. Use this opportunity to draw their attention to the spelling conventions. Elicit from learners when they add <i>-ed</i> and when they add only <i>-d</i>; when they add <i>-ing</i> and when they must remove <i>-e</i> before adding <i>-ing</i>; when they remove <i>-y</i> before adding <i>-ied</i>.</p> <p>Answers Use of English box: enjoyed, worried, energetic, fascinating, surprising, interesting, disappointed, surprised, comforting.</p> <p>Activity 5 worried, worrying; amazed, amazing; encouraged, encouraging; disturbed, disturbing; frightened, frightening; surprised, surprising</p>
	<p>Differentiation activities (Support):</p> <p>1. Have learners write the words and circulate to check their spelling.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Have learners give example sentences for both <i>-ed</i> and <i>-ing</i> forms.</p>
Workbook page 60	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Have learners look at the two sentences given as an example in question 1 (<i>I was amazed.</i>; <i>It was amazing.</i>). 2. Draw learners' attention to the sentence stems <i>I was</i> and <i>it was</i> and clarify which form of the participle is used in each case (<i>I was -ed</i>; <i>it was -ing</i>). 3. Have learners make adjectives from the verbs and write them in the correct column. <p>EXTENSION Feedback Have learners work in pairs to complete the activity.</p> <p>Answers</p>

	2 I was excited, it was exciting; 3 I was worried, it was worrying; 4 I was thrilled, it was thrilling; 5 I was disappointed, it was disappointing		
Workbook page 60	Workbook: Activity 5 1. Have learners add a sentence to each example using the participles from Activity 4. 2. Tell them they can choose either the <i>–ed</i> form or the <i>–ing</i> form or both if they want to. DESIRABLE Feedback Have learners work in pairs to complete the activity. Answers 2 It was boring. / I was bored.; 3 I was worried. / It was worrying.; 4 It is exciting / thrilling.; 5 I was disappointed. / It was disappointing.		
Workbook page 60	Workbook: Activity 6 1. Learners choose the correct adjective to complete the sentences. DESIRABLE Feedback Have learners work in pairs to complete the activity. Answers 1 amazing / amazed; 2 disappointed / disappointing; 3 frightened / frightening ; 4 exciting / excited; 5 embarrassed / embarrassing		
Resources	Plenary		
	1. Write a selection of the key participles on the board. 2. Go around the class asking each learner to choose a participle and to say a sentence using that participle. 3. Use this opportunity to clarify any outstanding confusion learners may have.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech). (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast. (G8.4.1.1.3) Summarise the main points of a read text using key words from the text as needed.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To discuss and identify the features of a folktale: To identify similarities and differences between two folktales: To tell a story Reading: To read part of a story and give opinion on one aspect of the plot Writing: To write an ending to a story		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify the features of a folktale tell a folktale to an audience write the ending of a story.
Link to prior learning: <ul style="list-style-type: none"> experience of folktales (including <i>The Clever Merchant</i>) 21st Century Skills <ul style="list-style-type: none"> not applicable 		
Key vocabulary: <i>setting, character, plot, moral</i> Key expressions/structure: <i>takes place</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may think that all stories are much the same but it will begin to develop their critical faculties if they consider the different genres they come into contact with. This lesson requires them to reflect on the features of folktales, and to identify similarities and differences between two stories. 		
Resources/equipment needed: Coursebook page 69 Workbook page 61		
UNIT 1 LESSON 12 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask what types of stories they like (you can draw on TV and film stories as well if some learners do not read a lot). List the various genres they come up with on the board, e.g. <i>adventure, drama, mystery, science fiction</i> .	
Resources	Main activity	
Coursebook page 69	Speaking: Activity 1 <ol style="list-style-type: none"> Learners draw up a list of folktales they know. Learners compare a folktale they know well with <i>The Clever Merchant</i>. Elicit some answers and discuss as a class. Focus on the key elements, i.e. <i>setting</i> (when and where the story takes place), <i>characters</i> (how many and who), <i>plot</i> (what happens) and <i>moral</i> (the lesson the story teaches). CORE Feedback Monitor as groups discuss. Make notes on any recurring errors for future remedial work. Answers Learners' own answers	
	Differentiation activities (Support): <ol style="list-style-type: none"> Give learners more structure to their discussion by giving them the four 	

	features (i.e. setting, character, plot, moral) to focus on. You can stimulate the discussions by asking directing questions, e.g. <i>How many characters are there? Who are they? Does the story teach a lesson?</i>
	Differentiation activities (Stretch): <ol style="list-style-type: none"> Groups work independently. Only assist them when they ask for help.
Coursebook page 69	Speaking: Activity 2 <ol style="list-style-type: none"> Learners read through the options and discuss them in pairs. Elicit and discuss answers as a class. This will lead learners to reach an understanding of the features of a folk tale. CORE Feedback Elicit and discuss ideas with the class. Answers 1c; 2a; 3c; 4b
Coursebook page 69	Speaking: Activity 3 <ol style="list-style-type: none"> Pairs choose a folktale they know well. This can be the one they compared to <i>The Clever Merchant</i> earlier or another (it should NOT be <i>The Clever Merchant</i>). It is likely to be one they heard as a child. If pairs have trouble in choosing one, suggest the names of some that are widely known by Emirati children. Tell them that they are going to tell the story in English so they need to prepare. In their pairs, they practise telling the story to each other. They should decide how they are going to divide up the story when they tell it to others. CORE Feedback Circulate and monitor as learners prepare. Make notes of any recurring errors for later remedial work. Answers Learners' own answers
	Differentiation activities (Support): <ol style="list-style-type: none"> Give these learners plenty of time to prepare. Encourage them to keep the story simple.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> Encourage these learners to tell the story at more length.
Coursebook page 69	Speaking: Activity 4 <ol style="list-style-type: none"> Join pairs of learners to make groups of four (make sure each pair has chosen a different story). Remind learners to take it in turns, and to support each other. They take it in turns to tell their story. CORE Feedback Circulate and monitor as learners tell their stories. Make notes of any recurring errors for later remedial work. Answers Learners' own answers
	Differentiation activities (Support): <ol style="list-style-type: none"> Organise groups of similar ability and spend your time encouraging and supporting those that need it.

	Differentiation activities (Stretch): 1. These groups can work more independently.		
Workbook page 61	Workbook: Activity 1 1. Learners read the story <i>The Mango Tree</i> . 2. In small groups, learners discuss how they think the argument was settled. [DESIRABLE] Feedback Circulate and monitor to make sure learners are completing the activity correctly. Help where necessary. Answers Learners' own answers		
Workbook page 61	Workbook: Activity 2 1. For homework, ask learners to write the ending of the story. You can set a word limit for this (for example 100 words). EXTENSION Feedback Collect in the written work to correct it and go over any common grammar or vocabulary mistakes with the whole class at the beginning of the next lesson. Answers Learners' own answers		
Resources	Plenary		
	1. If any learners have completed their ending for <i>The Mango Tree</i> , ask them to read them out. Discuss as a class. 2. If not, ask one or two learners to tell their folktale as practised in Activity Speaking 3 and 4. Elicit responses to the stories from the class.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively (G8.2.1.1.9) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed (G8.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations (G8.3.1.1.8) Read narratives to understand main ideas and details; analyze how a text reveals aspects of a character; make predictions and draw conclusions referring to the text			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To complete sentences using <i>such ... that</i> or <i>so ... that</i> + adjectives from the story. Writing: To complete sentence transformations. To combine simple narrative sentences into complex sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> combine two narrative sentences using <i>such ... that</i> or <i>so ... that</i> complete oral and written sentences using <i>such ... that</i> or <i>so ... that</i> + adjectives from the story correct other learners' grammatical mistakes complete sentence transformations using <i>such ... that</i> or <i>so ... that</i>.
Link to prior learning: <ul style="list-style-type: none"> Adjectives with <i>-ed /-ing</i> 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: key vocabulary from all previous lessons Key expressions/structures: <i>so ... that</i> and <i>such ... that</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners can confuse the two structures of <i>so + adjective (that)</i> and <i>such + noun (that)</i>. It is not possible to say: <i>Zahir and Ziad were such happy together</i>. OR <i>Zahir was such a thrilled that he shouted with happiness</i>. It is also not possible to say: <i>Zahir was so an honest boy</i>. OR <i>Ziad was so a friendly boy that everyone loved him</i>. It is important that learners have a clear example of the structure on the board as a reference. Make sure that learners are clear about the difference between nouns and adjectives. Go through lots of example sentences with them on the board, using examples from the text and eliciting examples from the learners. 		
Resources/equipment needed: Coursebook page 70 Workbook page 62		
UNIT 4 LESSON 13 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	<ol style="list-style-type: none"> Have learners read their final paragraphs from <i>The Mango Tree</i> activity in the previous lesson to a partner. Write some nouns on the board. Have learners work in small groups and give them two minutes to brainstorm and write as many adjectives as they can think of to describe those nouns. For more information about brainstorming, see page XX in the Teacher's Guide. Feed back as a class. Each group calls out their adjectives and if other groups have the same, they cross them out. Groups get points for any adjectives they have that others don't have. The group with the most points is the winner. 	
Resources	Main activity	

<p>Coursebook page 70</p>	<p>Use of English: so and such</p> <ol style="list-style-type: none"> 1. Write some of the adjectives from the Starter activity on one side of the board and the nouns on the other side of the board. 2. Write the words <i>so</i> and <i>such</i> on the board. Ask the groups to choose one adjective and write a sentence using <i>so ... that</i>. 3. Then have learners choose one noun and write a sentence using <i>such ... that</i>. 4. Have one learner from each group write their sentences on the correct side of the board. 5. Rub out any that are not correct. 6. Have learners read the Use of English box. 7. Have learners look at their sentences on the board, and elicit from them the nouns and adjectives. Underline them in red and blue. 8. Use this opportunity to elicit and clarify when/how we use the structure <i>so</i> and <i>such</i> for emphasis. 9. Write the structure clearly on the board for reference. <p>CORE</p> <p>Feedback Learners from each group write their sentences on the correct side of the board. Rub out any that are not correct.</p> <p>Answers Learners' own answers</p>
<p>Coursebook page 70</p>	<p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners what they know about the Arabian desert. 2. Have the learners complete the gaps in the sentences with <i>so</i> or <i>such</i> then compare their answers with a partner. <p>CORE</p> <p>Feedback Circulate and monitor, making corrections where necessary.</p> <p>Answers so; so; such a; such a; so; such a</p>
	<p>Differentiation activities (Support): For activity 5, go through each sentence one by one, eliciting from learners whether it has an adjective or a noun, whether they should use <i>so</i> or <i>such</i>.</p>
	<p>Differentiation activities (Stretch): Learners can write two more examples for Activity 5 using their own ideas for their partner to combine.</p>
	<p>Use of English: Activity 6</p> <ol style="list-style-type: none"> 1. Place learners in pairs and have them complete the activity. <p>Feedback Circulate and monitor for proper use of language</p> <p>Answers Learners' own answers</p>
	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Write a sentence stem on the board, for example: <i>I was so bored in the lesson that ...</i> 2. Invite learners to give suggestions about how to complete it. Write the funniest one on the board. 3. Have learners work with a partner and take it in turns to read out or

	<p>complete each other's sentences using <i>that</i>.</p> <p>EXTENSION</p> <p>Feedback Circulate and monitor. Have pairs of learners tell some of their sentences to the rest of the class.</p> <p>Answers Learners' own answers</p>
Workbook page 62	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Elicit again from learners what follows <i>such</i> (a noun) and what follows <i>so</i> (an adjective). Write the structure on the board. Have learners complete the sentences with <i>so</i> or <i>such</i>. <p>DESIRABLE</p> <p>Feedback Have learners check their answers with a partner then feed back as a class by inviting learners to give the answers.</p> <p>Answers 1 <i>so</i>; 2 <i>so</i>; 3 <i>such a</i>; 4 <i>such</i>; 5 <i>so</i>; 6 <i>such a</i></p>
Workbook page 62	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Have learners complete the activity by reading the first sentence then adding a second sentence using <i>so</i> or <i>such</i> and the words in brackets. <p>DESIRABLE</p> <p>Feedback Have learners check their answers with a partner then feed back as a class by nominating learners to give the answers.</p> <p>Answers 1 It was such an amazing place.; 2 It was so exciting.; 3 It was so disappointing that the show was sold out.; 4 It is such a good book that I've read it three times.; 5 I was so tired that I fell asleep on the bus.</p>
Workbook page 62	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Have learners read the first sentence and identify whether it uses <i>so</i> or <i>such</i>. Have learners transform the first sentence into a new sentence with the same meaning. Learners should use <i>so</i> instead of <i>such</i> or <i>such</i> instead of <i>so</i>. <p>EXTENSION</p> <p>Feedback Have learners check their answers with a partner then feed back as a class by nominating pairs of learners to say one half of the sentence.</p> <p>Answers 1 It was such a boring film that we didn't watch it until the end.; 2 It was such a hot day that we didn't go out.; 3 The book was so interesting that I couldn't put it down.; 4 The cake was so delicious that we ate it all.; 5 It was such a beautiful painting that we bought a poster of it.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> For Activity 3, do examples first on the board. Have learners go through the sentences identifying the nouns and the adjectives. Highlight that a sentence beginning with a noun is transformed into a sentence beginning <i>It was</i>. Highlight that a sentence beginning with <i>It was</i> is transformed into a sentence beginning with a noun. Elicit from learners which are the nouns

	in the sentences. Elicit which word follows <i>It was such ...</i> and write that on the board (noun). Elicit which word follows <i>It was so ...</i> and write that on the board (adjective).		
	Differentiation activities (Stretch): 1. Learners can write two more examples for Activity 3 using their own ideas for their partner to complete.		
Resources	Plenary		
	<ol style="list-style-type: none">1. Write an incorrect sentence on the board.2. Have the learners work in pairs and ask one strong pair to correct the sentence orally.3. Award a point if they answer correctly without too much hesitation but don't give the point if they make any mistakes while speaking.4. Continue like this around the class until every pair has had a go.5. Encourage other learners to signal if a mistake is made or if the pair hesitates for too long. This makes the activity more fun.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech). (G8.4.2.1.2) Correctly write complete simple, compound and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, if, when, unless, although). (G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, even so, since).			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To determine whether sentences are positive or negative. To complete a text. To put a story in the correct order. To find sentences that match. Writing: To write a diary entry.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read descriptive sentences and determine whether they are positive or negative • complete a diary entry with the correct narrative verb forms • write an imaginary diary entry based on the events of the day before using narrative tenses • write sentences using <i>-ed</i> and <i>-ing</i> adjectives • read and put a story in the correct order • choose adjectives to complete sentences • match sentences and join them using <i>so ... that</i> or <i>such ... that</i> clauses.
Link to prior learning: <ul style="list-style-type: none"> • Unit 4 Lessons 1–13 21st Century Skills: <ul style="list-style-type: none"> • Reinforce systems thinking and the interconnectedness of listening, speaking, reading, and writing in English 		
Key vocabulary: All vocabulary from Lessons 8–13 Key expressions/structures: Narrative tenses; <i>-ed/-ing</i> adjectives; <i>so ... that / such ... that</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners are sometimes unaware of where they have gaps in their understanding of the language covered. With revision, they can reassess and correct what they have not understood, especially the common areas of grammar and vocabulary. 		
Resources/equipment needed: Coursebook page 71 Workbook page 63		
UNIT 4 LESSON 14 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask learners what they remember so far from the lessons they have covered. Refer to topics and themes, grammar, adjectives and nouns. 2. Ask learners which reading texts they enjoyed most and highlight the differences between non-fiction (fact) and fiction. 3. Ask learners what areas they found easiest / most difficult.	
Resources	Main activity	
Coursebook page 71	Reading: Activity 1 <ol style="list-style-type: none"> 1. Have learners read the sentences and decide if the descriptions are positive or negative. CORE Feedback Learners check their answers with a partner. Circulate and monitor.	

	Answers 1 N; 2 P; 3 P; 4 N
Coursebook page 71	Writing: Activity 2 <ol style="list-style-type: none"> Revise the forms of the past simple and past continuous on the board. Elicit some example sentences with the learners. Elicit an example sentence in the past perfect and highlight the form and function. Have learners read the diary entry and complete the gaps using the verb given in the correct tense. Check as a class by inviting learners to put up their hands to give the answers. Elicit from learners what they should do in the second part of the activity (write a second diary entry). Have learners brainstorm some ideas with their partner and then work alone to write a paragraph. CORE Feedback Have learners swap paragraphs and check for correct tenses, adjectives and spelling. Circulate and monitor, checking learners' work. Answers 4 was reading; 5 shouted; 6 was; 7 had disappeared; 8 had
Coursebook page 71	Self-Assessment: Activity 1 <ol style="list-style-type: none"> Have learners look back at the descriptions in Activity 1. They underline all the positive adjectives and circle all the negative adjectives. CORE Feedback Invite individual learners to give their answers by putting up their hands. Answers Positive: clever, interesting hard-working, honest, successful, beautiful, good. Negative: difficult, dangerous, long and tiring, disappointed, hard, too long, doubtful.
Coursebook page 71	Self-Assessment: Activity 2 <ol style="list-style-type: none"> Have learners write sentences using the adjectives given. CORE Feedback Invite individual learners to give their answers by putting up their hands. Answers Learners' own answers
	Differentiation activities (Support): <ol style="list-style-type: none"> Have learners work in pairs to complete the activities. Remind them to underline key words and sentences. Have them refer to previous lessons for help. They can work together to create the second diary entry if necessary.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> Have these learners complete all the written activities on their own with no reference to previous lessons. When they have completed the activities, have them refer to previous lessons to check answers. Give learners a set number of examples of narrative tenses they must include in their second diary entry.

Workbook page 63	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Have learners read the short story <i>The Chicken or the Egg?</i> 2. Tell them they need to put the parts of the story in the correct order. 3. Highlight how they can look for clues in the text to help them, such as punctuation. 4. Have learners sequence the story. <p>DESIRABLE</p> <p>Feedback</p> <p>Have learners check their answers with a partner. Circulate and monitor, helping learners where necessary.</p> <p>Answers</p> <p>Sections are in this order: 2; 4; 1; 3</p>
Workbook page 63	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners choose the <i>-ed or -ing</i> adjective to complete the sentences correctly. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners for answers and write them on the board for them to check against.</p> <p>Answers</p> <p>1 bored; 2 excited; 3 boring; 4 interested; 5 disappointing; 6 frightened; 7 amazing</p>
Workbook page 63	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Have learners find the sentences which match, then join them using a <i>so ... that</i> or a <i>such ... that</i> clause. <p>DESIRABLE</p> <p>Feedback</p> <p>Have learners check their answers with a partner. Circulate and monitor, helping learners where necessary.</p> <p>Answers</p> <p>1 f The film was so boring that I fell asleep for half an hour. 2 c I've been so busy that I haven't had time for lunch. 3 g We had such a good holiday that we're planning to go to the same place next year. 4 e The sea was so clear and blue that we wanted to swim in it all day. 5 b The book was so exciting that I couldn't put it down. 6 a It was such a wonderful day that we decided to go for a picnic. 7 d It was such a difficult exam that nobody passed.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners work in pairs to complete the activities. Have them refer to previous lessons for help. Go through the relevant structures on the board before each activity. Feedback with the class after every activity.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners complete all activities on their own with no reference to previous lessons. When they have completed the activities, have them refer to previous lessons to check answers. Circulate and monitor.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Have learners form small groups. Explain that you will give a theme for them to write as many words as they can in under one minute. 2. Say: <i>Write as many adjectives with the present participle as possible.</i>

3. The groups then say their answers and count them. The winner is the one with the most answers. 4. Continue with present participles, vocabulary items and so forth.			
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.3) Talk about past actions using the past perfect and the simple past. (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G8.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of text by creating outlines, summaries or reports. (G8.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential, multi-step directions or chronological order). (G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech). (G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: first conditional and second conditional, If I were..., present perfect, present perfect continuous, past perfect. (G8.4.2.1.2) Correctly write complete simple, compound and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, if, when, unless, although). (G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, even so, since).			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To establish the moral of a story. To guess the meaning of idioms from context. Speaking: To explain the meaning of idioms in sentences. Writing: To write a short tale with a moral based upon an idiom.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss the concept of idioms in English and compare them to idioms from Arab culture • use the context of the text to work out the meaning of the idioms in this lesson explain the meaning of these idioms to a partner • write a short tale based upon an English idiom.
Link to prior learning: <ul style="list-style-type: none"> • Previous exposure to idioms in written and spoken English texts 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills 		
Key vocabulary: <i>shepherd, wolf, joke, rescue, goose, golden</i> Key expressions/structures: <i>piece of cake, flying colours, slipped my mind, in hot water, costs an arm and a leg, gets cold feet, gets a kick out of, don't cry over spilt milk, let the cat out of the bag, all in the same boat</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • An idiom is an expression that has a meaning when it is read as a phrase but cannot be understood from the meanings of its separate words. Idioms are very common in English but, because they cannot be understood from the individual words but only as a whole expression, they can be difficult for learners to grasp. Most cultures have their own idioms so it is useful to learners if you can give them some examples from their own language. 		
Resources/equipment needed: Coursebook page 72 Workbook page 64 Pictures of a wolf, a shepherd, a sheep		
UNIT 4 LESSON 15 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Have the learners think about the stories in this unit. 2. Ask the learners what all these stories have in common (they all have a moral). 3. Ask learners to work in groups to recap these various stories and remember the moral of each. For more information about Collaborative Learning strategy, please see page XX in this Teacher's Guide 4. Have one learner from each group tell the class about one story and its moral. 5. Ask learners if they know any other stories from their own culture.	
Resources	Main activity	
Coursebook	Reading: Activity 1	

page 72	<ol style="list-style-type: none"> 1. Tell learners that Aesop from Greece wrote many such stories, which are very famous. Ask them if they have heard of Aesop or know any of his stories. 2. Put the pictures of the shepherd and the sheep on the board and elicit from the learners what they are. 3. Add the picture of the wolf and elicit what it is. Ask learners what problem a wolf might cause for a shepherd (a wolf would try to kill and eat the sheep; it might attack the shepherd too). 4. Write the title on the board and ask learners why the boy would cry, 'Wolf!' (he would call, 'Wolf!' if he saw or thought that there was a wolf nearby). 5. Elicit from the learners what the villagers would do if they heard him cry, 'Wolf!' (they would come running to help him). 6. Ask learners to predict how the story will go. 7. Have learners read the text to find out the ending. 8. Discuss with learners what the lesson (moral) of the story is (the moral of the story is that if you say something untrue too often, when the time comes when it really is true, no one will believe you). <p>CORE Feedback Have learners discuss their answers to each question in groups before discussing them as a class.</p>
Coursebook page 72	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the Did you know? box and make sure that they understand the concept of an idiom. 2. Tell learners that 'Don't cry wolf' is an example of an idiom. Have learners think about what it means in modern times. They discuss their ideas in groups and think of examples. 3. Nominate one learner in each group to tell the class what their group thinks 'Don't cry wolf' means. 4. Tell learners to look at the sentences in Activity 2, and draw their attention to the idioms in italics. Have learners work with a partner or group to guess the meaning of the idioms. <p>CORE Feedback Circulate and monitor while learners are guessing the meaning of the idioms in the sentences. Ask them questions to guide their thinking and help them work out the meaning from context.</p> <p>Answers Piece of cake – very easy; With flying colours – with full marks; Slipped my mind – I forgot completely; In hot water – in trouble; Costs an arm and a leg – extremely expensive; Gets cold feet – gets nervous; Gets a kick out of something – really enjoys doing this activity</p>
Coursebook page 72	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Have learners think about idioms in their own language. Could the idioms in Activity 2 be translated with the same meaning or are there any similar alternative expressions in the learners' language? 2. Ask learners if they know any other idioms in general in their own language.

	EXTENSION Feedback Discuss the concept of idioms in the learners' own language and invite learners to offer their examples by putting their hands up. Answers Learners' own answers		
	Differentiation activities (Support): 1. Go through the examples one by one, guiding the learners with lots of questions to help them guess the meaning. Write the explanations on the board in a different order from the sentences. Learners can match them with the sentences.		
	Differentiation activities (Stretch): 1. Have learners choose a few idioms from the activity and use them to write different sentences.		
Workbook page 64	Workbook: Activity 1 1. Discuss the two idioms and elicit the meanings of them. 2. Have the learners read the story and choose the most suitable idiom to describe the moral. 3. Learners discuss their answers with a partner. DESIRABLE Feedback Nominate different pairs to give their answer. Encourage them to give reasons for their answer. Finally, explain that both idioms are suitable in this case. Answers <i>Don't put all your eggs in one basket</i> means don't risk everything on one thing or action. In this case, the couple lost the chance of having endless golden eggs on the small possibility that the goose would be golden on the inside.		
	Differentiation activities (Support): 1. Pair weaker learners with stronger learners so that the stronger learner can help explain the moral of the story to the weaker learner. Circulate and monitor, helping where necessary.		
	Differentiation activities (Stretch): 1. Learners in groups discuss and argue their point of view as to why they think one idiom is more suitable than the other.		
Resources	Plenary		
Workbook page 64	Workbook: Activity 2 1. Have learners discuss the three idioms in groups and try to guess what they mean. 2. Have them brainstorm ideas for a short tale with a moral for each idiom. 3. Have a class discussion and invite learners to offer their ideas. 4. Have them choose one idiom/story idea and ask them to write it for homework.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.

(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.

(G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.

(G8.3.1.1.8) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text.

(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

(G8.3.4.1.3) Analyse the meaning of words and phrases as they are used in a non-fiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone.

(G8.4.1.1.1) Write texts of more than two paragraphs with eight simple compound and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To complete gaps in a text. To read sentences and decide if they are positive or negative. To complete sentences with the correct participles. To correct sentences using <i>such</i> and <i>so</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> complete a text about the Incense Trade with missing words determine whether sentences are positive or negative based on the adjective used complete sentences with the correct participle adjective correct sentences using <i>such</i> and <i>so</i> correctly use the past simple and the past continuous.
Link to prior learning: <ul style="list-style-type: none"> Unit 4 grammar and vocabulary 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: Unit 4 vocabulary Key expressions/structures: Unit 4 grammar		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may feel overwhelmed when asked to review a unit as a whole. By revising certain aspects of the unit, confidence will be raised. 		
Resources/equipment needed: Coursebook page 73		
UNIT 4 LESSON 16 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	<ol style="list-style-type: none"> Tell learners that this is a review lesson. Ask them to work in groups and brainstorm all the areas they have covered in this unit and the language points they remember. Feedback as a class and write them on the board. Elicit some examples of each language point from the learners. Have learners rate their level of confidence with each language area from 1–3 (1 = very confident, 2 = unsure, 3 = don't understand at all). Have learners compare their answers in groups. Answers Participles as adjectives, present simple and past simple passive, Writing tip: how to write notes, narrative tenses (past simple and past continuous), <i>so ... that</i> and <i>such ... that</i>	
Resources	Main activity	
Coursebook page 73	Review: Activity 1 <ol style="list-style-type: none"> Write the words from the word box on the board and revise the meaning of each word by inviting learners to give a definition. Have learners read the text and complete the gaps with words from the word box. Remind learners to cross out the word when they use it. 	

	<p>CORE</p> <p><u>Feedback</u> Nominate individual learners to give the answer. Drill the pronunciation of the words.</p> <p>Answers 1 existed; 2 incense; 3 spices and cloth; 4 caravans; 5 merchants; 6 dangerous</p>
Coursebook page 73	<p>Review: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners read the sentences and underline the adjectives in each. 2. Learners then decide if the sentences are positive or negative. <p>CORE</p> <p><u>Feedback</u> Invite learners to answer by putting up their hands.</p> <p>Answers 1 P; 2 P; 3 N; 4 P; 5 N; 6 P</p>
Coursebook page 73	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Elicit the rules from the learners regarding when to use <i>-ed</i> and <i>-ing</i> adjectives and write an example sentence for each on the board as a reference. 2. Have learners complete the sentences with the correct participle. <p>CORE</p> <p><u>Feedback</u> Nominate learners to read out a matching word and definition. Drill the pronunciation of the words.</p> <p>Answers 1 amazing; 2 disappointed; 3 exciting; 4 frightened; 5 relaxing; 6 tired</p>
Coursebook page 73	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Elicit the rules from the learners regarding when to use <i>such</i> and when to use <i>so</i>. Write an example sentence for each on the board as a reference. 2. Have learners correct the sentences. <p>CORE</p> <p><u>Feedback</u> Invite learners to answer by putting up their hands.</p> <p>Answers 1 It was such a cold day today.; 2 I know so little about computers.; 3 I was so unhappy when my cousins left.; 4 Hamid is such a clever boy.; 5 We are such good friends.; 6 It's such an amazing place.</p>
Coursebook page 73	<p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Elicit from learners the two main narrative tenses (past simple and past continuous) and write their forms on the board. Elicit from learners why we use both. 2. Have learners read the sentences and complete the gaps with the correct form of the verbs in brackets. <p>CORE</p> <p><u>Feedback</u> Nominate individual learners to give the answer.</p> <p>Answers 1 came; 2 were playing, heard; 3 was blowing, flew; 4 called; 5 was walking, slipped</p>
	Differentiation activities (Support):

	1. Have learners work in pairs to complete the activities. Have them refer to previous lessons for help.		
	Differentiation activities (Stretch): 1. Have these learners complete all the activities on their own with no reference to previous lessons. When they have completed the activities, have them refer to previous lessons to check answers.		
Resources	Plenary		
	1. Ask learners to go back to their list from the Starter activity. 2. Have learners review how confident they now feel about each language area and give themselves a new score. 3. Have learners compare their new scores together. Ask them: <i>Has anything changed? Are there any areas you are still not sure about?</i> 4. Circulate and monitor to see how learners feel about their ability, making notes of any particular problem areas or specific learners who are struggling.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.10) Discuss and argue their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech). (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast. (G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, even so, since).			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To tell a personal anecdote to other learners. To describe a personal adventure in detail. To collaborate in finding and sharing key vocabulary to use in the writing activity. Writing: To brainstorm and make notes. To write sentences using participle adjectives. Reading: To complete sentences with key vocabulary. To complete a writing checklist.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a plan to sequence events and paragraphs within a personal adventure story • choose positive and negative adjectives and participles to use in their story.
Link to prior learning: <ul style="list-style-type: none"> • Past simple • Past continuous • Past perfect • Participle adjectives 21st Century Skills: <ul style="list-style-type: none"> • Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw, gallery walks to facilitate an understanding of each other’s ideas and to enhance communication skills in English (reading, speaking, listening and writing) 		
Key vocabulary: <i>amazed/amazing, disappointed/disappointing, trusted/trusting, excited/exciting, worried/worrying, thrilled/thrilling, encouraged/encouraging, disturbed/disturbing, frightened/frightening, surprised /surprising</i> Key expressions/structures: Past simple, past continuous, participle adjectives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Participle adjectives (-ed and -ing) can cause learners problems. Refer to Unit 4 Lesson 10 teacher’s notes for common problems and solutions. • <i>Such ... that</i> and <i>so ... that</i> cause difficulties for learners. Refer to Unit 4 Lesson 12 teacher’s notes for common problems and solutions. 		
Resources/equipment needed: Coursebook pages 74 and 75		
UNIT 4 LESSON 17 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher’s Guide (Page 6 to 10).		
Resources	Starter	
	<ol style="list-style-type: none"> 1. Remind learners of the diary entries they wrote in Lesson 14 and ask them what events they wrote about. 2. Ask them whether they like the idea of a sailing adventure and why/why not. Ask learners if they have ever had an adventure of any kind. 3. Have learners tell their group members about it. 4. If learners say they haven’t ever had an adventure, encourage them to think of one they would like to have. 	
Resources	Main activity	
Coursebook page 74	Project: Activity 1 <ol style="list-style-type: none"> 1. Elicit from learners what is the first thing they should do before starting any writing activity (they should make a plan). 	

	<ol style="list-style-type: none"> Elicit how many paragraphs a story should have (minimum three). Draw three large boxes on the board and have learners discuss in their groups what kind of information belongs in each paragraph. Now have learners brainstorm their ideas for an adventure story in their notebooks. Set a time limit for this. Remind the learners about how to make notes and have them expand their words from the brainstorming activity into fuller notes. <p>CORE</p> <p>Feedback Nominate learners to write their ideas in the boxes on the board. Then tell learners to open their Coursebook and compare with the plan on page 74. Circulate and monitor while they make notes, asking questions to prompt their ideas where necessary.</p> <p>Answers Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Present the learners with some story ideas from which to choose, in the form of pictures and written prompts. Learners discuss opinions about the options and choose the one they think best. They use the language and vocabulary in the written prompts to plan their paragraph.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can make more elaborate notes, with more detail, to plan for more complex sentences and longer paragraphs in the final draft.
Coursebook page 74	<p>Project: Activity 2</p> <ol style="list-style-type: none"> Draw learners' attention to the Vocabulary box. Ask them if they went through a 'brainstorming' stage when they were writing their story plans and how they organised it. Say that this can be an activity that learners do alone but it is very useful when learners do it in a group to share ideas. Learners work together to brainstorm vocabulary and adjectives for each other's stories. Encourage them to include participle adjectives. Have learners practise writing sentences with both <i>-ed</i> and <i>-ing</i> forms in order to choose the best forms for their story. <p>CORE</p> <p>Feedback Nominate individual learners to read their sentences to the class.</p> <p>Answers Learners' own answers</p>
Coursebook page 75	<p>Project: Activity 3</p> <ol style="list-style-type: none"> Ask learners to read the Writing tip box. Then have volunteer learners give you sentences that describe feelings. Write a few on the board. Have learners complete the sentences with adjectives that describe feelings. <p>DESIRABLE</p> <p>Feedback Learners compare answers with a partner and say whether the feeling is positive or negative.</p> <p>Answers Learners' own answers</p>

Resources	Plenary		
Coursebook Page 74	<ol style="list-style-type: none">1. Have learners read the Did You Know? box on page 74 and ask them whether they found the brainstorming they did in today's lesson useful or not. Why/why not?2. Learners work in groups and choose participle adjectives for another learner in that group.3. The second learner has to create a sentence using that adjective correctly.4. This activity can be expanded to include the structures <i>so ... that</i> and <i>such ... that</i>.5. Finish the lesson by doing this activity as a class.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: first conditional and second conditional, If I were..., present perfect, present perfect continuous, past perfect. (G8.4.2.1.2) Correctly write complete simple, compound and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, if, when, unless, although).			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 8	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To discuss grammar forms in narrative texts. To discuss corrections and suggestions for a partner's writing. To present a story. Reading: To peer-edit a partner's writing text, making corrections and suggestions. Writing: To write a personal adventure story. Listening: To listen to other learners' story presentations.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> complete a checklist about story writing conventions write an adventure story using narrative tenses and participle adjectives present the story to the class.
Link to prior learning: <ul style="list-style-type: none"> Past simple Past continuous Past perfect Participle adjectives 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>amazed/amazing, disappointed/disappointing, trusted/trusting, excited/exciting, worried/worrying, thrilled/thrilling, encouraged/encouraging, disturbed/disturbing, frightened/frightening, surprised /surprising</i> Key expressions/structure: Past simple, past continuous, participle adjectives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Participle adjectives (-ed and -ing) can cause learners problems. Refer to Unit 4 Lesson 10 teacher's notes for common problems and solutions. <i>Such ... that</i> and <i>so ... that</i> cause difficulties for learners. Refer to Unit 4 Lesson 12 teacher's notes for common problems and solutions. Most learners will be nervous about speaking in front of their class. It is important that learners are encouraged but not forced to do it. Have them speak in smaller groups if they are more comfortable with that. 		
Resources/equipment needed: Coursebook page 75		
UNIT 4 LESSON 18 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Have learners refresh their memories by briefly outlining their adventure story to a partner without using any notes or prompts.	
Resources	Main activity	
Coursebook page 75	Project: Activity 4 1. Have learners read the questions and discuss the answers with a partner. CORE Feedback Feedback as a class by inviting learners to give their answers by putting up their hands. Discuss why the answers are true or false.	

	Answers 1T; 2F; 3T; 4F; 5F
Coursebook page 75	Project: Activity 5 <ol style="list-style-type: none"> Elicit what tenses are used in a narrative (past simple, past continuous, past perfect). Write them on the board. Elicit the form and function from the learners. Elicit some example sentences. Have learners look at their notes and think about the order in which the events happened. Have them think about grouping the events into pairs and then practise writing sentences using the past simple with the past perfect or the past continuous. CORE Feedback Have some learners come to the board and write sentences using the two tenses. Answers Learners' own answers
	Project: Activity 6 <ol style="list-style-type: none"> Encourage learners to think about how they could make their story more interesting by including interesting adjectives and complex sentences. Have learners discuss in groups. CORE Feedback Have groups say some of their ideas to the class.
	Project: Activity 7 <ol style="list-style-type: none"> Learners work alone to draft their stories using their notes and plan. Give them 20-30 minutes to do this. Have early finishers swap texts with a partner, who edits it for mistakes and makes suggestions for improvements. When all learners are ready, they take it in turns to present their story to the class or a smaller group. CORE Feedback Circulate and monitor while learners are writing sentences, helping where necessary and making suggestions. Answer Learners' own answers
	Differentiation activities (Support): <ol style="list-style-type: none"> In the previous lesson, learners were presented with some ideas from which to choose, in the form of pictures and written prompts. Learners discussed opinions about the options and chose the one they thought best. Now they use the language and vocabulary in the written prompts and from their brainstorming activities to expand into a paragraph. Finally the learners read their story aloud using their written text when presenting to the class.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> In the previous lesson, learners were encouraged to plan more elaborate notes, explaining in more detail. Now they should plan to write a story

	using more complex sentences and longer paragraphs. Finally the learners should try to present their story from memory, only relying on the written text as a prompt.		
Resources	Plenary		
	<div>1. After all learners have finished presenting, they discuss in groups which story they thought was best and why.</div> <div>2. One learner from each group tells the class what their group discussed and decided.</div> <div>3. Finally the class vote for the most exciting adventure story.</div>		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<div>(G8.2.1.1.3) Talk about past actions using the simple past.</div> <div>(G8.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</div> <div>(G8.4.1.1.1) Write texts of more than two paragraphs with eight simple compound and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</div> <div>(G8.4.1.1.7) Write expository compositions on a variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</div> <div>(G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: first conditional and second conditional, If I were..., present perfect, present perfect continuous, past perfect.</div> <div>(G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, even so, since).</div> <div>(G8.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semi-colon and a conjunctive adverb to link two or more closely related independent clauses.</div>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 8	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To identify the main points in texts on New Year celebrations. To work out the meaning of new vocabulary using context. Speaking: To ask and answer questions based on a text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> demonstrate understanding of texts ask and answer questions based on a text.
Link to prior learning: <ul style="list-style-type: none"> Knowledge of Islamic culture 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>lunar, Islamic, Muslim, homage, fast</i> (noun) Key expressions/structures: Question forms with <i>wh-</i> questions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Word order in questions can cause problems: model correct questions and give frequent practice. 		
Resources/equipment needed: Coursebook pages 76–77 Workbook pages 65–66		
UNIT 5 LESSON 1 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	<ol style="list-style-type: none"> Introduce the unit title and encourage learners to look quickly at some of the photos and other illustrations in the whole unit. Elicit what they think they are going to be studying. Write the word <i>celebrations</i> on the board and elicit the learners' favourite celebrations. Elicit also what they do at the celebration, and why they like it. 	
Resources	Main activity	
Coursebook page 76	Reading: Activity 1 <ol style="list-style-type: none"> Introduce the section title (New Year) and ask the question below it. Elicit reasons for celebrating New Year. Lead this into a discussion of calendars. Direct learners to read the information about the Islamic calendar in the Did you know? box. Discuss the differences between the Islamic calendar and the Gregorian calendar. Introduce and explain <i>lunar cycle</i> and <i>solar cycle</i>, which are used in the text. Learners read the pre-reading question in Activity 1 before they read the text. Tell them to read to find the answer. Elicit the answer. Answer any questions learners have about the text. CORE Feedback Elicit and discuss the answer to the pre-reading question.	

	<p>Answers</p> <p>The first day of the Islamic New Year encourages Muslims to think about how to be better in the year ahead.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners plenty of time to read this text – it is quite challenging. Direct them to the second paragraph to find the answer to the question.
Coursebook page 76	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the text again to match words and definitions. Encourage them to find the word and then look at the sentence it is in. This will give them a context to help them work out the meaning. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers. Encourage learners to use some of the new words in sentences of their own.</p> <p>Answers</p> <p>1d; 2b; 3a; 4e; 5c; 6f</p>
Coursebook pages 76–77	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work in pairs so that they can help each other and discuss answers. Point out that the question asks them to make a connection between each item and Islamic New Year (or in the case of the example, the Islamic calendar) – not to give the meaning of the items. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>2 The Hijrah is when the first Islamic year began.; 3 Muslims pay homage to the Prophet Muhammad on the first day of the Islamic New Year.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. This is quite challenging so be prepared to assist learners as they work. Direct them to find the items, underline them, and then look carefully at the sentences immediately around to find the connection to Islamic New Year.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write full sentence answers.
Coursebook page 77	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Review question structures and elicit questions about the Islamic New Year. 2. Learners work in pairs to ask questions using <i>who</i>, <i>what</i>, <i>when</i>, <i>why</i>, <i>where</i> and <i>how long</i>. Monitor pairs as they work. Focus on the use of question forms and pronunciation. <p>CORE</p> <p>Feedback</p> <p>Give feedback on the use of question forms and pronunciation. Give examples of some errors you heard and ask learners to correct them.</p> <p>Answers</p> <p>Learners' own answers</p>
Workbook pages 65	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the text and complete the gaps. <p>EXTENSION</p>

	Feedback Elicit and discuss answers with the class. Answers 2 calendar; 3 celebrated; 4 lunar; 5 place; 6 festivities; 7 eve; 8 clean; 9 throw; 10 symbolises; 11 clothes; 12 neighbours; 13 throwing; 14 buckets; 15 hottest		
	Differentiation activities (Support): 1. Reduce the number of gaps in the text to make this more manageable. Supplying the answers to gaps 2, 4, 7, 9, 10 and 14 will reduce the difficulty. Check that these learners have the correct answers before they move on to Activity 2.		
Workbook pages 65–66	Workbook: Activity 2 1. Learners re-read the text and complete Activity 2. EXTENSION Feedback Elicit and discuss answers with the class. Answers 2 F; 3 T; 4 F; 5 T; 6 F; 7 F		
Resources	Plenary		
	Discuss learners’ experiences of the previous Islamic New Year. Ask questions about what they did, to encourage the use of the new vocabulary.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.3.4.1.1.) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 8	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To identify the main points of a recording and make comparisons. To listen and complete a summary. Writing: To use prepositions of time correctly: write invitations.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> complete a summary by listening to a recording use prepositions correctly in expressions of time write an invitation conveying the crucial information.
Link to prior learning: <ul style="list-style-type: none"> Meaning and use of prepositions of time and time phrases 21st Century Themes: <ul style="list-style-type: none"> Global Awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing 		
Key vocabulary: <i>in, on, at</i> Key expressions/structures: Prepositional time phrases		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> The use of prepositions of time can cause confusion. Encouraging the learners to look at the examples and work out the rules for themselves will help (see Use of English box on page 77 of the Coursebook). They will also need plenty of practice. 		
Resources/equipment needed: Coursebook page 77 Workbook page 66 Audio track 12		
UNIT 5 LESSON 2 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Discuss New Year celebrations in other countries. Elicit which celebrations learners have heard of, and what they know about them. 2. Elicit ideas on why people in different countries with different cultures all seem to celebrate New Year in their own way.	
Resources	Main activity	
Coursebook page 77 Audio track 12	Listening: Activity 5 <ol style="list-style-type: none"> Tell learners that they are going to listen to a description of New Year in another country. First, they should listen and name the country. Play the recording more than once, if necessary. Elicit some of the ways in which New Year in Cuba is different from Islamic New Year. CORE Feedback Elicit and discuss answers. Play the recording again if necessary. Answers Cuba. There are many differences but Islamic New Year is a religious celebration while Cuba celebrates some ancient traditions.	

Coursebook page 77 Audio track 12	<p>Listening: Activity 6</p> <ol style="list-style-type: none"> 1. Learners read the text. Ask them to make notes for any gaps they can remember. Tell them to write in their notebooks and make it clear that some of the gaps are quite long. 2. Play the recording again. Learners complete the text. <p>CORE</p> <p>Feedback Elicit and discuss answers. Play the recording again if necessary.</p> <p>Answers 2 new clothes; 3 put them in the windows; 4 write down their hopes and dreams; 5 write all the bad things from the old year; 6 a special meal; 7 meat with salad, fried bananas and a special pudding with a sweet sauce; 8 twelve grapes; 9 wishes and dreams; 10 a bucket of water out of their door or from their balcony</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Break up the audio into manageable chunks by pausing at the end of each paragraph. Give these learners plenty of time to make their notes. Their notes can be brief with only the key information.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners should be able to make more detailed notes.
Coursebook page 77	<p>Use of English: Prepositional time phrases</p> <ol style="list-style-type: none"> 1. Learners read the information in the Use of English box. They then complete the gaps to complete the rule for themselves. 2. Elicit other examples. Call out time words or phrases; for example, <i>March, Monday morning</i>, for learners to supply the correct preposition. 3. Have learners write three sentences with one prepositional phrase each. <p>CORE</p> <p>Feedback Elicit the answers and discuss.</p> <p>Answers in; on; at</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give plenty of examples. Elicit further examples.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write their own sentences about Islamic New Year using time phrases.
Workbook page 66	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners decide what kind of party they are going to write the invitation for. They read the instructions and write their invitation. <p>DESIRABLE</p> <p>Feedback Ask learners to share their invitations with others. They can be shared in a group or displayed on a wall. Give feedback on how clearly and effectively the key information for the invitation is communicated.</p> <p>Answers Learners' own answers</p>
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Fast finishers can do Activity 4.
Workbook	<p>Workbook: Activity 4</p>

page 66	<p>1. Learners make the same invitation, but by text. It should contain all the same information.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Ask learners to share their texts with others. They can be shared in a group or displayed on a wall. Give feedback on how clearly and effectively the key information for the invitation is communicated.</p> <p>Answers</p> <p>Learners’ own answers</p>								
Resources	<p>Plenary</p> <p>1. Give an example of an important event in your life. Give the details with a focus on the time, using prepositions of time; for example, <i>I remember when I had a terrible surprise. It was at four o’clock on a Saturday afternoon in January. I was at home ...</i></p> <p>2. Ask learners to think of memorable events in their life. Tell them to work in groups to tell each other exactly when it happened, and what it was.</p> <p>3. Elicit a few events. Focus on the time phrases.</p>								
<p>Learning styles catered for (✓):</p> <table><tr><td>Visual ✓</td><td>Auditory ✓</td><td>Read/Write ✓</td><td>Kinaesthetic</td></tr></table>		Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic				
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic						
<p>Assessment for learning opportunities (✓):</p> <table><tr><td>Observation</td><td>Student self-assessment</td><td>Oral questioning</td><td>Peer assessment</td></tr><tr><td>Quiz</td><td>Student presentation</td><td>Written work and feedback</td><td>Verbal feedback</td></tr></table>		Observation	Student self-assessment	Oral questioning	Peer assessment	Quiz	Student presentation	Written work and feedback	Verbal feedback
Observation	Student self-assessment	Oral questioning	Peer assessment						
Quiz	Student presentation	Written work and feedback	Verbal feedback						
<p>Standards/SLOs:</p> <p>(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information or respond to invitations getting across important points.</p>									

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 8	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To write a personal account. To note plans for the week. To develop notes into a paragraph. Reading: To extract information from a table. Speaking: To discuss factual differences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> write paragraphs about personal experience, and about plans extract and compare information from a table.
Link to prior learning: <ul style="list-style-type: none"> Knowledge of calendars and the movements of the earth, sun and moon 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>calendar, lunar, solar, phase</i> Key expressions/structures: <i>divided into, leap years</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may find the concept of lunar and solar phases difficult. Demonstrate these with different sized balls for the earth, moon and sun. Explain <i>orbit, phases</i> and <i>cycles</i>. 		
Resources/equipment needed: Coursebook page 78 Workbook page 67		
UNIT 5 LESSON 3 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
Coursebook page 78	1. Ask the guide questions in Activity 1 and elicit answers.	
Resources	Main activity	
Coursebook page 78	Reading: Activity 1 <ol style="list-style-type: none"> Introduce the Gregorian calendar and elicit how much learners know about it. Tell them to read the text and the small rhyme. Introduce the table and ask questions about it to focus learners on the facts presented; for example, <i>How many days are there in the Islamic calendar? Is it the same in the Gregorian calendar?</i> Learners read the statements and decide if the statements are true or false. CORE Feedback Elicit and discuss the answers. Answers 1 F; 2 F; 3 F 4 F; 5 F	
Coursebook page 78	Speaking: Activity 2 <ol style="list-style-type: none"> Learners work in groups to explore the table and discuss the questions. Allow five minutes. Then hold a class vote on the results. 	

	<p>3. Ask learners to tell the class their arguments for and against.</p> <p>CORE</p> <p>Feedback</p> <p>Collect results by writing on the board <i>Islamic / Gregorian</i>. Then ask whoever has voted for the Islamic calendar to raise their hands. Count and write number of votes on board. Repeat for Gregorian calendar.</p> <p>Answers</p> <p>Learners' own answers</p>		
	<p>Differentiation activities (Support):</p> <p>1. These learners should be expected to find the differences but may find it challenging to express them. Elicit help from the more able learners.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Fast finishers can go on to the first Workbook activity to write sentences comparing the two calendars.</p>		
Workbook page 67	<p>Workbook: Activity 1</p> <p>1. Learners complete the sentences.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and discuss the answers.</p> <p>Answers</p> <p>Learners' own answers</p>		
Workbook page 67	<p>Workbook: Activity 2</p> <p>1. Introduce the activity. Learners fill their plan according to their interests. Ask them to write both the Islamic and the Gregorian calendar dates. Encourage learners to use their imagination as far as the activities are concerned – they don't have to be their actual plans.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit one or two of the plans before learners continue on to the next activity (discuss these and give more feedback in the plenary at the end of the lesson).</p> <p>Answers</p> <p>Learners' own answers</p>		
Workbook: page 67	<p>Workbook: Activity 3</p> <p>1. Learners write a paragraph about their plans for the week.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Monitor learners as they write. Discuss any general problems at the end.</p> <p>Answers</p> <p>Learners' own answers</p>		
Resources	Plenary		
	<p>1. Elicit and discuss some of the plans learners have made.</p> <p>2. Focus on the weekend and discuss what they expect to do.</p>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.

(G8.4.1.1.1) Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text applying the writing process; use technology including the Internet to produce and publish writing as well as to interact and collaborate with others.

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 8	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read two texts for gist. To read and complete a text. Listening: To listen and complete notes. Speaking: To discuss and make plans for a festival.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> demonstrate understanding of a number of texts complete notes by listening to a recording.
Link to prior learning: <ul style="list-style-type: none"> Knowledge of festivals in the UAE; reading for gist; listening for specific information 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>festival, classic, public, popularity, extended</i> Key expressions/structures: <i>from all corners of the world</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may have difficulty completing gaps from a listening text. Have learners read the text first and try to predict what is missing in the gap. Playing the recording twice may also help. 		
Resources/equipment needed: Coursebook page 79 Workbook page 68 Audio track 13		
UNIT 5 LESSON 4 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Discuss with learners what they know about festivals in the UAE. Build up a list on the board and elicit what they know about each. 2. Discuss which ones they have been to and enjoyed.	
Resources	Main activity	
Coursebook page 79	Reading: Activity 1 <ol style="list-style-type: none"> Ask learners to scan the text and tell you very quickly which festivals the text is about. Introduce the pre-reading question and tell learners to read to make up their minds. Learners discuss their answer in groups. Ask them to give reasons for their preference for one or the other. CORE Feedback Elicit and discuss answers. Answers Learners' own answers	
	Differentiation activities (Support): <ol style="list-style-type: none"> In order to complete the task, learners do not need to understand every word of the text. Direct them to get the gist of what happens at each festival so that they can give an opinion. 	

	Differentiation activities (Stretch): <ol style="list-style-type: none"> These learners can give a written response to Reading Activity 2, stating which famous writer they would like to meet and what traditional view they would introduce to visitors and why.
Coursebook page 79 Audio track 13	Listening: Activity 3 <ol style="list-style-type: none"> Before they look at the activity in the book, tell learners they are going to listen to a person talking about another festival in the UAE. Play the recording once and elicit what the festival is. Elicit what learners know about the Dubai Classic Car Festival. Elicit or explain what a <i>classic car</i> is (they are old but well-made and in perfect condition, and probably beautiful). Learners read the Listening strategy box. They then put the strategy into practice by reading through the questions. Elicit what kind of information they would expect to go in each gap. Play the recording. Give time for learners to complete the notes. Learners compare their notes in pairs. Play the recording again for learners to collect any missing information. They complete their notes. <p>CORE Feedback Elicit the answers and discuss. Play the recording again if there are any doubts.</p> <p>Answers 2 Classic cars; 3 show; 4 Europe; 5 two; 6 almost 250</p>
	Differentiation activities (Support): <ol style="list-style-type: none"> Play the recording as many times as required. Break it up into chunks by pausing it every few sentences.
Workbook page 68	Workbook: Activity 4 <ol style="list-style-type: none"> Briefly drill the pronunciation of the words and then give learners a minute to match them with the meanings. Check the answers with the class before asking learners to work in pairs to compose their own sentences. <p>CORE Feedback Elicit and discuss.</p> <p>Answers 1 displays; 2 belief; 3 festival; 4 fireworks; 5 visitors</p> <p>Sentences Learners' own answers</p>
	Differentiation activities (Stretch): <ol style="list-style-type: none"> Fast finishers continue immediately to the next activity.
Workbook page 68	Workbook: Activity 5 <ol style="list-style-type: none"> Learners work with a partner to discuss ideas and make notes. <p>DESIRABLE Feedback Monitor and discuss ideas with some pairs. Elicit and discuss the ideas in the plenary session at the end of the lesson.</p> <p>Answers Learners' own answers</p>

	Differentiation activities (Stretch): 1. Learners write a proposal with their ideas for a festival.		
Resources	Plenary		
	1. Elicit the ideas learners have for other festivals. 2. Discuss with the class which ideas they think are the best, and which they would like to go to.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speakers’ moods, relationship and intentions. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively. (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G8.4.1.1.7) Write expository compositions on a variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.			

LESSON PLAN			LESSON: 5					
Teacher:			Subject: English					
Grade: 8		Unit: 5		Date:				
SKILLS AND UNDERSTANDING Learning objectives: Reading: To extract information from three texts about festivals and transfer it to a chart. To identify the paragraph structure of a text. Speaking: To ask and answer questions based on texts.			Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none">• identify specific information in texts and record it in a chart• formulate questions based on a text, and answer them• identify the paragraph structure of an extended text.					
Link to prior learning: <ul style="list-style-type: none">• Question forms: paragraph and text structure 21st Century Themes: <ul style="list-style-type: none">• Global Awareness: Understand other nations, languages and cultures								
Key Vocabulary: <i>communities, lasts (verb), decorate, earthenware, brightly, entrance, festivities, symbol, symbolise, represent, mosque, dishes</i> Key expressions/structure: Question forms with <i>wh-</i> questions								
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none">• Word order in questions can cause problems; model correct questions and give frequent practice.								
Resources/equipment needed: Coursebook pages 80–81 Workbook page 69 Dictionaries								
UNIT 5 LESSON 5 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher’s Guide (Page 6 to 10).								
Resources		Starter						
Coursebook pages 80–81		1. Learners name as many international festivals as they can. Discuss what the festivals celebrate. 2. Learners look at the photos illustrating the three texts in the Coursebook. Elicit what they can see and the names of the festivals. Elicit ideas about what the first and third festivals might celebrate.						
Resources		Main activity						
Coursebook page 80		Reading: Activity 1 <ul style="list-style-type: none">1. Introduce the chart so that learners know what information they are looking for. Learners copy the chart into their notebooks making sure they allow enough space to write the information.2. Learners read and complete their chart.3. Elicit and discuss answers. CORE Feedback Elicit answers and discuss where the information can be found. Answers <table><tr><td>Festival, (country)</td><td>When?</td><td>How long?</td><td>Key features</td></tr></table>			Festival, (country)	When?	How long?	Key features
Festival, (country)	When?	How long?	Key features					

	Diwali, India	end of October or beginning of November	5 days	<ul style="list-style-type: none"> • lights • homes, gardens and public places are decorated with lamps • people draw brightly-coloured rangoli patterns in their houses 	
	Eidal-Fitr, Islam	end of Ramadan	3 days	<ul style="list-style-type: none"> • prayers in the morning • people visit their family and friends • there's a special meal 	
	Maslenitsa, Russia	February or March	a week	<ul style="list-style-type: none"> • children make a large doll from straw which is called Lady Maslenitsa • people eat pancakes, called <i>blinis</i> • the Lady Maslenitsa straw dolls represent winter and at the end of the week they are burned on a bonfire 	
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. After learners have read the texts, put them with a higher-ability partner. Tell the latter their responsibility is not to do the exercise for their partner, but to explain how they reached their answers by showing where the information can be found. 				
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Give these learners the responsibility to help other learners – see above. 				
Coursebook page 80	Speaking: Activity 2 <ol style="list-style-type: none"> 1. Learners work in pairs to ask and answer questions about the text. 2. Monitor pairs as they work. Focus on the use of question forms and pronunciation. CORE Feedback Elicit some of the questions from pairs. Ask other learners to answer the questions to hold a short question and answer plenary. Give feedback on the use of question forms and pronunciation. Give examples of some errors you heard and ask learners to correct them. Answers Learners' own answers				
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Give revision of question forms. Elicit a few suitable questions and put these on the board as model questions. You can also write the questions words <i>When, Where, What, Why</i> and <i>How</i> on the board as prompts. 				
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Fast finishers can do the next (extended) activity. 				

Coursebook page 80	Speaking: Activity 3 <div>1. Learners work in pairs to re-read the text and formulate five questions.</div> <div>2. They then join up to make groups of four to ask and answer their questions.</div> EXTENSION Feedback Elicit some of the questions, and ask other learners to answer them. Give feedback on the structure of the questions. Answers Learners’ own answers		
Workbook page 69	Workbook: Activity 1 <div>1. Introduce the activity to clarify that the text has five paragraphs and that the five bullet points describe the content of the paragraphs.</div> <div>2. Learners skim the text and write the content of the paragraphs in the boxes.</div> CORE Feedback Elicit and discuss the answers. Answers Paragraph 1: Name the festival and say when it takes place.; Paragraph 2: Give the reason for the festival.; Paragraph 3: Give a description of what people usually do to celebrate the festival.; Paragraph 4: Give a personal account of what you and your family do.; Paragraph 5: Say what the festival means to people today.		
	Differentiation activities (Support): <div>1. Remind learners that it is not necessary to read and understand every word of a text to understand the gist. Point out that in this activity, they need only identify the general content of each paragraph so they shouldn’t worry about the meaning of every word.</div>		
Dictionaries	Differentiation activities (Stretch): <div>1. Once these learners have completed the task, ask them to read the text in more detail in preparation for further activities in the next lesson. Provide dictionaries.</div>		
Resources	Plenary		
	<div>1. Discuss the similarities and differences between Eid al-Fitr and the other two celebrations learners have read about in the lesson (Diwali and Maslenitsa).</div> <div>2. Elicit which festivals involve special food, special clothes, decorations, and so on.</div>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			

(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

(G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.

(G8.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (for example, general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs, etc.), and use the features to obtain information.

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 8	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To distinguish between nouns and verbs in a context. To identify compound adjectives. To identify the meaning of new vocabulary using contextual clues. Writing: To write an account of a festival.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> distinguish between nouns and verbs identify compound adjectives write an account of a festival using appropriate paragraph structure and vocabulary.
Link to prior learning: <ul style="list-style-type: none"> Knowledge of parts of speech (nouns, verbs, adjectives, adverbs and prepositions); paragraph and text structure 21st Century Themes: <ul style="list-style-type: none"> Global Awareness: Understand other nations, languages and cultures 		
Key vocabulary: <i>celebrate/celebration, fast/fasting, festival, decorate/decoration, fireworks, lantern, symbol/symbolise, candle, bonfire, represent</i> Key expressions/structure: Compound adjectives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Different forms of words used as different parts of speech, for example, <i>celebrate, celebration</i>, will cause confusion. This can be addressed by specifying the problem (as done in this lesson by looking at noun and verb forms) and then practising over a period of time. 		
Resources/equipment needed: Coursebook pages 80–81 Workbook page 70		
UNIT 5 LESSON 6 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	<ol style="list-style-type: none"> Revise the main parts of speech. Elicit examples of nouns, verbs, adjectives, adverbs and prepositions and write them in lists on the board. Do a little fun practice in identifying these by playing a simple game. Tell learners to clap if you say a noun, stand up if you say a verb, raise their right hand for an adjective, raise their left hand for an adverb and raise both hands for a preposition (or any actions you prefer). Give some examples of all five parts of speech that learners have studied recently; for example, <i>celebrate, festival, small, quickly, at</i>. They should do the correct action quickly. 	
Resources	Main activity	
Coursebook page 80	Vocabulary: Activity 4 <ol style="list-style-type: none"> Introduce the activity and point out that all the words come from the three texts and that some words, such as <i>swim</i>, can be a noun or a verb, but they should categorise the words according to their use in the texts. Tell learners to read the texts again and circle the words in the list. This will help them establish the context and decide. They then classify the words. 	

	<p>CORE</p> <p><u>Feedback</u> Elicit and discuss answers as a class.</p> <p>Answers Verbs: decorate; symbolise; represent; celebrate Nouns: celebration; festival; festivities; fireworks; lantern; symbol; candle; decoration; bonfire</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell the learners to look at each word in context and ask themselves: if it is a thing or is it about doing something (verb)?
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write their own sentences using these words (as the same part of speech).
Coursebook page 81	<p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Learners read the note in the Use of English box. Elicit any other compound adjectives they know, for example, <i>well-known</i>, <i>part-time</i>. Elicit that they usually have a hyphen. 2. Learners scan the texts to find four more examples. Advise them to look for words with hyphens, and then look at the context to see that it is an adjective. 3. Learners write four sentences of their own using the compound adjectives. <p>CORE</p> <p><u>Feedback</u> Elicit and check answers before learners write their sentences. Ask learners to explain the meaning of each; for example, <i>home-made</i> means something made at home, <i>horse-drawn</i> means drawn (or pulled) by a horse, and so on.</p> <p>Answers home-made; horse-drawn; snow-covered; fur-lined Learners' own answers for sentences</p>
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to look out for new compound adjectives and make a list of them. Post up a sheet of paper on the classroom wall for learners to write adjectives on as they find them. Check it from time to time to be sure they are all correct.
Workbook page 70	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners complete the activity in pairs. <p>DESIRABLE</p> <p><u>Feedback</u> Elicit and discuss answers.</p> <p>Answers 1 celebrate; 2 fasting; 3 gratitude; 4 occasion; 5 Eid Al-Fitr; 6 gathering</p>
Workbook page 70	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners re-read the text and find the answers. <p>DESIRABLE</p> <p><u>Feedback</u> Elicit and discuss answers.</p> <p>Answers 1 (three from) get up early / say prayers / shower / put on new clothes / eat breakfast; 2 money, sweets, toys; 3 sunrise, sunset; 4 happiness, enjoyment</p>

Workbook page 70	Workbook: Activity 4 <div>1. Introduce the activity and make sure learners know to use the structure of the text in Workbook Activity 1, i.e. five paragraphs. They should write about a festival they have experience of, for someone in another country.</div> <div>2. As learners write, monitor and assist as necessary.</div> CORE Feedback On completion, collect for assessment. Give individual feedback in notebooks and general feedback to the whole class on common issues. Answers Learners' own answers		
	Differentiation activities (Support): <div>1. This could be done as a shared-writing activity. In this, you act as recorder to write on the board what the learners want to say. Continually ask questions to encourage learners to think about the writing process; for example, <i>Which festival are we going to write about? What are we going to write about in the first paragraph? How are we going to start?</i></div> <div>2. Write down what they suggest but ask questions to encourage them to edit and correct themselves; for example, say: <i>Are we sure that sentence is correct? Can we say that better?</i></div> <div>3. When you have finished (there probably won't be time to do all five paragraphs), learners read through then copy down 'their' account.</div>		
	Differentiation activities (Stretch): <div>1. These learners should work more independently and be able to write all five paragraphs.</div>		
Resources	Plenary		
	<div>1. Elicit and discuss which festivals learners wrote about. Ask some to read out their accounts, or part of them.</div> <div>2. Discuss the information they gave, and if learners think that it will be interesting and understandable for English-speaking friends in other countries.</div>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast. (G8.4.1.1.7) Write expository compositions on a variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 8	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To read for gist and deeper understanding. Speaking: To ask and answer questions based on a text. Writing: To write a short letter about a festival.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify key features in a text formulate questions based on a text, and answer them write a short letter about a festival appropriate for a reader from another culture.
Link to prior learning: <ul style="list-style-type: none"> Previous lessons in this unit 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: Revision of Lessons 1–6 Key expressions/structures: Revision of Lessons 1–6		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may not feel confident enough to practise and use newly learned vocabulary and structures. Allowing them to work at their own pace and to look back on previous lessons will help put them at ease. 		
Resources/equipment needed: Coursebook page 82 Workbook page 71		
UNIT 5 LESSON 7 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Talk with learners about what they do during Eid al-Fitr. Discuss their family traditions, what they eat, who they visit. 2. Write key words and ideas on the board.	
Resources	Main activity	
Coursebook page 82	Reading: Activity 1 1. Learners skim the text to find out what it is about. Tell them not to read every word at this stage, and don't give them long to do it. CORE Feedback Elicit the answer, and discuss why it is useful to skim a text quickly before reading in detail (it allows readers to think about, and then use, what they already know about the topic). Answer an Eid al-Fitr celebration (a personal account)	
	Differentiation activities (Support): 1. Learners can work in pairs to help each other.	
Coursebook page 82	Speaking: Activity 2 1. Give learners a few minutes to read the text again and think of questions. They then work in pairs to ask and answer their questions. 2. Monitor pairs as they work. Focus on the use of question forms and	

	<p>pronunciation.</p> <p>3. Then give learners five minutes to discuss their Eid Al-Fitr celebrations.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit some of the questions from pairs. Ask other learners to answer them to hold a short question and answer plenary. Give feedback on the use of question forms and pronunciation. Give examples of some errors you heard and ask learners to correct them.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <p>1. If necessary, give further revision of question forms. Elicit a few suitable questions and put these on the board as model questions. You can also write the questions words <i>When, Where, What, Why</i> and <i>How</i> on the board as prompts.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Fast finishers can write a short paragraph about a celebration they enjoy.</p>
Coursebook page 82	<p>Writing: Activity 3</p> <p>1. Ask learners what a typical Eid Al-Fitr day is like for them. Write a few of the things mentioned on the board.</p> <p>2. Explain that learners have to write a short letter to a friend.</p> <p>3. Explain that they can use ideas from Activity 1.</p> <p>4. Give learners five minutes to complete the activity.</p> <p>5. As learners write, monitor and assist as necessary. Make notes of particular problems</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have learners swap letters with their partners to correct any mistakes. Then give general feedback to the whole class on problems you noted.</p> <p>Answers</p> <p>Learners' own answer.</p>
Coursebook page 82	<p>Self-assessment</p> <p>1. Learners read again to answer the questions, which revise some of the work done in the previous six lessons.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>a At lunchtime / In the evening; b tree-lined, home-made, brightly-coloured; c celebration, prayer; d spectacular (home-made), delicious, tasty</p>
Workbook page 71	<p>Workbook: Activity 1</p> <p>1. Learners read the text again and complete the activity.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>2 ... so we could get to the mosque on time.; 3 Seeing so many people praying in the mosque was wonderful.; 4 ... lamb kebabs made a wonderful meal.</p>

Workbook page 71	Workbook: Activity 2 1. Learners discuss in pairs. EXTENSION Feedback Elicit some of the festivals learners talked about, and the things they enjoyed. Answers Learners’ own answers		
	Differentiation activities (Support): 1. This is an easier activity than the previous writing task but learners can put into practice what they learnt from the shared writing activity in Lesson 6. They should not only think about what they want to write, but the best way to write it. As they write, go around and encourage them to reflect on what they have written, and look for ways to improve it.		
Resources	Plenary		
Workbook page 71	Self-Assessment 1. Learners reflect on what they have done so far in the unit. Elicit some answers for a discussion. Make time to discuss responses with individual learners who want help.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.8) Pose and respond to questions related to the current discussion; incorporate others into the discussion. (G8.3.1.1.1) Read, comprehend and interpret a variety of non-fiction and literature for a variety of academic purposes, and in a variety of contexts, independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids. G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast. (G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 8	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To identify the key points in a text. To use new vocabulary in context. Listening: To identify a speaker's attitude to an event. To identify key information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use the key vocabulary to describe a pilgrimage • identify a speaker's attitude.
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary related to festivals in earlier lessons 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>aim, journey, belief, pilgrim/pilgrimage, religion/religious, Hajj, perform, unique, equally, experience, opportunity, breathtaking</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have limited vocabulary when trying to describe a religious experience. A photocopy of the audioscript may help them get over this difficulty by seeing and learning new descriptive vocabulary. 		
Resources/equipment needed: Coursebook page 83 Workbook page 72 Dictionaries Audio track 15 Photos of Mecca Map or globe		
UNIT 5 LESSON 8 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Discuss with learners what they know about Mecca and its importance for Muslims. 2. If they do not know where it is, show them on a map or globe. 3. If possible, show them some photographs of Mecca.	
Resources	Main activity	
Coursebook page 83	Reading: Activity 1 <ol style="list-style-type: none"> 1. Learners look at the photo. Elicit what they can see and what is happening. CORE Feedback Elicit and discuss answers. Answers Learners' own answers	
Coursebook page 83	Reading: Activity 2 <ol style="list-style-type: none"> 1. Learners read the text and find answers to the questions. Make dictionaries available to help with new vocabulary. Make sure learners use the Vocabulary box. 	

	<ol style="list-style-type: none"> Elicit and discuss answers. Learners read the Did you know? box to reinforce the information in the text. <p>CORE Feedback Elicit and discuss answers. Discuss new vocabulary and elicit example sentences using the words. Answers 1 A person who goes on a pilgrimage.; 2 The Hajj is a pilgrimage to Mecca. It is a journey that every Muslim wants to go on at least once in their life.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Focus learners on answering the questions. It is not necessary to understand every word in the text to do this.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners use a dictionary to find the meaning of new words and make notes for future use.
Workbook page 72	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners read and complete the sentences. They can refer back to the text for help. <p>CORE Feedback Elicit and discuss answers with the whole class. Answers 1 journey ; 2 religions; 3 beliefs; 4 pilgrim; 5 Hajj; 6 aims</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners work in pairs to help each other.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write sentences of their own using the words.
Coursebook page 83 Audio track 15	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> Introduce the task so that learners know what they are listening for. Play the recording once. Ask the question and elicit responses about the experience. Play the recording again, if necessary. <p>CORE Feedback Challenge learners to give reasons for their answer, i.e. to refer to what is said, or how it is said, in the recording. Answers It was a very positive experience.; He found it very memorable.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Focus the learners on the task in hand and remind them not to worry about understanding every word. At this stage, they are only listening for gist. They can learn as much from listening to the tone of voice and the enthusiasm of the speaker as from the actual words.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners should be able to pick out a few key phrases to support their answers, for example, <i>touched my heart, incredible, wonderful</i>.
Coursebook page 83	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> Learners read all the sentence parts and consider which match. This will

Audio track 15	prepare them for listening. However, they should not try to match them yet because there are several grammatically correct answers possible – but they have to match according to the sentences the speaker uses. <div>2. Play the recording as learners listen.</div> <div>3. Learners do the matching activity. They can compare answers in pairs.</div> <div>4. Play the recording again for them to check and finalise their answers.</div> CORE Feedback Elicit and check answers. Answers 1d; 2f; 3e; 4c; 5a; 6b		
	Differentiation activities (Support): <div>1. If necessary, break up the passage into smaller parts by pausing after each paragraph.</div>		
	Differentiation activities (Stretch): <div>1. Fast finishers write a few things they remember from the text.</div>		
Workbook page 72	Workbook: Activity 2 <div>1. Learners do the matching activity to consolidate the vocabulary in the listening text.</div> EXTENSION Feedback Elicit and discuss answers. Answers 1a; 2f; 3c; 4d; 5b; 6e		
	Differentiation activities (Stretch): <div>1. Learners can write sentences of their own using the words.</div>		
Resources	Plenary		
	<div>1. Discuss with the class their personal knowledge of the Hajj. Ask if anyone in the family has done the Hajj.</div> <div>2. Elicit the experiences they have heard about and write key words or vocabulary on the board.</div>		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively. (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.			

(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast.

(G8.3.4.1.5) Consult general and specialized reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 8	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To describe an experience using appropriate adjectives. Writing: To write a short newspaper article about an event. To use apostrophes (for omission), commas and capital letters correctly.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk enthusiastically about an event using appropriate tone of voice and adjectives • write a short newspaper report about an event • use apostrophes (for omission), commas and capital letters correctly in sentences.
Link to prior learning: <ul style="list-style-type: none"> • Use of adjectives; apostrophes; commas; capital letters 21st Century Skills: <ul style="list-style-type: none"> • Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English 		
Key vocabulary: <i>exciting, unique, fascinating</i> Key expressions/structure: Present simple tense		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Apostrophes are often used incorrectly before plural -s. Practice is given in this lesson in the use of apostrophes for omission. Focus learners on these examples and contrast the difference. • Capital letters cause particular problems for Arabic-speaking learners of English. Practice is given in this lesson on using capitals for the beginning of a sentence and for proper nouns. Remind learners that a proper noun is the name of a person, place or something special. We also use capital letters for the days of the week and the months of the year. 		
Resources/equipment needed: Coursebook page 84 Workbook pages 72–73 Audio track 15		
UNIT 5 LESSON 9 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Discuss with learners ways to express enthusiasm. Give an example by talking enthusiastically about a good experience you have had. Encourage learners to imitate your tone of voice and body language when talking. 2. Elicit positive and enthusiastic adjectives. Draw up a list to put on the board, for example, <i>amazing, fantastic</i> .	
Resources	Main activity	
Coursebook page 84 Audio track 15	Speaking: Activity 5 <ol style="list-style-type: none"> 1. Introduce the activity. Play the recording from the previous lesson and ask learners to note down all the adjectives they hear. 2. Elicit these adjectives and add them to the list begun previously. 3. Learners read the Language tip. CORE Feedback Write adjectives on board for learners to check against.	

	<p>Answers <i>unique; breathtaking; incredible; wonderful; amazing; extraordinary</i></p>
Coursebook page 84	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> Learners now work in pairs to make sentences using the adjectives. Tell them to say their sentences enthusiastically with appropriate tone of voice. <p>CORE Feedback Elicit some of the sentences learners have produced. Discuss which of them are the best.</p> <p>Answers Learners' own answers</p>
Coursebook page 84	<p>Writing: Activity 7</p> <ol style="list-style-type: none"> Learners read the Writing tip. They quickly skim through some of the texts in the previous lessons of this unit and find further examples of the present simple. Elicit and discuss the examples. Introduce the newspaper article. Learners read through to identify the adjectives and present simple verb forms. <p>CORE Feedback Elicit and discuss the answers.</p> <p>Answers adjectives: <i>talented; modern; classical; extraordinary; young; exciting; fascinating; unique</i> present simple: <i>takes place; presents; displays; are; is</i></p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> If necessary, give remedial work on the form and use of the present simple tense. Remind learners that the verb form for the 3rd person singular ends in s.
Coursebook page 84	<p>Writing: Activity 8</p> <ol style="list-style-type: none"> Learners work in pairs to discuss and plan what they want to write about. They continue to do the writing in pairs. They discuss what to write, and one of them records it. As they work, monitor the writing. Discuss with them their use of adjectives, and check their use of present simple forms. Make notes of any general problems. As you monitor, also pay attention to the learners' use of punctuation. There are a number of activities in the Workbook that can be used as remedial practice for certain aspects of punctuation. You should decide which learners do which activities based on their written work. <p>CORE Feedback Ask one or two pairs to read out what they have written. Discuss their use of adjectives and present simple forms. Give feedback based on what you noted as they wrote.</p> <p>Answers Learners' own answers</p>

	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Pair learners of different abilities and ask those of higher ability to do the actual writing, but to discuss with their partner what they want to say.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. These learners can do the writing and take responsibility for assisting those of lower ability.
Workbook page 72	Workbook: Activity 3 <ol style="list-style-type: none"> 1. Working only with the learners that need remedial practice on this, revise the use of apostrophes. 2. Learners rewrite the sentences with apostrophes. 3. Point out that this use of 'apostrophe + s' to show missing letters is very different to 'plural s' at the end of words. DESIRABLE Feedback Learners compare and check each other's' answers. Mediate if there are any differences. Answers 1 We didn't arrive in Makkah until midnight.; 2 I haven't made the Hajj yet.; 3 It's the greatest gathering of people in the world.; 4 There aren't enough words to describe this journey.; 5 That's a memory that stays with you forever.
Workbook page 73	Workbook: Activity 4 <ol style="list-style-type: none"> 1. Working only with the learners that need remedial practice on this, revise the use of commas. 2. Learners rewrite the sentences with commas. DESIRABLE Feedback Learners compare and check each other's' answers. Mediate if there are any differences. Answers 2 I particularly enjoyed meeting people of all ages, nationalities and cultures.; 3 The second time I performed it, I was 25.; 4 However, I have not returned to Makkah since then.
Workbook page 73	Workbook: Activity 5 <ol style="list-style-type: none"> 1. Working only with the learners that need remedial practice on this, revise the use of capital letters. 2. Learners rewrite the sentences with capital letters where necessary. DESIRABLE Feedback Learners compare and check each other's' answers. Mediate if there are any differences. Answers 2 The Great Mosque of Mecca, Masjid al-Haram, is the largest mosque in the world. 3 Kaaba is the holiest place in Saudi Arabia. 4 Every Muslim aims to perform Hajj at least once in their lifetime.
Workbook page 73	Workbook: Activity 6 <ol style="list-style-type: none"> 1. Fast finishers or those that do not need remedial work on punctuation (as above) can write this paragraph. EXTENSION

	Feedback Collect to give written feedback later if you are busy working with other learners on punctuation. Otherwise, monitor and discuss with learners as they write. Answers Learners' own answers		
Resources	Plenary		
	<ol style="list-style-type: none">1. Ask one or two more pairs of learners to read out what they wrote for Activity 8 in the Coursebook (a newspaper article).2. Discuss the events the class wrote about, and which they would like to attend.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.1) Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base. (G8.2.1.1.10) Discuss and argue their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. (G8.3.4.1.3) Analyse the meaning of words and phrases as they are used in a non-fiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone. (G8.4.2.1.3) Write demonstrating command of English grammar and usage. (G8.4.3.1.1) Write demonstrating command of the conventions of standard English: capitalization, punctuation and spelling.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 8	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To find the key information about a festival in an informative text. To identify synonyms. Writing: To use some synonyms.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> extract key information from a text identify and use a range of synonyms.
Link to prior learning: <ul style="list-style-type: none"> Synonyms 21st Century Themes: <ul style="list-style-type: none"> Global Awareness: understand other nations, languages and cultures 		
Key vocabulary: A range of synonyms Key expressions/structures: Phrases with synonyms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> If learners are told that synonyms are words with the same meaning only, they will start to use some inappropriately. In many cases, two words have the same, or very similar, meaning but are used differently. For example, <i>buy</i> and <i>purchase</i> have the same meaning but <i>purchase</i> is used in more formal situations. As synonyms come up during the course of the lesson, explain the nuances of meaning and use where appropriate for their level. 		
Resources/equipment needed: Coursebook page 85 Workbook page 74 Dictionaries		
UNIT 5 LESSON 10 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Discuss National Festivals with learners. Find out what they know about the UAE National Day, and what they saw and did at the last one (this is a topic which you will return to in the next lesson so don't spend too long on it at this stage). 2. Find out if they know anything about national days of other countries.	
Resources	Main activity	
Coursebook page 85	Reading: Activity 1 <ol style="list-style-type: none"> Learners look at the pictures on the page. Elicit what they show as preparation for reading the text. Introduce the text and ask the question. Tell learners to skim the text to find out about the aim of the festival. Encourage them to find the answer quickly and not read every word. CORE Feedback Elicit and discuss the answer. Answers to preserve the culture and traditional crafts of Saudi Arabia	
Coursebook page 85	Reading: Activity 2 <ol style="list-style-type: none"> Learners read again to find answers to the five questions. Make dictionaries 	

	<p>available for learner use, if possible.</p> <ol style="list-style-type: none"> Learners check their answers in pairs, before you check with the whole class. Learners read the Did you know? Box. Discuss what they know about falconry, and any personal experience that they have of it. <p>CORE Feedback Elicit and discuss answers. Answers 1 In 1985; 2 No; 3 Camels and horses; 4 A book fair; 5 A link between the traditional past and modern Saudi Arabia</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> If necessary, reduce the number of questions to the first three or four.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can write one or two more questions of their own about the text, and then ask them to another learner.
Coursebook page 85	<p>Use of English: Synonyms</p> <ol style="list-style-type: none"> Learners read the Use of English box. Elicit some simple synonyms; for example, <i>small</i>, <i>little</i>. They look at the text again to find the synonyms. <p>CORE Feedback Elicit and discuss answers. Answers 1 started; 2 preserve; 3 takes place; 4 demonstrations; 5 transformed</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners that find synonyms difficult will get more practice in the next few Workbook activities.
Workbook page 74	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners select the synonyms. <p>CORE Feedback Elicit and discuss the answers. Point out that synonyms usually have a <i>similar</i> rather than exact meaning and use. For example, <i>buy</i> and <i>purchase</i> have the same meaning but <i>purchase</i> is used in more formal situations. Answers 1 finish, end; 2 buy, purchase; 3 bravery, courage; 4 story, tale; 5 incredible, amazing; 6 wealthy, rich</p>
Workbook page 74	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners find and write down the synonyms. For variety, they could do this in pairs. <p>CORE Feedback Elicit and discuss. Answers slowly, gradually; scared, frightened; see, observe; tasty, delicious; sickness, illness; silent, quiet; amusing, funny; maybe, perhaps; interesting, fascinating</p>

Workbook page 74	Workbook: Activity 3 1. Learners use synonyms to complete the sentences. DESIRABLE Feedback Elicit and discuss the answers. Suggested answers 1 preserve; 2 famous; 3 popular; 4 ancient; 5 beautiful/lovely/fantastic; 6 finished		
Resources	Plenary		
	<div>1. Play a game with the class for some fun practice of synonyms. Say a word and then give the skeleton of a synonym, showing the missing letters; for example, <i>choose</i> and s _ _ _ t (for <i>select</i>). If learners can't work out the word, start to fill in letters one by one. The first learner to call out the correct word is the winner.</div> <div>2. Use any of the pairs of synonyms introduced in the lesson that were new to learners. Otherwise some suitable words are: <i>rude</i> and i_p _ _ t_ (<i>impolite</i>), <i>obstinate</i> and <i>stubborn</i>, <i>huge</i> and <i>enormous</i>, <i>marvellous</i> and <i>wonderful</i>, <i>strange</i> and <i>peculiar</i>, <i>disappear</i> and <i>vanish</i>, <i>annoyed</i> and <i>irritated</i>, <i>awful</i> and <i>dreadful</i>.</div>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.3) Talk about past actions using the past perfect and the simple past. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G8.3.4.1.3) Analyse the meaning of words and phrases as they are used in a non-fiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement or contrast. (G8.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 8	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To discuss the UAE National Day Festival. To role play a discussion to invite and convey information about the National Day Festival. Reading: To read an email for general understanding. Writing: To plan and write an email to invite and persuade the reader to visit.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> hold a phone conversation in which they invite, persuade, ask questions and generally interact write an email to invite and persuade someone to visit an event.
Link to prior learning: <ul style="list-style-type: none"> General knowledge of UAE National Day Previous knowledge of inviting and persuading 21st Century Skills: <ul style="list-style-type: none"> Global Awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing 		
Key vocabulary: <i>national, independent, parades</i> Key expressions/structures: <i>you really should, it would be great if you, we could, I'm sure you'll love, to meet up,</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners should be encouraged to use language appropriate to the person they are communicating with. In this lesson, they talk to a friend and write to a penpal so the language should be informal. 		
Resources/equipment needed: Coursebook page 86 Workbook page 75		
UNIT 5 LESSON 11 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
Coursebook pages 85–86	Speaking: Activity 3 <ol style="list-style-type: none"> Discuss UAE National Day and the festival with learners. Also ask them to consider in what ways the festival might interest foreign visitors – as preparation for the next activity. Look at the photos on page 85 of the Coursebook to stimulate interest. 	
Resources	Main activity	
Coursebook page 86	Speaking: Activity 4 <ol style="list-style-type: none"> Read through the instructions for this role play activity so that learners are aware of the task. Work through the Language tip box and elicit ways to complete the phrases related to the activity; for example, <i>You really should go to the National Day Festival.</i> Learners work in pairs to do the activity. This works better if they sit back-to-back so that they cannot see each other (as with a real phone conversation). As they work, go around and monitor the discussions: 	

	<p>make note of problems but do not interrupt.</p> <p>4. Learners swap roles and do the activity again.</p> <p>CORE</p> <p>Feedback</p> <p>Encourage reflection by asking learners to give their experiences of the role-play, i.e. if they enjoyed it, what went well, what they found tricky, and so on. Give feedback on any general problems you noted as you listened in.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <p>1. For an activity like this, it is better that learners work with a partner of similar ability. They can then work at their own level and complete the task in their own time.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. These learners should be encouraged to hold a more extended conversation.</p>
Workbook page 75	<p>Workbook: Activity 4</p> <p>1. This consolidates the expressions introduced in the previous activity, and helps prepare for the next activity.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and discuss various answers.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <p>1. Learners can work in pairs to help each other.</p>
	<p>Differentiation activities (Stretch):</p> <p>Learners can write more than one sentence for each phrase.</p>
Coursebook page 86	<p>Writing: Activity 5</p> <p>1. Tell learners that they have received an email from a penpal and they are going to write a reply. Note that the name Jo can be a boy or a girl so explain the gender according to the class you are teaching.</p> <p>2. They read the email and answer the questions.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss the answers.</p> <p>Answers</p> <p>Canadian; Jo wants his/her penpal to visit Canada for Canada Day.</p>
Workbook page 75	<p>Workbook: Activity 5</p> <p>1. Learners work in pairs to discuss ideas and make notes.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit a few ideas before learners start writing.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <p>1. Make sure these learners have a few ideas to write about before moving on to the next activity.</p>
Workbook	Workbook: Activity 6

page 75	<div>1. Learners write their email. As they write, monitor and give assistance where necessary.</div> <div>CORE</div> <div>Feedback</div> <div>Give general feedback based on what you have observed of the writing process. You could also collect the emails and give individual feedback.</div> <div>Answers</div> <div>Learners’ own answers</div>		
	Differentiation activities (Support): <div>1. Tell learners to focus on achieving the purpose of the email, i.e. to invite Jo for National Day, explain why and what Jo will see. Assess their performance on how well they achieve this.</div>		
	Differentiation activities (Stretch): <div>1. These learners should give more detail and add more interest to the email, using the original from Jo as a model.</div>		
Resources	Plenary		
	<div>1. Ask some learners to read out their emails.</div> <div>2. Discuss how well they achieve the purpose and how interesting they make the National Day celebrations for Jo.</div>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: <div>(G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using ought to, you’d better, obligating and prohibiting, making assumptions and predictions (for example, She must be busy, she doesn’t answer the phone), expressing agreement and disagreement, expressing opinion.</div> <div>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively.</div> <div>(G8.4.1.1.1) Write texts of more than two paragraphs with eight simple, compound and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</div> <div>(G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.</div> <div>(G8.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semi-colon and a conjunctive adverb to link two or more closely related independent clauses.</div>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 8	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To find information in a text on a children's festival. Writing: To identify key words in a text to complete a summary. Speaking: To discuss and make plans for an event.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> extract key information from a text identify key words to complete a summary discuss and agree on plans for an event.
Link to prior learning: <ul style="list-style-type: none"> Festival lexis: summarising 21st Century Themes: <ul style="list-style-type: none"> Global Awareness: Understand other nations, languages and cultures 		
Key vocabulary: <i>determination, receive, stadium, gratitude, separate, passed down, generations</i> Key expressions/structures: <i>What shall we do ...?, In my opinion, ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may find making summaries challenging and tend to add too much secondary information. In this lesson, introduce the idea that the words in a sentence that carry the primary meaning are the nouns, verbs and adjectives. The activity in this lesson focuses on nouns. 		
Resources/equipment needed: Coursebook pages 87–88 Workbook page 76		
UNIT 5 LESSON 12 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Discuss Children's Day with learners. Find out how much they know about it and if there were any special performances or events when they were in their primary schools. Elicit accounts of these. 2. Learners read the Did you know? box to get some background knowledge.	
Resources	Main activity	
Coursebook page 87	Reading: Activity 1 <ol style="list-style-type: none"> Tell learners they are going to read about Children's Day in another country. Introduce the title and ask learners to guess which country it is about. They read the text in groups to answer the questions. Answer any questions on new vocabulary. CORE Feedback Elicit answers and discuss. Answers Japan; A festival for boys (Tango no Sekku) and one for girls (Hinamatsuri)	
	Differentiation activities (Support): <ol style="list-style-type: none"> At this stage, encourage learners just to read quickly to find answers to the questions. 	

Workbook page 76	Workbook: Activity 1 1. Learners read again to answer the questions. CORE Feedback Elicit and discuss answers. Answers 1 a 5th May; b 3rd March; c 5th May; 2 sweet rice cakes, other sweets; 3 people fly flags and children take part in a Kids' Olympics
	Differentiation activities (Support): 1. Give learners sufficient time to read but remind them that they just need to look for the information to answer the questions. 2. They should not get bogged down worrying about vocabulary they don't know.
	Differentiation activities (Stretch): 1. Fast finishers can move on to the next activity.
Workbook page 76	Workbook: Activity 2 1. Learners read the definitions and then find the words or phrases in the text. CORE Feedback Elicit the answers. Encourage learners to think of other sentences using the words. Answers 1 determination; 2 receive; 3 stadium; 4 gratitude; 5 separate; 6 passed down through the generations
Coursebook page 87	Reading: Activity 2 1. Learners read the Reading Strategy box. Ask them to look at the text and call out the important nouns and verbs. 2. They complete the summary. CORE Feedback Elicit and discuss the answers. Answers 2 Japan; 3 flags; 4 fish/carp; 5 cakes; 6 sweets; 7 sports; 8 teachers; 9 3rd March; 10 dolls
	Differentiation activities (Support): 1. Learners work individually to start with, but then work in pairs to check answers and help each other.
Coursebook page 88	Speaking: Activity 3 1. Introduce the activity before learners discuss in groups. DESIRABLE Feedback Circulate and monitor as learners work. Do not interrupt but make notes of recurring errors for remedial work. Answers Learners' own answers
	Differentiation activities (Stretch): 1. Learners can develop on the discussion by planning an activity in more detail in the next activity.

Workbook page 76	Workbook: Activity 3 1. Learners record their plans. EXTENSION <u>Feedback</u> Monitor and discuss as learners work. Answers Learners' own answers		
	Resources		
	Plenary		
	1. Elicit some of the ideas and plans for Children's Day activities that learners have come up with in the previous Activity. 2. Discuss which ideas the class think are best, and why.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example expressing opinion. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.1.1.10) Discuss and argue their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G8.4.1.1.3) Summarise the main points of a read text using key words from the text as needed.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 8	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To find information in a text on a children's festival. Speaking: To discuss and agree a topic for a speech. To deliver a speech. Writing: To write a speech. Listening: To make notes on a speech		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> plan and write a short speech deliver a speech listen and make notes on a speech.
Link to prior learning: <ul style="list-style-type: none"> Festival lexis; making speeches/presentations 21st Century Skills: <ul style="list-style-type: none"> Global Awareness: Understand other nations, languages and cultures 		
Key vocabulary: <i>ahead, step, aside, parliament, including, issues, elects</i> Key expressions/structure: <i>dress up, run the country, I would like to talk to you about ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners need to be accustomed to using language appropriately as well as accurately. When they talk in English with their peers in a group, they should use informal language. However, when they give a speech, as in this lesson, they must use formal language. 		
Resources/equipment needed: Coursebook page 88 Workbook page 77 Dictionaries		
UNIT 5 LESSON 13 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Briefly revise what learners learned about children's festivals in Japan in the previous lesson. 2. Find out what learners know about children's festivals in other countries. Elicit and discuss.	
Resources	Main activity	
Coursebook page 88	Reading: Activity 4 <ol style="list-style-type: none"> Learners scan the text to find out which country it is about. Learners read to answer the question. Remind them to use the dictionaries to help with any unfamiliar vocabulary. The name of the festival, <i>Çocuk Bayramı</i>, is pronounced 'cho-juk buy-re-me' (/tʃʊdʒʊk bɑːrəmə/). The sound of the two final vowels is the same as the unstressed 'a' in 'about'. CORE Feedback Elicit and discuss the answer. Answers Children run the country for the day.	

Workbook page 77	Workbook: Activity 4 1. Learners read the text and answer true or false. DESIRABLE Feedback Elicit answers and discuss. Answers 1 T; 2 T; 3 F; 4 F; 5 T; 6 F
Coursebook page 88	Speaking: Activity 5 1. Ask the two questions. Elicit a few answers. 2. Learners continue the discussion in groups. CORE Feedback Monitor groups as they discuss. Give help and feedback as required. Answers Learners' own answers
	Differentiation activities (Support): 1. Encourage learners to contribute as much as they can. At this point it is the ideas that learners generate that are important, not the way they express them.
	Differentiation activities (Stretch): 1. Ask these learners to assist the less able to express their ideas.
Workbook page 77	Workbook: Activity 5 1. Explain to learners that they will be talking about Children's Day on TV and this activity will help them write their speech. 2. Have learners work individually to make notes in preparation for the writing task that follows. CORE Feedback Elicit and discuss some ideas. Answers Learners' own answers
	Differentiation activities (Support): 1. These learners should keep to one idea but make sure they think of some supporting facts or examples for it.
Workbook page 77 Coursebook Page 68	Workbook: Activity 6 1. Point out to learners that a speech to the whole country is a formal situation. They should use formal language. 2. They work individually to write a short paragraph. 3. Learners read the Speaking tip box on page 68 of their Coursebooks. 4. Ask some volunteers to deliver their speech to the class. 5. Other learners listen and make notes on each speaker. 6. Monitor as they write and give support and feedback as necessary. Give any general feedback before they deliver their speeches. CORE Feedback Make notes and assess those who speak. At the end, give some feedback based on the Speaking tip box. Answers Learners' own answers

	Differentiation activities (Support): 1. Instruct learners to focus on expressing one point clearly, along with an example or supporting information.		
	Differentiation activities (Stretch): 2. Encourage these learners to develop their speeches, and write more.		
Resources	Plenary		
	1. Discuss the speeches and the topics that were raised. 2. Hold a vote to choose the best speech (this might be based on the delivery of the speech or the content).		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker’s claims and conclusions. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively. (G8.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations. (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 8	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To listen for gist. To listen for specific information. To listen for detail and speaker's attitude. Speaking: To discuss and negotiate a group decision. Writing: To write an email to a friend about a festival.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> extract facts and figures from a recorded dialogue identify key details from a recorded dialogue express opinions to a group and negotiate a group decision write an email to a friend.
Link to prior learning: <ul style="list-style-type: none"> Lexis and content related to festivals in unit 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>event, expo, theme</i> Key expressions/structure: Revision of structures associated with festivals		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners often think that listening to recorded passages is difficult. Tell them that it is not necessary to understand every word, or every piece of information, on first listening. In this lesson, they only have to identify the topic of discussion on first hearing. Once they have managed this, they can listen again and move on to more challenging tasks. 		
Resources/equipment needed: Coursebook page 89 Workbook page 78 Audio track 15		
UNIT 5 LESSON 14 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Ask learners to reflect on what they have done in the unit and to think about which are the most interesting festivals they have learned about. Encourage them to look back through the unit and their work. 2. Elicit and discuss some opinions (this will be developed in the Workbook activities).	
Resources	Main activity	
Coursebook page 89 Audio track 15	Listening: Activity 1 <ol style="list-style-type: none"> Explain to learners that they are going to listen to a conversation between two friends. They talk about two events in the conversation. Learners only have to identify the two events so they should not worry about understanding every word at this stage. Play the recording once without pause. Feedback Elicit the answers. Discuss what learners know about the two events. CORE Answers Abu Dhabi Science Festival. Expo 2020 Dubai.	

Coursebook page 89 Audio track 15	Listening: Activity 2 <ol style="list-style-type: none"> 1. Look at the notes about Expo Dubai with the learners and elicit the kind of information that is missing. 2. Play the recording again. Repeat, if necessary. Feedback Elicit and check answers. CORE Answers NAME OF EVENT: Expo 2020 Dubai; DATES: From 20 th October 2020 to 10 th April 2021; PLACE: between Abu Dhabi and Dubai; THEME: Connecting Minds, Creating the Future; NUMBER OF VISITORS: 25 million
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. To make the task easier, break the recording up into chunks by pausing after every few exchanges. Play it several times.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners that successfully identify the answers after one listening can move directly on to the next activity.
Coursebook page 89 Audio track 15	Listening: Activity 3 <ol style="list-style-type: none"> 1. Learners read and consider the correct answers before they listen again. They could discuss these answers in pairs. 2. Play the recording again for learners to check and complete their answers. CORE Feedback Elicit and discuss the answers. Answers 1C; 2B; 3B; 4B
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Give learners sufficient time to read through the options before they listen. Ask them questions to ensure they understand the difference between each option so that they focus on the necessary information as they listen.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Fast finishers can work in pairs to discuss and make notes on what else they know about Expo 2020 Dubai.
Coursebook page 89	Self-assessment <ol style="list-style-type: none"> 1. Learners work individually on these short revision activities. DESIRABLE Feedback Encourage learners to reflect on their recent learning, and consider how well they can complete these activities. Tell them to look back through the unit if they have any doubts. Answers 1 a huge b two-week c starts/race; 2 Learners' own answers (using phrases such as <i>You really should ...</i> , <i>It would be great if you ...</i> , <i>We could ...</i> , <i>You'll enjoy it because ...</i> , <i>I'm sure you'll love to ...</i>); 3 Possible answers: a wonderful, fantastic, overwhelming, great; b huge, massive
Workbook page 78	Workbook: Activity 1 <ol style="list-style-type: none"> 1. Learners pick up on the discussion in the Starter activity and make notes

	<p>on one festival they would like to attend. Encourage them to look back through the unit to refresh their memory of the events.</p> <p>2. Elicit some of the festivals chosen and elicit why learners want to attend.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss.</p> <p>Answers</p> <p>Learners' own answers</p>		
Workbook page 78	<p>Workbook: Activity 2</p> <p>1. Learners discuss their choices in groups.</p> <p>2. In the first stage, each member of the group should be given the opportunity to present their opinions.</p> <p>3. They then discuss and agree on one festival/event for the whole group. Tell them to vote if they cannot agree easily.</p> <p>4. As they work, monitor and assess oral performance of learners. Make notes of any general issues.</p> <p>CORE</p> <p>Feedback</p> <p>Give feedback on the general issues you noted.</p> <p>Answers</p> <p>Learners' own answers</p>		
	<p>Differentiation activities (Support):</p> <p>1. If learners work in mixed-ability groups, encourage the more confident and articulate members to assist the others. Alternatively, put the learners who need support into one group and work with them. Encourage and support them to express their opinions.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. These learners should make sure that all members of the group have the opportunity to give their opinions. Encourage them to assist less able learners to express their ideas. Fast finishers can move on to the next writing activity.</p>		
Workbook page 78	<p>Workbook: Activity 3</p> <p>1. Learners write an email. This is consolidation of the writing done in Lesson 11.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Collect for marking and giving individual feedback.</p> <p>Answers</p> <p>Learners' own answers</p>		
Resources	Plenary		
	<p>1. Elicit and discuss the decisions groups made on the festival they would like to visit. Hold a vote to decide on the most popular festival/event for the whole class.</p>		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and	Verbal feedback

		feedback	
Standards/SLOs: (G8.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories; follow the dialogue and discern speakers' moods, relationship and intentions. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 8	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: <ul style="list-style-type: none"> To test vocabulary and grammar introduced in the unit. 		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> get feedback on their progress from the test and teacher.
Link to prior learning: <ul style="list-style-type: none"> Lexis and grammar in Unit 5 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: Revision of all lexis in Unit 5		
Key expressions/structures: Revision		
Resources/equipment needed: Coursebook page 90		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may lose their confidence when asked to review all that has been learned in the unit. Allow learners to look back at the lessons they have studied to answer questions and to raise their confidence. 		
UNIT 15 LESSON 15 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
Coursebook pages 76–89	1. Tell learners that they are going to do some activities to see how well they have learned some of the vocabulary and grammar in the unit. Give them the opportunity to look back over the unit to prepare themselves.	
Resources	Main activity	
Coursebook page 90	Review: Activity 1 <ol style="list-style-type: none"> Learners work independently and quietly. CORE Feedback Collect for assessment. Give individual feedback and guidance. Answers to decorate – a decoration; to fast – a fast; to invite – an invitation; to symbolise – a symbol 1 symbol; 2 fast; 3 celebrate; 4 decorate; 5 invite	
Coursebook page 90	Review: Activity 2 <ol style="list-style-type: none"> Remind learners what a synonym is. Learners work independently and quietly. CORE Feedback Collect for assessment. Give individual feedback and guidance. Suggested answers <i>Other answers may be possible, as long as they are acceptable synonyms:</i> 1 started; 2 frightened; 3 leave / go off; 4 delicious; 5 completed / done; 6 rich / prosperous	
Coursebook	Review: Activity 3	

page 90	<div>1. Remind learners what a compound adjective is, and elicit one or two examples.</div> <div>2. Learners work independently and quietly.</div> <div>CORE</div> <div>Feedback</div> <div>Collect for assessment. Give individual feedback and guidance.</div> <div>Answers</div> <div>brightly-made; fur-lined; hand-made; part-time; snow-covered; well-known</div> <div>1 home-made; 2 brightly-coloured; 3 snow-covered; 4 fur-lined; 5 well-known; 6 part-time</div>		
Coursebook page 90	<div>Review: Activity 4</div> <div>1. Learners work independently and quietly.</div> <div>CORE</div> <div>Feedback</div> <div>Collect for assessment. Give individual feedback and guidance.</div> <div>Answers</div> <div>1 in; 2 at; 3 on; 4 in</div>		
	<div>Differentiation activities (Support):</div> <div>1. Give sufficient time for learners to complete all the exercises.</div>		
	<div>Differentiation activities (Stretch):</div> <div>1. Arrange for some reading materials for faster finishers so that they don't disturb others when they have finished.</div>		
Resources	Plenary		
	<div>1. Encourage learners to reflect on what they have enjoyed and learned while studying this unit. Ask them to tell you which lessons and activities they enjoyed the most, and why. Also elicit anything they didn't enjoy, and why, and things in the unit they want to look at again. For more information about Reflection strategy, please see page XX in this Teacher's Guide</div>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinaesthetic
		✓	
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
G8.3.4.1.1 Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			
G8.3.4.1.4 Clarify word meanings through using definition, example, restatement or contrast.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 8	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To discuss in groups the planning of a project. Reading: To research information for a project. Writing: To plan and design a poster.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> work cooperatively in groups to plan, research and design a poster.
Link to prior learning: <ul style="list-style-type: none"> Knowledge of festivals from the unit; previous experience of projects 21st Century Themes: <ul style="list-style-type: none"> Global Awareness: Understand other nations, languages and cultures 21st Century Skills: <ul style="list-style-type: none"> Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively and critically in English Productivity and Accountability: Reinforce learning to manage all sizes of projects – individually or in teams – to produce the intended results by demonstrating a positive work ethic, time management and active participation through collaborative efforts 		
Key vocabulary: Recycling of vocabulary associated with festivals Key expressions/structures: Language of discussing and negotiating in groups (for example, agreeing, disagreeing)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners will need to reduce down the information and select just the essential points about their chosen festival. They may try to write (or even copy) too much information from the sources they use, but with posters ‘less is more’, i.e. it will look better and clearer if they present a few key points clearly. 		
Resources/equipment needed: Coursebook pages 91–92 Access to the Internet, encyclopaedias, etc. for researching festivals Access to a printer for printing out illustrations Card for posters Paper Coloured pens Glue/paste, scissors, etc.		
UNIT 5 LESSON 16 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher’s Guide (Page 6 to 10).		
Resources	Starter	
	<ol style="list-style-type: none"> Discuss any posters that learners have made as part of previous projects. Ask questions to make them reflect on what they learned from that experience. Introduce the new project and divide the class into groups. Use mixed-ability groups but remind learners to give an opportunity to everyone to participate. You could ask groups to choose a group leader to help with this, and to divide tasks. 	

	3. Elicit any festivals that they think they might want to research.
Resources	Main activity
Coursebook page 91	<p>Preparation: Activity 1</p> <ol style="list-style-type: none"> 1. Learners need access to research material, preferably via the Internet. They can use a search engine to find out what they can about any of the suggested festivals. They can also research another festival they know about. Alternatively, they can do an Internet search on 'festivals of the world'. This will lead them to various websites which list many interesting festivals around the world. 2. The group decides which festival to focus on. <p>CORE</p> <p>Feedback</p> <p>Monitor groups as they discuss and then elicit the festivals they choose to be sure they are suitable.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 91	<p>Preparation: Activity 2</p> <ol style="list-style-type: none"> 1. Learners do the research in groups. They make notes on the key points. 2. They identify any pictures they want to include in their posters. They can draw these, or print photos from the Internet. <p>CORE</p> <p>Feedback</p> <p>Monitor groups. Remind them to let everyone contribute according to their ability.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give these learners support within the groups as necessary.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 2. These learners can take more responsibility within the groups.
Coursebook page 91	<p>Preparation: Activity 3</p> <ol style="list-style-type: none"> 1. Learners collaborate to select the best information to include. Remind them to include only the key information and, maybe, one fact of special interest. <p>CORE</p> <p>Feedback</p> <p>Monitor groups. Remind them to let everyone contribute according to their ability.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give these learners support within the groups as necessary.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners can take more responsibility within the groups.
Coursebook pages 91–92	<p>Preparation: Activity 4</p> <ol style="list-style-type: none"> 1. Learners read the tips on designing a poster on page 92. They also look at the example of the Diwali poster on page 92. 2. Learners make a rough design on a sheet of paper. They decide where to place the text, and where to put their illustrations.

	3. Have learners work as a group to produce their poster. Encourage them to share out the work and support one another.		
	CORE <u>Feedback</u> Give feedback on the designs relating to the tips. Answers Learners' own answers		
	Differentiation activities (Support): 1. Give these learners support within the groups as necessary.		
	Differentiation activities (Stretch): 1. These learners can take more responsibility within the groups.		
Resources	Plenary		
	1. Discuss with the class the progress they have made so far with their posters. Elicit any interesting things they have found out through their research. 2. Find out if there are any problems (for example, incomplete research, lack of facilities) and resolve these before the next lesson.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	
Standards/SLOs: (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.1.1.9) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed. (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.4.1.1.2) Produce posters, brochures, leaflets and advertisements. (G8.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesise information selectively to maintain the flow of ideas.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 8	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To make a presentation based on a poster. To answer questions about the project. Listening: To take notes on a presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> give a clear presentation based on their poster make notes and evaluate a presentation.
Link to prior learning: <ul style="list-style-type: none"> Experience of previous project presentations 21st Century Themes: <ul style="list-style-type: none"> Global Awareness: Understand other nations, languages and cultures 21st Century Skills: <ul style="list-style-type: none"> Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project Productivity and Accountability: Reinforce learning to manage all sizes of projects – individually or in teams – to produce the intended results by demonstrating a positive work ethic, time management and active participation through collaborative efforts 		
Key vocabulary: Recycling of vocabulary associated with festivals Key expressions/structure: Language of presentations (<i>I'd like to introduce you to the ... festival. I'd like to tell you about ...</i>); asking and answering questions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may be tempted to present a speech about their festival, but encourage them to focus on the poster and let that do most of the talking. Their presentations should be to introduce the posters and point out the key points. 		
Resources/equipment needed: Coursebook page 92		
UNIT 5 LESSON 17 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (Page 6 to 10).		
Resources	Starter	
	1. Explain the procedure for the lesson. Give time for last-minute preparations and questions the learners may have.	
Resources	Main activity	
Coursebook page 92	Presentation: Activity 5 <ol style="list-style-type: none"> Learners plan their presentations. They need to agree who will say what. They should practise the presentation at least once. They should discuss any questions they think other learners might ask, and what the answers are. 	
	CORE Feedback Monitor a few practice presentations. Give feedback before the next stage. Refer learners back to the Speaking tip box on page 88 in the Coursebook.	
	Answers Learners' own answers	
	Differentiation activities (Support): <ol style="list-style-type: none"> These learners can assist in the presentations. Give encouragement for 	

	any contributions they make.		
	Differentiation activities (Stretch): 1. These learners should be leading the presentations, and supporting others in their group.		
Coursebook page 92	Presentation: Activity 6 1. Groups give their presentations in turn. Other learners make notes as they listen using the form. 2. After each presentation, allow a few minutes for questions. Then elicit some feedback on the presentation from the rest of the class.		
	CORE Feedback Assess the performance of the groups, and individual learners. Record this to allow comparison with later presentations, to assess progress. Elicit feedback from other learners after each presentation.		
	Answers Learners’ own answers		
	Differentiation activities (Support): 1. These learners can assist in the presentations. Give encouragement for any contributions they make.		
	Differentiation activities (Stretch): 1. These learners should be leading the presentations, and supporting others in their group.		
Resources	Plenary		
	1. Elicit evaluation of the presentations from the class, i.e. which ones they thought were best, and why. Discuss which festivals seem the most interesting.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker’s claims and conclusions. (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G8.2.2.1.1) Present information using precise language, action verbs, sensory details in ways that enliven oral presentations.			

UNIT 1

Coursebook

Track 2

Adult male 1: So how did the Khan Academy get started?

Adult male 2: The idea for the Khan Academy came about for a very good reason. Although Salman Khan was born and raised in the United States, he had many relatives who lived in India and Bangladesh.

Adult male 1: So they lived far away.

Adult male 2: Yes. In 2004, he was asked by a relative to help his cousin, Nadia, a student in sixth grade. With the help of the Internet and a Doodle notepad, Salman was able to explain the problems she was having with Mathematics. He was in America but was able to help someone in India.

Adult male 1: That's amazing! He must be a good teacher!

Adult male 2: Yes, when other relatives and friends heard about his success with Nadia, they began to ask him for help too. At first he hoped to help friends and relatives, so he decided to make video tutorials on YouTube. Slowly, he reached out to more people, not just his family and friends.

Adult male 1: That was a great idea to use the Internet to teach for free!

Adult male 2: Yes, it was. This was the beginning of his revolutionary system of teaching based on new methods for the new century.

Track 3

Male 1: This is great. I want to learn to play golf.

Male 2: No, wait a minute. We've already got sports clubs. It's the other types of activities we have to talk about. The notice said creative activities so what about film-making?

Male 1: Film-making! Wow! I agree with that. Write that down.

Male 2: I'd also like to learn Chinese. Can we suggest that?

Male 1: I suppose so. It's an academic activity but I wouldn't do it. It depends if we can think of anything better.

Male 2: Well, what do you suggest?

Male 1: When I'm not playing sports I like to relax quietly. We could have a chess or reading club.

Male 2: I think chess is a good idea but not reading. We can do that at home.

Male 1: OK, what about a cookery club?

Male 2: No, not for me, sorry. What do you think about robotics?

Male 1: That's a brilliant idea! I saw a report of a competition in the UAE to make robots. I'd love to be part of that.

Male 2: OK, that's our three clubs then.

Track 4

[1] The most challenging thing for me was not missing my family and friends at home – but beginning to learn Spanish. I nearly went home after two weeks. Now, I'm very happy I decided to stay. I can talk to my host family and friends and I'm really enjoying it all.

[2] At first it was really difficult. I missed my family and just wanted to get home. But it's getting better now. I hope to have fun soon! I really want to make it work.

[3] I didn't just visit Jordan, I lived in Jordan. An exchange doesn't just give you a few months of a new language, a new culture, new people – it gives you a new life! Before I went I was shy and kept away from people. Now I choose to be with people and enjoy talking about my exchange with everyone.

[4] I didn't really want to go but all my friends were going so I agreed. In the future, I will make up my own mind! My host family were kind, Sweden is beautiful and I liked the food. However, I was cold and miserable. I missed home so I went back after three weeks.

[5] I was really scared before I left home. However, I'm so glad I went for it. My host family have taken me all over France and looked after me really well. I've seen a lot, and learnt a lot of French so I'm really glad I came. The best thing is that I now have a second family!

[6] The first nine months were very difficult. I didn't speak the language at all when I arrived in China – and it's not easy to learn. However, as time goes by, it gets better. Would I recommend it to others? Let me think and answer that when I get home next month.

Track 5

The Textile Souq

This market, located in one section of the Bur Dubai souq, is the place to come if you want to buy fabric. Silk, cotton, satin or velvet; choose from an endless range of saris from India and pashminas from Nepal. Pick up designer fashion at souq prices, like socks and T-shirts with well-known fashion labels. But avoid it on a Friday when it is overcrowded with shoppers looking for a bargain on their day off.

Track 6

Boy 1: My name's George. I'm 12 years old and I live in a small town. My friends and I wanted to do something to improve our area so we decided to go out and pick up litter on a Saturday morning. There's a group of six of us. We each have a big plastic bag and we pick up paper, drinks cans and things like that. It takes about an hour. As we go round, people say, 'You're doing a great job!' It makes us feel good.

Girl 1: My name's Chanelle. I'm 12, and I live quite near the city centre. I wanted to do something to help old people in my area. I realised that they had trouble carrying their shopping. I know people have their shopping delivered now but some older people don't have computers so they can't order their shopping online. Anyway, my friends and I put up a notice in the local supermarket saying that if people wanted help, we would carry their shopping for them. And it's been great. They say: 'This really helps us. It makes such a difference.'

Boy 1: My name's Emir. I'm 13.

Boy 2: And my name's Farid, and I'm 14. We live in a big city. We learned a lot about growing plants in our Biology class. We even have a small garden at school where we can grow vegetables. Our tomatoes are really delicious.

Boy 1: We donate the vegetables to a nearby orphanage.

Boy 2: It's a really popular project. We enjoy looking after the plants and watching them grow. But it's very rewarding to give what we grow to the children.

Boy 1: Yes, it is! They tell us that they love to eat vegetables now. Hopefully, next year we can donate even more!

UNIT 3

Track 7

Well, hi everyone from The Al Fahidi Fort Museum at Dubai. We've been looking at the exhibits here since ten this morning and it's been a fascinating time so far. We've seen some great things and I'm so happy our school decided to bring us here today. This old fort was built over two hundred years ago but the museum was opened in 1971. I think it's important to see how people lived in the last century because their history is our history, really.

It's difficult for me to say which part of the museum I have enjoyed most. But I think the one that shows the desert at night is brilliant, because we don't often get to see that. My friends all loved it there and we spent a long time looking at the pictures of the desert wildlife. The section about the sea was also really cool and I learnt a bit more about pearl-diving. The underground part of the museum was my favourite, though. It showed parts of the souq, the ancient open-air market, a Qur'an school, typical Arabic households and an oasis. Amazing!

Our guide is calling us now so I have to go. We have a few more things to see and then we are going to visit the historical area by the Creek. I really love those old traditional houses!

Track 8

Boy 1: That was an interesting project we had about camels, wasn't it? I found out quite a few things I didn't know. What do you think Tariq?

Boy 2: Yes, I did too. So, tell me some things you discovered.

Boy 1: OK, so firstly, I always thought that a camel's coat looked hot – you know, all that hair – but actually it reflects the sun so they keep cool in all the heat, but it also keeps them warm in winter. Oh, and something else about their body: they have three sets of eyelids with two sets of eyelashes! They need the extra eyelashes to keep the sand out of their eyes!

Boy 2: Great! Well I learned that camels can kick with all four legs, so be careful when you're near one! Also that the hump on their back is made of fat, which they use to get energy if they haven't eaten anything for a long time, or if they are on a long journey. The fat also turns into water when necessary – that's why they can go for a long time without drinking anything.

Boy 1: Well, in that way, their bodies are very suited to the climate, I suppose. I found out a bit about racing camels, as well.

Boy 2: Really, Fadi? What did you learn about them?

Boy 1: From quite young, they have to learn to run a bit every day, so they get stronger and faster. Their fastest speed is about 40 miles per hour, or 64 kilometres. They are not allowed to drink before a race or have anything to eat for 12 hours before.

Boy 2: Hmmm, interesting. And did you know that robots now race them?

Boy 1: Yes, they're really small and light so they do the job perfectly!

Track 9

Happiest Nation By HH Sheik Mohammed

Our people are happy and in their prime,
Since the days of Zayed till the end of time.

Blessed with honor and dignity they thrive,
Admonished by none, they lead a joyous revive.

While some struggle with obstacles and strain,
Our people are sheltered from agony and pain.

Their children wrapped in peace, they do not fear,
For their wishes and desires, they need not shed a tear.

They live in justice, their dreams fulfilled,
Not chasing illusions, their visions instilled.

Led by Khalifa, compassionate and fair,
Wishes are realised, demands met with care.

Upon hearing what was said, we rejoiced with joy,
That our people are the happiest, be it man or boy.

Fulfilling our duty is a passion we prize,
And every day, an opportunity does rise.

From friends and foes alike, a true confession,
The fruits of our labour leave a lasting impression.

May our land remain prosperous forever more,
While people live happiest embraced in its core.

By HH Sheik Mohammed

UNIT 4

Track 10

The Incense Trade Route in the Arabian Gulf has existed since the start of the 17th century BCE. It was used by Arab merchants to transport Arabian incense from *Southern Arabia* and spices and cloth from *India*. Precious stones, pearls, ebony and silk cloth were also traded along this route.

Another ancient trade route that connected to the Incense Trade Route was the Silk Road. The Silk Road made its way across *Asia to the city of Baghdad*. In Baghdad, the silk was traded for carpets, spices and Indian cloth, and other goods. From here, Arab merchants took the Chinese silk to Damascus. Over 3000 tonnes of incense each year was carried along the Incense Route and great wealth and luxury goods were brought to the Arabian Peninsula.

The journey along the Incense Trade Route took 62 days. It was a dangerous journey because of the thieves and sandstorms. The Arabs travelling in caravans along the Incense Route and Silk Road were protected by the Nabataea tribe, an important Arab tribe in the area.

Track 11

Zahir was very pleased with his father's suggestion and asked, 'Do you think Ziad is the right person to give the box to, then?'

'Well, he's your friend, isn't he? You love and trust him, don't you?' his father responded.

Before leaving on their journey, Zahir and his father left the chest with Ziad and told him that it contained money and precious stones.

The father and son travelled great distances for many months, exploring many countries and learning about history and culture.

One spring morning, the merchant said to Zahir: 'I think it's time we returned home, my son. I must resume my work and you have to return to your studies.'

So Zahir and his father went back home. As soon as they arrived, the merchant asked Zahir to go to Ziad's house and bring back the chest. When Zahir returned with the chest, he seemed very upset.

'What's the matter Zahir?' asked the merchant.

'I am very angry with you, Father!' he exclaimed.

'Why are you angry, son?' the merchant inquired.

'I found out that you'd left only sand and rock in the chest, Father. How could you do that to my friend?' replied the son, shaking his head in disbelief.

The merchant laughed and said knowingly, 'If your friend had indeed been trustworthy, he would not have opened the chest to find out what was in it, in the first place.'

At that moment, Zahir realized that his father had wanted him to learn a lesson. His father had given the chest to Ziad for safekeeping, however, an honest friend would not have looked inside.

UNIT 5

Track 12

Adult: Hay muchas tradiciones en Cuba para celebrar el año nuevo.

Translator: In Cuba we have a lot of traditions connected with New Year. We clean the house to get rid of old things that we don't need any more. We like to get rid of all that is negative so that the New Year brings positive things. We put on new clothes and we light candles and put them in the windows.

On New Year's Eve, we take a piece of paper and we write down our hopes and dreams – the things that are important to us and the things we want to happen in the New Year. On another piece of paper we write down all the bad things from the old year.

On New Year's Eve, we all go to my grandparents' house. They live in Havana, the capital of Cuba. We have a special meal with all the family on New Year's Eve. We have meat with salad, fried bananas and a special pudding with a sweet sauce.

At midnight, we eat twelve grapes, one for each month and we think of what we would like each month to bring as we eat each grape. We then take the paper where we've written our dreams and hopes and we read them. We also burn the paper where we've written all the bad things from the old year.

After midnight, everybody throws a bucket of water out of their door or from their balcony. This symbolises throwing out the bad things from the old year.

Track 13

In 2009, Dubai held its first Classic Car Festival. It was so popular that it has become an annual event. Classic car owners from the UAE, and some from Europe and the US, show their cars to the public. In 2013, the festival was held for three days in March but, because of its popularity, it was extended by two days. In 2014, there were almost 250 classic cars and motorbikes on display. The oldest was made in 1928 and the most modern one was made in 1984. People from all corners of the world attend to enjoy the show.

Track 14

I performed my first Hajj at the age of 19, in 2006. I had been before to perform Umrah, however, Hajj was a unique experience. It truly was something that touched my heart.

My first sight of the Kaaba was a breathtaking moment. The beauty of it is incredible and that's a memory that stays with you forever.

I also enjoyed meeting people of all ages from all across the world. It was wonderful to see so many brothers and sisters all there for the same purpose.

The second time I performed Hajj, I was 25. That was in 2012, and an equally amazing experience. I enjoyed every single second of every single day that I was there!

I pray that all my Muslim brothers get an opportunity to perform Hajj. There aren't enough words to describe this extraordinary journey of a lifetime. You need to experience it to understand the magnificence of Hajj.

Track 15

Girl 1: Hi, I was looking for you. Where were you?

Girl 2: I was on a school trip. We went to the Abu Dhabi Science Fair. It was amazing! There was so much to see, and even more to do. There were demonstrations, workshops and lots of hands-on activities.

Girl 1: If you like things like that, you're going to love Expo 2020.

Girl 2: What's that?

Girl 1: Expo 2020 Dubai! Haven't you heard about it?

Girl 2: Oh, yes! I remember the celebrations and fireworks in 2013 when we heard it was going to be in the UAE.

Girl 1: Everyone celebrated not only because it's going to be in the UAE but also because it's going to be the first expo in the Middle East.

Girl 2: What's an expo anyway?

Girl 1: It's a huge festival that can last for six months. Just about every country in the world will be there. They all have big exhibitions and many put on cultural events.

Girl 2: So is it all about the countries of the world?

Girl 1: Not really. All the countries will be there but there's always a theme. The last expo was in 2015 and was called 'Feeding the Planet, Energy for Life'.

Girl 2: So what's our expo about?

Girl 1: It's called 'Connecting Minds, Creating the Future'. It's about how people will communicate in the future and how we can work together to change the world.

Girl 2: Great, so when is it?

Girl 1: In 2020. It starts on 20th October and will go on until 10th April 2021.

Girl 2: So not yet then! You seem very excited already.

Girl 1: I know, I can't wait. It's going to be huge. There will be 25 million visitors.

Girl 2: That is a lot. So where will it be?

Girl 1: They're building a new site between Abu Dhabi and Dubai. They started building in 2015 and it'll be ready in 2019. Oh, and there's going to be amazing light shows at night. And ...

Workbook

Track 2

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Track 3

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Track 4

My home is in the country I love living here. We are far away from the noise of the city, so it is quiet and peaceful here. There is not much traffic so I can cycle to school safely every day. After school if I want to visit my friends, I can walk to their homes. We play football in the park where there is lots of green grass. Sometimes we have a picnic in the shade of the palm trees. We couldn't do this in the city. It is too crowded there because there are so many people. Sometimes when I visit the city, I feel excited because there is so much to see and do. But the city makes me tired and I am always very happy to go home at the end of the day.