United Arab Emirates
Ministry of Education

# Bridge to Success

## Teacher's Guide

Chris Barker and Libby Mitchell

All adaptations and modifications to this UAE Edition have been made by a committee of specialists from the Ministry of Education and Cambridge University Press.

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Grade 8 Teacher's Guide

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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work.
We succeeded in entering the third millennium, while we are more confident in ourselves."

**H.H. Sheikh Khalifa Bin Zayed Al Nahyan**
President of the United Arab Emirates

# دلالات ألوان علم
## دولة الإمارات العربيّة المتّحدة

استلهمت ألوان العلم من البيت الشهير للشاعر صفيّ الدّين الحلّي:

بيضٌ صَنائِعُنا خُضْرٌ مَرابعُنا
سودٌ وَقائِعُنا حُمْرٌ مَواضينا

- يرمز إلى عمل الخير والعطاء، ومنهج الدولة لدعم الأمن والسّلام في العالم.
- يرمز إلى النّماء والازدهار والبيئة الخضراء، والنّهضة الحضاريّة في الدّولة.
- يرمز إلى قوّة أبناء الدّولة ومنعتهم وشدّتهم، ورفض الظّلم والتّطرّف.
- يرمز إلى تضحيات الجيل السّابق لتأسيس الاتّحاد، وتضحيات شهداء الوطن لحماية منجزاته ومكتسباته.

# رؤية دولة الإمارات العربية المتحدة 2021

### 1. متحدون في المسؤولية
- الإماراتيّ الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصّلات الاجتماعيّة القويّة والحيويّة.
- ثقافة غنيّة ونابضة.

### 2. متحدون في المصير
- المضيّ على خطى الآباء المؤسّسين.
- أمن وسلامة الوطن.
- تعزيز مكانة الإمارات في السّاحة الدّوليّة.

### 3. متحدون في المعرفة
- الطّاقات الكامنة لرأس المال البشريّ المواطن.
- اقتصاد متنوّع مستدام.
- اقتصاد معرفيّ عالي الإنتاجيّة.

### 4. متحدون في الرخاء
- حياة صحيّة مديدة.
- نظام تعليميّ من الطراز الأوّل.
- أسلوب حياة متكامل.
- حماية البيئة.

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# Scope and Sequence

| | Reading/Topic | Listening/Speaking | Use of English | Vocabulary | Writing |
|---|---|---|---|---|---|
| **Unit 1**<br>**In and out of school**<br>**Pages 6–22** | Education and learning styles; international penpals<br>**Reading:**<br>A website forum about talking in class<br>Learning styles<br>Online education<br>After-school activities<br>School exchange trips<br>International penpals<br>A letter from a penpal | **Listening:**<br>Online education<br>Listening to dialogues<br>**Speaking:**<br>Learning in class<br>School interests<br>After-school activities and interests<br>Discussing online learning<br>Going on a school exchange trip<br>Discussing a website | Prepositions followed by *the -ing* form (*get into trouble for talking*)<br>Verbs followed by the infinitive with *to*<br>Use of *so*, *however* | Ways of learning<br>Learning styles<br>After-school activities | A paragraph about how you learn best<br>An argument on different methods of learning<br>A letter to a pen pal |
| **Review**<br>**Project** | Review of Unit 1<br>A school website | | | | |
| **Unit 2**<br>**Local community**<br>**Pages 23–40** | Shops and services; town and country; you and your community<br>**Reading:**<br>Souqs in Dubai<br>Town or country?<br>Istanbul<br>Quiz: How responsible are you?<br>Poem: *In Daylight Strange*<br>Travel tips<br>Helping your community | **Listening:**<br>Description of a souq<br>How children help their community<br>**Speaking:**<br>Describing local shops and services<br>Differences between a mall and a souq<br>Miming different shops<br>Hypothetical situations | *to have something done*<br>The second conditional: *if* clauses to describe imaginary situations | Shops and services<br>Town and city differences<br>Community responsibilities | Design your own shopping mall<br>Preferences over town and city<br>A blog about a city<br>A paragraph about social responsibilities |
| **Review**<br>**Project** | Review of Unit 2<br>How to improve your local area | | | | |
| **Unit 3**<br>**The culture and traditions of the UAE**<br>**Pages 41–57** | Traditional life in the UAE; life in the desert; traditional poetry<br>**Reading:**<br>Traditional life in the UAE<br>Pearling<br>Life in the desert<br>Traditional and modern values in the UAE<br>Literature and poetry in the UAE | **Listening:**<br>A visit to a museum<br>A conversation about camels<br>A poem by HH Sheik Mohammed<br>**Speaking:**<br>Discussing family heritage<br>Pearl diving in the UAE<br>Camel facts<br>Life in the desert<br>Values in society<br>Poets and poetry in the UAE | Abstract nouns<br>Expressing the past (revision of present perfect, past simple and past continuous)<br>Qualifiers | Cultural heritage<br>Life in the desert<br>Pearl diving<br>Traditions<br>Vocabulary from the poem, *Happiest Nation* | Facts about the history of the UAE<br>A description of an important historical place<br>Sentences with abstract nouns and adjectives<br>An email describing a trip to the desert |
| **Review**<br>**Project** | Review Unit 3<br>Literacy project: A tourist brochure and literary text | | | | |

| | Reading/Topic | Listening/Speaking | Use of English | Vocabulary | Writing |
|---|---|---|---|---|---|
| **Unit 4**<br>**The Arabian Gulf**<br>**Pages 58–75** | The Arabian Gulf; the Incense Trade Route<br>**Reading:**<br>The Arabian Peninsula<br>World Geography<br>The Incense Trade Route<br>Frankincense and Myrrh<br>Geography quiz<br>Popular Arab Folktales<br>Arabic Coffee<br>Aesop's Tales | **Listening:**<br>The Incense Trade Route<br>The ending of a folktale<br>**Speaking:**<br>The Incense Trade Route<br>Herbs and spices<br>Choosing an ending to a folktale<br>Geographical facts<br>Folktale morals<br>Talking about different folktales<br>Discussing participles used as adjectives<br>Using idioms | Participles used as adjectives; *so* and *such* to add emphasis<br>Past simple, past continuous, present simple passive, past simple passive<br>Idioms<br>Participles used as adjectives | Geographical features of the world<br>Trade<br>Health issues<br>Positive and negative adjectives | Five statements about frankincense and myrrh<br>Imagining traveling along the Incense Trade Route<br>A diary of a journey |
| **Review**<br>**Project** | Review Unit 4<br>Creative writing: A story about an adventure | | | | |
| **Unit 5**<br>**Festivals around the world**<br>**Pages 76–92** | Festivals<br>**Reading:**<br>New Year celebrations<br>The Gregorian calendar<br>UAE festivals<br>An Islamic pilgrimage<br>An account of three festivals: (Diwali, Eid Al-Fitr, Maslenitsa)<br>UAE National Festival<br>Children's festivals | **Listening:**<br>New Year celebrations<br>UAE classic car festival<br>The Hajj<br>Festivals<br>**Speaking:**<br>The Islamic Year<br>Islamic and Gregorian calendars<br>Different festivals<br>Describing a pilgrimage<br>UAE National Day<br>A conversation persuading a friend to visit a festival<br>Discussing a speech students would give on TV | Prepositional phrases<br>Compound adjectives<br>Synonyms | Islamic terms<br>Different types of festivals | An account of how the Islamic New Year is celebrated<br>Sentences with compound nouns<br>A letter about Eid Al-Fitr<br>A newspaper report about a festival or pilgrimage |
| **Review**<br>**Project** | Review Unit 5<br>A poster about a festivals | | | | |
| **Unit 6**<br>**Using English**<br>**Pages 93–110** | The theatre Performing a play<br>**Reading:**<br>The story of Aladdin<br>Drama in the UAE<br>A blog about Monodrama<br>Reading a dialogue for information<br>Read about William Shakespeare | **Listening:**<br>Listening to a description of a theatre visit<br>The story of Aladdin<br>Listen to a discussion about a play<br>**Speaking:**<br>Being in a play<br>Discussing a story<br>Discuss problems staging a play<br>Prepare and present a monodrama<br>Discuss drama as an activity | *like* and *as* to say that things are similar<br>Reported speech – commands (*ask* and *tell*)<br>Reported questions | Words about the theatre and drama<br>The story of Aladdin | Writing sentences using *like*<br>Write and perform a play based on the story of Aladdin<br>Write a summary of a text<br>Write a blog about how useful drama is<br>Reporting sentences |
| **Review**<br>**Project** | Review of Unit 6<br>Literacy project: Write a short play | | | | |

| | Reading/Topic | Listening/Speaking | Use of English | Vocabulary | Writing |
|---|---|---|---|---|---|
| **Unit 7**<br>**Globally connected**<br>**Pages 111–127** | Languages you speak<br>**Reading:**<br>The world of social media<br>The advantages of knowing languages<br>Is it good to learn a foreign language?<br>Pros and cons of English as a global language<br>Reading about Arabish<br>Use of social media in the UAE<br>Staying safe online<br>Mobile apps | **Listening:**<br>Benefits of learning languages<br>Listening for specific information<br>Listen to interviews<br>Internet safety<br>**Speaking:**<br>Languages you speak<br>Discuss opinions about why learning languages is good<br>Discuss if the world needs a global language<br>Using Arabish<br>Why people use social media<br>Conduct a survey<br>Interpreting a graph | Determiners: *neither, each/ every, all, both*<br>Conjunctions: *although, while, whereas* | Languages you speak<br>Phrases to express opinions<br>Online language<br>Social media | Write sentences using *although*<br>Join sentences using *whereas/ while*<br>Write sentences using *neither, each/ every, all* or *both*<br>Write a text using Arabish<br>Write survey questions<br>Correct statements about social media |
| **Review**<br>**Project** | Review of Unit 7<br>Make a poster about social media use | | | | |
| **Unit 8**<br>**E-communication**<br>**Pages 128–145** | Using electronic communication<br>**Reading:**<br>Opinions about digital technology<br>Virtual reality<br>The School of the Air<br>Email and mobile phone etiquette | **Listening:**<br>Talking about birthday presents<br>Emailing and texting<br>**Speaking:**<br>Discussing technology (VR, smartphones, gadgets)<br>School of the Air<br>Expressing regrets<br>Discussing text messaging<br>Schools in the future<br>Discussing BMI technology | *to, in order to, so that, so as* to express purpose<br>*will* future, passive form<br>*wish (that), if only* + past perfect<br>*should have/ shouldn't have* | Technology<br>Regrets | Views on gadgets<br>Write election promises<br>Writing about regrets<br>Writing emails |
| **Review**<br>**Project** | Review Unit 8<br>Write a guide to mobile phone etiquette | | | | |
| **Unit 9**<br>**Rivers and coasts**<br>**Pages 146–162** | The Amazon river and rainforest<br>The Nile and ancient Egyptians<br>**Reading:**<br>The lungs of the Earth<br>The Nile<br>Robinson Crusoe island<br>Gardens<br>Sea-related jobs<br>Coral reefs<br>Holidays | **Listening:**<br>The ancient Egyptians<br>A conversation about Egypt<br>Islamic gardens<br>Interview with a marine biologist<br>Holidays<br>**Speaking:**<br>Past tenses, *then, after that, suddenly, in the end*<br>Give a presentation<br>Traditional jobs<br>Presentation about coral reefs<br>Phrases: *Sure, why not?, Why don't we ...?, Shall I ...?, I'm not sure ..., How about ...?*<br>Holiday activities | Non-defining and defining relative clauses<br>Present and past tenses<br>Zero and first conditionals<br>Second conditional | The ancient Egyptians<br>Marine biology<br>Types of holiday accommodation | The benefits of the Nile<br>Why tropical rainforests are important<br>Write a postcard |
| **Review**<br>**Project** | Review Unit 9<br>Presentation about the natural world | | | | |

| | Reading/Topic | Listening/Speaking | Use of English | Vocabulary | Writing |
|---|---|---|---|---|---|
| **Unit 10**<br>**Great expeditions**<br>**Pages 163–180** | The sinking of the *Titanic* and exploration of the wreck; great Arabic explorers and navigators; space exploration.<br>**Reading:**<br>The *Titanic*<br>A biography of Ibn Majid<br>The travels of Ibn Jubayr<br>Arab explorers: Al-Masudi; Al-Muqaddasi; Al-Idrisi<br>Space exploration - the achievements so far<br>Life in the solar system | **Listening:**<br>Writing about the *Titanic*<br>Write a summary<br>Write predictions about space exploration<br>A report about space exploration<br>Sentences using future forms<br>Write a blog post<br>**Speaking:**<br>The *Titanic*<br>Discuss Ibn Majid<br>The life and travels of Ibn Jubayr<br>Ask and answer questions about Arab explorers<br>Discussing space exploration<br>Talking about future plans | Revision of past tenses<br>Verb and tense forms for talking about the future | Space exploration | Writing about the *Titanic*<br>Write a summary<br>Write predictions about space exploration<br>A report about space exploration<br>Sentences using future forms<br>Write a blog post |
| **Review**<br>**Project** | Review of Unit 10<br>Write a report on one part of the Emirates space programme | | | | |
| **Unit 11**<br>**Sports and hobbies**<br>**Pages 181–197** | Sports and sports equipment; sporting ability; hobbies<br>**Reading:**<br>A top athlete: Jessica Ennis-Hill<br>Fact file: the Olympic Games<br>An extraordinary athlete: Alana Nichols<br>Nabil Al Busaidi - the Arab Adventurer<br>Hobbies<br>Backgammon | **Listening:**<br>Listen to commentaries; interview with Nabil Al Busaidi<br>**Speaking:**<br>The Olympic Games; Olympic athletes; backgammon | Compound nouns; abstract nouns; present perfect continuous; sequencing words | Sports types, players and equipment; hobbies; adjectives and nouns | Writing interview questions; writing a diary entry; write an after-school flyer. |
| **Review**<br>**Project** | Review of Unit 11<br>Design your own board game | | | | |
| **Unit 12**<br>**Entertainment and media**<br>**Pages 198–215** | Free time; a film review<br>**Reading:**<br>Comparing free time activities<br>Global Village, Dubai<br>A film review<br>Information and an email about a film festival<br>Making a science-fiction film<br>A report about a film studies course<br>An article about a film based in the UAE | **Listening:**<br>Free time activities<br>Filming major films in the UAE<br>A film studies course<br>**Speaking:**<br>Free time activities<br>Talking about activities you enjoy doing<br>Expressing opinions about the Global Village<br>Asking and answering questions about a film review<br>Discuss making a short documentary<br>Discussing ideas for a film based in the UAE | Verb followed by *-ing* form<br>Phrasal verbs<br>Position of adverbs<br>Collocations | Extreme adjectives<br>Words from a film review | Writing about likes and dislikes<br>Writing about free time activities<br>Write a film review<br>Completing a text about a day on a film set |
| **Review**<br>**Project** | Review of Unit 12<br>Literacy project: Compare a book with its film version | | | | |
| **Wordlists 216–226**<br>**Audioscript 227–242** | | | | | |

# Introduction

## Welcome to *Bridge to Success Grade 8*

*Bridge to Success* is a 12-grade course for learners of English as a Second Language (ESL). The 12 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 12 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 12 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 12 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 them 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 them 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.
- **Learner 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 (for example, 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 (for example, backs to the board, see Teaching Strategies), paper-based tasks (for example, an informal test) or online (for example, 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 (for example, whether the quiz tests a specific language point, the lesson's 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.
- **Learner 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 (for example, correcting common spelling errors, pronunciation issues, grammar misconceptions, etc. during the activity), or include more formally structured teaching of specific points (for example, 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, whishes |
| 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* concern 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

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 six to eight 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 six to eight 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' 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 (for example, 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-to-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 (for example, '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 (for example, 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 spelling. This is a useful method to teach learners so that they practise learning the spelling 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 (for example, shopping, health care, holidays) or focused on a particular language structure being studied (for example, 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 (for example, 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 (for example, 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 and the impact of their actions, and to 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:**<br>**Reading:** To interpret opinions in short texts.<br>**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 ...**<br>• identify opinions in short texts<br>• express and discuss opinions about ideas in a text<br>• use set phrases to ask for opinions and express opinion, agreement or disagreement. |
| **Link to prior learning:**<br>• Vocabulary of school subjects: awareness of different learning scenarios and styles<br>**21st Century Skills:**<br>• 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:** *chat, classmate, scared, interrupt, distract, get on with, share, compare, allowed, concentrate*<br>**Key expressions/structure:** *agree with, disagree with,* 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:**<br>• 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:**<br>Coursebook pages 6–7<br>Workbook page 6 | | |

## UNIT 1 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>2. Ask learners if they like working in groups or on their own. Encourage them to give reasons for their answers.<br>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**<br>1. Have learners read the rubric and explain that they will be reading a text that states different opinions on whether talking in class is a good idea.<br>2. Ask the learners to read the comments.<br>3. When they have finished, have an open-class discussion on whether talking in class is a good idea. Encourage learners to justify their answers.<br>**CORE**<br>**Feedback**<br>Tell learners that their opinions on whether talking in class is a good idea or not are welcome and valued to help them feel comfortable with the idea of expressing themselves. Write some of the ideas expressed on the board.<br>**Answers**<br>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. |
| | **Differentiation activities (Support):**<br>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. |
| | **Differentiation activities (Stretch):**<br>1. Fast-finishing learners can discuss in pairs their own opinions about talking in class. |
| **Coursebook page 7** | **Speaking: Activity 2**<br>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.<br>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.<br>3. After some time, ask groups to report their opinions to the class.<br>**CORE**<br>**Feedback**<br>Observe learners as they work in groups. For step 3, elicit opinions, write responses on the board and discuss them with the class.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Organise groups so that learners that need support are working with others who are more confident. |
| | **Differentiation activities (Stretch):**<br>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** | **Workbook: Activity 1**<br>1. Elicit some phrases learners used in the previous discussion activity to express opinions and to agree and disagree with opinions.<br>2. Introduce the phrases in the box. Elicit or give examples of the phrases being used in context, for example: *I don't agree with you when you say it's always good to talk in class*.<br>3. Learners read the discussion and complete it using the phrases.<br>4. Check answers as a class.<br>**DESIRABLE**<br>**Feedback**<br>Have volunteer learners call out answers, then discuss ideas with the class.<br>**Answers**<br>2 I think it's a good idea because; 3 I agree with that; 4 I don't agree; 5 It's 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):**<br>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):**<br>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 | Learner 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:**<br>**Speaking:** To express opinions and thought using the structure of preposition followed by the *-ing* form of the verb.<br>**Writing:** To use prepositions followed by the *-ing* form correctly in sentences. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• use prepositions followed by the *-ing* form of the verb in speech and writing sentences. |
| **Link to prior learning:**<br>• Knowledge of English prepositions<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *learn by, tired of, scared of, distract from, concentrate on, tell off for, get into trouble for, instead of*<br>**Key expressions/structure:** Prepositions followed by *-ing* form of the verb | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 7<br>Workbook page 7 | | |

## UNIT 1 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Workbook page 7** | **Workbook: Activity 2**<br>1. Ask learners what they remember about the previous lesson.<br>2. 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**<br>1. Ask learners to read the notes in the Use of English box. Have them look for more examples in the text from Activity 1.<br>2. Have the class give you more examples of prepositions followed by *-ing* and write them on the board.<br>3. Direct learners to Activity 3. Ask them to complete the sentences with the correct preposition and the *-ing* form of the verb. Explain that they will need to use some of the prepositions more than once.<br>4. Check answers as a class.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>2 I get tired of learning dates in history.<br>3 I sometimes take the bus to school instead of walking.<br>4 I'm not scared of asking questions in class.<br>5 Doing my homework in my bedroom stops me from getting distracted.<br>6 I can't concentrate on doing my work when there's a lot of noise in the class.<br>7 Our teacher sometimes tells us off for being too noisy.<br>8 I often get into trouble for forgetting my book. |
| | **Differentiation activities (Support):**<br>1. Write the preposition and verb answers (for example, *of learning, instead of walking*) on cards or on the board for learners to see and match. |
| | **Differentiation activities (Stretch):**<br>1. Learners write their own sentences using the prepositions and verbs. |

| | |
|---|---|
| **Coursebook page 7** | **Writing: Activity 4**<br>1. Introduce Activity 4. Have learners work individually to note down some sentences.<br>2. Learners work in pairs to read out and compare their sentences.<br>Elicit answers in a Plenary and discuss answers. Encourage learners to agree and disagree.<br>**DESIRABLE**<br>**Feedback**<br>As learners write sentences, move around to monitor and discuss with some of them. Elicit answers and discuss with the class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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 *-ing* form correctly. |
| | **Differentiation activities (Stretch):**<br>1. Faster workers can write sentences of their own using the prepositions they have learned. |
| **Workbook page 7** | **Workbook: Activity 3**<br>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.<br>2. Have learners work individually to write the prepositions.<br>3. Check answers with the whole class.<br>**CORE**<br>**Feedback**<br>Have learners give you the answers to the questions by raising their hands.<br>**Answers**<br>2 of; 3 by; 4 for; 5 on; 6 from; 7 of; 8 of |
| | **Differentiation activities (Support):**<br>1. Write a list of the prepositions needed (*for, of, by, on, from*) for learners who need more support. |
| | **Differentiation activities (Stretch):**<br>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**<br>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.<br>2. Have learners complete the sentences and show their partners. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner self-assessment | Oral questioning | Peer assessment |
| Quiz | Learner 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.

(G8.4.2.1.1) 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: 1** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To express personal preferences about school and learning. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• express personal preferences<br>• write sentences about personal preferences using prepositions and verbs in the *-ing* form<br>• recognise differences in learning styles<br>• identify their own learning style. |
| **Link to prior learning:**<br>• Reflection on learning experience<br>**21st Century Skills:**<br>• Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral communication skills | | |
| **Key vocabulary:** *(not) good at, (not) interested in, (never) get tired of, learn more about, learn by, scared of*<br>**Key expressions/structure:** Prepositions followed by verbs in *-ing* form | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 8<br>Workbook page 8 | | |

## UNIT 1 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>2. Ask what they would like to learn more about. |
| **Resources** | **Main activity** |
| **Coursebook page 8** | **Speaking: Activity 1**<br>1. Direct learners to Activity 1 and have them read the example conversations. Ask if they identify with any of the ideas there.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 8** | **Speaking: Activity 2**<br>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.<br>2. Ask learners to tell you what they mentioned they were good at, interested in and what they get tired of.<br>3. Write learners responses on the board.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| **Workbook page 8** | **Workbook: Activity 1**<br>1. Direct learners to Activity 1. Explain that they have to complete the sentences with their own opinions.<br>**CORE**<br>**Feedback**<br>Have learners show their answers to their partners. Circulate and check answers given.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. These learners can focus on completing only half the activity or only the sentences they feel comfortable with. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>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** | **Workbook: Activity 2**<br>1. Introduce the diagram and elicit some ideas.<br>2. Explain how the diagram works and explain that learners only need to make notes.<br>3. Ensure learners know how to develop the diagram.<br>4. Have learners work individually to think about how they learn best, and to make notes.<br>**CORE**<br>**Feedback**<br>Circulate and check learners' work. Gently instruct and correct as necessary.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 8** | **Speaking: Activity 3**<br>1. Place learners in groups of five and assign each group a question from the activity.<br>2. Have learners discuss the question for a few minutes.<br>3. Ask each group to tell the rest of the class about the experiences and opinions they discussed.<br>**CORE**<br>**Feedback**<br>Monitor groups as they discuss. Make a note of interesting points or problems to discuss in the Plenary later.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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):**<br>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 | Learner 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:**<br>**Reading:** To read a text about learning styles and apply what they have learned.<br>**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 ...**<br>• extract key information from a text about learning styles and apply to themselves.<br>• write a paragraph (or more) about their own learning style<br>• define and use in context key words, and spell them correctly |
| **Link to prior learning:**<br>• Vocabulary of learning<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *discuss, forget, supposed, interrupt, annoy, different, chat, get better, carefully, allowed*<br>**Key expressions/structure:** Double letters | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook pages 8–9<br>Workbook page 9 | | |

## UNIT 1 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners what they remember from Lesson 3.<br>2. Briefly discuss different ways people learn.<br>3. Write some key words on the board (for example, *concentrate, distract, remember*). |
| **Resources** | **Main activity** |
| **Coursebook page 8** | **Writing: Activity 4**<br>1. Ask learners to look back at Activity 3.<br>2. Explain that they can use the ideas they discussed here to write a short paragraph on how they learn best.<br>3. Have learners write their paragraphs individually.<br>4. If time allows, ask learners to exchange and read each other's paragraphs.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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):**<br>1. Have learners write a longer paragraph, or multiple paragraphs, to develop their thoughts. |
| **Coursebook page 9** | **Reading: Activity 5**<br>1. Ask learners to read through the text and underline any words they don't understand.<br>2. Explain any unknown words.<br>**CORE**<br>**Feedback**<br>Check for comprehension by asking learners to close their books and tell you what they remember from the text.<br>**Answers**<br>A learning style is how people learn. |
| **Coursebook page 9** | **Reading: Activity 6**<br>1. Place learners in pairs and have them answer the questions.<br>2. Explain that the answers should be brief.<br>3. Check answers as a class.<br>**CORE**<br>**Feedback**<br>Learners can discuss their answers in groups and identify what type of learners they are.<br>**Answers**<br>1 auditory; 2 visual; 3 visual; 4 tactile; 5 learners' own answers |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Have learners work in pairs to help each other. |
| | **Differentiation activities (Stretch):**<br>1. Have learners write about what type of learners they are with examples. |
| **Workbook page 9** | **Workbook: Activity 3**<br>1. This activity can be set as homework.<br>2. Explain that learners have to match the words and definitions.<br>3. Then ask the question that follows the activity and elicit answers.<br>**EXTENSION**<br>**Feedback**<br>Check activity in next lesson. Discuss any mistakes with the class.<br>**Answers**<br>1g; 2e; 3a; 4d; 5b; 6c; 7h;8f<br>They all have double letters. |
| **Workbook page 9** | **Workbook: Activity 4**<br>1. This activity can be set as homework.<br>2. Explain that learners have to complete the sentences, using the words in context.<br>3. Remind them to spell the words with double letters.<br>**EXTENSION**<br>**Feedback**<br>In the next lesson, check answers by writing them on the board for learners to check against.<br>**Answers**<br>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 | Learner 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:**<br>**Reading:** To find specific information by skim reading. To identify meaning and decide if statements are true or false.<br>**Listening:** To listen for specific information. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• find specific information in texts quickly<br>• identify the key information in a text<br>• find the meaning of new vocabulary, and use it in context. |
| **Link to prior learning:**<br>• Use of the Internet for learning<br>**21st Century Skills:**<br>• Learning and Innovation Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills | | |
| **Key vocabulary:** *freedom, education, virtual classroom, online, tutorial, independently, available, pace*<br>**Key expressions/structure:** *at your own pace*, *work independently* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 10<br>Workbook page 10<br>Dictionaries | | |

## UNIT 1 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners how they use the Internet. Ask: *Do you think the Internet helps you to learn new things?* Discuss their answers as a class. |
| **Resources** | **Main activity** |
| **Coursebook page 10** | **Reading: Activity 1**<br>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.<br>2. Explain that they are going to read about the Khan Academy and what it offers.<br>3. Tell learners that before they read the text properly, they have to quickly find some facts and figures about the Khan Academy.<br>4. Ask learners to read the Reading strategy box.<br>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.<br>6. Elicit the answers. Point out that to read well does not always mean reading something carefully. Sometimes it is about finding information quickly.<br>**CORE**<br>**Feedback**<br>Have learners who have finished the activity quickly raise their hands but not call out the answer.<br>**Answers**<br>1 2006; 2 6500; 3 more than 15 million |
| | **Differentiation activities (Support):**<br>1. Have learners answer only two of the questions. |
| **Coursebook page 10** | **Reading: Activity 2**<br>1. Learners skim the text quickly to find the answer to the Activity 2 question. Elicit the answers before moving on to Activity 3.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>an online school |

| | |
|---|---|
| **Coursebook page 10** | **Reading: Activity 3**<br>1. Ask learners to read Activity 3 again.<br>2. Elicit the answers. Ask learners to find evidence in the text to support their answers.<br>**CORE**<br>**Feedback**<br>Ask learners to find evidence in the text to support their answers.<br>**Answers**<br>1 F (The Khan Academy was created in 2006.)<br>2 F (You don't have to pay to watch the online tutorials. They are free to anyone.)<br>3 T<br>4 F (Learners of all ages can use the Khan Academy.)<br>5 F (The tutorials are available in 65 languages.) |
| | **Differentiation activities (Support):**<br>1. Have learners work in pairs. |
| | **Differentiation activities (Stretch):**<br>1. Learners re-write the sentences that are false so that they are true. |
| **Workbook page 10** | **Workbook: Activity 1**<br>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.<br>2. Introduce Workbook Activity 1 (it will include many of the words written on the board).<br>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.<br>4. In pairs, learners use a dictionary to look up the meanings of the unknown words. Check definitions of new vocabulary as a class.<br>**CORE**<br>**Feedback**<br>Have learners check answers with their partners. Then write answers on the board for them to check against.<br>**Answers**<br>1d; 2g; 3a; 4h; 5f; 6e; 7b; 8c |
| | **Differentiation activities (Support):**<br>1. These learners concentrate on the Workbook activities (steps 1and 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 4. |
| | **Differentiation activities (Stretch):**<br>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**<br>1. Place learners in pairs and have them complete the activity.<br>**DESIRABLE**<br>**Feedback**<br>Check answers as a class by asking volunteer learners to call out the answers.<br>**Answers**<br>1 freedom; 2 education; 3 online; 4 tutorials; 5 independently; 6 pace; 7 virtual classroom; 8 available |
| **Workbook page 10** | **Workbook: Activity 3**<br>1. Have learners complete the activity to consolidate vocabulary from the recording.<br>**DESIRABLE**<br>**Feedback**<br>Have volunteer learners give answers and discuss the meaning of each vocabulary item.<br>**Answers**<br>1 came about; 2 YouTube; 3 reach out to; 4 twenty-first century |
| | **Differentiation activities (Stretch):**<br>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: *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?* |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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:**<br>**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 ...**<br>• identify key information from a recorded conversation<br>• use new vocabulary in context<br>• find key factual information from a website. |
| **Link to prior learning:**<br>• Knowledge of apps and general awareness of digital technology<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Lexis from Lesson 5<br>**Key expressions/structures:** *came about, reach out* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 11<br>Workbook pages 10–11<br>Audio Track 2<br>Mobile computer device (for example, smartphone)<br>Doodle notepad | | |

## UNIT 1 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 11** | 1. Refer learners to the *Did you know?* feature to introduce a discussion on apps.<br>2. Ask learners if they know Doodle notepad and if any have used it. If possible, demonstrate it on a smartphone or notebook computer.<br>3. Discuss any favourite apps learners use on their smartphones or computers. |
| **Resources** | **Main activity** |
| **Coursebook page 11**<br>**Audio Track 2** | **Listening: Activity 4**<br>1. Ask learners to tell you what they have already learned about the Khan Academy.<br>2. 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: *Why did Salman Khan start the Khan Academy?*<br>3. 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.<br>4. Have learners tell you which of the questions they raised have been answered.<br>**CORE**<br>**Feedback**<br>Write some of the questions learners have raised on the board.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 11**<br>**Audio Track 2** | **Listening: Activity 5**<br>1. Introduce the true or false statements in Activity 5. Have learners read through them before they listen again.<br>2. Check answers as a class. Play the audio again if necessary.<br>3. Have learners correct the false statements.<br>**CORE**<br>**Feedback**<br>Check answers as a class by asking learners to call out the answers to assess how well learners have understood the recording.<br>**Answers**<br>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. |
| | **Differentiation activities (Support):**<br>1. Play the audio several times. If necessary, break it into chunks by pausing after each question and answer.<br>2. Ask one or two questions to check and guide understanding for each chunk. |
| | **Differentiation activities (Stretch):**<br>1. Focus these learners on any questions on the board from the previous activity that have not been answered yet.<br>2. Set them to do some research on the Internet to find the answers. They can start with the Khan Academy website. |

| | |
|---|---|
| **Workbook page 10** | **Workbook: Activity 3**<br>1. Have learners complete the activity to consolidate vocabulary from the recording.<br>**DESIRABLE**<br>**Feedback**<br>Have volunteer learners give answers and discuss the meaning of each vocabulary item.<br>**Answers**<br>1 came about; 2 YouTube; 3 reach out to; 4 twenty-first century |
| | **Differentiation activities (Stretch):**<br>1. Learners can write sentences of their own using each of these words to exemplify the meaning. |
| **Workbook page 11** | **Workbook: Activity 4**<br>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).<br>**DESIRABLE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Have these learners focus on the research and note taking. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write a paragraph about their research. |
| **Resources** | **Plenary** |
| **Workbook Page 11** | **Workbook: Activity 5**<br>1. Using Activity 5, gather feedback on the different learning websites the learners researched. Discuss the strengths and weaknesses of each.<br>2. Encourage the learners to use some of the websites to help with their own learning.<br>3. Aim to complete this task in ten minutes. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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:**<br>**Reading:** To identify the author and context of a text.<br>**Listening:** To identify key information in a recorded discussion.<br>**Speaking:** To make suggestions, agree and disagree to reach agreement. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify the key information in a recording<br>• reach agreement in a group discussion<br>• reflect on the week's learning. |
| **Link to prior learning:**<br>• Suggestions, language from Lessons 1–6<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *robotics*<br>**Key expressions/structure:** Suggestions; agreeing and disagreeing | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may feel nervous about listening and be unable to answer. Repeat the track as needed. | | |
| **Resources/equipment needed:**<br>Coursebook page 12<br>Workbook page 12<br>Audio Track 3 | | |

## UNIT 1 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Discuss with learners what extra-curricular or after-school activities they take part in.<br>2. Find out which they enjoy the most. Write them on the board. |
| **Resources** | **Main activity** |
| **Coursebook page 12** | **Reading: Activity 1**<br>1. Have learners read the notice and answer quickly.<br>**CORE**<br>**Feedback**<br>Ask: *What does the school want the learners to do?* in order to check overall understanding.<br>**Answers**<br>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**<br>**Audio Track 3** | **Listening: Activity 2**<br>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 *robot* but may need help with *robotics*.<br>2. Play the audio once. Ask learners to give you the answers. Play it a second time, if necessary.<br>**CORE**<br>**Feedback**<br>Have learners give you answers by raising their hands. Write answers on the board.<br>**Answers**<br>**Activity 2:** golf; film-making; Chinese; chess; reading; cookery; robotics [not painting or computer games] |
| **Coursebook page 12**<br>**Audio Track 3** | **Listening: Activity 3**<br>1. Play the audio again for learners to complete the activity.<br>**CORE**<br>**Feedback**<br>Have learners give you answers and evidence from the recording on which three activities were selected and four rejected.<br>**Answers**<br>**Activity 3:** film-making; chess; robotics |
| **Audio Track 3** | **Differentiation activities (Support):**<br>1. Play the audio more times, if necessary. You can also break it up into smaller chunks by pausing the recording. |

| | |
|---|---|
| **Workbook page 12** | **Workbook: Activity 1**<br>1. Use this activity to revise the language of suggestions, agreeing and disagreeing.<br>**DESIRABLE**<br>**Feedback**<br>Have learners give you their answers and write them on the board.<br>**Answers**<br>1 No, wait a minute.<br>2 I agree with that.<br>3 It depends<br>4 what do you suggest?<br>5 What do you think about<br>6 That's a brilliant idea! |
| **Audio Track 3** | **Differentiation activities (Support):**<br>1. Play the audio again for these learners to check their answers. |
| | **Differentiation activities (Stretch):**<br>1. These learners can write sentences of their own using the phrases. |
| **Coursebook page 12** | **Speaking: Activities 4 and 5**<br>1. Divide the class into pairs and have them complete the first activity.<br>2. Then put pairs together to make groups of four.<br>3. Each pair will have three suggestions but they must agree on only three for the whole group.<br>**CORE**<br>**Feedback**<br>Ask groups to tell the class what they have written and ask if other groups have written similar things.<br>**Answers**<br>Learners' own answers |
| **Workbook page 12** | **Workbook: Activity 2**<br>1. Have learners record their decisions from the group discussion as homework.<br>**Feedback**<br>Check answers in next lesson.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Put these learners into groups together and support them as they work. Give them more time to complete. |
| | **Differentiation activities (Stretch):**<br>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.<br>2. Have them tell the class their opinions and hold a brief discussion.<br>3. Ask them to complete Activity 3 for homework. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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:**<br>**Speaking:** To use the verb + infinitive with *to* form correctly in speech.<br>**Writing:** To use the verb + infinitive with *to* form correctly in sentences. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• correctly use sentences with the verb + infinitive with *to* structure in contrast with the verb + *-ing* structure, in speech and in writing sentences. |
| **Link to prior learning:**<br>• Vocabulary of verbs<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** verbs<br>**Key expressions/structure:** verb + infinitive with *to* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 13<br>Workbook page 13<br>Sets of sentence cards:<br>**SET 1:** Six sentence cards (I want to _____/ I tried to _____/ I decided to _____/ I forgot to ___/ I remembered to _____/ I learned to _____)<br>**SET 2:** Four sentence cards (I enjoy _____/ I suggest _____/ I imagine _____/ I stopped _____) | | |

## UNIT 1 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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**<br>1. 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.<br>2. Highlight the fact that some verbs must have an object between them. Write a few examples on the board, for example *The teacher allows **us** to talk in class*.<br>3. Have learners work in pairs to complete the sentences in Activity 1.<br>**CORE**<br>**Feedback**<br>Have learners work in pairs when completing the activity. Guide learners to 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.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. These learners will need time and oral practice to master the structure. |
| | **Differentiation activities (Stretch):**<br>1. These learners can write completed sentences for Activity 1. |
| **Coursebook page 13** | **Writing: Activity 2**<br>1. Direct learners to Activity 2. Remind them that they have to use the infinitive with *to*. Place learners in pairs and have them complete the activity.<br>2. Check as a class.<br>**CORE**<br>**Feedback**<br>Check answers as a class by asking each pair to give you the answer to the question.<br>**Answers**<br>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. |
| | **Differentiation activities (Support):**<br>1. Have these learners work in pairs to assist each other. Monitor and assist them as they work. |
| | **Differentiation activities (Stretch):**<br>1. Have these learners write sentences of their own with the infinitive form. |

| | |
|---|---|
| **Workbook page 13** | **Workbook: Activity 1**<br>1. Ask learners to read the Language tip. Review the work done in Lesson 2 on verbs in the *-ing* form.<br>2. Explain that learners need to learn which verbs use which structure but this is best done by practice.<br>3. Ask learners for examples of sentences with the *-ing* form. Write them on the board.<br>4. Have learners complete Activity 1 individually.<br>5. Check answers.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>2 writing; 3 to hear; 4 living; 5 to go; 6 to do; 7 answering; 8 going; 9 writing; 10 to work |
| **Workbook page 13** | **Workbook: Activity 2**<br>1. Have learners work in pairs. Check answers as a class.<br>**DESIRABLE**<br>**Feedback**<br>Write answers on the board for learners to check against.<br>**Answers**<br>2 to be; 3 eating; 4 to help; 5 taking; 6 to meet; 7 sweeping; 8 to give |
| | **Differentiation activities (Support):**<br>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 ten cards. Elicit sentences using the correct structures. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To make a structured argument.<br>**Writing:** To identify opinions and to use the verb + infinitive with *to* form correctly in sentences. | • take part in group discussions and express an opinion<br>• structure a simple argument<br>• correctly use sentences with the verb + infinitive with *to* structure. |

**Link to prior learning:**

- Topics related to learning, and differing opinions

**21st Century Skills:**

- 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 + *to* + infinitive; phrases for expressing sides of an argument

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- 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 *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>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**<br>1. Direct learners to Activity 1 and have them work with a partner.<br>2. Learners ask and answer the questions. Circulate and encourage learners to justify their opinions.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 14** | **Speaking: Activity 2**<br>1. Draw learners' attention to the example. Ask for any other opinions on the topic.<br>2. 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.<br>3. Conclude by eliciting some of the opinions and writing them on the board.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. 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. |
| | **Differentiation activities (Stretch):**<br>1. These learners should be expected to give reasons for their opinions and develop their arguments. |

| | |
|---|---|
| **Coursebook page 14** | **Writing: Activity 3**<br>1. Place learners in small groups. Ask the groups to read the text and summarise the writer's opinion.<br>2. Have learners read the Writing tip: Opening paragraphs.<br>3. Have learners focus on each paragraph and elicit how many main sentences the writer has used (four) and what the function of each sentence is.<br>**CORE**<br>**Feedback:**<br>Circulate and monitor. Then ask each group to give an answer.<br>**Answers**<br>It is possible to learn in a class and study independently.<br>Sentence 1: the opening statement (stating the topic as a question)<br>Sentence 2: presenting one view<br>Sentence 3: presenting an alternative view<br>Sentence 4: giving writer's opinion |
| **Coursebook page 14** | **Writing: Activity 4**<br>1. Direct learners to Activity 4.<br>2. 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.<br>**DESIRABLE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. If the writing is too demanding, these learners could develop an argument orally, using the framework. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write more than one argument, and be encouraged to develop their points. |
| **Workbook page 14** | **Workbook: Activity 1**<br>1. This activity can be set for homework. Before starting, ask what learners think about doing homework.<br>2. Check as a class in next lesson.<br>**EXTENSION**<br>**Feedback**<br>Ask individual learners for the answers.<br>**Answers**<br>2 to relax; 3 to do; 4 to have; 5 to stay; 6 to help; 7 to start |

| Workbook page 14 | **Workbook: Activity 2**<br>1. This activity can be set as homework. Explain that learners have to read the opinions and put ticks, crosses or question marks.<br>2. Check as a class in the next lesson.<br>**EXTENSION**<br>**Feedback**<br>Check answers by asking different pairs to give you their answers to each question.<br>**Answers**<br>1 Anil ✓; 2 Rahima ✗; 3 Livia ✗; 4 Sean ✗; 5 Enzo ✗; 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.<br>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 | Learner 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:**<br>**Writing:** To write a structured argument using linking words.<br>**Speaking:** To link ideas using connectors. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• use linking words *so* and *however*<br>• write a short text making a structured argument with balanced views and a conclusion. |
| **Link to prior learning:**<br>• Structure of an argument<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *so, however*<br>**Key expressions/structure:** Phrases for expressing sides of an argument | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 15<br>Workbook page 15 | | |

## UNIT 1 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>2. Direct learners to the incomplete sentences in the Use of English box and have them work in pairs to complete the activity.<br>3. Elicit answers and other examples of sentences using *so* and *however.* Write a few examples on the board.<br>**CORE**<br>**Feedback**<br>On the board write two incorrect sentences with *so* and *however* and discuss with the class why they are wrong.<br>**Answers**<br>introduce a different or contrasting opinion: *however*; show that an idea follows logically from what was said before: *so* |
| | **Differentiation activities (Support):**<br>1. If necessary, show some simpler sentences to help learners identify and work out the use of the linkers, for example *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.* |
| | **Differentiation activities (Stretch):**<br>1. Learners write some sentences of their own using *so* and *however.* |
| **Coursebook page 15** | **Writing: Activity 5**<br>1. Learners read through Activity 5 to decide the answers.<br>2. Read the text aloud and elicit the correct answers. Elicit also where the words go in a sentence.<br>**CORE**<br>**Feedback**<br>Have volunteer learners call out answers after they raise their hands. As you monitor, gently correct learners.<br>**Answers**<br>1 so; 2 However; 3 so; 4 so; 5 However<br>*So* goes in the middle of a sentence; *however* goes at the beginning of a sentence |
| **Coursebook page 15** | 1. Have a volunteer learner read the Writing tip box.<br>2. Ask learners to give you an example with a linking word.<br>**CORE**<br>**Feedback**<br>Write answers given by learners on the board.<br>**Answers**<br>Learners' own answers |

**Workbook page 15**

**Workbook: Activity 3**

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.

| In an essay, I: | Examples: |
|---|---|
| use linking words | |
| use linking phrases | |
| state my topic | |
| argue both sides | |
| give my opinion | |
| write enough paragraphs | |

5. Have learners complete Activity 3 in their Workbooks. Remind them to refer to the table on the board.

**CORE**

**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.

**Answers**

Learners' own answers

**Differentiation activities (Support):**

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 *so* and *however,* 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):**<br>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 | Learner 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, *if when, unless, although*).

| LESSON PLAN | | LESSON: 11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 1** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read a short letter from a penpal and work out the meaning of new vocabulary from context.<br>**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 ...**<br>• read a short letter and show understanding of the vocabulary and empathise with the author<br>• talk about recent personal events. |
| **Link to prior learning:**<br>• Knowledge of different cultures and the life of children in other countries<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *recently, penpal, operation, wheelchair, white-water rafting*<br>**Key expressions/structure:** Question forms | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 16<br>Workbook page 16 | | |

## UNIT 1 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask: *What's good about having friends in other countries?* Find out if any learners do have foreign friends or penpals and how they communicate. |
| **Resources** | **Main activity** |
| **Coursebook page 16** | **Reading: Activity 1**<br>1. Ask learners to read quickly for gist.<br>2. Then ask the question and elicit some things your learners have in common with Matt.<br>**Feedback**<br>Receive answers by asking learners to raise their hands.<br>**Answers**<br>Learners' own answers |
| **Coursebook Page 16** | **Reading: Activity 2**<br>1. Have learners read the text again to do the vocabulary activity.<br>2. Explain that learners should work out the meanings of the words from context.<br>3. Learners can work in groups. Check answers as a class.<br>**CORE**<br>**Feedback**<br>Write answers on the board for learners to check against as you ask individual learners for them.<br>**Answers**<br>1 penpal; 2 recently; 3 white-water rafting; 4 operation; 5 wheelchair |
| **Workbook page 16** | **Workbook: Activity 1**<br>1. Ask learners to complete the sentences to consolidate the new vocabulary.<br>2. Check answers as a class.<br>**DESIRABLE**<br>**Feedback**<br>Have learners check their answers with a partner.<br>**Answers**<br>1 white-water rafting; 2 penpal; 3 recently; 4 operation; 5 wheelchair |
| | **Differentiation activities (Stretch):**<br>1. These learners can write sentences of their own using the new words. |

| | |
|---|---|
| **Coursebook**<br>**Page 16** | **Speaking: Activity 3**<br>1. Have learners look at the photo of white-water rafting and ask if they would like to try it.<br>2. Ask learners if they have done anything exciting and if so what it was and when.<br>3. Explain to learners that they have to prepare something interesting they could tell a penpal about themselves. Write these prompts on the board: *Where? When? Who with? What happened?* Ask learners to think about how to answer them.<br>4. Have learners work in groups of four and take it in turns to tell each other about the interesting event.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| **Workbook**<br>**page 16** | **Workbook: Activity 2**<br>1. Using the things learners talked about, explain that they have to make notes on their interesting event.<br>**DESIRABLE**<br>**Feedback**<br>Ask volunteer learners to read their sentences to the class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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):**<br>1. These learners should be expected to contribute more and give more detail and tension to their accounts. |
| **Coursebook**<br>**page 16** | **Writing: Activity 4**<br>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.<br>2. Elicit the kind of things they would like to know about children from another country.<br>**CORE**<br>**Feedback**<br>Have learners raise their hands to give their answers.<br>**Answers**<br>Learners' own answers |

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|---|---|
| **Workbook page 16** | **Workbook: Activity 3**<br>1. Have learners write some of the questions they would like to ask in the Workbooks.<br>**CORE**<br>**Feedback**<br>Monitor as they write, and give support as necessary. Have learners tell the class some of the questions they wrote.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs to help stimulate ideas, and to formulate the questions. |
| | **Differentiation activities (Stretch):**<br>1. These learners should work individually and write more questions. |
| **Resources** | **Plenary** |
| | 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 | Learner 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:**<br>**Reading:** To match questions and answers. To identify the purpose of a letter. To identify the structure of a letter.<br>**Speaking:** To give personal information. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify suitable questions and appropriate information to include in a letter to a penpal<br>• work out the meaning of new vocabulary using context for help<br>• identify the overall purpose of a letter<br>• identify the structure of a letter and function of each paragraph. |
| **Link to prior learning:**<br>• Some knowledge of life in other countries<br>**21st Century Skills:**<br>• 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:**<br>• 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:** *modern, hobby, rowing, residential, shelter*<br>**Key expressions/structure:** Preferences and daily routines | | |
| **Resources/equipment needed:**<br>Coursebook pages 16–17<br>Workbook page 17 | | |

## UNIT 1 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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**<br>1. 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.<br>2. Tell learners they have to match Matt's questions with Heng Yu's answers.<br>3. Place learners in pairs and have them complete the activity.<br>4. Have learners check their answers in pairs before you check with the whole class.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>1C; 2D; 3B; 4E; 5F; 6G; 7I; 8A; 9H |
| | **Differentiation activities (Support):**<br>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 (*food* and *travel* are in the first two answers, the names of the lessons in the third). |
| | **Differentiation activities (Stretch):**<br>1. Ask fast-finishers to write short paragraphs about themselves in reply to two of Matt's questions. |
| **Coursebook page 17** | **Speaking: Activity 6**<br>1. Place learners in pairs and have them complete the activity.<br>**DESIRABLE**<br>**Feedback**<br>Monitor pairs and make notes of any issues that cause communication problems. Give feedback individually or in a Plenary at the end.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. These learners could work in small groups to answer as many questions as they can. |
| | **Differentiation activities (Stretch):**<br>1. These learners should answer more fully; encourage them to add other questions. |
| **Workbook page 17** | **Workbook: Activity 4**<br>1. Have learners work individually to read the letter.<br>2. Discuss with the class the purpose of the letter, and ask what helped them decide. |

| | |
|---|---|
| | **CORE**<br>**Feedback**<br>Have learners give evidence for all answers given.<br>**Answers**<br>Sylvia is writing to Nahla to introduce herself. |
| **Workbook page 17** | **Workbook: Activity 5**<br>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.<br>2. Check answers as a class.<br>**CORE**<br>**Feedback**<br>Have learners work in pairs to complete the activity.<br>**Answers**<br>**Activity 5:** 1 modern; 2 hobbies; 3 adventure novels; 4 trip; 5 shelter building |
| **Workbook page 17** | **Workbook: Activity 6**<br>1. Have learners read the letter again to determine the structure of the letter, and the purpose of each paragraph.<br>2. Discuss answers as a class. Ask learners what helped them to decide.<br>**CORE**<br>**Feedback**<br>Challenge learners to think about the process they followed to find the answers. Model the thinking process you used to find the answers yourself.<br>**Answers**<br>**Activity 6:** 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. |
| | **Differentiation activities (Support):**<br>1. Work with these learners in a group to guide them to identify the purpose of each paragraph in Activity 6. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write sentences of their own using the vocabulary in Activity 5. |
| **Resources** | **Plenary** |
| | 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. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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 groups of peers and other English speakers easily conversing in English.

(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.

| LESSON PLAN | | LESSON: 13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 1** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**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 ...**<br>• apply the structure of a personal letter<br>• plan, write, edit and rewrite a letter to a penpal. |
| **Link to prior learning:**<br>• Previous preparatory lessons on writing to a penpal<br>**21st Century Skills:**<br>• 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:**<br>• 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:**<br>Coursebook page 18<br>Workbook page 18 | | |

## UNIT 1 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Tell learners they are going to write a letter to a penpal.<br>2. Ask what kind of things they would want to tell their penpal, and the questions they might ask.<br>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**<br>1. Ask learners to look at Matt's letter again on page 16. Elicit that the address and date is missing.<br>2. Ask learners to read the Writing tip and then the example addresses.<br>3. Have learners write their own address, the date and a greeting to start off their letters.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>**Activity 1:** The address and date are missing;<br>**Activity 2:** Learners' own answers |
| **Workbook page 18** | **Workbook: Activity 1**<br>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.<br>2. Have learners complete the activity.<br>**DESIRABLE**<br>**Feedback**<br>When learners have completed the activity, go through some of the questions and have volunteers give you their answers.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. This preparation activity is important for these learners as it gives them support with content.<br>2. Allow a few extra minutes for them to complete the activity or have them work in pairs. |
| | **Differentiation activities (Stretch):**<br>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** | **Writing: Activity 3**<br>1. Have learners work individually to write their letters.<br>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.<br>3. Have learners choose a phrase to end their letter.<br>**CORE**<br>**Feedback**<br>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).<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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. |
| | **Differentiation activities (Stretch):**<br>1. These learners should be encouraged to use the same structure, but ask for longer and more detailed paragraphs. |
| **Coursebook page 18** | **Writing: Activity 4**<br>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.<br>2. Learners could swap letters at the end of the class and mark their peers' letters for homework.<br>**DESIRABLE**<br>**Feedback**<br>Circulate and check that learners are correcting their peers' work accordingly. Help and gently correct where necessary.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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):**<br>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 | Learner 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.

| LESSON PLAN | | LESSON: 14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 1** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To identify the source of a text and its main points.<br>**Listening:** To identify speakers' attitude and opinion.<br>**Speaking:** To discuss both sides of an argument. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify the key points of a newspaper article<br>• identify the viewpoint of speakers from short listening texts<br>• take part in a group discussion and express an opinion<br>• write a short text making a structured argument with balanced views and a conclusion. |
| **Link to prior learning:**<br>• Different methods of learning<br>**21st Century Skills:**<br>• 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) *so, however*<br>**Key expressions/structures:** (Revision) verb + *to* + infinitive | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 19<br>Workbook pages 19–20<br>Audio Track 4<br>Workbook Audio Tracks 2–3 | | |

## UNIT 1 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Introduce the topic of school exchange trips and elicit what learners already know about them.<br>2. 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.<br>3. Discuss whether or not the learners would like to go on an exchange trip and, if so, to which country. |
| **Resources** | **Main activity** |
| **Coursebook page 19** | **Reading: Activity 1**<br>1. Have learners read the text and ask where they would expect to see it.<br>2. Ask what features of the text helped them decide.<br>**CORE**<br>**Feedback**<br>Check answers by asking learners to give you their answers.<br>**Answers**<br>**Activity 1:** in a newspaper |
| | **Reading: Activity 2**<br>1. Place learners in pairs and have them read a second time to complete the true/false activity.<br>2. Check answers as a class.<br>**CORE**<br>**Feedback**<br>Have learners explain where they found their answers. Then discuss some of the answers briefly.<br>**Answers**<br>1T; 2F; 3T; 4DS; 5T; 6DS |
| **Coursebook page 19**<br>**Audio Track 4** | **Listening: Activity 3**<br>1. Introduce the activity and play the audio 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'm really enjoying it all*).<br>2. Play the rest of the audio.<br>3. Ask learners to give you the answer. Focus on the key words where problems arise.<br>**CORE**<br>**Feedback**<br>Have learners focus on and note down the key words in the recordings so that they understand where the answers come from.<br>**Answers**<br>1 ✓; 2?; 3 ✓; 4 ✗; 5 ✓; 6 ? |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Play the audio more times, if necessary. You can also break it up into smaller chunks by pausing the recording. |
| **Workbook page 19**<br>**Workbook Audio Track 2** | **Workbook: Activity 1**<br>1. Direct learners to the Workbook activity. Explain that the texts are from the recordings they just heard.<br>2. Have learners read and complete the transcript.<br>3. Play the audio again for learners to check their answers.<br>**DESIRABLE**<br>**Feedback**<br>Write answers on board for learners to check against.<br>**Answers**<br>1 to learn; 2 to stay; 3 to get; 4 to have; 5 to make; 6 to be |
| **Workbook page 19**<br>**Workbook Audio Tracks 2–3** | **Workbook: Activity 2**<br>1. Briefly revise *so* and *however* then ask learners to read and complete the texts.<br>2. Elicit and discuss answers, then play the audio for learners to check.<br>**DESIRABLE**<br>**Feedback**<br>Write answers on board for learners to check against.<br>**Answers**<br>1 so; 2 However; 3 so; 4 However; 5 so; 6 However |
| **Workbook page 20** | **Workbook: Activity 3**<br>1. Have learners complete the framework using their own ideas. Remind them to use *so* and *however* where appropriate.<br>**EXTENSION**<br>**Feedback**<br>Ask one or two learners to read out their completed work. Give encouragement and direction for improvement.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. If the writing is too demanding, these learners work in a group to develop an argument orally, using the framework. |
| | **Differentiation activities (Stretch):**<br>1. Encourage learners to add more points to develop their argument. |

| | |
|---|---|
| **Coursebook page 19** | **Speaking: Activity 4**<br>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.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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):**<br>1. Have these learners prepare notes on what they have discussed. |
| **Resources** | **Plenary** |
| **Workbook page 20** | **Workbook: Activity 4**<br>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.<br>2. Use some answers as a basis for a discussion. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | 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:**<br>• To test vocabulary and grammar introduced in the unit. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• receive feedback on their progress from the test and teacher. |
| **Link to prior learning:**<br>• Lexis and grammar in Unit 1<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Revision<br>**Key expressions/structures:** Revision | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook pages 6–20 | | |

## UNIT 1 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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 learned some of the vocabulary and grammar in the unit.<br>2. Give them the opportunity to look back over the unit to prepare. |
| **Resources** | **Main activity** |
| **Coursebook page 20** | **Review: Activities 1–5**<br>1. Learners work quietly to complete the activities, first independently and then in small groups.<br>**CORE**<br>**Feedback**<br>Collect for assessment. Give individual feedback and guidance.<br>**Answers**<br>**Activity 1:** 1F; 2E; 3A; 4B; 5D; 6C<br>**Activity 2:** 2 at remembering; 3 for chatting; 4 by listening; 5 of asking; 6 in learning<br>**Activity 3:** My penpal went on a school exchange trip. He's learning Spanish and he loves football so he wanted to go to Brazil. However, they speak Portuguese in Brazil! In the end he went to Spain and had a fantastic time. However, he didn't learn much Spanish because his host family spoke very good English so they never spoke Spanish together.<br>**Activity 4:** Learners' own answers.<br>**Activity 5:** Learners' own answers, but the sentences should all continue with *to* followed by an infinitive. |
| | **Differentiation activities (Support):**<br>1. Give sufficient time for learners to complete the activity.<br>2. 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):**<br>1. 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.<br>2. Have these learners choose a lesson they particularly enjoyed and have them make notes about it. |
| **Resources** | **Plenary** |
| | 1. Encourage learners to reflect on what they have enjoyed and learned while studying this unit.<br>2. Ask about anything they didn't enjoy, and encourage them to explain why.<br>3. 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 | Learner 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*).

(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: 1** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To discuss in groups the planning of a project. To conduct interviews as part of research.<br>**Reading:** To research information for a project.<br>**Writing:** To plan and design a webpage. | • work cooperatively in groups to plan, research and design a webpage. |

**Link to prior learning:**

- Knowledge of websites, and the school: previous experience of projects

**21st Century Skills:**

- 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:** *proposal*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- 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 *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 21** | 1. Discuss projects that learners have done in Grade 7. Introduce the new project.<br>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**<br>1. Discuss with the whole class possible topics for the website. Look through those suggested and elicit others relevant to your school.<br>2. 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.<br>3. Distribute the topics, one to each group. Learners can express particular interest in topics but as many different topics as possible should be covered, with no duplication.<br>4. Groups do initial planning to decide what they want to include and what research they will need to do.<br>**CORE**<br>**Feedback**<br>Monitor groups. Remind them to let everyone contribute according to their ability. |
| | **Differentiation activities (Support):**<br>1. Give these learners support within the groups as necessary. |
| | **Differentiation activities (Stretch):**<br>1. These learners can take more responsibility within the groups. |
| **Coursebook page 21** | **Preparation: Activity 3**<br>1. Have groups organise the research they need to do. (See notes on differentiation below.)<br>2. Have individuals do the research. (This may require time outside of lessons.)<br>**DESIRABLE**<br>**Feedback**<br>Monitor the research being done and give support and guidance, where necessary. |
| | **Differentiation activities (Support):**<br>1. Encourage groups to divide up research appropriately. Learners who are shy are not the best suited to interview staff. Those who are strong academically would be better at doing research with written texts. Those who are less academically able can do the search for photos and other visual aids. |
| **Coursebook page 21** | **Preparation: Activities 4 and 5**<br>1. Ask individuals to report back to their groups with the results of their research. They work as a group to plan what they want on their webpage.<br>2. Have learners prepare their presentations for the next lesson. Make available the materials and equipment they require.<br>**CORE**<br>**Feedback**<br>Monitor groups. Remind them to let everyone contribute according to their ability. |

| Resources | Plenary |
|---|---|
| | 1. Discuss with the class the progress they have made so far with their projects.<br>2. Ask about any interesting things they have found through their research.<br>3. 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 | Learner 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.

(G8.4.4.1.1) 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:**<br>**Listening:** To evaluate an oral presentation and formulate questions.<br>**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 ...**<br>• give a clear presentation based on their project<br>• evaluate presentations and ask questions for clarification. |
| **Link to prior learning:**<br>• Experience of previous project presentations<br>**21st Century Skills:**<br>• Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project<br>• 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:** *proposal* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 22<br>Audiovisual materials for use in the presentations, for example, board, PowerPoint | | |

## UNIT 1 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Explain to learners how the lesson will proceed.<br>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.<br>3. Then they will ask the presenter any questions.<br>4. Finally, they will decide which webpages were the best to include on the website.<br>5. Give time for last-minute preparations and questions the learners have. |
| **Resources** | **Main activity** |
| **Coursebook page 22** | **Presentation: Activities 6–8**<br>1. Have groups give their presentations in turn. Ensure that other learners make notes as they listen.<br>2. After each presentation, allow a few minutes for questions. Then elicit some feedback on the presentation from the rest of the class.<br>**CORE**<br>**Feedback**<br>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):**<br>1. These learners can assist in the presentations. (Give encouragement for any contributions they make.) |
| | **Differentiation activities (Stretch):**<br>1. These learners should be leading the presentations, and supporting others in their group. |
| **Resources** | **Plenary** |
| **Coursebook page 22** | **Presentation: Activity 9**<br>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.<br>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 | Learner 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:**<br>**Speaking:** To describe shops and services in a town.<br>**Vocabulary:** To read and match vocabulary. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• recognise and spell the target vocabulary<br>• talk about shops and services in their town. |
| **Link to prior learning:**<br>• Previous exposure to the topics of home and town<br>**21st Century Skills:**<br>• 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:** *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*<br>**Key expressions/structures:** *There is, there are, next to the ..., opposite the ..., on the left, on the right* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners often confuse *is* and *are* when using the structure *There is/are* … The teacher can write the words *is* and *are* on different sides of the board and point each time this error is made so that learners can self-correct. | | |
| **Resources/equipment needed:**<br>Coursebook page 23–24<br>Workbook page 21 | | |

## UNIT 2 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the learners where they live and what they like or don't like about their area.<br>2. Ask the learners what facilities there are nearby and how often they use them. |
| **Resources** | **Main activity** |
| **Coursebook page 23** | **Speaking: Activity 1**<br>1. 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.<br>2. Brainstorm with the class some words for different shops and write them on the board. What can they buy in those shops?<br>**CORE**<br>**Feedback**<br>Ask: *Are there many shops where you live? What kinds of shops are there? What can you buy there? Do you use them often? Is there a market/souq? Is there a shopping mall?*<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Ask learners specific questions about shopping, for example: *Where do you buy your clothes? Where do you buy your food? Where do you get money?* |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to describe their favourite shops in as much detail as possible. |
| **Coursebook page 24** | **Vocabulary: Activity 2**<br>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.<br>2. Match each shop with the correct place on the plan.<br>3. Ask learners if they can think of any other shops to add to the list.<br>**CORE**<br>**Feedback**<br>Check answers as a class by asking volunteer learners to call out answers. Ask learners what they can buy in each shop.<br>**Answers**<br>1n; 2t; 3p; 4i; 5o; 6m; 7k; 8a; 9l; 10j; 11r; 12s; 13c; 14g; 15h; 16e;17q;18d;19f; 20b |
| | **Differentiation activities (Support):**<br>1. Draw some pictures on the board (money, stamps, books).<br>2. Help learners to match the pictures with the shops. Ensure that they say the name of the shop. |
| | **Differentiation activities (Stretch):**<br>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**<br>1. Ask learners to work with a partner. Ask them to say which shops and services there are near their school.<br>2. Encourage them to add as much detail as possible.<br>3. Circulate, checking for correct pronunciation and use of language. |

| | |
|---|---|
| | **DESIRABLE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| **Workbook**<br>**Page 21** | **Workbook: Activity 1**<br>1. Learners work with a partner to match the shop with the picture orally.<br>2. Learners can write the answers for homework.<br>**DESIRABLE**<br>**Feedback**<br>Place learners in groups to complete the activity. The group which finishes first gives the answers to the rest of the class.<br>**Answers**<br>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):**<br>1. Learners use the sentences as a model to read the dialogue, substituting different shop words and locations. |
| | **Differentiation activities (Stretch):**<br>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: *stamps;* learners should say: *post office*.<br>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 | Learner 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:**<br>**Speaking:** To describe the services provided by the shops in the town.<br>**Reading:** To read and complete sentences.<br>**Writing:** To write questions and answers about shops and services. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• ask and answer questions about shops and services in the town<br>• use the *to have something done* structure to describe services. |
| **Link to prior learning:**<br>• Previous exposure to the topics of home and town<br>**21st Century Skills:**<br>Not applicable | | |
| **Key vocabulary:** *barber's, dry cleaner's, pharmacy, bakery, florist's, jeweller's, shoe shop, supermarket, newsagent's, bookshop, sports shop, gym, post office, bank, garage deliver, clean, cut, measure, design, prepare, repair, check, weigh, wash, make*<br>**Key expressions/structures:** *to have something done; where can you have something done?* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• This pattern is not the same as the present perfect or past perfect tense, although it may be confused with it. We use *have* + object + *-ed* 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:**<br>Coursebook pages 23–24<br>Workbook page 22 | | |

## UNIT 2 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Place learners in small groups, with one learner writing.<br>2. Have learners brainstorm how many shops they remember from the previous lesson. Set a time limit of one minute.<br>3. Have groups give answers to the class and write answers on the board.<br>4. 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**<br>1. Read the sentences first and explain any new vocabulary. Ask learners to complete the sentences with the correct shop or service.<br>2. Then, ask learners to compare their answers with a partner.<br>**CORE**<br>**Feedback**<br>Learners should raise their hands to answer.<br>**Answers**<br>2 bank; 3 barber's/hairdresser's; 4 shoe shop; 5 garage; 6 florist's; 7 sports shop; 8 post office |
| **Coursebook page 24** | **Coursebook: Activity 5**<br>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).<br>2. Ask learners how the past participle is formed. On the board write: *write*, *play*, *run*, *listen*, *cut*. Have learners say the past participle forms of these verbs.<br>3. On the board, write: *I have my (car) (fixed) at the (garage)*.<br>4. Have learners use the structure to make sentences.<br>5. Direct attention to Activity 5. Focus on the verbs listed and ask the learners to tell you their past participle form.<br>6. Ask learners to complete the paragraph about Stella Stardust using the past participles of the verbs in the box.<br>7. Check answers as a class.<br>**CORE**<br>**Feedback**<br>When learners give their answers, write them on the board for the learners to check against.<br>**Answers**<br>2 made; 3 washed; 4 delivered; 5 prepared; 6 cleaned; 7 repaired |
| | **Differentiation activities (Support):**<br>1. Have learners make a small list in their notebooks of regular and irregular verbs in the infinitive and past participle. |
| | **Differentiation activities (Stretch):**<br>1. Learners create extra sentences to add to the paragraph. |

| | |
|---|---|
| **Workbook page 22** | **Workbook: Activity 2**<br>1. Explain that learners have to make sentences from the table in their notebooks.<br>2. Have a volunteer learner read the example.<br>3. Place learner in pairs and have them complete the activity. Explain that they do not need to use all the prompts.<br>4. Have each pair read their answers to the class.<br>**DESIRABLE**<br>**Feedback**<br>Check as a class by targeting questions at individual learners.<br>**Answers**<br>Learners' own answers |
| **Workbook page 22** | **Workbook: Activity 3**<br>1. Explain that learners have to unscramble the words in the given activity.<br>2. Demonstrate to the class using the example. Then place learners in pairs to complete the activity.<br>3. Check answers as a class.<br>**DESIRABLE**<br>**Feedback**<br>Check as a class by targeting questions at individual learners.<br>**Answers**<br>2 pharmacy; 3 jeweller's; 4 bakery; 5 shoe shop; 6 newsagent's; 7 garage; 8 post office; 9 bank; 10 coffee shop |
| **Workbook page 22** | **Workbook: Activity 4**<br>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.<br>2. Write the answers on the board as learners give them.<br>**DESIRABLE**<br>**Feedback**<br>Check as a class by targeting questions at individual learners.<br>**Answers**<br>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):**<br>1. Learners can do the activities at their pace and complete them when checking as a class. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write a paragraph using Workbook Activity 4 as a model. |
| **Resources** | **Plenary** |
| **Coursebook page 23** | 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.<br>2. Say: *You can have your car repaired here.* Learners should call out: *The garage.*<br>3. Have learners complete the activity with their partners.<br>4. Monitor to ensure that learners are using the *to have something done* structure. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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:**<br>**Speaking:** To talk about the differences between a souq and a mall.<br>**Reading:** To read for gist and specific detail. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• describe the differences between a mall and a souq<br>• describe a place using senses such as hearing, feeling and smelling<br>• understand a text after reading for gist. |
| **Link to prior learning:**<br>• Build on learners' understanding and application of reading strategies<br>**21st Century Skills:**<br>• Global Awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing | | |
| **Key vocabulary:** *jewellery, bracelets, necklaces, rice, dried fruits, nuts, herbs, spices, dried chillis*<br>**Key structures:** Sensory vocabulary used to describe places | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 25<br>Workbook page 23 | | |

## UNIT 2 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 25** | **Speaking: Activity 1**<br>1. Using the question in this activity, hold a classroom discussion.<br>2. Encourage learners to express themselves using as many adjectives as they can.<br>3. Write these adjectives on the board and ask which of the five senses they appeal to; for example, *noisy – hearing*. |
| **Resources** | **Main activity** |
| **Coursebook page 25** | **Reading: Activity 2**<br>1. Direct learners to the Reading strategy box and ask a volunteer learner to read it aloud. Explain anything that learners may not have understood.<br>2. 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.<br>**CORE**<br>**Feedback**<br>1. Feed back as a class by inviting learners to offer their answers.<br>**Answers**<br>jewellery like bracelets and necklaces; rice; dried fruits; nuts; herbs; spices; dried chillis |
| | **Differentiation activities (Support):**<br>1. Give learners longer to read the text.<br>2. Ask specific questions regarding items they can buy during feedback to guide their comprehension; for example: *Can you buy food? What type of food?* |
| | **Differentiation activities (Stretch):**<br>1. Ask learners for more detail during feedback; for example: *What other things did the writer mention? What can you see? What can you smell?* |
| **Coursebook page 25** | **Reading: Activity 3**<br>1. Explain to learners that they are now reading for detail.<br>2. Tell them to underline key words in the questions so that this will guide them to the correct answer.<br>3. Tell learners to underline the answers and circle any unknown words in the text.<br>4. Circulate and monitor.<br>**CORE**<br>**Feedback**<br>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.<br>**Suggested answers**<br>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 brightly coloured herbs and spices. They can smell spices (cardamom and saffron). They can hear old men talk in Arabic. |
| | **Differentiation activities (Support):**<br>1. This activity can be done step by step, guided by the teacher with immediate feedback. |

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|---|---|
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write full sentences for their answers. |
| **Workbook page 23** | **Workbook: Activity 1**<br>1. Explain that learners should read the conversation and match the missing sentences.<br>2. Have learners read the sentence aloud to each other to check the answers in pairs.<br>**DESIRABLE**<br>**Feedback**<br>Have a volunteer pair roleplay in front of the class. If they have incorrect answers, have the class correct them.<br>**Answers**<br>2 You don't read books.<br>3 If only we had a new DVD shop.<br>4 If only we had a sports shop.<br>5 A leisure centre would be good, too.<br>6 If only we had a swimming pool. |
| | **Differentiation activities (Support):**<br>1. Have learners complete the activity in pairs. |
| | **Differentiation activities (Stretch):**<br>1. These learners can write a similar dialogue as in Activity 1. |
| **Resources** | **Plenary** |
| **Workbook page 23** | **Workbook: Activity 2**<br>1. Hold a class discussion on the topic. Write a few of the points that learners raise on the board.<br>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 | Learner 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:**<br>**Listening:** To listen for detail.<br>**Writing:** To describe a plan. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• describe their shopping mall<br>• say why they are visiting the mall and what they need to have done there. |
| **Link to prior learning:**<br>• Previous exposure to the topics of home and town<br>**21st Century Skills:**<br>• Critical Thinking and Problem Solving: Reinforce systems thinking and the interconnection of listening, speaking, reading and writing in English. | | |
| **Key vocabulary:** *bargain, fabric, fashion, saris, pashminas, textile, silk, cotton, satin, velvet, designer, labels, range, overcrowded*<br>**Key expressions/structure:** *the place to come, day off, choose from, endless range* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 26<br>Workbook page 24<br>Audio Track 5 | | |

## UNIT 2 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners if they remember the statistics from the previous lesson about the popularity of malls.<br>2. Ask them if they remember who prefers shopping in the souqs and why?<br>3. Ask if anyone can explain the differences between malls and souqs. Encourage learners to use adjectives. |
| **Resources** | **Main activity** |
| **Coursebook page 26**<br>**Audio Track 5** | **Listening: Activity 4**<br>1. Ask learners if they know the words in the word box and explain them if necessary.<br>2. Ask learners to complete the paragraph as best they can.<br>3. Play the audio and have learners check their answers.<br>**CORE**<br>**Feedback**<br>Ask learners what made them decide which word went where in the text.<br>**Answers:**<br>2 saris; 3 pashminas; 4 fashion; 5 bargain |
| | **Differentiation activities (Support):**<br>1. Read the text aloud as the learners read it.<br>2. Allow them time to write their answers.<br>3. Do this as many times as they need.<br>4. Learners then check with a partner before listening to the recording. |
| | **Differentiation activities (Stretch):**<br>1. Tell learners to cover the words in the word box and try to fill in the gaps.<br>2. They listen to the recording and check answers. |
| **Coursebook page 26** | **Writing: Activity 5**<br>1. Explain to learners that they will be designing their own shopping mall.<br>2. Explain that they can add as many shops as they like and can locate them wherever they like.<br>3. Place learners in groups and have them complete the activity.<br>**CORE**<br>**Feedback**<br>Have groups exchange shopping mall plans. Ask group leaders to read out their paragraphs from activity 6.<br>**Activity 5:**<br>Learners' own answers |

| | |
|---|---|
| **Coursebook page 26** | **Writing: Activity 6**<br>1. Ask learners to imagine they are in their mall because they need to have some things done.<br>2. Ask some learners: Why have you come to this mall? What do you need to have done?<br>3. Place learners in groups and have them write about which shops they will visit and what they will do there.<br>**CORE**<br>**Feedback**<br>Circulate and monitor to check for proper use of vocabulary and grammar.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners can write only a few sentences about their mall. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write about their favourite mall and what they do there. |
| **Workbook page 24** | **Workbook: Activity 3**<br>1. Ask learners to tell you the difference between a noun and an adjective.<br>2. Place learners in pairs and have them complete the activity.<br>3. Check answers as a class.<br>**DESIRABLE**<br>**Feedback**<br>Have learners work in pairs to complete the activity.<br>**Answers**<br>adjectives: *heavy; giant; golden; sparkling; rich; small; covered; old; rough; dried; brightly; coloured; ancient*<br>nouns: *market; jewellery; style; necklaces; bracelets; choice; evening; lights; windows; cave; lesson; lanes; men; rice; fruit; nuts; cardamom; saffron; aroma; sights; sounds; smells; times* |
| **Workbook page 24** | **Workbook: Activity 4**<br>1. Place learners in pairs and have them write their sentences.<br>2. Have learners read out their sentences.<br>**EXTENSION**<br>**Feedback**<br>Ask pairs to give their answers to the class. Write answers on the board.<br>**Activity 4**<br>Learners' own answers |
| **Resources** | **Plenary** |
| **Workbook page 24** | 1. Hold a class discussion on where learners prefer to shop and why. Ask: *Do you prefer the souqs or a mall to do your shopping?* |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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:**<br>**Reading:** To understand different opinions and answer questions.<br>**Speaking:** To give opinions on subjects such as describing places, and expressing agreement and disagreement.<br>**Writing:** Altering vocabulary while retaining meaning. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• talk about the positive and negative aspects of the local town environment. |
| **Link to prior learning:**<br>• Previous exposure to the topics of home and town<br>**21st Century Themes:**<br>• Global Awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening and writing | | |
| **Key vocabulary:** *friendly/unfriendly, clean/dirty/smoky, quiet/noisy/busy/crowded, boring/interesting/exciting, traffic, pollution, noise, dangerous*<br>**Key expressions/structure:** *quite/very* + adjective; the second conditional | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 27–28<br>Workbook page 25<br>Strips of paper | | |

## UNIT 2 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 27** | 1. Draw learners' attention to the title *Town or country?*<br>2. Make sure they understand the difference between the two concepts – town/city and country/countryside.<br>3. Divide the class in half.<br>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.<br>5. Feed back with the whole class to check responses and that they understand new words.<br>6. Briefly discuss which words are positive and which are negative. |
| **Resources** | **Main activity** |
| **Coursebook page 27** | **Reading: Activity 1**<br>1. Ask learners to look at the text *Do you prefer the country or the city?* and ask them to predict what the text is going to be about.<br>2. Ask them to quickly read the text and decide who they agree with. Set a time limit of three minutes.<br>**CORE**<br>**Feedback**<br>Learners briefly compare their answers with their partner as they justify their answers.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Place learners in pairs and divide the reading text between them.<br>2. They work with a partner from the other group to share answers and complete the questions.<br>3. Alternatively, set a longer time limit. |
| | **Differentiation activities (Stretch):**<br>1. Explain to the learners that they are reading for gist.<br>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.<br>3. Set them a one- or two-minute time limit depending on ability. |
| **Coursebook page 27** | **Reading: Activity 2**<br>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.<br>2. Check the answers as a class.<br>3. Ask learners to justify their opinions. Ask what helped them decide on their answers.<br>**CORE**<br>**Feedback**<br>Check the answers as a class by inviting learners to offer their answers.<br>**Answers**<br>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. |

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|---|---|
| | **Differentiation activities (Support):**<br>1. Learners answer as many questions as they can. |
| | **Differentiation activities (Stretch):**<br>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** | **Reading: Activity 3**<br>1. Ask learners to find and underline the sentences from this activity in the reading text to contextualise the sentences.<br>2. Then have learners work individually to find the sentences in the text that mean the same.<br>**CORE**<br>**Feedback**<br>When learners have finished, ask them to compare their sentences with a partner. Check as a class by targeting questions at individual learners.<br>**Example answers**<br>1 You have to get your parents to take you places in the car; 2 I used to live 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):**<br>1. Prepare the sentences from both the text and the answer key on strips of paper without any underlining.<br>2. Ask learners to match the sentences with the same meaning.<br>3. Then ask them to underline the phrases in each sentence that can be substituted. |
| | **Differentiation activities (Stretch):**<br>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**<br>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.<br>**CORE**<br>**Feedback**<br>Have learners work in pairs. Circulate and check answers.<br>**Answers**<br>Adjectives: clean; interesting; busy; exciting; quiet; dirty; boring; smoky; dangerous; noisy; crowded<br>Nouns: noise; pollution; crime |

| | |
|---|---|
| **Workbook page 25** | **Workbook: Activity 2**<br>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.<br>2. Then add the new words listed in Activity 2. To save time, explain unknown words, otherwise have learners resort to their dictionaries.<br>**CORE**<br>**Feedback**<br>Have learners work in pairs. Circulate and check answers.<br>**Answers**<br>Positive: clean; interesting; exciting; quiet; peaceful; relaxing; safe; attractive; lively<br>Negative: busy; quiet; dirty; smoky; dangerous; noisy; crowded; ugly; stressful; overcrowding; vandalism; graffiti; traffic; noise; pollution; crime |
| **Resources** | **Plenary** |
| | 1. Hold a class discussion on the advantages/disadvantages of living in the country/city. Write adjectives on the board.<br>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: *The city is very noisy but the country is much quieter.* |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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:**<br>**Vocabulary:** To use adjectives and nouns in sentences.<br>**Speaking:** To express preferences about the future. To ask and answer questions about hypothetical situations.<br>**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 ...**<br>• describe where they live and comment on the positive and negative aspects of the local town environment<br>• express ideas about life in the future. |
| **Link to prior learning:**<br>• Previous exposure to the topics of home and town<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *friendly/unfriendly, clean/dirty/smoky, quiet/noisy/busy/crowded, boring/interesting/exciting*<br>**Key expressions/structures:** *quite/very* + adjective; the second conditional | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>Learners often make the mistake of putting *would* in the *if* clause:<br>*If **you studied** more, your English would get better.* ~~you would study~~<br>• *If **I had more time**, I would take up golf.* ~~I would have~~ | | |
| **Resources/equipment needed:**<br>Coursebook pages 27–28<br>Workbook page 26 | | |

## UNIT 2 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Revise the previous lesson's vocabulary by calling out adjectives – for example, *dirty, friendly, boring* – and asking learners to give you the adjectives with the opposite meaning.<br>2. Write the adjectives from the previous lesson on the board.<br>3. Write on the board *quite* and *very.* Check that learners understand the function and structure of these words (known as *qualifiers* or *intensifiers*).<br>4. Ask learners to use a qualifier and an adjective to describe their town/city; for example, *quite busy; very noisy*. |
| **Resources** | **Main activity** |
| **Coursebook pages 27–28** | **Vocabulary: Activity 4**<br>1. 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.<br>2. Have learners explain the difference between the two sets of words: adjectives and nouns.<br>3. 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.<br>4. 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.<br>5. Choose an adjective and a noun from the list and use them to write a sentence on the board; for example, *My town is quite friendly, but there's too much pollution.*<br>6. 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.<br>7. Encourage them to use the qualifiers *quite* and *very*.<br>**CORE**<br>**Feedback**<br>Have learners swap with a partner to check and correct sentences where necessary. Circulate and monitor for proper use of vocabulary and English.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Write a simple sentence using either a noun or an adjective on the board as a model; for example: *My town is quite dirty; In my town there is a lot of traffic.*<br>2. Have learners choose two different adjectives and one noun. They write three simple sentences using the prompts above and the words they have chosen. |
| | **Differentiation activities (Stretch):**<br>1. Learners can use the adjectives and nouns given to write a paragraph describing their town.<br>2. They can use complex sentences with two clauses and their own words and ideas, depending on ability. |

| | |
|---|---|
| **Coursebook page 28** | **Coursebook: Activity 5**<br>1. Draw the learners' attention to the structure in the Use of English box.<br>2. Go through the second conditional structure, highlighting the form.<br>3. Explain that *if* is followed by a verb in the past simple and the second clause always contains *would* and the verb in the *bare infinitive* form.<br>4. Tell the class that the *if* clause is always followed by a comma, but if the *would* clause starts the sentence there is no comma.<br>5. With the class, make some more sentences using the second conditional. Write them on the board.<br>6. 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.<br>7. Have learners work in pairs to complete the sentences.<br>**CORE**<br>**Feedback**<br>Circulate, monitor and check learners' answers.<br>**Answers**<br>2 I'd ride my bike every day if I lived in the country.; 3 If you had the choice, 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**<br>1. Ask a volunteer learner to read the example sentence.<br>2. Then ask the class where they would like to live as adults. Encourage them to give reasons, using the adjectives they have learned.<br>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.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to offer their answers, making sure to include shy learners as well.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Write two examples on the board for learners to use as examples. |
| | **Differentiation activities (Stretch):**<br>1. Have learners write their ideas in a paragraph giving their opinion. |
| **Workbook page 26** | **Workbook: Activity 3**<br>1. This activity can be set as homework.<br>2. Explain to learners that they have to write imaginary situations with the prompts given.<br>**CORE**<br>**Feedback**<br>Check answers in the next lesson.<br>**Answers**<br>Learners' own answers |

| Resources | Plenary |
|---|---|
| **Workbook page 26** | **Workbook: Activity 4**<br>1. Have a volunteer learner read the Study skills box aloud. Ask learners to give you phrases with the intensifiers in the box.<br>2. Direct learners to Activity 4. Give them two minutes to complete the activity.<br>3. Place learners in groups and have them discuss their sentences.<br>4. Monitor for proper use of English and vocabulary. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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:**<br>**Writing:** To write short descriptive paragraphs.<br>**Listening:** To listen to complete the gaps in a text.<br>**Reading:** To read to correct sentences. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• use key vocabulary to write descriptive paragraphs and complete the gaps in a text. |
| **Link to prior learning:**<br>• Unit 2 Lessons 1–6<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** All vocabulary from Lessons 1–6<br>**Key expressions/structures:** *to have something done* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 29<br>Workbook pages 27–28<br>Workbook Audio Track 4 | | |

## UNIT 2 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners what grammar points they remember from the first six lessons.<br>2. If there is anything the learners have not understood, explain it to them. |
| **Resources** | **Main activity** |
| **Coursebook page 29** | **Vocabulary: Activity 1**<br>1. Learners use their Coursebook and Workbook to find the correct vocabulary for the definitions in Activity 1.<br>**CORE**<br>**Feedback**<br>Place learners in pairs and have them check their answers. Then collect answers by asking learners to raise their hands.<br>**Answers**<br>1 traffic; 2 crowded; 3 noise; 4 crime; 5 pollution |
| **Coursebook page 29** | **Coursebook: Activity 2**<br>1. Have learners use the words from Activity 1 to complete the paragraph.<br>**CORE**<br>**Feedback**<br>Place learners in pairs and have them check their answers. Then collect answers by asking learners to raise their hands.<br>**Answers**<br>1 crowded; 2 pollution; 3 traffic; 4 crime; 5 noise |
| **Coursebook page 29** | **Speaking: Activity 3**<br>1. Have learners work in pairs or small groups.<br>2. They choose a shop or a service and mime an action related to it.<br>3. The other learners call out the name of the shop and say what you can have done there.<br>**CORE**<br>**Feedback**<br>Circulate and monitor, encouraging learners to use the structure *to have something done.*<br>**Answers**<br>Learners' own answers |
| **Coursebook page 29** | **Reading: Activity 4**<br>1. Have learners match the pictures with the correct verb.<br>**CORE**<br>**Feedback**<br>Check answers by having individual learners give the answer.<br>**Answers**<br>1d; 2a; 3f; 4c; 5e; 6g; 7b |

| | |
|---|---|
| | **Differentiation activities (Support)**<br>1. Have learners work in pairs to complete the activities and have them refer to previous lessons for help. |
| | **Differentiation activities (Stretch)**<br>1. Have these learners complete all the written activities on their own with no reference to previous lessons.<br>2. When they have completed the activities, have them refer to previous lessons to check answers. |
| **Workbook page 27** | **Workbook: Activity 1**<br>**Activity 1**<br>1. Explain that learners have to write paragraphs with the words in the word box.<br>2. Have learners complete this activity for homework.<br>**DESIRABLE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers. Feedback as a class by asking learners to raise their hands before answering.<br>**Answers**<br>Learners' own answers |
| **Workbook page 27**<br>**Workbook Audio Track 4** | **Workbook: Activity 2**<br>1. Have learners complete the activity before listening to the recording by trying to guess what the word would be.<br>2. Play the audio for learners and check answers as a class.<br>**DESIRABLE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers. Feedback as a class by asking learners to raise their hands before answering.<br>**Answers**<br>2 noise; 3 traffic; 4 visit; 5 park; 6 have; 7 crowded; 8 feel; 9 do; 10 home |
| **Workbook page 27** | **Workbook: Activity 3**<br>1. Explain that learners have to read the sentences, find the mistake and correct the sentence.<br>2. Set this activity for homework.<br>**DESIRABLE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers. Feed back as a class by asking learners to raise their hands before answering.<br>**Answers**<br>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.<br>2. If time allows, have learners write brief sentences. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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, *even so*, *since*).

(G8.4.3.1.1) Build upon and continue applying conventions learned 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:**<br>**Reading:** To read for gist and specific detail. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• distinguish between gerunds, nouns and adjectives in a reading text and their meaning<br>• distinguish between adjectives to describe the senses of sight, sound, smell and taste<br>• select from the descriptive vocabulary in the text in order to describe an evening scene in their home town. |
| **Link to prior learning:**<br>• Build on learners' understanding and application of reading strategies<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *beautiful, smoky, warm, salty, tasty, delicious, historical, crowded, wandering, residents, atmosphere*<br>**Key expressions/structure:** *I love nothing more, starts to twinkle, carried on, feel at home* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 30<br>Workbook page 28 | | |

## UNIT 2 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Direct learners to the *Did you know?* section.<br>2. Ask if they knew any of these facts before.<br>3. Ask learners if they know what their town or city is famous for. |
| **Resources** | **Main activity** |
| **Coursebook page 30** | **Reading: Activity 1**<br>1. Ask learners about the significance of the title. Remind them to refer to the *Did you know?* section. (Turkey sits on two continents, Europe and Asia, so the east literally meets the west.)<br>2. Ask learners if they know the five senses. Write them on the board.<br>3. 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.<br>**CORE**<br>**Feedback**<br>Check answers as a class by inviting learners to offer their answers.<br>Ask learners what smells, sounds and tastes are described in the text.<br>**Answers**<br>Smells – street food, the sea air; Sounds – muezzins calling from minarets; Tastes – pomegranate juice, roasted chestnuts, donner kebab |
| | **Differentiation activities (Support):**<br>1. Have learners work in pairs.<br>2. Ask them to underline the smells, sounds and tastes as they read. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write sentences describing their town using adjectives and the senses. |
| **Coursebook page 30** | **Reading: Activity 2**<br>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.<br>2. Go through the nouns in Activity 2 and have learners give their adjective form.<br>3. Place learners in pairs and have them complete the activity in their Coursebooks.<br>**DESIRABLE**<br>**Feedback**<br>Check answers by having learners read the text to find the adjectives. Then ask volunteer learners to call out the answers.<br>**Answers**<br>beautiful; smoky; warm; salty; tasty; delicious; historic |

| | |
|---|---|
| **Workbook page 28** | **Workbook: Activity 1**<br>1. Explain that learners have to match the words with their definitions.<br>2. Have learners find the words in the text and infer meaning from context.<br>**DESIRABLE**<br>**Feedback**<br>Have learners check their work with their partners.<br>**Answers**<br>1d; 2c; 3b; 4a |
| | **Differentiation activities (Support):**<br>1. Learners work together in pairs or small groups. |
| | **Differentiation activities (Stretch):**<br>1. Learners find three more adjectives from the text to define and |
| **Workbook page 28** | **Workbook: Activity 2**<br>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.<br>**DESIRABLE**<br>**Feedback**<br>Have learners check their work with their partners.<br>**Answers**<br>Learners' own answers |
| **Workbook page 28** | **Workbook: Activity 3**<br>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 to use their imagination and the adjectives from this lesson.<br>**DESIRABLE**<br>**Feedback**<br>Have groups read their sentences to the class.<br>**Answers**<br>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.<br>2. Go through some of the cities and ask learners what adjective they associate with them. Write the adjectives on the board.<br>3. Then ask which senses would match these adjectives. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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:**<br>**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 ...**<br>• write a short description of a city as a travel blog entry. |
| **Link to prior learning:**<br>• Ability to identify where texts are from (newspapers, blogs or magazines)<br>**21st Century Skills:**<br>• Learning and Innovation: 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:** *population, travel, atmosphere, facilities, blog*<br>**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:**<br>• 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:**<br>Coursebook page 31<br>Workbook page 29 | | |

## UNIT 2 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to recall details from the text about Istanbul.<br>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**<br>1. Ask learners to look at the text they read on page 30 again.<br>2. Have them justify their answer when giving it.<br>3. Direct learners to the *Writing tip* box. Ask learners if they ever read blogs online and what topics they are interested in.<br>4. Hold a class discussion on the ways a newspaper is different from a blog. On the board make two lists, *newspaper* and *blog*, and write down the ideas as learners say them.<br>**CORE**<br>**Feedback**<br>Go through the *Writing tip* box. Have learners read it aloud and compare the points with those written on the board in the blog column.<br>**Answers**<br>c a travel blog |
| **Coursebook page 31** | **Writing: Activity 4**<br>1. Ask learners if they know anything about mind maps. Have a volunteer learner read out the text in the *Did you know?* box. Ask what they found interesting about it.<br>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.<br>3. Place learners in small groups and have them complete the mind map.<br>4. Regroup the learners and have them discuss their ideas in their new groups.<br>**CORE**<br>**Feedback**<br>As learners work on the mind map, monitor for proper use of language and correct completion of the map.<br>**Answers**<br>Learners' own answers |
| **Workbook page 29** | **Workbook: Activity 4**<br>1. Have learners work together to make a list of topics they would want to include about the best place they have ever visited.<br>**EXTENSION**<br>**Feedback**<br>As learners read their work to their partners, circulate and monitor for proper use of language.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Workbook page 29** | **Workbook: Activity 4**<br>1. Have learners complete the activity and show their answers to their partners.<br>**EXTENSION**<br>**Feedback**<br>As learners read their work to their partners, circulate and monitor for proper use of language.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 31**<br>**Workbook**<br>**Page 29** | **Writing: Activity 5**<br>1. Discuss with learners what a travel blog is and where you could find one.<br>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.<br>3. Before they start writing, they should think about the questions in the Writing tip box in their Workbook, page 29.<br>4. Explain to learners that they only need to write a paragraph. Have learners work in their notebooks.<br>**Feedback**<br>Have learners refer to the blog entry about Istanbul (Coursebook page 30) to help them write their paragraph.<br>**CORE**<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Have learners work in pairs.<br>2. Explain that they can write a few sentences. |
| | **Differentiation activities (Stretch):**<br>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.<br>2. Using the criteria in the Writing checklist within the Writing tip box, they read and assess their partner's travel blog.<br>3. Learners can make notes about their partner's paragraph. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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 learned 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:**<br>**Reading:** To answer a quiz.<br>**Speaking:** To agree, disagree and explain a point of view.<br>**Writing:** To write quiz questions about hypothetical situations. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• discuss hypothetical situations about social responsibility. |
| **Link to prior learning:**<br>• Prior exposure to the second conditional structure<br>**21st Century Skills:**<br>• Learning and Innovation Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills | | |
| **Key vocabulary:** *responsible, perhaps, litter, rubbish, bullied, head teacher, purse, wallet, community, local, block*<br>**Key expressions/structures:** review of the second conditional | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners often make the mistake of putting *would* in the *if* clause<br>*If **you studied** more, your English would get better.*<br>~~you would study~~<br>*If **I had more time**, I would take up golf.*<br>~~I would have~~ | | |
| **Resources/equipment needed:**<br>**Coursebook** page 32<br>**Workbook** page 30 | | |

## UNIT 2 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Write the words *local* and *community* on the board. Elicit the meaning and concept from the learners.<br>2. Ask them about their community:<br>- Is it big/small?<br>- Do they know lots of people?<br>- What activities do they get together for?<br>- Where do they meet?<br>3. Direct learners to the question: *What do people in their community do to help each other?*<br>4. Hold a class discussion on the topic for about three minutes. |
| **Resources** | **Main activity** |
| **Coursebook page 32** | **Reading: Activity 1**<br>1. Write the word *responsible* on the board and ask learners what they think it means.<br>2. Ask learners about the two pictures in the quiz box: *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?*<br>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.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 32** | **Speaking: Activity 2**<br>1. Place learners in small groups.<br>2. Tell learners to compare their answers to the quiz. Explain that whether they agree or disagree, they should explain their point of view.<br>**EXTENSION**<br>**Feedback**<br>Feedback as a whole class by targeting individual learners to offer their answers. Monitor by circulating and helping if necessary.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Have learners report back to their partner / the class by reading their sentences aloud, rather than free speaking. |
| | **Differentiation activities (Stretch):**<br>1. Learners report back to the class about their partner's answers, comparing with their own; for example, *If Ali saw an old person standing on the bus, he would … But I wouldn't because …* |

| | |
|---|---|
| **Coursebook page 32** | **Writing: Activity 3**<br>1. On the board write the following as examples:<br>*You find AED 10 on the floor of a shop.*<br>*You realise your teacher has marked your answer correct when it's wrong.*<br>2. Ask learners what type of answer choices these quiz questions would have.<br>3. Place learners in groups or pairs to complete the activity. Explain that they must write three options for each quiz question.<br>**CORE**<br>**Feedback**<br>Feedback as a class by asking a learner from each group to write one of their questions on the board.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>Learners choose fewer situations and possible answers, according to their ability. |
| **Workbook page 30** | **Workbook: Activity 1**<br>1. Place learners in pairs. Have them read the situations and discuss their answers.<br>2. Then ask learners to write their answers.<br>**EXTENSION**<br>**Feedback**<br>Circulate and monitor for proper use of language.<br>**Answers**<br>Learners' own answers |
| **Workbook page 30** | **Workbook: Activity 2**<br>1. Explain to learners that they have to read and correct the sentences.<br>2. Set this activity for homework.<br>**EXTENSION**<br>**Feedback**<br>Have learners check answers in next lesson.<br>**Answers**<br>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.<br>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 | Learner 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:**<br>**Listening:** To listen for detail. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• listen for detail about four people and their community projects<br>• describe the goals of three community projects. |
| **Link to prior learning:**<br>• Prior exposure to the present simple structure for routine<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *plastic, vegetables, orphanage, litter*<br>**Key expressions/structure:** present simple for routine | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 33<br>Workbook page 31<br>Audio Track 6<br>Copies of the audio script with specific details missing | | |

## UNIT 2 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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**<br>**Audio Track 6** | **Listening: Activity 4**<br>1. 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.<br>**CORE**<br>**Feedback**<br>Ask the class as a whole for the answer. Accept answers only from learners with raised hands.<br>**Answers**<br>They're all doing something to help others. |
| **Coursebook page 33**<br>**Audio Track 6** | **Listening: Activity 5**<br>1. Ask learners what other details they remember from the recording.<br>2. Explain to learners that you are going to play the audio again and they have to complete the chart with the missing information.<br>3. Have learners look at the chart before listening to the recording.<br>4. Play the audio a few times.<br>5. Pause after each time to give the learners time to write.<br>**CORE**<br>**Feedback**<br>Have learners check their answers in pairs. Then ask pairs for the answers.<br>**Answers**<br>**George:**<br>*in a small town*<br>*pick up litter*<br>*'You're doing a great job!'*<br>**Chanelle:**<br>*near the city centre*<br>*carry shopping home for old people*<br>*'This really helps us. It makes such a difference!'*<br>**Emir and Farid:**<br>*in a big city*<br>*growing vegetables to donate to the orphanage*<br>*they love to eat vegetables* |
| | **Differentiation activities (Support):**<br>1. Give learners a copy of the audio script and ask them to check their answers by finding them in the text. |
| | **Differentiation activities (Stretch):**<br>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** | **Workbook: Activity 3**<br>1. Explain that learners have to complete the gaps with a suitable word.<br>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.<br>3. Place learners in pairs and have them complete the activity.<br>**DESIRABLE**<br>**Feedback**<br>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.<br>**Answers**<br>**George:**<br>2 town; 3 do; 4 we; 5 up; 6 a; 7 each; 8 we; 9 things; 10 hour; 11 You; 12 makes<br>**Chanelle:**<br>1 live; 2 wanted; 3 people; 4 they; 5 know; 6 but; 7 so; 8 online; 9 up; 10 saying; 11 would; 12 it; 13 This; 14 a<br>**Emir and Farid:**<br>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 |
| | **Differentiation activities (Support):**<br>1. Have these learners work in pairs. Explain that they do not need to complete all three paragraphs. |
| | **Differentiation activities (Stretch):**<br>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.<br>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.<br>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 | Learner 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:**<br>**Speaking:** To talk about a poem.<br>To discuss the elements in a poem.<br>**Reading:** To read a poem and answer questions about it. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• talk about their personal response to a poem<br>• discuss and recognise elements in a poem. |
| **Link to prior learning:**<br>• Prior exposure to this genre of writing in Grade 7<br>**21st Century Skills:**<br>• Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively and critically in English | | |
| **Key vocabulary:** *imagination, concentration, daydream, imaginary, pacing, parakeets, stern, roared, reeds, trembled, scattered, rose*<br>**Key expressions/structure:** Free-form poetry structure | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook pages 34–35<br>Workbook page 32 | | |

## UNIT 2 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to close their eyes and imagine they are in a forest.<br>2. Ask: *What sounds can you hear? What can you smell? How do you feel?*<br>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**<br>1. Write the word *imagination* on the board.<br>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.<br>3. Ask learners what they do when they are bored in class and not doing their work. Ask specific questions to introduce the vocabulary: *Do you find it **hard to concentrate**? Do you **daydream**? Do you **make up stories** with **imaginary** places and people?*<br>Make sure learners understand the meaning of this vocabulary.<br>4. Then ask learners to read through the list of statements to decide which one (or more) best describes them.<br>5. Check answers as a class.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 34** | **Reading: Activity 2**<br>1. Discuss with the learners the picture and the title and ask what they think the poem will be about.<br>2. Draw learners' attention to the note about British school timings. Ask them how they feel in the last hour of their school day.<br>**CORE**<br>**Feedback**<br>Encourage learners to give reasons to their answers.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Coursebook pages 34–35** | **Reading: Activity 3**<br>1. Have learners read the questions in Activity 3 and underline the key words.<br>2. Tell learners to close their Coursebooks. Explain that you will read the poem aloud to the class.<br>3. Ask learners what they remember from the poem and how it made them feel.<br>4. Tell learners to open their Coursebooks and read the poem themselves.<br>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.<br>6. Have learners read and answer the questions in Activity 3.<br>7. Check answers as a class.<br>**CORE**<br>**Feedback**<br>Feedback as a class by targeting questions at individual learners.<br>**Answers**<br>1 At school.<br>2 A learner in the class.<br>3 A lion coming across the playground and standing at the door of the classroom.<br>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.'<br>5 She's the teacher.<br>6 It means that the writer thinks that he made the lion appear by thinking about it. |
| | **Differentiation activities (Support):**<br>1. Learners read the text while listening to the teacher reading the poem aloud.<br>2. Focus on the first half of the poem – the lion.<br>3. Tell the learners to find and underline the words that describe the lion. Ask lots of questions to elicit detail such as: *What colour was he? What did he look like? What did he do first?*<br>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):**<br>1. Learners answer the questions without referring to the text.<br>2. Learners compare answers and then check using the text. |
| **Workbook page 32** | **Workbook: Activity 1**<br>1. Learners discuss in small groups what they liked about the poem and what their favourite part is.<br>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.<br>**DESIRABLE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Workbook page 32** | **Workbook: Activity 2**<br>1. Explain to learners they have to match the words to their definitions.<br>2. Set for homework and check answers in the next lesson.<br>**EXTENSION**<br>**Feedback**<br>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.<br>**Answers**<br>1b; 2f; 3a; 4g; 5h; 6c; 7d; 8e |
| **Resources** | **Plenary** |
| **Workbook page 32** | **Workbook: Activity 3**<br>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 | Learner 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:**<br>**Reading:** To read in order to derive meaning from context. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• talk about a poem; discuss the elements in a poem<br>• relate a poem to their own life<br>• discriminate between nouns, verbs and adjectives. |
| **Link to prior learning:**<br>• Prior exposure to genre of poetry in Grade 7<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *pacing, parakeets, stern, roared, reeds, trembled, scattered, rose*<br>**Key expressions/structures:** Free-form poetry | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook pages 34–35<br>Workbook page 33 | | |

## UNIT 2 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Write the following words on the board: *poem, poetry, rhyme, rhythm, stress*<br>2. Ask learners what kind of text they read/listened to in the previous lesson.<br>3. Ask learners to define the word *poem*.<br>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**<br>1. Read the poem to the class once more.<br>2. Place learners in pairs and have them answer the question. Check answers as a class.<br>**CORE**<br>**Feedback**<br>Check answers by reading out the question and having learners answer.<br>**Answer**<br>b |
| | **Differentiation activities (Support):**<br>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):**<br>1. 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**<br>1. Explain that daydreaming doesn't mean that you sleep and dream in the day but rather you get lost in your thoughts.<br>2. Ask learners if they ever daydream and if so, what about.<br>3. 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.<br>**DESIRABLE**<br>**Feedback**<br>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.<br>**Suggested answers**<br>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, *the dusty playground*, *daylight strange*, *curious look*, *coloured a yellow*. No one was afraid when they saw the lion so it must be a dream. |

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|---|---|
| **Coursebook pages 34–35** | **Reading: Activity 6**<br>1. Ask learners what images came to their mind as they read the poem.<br>2. Then ask if any of these images would be suitable to illustrate the poem.<br>**EXTENSION**<br>**Feedback**<br>As learners give their answers, write them on the board.<br>**Answers**<br>Learners' own answers |
| **Workbook page 33** | **Workbook: Activity 4**<br>1. Discuss the concept of syllables with learners.<br>2. Write the word *daylight* and count the syllables.<br>3. Then have learners complete the activity. Check answers as a class.<br>**EXTENSION**<br>**Feedback**<br>Feed back as a class by targeting questions at individual learners.<br>**Answers**<br>**4a** Three syllables<br>**4b** One syllable – could, ten, out; two syllables – quiet, lion, appeared, playground; three syllables – parakeets, enormous, everything |
| **Workbook page 33** | **Workbook: Activity 5**<br>1. Ask learners to give you a noun, verb and an adjective. Write their answers on the board.<br>2. Look at 5a and ask individual learners to give you the answers.<br>3. Then place learners in pairs to complete 5b.<br>4. Check answers as a class.<br>**DESIRABLE**<br>**Feedback**<br>Feedback as a class by asking learners to raise their hands to answer.<br>**Answers**<br>5a<br>table – noun; yellow – adjective; waited – verb<br>5b<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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):**<br>1. Using the words they have in Activity 5b, have learners write their own sentences. |
| **Resources** | **Plenary** |
| **Workbook page 33** | **Workbook: Activity 6**<br>1. Direct learners to Activity 6.<br>2. Have a class discussion on what themes the poem raises. Have learners justify their answers with examples from the poem. |

| | Possible answers<br>jungle, classroom, daydreaming, sights/sounds/senses | | |
|---|---|---|---|
| **Learning styles catered for (✓):** | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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:**<br>**Reading:** To read for comprehension. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• match headings with paragraphs in a text<br>• use the conditional forms correctly<br>• write a short descriptive paragraph. |
| **Link to prior learning:**<br>• Unit 2 Lessons 1–13<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** All vocabulary from Lesson 8–13<br>**Key expressions/structures:** *to have something done*; the second conditional | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 36<br>Workbook page 34–35 | | |

## UNIT 2 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>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**<br>1. Ask learners to look at the word box and define the words given.<br>2. Explain that these are titles from the text that follows.<br>3. Have learners complete the activity and check answers as a class.<br>**CORE**<br>**Feedback**<br>Have learners check answers with their partners. Then write the answers on the board for learners to check again.<br>**Answers**<br>1 Heat; 2 Shopping; 3 Transport; 4 Accommodation |
| | **Differentiation activities (Support):**<br>1. Have learners work in pairs. Remind them to underline key words and sentences. |
| | **Differentiation activities (Stretch):**<br>1. Learners write five questions to ask their partners about the text. |
| **Coursebook page 36** | **Coursebook: Activity 2**<br>1. Have learners match the beginning and ending sentence stems. Check answers as a class.<br>**DESIRABLE**<br>**Feedback**<br>Feedback as a class by targeting questions at individual learners.<br>**Answers**<br>1d; 2b; 3a; 4c; 5e |
| **Workbook page 34** | **Workbook: Activity 1**<br>1. Have learners read the questions and their multiple choice answers.<br>2. Ask learners how they would go about answering these questions.<br>3. Tell learners to complete the activity. Remind them to underline key words or sentences that gave them their answers.<br>4. Check answers as a class.<br>**EXTENSION**<br>**Feedback**<br>Write answers on the board for learners to check against once they have completed the activity.<br>**Answers**<br>1a; 2a; 3c; 4b |

| | |
|---|---|
| **Workbook page 34** | **Workbook: Activity 2**<br>1. Place learners in four groups. Explain that the first group to complete the activity wins.<br>2. Check answers as a class. Write them on the board.<br>**DESIRABLE**<br>**Feedback**<br>Feedback as a class by inviting learners to offer answers.<br>**Example answers**<br>different; summer; cool; alive; tall/long; fat/wide; beautiful; empty |
| | **Plenary** |
| **Workbook page 35** | **Workbook: Activity 3**<br>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.<br>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.<br>3. Have groups swap paragraphs and correct any grammar or vocabulary mistakes.<br>4. Learners then appoint a group leader to read the paragraph. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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:**<br>**Reading:** To read and to respond to advice.<br>**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 ...**<br>• speak and write about a person's individual responsibilities to their community and society. |
| **Link to prior learning:**<br>• Using and working with the concept of social responsibility<br>**21st Century Skills:**<br>• 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:** *independently, community, society, social responsibility, acts, meaning, donating, elderly, fortunate*<br>**Key expressions/structure:** *make a difference, be the change* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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 their responsibilities include helping society become a better place. | | |
| **Resources/equipment needed:**<br>Coursebook page 37<br>Workbook page 35<br>Dictionaries | | |

## UNIT 2 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>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**<br>1. Place learners in pairs and have them read the rubric. Ask learners to make a few notes.<br>2. Have learners tell you their ideas, and write a few of them on the board.<br>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.<br>**CORE**<br>**Feedback**<br>Have learners appoint a group leader who will read out the group's ideas. |
| **Coursebook page 37** | **Reading: Activity 2**<br>1. Learners read the text. Ask them to tell you what the text is about.<br>2. Ask learners to work in pairs. Explain that they should match the words from the text with the correct definition.<br>3. Have learners refer to their dictionaries if necessary.<br>**CORE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers. Write answers on the board for learners to check against. |
| | **Answers**<br>1b; 2a; 3d; 4e; 5c; 6h; 7f; 8g |
| | **Differentiation activities (Support):**<br>1. Ask learners to choose four of the words in the activity to make sentences with. |
| | **Differentiation activities (Stretch):**<br>1. Learners say or write their own definitions. |
| **Workbook page 35** | **Workbook: Activity 1**<br>1. Have learners work in pairs to discuss in which list they think the actions should go.<br>2. When they have completed the activity, check answers as a class.<br>**DESIRABLE**<br>**Feedback**<br>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. |
| | **Answers**<br>*Being a good citizen:* Returning something that you borrowed; Collecting litter in your neighbourhood; Doing your homework every night; Giving your clothes to charity<br>*Not being a good citizen:* 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 |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Learners can speak about these instead of writing. |
| | **Differentiation activities (Stretch):**<br>1. 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** | **Workbook: Activity 2**<br>1. Ask learners what other actions they can add to the table.<br>**EXTENSION**<br>**Feedback**<br>Write a few responses on the board for learners to copy.<br>**Answers**<br>Learners' own answers |
| **Workbook page 35** | **Workbook: Activity 3**<br>1. Place learners in pairs and have them complete the activity in three minutes.<br>2. Check answers as a class.<br>**EXTENSION**<br>**Feedback**<br>Check answers by asking pairs what they wrote. |
| **Resources** | **Plenary** |
| **Coursebook page 37** | **Writing: Activity 3**<br>1. Direct learners to Activity 3. Write the four topics on the board.<br>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 | Learner 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:**<br>**Writing:** To complete activities that focus on a revision of what the unit as a whole covers.<br>**Use of English:** To revise the causative and second conditional. | | **Learning outcomes: By the end of the lesson, learners will be able to...**<br>• write appropriate answers to specific questions<br>• use prepositions and verbs and match verbs with their definitions<br>• use the prompts to write sentences for these imaginary situations<br>• write three sentences about their town or city<br>• apply knowledge of learning in Unit 2. |
| **Link to prior learning:**<br>• Language and Use of English structures covered in Unit 2<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Unit 2 Review<br>**Key expressions/structure:** Unit 2 Review | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 38 | | |

## UNIT 2 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the learners what they liked about Unit 2.<br>2. Encourage learners to give reasons for their answers. |
| **Resources** | **Main activity** |
| **Coursebook page 38** | **Writing: Activity 1**<br>1. Ask the learners to match a verb with a definition.<br>**CORE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers.<br>**Answers**<br>1 e weigh; 2 c design; 3 a repair; 4 d deliver; 5 b prepare |
| **Coursebook page 38** | **Writing: Activity 2**<br>1. Have learners complete the sentence stem with the name of the shop.<br>**CORE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers.<br>**Answers**<br>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**<br>1. Learners sort adjectives from the box into the correct list .<br>**CORE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers.<br>**Answers**<br>*Positive:* interesting, clean, exciting<br>*Negative:* dirty, noisy, smoky, crowded, boring, unfriendly |
| **Coursebook page 38** | **Writing: Activity 4**<br>1. Explain that learners have to write sentences about their town using some adjectives from Activity 3.<br>**Feedback**<br>Circulate, monitor and check individual learners' answers.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Coursebook page 38** | **Use of English: Activity 5**<br>1. Ask learners to tell you the how the causative is formed.<br>2. Then have learners complete the gaps with the structure *have* + a suitable verb.<br>**Feedback**<br>Circulate, monitor and check individual learners' answers.<br>**Answers**<br>2 Where do you *have* it *cut*?; 3 ... they *have* the shopping *delivered*.; 4 *Have* you ever *had* your photo *taken* by a professional photographer?; 5 He *has* it *sent/delivered* from Italy! |
| **Coursebook page 38** | **Use of English: Activity 6**<br>1. Ask learners to tell you how the first and second conditionals are formed. Write answers on the board.<br>2. Have learners complete the activity.<br>**Feedback**<br>Circulate, monitor and check individual learners' answers.<br>**Answers**<br>2 Where *would you go* if you *could* travel anywhere in the world?; 3 If you *could* change one thing about your school, what *would it be*?; 4 If a friend *told* me a secret, I *would not tell* anyone about it.; 5 If I *got* 100% in a maths exam, I *would be* very surprised.; 6 We *would not be* bored in the holidays if we *had* an adventure playground in the park. |
| | **Differentiation activities (Support):**<br>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):**<br>1. Ask a strong learner to help another learner to complete the exercises. |
| | **Plenary**<br>1. Place learners in pairs and have them choose a lesson from the unit to talk about.<br>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 | Learner 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, *if*, w*hen*, *unless*, *although*).

| LESSON PLAN | | LESSON: 17 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 2** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To discuss hypothetical situations and solutions. To describe ideas. To give opinions. To express agreement/disagreement.<br>**Listening:** To listening to other people's ideas, opinions and preferences.<br>**Writing:** To write a paragraph to convey suggestions.<br>**Reading:** To read to identify and correct errors in a text. | • write and talk about a hypothetical community project. |

**Link to prior learning:**

- Unit 2 topics of home, town, community and the second conditional structure to talk about hypothetical situations

**21st Century Skills:**

- 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:**

- 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 *Teaching Strategies* section of the Teacher's Guide (pages 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**<br>1. Learners work in groups and discuss what they would do to improve their local area if they had a lot of money.<br>2. Have the groups make notes. Ask group leaders to read to the class a few of their ideas.<br>3. Write a few ideas on the board and hold a brief class discussion on why they are so important.<br>4. Direct learners to the *Did you know?* box. Explain how a mind map works and then have groups complete the activity.<br>5. They brainstorm five ideas and make notes.<br>**CORE**<br>**Feedback**<br>As the groups work, circulate and answer any possible queries. Check work for inaccuracies and help weaker learners gain confidence by praising their work.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 39** | **Preparation: Activity 3**<br>1. Tell learners they are going to prepare a presentation.<br>2. Ask learners to read the tips and check they understand them.<br>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.<br>4. Ask learners to nominate some members of their group to be illustrators and others to be the writers.<br>5. Make sure learners know the strict deadline – they must have the first draft of their paragraph finished by the end of the lesson.<br>**CORE**<br>**Feedback**<br>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. |
| | **Differentiation activities (Support):**<br>1. Present the learners with some ideas from which to choose, in the form of pictures and written prompts.<br>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. |
| | **Differentiation activities (Stretch):**<br>1. Learners can elaborate, explaining in more detail, using more complex sentences and longer paragraphs. |

| Resources | Plenary |
|---|---|
| **Coursebook page 39** | **Preparation: Activity 4**<br>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.<br>2. They then take back their own paragraph and redraft it with corrections.<br>3. Hold a class discussion on what mistakes they found in each others' work. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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 ...**

- write and talk hypothetically about a community project.

**Link to prior learning:**

- Unit 2 topics of home, town, community and the second conditional structure to talk about hypothetical situations

**21st Century Skills:**

- 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:**

- 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 shyer 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 (pages 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.<br>2. Ask them to show you all work produced so far and to explain what they need to do to finish.<br>3. Ask the learners if they have any areas or issues that they need help with. |
| **Resources** | **Main activity** |
| **Coursebook page 40** | **Presentation: Activities 5 and 6**<br>1. Have the group illustrators design pictures that represent their idea, to use in their presentation.<br>2. Before moving on to the next stage, have a few learners present their illustrations to the class.<br>3. Direct learners to Activity 6. Read through the points given in the activity and ask why each point could or couldn't work.<br>4. Give advice and direction as necessary.<br>**CORE**<br>**Feedback**<br>Encourage learners to share their views and illustrations by explaining that there are no right or wrong answers. Ensure that the weaker learners also have a chance to present their illustrations and their opinions.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 40** | **Presentation: Activities 7 and 8**<br>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.<br>2. At the end of the presentation, have learners ask questions for more details about each presentation.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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. |
| | **Differentiation activities (Stretch):**<br>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** | **Presentation: Activity 9**<br>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.<br>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.<br>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 | Learner 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:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To discuss traditional life in the past in the UAE.<br>**Reading:** To read about traditional life in the UAE.<br>**Writing:** To write a short paragraph about traditional life in the UAE. | • describe what life was like in the past<br>• understand the gist of an article<br>• identify the meaning of words from context<br>• understand details in an article<br>• write a factual paragraph. |

**Link to prior learning:**

- Past simple active
- Past simple passive
- Time expressions
- Relative clauses

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *culture, traditions*, *federation, heritage, traditional, tribal, resilience, resourcefulness, nomadic*

**Key expressions/structures:** *On the (10th) of (February),* relative clauses, past simple

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may need help with time expressions and the correct use of prepositions (for example, *on December the second / on the second of December, in 1971, in the winter*), 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 (pages 6 to 10)**

| Resources | Starter |
|---|---|
| | 1. Write the unit title on the board: *The culture and traditions of the UAE*. Elicit the meanings of *culture* and *traditions*.<br>2. Put the learners in small groups and ask them to brainstorm a list of traditions; for example, wedding traditions, festivals and so forth.<br>3. Elicit answers from the class and write them on the board.<br>4. Have a class discussion about the most popular/fun tradition. |
| **Resources** | **Main activity** |
| **Coursebook page 41** | 1. Ask: *What do you think life used to be like in the UAE before you were born? Did people have the same traditions as now?*<br>2. Have learners read the opening questions and give them a minute to think about them.<br>3. Have a class discussion.<br>**DESIRABLE**<br>**Feedback**<br>During the discussion, refer to the notes on the board from the Starter activity. |
| **Coursebook page 41** | **Reading: Activity 1**<br>1. Ask the learners to look at the picture and describe what they can see.<br>2. Then ask them to read the article once and find the paragraph that the picture illustrates.<br>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.<br>**CORE**<br>**Feedback**<br>Ask the question and have learners raise their hand. Invite learners to reply and explain what the text is about.<br>**Answers**<br>Paragraph 3: An oasis |
| | **Differentiation activities (Support):**<br>1. Learners re-read the text and underline unknown vocabulary. They work in small groups to work out the meanings of the unknown words. |
| | **Differentiation activities (Stretch):**<br>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** | **Vocabulary: Activity 2**<br>1. Draw learners' attention to the Vocabulary box on page 41. Read out the definitions.<br>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.<br>3. Get the learners to read the text again and write a highlighted word to match each definition in Activity 2.<br>**CORE**<br>**Feedback**<br>Nominate learners to read out a matching word and definition. |

| | |
|---|---|
| | **Answers**<br>1 irrigation; 2 cultivate; 3 tribal; 4 dhow(s); 5 resource |
| | **Differentiation activities (Support):**<br>1. Allow learners to use a dictionary if they need to check a word in the definitions. |
| | **Differentiation activities (Stretch):**<br>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, *irrigation* refers to *falaj,* which is something *artificial*. |
| **Workbook page 36** | **Workbook: Activity 1**<br>1. Set this activity as homework.<br>2. Explain to learners to refer back to the text in the Coursebook to do the matching task.<br>**CORE**<br>**Feedback**<br>Ask learners to read out there answers to the class and discuss.<br>**Answers**<br>1 g; 2 f; 3 h; 4 a; 5 c; 6 e; 7 d; 8 b |
| **Workbook page 36** | **Workbook: Activity 2**<br>1. Read the Writing tip and elicit topic sentences from the text in Coursebook page 41; for example, paragraph 2: *The United Arab Emirates share a rich cultural heritage and history*.<br>2. Have learners write the paragraph for homework.<br>**CORE**<br>**Feedback**<br>Ask learners to read their work to the class at the beginning of the next lesson.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| **Fly swats or batons** | 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.<br>2. Next, write the words from the Vocabulary box and Coursebook Activity 2 on the board in random order.<br>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.<br>4. Repeat with all the definitions. Repeat the definitions that are causing difficulty. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To discuss traditional life in the past in the UAE.<br>**Reading:** To read about traditional life in the UAE.<br>**Writing:** To write definitions of abstract nouns. | • talk about the information in a text<br>• understand the information in a timeline and use it to write sentences<br>• write short definitions/descriptions. |

**Link to prior learning:**

- Lexis about culture and traditions
- Past simple active
- Past simple passive
- Relative clauses
- Time expressions

**21st Century Skills:**

- Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively and critically in English.

**Key vocabulary:** *culture, traditions*, *federation, heritage, traditional, tribal, resilience, resourcefulness, nomadic*

**Key expressions/structures:** Dates; past simple passive; relative clauses

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may need help with the correct use of pronouns *who/which/that* 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 (pages 6 to 10)**

| Resources | Starter |
|---|---|
| **Coursebook page 41**<br>**Workbook page 36** | 1. Ask the learners to say what they remember about the text *Traditional life in the UAE*. If necessary, write clues on the board to help them; for example, *2nd December 1971, tribal, oasis, Bani Yas, falaj, dhows*.<br>2. Get them to exchange their paragraphs from Workbook Activity 2 and check if they have forgotten anything important.<br>3. At the end of the class, take the learners' paragraphs for correction |

| Resources | Main activity |
|---|---|
| **Coursebook page 42** | **Speaking: Activity 3**<br>1. Place learners in pairs and have them complete the activity.<br>2. Learners to discuss the following topics:<br>- what type of work the members of their family, such as their father or grandfather, do<br>- how members of their family in the past made a living<br>- the types of work they were involved in, for example, pearl diving, boat building, bedou, date/goat farming, etc.<br>**CORE**<br>**Feedback**<br>Monitor and provide help as necessary.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Divide the class in two groups and have them answer four or five questions each. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write full sentences using their own words to answer the questions. |
| **Coursebook pages 41–42** | **Writing: Activity 4**<br>1. Ask learners to read the Writing tip and find two more time expressions followed by a comma in the text. For example, *On 10th February 1972, …*; *In the winter, …*<br>2. Point to the timeline and explain that the events are in chronological order from left to right.<br>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 7 in this Teacher's Guide.<br>**CORE**<br>**Feedback**<br>Invite learners to write a sentence on the board. Make any corrections as a class and elicit other possible answers.<br>**Possible answers**<br>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. |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Provide the verbs on the board which learners will need to write the sentences. |
| | **Differentiation activities (Stretch):**<br>1. Put the learners in pairs to explain the facts on the timeline orally without referring to their written sentences. |
| **Workbook page 37** | **Workbook: Activity 3**<br>1. Ask: *What is a tribe?* Elicit answers from the class.<br>2. Have the learners read the example definition and compare it with their ideas.<br>3. Give the learners a few minutes to write a definition for the rest of the words. Monitor and help.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to read out definitions for each word. As a class, work out the most complete definition and write it on the board.<br>**Possible answers**<br>2 A family is a group of people who are related to each other.; 3 A dhow is a boat that is used for pearling.; 4 A federation is a group of states which share a central government. |
| | **Differentiation activities (Stretch):**<br>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**<br>1. Have the learners complete the puzzle in pairs. Set this up as a race and have the first pair to complete it shout: *Stop!*<br>**CORE**<br>**Feedback**<br>Invite learners to write a word on the board or spell it out for you to write.<br>**Answers**<br>1 oases; 2 nomadic; 3 oil; 4 Sharjah; 5 date; 6 heritage; 7 exotic; 8 coastline<br>Mystery word: Emirates |
| **Resources** | **Plenary** |
| **Workbook page 37** | **Workbook: Activity 5**<br>1. Explain to learners that you are going to say a word, and they have to make a sentence with it. Say *oases* and elicit a sentence.<br>2. Continue with a few more words.<br>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 | Learner 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:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Reading:** To read a text about the pearl-diving season.<br>**Speaking:** To answer personalisation questions on the topic of oysters and pearls.<br>**Writing:** To write questions in the past simple. | • understand the gist of an informative text<br>• scan a text to find specific information<br>• give their opinions on topic-related questions<br>• talk about past experiences<br>• write questions with correct word order. |

**Link to prior learning:**

- Past simple active
- *Wh*- question words
- Time expressions

**21st Century Skills:**

- 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:** *pearling, industry, diving, oyster, fleet, bank, crew, on board, chant, sunrise, sunset, signal, surface, store, size, weight, quality*

**Key expressions/structure:** Past simple statements and questions

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may benefit from revising the word order in *Yes/No* and *Wh*- 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 *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>2. Write *pearling* 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.<br>3. Encourage learners to be as descriptive as possible. |
| **Resources** | **Main activity** |
| **Coursebook page 43** | **Reading: Activity 1**<br>1. Draw the learners' attention to the pictures. Choose learners to describe each picture.<br>2. Ask the learners to read the text once and answer the question.<br>**CORE**<br>**Feedback**<br>Learners check the answer in pairs, then nominates a volunteer to say it for the class.<br>**Possible answers**<br>About four months (from early June to end of September) |
| | **Differentiation activities (Support):**<br>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. |
| | **Differentiation activities (Stretch):**<br>1. Say true/false sentences about the information given in the text. For example: *The pearling season started in September.* (False) Have learners listen and stand up for the false sentences. Choose learners to explain why the sentence is false. |
| **Coursebook page 43** | **Reading: Activity 2**<br>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.<br>**CORE**<br>**Feedback**<br>Nominate volunteers to read out a sentence and write the missing word on the board.<br>**Answers**<br>1 shellfish; 2 chant; 3 stone; 4 rainwater; 5 weight |
| | **Differentiation activities (Support):**<br>1. Allow learners to do the task in pairs. |
| | **Differentiation activities (Stretch):**<br>1. Choose words from the text for the learners to explain the meaning of. For example, *diving*, *bank*, *sunrise*, *cloth*, *size*. |

| | |
|---|---|
| **Coursebook page 43** | **Use of English**<br>1. Direct learners to the Use of English box.<br>2. Write *started* and *went* on the board. Ask: *What tense is this? Which verb is regular/irregular? When do we use this form of the verbs?* Elicit answers quickly from the class.<br>3. Have learners read the information in the Use of English box and underline three more verbs in the past simple in the text.<br>**DESIRABLE**<br>**Feedback**<br>Have learners raise their hand and call out a past simple verb from the text.<br>**Possible answers**<br>pearling boats *departed* together for the oyster bank; and *returned* at the end of September; The oyster boats either *stayed* near; or *moved* around to different banks; The diver *dived* down; with a stone *attached* to …; *gathered* the oysters; The divers *opened* the oyster. |
| | **Differentiation activities (Stretch):**<br>1. Write different regular and irregular verbs in the past simple form and choral drill the pronunciation. |
| **Coursebook page 44** | **Speaking: Activity 3**<br>1. Ask the learners to read the questions carefully and check understanding.<br>2. Suggest learners re-read the text and make notes if necessary.<br>3. Have learners discuss their opinions in pairs. Monitor and make notes of answers.<br>**CORE**<br>**Feedback**<br>Share some of the opinions you noted with the class. If necessary, work with the learners to correct any errors.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners choose two questions to discuss in their pairs. |
| | **Differentiation activities (Stretch):**<br>1. Learners write one more text-related question related to ask their partners. |
| **Workbook page 38** | **Workbook: Activity 1**<br>1. Have learners race to complete the words. Encourage them not to look in their Coursebook.<br>**EXTENSION**<br>**Feedback**<br>Choose volunteers to spell out the words for other learners to write on the board.<br>**Answers**<br>1 shell; 2 pearl; 3 fleet; 4 crew; 5 rhythmic; 6 exhausting; 7 sunset; 8 shell; 9 quality; 10 surface |
| | **Differentiation activities (Support):**<br>1. Allow learners to refer to the text on Coursebook page 43 to find the words. |

**Differentiation activities (Stretch):**

1. Ask learners to think of a different context for *season* (for example, spring, summer), *crew* (for example cabin crew in an aeroplane), *surface* (for example the Earth's surface). Provide help and brainstorm sentences as a class.

**Workbook page 38**

**Workbook: Activity 2**

1. Have a learner read the example question. Revise the word order in questions as a class.
2. Do sentences 2 and 3 as a class and write the answers on the board.
3. Give the learners a few minutes to write the questions.

**CORE**

**Feedback**

Circulate and monitor for proper completion of the activity. Help as necessary.

**Possible answers**

2 Where did the fleet of boats go to find oysters?
3 How many crew members were there on a boat?
4 Why did the diver pull on the rope?
5 When did the crew open the oysters?
6 Where did they store the oysters?
7 What colour did the oysters have at first?
8 How did they sort the oysters?

**Differentiation activities (Support):**

Write the following on the board for learners to refer to as they write their questions:

| 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 or 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 | Learner 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:**<br>**Listening:** To listen to an account of a visit to a museum.<br>**Writing:** To write a short description of a historical place.<br>**Reading:** To read about Al Ain. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand the gist and details of a monologue<br>• write a description of a place and past experiences<br>• present the description to class<br>• understand the gist of an informative text<br>• work out the meaning of words from the context. |
| **Link to prior learning:**<br>• Past simple active<br>• Past simple passive<br>• Dates<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *museum, residence, prison, fort, renovated, underground, wildlife, exhibits, desert*<br>**Key expressions/structures:** *was built/used/renovated* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• It might be useful to revise in class how the passive voice is formed and why it is used. | | |
| **Resources/equipment needed:**<br>Coursebook page 44<br>Workbook page 39<br>Audio Track 7<br>Audioscript<br>Dictionaries<br>Photocopy of the tapescript | | |

## UNIT 3 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)**

| Resources | Starter |
|---|---|
| | 1. Write on the board: *I enjoy visiting museums*. Have learners discuss if they agree with the statement in small groups. Encourage them to explain why or why not.<br>2. Invite a learner from each group to explain briefly what they discussed. |
| **Resources** | **Main activity** |
| **Coursebook page 44**<br>**Audio Track 7** | **Listening: Activity 4**<br>1. Have learners read the Did you know? information.<br>2. Find out if anyone has visited Al Fahidi Fort Museum and what they thought of it.<br>3. Read out the question and play the audio. Encourage learners to make notes.<br>**CORE**<br>**Feedback**<br>Ask the learners to compare their notes in pairs. Have them raise their hands and choose a few learners to answer the question.<br>**Answer**<br>The exhibition that shows the desert at night. |
| | **Differentiation activities (Support):**<br>1. Play the audio again with pauses to give learners more time to make notes. |
| | **Differentiation activities (Stretch):**<br>1. Ask a few more comprehension questions for the learners to answer as a class. |
| **Coursebook page 44** | **Listening: Activity 5**<br>1. Learners complete the sentences. Allow them to use a dictionary if necessary.<br>**CORE**<br>**Feedback**<br>Have learners raise their hands and nominate five to read out a sentence each.<br>**Answers**<br>1 exhibits; 2 fort; 3 desert, wildlife; 4 pearl diving; 5 underground |
| | **Differentiation activities (Support):**<br>1. Play the audio again for the learners to complete the sentences as they listen.<br>2. Provide a photocopy of the audioscript for learners to study before writing their own description. |
| | **Differentiation activities (Stretch):**<br>1. Have learners write a longer description, for example, 100 words. |
| **Workbook page 39** | **Workbook: Activity 3**<br>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.<br>2. Ask the learners to skim-read the article once, paying attention to the words in bold.<br>3. Have them discuss in pairs what the words could mean.<br>**DESIRABLE**<br>**Feedback**<br>As pairs discuss the words, circulate and remind pairs who may need help how to use context to derive the meaning of a word. |

| | |
|---|---|
| | **Answers**<br>Refer to Answers in Activity 4 below. |
| | **Differentiation activities (Stretch):**<br>1. Have learners highlight a few more words in the text to guess their meaning; for example, *greenery*, *tomb*, *display*, *quicksands*. |
| **Workbook page 39** | **Workbook: Activity 4**<br>1. Point out the hints for two of the words. Give the learners a few minutes to do the task.<br>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.<br>**CORE**<br>**Feedback**<br>Elicit answers as a class by asking pairs to give you their answers and writing them on the board.<br>**Possible answers**<br>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**<br>1. Ask learners to complete the activity in pairs and then check answers as a class.<br>**EXTENSION**<br>**Feedback**<br>Elicit answers as a class by asking pairs to give you their answers and writing them on the board.<br>**Answers**<br>1 digs; 2 reconstruction; 3 includes; 4 ornaments; 5 expeditions |
| | **Differentiation activities (Support):**<br>1. Allow learners to use dictionaries to complete the activity. |
| | **Differentiation activities (Stretch):**<br>1. Have learners use the words in sentences orally. |
| **Resources** | **Plenary** |
| **Coursebook page 44** | **Writing: Activity 6**<br>1. Brainstorm a few historical places in the UAE as a class.<br>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.<br>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 | Learner 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 precise meaning or its part of speech in dictionaries.

(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: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 3** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read about life in the desert. To understand vocabulary associated with the desert.<br>**Speaking:** To discuss questions in a quiz.<br>**Writing:** To write questions related to the text. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand the gist and details in an informative text<br>• guess the meaning of words from context<br>• answer quiz questions<br>• write words with correct spelling. |
| **Link to prior learning:**<br>• Past tenses<br>• Word order in questions<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *Bedouin, availability, territory, economic, inhabit, challenging, grazing, nourishment, well-being*<br>**Key expressions/structure:** Questions | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook pages 45–46<br>Workbook page 40<br>Dictionaries | | |

## UNIT 3 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 45** | 1. Ask: *What do you know about life in the desert? What is a desert environment like?*<br>2. Ask the learners to think about what life might be like. Learners read the statement in the *Did you know?* box.<br>3. Discuss as a class and write key words on the board. |
| **Resources** | **Main activity** |
| **Coursebook page 45** | **Reading: Activity 1**<br>1. Ask the learners to read the text individually and think about the question.<br>2. Encourage them to work out the meaning of unknown words by looking at them in context.<br>**CORE**<br>**Feedback**<br>Have learners answer the question in pairs before choosing a few learners to give their opinion.<br>**Answer**<br>Water |
| | **Differentiation activities (Support):**<br>1. Allow learners to use a dictionary to look up any difficult words. |
| | **Differentiation activities (Stretch):**<br>1. Ask further comprehension questions for the learners to discuss in pairs; for example, *What material did the Bedouins use to build their 'arishah'? Were the Bani Yas the only tribe to live in the desert? Why was the camel a great gift for the Bedouins?* |
| **Coursebook page 45** | **Vocabulary: Activity 2**<br>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.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>1 e; 2 c; 3 h; 4 d; 5 b; 6 g; 7 f; 8 a |
| **Coursebook page 46** | **Writing: Activity 3**<br>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.<br>2. Allow learners a few minutes to complete the activity by writing the questions, referring to the text as necessary.<br>3. Discuss their answers as a class.<br>**DESIRABLE**<br>**Feedback**<br>Choose volunteers to write a question on the board. Make any corrections as a class. |

| | |
|---|---|
| | **Possible answers**<br>2 What makes up most of the UAE's territory? Who discovered a 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):**<br>1. Write the beginning of questions 4, 6 and 7 on the board to help learners. |
| | **Differentiation activities (Stretch):**<br>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**<br>1. Divide the class into small groups. Explain that they are going to work together to answer quiz questions about the text.<br>2. Read out the first question and give learners 30 seconds to discuss their answers in their groups.<br>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.<br>**CORE** |
| | **Answers**<br>1 Water was a problem. 2 Economic life, social structure. 3 Difficult, challenging, harsh because there's little water and extreme weather conditions. 4 Because of 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):**<br>1. Allow learners to read the text once more before doing the quiz. |
| | **Differentiation activities (Stretch):**<br>1. Have learners listen and answer the questions without referring to the Coursebook or Workbook. |
| **Workbook page 40** | **Workbook: Activity 2**<br>1. Have learners read and correct the sentences in pairs. If time is restricted, this activity can be set for homework.<br>**EXTENSION**<br>**Feedback**<br>Choose volunteers to write answers on the board. |
| | **Possible answers**<br>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**<br>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.<br>**EXTENSION**<br>**Feedback**<br>Place learners in pairs to complete this activity. |

| | |
|---|---|
| | **Answers**<br>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.<br>2. Do an example with *camel*. 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.<br>3. Continue inviting different learners to draw a word/phrase from the text; for example, *desert, sand, oasis, date palm, Bedouin, gift, transport, milk, meat, hair, leather, speed, race, wealth*.<br>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 | Learner 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:**<br>**Listening:** To listen to a conversation about camels.<br>**Speaking:** To discuss questions about camels and desert life.<br>**Reading:** To read a text about the date palm. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand the gist and details in an informal conversation<br>• have a discussion about past experiences<br>• express their opinion and comment on other opinions<br>• understand the gist and details in an informative text. |
| **Link to prior learning:**<br>• Previous lexis related to camels<br>• Expressions to express and ask for opinions<br>**21st Century Themes:**<br>• Global Awareness: Use technology (spoken and written) to communicate in English about topics and stories to other learners in the UAE. | | |
| **Key vocabulary:** *(camel's) coat, hump, kick, eyelids, eyelashes*<br>**Key expressions/structure:** Question words: *Who …? What ...? Where ...? How …? Why …?* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners might need help with discussing advantages and disadvantages. You could provide learners with fixed phrases for giving opinions (for example, *in my opinion, I believe, it seems to me*) and for asking for their partner's opinion (for example, *What about you? Do you agree? What do you think?*). | | |
| **Resources/equipment needed:**<br>Coursebook page 46<br>Workbook page 41<br>Audio Track 8 | | |

## UNIT 3 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)**

| Resources | Starter |
|---|---|
| | 1. Play a spelling game. Divide the class into small groups.<br>2. Have a group of learners stand up and say a key word from Unit 3 Lessons 1–5; for example, *oasis*. Learners spell the word as a team with each learner saying a letter in order.<br>3. Repeat with different groups and words. You could award points for each correctly spelled word. |
| **Resources** | **Main activity** |
| **Coursebook page 46**<br>**Audio Track 8** | **Listening: Activity 4**<br>1. Choose a learner to read the Listening strategy out loud.<br>2. Have learners read the statements and underline the key words. Discuss as a class.<br>3. Play the audio once or twice for learners to do the task.<br>**CORE**<br>**Feedback**<br>Learners compare their answers in pairs before checking as a class. Choose volunteers to say who mentions each fact and elicit further information.<br>**Answers**<br>1 Fadi; 2 Tariq; 3 Tariq; 4 Fadi; 5 Fadi |
| | **Differentiation activities (Support):**<br>1. Check with the learners the meaning of key words (for example, *coat*, *hump*, *eyelids*, *eyelashes*) before they listen to the recording. |
| | **Differentiation activities (Stretch):**<br>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** | **Speaking: Activity 5**<br>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.<br>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.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. In question 2, explain that learners will answer *Yes, I have*. and then continue in the past simple to give details. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>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** | **Workbook: Activity 4**<br>1. Have learners read the text and complete the activity.<br>2. Elicit facts as a class.<br>**CORE**<br>**Feedback**<br>Have learners raise their hands and invite volunteers to read out an answer.<br>**Answers**<br>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 |
| | **Differentiation activities (Support):**<br>1. Ask a few questions to check comprehension before learners do the task. |
| | **Differentiation activities (Stretch):**<br>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** | **Workbook: Activity 5**<br>1. Give learners a few minutes to re-read the text and answer the questions.<br>**CORE**<br>**Feedback**<br>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 five minutes.<br>**Answers**<br>1 They have lots of vitamins.; 2 Learners' own answers; 3 Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Help learners consolidate the vocabulary by having them draw a palm tree and label the *trunk*, *roots*, *branches*, *leaves*, *fruit*, *shade*, *sand*, etc. |
| | **Differentiation activities (Stretch):**<br>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: *Camels* and *Date palms*.<br>2. Say a fact about either the camels or the date palms: for example, *They grow in the sandy desert*. The *Date palms* should raise their hands as the statement refers to their group.<br>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 | Learner 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:**<br>**Reading:** To complete a text with missing words.<br>**Speaking:** To describe a visit to a place of historical interest. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• use topic-related vocabulary confidently<br>• describe a past experience orally<br>• write short sentences to give information about a known topic<br>• reflect on and assess their own progress. |
| **Link to prior learning:**<br>• Previous lexis related to desert life, Bedouins, camels<br>• Past tenses<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Words from Unit 3 Lessons 1–6<br>**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:**<br>• Learners may need help reflecting on their learning so this can be done as a class discussion. | | |
| **Resources/equipment needed:**<br>Coursebook pages 41–47<br>Workbook page 42 | | |

## UNIT 3 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>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**<br>1. Encourage learners to read the text once before completing it to get an idea of what it is about.<br>**CORE**<br>**Feedback**<br>Choose learners to read out a sentence each and get class consensus on each missing word.<br>**Answers**<br>1 heritage; 2 nomadic; 3 camel; 4 irrigation; 5 wealth |
| | **Differentiation activities (Support):**<br>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):**<br>1. Have learners close their books and say what they remember about the text. |
| **Coursebook page 47** | **Writing: Activity 2**<br>1. Using the questions in the activity, hold a short class discussion and write answers on the board.<br>2. Place learners in pairs and have them complete the activity.<br>**CORE**<br>**Feedback**<br>Have pairs read their work to the class.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 47** | **Speaking: Activity 3**<br>1. Have two learners read out the example.<br>2. Give learners a few minutes to think of a description of one or two places. Monitor and help.<br>3. Learners take turns to make a statement and reply.<br>**CORE**<br>**Feedback**<br>Invite pairs of learners to demonstrate the task to the class.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Allow learners to write down their sentences before doing the speaking task. |
| | **Differentiation activities (Stretch):**<br>1. Encourage learners to give a longer description of the place(s). |
| **Coursebook page 47** | **Self-assessment**<br>1. Have learners read the two tasks and check if they have any questions.<br>2. Give them a few minutes to answer each question. Monitor and help.<br>**DESIRABLE**<br>**Feedback**<br>Divide the class into small groups. Learners compare their answers with their partners. Monitor and provide feedback to each group.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Do the tasks as a class, eliciting ideas and answers from the learners. |
| | **Differentiation activities (Stretch):**<br>1. Have learners write a longer paragraph about pearl-diving or camels. |
| **Workbook page 42** | **Workbook: Activity 1**<br>1. Place learners in pairs and have them complete the activity.<br>**DESIRABLE**<br>**Feedback**<br>Nominate learners to read a sentence each in order.<br>**Possible answers**<br>1 formed; 2 federation; 3 endurance; 4 easier; 5 honour; 6 nomadic; 7 cultivate |
| **Workbook page 42** | **Workbook: Activity 2**<br>1. Have learners complete the questions and think of two more questions individually or in pairs.<br>**DESIRABLE**<br>**Feedback**<br>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.<br>**Answers**<br>1 What; 2 When; 3 What; 4 Was; 5 Why; 6 and 7 Learners' own answers |
| | **Differentiation activities (Stretch):**<br>1. In pairs, have learners ask the questions and give answers orally. |
| **Workbook page 42** | **Workbook: Activity 3**<br>1. Brainstorm a few things they have learned about the UAE before learners write their sentences. For more information about Brainstorming strategy, please see page 10 in this Teacher's Guide.<br>**EXTENSION**<br>**Feedback**<br>Divide the class in small groups and have learners explain what they have learned referring to their sentences. Monitor and provide feedback. |

| | |
|---|---|
| | **Answers**<br>Learners' own answers |
| | **Differentiation activities (Stretch):**<br>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**<br>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.<br>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 | Learner 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:**<br>**Writing:** To write sentences to give opinions.<br>**Speaking:** To discuss statements with abstract nouns. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify and use abstract nouns with/without a definite article<br>• express agreement or disagreement<br>• write sentences to give opinions. |
| **Link to prior learning:**<br>• Nouns<br>• Definite and indefinite articles<br>• Language to agree and disagree<br>**21st Century Skills:**<br>• 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 vocabulary:** *resilience, pride, well-being, honour, amusement, endurance, customs, availability, resourcefulness, tradition/traditional, economy/economic, value/valuable, honesty, happiness, responsibility*<br>**Key expressions/structures:** *I agree/don't agree, I think that ..., For me ...,* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• It might be useful for learners to revise the different uses of the definite and indefinite articles (*the, a/an*) with countable/uncountable nouns before looking at abstract nouns. | | |
| **Resources/equipment needed:**<br>Coursebook page 48<br>Workbook page 43<br>Dictionaries<br>Two A4 sheets of paper: on one sheet of paper write 'HAPPINESS' in big letters and on the other 'UNHAPPINESS'. | | |

## UNIT 3 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)**

| Resources | Starter |
|---|---|
| | 1. Write anagrams of the following words on the board: *happiness, wealth, endurance*.<br>2. Divide the class into groups and have them order the letters to find the words.<br>3. Set a time limit to turn it into a race.<br>4. Invite learners to write the answer on the board. |
| **Resources** | **Main activity** |
| **Coursebook page 48** | **Use of English: Abstract nouns**<br>1. Write *Abstract nouns* on the board.<br>2. Discuss as a class what these nouns could be, referring learners to the three words you wrote on the board at the start of the lesson.<br>3. Ask the learners to read the notes in the Use of English box.<br>4. In pairs, have learners write an example sentence for *happiness, wealth and endurance*. |
| **Coursebook page 48** | **Use of English: Activity 1**<br>1. Read out the abstract nouns and drill the pronunciation as a class.<br>2. Have learners complete the sentences in pairs or individually.<br>**CORE**<br>**Feedback**<br>Learners raise their hands to read out a sentence. Get class consensus when correcting any errors.<br>**Answers**<br>1 traditions; 2 Customs; 3 patience; 4 The availability; 5 amusement; 6 resilience, resourcefulness |
| **Dictionaries** | **Differentiation activities (Support):**<br>1. Allow learners to use their dictionaries or refer to their notes to do the task. |
| | **Differentiation activities (Stretch):**<br>1. Learners think of a definition for each abstract noun and say it or write it down. |
| **Coursebook page 48** | **Speaking: Activity 2**<br>1. Ask the learners to read the Language tip. Learners think of other adjectives they know ending in these suffixes (for example, *social, cultural; scientific, artistic; reasonable, reliable*).<br>2. Draw learners' attention to the six abstract nouns in Activity 2. Ask: *How does your society value education?* Have a brief class discussion.<br>3. Divide the class into small groups. Learners discuss the question using a few of the abstract nouns. Monitor and help if necessary.<br>**CORE**<br>**Feedback**<br>Circulate and monitor for proper use of language. Help where necessary.<br>**Answers**<br>Learners' own answers |

<table>
<tr><td>Coursebook<br>page 48</td><td>
Speaking: Activity 3<br>
1. Have two learners read out the example dialogue.<br>
2. Put learners in groups to discuss their opinion on the topics in Activity 2. Encourage them to ask opinions and comment on what is said.<br>
CORE<br>
Feedback<br>
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.<br>
Answers<br>
Learners' own answers<br>
Differentiation activities (Support):<br>
1. Write fixed phrases on the board for the learners to refer to; for example, What do you think? What about you? I believe/think that ... I'm not sure but ...<br>
Differentiation activities (Stretch):<br>
1. Ask learners to give at least two arguments each for each question.
</td></tr>
<tr><td>Workbook<br>page 43</td><td>
Workbook: Activity 1<br>
1. Read out the abstract nouns and the headings.<br>
2. Learners do the task individually or in pairs.<br>
CORE<br>
Feedback<br>
Copy the headings on the board and nominate learners to write a noun each.<br>
Answers<br>
<table>
<tr><th>human quality</th><th>emotion or feeling</th><th>others</th></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>
Differentiation activities (Stretch):<br>
1. Have learners add two more abstract nouns under each heading.
</td></tr>
<tr><td>Workbook<br>page 43</td><td>
Workbook: Activity 2<br>
1. Have learners correct the sentences and nominate volunteers to read out the sentences.<br>
CORE<br>
Feedback<br>
Write answers on the board for learners to check against.<br>
Answers<br>
2 The pride you feel …; 3 Friendship is more … than success.; 4 … bring you happiness; 5 The kindness of strangers …; 6 … needs fun and amusement …<br>
Differentiation activities (Support):<br>
1. Have learners compare answers with their partners.<br>
Differentiation activities (Stretch):<br>
1. Have learners write a short essay presenting arguments for and against one of the statements.
</td></tr>
</table>

| | |
|---|---|
| **Workbook page 43** | **Workbook: Activity 3**<br>1. Learners can discuss their ideas in small groups before writing their sentences. Monitor and provide help. |
| | **Differentiation activities (Support):**<br>1. Have learners write their sentences at home and bring them to the next lesson. |
| **Resources** | **Plenary** |
| | 1. Show sheets of paper with *HAPPINESS* and *UNHAPPINESS* written on them. Stick them on opposite sides of the room where learners can see them.<br>2. Ask a few learners to stand up. Say: *Today there's chicken and rice for lunch.* Have learners walk to one of the two signs if they're happy/unhappy about the statement. Invite them to explain why.<br>3. Repeat with different statements (for example, *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.*) and different learners. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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:**<br>**Reading:** To read a text about modern life.<br>**Writing:** To use abstract nouns to make sentences.<br>**Speaking:** To speak about modern life. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand the writer's opinions and attitudes<br>• express their opinions and give reasons<br>• use abstract nouns and adjectives in context. |
| **Link to prior learning:**<br>• Abstract nouns<br>• Adjectives ending *-al, -able, -ic*<br>• Indefinite and definite articles (*a*, *the*)<br>• Past simple<br>• Present perfect<br>• Present perfect continuous<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *values, balance, respect, knowledge, traditional, modern, casual, serious, respectful, fascinating, international*<br>**Key expressions/structures:** Past simple, present perfect, present perfect continuous | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 49<br>Workbook pages 43–44 | | |

## UNIT 3 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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**<br>1. Ask: *Do you prefer wearing traditional Emirati clothes or casual clothes?* Have a class discussion.<br>2. 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.<br>**CORE**<br>**Feedback**<br>As learners work, invite them to highlight the man's opinions.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 49** | **Writing: Activity 5**<br>1. Learners can find the abstract nouns and the adjectives in pairs or individually.<br>**CORE**<br>**Feedback**<br>Write *Abstract nouns* and *Adjectives* as headings on the board. Check answers by inviting volunteers to write a word under a heading.<br>**Answers**<br>(Five of the words below)<br>*Abstract nouns* (examples): values, lives, balance, way, respect, developments, travel, past, history, knowledge<br>*Adjectives* (examples): traditional, modern, important, casual, serious, respectful, fascinating, international, careful |
| | **Differentiation activities (Stretch):**<br>1. Have learners underline all the adjectives in the text and categorise them as *positive*, *negative* or *neutral*. |

| | |
|---|---|
| **Coursebook page 49** | **Writing: Activity 6**<br>1. Have learners read the sentences and decide what kind of word is missing: verb, noun or adjective.<br>2. Learners complete the sentences.<br>**CORE**<br>**Feedback**<br>Have learners compare their answers. Then they raise hands to read out a sentence.<br>**Answers**<br>1 developments; 2 respect; 3 modern; 4 Traditional; 5 communicate |
| | **Differentiation activities (Support):**<br>1. Provide learners with the first letter of each word to help them complete the gaps. |
| | **Differentiation activities (Stretch):**<br>1. Read out the sentences at a natural speed and have learners repeat with appropriate intonation. |
| **Coursebook page 49** | **Coursebook: Activity 7**<br>1. If time allows for this activity, write the three tenses on the board: past simple, present perfect simple, present perfect continuous.<br>2. Invite learners to give an example for each tense and explain its meaning.<br>3. Learners read the sentences and do the matching task. They can do this in pairs.<br>**CORE**<br>**Feedback**<br>Read out an example from the box and have learners say which description it matches.<br>**Answers**<br>1 past simple; 2 present perfect continuous; 3 present perfect simple |
| | **Differentiation activities (Support):**<br>1. Give the learners clues about key time expressions used with each tense; for example: *yesterday, suddenly, when* (past simple); *since, for, yet, already* (present perfect simple); *since, for* (present perfect continuous). |
| | **Differentiation activities (Stretch):**<br>1. Have learners think of a sentence for each tense. Monitor and check. |
| **Workbook page 44** | **Workbook: Activity 4**<br>1. Learners can refer to their Coursebook to find the adjectives.<br>**CORE**<br>**Feedback**<br>Invite learners to each write an adjective on board.<br>**Suggested answers**<br>academic, cultural, economic/economical, honourable, national, nomadic, personal, rhythmic, suitable, traditional, tribal, valuable |
| | **Differentiation activities (Support):**<br>1. Write the suffixes *-al, -able, -ic* on the board for the learners to choose from. |
| | **Differentiation activities (Stretch):**<br>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**<br>1. Have learners read the sentences and identify what type of words are missing (adjectives).<br>2. Learners complete the sentences with an appropriate adjective.<br>**CORE**<br>**Feedback**<br>Have learners raise their hand to read out a sentence. Get class consensus on each adjective chosen.<br>**Answers**<br>1 academic; 2 traditional; suitable; 4 honourable; 5 cultural; 6 Rhythmic; 7 valuable; 8 economical |
| | **Workbook: Activity 6**<br>1. Have learners make up their own sentences. Ask them to read them to the class when they have completed the activity.<br>**EXTENSION**<br>**Feedback**<br>Have learners raise their hand to read out a sentence.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Stretch):**<br>1. Have learners use a few more adjectives in context, either orally or in writing. |
| **Resources** | **Plenary** |
| | 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.<br>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.<br>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.<br>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 | Learner 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 ...**

- 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:**

- Adjectives
- Adverbs

**21st Century Skills:**

- 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 vocabulary:** *emphasis, poetry, novel, play* (noun), *expand, improve*

**Key expressions/structure:** Qualifying adverbs

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- 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 (pages 6 to 10)**

| Resources | Starter |
|---|---|
| | 1. Read out the first verse of the poem *A Rose* by Sultan al-Owais without saying who wrote it or which one it is:<br>*Oh rose! whose petals are touched by the dew*<br>*Which perfumes souls and hearts*<br>*You are in this world an enigma,*<br>*Your behaviour remains a mystery,*<br>*For you encase your life in the walls of your bud,*<br>*As though your fragrance is not well-loved.*<br>2. Have learners say who wrote the poem and write Sultan al-Owais on the board.<br>3. Discuss as a class what the learners know about the poet. |
| **Resources** | **Main activity** |
| **Coursebook page 50** | **Reading: Activity 1**<br>1. Read out the question. Learners read the text once to find the answer.<br>2. Check as a class.<br>**CORE**<br>**Feedback**<br>Ask further comprehension questions; for example, *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?* Discuss them as a class.<br>**Answer**<br>New generations of writers and poets have emerged. Literature has also been taught in schools and universities over the years. |
| | **Differentiation activities (Support):**<br>1. Pre-teach *novel, play, encourage, inspire* before learners read the text. |
| | **Differentiation activities (Stretch):**<br>1. Have learners find further information about Sultan al-Owais (online or in the library) and share in class. |
| **Coursebook page 50** | **Reading: Activity 2**<br>1. Read out the words for the learners to circle in the text.<br>2. Then have learners do the matching task in pairs.<br>**CORE**<br>**Feedback**<br>Have pairs of learners read a meaning and a word out loud.<br>**Answers**<br>1 emphasis; 2 expand; 3 academic; 4 merchant; 5 individual; 6 literary |
| **Coursebook page 50** | **Coursebook: Use of English box**<br>1. Ask a volunteer learner to read the Use of English box.<br>2. Place learners in pairs and have them find two more qualifiers in the text.<br>**Feedback**<br>When learners have completed the activity, have pairs give you their answers. Write them on the board.<br>**Answers**<br>many reasons; more secondary schools; regularly inviting |

| | |
|---|---|
| **Coursebook page 50** | **Speaking: Activity 3**<br>1. Give the learners time to read the questions and think of their answers. Allow them to make notes if necessary.<br>2. In pairs, learners discuss their opinions. Monitor and make note of their ideas.<br>**DESIRABLE**<br>**Feedback**<br>Write a few of the ideas you heard on the board. Discuss briefly as a class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Remind learners to use phrases to introduce and ask for opinions, and to express agreement and disagreement. Revise them if necessary. |
| | **Differentiation activities (Stretch):**<br>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** | **Workbook: Activity 1**<br>1. Write the following qualifiers on the board: *quite, rather, fairly, very, really, slightly*.<br>2. Check meaning. Explain that these words make the adjective that follows it stronger or weaker.<br>3. Point out that some qualifiers can't be used with some adjectives; for example, we can say *very/really/quite/extremely intelligent*, but not *totally intelligent*. Similarly, we can say *absolutely perfect* but not *very/slightly perfect*.<br>4. Place learners in pairs to complete the activity.<br>**CORE**<br>**Feedback**<br>Invite learners to read out a sentence to the class.<br>**Answers**<br>1 quite a few; 2 very popular; 3 greatly expanded; 4 even more; 5 a great deal of fascinating Arabic art |
| **Workbook page 45** | **Workbook: Activity 2**<br>1. Explain that learners have to write their own sentences with the adjectives and that they have to add a qualifier.<br>2. Split the class into two halves, and place learners in pairs.<br>3. Have one half complete sentences 1–3 and the other half 4–6.<br>**EXTENSION**<br>**Feedback**<br>Invite learners to read out a sentence to the class. Accept all possible combinations.<br>**Answers**<br>Learners' own answers |

| Resources | Plenary |
|---|---|
| **Workbook page 45** | **Workbook: Activity 3**<br>1. Direct learners to Activity 3 and hold a class discussion on the topic of how education helps a person develop.<br>2. Write ideas, words and phrases that learners use on the board.<br>3. Have learners write a few sentences on the topic.<br>4. Early finishers can read their paragraph to the class. Learners who haven't completed the activity can do so for homework. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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; 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: 11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 3** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read about traditional chanting poetry. To understand the importance of chanting poetry.<br>**Writing:** To write sentences for a text summary. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand details in an informative text<br>• express their opinions and give reasons<br>• use a range of past tenses to write a summary. |
| **Link to prior learning:**<br>• Past simple<br>• Present perfect<br>• Present perfect continuous<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *chant, entertaining, rhythm, recite, campfire, settle a dispute, play a role, pass down*<br>**Key expressions/structures:** *Last year ..., I've been -ing, So far, I've ...* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 51<br>Workbook page 46 | | |

## UNIT 3 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Write *UNESCO Intangible Cultural Heritage of Humanity*. Ask learners what this could mean. Explain what UNESCO stands for (United Nations Educational, Scientific and Cultural Organization) and what *intangible* means.<br>2. Ask: *What part of the Emirate culture do you think was inscribed as 'intangible cultural heritage of humanity' by UNESCO in 2012?* Elicit ideas.<br>3. Then write *Al-Taghrooda* on the board and elicit what the learners know about it. |
| **Resources** | **Main activity** |
| **Coursebook page 51** | **Reading strategy**<br>1. Read out the question in the Reading strategy box. Have learners skim the text to find the answer.<br>2. 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.<br>**CORE**<br>**Feedback**<br>Nominate learners to explain the topic of paragraphs 1 and 2.<br>**Answers**<br>Paragraph 1 – the history of Al-Taghrooda poetry<br>Paragraph 2 – where and why chanting was used |
| | **Differentiation activities (Support):**<br>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**<br>1. Read out the question.<br>2. Tell the learners to scan the text quickly to find the answer.<br>3. Remind them that they do not need to know the meaning of every word. Explain the meaning of the word *chanted.*<br>**CORE**<br>**Feedback**<br>Ask the learners to discuss their answers with a partner. Invite volunteers to answer the question for the whole class.<br>**Example answer**<br>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):**<br>1. Learners underline the words in the text that they do not understand.<br>2. Check the words as a class, eliciting meanings from context and with the learners' help. |
| | **Differentiation activities (Stretch):**<br>1. Learners use the Internet to research more about Al-Taghrooda and report back to the class. |

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| **Coursebook page 51** | **Reading: Activity 5**<br>1. Tell the learners to read through the questions. Check for understanding.<br>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.<br>**CORE**<br>**Feedback**<br>Learners work in small groups and discuss their answers. Choose pairs of learners to read out a question and answer.<br>**Answers**<br>1 Al-Taghrooda<br>2 Seven lines or fewer<br>3 A tribesman from one group chanted the first verse and the other group replied.<br>4 It was entertaining and it made the camels walk in time to the rhythm.<br>5 In the desert and around the campfires.<br>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.<br>7 An important social and cultural role.<br>8 At weddings and national festivities such as the Al Wathba Camel Race Festival. |
| | **Differentiation activities (Support):**<br>1. Provide learners with paragraph references so that they can find the answers more quickly:<br>Paragraph 1 – questions 1–3;<br>Paragraph 2 – questions 4–6;<br>Paragraph 3 – questions 7 and 8 |
| | **Differentiation activities (Stretch):**<br>1. In pairs, learners practise asking and answering the questions orally without referring to their written answers. |
| **Workbook page 46**<br>**Coursebook page 51** | **Workbook: Activity 4**<br>1. Explain that learners need to use past simple, present perfect simple or continuous to complete the sentences.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>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 |
| **Workbook page 46** | **Workbook: Activity 5**<br>1. Before they write the sentences, allow learners to read the text once more if necessary.<br>2. They should write their sentences individually or in pairs. Encourage them to use their own words.<br>**DESIRABLE**<br>**Feedback**<br>Have learners raise their hands and read out a sentence. |

| | |
|---|---|
| | **Possible answers**<br>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 re-telling 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. |
| | **Differentiation activities (Support):**<br>1. Before learners write their sentences, go through the verbs and elicit example sentences orally. |
| | **Differentiation activities (Stretch):**<br>1. Have learners write a summary of the text in 50–80 words. |
| **Workbook page 46** | **Workbook: Activity 6**<br>1. Explain that learners have to make sentences using the correct tense.<br>**EXTENSION**<br>**Feedback**<br>Nominate volunteers to read out their sentences.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. Draw an imaginary line across the middle of the class. Explain that one side represents 'Yes' and the other represents 'No'.<br>2. Have learners stand up and form a queue on the imaginary line facing you.<br>3. Say: *I've never heard about Al-Taghrooda poetry before*. Learners move to the 'Yes' side if the statement is true for themselves and to the 'No' side if it isn't.<br>4. Continue with more statements using the present perfect simple or continuous (for example, *My family have been to the desert a few times.* / *I've been reading poetry since primary school.*). You could choose learners to give further information. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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:**<br>**Reading:** To read about Nabati poetry.<br>**Writing:** To write sentences with synonyms. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand the gist and details of an informative text<br>• use synonyms. |
| **Link to prior learning:**<br>• Discerning between different types of literary texts<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *personal, reality, unique, pass down, record, style, dialect, popular, admired, competitions*<br>**Key expressions/structures:** *to go as far back as, to be based on, to be held* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• There are a few instances of passive voice in the text (*are based, are spoken, have been passed down*), so learners may benefit from a quick revision of the form and use of the passive voice. | | |
| **Resources/equipment needed:**<br>Coursebook page 52<br>Workbook page 47<br>Dictionaries | | |

## UNIT 3 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Write *Al-Taghrooda* as a heading on one side of the board.<br>2. Put the learners in small groups.<br>3. 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.<br>4. When time is up, check which group has the most facts.<br>5. 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**<br>1. Before learners open their books, write *Nabati* as a heading on the other side of the board.<br>2. Ask: *What do you know about this type of poetry?* Have a class discussion and make notes on the board.<br>3. Ask learners to read the text once and check their ideas. Correct or add to the notes on the board.<br>4. Ask: *What's special about Nabati poetry?* Learners discuss in pairs.<br>**CORE**<br>**Feedback**<br>Ask the question and nominate learners to give their opinion.<br>**Possible answers**<br>Nabati is the people's poetry.; It's based on personal experiences.; The poems were the only record of events. |
| | **Differentiation activities (Support):**<br>1. Give learners practice with the pronunciation of words such as *unique, historical, period, event, dialect, admired*. |
| | **Differentiation activities (Stretch):**<br>1. Learners research the life of HH Sheik Mohammed bin Rashid Al Maktoum on the Internet and share information in class. |
| **Coursebook page 52** | **Reading: Activity 2**<br>1. Explain that learners should refer to the text to complete the sentences. They don't have to read the whole text again.<br>**CORE**<br>**Feedback**<br>Learners compare their answers with a partner. Read out the sentence prompts and have learners call out the missing information.<br>**Answers**<br>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. |
| | **Differentiation activities (Support):**<br>1. Learners can underline the answers in the text rather than write them down. |

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|---|---|
| | **Differentiation activities (Stretch):**<br>1. Have learners read the *Did you know?* 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** | **Workbook: Activity 1**<br>1. Have learners look at the words and refer to the text in the Coursebook if necessary to do the matching task.<br>**CORE**<br>**Feedback**<br>Call out a word and nominate a learner to read out the definition.<br>**Answers**<br>1f ; 2 a; 3 c; 4 b; 5 h; 6 g; 7 e; 8 d |
| | **Differentiation activities (Support):**<br>1. Tell learners to start the task by matching the words they're more confident about. |
| | **Differentiation activities (Stretch):**<br>1. Encourage learners to make up sentences orally with some of the words. |
| **Workbook page 47** | **Workbook: Activity 2**<br>1. Have a learner read out the Language tip.<br>2. Learners match the synonyms.<br>**CORE**<br>**Feedback**<br>Have a learner call out a word 1–5 and another learner call out the corresponding synonym.<br>**Answers**<br>1 e; 2 a; 3 d; 4 b; 5 c |
| | **Differentiation activities (Support):**<br>1. Point out that both words need to be the same type, for example verb–verb, noun–noun, adjective–adjective. |
| | **Differentiation activities (Stretch):**<br>1. Have learners think of the differences between the synonyms. For instance, we can say *a simple/easy exercise*, but not *a simple/~~easy~~ story*. |
| **Workbook page 47** | **Workbook: Activity 3**<br>1. Have learners use a dictionary to write their own sentences with the synonyms.<br>**EXTENSION**<br>**Feedback**<br>Have learners compare their sentences in pairs. Then nominate volunteers to read out a sentence.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Workbook page 47** | **Workbook: Activity 4**<br>1. Have learners close all their books. Ask them what they remember about Nabati poetry. Write their answers on the board.<br>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.<br>**CORE**<br>**Feedback**<br>Check answers as a class by reading out a sentence and nominating a different learner each time to say the correction.<br>**Answers**<br>1 The poems go as far back as the 16th century. 2 They are handed down from generation to generation. 3 They use a dialect different from classical Arabic. 4 The Sheik began composing as a young boy. 5 The competitions are held once a year. 6 They are unique to the UAE. |
| | **Differentiation activities (Support):**<br>1. Divide the class in two and have learners correct three sentences each. |
| | **Differentiation activities (Stretch):**<br>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, *admired* (*respected*), *true* (*real*), *popular* (*famous*), *competition* (*contest* or *race*), *tradition* (*custom*), *to chant* (*to sing*), *to reply* (*to answer*), *routine* (*everyday life*), etc.<br>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.<br>3. Continue with different words and learners. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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:**<br>**Listening:** To listen to a poem and identify the rhyming words.<br>**Reading:** To understand the message of a poem. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand and analyse a poem<br>• identify rhyming words<br>• write a poem with rhyme<br>• scan texts for specific information. |
| **Link to prior learning:**<br>• Lexis related to poetry<br>**21st Century Skills:**<br>• Critical Thinking and Problem Solving: Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English | | |
| **Key vocabulary:** *nation, prime, blessed, dignity, obstacle, justice, compassionate, duty, prosperous*<br>**Key expressions/structure:** Rhyming words | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 53<br>Workbook page 48<br>Audio Track 9<br>Dictionaries | | |

## UNIT 3 LESSON 13 TASKS/ACTIVITIES

| Resources | Starter |
|---|---|
| | 1. Write anagrams of key words about Nabati poetry on the board, for example, *poetry*, *unique*, *record*, *dialect*.<br>2. Put learners into small groups to reorder the letters. The first group to finish shouts: *Stop!*<br>3. Invite learners to write the word under the anagrams.<br>4. Discuss as a class what the words refer to. |
| **Resources** | **Main activity** |
| **Coursebook pages 52–53**<br>**Audio Track 9** | **Listening: Activity 3**<br>1. Focus on the photo of HH Sheik Mohammed on page 52. Ask: *Who is he? What do you know about him?* Discuss as a class.<br>2. Tell the learners that they are going to listen to a poem by Sheik Mohammed bin Rashid Al Maktoum.<br>3. Go through the words in the Vocabulary list before you play the audio.<br>4. Read the question and ask the learners to think about the question while they are listening. Tell them to make notes.<br>5. Learners listen to the audio and make notes.<br>6. Play the audio a few times if necessary. For more information about Listening to stories strategy, please see page 9 in this Teacher's Guide.<br>**CORE**<br>**Feedback**<br>Have learners compare their ideas in pairs. Then have a class discussion.<br>**Possible answers**<br>It's about the UAE and what makes it the happiest nation on Earth. |
| | **Differentiation activities (Support):**<br>1. Play the audio again softly and have learners read along. |
| | **Differentiation activities (Stretch):**<br>1. In pairs, have learners choose one or two verses and discuss what they describe. |
| **Workbook page 48** | **Workbook: Activity 5**<br>1. Read the instructions and the example.<br>2. Have learners brainstorm themes and adjectives in pairs or small groups.<br>**CORE**<br>**Feedback**<br>Invite a learner from each pair or group to present their themes and adjectives to the class. Discuss the themes further as a class.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 53** | **Reading: Activity 4**<br>1. Do an example with the class: *prime* and *time*. Point out that the endings *-ime* sound the same (/aɪm/) so these words rhyme. Explain that sometimes words with different spellings rhyme; for example, *fair* and *care*.<br>2. Give learners time to write the pairs of rhyming words. |

| | |
|---|---|
| | **CORE**<br>**Feedback**<br>Have learners compare their pairs of words. Nominate volunteers to call out a pair of rhyming words. Drill the words chorally.<br>**Answers**<br>prime–time; thrive–revive; strain–pain; fear–tear; fulfilled–instilled; fair–care; joy–boy; prize–rise; confession–impression; more–core |
| | **Differentiation activities (Support):**<br>1. In pairs, learners practise saying the words. |
| | **Differentiation activities (Stretch):**<br>1. Have learners think of one more rhyming word to add to each pair; for example, *mime, survive, main, dear, rebuild, bear, toy, flies, expression, floor* |
| **Coursebook page 53** | **Reading: Activity 5**<br>1. Place learners in small groups of four or five.<br>2. If you want you can choose another theme to write about.<br>3. Explain that their poem doesn't have to be long and six lines are usually enough.<br>4. Tell them to use rhyming words if they can.<br>5. Have groups assign a leader who will read the poem to the class.<br>**EXTENSION**<br>**Feedback**<br>As learners work, circulate and help as necessary.<br>**Answers**<br>Learners' own answers |
| **Workbook page 48** | **Workbook: Activity 6**<br>1. Divide the learners into small teams.<br>2. Give the teams three minutes to find the words and complete the task. Set this up as a race.<br>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.<br>**DESIRABLE**<br>**Feedback**<br>Have learners look back at all the lessons in the unit to complete the activity.<br>**Answers**<br>1 chant; 2 clan; 3 resilience; 4 nomadic; 5 wander; 6 grazing; 7 heritage; 8 Bedouin; 9 camel; 10 generation; 11 century; 12 dhow |
| **Resources** | **Plenary** |
| **Workbook page 48** | **Workbook: Activity 7**<br>1. Place learners in small groups. Have them make up their five sentences.<br>2. Have them appoint a group leader to read the sentences to the class.<br>3. Then have the group write as many sentences as they can with the words from Activity 6 in two minutes.<br>4. The group leaders tell the class how many sentences they have and a winner is chosen.<br>5. Have the leaders read the new set of sentences to the class. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

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

(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: 14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 3** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To complete a gapped text.<br>**Speaking:** To discuss the qualities of Nabati poetry. To discuss statements about values.<br>**Writing:** To write definitions of words. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand details in an informative text<br>• give their opinion and reasons<br>• express agreement and disagreement<br>• write definitions of words<br>• assess their progress in Unit 3. |
| **Link to prior learning:**<br>• Lexis from Unit 3<br>• Past simple<br>• Present perfect<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *dignity, duty, justice, nation, obstacle, endure, amuse, proud, emphasis, compassionate, narrative, illusion*<br>**Key expressions/structure:** *I agree with ..., In my opinion, I don't think that ...* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners might need support with ways of giving definitions; for example, *it's a person who ..., it's a thing that ..., it's something you do ..., it's when you ...*, and so on. Provide these expressions on the board when appropriate. | | |
| **Resources/equipment needed:**<br>Coursebook pages 52 and 54<br>Workbook page 49 | | |

## UNIT 3 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)**

| Resources | Starter |
|---|---|
| | 1. Ask learners to tell you as many new words as they can that they have learned in Unit 3.<br>2. Write the words on the board.<br>3. Place learners in pairs and have them choose five words to categorise as nouns, adjectives or verbs.<br>4. Have learners read their words to the class. |
| **Resources** | **Main activity** |
| **Coursebook page 54** | **Reading: Activity 1**<br>1. Have learners look at the photo and describe what they see. Encourage them to talk about the people's relationship and feelings.<br>2. Ask learner to read the text once and say what it is about.<br>3. Give them time to complete the gaps in the text.<br>**CORE**<br>**Feedback**<br>Read out the text, pausing before a gap. Nominate different learners to call out a word.<br>**Answers**<br>1 leader; 2 camel; 3 desert; 4 history; 5 past |
| | **Differentiation activities (Support):**<br>1. Have learners discuss what piece of information in the text they find most interesting. |
| **Coursebook pages 52 and 54** | **Speaking: Activity 2**<br>1. Have the learners re-read the first text on Nabati poetry on page 52.<br>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.<br>**CORE**<br>**Feedback**<br>Read out the questions and have a class discussion.<br>**Answers**<br>1 Personal experience and the reality of everyday life.; 2 Learners' own answers |
| | **Differentiation activities (Stretch):**<br>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** | **Writing: Activity 3**<br>1. Revise with the class when the past simple and present perfect simple are used.<br>2. Give learners one or two minutes to complete the sentences.<br>**CORE**<br>**Feedback**<br>Have learners compare answers in pairs. Then nominate volunteers to read out a sentence. Discuss why the tense is appropriate in each sentence. |

| | |
|---|---|
| | **Answers**<br>1 wrote; 2 Have you visited; 3 met; 4 has invited; 5 became |
| | **Differentiation activities (Support):**<br>1. Tell learners that they will need to use the past simple three times and the present perfect simple twice. |
| **Coursebook page 54** | **Self-assessment**<br>1. Put the learners in pairs to explain the meaning of the words orally.<br>2. Check with the whole class.<br>3. Have learners use the words in sentences of their own.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to read out a sentence. Elicit more than one sentence per word. |
| | **Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Allow learners to look back in the unit if they need ideas for their sentences. |
| **Workbook page 49** | **Workbook: Activity 1**<br>1. Read out the words and check their meaning with the class.<br>2. Have learners complete the sentences.<br>**DESIRABLE**<br>**Feedback**<br>Learners compare their answers in pairs before checking as a class. Invite volunteers to read out a sentence. |
| | **Answers**<br>1 nation; 2 dignity; 3 obstacles; 4 duty; 5 justice |
| **Workbook page 49** | **Workbook: Activity 2**<br>1. Brainstorm with the learners phrases for expressing opinion and agreement/ disagreement. Write them on the board.<br>2. Have learners discuss the questions in pairs using the phrases on the board.<br>3. Monitor and make notes of correct/incorrect use of language.<br>**DESIRABLE**<br>**Feedback**<br>Go over the correct or incorrect language with the whole class. Make any corrections on the board. |
| | **Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Give your opinion on one of the statements to give an example of what learners should produce. |
| **Workbook page 49** | **Workbook: Activity 3**<br>1. Give learners a few minutes to look through Unit 3 and find the abstract nouns.<br>**CORE**<br>**Feedback**<br>Read out a word and invite a volunteer to call out the abstract noun. |

| | |
|---|---|
| | **Answers**<br>1 knowledge; 2 endurance; 3 amusement; 4 pride; 5 responsibility; 6 happiness |
| | **Differentiation activities (Support):**<br>1. Give learners the page numbers in the Coursebook where they can find the abstract nouns: *responsibility, happiness* – page 48; *endurance, amusement* – page 45; *pride* – page 41 |
| **Workbook page 49** | **Workbook: Activity 4**<br>1. Give learners a few minutes to write their sentences. Monitor and help if necessary.<br>**EXTENSION**<br>**Feedback**<br>Have learners raise their hands to read out one or two sentences. |
| | **Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners can write the sentences at home and bring them in the next lesson for you to check. |
| **Resources** | **Plenary** |
| **Workbook page 49** | 1. Direct learners to Self-Assessment.<br>2. Ask a few questions to get learners thinking about their progress: *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?*<br>3. 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.<br>4. 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 | Learner 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:**<br>**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 ...**<br>• use lexis from the unit in context<br>• use past tenses<br>• write a short email about a holiday in the desert. |
| **Link to prior learning:**<br>• Lexis from Unit 3<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Lexis from Unit 3<br>**Key expressions/structures:** *I've never ...* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 55<br>Dictionaries | | |

## UNIT 3 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook pages 41–54** | 1. Have learners look through Unit 3 and choose four words they find difficult or which they like.<br>2. Invite learners to write the words on the board.<br>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**<br>1. Nominate learners to read out the words in the box.<br>2. Learners read the definitions and match them to the words.<br>3. As an extension, place learners in pairs and have them make sentences with the words. This is to be done orally.<br>**CORE**<br>**Feedback**<br>Have learners compare answers in pairs. Nominate volunteers to read out a definition and word. Then pairs say the sentences to the class.<br>**Answers**<br>1 tribe; 2 oyster; 3 hide; 4 fort; 5 academic; 6 cultivate; 7 pearl |
| | **Differentiation activities (Support):**<br>Give learners example sentences orally using the words and then have them do the task. |
| **Coursebook page 43** | **Differentiation activities (Stretch):**<br>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. |
| **Coursebook page 55** | **Review: Activity 2**<br>1. Before learners do the task, ask a few questions about *honesty*, *quality* and *resilience* to check comprehension; for example *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?*<br>2. Allow learners to refer to their dictionaries or notes to do the task.<br>**CORE**<br>**Feedback**<br>As a class, read out each sentence chorally. Write the missing word on the board each time.<br>**Answers**<br>1 resilience; 2 honesty; 3 Happiness; 4 speed; 5 quality; 6 knowledge |
| **Coursebook page 55** | **Use of English: Activity 3**<br>1. Read out the words in brackets and point out that learners must form new words by adding an ending or changing them.<br>2. Give learners one or two minutes to complete the text. |

| | |
|---|---|
| | **CORE**<br>**Feedback**<br>Have learners compare answers in pairs. Then nominate volunteers to read out a sentence from the text.<br>**Answers**<br>1 cultural; 2 traditional; 3 nomadic; 4 medical; 5 valuable |
| | **Differentiation activities (Support):**<br>1. Provide the endings *-al*, *-ic* and *-able* on the board for the learners to refer to. |
| **Coursebook page 55** | **Review: Activity 4**<br>1. Ask a volunteer learner to read the rubric to the class.<br>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.<br>3. Then ask learners if they send emails to friends overseas or in general.<br>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.<br>5. Ask what kind of things they would mention in this email to a friend. Possible suggestions would be: *seeing a Bedouin tribe, eating dates, visiting an oasis, seeing and riding camels, seeing a camel race,* and so forth.<br>6. Have learners write the short email in class. Set about 15 minutes for the activity.<br>**CORE**<br>**Feedback**<br>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.<br>**Answer**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Explain to learners that they can write simple sentences about their trip. |
| | **Differentiation activities (Stretch):**<br>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.<br>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 | Learner 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:**<br>**Reading:** To read an extract from a novel.<br>**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 ...**<br>• understand the gist of a fiction text<br>• discuss what precedes the story<br>• predict what will happen next in a story<br>• understand a promotional/tourist text<br>• understand a descriptive text. |
| **Link to prior learning:**<br>• Recognising literary texts.<br>**21st Century Skills:**<br>• Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project | | |
| **Key vocabulary:** *blinding, daze, fort, shake off, cure, horizon*<br>**Key expressions/structures:** *It's set in ...* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners might need help understanding some of the expressions in the text that don't have a literally meaning; for example, *mass of blinding white, shake off a worry, endless blue sea stretching*. These can be discussed with the whole class. | | |
| **Resources/equipment needed:**<br>Coursebook pages 56–57<br>Tourist brochures and informative texts about the fort of Qasr al-Hosn<br>Reference books from the library about the fort of Qasr al-Hosn | | |

## UNIT 3 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Write the titles of some popular novels learners will be familiar with. Ask: *Have you ever read these books? Did you enjoy reading them?*<br>2. Have a class discussion and add other titles that learners mention on the board. |
| **Resources** | **Main activity** |
| **Coursebook page 56** | **Preparation: Activity 1**<br>1. Write *Literacy* on the board and elicit what it means ('the ability to read and write').<br>2. Discuss as a class different types of texts that learners have encountered; for example, informative, poems, narrative, and so on.<br>3. Have learners read the text once and answer questions 1 and 2 as a class.<br>4. Give them a few minutes to read the text again and answer questions 3–7 in pairs.<br>**CORE**<br>**Feedback**<br>Read out the questions and nominate volunteers to answer them.<br>**Possible answers**<br>1 It's set on the fort of Qasr al-Hosn.<br>2 It's a narrative/fiction text/story.<br>3 Tariq and his mother.<br>4 Tariq is on his own wandering around the old fort looking for inspiration despite his problems.<br>5 Tariq was with his sick mother, praying.<br>6 Tariq's mother was lying in a hospital bed trying to get better.<br>7 Tariq will go back to the hospital and find that his mother is feeling better. |
| | **Differentiation activities (Support):**<br>1. Read out the extract as a class, pausing to ask questions and check comprehension. |
| | **Differentiation activities (Stretch):**<br>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**<br>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.<br>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.<br>3. Allow time for the learners to look at their materials and discuss their project.<br>4. Monitor and help.<br>**CORE**<br>**Feedback**<br>Allow learners to ask any questions and discuss as a class. |

| | |
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| **Coursebook page 56** | **Preparation: Activity 3**<br>1. Read out the instructions and discuss any questions.<br>2. If necessary, give an example of comparisons learners can make, for example design, language, pictures, and so forth.<br>3. Explain that this step will help them with the preparation of their project and that the ideas are there to help them.<br>4. Give learners as much time as possible to prepare their projects.<br>5. Monitor and help as necessary.<br>**CORE**<br>**Feedback**<br>Walk around and give feedback to each group. |
| | **Differentiation activities (Support):**<br>1. Allow learners a few days to work in their groups and prepare their presentation.<br>2. Encourage learners to practise giving the presentation. |
| **Resources** | **Plenary** |
| **Coursebook Page 57** | **Presentation: Activity 4**<br>1. Hold a class discussion on how learners think they should present their project.<br>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 | Learner 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:**<br>**Speaking:** To give a presentation. To give opinions about learners' presentations.<br>**Listening:** To understand and assess other learners' presentations.<br>**Writing:** To write a description of a place or a story. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand a presentation<br>• express their opinions<br>• give a presentation<br>• write a descriptive or fiction text. |
| **Link to prior learning:**<br>• Information collected in Lesson 16<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Lexis from Unit 3<br>**Key expressions/structures:** *This presentation is about ..., We're going to talk about ..., We found out that ...* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 57 | | |

## UNIT 3 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)**

| Resources | Starter |
|---|---|
| | 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.<br>2. Invite learners to express any concerns about giving a presentation and try to create an encouraging atmosphere.<br>3. Finally, ask learners how they have decided to present their project. Ask: *Who will be using a poster?* and so on. |
| **Resources** | **Main activity** |
| **Coursebook page 57** | **Presentation: Activity 5**<br>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.<br>**CORE**<br>Feedback<br>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):**<br>1. Allow learners to refer to their notes while giving their presentation. |
| | **Differentiation activities (Stretch):**<br>1. Have learners record their presentation and look at the recording in their groups.<br>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**<br>1. In their groups, learners choose a presentation and discuss the questions.<br>2. Monitor and provide help if necessary.<br>**CORE**<br>**Feedback**<br>Choose a popular presentation and read out the questions to discuss as a class. |
| | **CORE**<br>**Feedback**<br>Circulate and provide learners with individual feedback. |
| | **Differentiation activities (Support):**<br>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**<br>1. Read out the instructions as a class and brainstorm a few places on the board.<br>2. Discuss with the learners what kind of stories they could write in each place. Brainstorm one or two storylines.<br>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 | Learner 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 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,

(G8.4.2.1.2) 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:**<br>**Reading:** To read for information in a non-fiction text. To read a map. To use new vocabulary in sentences.<br>**Writing:** To write about what they have learned. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• find places and seas on a map of the Arabian Peninsula<br>• use key vocabulary to describe the geographical features of the Arabian Peninsula. |
| **Link to prior learning:**<br>• Prior knowledge of the culture and history of the Arabian Peninsula<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *continent, agriculture, arid, fertile, route, barren*<br>**Key expressions/structure:** *surrounded by, located between, consists of, stretches from, mountainous regions, fertile areas, it occupies, made its way* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 58<br>Workbook page 50 | | |

## UNIT 4 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. With Coursebooks closed, ask learners the following questions:<br>*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?*<br>2. Write the names of any countries or seas that learners mention on the board. |
| **Resources** | **Main activity** |
| **Coursebook page 58** | **Reading: Activity 1**<br>1. Have learners look at the map of the Arabian Peninsula. Ask if they can can locate any of the places they mentioned in the Starter.<br>2. Have learners read the text about the Arabian Peninsula and answer the question.<br>**CORE**<br>**Feedback**<br>Feedback by inviting answers from the class. Have learners put up their hand to volunteer an answer.<br>**Answer**<br>Its position is important because it lies between the continents of Africa and Asia and is also close to Europe. |
| | **Differentiation activities (Support):**<br>1. 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):**<br>1. 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**<br>1. Have learners work in small groups.<br>2. 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.<br>3. After checking each group's answers, have learners write the names of the seas on their maps.<br>**CORE**<br>**Feedback**<br>Circulate and monitor, checking learners have the correct answer by pointing at your copy of the map. |
| **Coursebook page 58** | **Reading: Activity 3**<br>1. Have learners read the names of the other places and discuss in their groups where they think they are located on the map.<br>2. After checking each group's answers, have learners write the names of the places on their maps.<br>**CORE**<br>**Feedback**<br>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):**<br>1. 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):**<br>1. Have learners work alone then compare their answers with a partner before class feedback. |
| **Workbook page 50** | **Workbook: Activity 1**<br>1. Have the learners fill in one word in each blank for Activity 1.<br>**DESIRABLE**<br>**Feedback**<br>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.<br>**Answers**<br>1 two; 2 west; 3 south; 4 Mediterranean, Red (in either order); 5 Africa, Asia, (in either order) |
| **Workbook page 50** | **Workbook: Activity 2**<br>1. 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.<br>2. Have learners read the paragraph and choose the correct word from the choices given.<br>**DESIRABLE**<br>**Feedback**<br>Have learners read the texts in their Coursebooks to check their answers. Then ask volunteer learners to read out the answers.<br>**Answers**<br>1 water; 2 desert; 3 arid; 4 fertile; 5 Sinai Peninsula |
| | **Differentiation activities (Support):**<br>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):**<br>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**<br>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.<br>2. Elicit some ideas from individual learners and write them in note form on the board.<br>3. Write the following sentence stem on the board:<br>*Today I have learned that …* and *I also know that …*<br>4. Have learners write three sentences to complete the stems then read them to their group.<br>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 | Learner 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 effusiveness 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:**<br>**Listening:** To listen for comprehension.<br>**Writing:** To answer questions about a text.<br>**Speaking:** To describe a hypothetical journey. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• talk about the goods that were transported and traded on the historical Incense Trade Route, using the passive voice<br>• use topic vocabulary<br>• read and identify grammatical features in a text. |
| **Link to prior learning:**<br>• Review of the passive structure<br>**21st Century Skills:**<br>• Use technology (spoken and written) to communicate in English about topics and stories to other learners in the UAE. | | |
| **Key vocabulary:** *incense, tribe, trade, merchants, goods, cloth, road, spices, caravan, route*<br>**Key expressions/structures:** Present passive and past passive review | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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 *is*, *was* or *were* 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:**<br>Coursebook page 59<br>Workbook page 51<br>Audio Track 10<br>Photocopy of the listening text | | |

## UNIT 4 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners which places they remember from the previous lesson.<br>2. Ask learners what they can tell you about the geography of the Arabian Peninsula. |
| **Resources** | **Main activity** |
| **Coursebook page 59**<br>**Audio Track 10** | **Listening: Activity 4**<br>1. Write the following words on the board: *incense, trade, route*<br>2. Elicit the meaning of each word from learners.<br>3. Have learners look at the title of the Listening activity *The Incense Trade Route,* and ask learners what they know about this subject. Write some answers on the board in note form.<br>4. Have learners listen to the text about the Incense Trade Route and choose the correct answer from the words given.<br>**CORE**<br>**Feedback**<br>Have learners put up their hand, and invite answers from individual learners.<br>**Answers**<br>1 7th; 2 Southern Arabia; 3 Asia; 4 3000; 5 62; 6 tribe. |
| | **Differentiation activities (Support):**<br>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. |
| | **Differentiation activities (Stretch):**<br>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** | **Listening: Activity 5**<br>1. Have learners read the questions and underline the key words then compare with a partner.<br>2. Check the key words as a class by inviting answers from individual learners.<br>3. Tell the learners to listen again to find the answers.<br>4. Have the learners use the answers to write full sentences.<br>**CORE**<br>**Feedback**<br>Have learners put up their hands and invite individual learners to write their sentences clearly on the board.<br>**Answers**<br>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. |
| | **Differentiation activities (Support):**<br>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. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>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** | **Use of English: Present passive and past passive review**<br>1. Ask learners to look at the Use of English box and go through the grammar with the class. Ask: *How do we form the present passive?* (*Am/are/is* + past participle) *How do we form the past simple passive?* (*Was/were* + past participle)<br>2. Elicit from the learners why we use the passive form (when we are more interested in the person that experiences an action than who does the action).<br>3. Write the following sentences on the board:<br>*a It was used by Arab merchants to transport Arabian incense.*<br>*b They used the ports of Gaza and Alexandria to sell their goods.*<br>Elicit from the learners which one is active and which one is passive and compare the forms. (a – passive b –active)<br>4. Ask learners to find and underline examples of use of the passive form in the text.<br>**CORE**<br>**Feedback**<br>Feedback as a class by going through each example, eliciting why the writer has used a passive form.<br>**Answers**<br>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 |
| | **Differentiation activities (Support):**<br>1. Ask learners to go through the text looking for *is* and *was*. Ask them in each case to see if it is followed by a past participle form. If it is, learners should underline it. |
| | **Differentiation activities (Stretch):**<br>1. 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. |
| **Coursebook page 59** | **Speaking: Activity 6**<br>1. Have learners work in groups.<br>2. Have learners read the questions and discuss their ideas.<br>**EXTENSION**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| **Workbook page 51** | **Workbook: Activity 4**<br>1. Have the learners look at the words in the word box and revise the meaning by asking learners to give a definition.<br>2. Have learners complete the sentences using words from the word box.<br>**EXTENSION**<br>**Feedback**<br>Nominate individual learners to give answers. |

| | |
|---|---|
| | **Answers**<br>1 luxury; 2 merchants; 3 trade; 4 dangerous; 5 goods; 6 wealthy |
| **Workbook**<br>**Page 51** | **Workbook: Activity 5**<br>1. Have learners work in pairs.<br>2. 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.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>1 Silk cloth is still made in China.; 2 Incense was exported along the Incense Route.; 3 Camels are 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** |
| | 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.<br>2. The group that writes the most things wins.<br>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 | Learner 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.

<table>
<tr><td colspan="2">LESSON PLAN</td><td>LESSON: 3</td></tr>
<tr><td colspan="2">Teacher:</td><td>Subject: English</td></tr>
<tr><td>Grade: 8</td><td>Unit: 4</td><td>Date:</td></tr>
<tr><td colspan="3">SKILLS AND UNDERSTANDING</td></tr>
<tr><td colspan="2">Learning objectives:<br>Reading: To deduce meaning of vocabulary from context.<br>Speaking: To correct errors in factual statements.</td><td>Learning outcomes: By the end of the lesson, learners will be able to...<br>• deduce the meaning of key vocabulary related to medicinal uses of frankincense from context<br>• correct factual statements about the text they have just read<br>• complete a summary about frankincense and myrrh.</td></tr>
<tr><td colspan="3">Link to prior learning:<br>• Prior knowledge of the culture and history of the Arabian Gulf<br>21st Century Skills:<br>• ICT Literacy: Reinforce learning to apply digital technologies effectively by using them as a tool to research, organise, evaluate and communicate information.</td></tr>
<tr><td colspan="3">Key vocabulary: shrub, resin, aromatic, prosperous, demand<br>Key expressions/structures: 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, antiseptic, generation to generation</td></tr>
<tr><td colspan="3">Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:<br>• 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 prevent, heal, protect and relieve. 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.</td></tr>
<tr><td colspan="3">Resources/equipment needed:<br>Coursebook pages 60–61<br>Workbook page 52<br>Flashcards showing pictures illustrating the following ailments: wound, infection, eczema, cracked skin, scars, stomach ache, fever, food poisoning, cough, cold</td></tr>
</table>

## UNIT 4 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners what different kinds of incense they can name.<br>2. Ask them which is the most famous incense used around the world (frankincense) and ask if they can spell it.<br>3. Elicit other information about frankincense by asking questions like *Where does it come from? How is it harvested? What does it look like? What can you use it for?* |
| **Resources** | **Main activity** |
| **Coursebook page 60** | **Reading: Activity 1**<br>1. Before they read, have learners look at the Reading Strategy box and discuss how to skim through a text.<br>2. Have learners read the main text about frankincense to find out what other main use it has. (medicine)<br>3. Ask learners if they can give you specific examples from the text.<br>4. Ask learners which words refer to illness or medical problems.<br>5. Then ask why they think it made the Arabs very wealthy.<br>**CORE**<br>**Feedback**<br>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.<br>**Possible answers**<br>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 antiseptic |
| | **Differentiation activities (Support):**<br>1. 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. |
| | **Differentiation activities (Stretch):**<br>1. 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** | **Writing: Activity 2**<br>1. Have learners write five false statements about frankincense and myrrh.<br>2. Have them work in pairs and read their sentences to their partner. Their partner orally corrects the sentences.<br>**DESIRABLE**<br>**Feedback**<br>Circulate and monitor, helping with corrections and pronunciation as necessary.<br>**Answers**<br>Learners' own answers |

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| **Coursebook page 60** | **Speaking: Activity 3**<br>1. If learners have access to the Internet, ask them to work in small groups to research other herbs and spices traditionally used in the UAE.<br>2. This can be set for homework if there is no classroom access to computers.<br>**EXTENSION**<br>**Feedback**<br>Ask a learner from each group to write their list on the board and compare lists as a class.<br>**Answers**<br>Learners' own answers |
| **Workbook page 52**<br>**Coursebook**<br>**Page 61** | **Workbook: Activity 1**<br>1. With Coursebooks closed, ask learners some questions about the text; for example, *Where does frankincense come from? What was incense used for?* Encourage learners to answer in full sentences.<br>2. 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.<br>3. Direct learners to page 61 of their Coursebooks. Ask a volunteer learner to read the Did you know? box.<br>4. Have learners read the answers in Activity 1 and tell them to write the questions. Do the first one as an example.<br>**CORE**<br>**Feedback**<br>Have learners read their sentences aloud to their partner then invite individual learners to write a question on the board.<br>**Possible answers**<br>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 frankincense at home? |
| **Workbook page 52** | **Workbook: Activity 2**<br>1. Write the vocabulary from Activity 2 on the board and revise the meanings with learners by asking individual learners to give a definition.<br>2. Have learners read the sentences in Activity 2 and circle the correct word to complete the sentence.<br>**DESIRABLE**<br>**Feedback**<br>Invite answers from individual learners.<br>**Answers**<br>1 perfume; 2 generation to generation; 3 valuable; 4 treasure; 5 imports; 6 mosque; 7 cosmetic; 8 shrubs |
| **Workbook page 52** | **Workbook: Activity 3**<br>1. Have learners discuss what they have learned about frankincense with a partner.<br>2. Have learners write about three uses of frankincense.<br>**DESIRABLE**<br>**Feedback**<br>Have individual learners read their sentences to the class. |

| | |
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| | **Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| **Coursebook page 60** | 1. Ask individual learners to read some of their incorrect statements from Coursebook Activity 2 to the class.<br>2. Invite other learners to correct them orally.<br>3. Mime an ailment and have learners guess what it is and call out the answer.<br>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 | Learner 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:**<br>**Reading:** To complete gaps in sentences. To choose the correct word to complete a sentence.<br>**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 ...**<br>• use vocabulary associated with health correctly<br>• write a paragraph about the history of incense as a base for perfume using notes. |
| **Link to prior learning:**<br>• Prior knowledge of the culture and history of the Arabian Gulf<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *heal, cure, soothe, relieve, perfume, incense, valuable, treasure, seeds, temples*<br>**Key expressions/structure:** *generation to generation, could afford it, a royal expedition, her crop failed* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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.<br>• Learners at this level still make mistakes when forming questions. Word order, auxiliary verbs and questions with the verb *to be* cause confusion. | | |
| **Resources/equipment needed:**<br>Coursebook page 61<br>Workbook page 53 | | |

## UNIT 4 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners what they remember about the previous lesson's reading text: *Why was frankincense so valuable?*<br>2. Say some incorrect statements about frankincense and have the learners correct them.<br>**Suggested answer**<br>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**<br>1. Write the words *heal, cure, soothe* and *relieve* on the board.<br>2. Ask learners what each word means and how they are different.<br>3. Tell learners to choose the correct word to complete the sentences.<br>**CORE**<br>**Feedback**<br>Ask learners to work with a partner and read the text on Coursebook page 60 to check and correct their answers.<br>**Suggested answers**<br>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<br>2 heal; 3 cure; 4 soothe |
| | **Differentiation activities (Support):**<br>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. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write four more sentences using the verbs in context. |
| **Workbook page 53** | **Workbook: Activity 4**<br>1. Write the words *heal, soothe, cure* and *relieve* on the board. Revise the vocabulary of illnesses and ailments by eliciting some examples from them and asking them which verb they go with.<br>2. Have learners match the verbs with the phrases.<br>**DESIRABLE**<br>**Feedback**<br>Nominate learners to give an answer.<br>**Possible answers**<br>relieve a stomach ache; cure / soothe eczema; heal a wound; protect against infection; cure skin disease; prevent a fever |

| | |
|---|---|
| **Coursebook page 61** | **Writing: Activity 5**<br>1. Ask learners what they remember from the Did you know? box they read in the previous lesson.<br>2. Tell learners to read the Did you know? section and discuss the two questions.<br>3. Ask learners to read the notes about incense and perfume and underline any vocabulary they don't know.<br>4. Feedback as a class to check the unknown vocabulary. Ask learners to guess the meaning from the context where they can and explain using an example when they can't.<br>5. Ask learners whether this is a complete paragraph and how they know (these are not complete sentences and there is no punctuation).<br>6. Tell learners to use the notes to write a short story in their notebooks.<br>**CORE**<br>**Feedback**<br>Have learners swap stories with a partner and correct any minor errors of spelling or punctuation. Circulate and monitor. Nominate individual learners to read out parts of their stories to the rest of the class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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 (*so, and, but, which, that*) 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. |
| | **Differentiation activities (Stretch):**<br>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. |
| **Workbook page 53** | **Workbook: Activity 5**<br>1. Elicit from the learners what they remember about frankincense and myrrh and write some answers on the board.<br>2. Have learners read the text and complete the gaps.<br>**DESIRABLE**<br>**Feedback**<br>Nominate learners to write an answer on the board.<br>**Answers**<br>2 regions; 3 small; 4 taller; 5 medicines; 6 cosmetic; 7 whole |
| **Workbook page 53** | **Workbook: Activity 6**<br>1. Have learners read the sentences and decide whether the statements are correct or not.<br>2. Have them underline the evidence in the Coursebook texts to support their choice.<br>**DESIRABLE**<br>**Feedback**<br>Learners feedback in small groups. Circulate and monitor. For more information about |

| | |
|---|---|
| | **Answers**<br>Sentences 1, 4, 5 are correct. |
| | **Differentiation activities (Support):**<br>1. Have learners work with a partner and use their Coursebook to find answers. |
| | **Differentiation activities (Stretch):**<br>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. |
| **Resources** | **Plenary** |
| | 1. Ask learners to work in groups.<br>2. Have one learner choose a new word or phrase from the lesson and write it on the board.<br>3. Have another learner give a definition for it. Write the definition on the board.<br>4. Have another learner use that word in a sentence.<br>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. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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 learned 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:**<br>**Reading:** To complete quiz questions. To locate information on a map.<br>**Speaking:** To discuss interesting geographical facts. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• ask and answer questions about world geography<br>• locate continents, oceans, seas and cities they know on a world map<br>• use vocabulary associated with geography appropriately. |
| **Link to prior learning:**<br>• Prior knowledge of the Arabian Peninsula and world geography<br>**21st Century Skills:**<br>• Critical Thinking and Problem Solving: Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English | | |
| **Key vocabulary:** *continents, scientists, equator, hemisphere, ocean, sea, northern, southern*<br>**Key expressions/structures:** *separated by, considered to be, divided by, an imaginary line* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook pages 62–63<br>Workbook page 54<br>Map of the world or atlas for each group of learners | | |

## UNIT 4 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Write the following words on the board:<br>*continent, country, hemisphere, equator, mountain, ocean, sea, desert*<br>2. Have learners work with a partner and give a definition for each word.<br>3. Invite pairs of learners to explain a word to the rest of the class.<br>4. Ask which features are real and which are imaginary (*equator*).<br>5. 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**<br>1. Have learners read the title of the quiz and ask them how confident they are about their knowledge of world geography. Tell them they will read four questions and ask them to guess how many they think they will get correct.<br>2. Have learners work in groups.<br>3. Write question number 1 and the multiple choice answers on the board.<br>4. Have learners discuss their ideas and decide on an answer, which they write on one piece of paper per group.<br>5. Erase question 1 from the board and write question 2 and repeat the procedure. Continue in this way until all the quiz questions are complete.<br>6. When they have finished answering the questions, give each group a copy of the world map and ask the learners to check their answers.<br>7. Ask each group how confident they are about the number of correct answers they have now.<br>**CORE**<br>**Feedback**<br>Have each group swap answer sheets with another group. Have learners open their Coursebooks and read the Facts below each question to find help them find the correct answers. For question 1, the teacher will have to explain that Australia, North and South America and Antarctica are also continents. Each group marks another group's answers. Then feedback as a class by inviting answers from learners to make sure each group's work has been marked accurately. Elicit from each group whether their geography knowledge was as good as they predicted at the start of the activity.<br>**Answers**<br>1 Africa, Australia, Europe, North America, South America, Asia, Antarctica; 2 b; 3 a; 4 oceans |
| | **Differentiation activities (Support):**<br>1. Have learners work with a partner. Give them a world map to work with while they answer the questions. |
| | **Differentiation activities (Stretch):**<br>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** | **Workbook: Activity 1**<br>1. Write four columns on the board.<br>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.<br>3. Have the learners work in pairs to complete the blank map in their workbook with these names.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Check maps with an atlas or map of the world. |
| **Workbook page 54** | **Workbook: Activity 2**<br>1. Have learners check the countries they brainstormed in the Starter activity and complete the map with these names.<br>2. Finally, have learners check their world map and fill in any missing information.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Check maps with an atlas or map of world. |
| **Resources** | **Plenary**<br>1. Divide the learners into two or three teams and give each team a different colour board pen.<br>2. Have one learner from each team come and stand at the board with their pen ready.<br>3. Call out vocabulary from the lesson; for example, *hemisphere, continent, equator,* and have learners race to spell it correctly. The first team to complete the word correctly wins a point.<br>4. Change learners after every two or three words to give more learners a chance to play.<br>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 | Learner 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:**<br>**Reading:** To find and compare the forms and uses of two forms of narrative tenses.<br>**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 ...**<br>• recognise and distinguish between the two forms of narrative tenses in a story<br>• distinguish between direct speech and narrative<br>• write a sentence in the past simple and the past continuous tenses<br>• complete the gaps in a story using the correct past tense form of the verb. |
|---|---|

**Link to prior learning:**

- Building on previous knowledge of past simple and past continuous tenses

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *forced, shocked, disapproval, criticised, anxiously, impatiently, destination, fascinated, Emperor*

**Key expressions/structures:** Narrative tenses – past simple and past continuous

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- The verb *to be* is both a main verb that can be used in the past simple (for example, *I was happy*) and is also used as an auxiliary verb in the past continuous form (for example, *I was walking*). It is important to highlight to learners that if it is past continuous, the structure is: *was/were* + verb with *-ing.*
- The verb *to be* is both a main verb that can be used in the past simple (for example, *Incense was valuable*) and is also used as an auxiliary verb in the passive form of the past simple (for example, *Incense was transported).* Highlight to learners that if it is the passive form, the structure is: *was/were* + verb with *-ed* (past participle).
- Gerunds use the structure: verb with *-ing,* but the function is actually as a noun which represents an activity (for example, *sitting*). Highlight to learners that if it is a gerund, there will be no *was/were* as an auxiliary verb.

**Resources/equipment needed:**

Coursebook page 63

Workbook page 55

## UNIT 4 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners if they know what the word *folktale* means. Explain that these are stories handed down from generation to generation and can often be centuries old.<br>2. Draw learners' attention to the picture and ask them if they have ever heard of Joha, also known as Mulla Nasruddin.<br>3. Elicit from them what they know about him.<br>4. Ask them if they know any stories about him.<br>5. Ask them if they consider him to be wise. |
| **Resources** | **Main activity** |
| **Coursebook page 63** | **Reading: Activity 2**<br>1. Tell the learners they are going to read a story about Joha.<br>2. Write the following question on the board: *What is the lesson of this story?*<br>3. Set them a two-minute time limit to read the story.<br>4. Ask learners to discuss what they think is the lesson of this story in small groups.<br>5. Invite a learner to offer the answer, encouraging them to explain using their own words.<br>6. Draw learners' attention to the Use of English box. Elicit the forms of the past simple and the past continuous and write them on the board.<br>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.<br>8. Have learners check their answers in groups.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Past simple: pointed; cried; passed; criticised; walked; heard; climbed; lifted; passed; saw; asked; rode; climbed; lifted; continued<br>Past Continuous: was shining; was riding; was walking |
| | **Differentiation activities (Support):**<br>1. Write three columns on the board for *infinitive, past simple* and *past continuous.*<br>2. Go through the answers to Activity 2 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. |
| | **Differentiation activities (Stretch):**<br>1. Have learners find and underline any examples in the text that look like past simple or past continuous but are not; for example, *is forced to walk* is a passive structure; *they were shocked* is the verb *to be* + adjective; *sitting* and *walking* are gerunds. Have learners explain what these structures are and why they are used. |

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| **Coursebook page 63** | **Reading: Activity 3**<br>1. Have learners read the second part of the text and put the verbs in the past simple or the past continuous tense.<br>2. Have learners check their answers with a partner.<br>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).<br>**CORE**<br>**Feedback**<br>Feed back as a class by nominating learners to give the answers.<br>**Answers**<br>2 continued; 3 was moving; 4 arrived; 5 decided; 6 climbed; 7 walked; 8 arrived; 9 laughed; 10 criticised |
| **Coursebook page 63** | **Speaking: Activity 4**<br>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 10 in this Teacher's Guide.<br>**CORE**<br>**Feedback**<br>Feed back as a class by nominating learners to give the answer.<br>**Answer**<br>a) Joha realised that pleasing everyone is difficult and it is best for each person to decide how to live his own life. |
| **Workbook page 55** | **Workbook: Activity 3**<br>1. Ask learners which tenses we use to write a story (past simple and past continuous).<br>2. Remind them again about direct speech conventions (use of speech marks and tenses used).<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to give an answer by raising their hand.<br>**Answers**<br>Past simple and past continuous |
| **Workbook page 55** | **Workbook: Activity 4**<br>1. Have learners look at the verbs and decide whether the examples are past simple (PS) or past continuous (PC).<br>2. Have learners underline *-ed* or *was -ing* in each verb.<br>3. Elicit which are the irregular verbs (*wrote*, *sat*).<br>**DESIRABLE**<br>**Feedback**<br>Nominate individual learners to give an answer.<br>**Answers**<br>wrote – PS; played – PS; sat – PS; was working – PC; was eating – PC; laughed - PS |

| | |
|---|---|
| **Workbook page 55** | **Workbook: Activity 5**<br>1. Have learners work with a partner to read the story aloud.<br>2. Have them take it in turns to read a sentence each, using the correct form of the verb each time.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to give an answer by raising their hand.<br>**Answers**<br>2 was beginning; 3 asked; 4 looked; 5 said; 6 rode; 7 began; 8 was; 9 were; 10 shouted |
| | **Differentiation activities (Support):**<br>1. Learners work together and feedback after every Workbook activity. |
| | **Differentiation activities (Stretch):**<br>1. Learners work alone and check with a partner at the end. |
| **Resources** | **Plenary** |
| | 1. Write the following prompt on the board: *When Joha was riding on his donkey …*<br>2. Elicit suggestions from learners to finish this sentence.<br>3. Ask the learners to work in groups.<br>4. Tell them that each learner must start a sentence with the structure *When* + past continuous, and the other learners must finish the sentence with a past simple structure.<br>5. Choose two learners and do another example with them for the class; for example, *When I was riding my bike yesterday ….*<br>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 | Learner 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:**<br>**Reading:** To complete gaps in a paragraph.<br>**Speaking:** To give oral definitions for key words.<br>**Writing:** To write paragraphs using key phrases. | | **Learning outcomes: By the end of the lesson, learners will be able to...**<br>• find key words in the previous texts to match the given definitions<br>• distinguish between present and past passive<br>• complete a paragraph about a merchant's journey using key words from the previous texts<br>• respond to their partner's chosen key words by giving an oral definition<br>• write brief paragraphs on the topics of the Arabian Gulf and the Incense Trade Route using key phrases. |
| **Link to prior learning:**<br>• Review of the previous lessons in Unit 4<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *arid, barren, fertile, merchant, dangerous, desert, heal, cure, soothe, folktale, geography*<br>**Key expressions/structure:** *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* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 64<br>Workbook page 56 | | |

## UNIT 4 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>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**<br>1. Introduce the activity by giving some definitions for words from the unit and eliciting the corresponding words from the learners.<br>2. Have learners find words to match the definitions in Activity1.<br>3. They can refer to the reading texts and previous workbook vocabulary activities to check their understanding.<br>**CORE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers. Use this time to clarify any outstanding confusion about vocabulary.<br>**Answers**<br>**Activity 1:**<br>1 arid; 2 fertile; 3 merchant; 4 dangerous; 5 precious; 6 connect |
| **Coursebook page 64** | **Vocabulary: Activity 2**<br>1. Have learners complete the paragraph using words from Activity 1.<br>**CORE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers. Use this time to clarify any outstanding confusion about vocabulary.<br>**Answers**<br>1 merchant; 2 precious; 3 dangerous; 4 connect; 5 arid; 6 fertile |
| **Coursebook Page 64** | **Use of English: Activity 3**<br>1. Have learners work in pairs to complete the activity.<br>2. After checking answers, have learners give you sentences in the active and passive voice.<br>**CORE**<br>**Feedback**<br>Choose individual learners to call out answers.<br>**Answers**<br>Ticked sentences: 1; 4; 5 |

| | |
|---|---|
| **Coursebook**<br>**Page 64** | **Speaking: Activity 4**<br>1. Ask learners to choose key vocabulary and write a short list.<br>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.<br>3. Do an example with the class first.<br>**CORE**<br>**Feedback**<br>Circulate and monitor, encouraging learners to check any answers they are unsure of in the Coursebook.<br>**Answers**<br>Learners' own answers |
| **Coursebook**<br>**Page 64** | **Writing: Activity 5**<br>1. Write the bullet points on the board and have a class discussion on the topic.<br>2. Place learners in small groups of three or four and have them complete the activity.<br>3. Explain that they only need to write six to eight sentences at the most.<br>4. Have the groups appoint a leader to read their paragraph to the class.<br>**DESIRABLE**<br>**Feedback**<br>As learners work, circulate and monitor. Correct and help as necessary.<br>**Answers**<br>Learners' own answers |
| **Coursebook**<br>**Page 64** | **Self-assessment**<br>1. Have learners work in pairs to complete the activities.<br>2. Check answers as a class by asking volunteer pairs to read their answers to the class.<br>**CORE**<br>**Feedback**<br>As learners work, circulate and help as needed.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners work in pairs to complete the activities and refer to previous lessons for help. |
| | **Differentiation activities (Stretch):**<br>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. |
| **Workbook**<br>**page 56** | **Workbook: Activity 1**<br>1. Ask learners to write paragraphs using the phrases in the word boxes.<br>2. When they finish, learners read their work to their partners.<br>3. Partners offer suggestions for corrections and improvements.<br>4. Learners redraft their paragraphs as necessary. |

| | |
|---|---|
| | **EXTENSION**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers, helping with language and grammar. Have learners read their paragraphs aloud to a different partner.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write longer paragraphs using more detail from the texts and as much key vocabulary as possible. |
| **Resources** | **Plenary** |
| | 1. Invite learners to read their paragraphs to the class.<br>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.<br>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).<br>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. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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 learned 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:**<br>**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.<br>**Speaking:** To discuss the moral of a tale. | | **Learning outcomes: By the end of the lesson, learners will be able to...**<br>• guess the meaning of key vocabulary from context<br>• use their developing strategies of skimming and scanning to find answers in the text<br>• give an oral summary of the story. |
| **Link to prior learning:**<br>• Further development of reading skills and strategies for text comprehension<br>**21st Century Skills:**<br>• Global Awareness: Use technology (spoken and written) to communicate in English topics and stories to other learners in the UAE | | |
| **Key vocabulary:** *society, considered, disappointed, doubted, loyalty, cultures, thrilled*<br>**Key expressions/structures:** *loyal friends, employed tutors, warned him to be careful, to prove himself, a distant land, on your mind, to accompany him, for safekeeping* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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.<br>• 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:**<br>Coursebook page 65<br>Workbook page 57 | | |

## UNIT 4 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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**<br>1. Ask learners to look at the picture, and elicit: *What do you think this story will be about? What could the treasure refer to?*<br>2. 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.<br>3. Learners should tell their partner what they understood from their first reading of the story.<br>4. Their partner should add extra detail.<br>5. Alternatively, learners can do the Reading race. For more information about Reading race strategy, please see page 9 in this Teacher's Guide<br>**CORE**<br>**Feedback**<br>Feed back 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.<br>**Possible answers**<br>Zahir is the son of a wealthy merchant and Ziad is his friend. Zahir's father wants to test Ziad's loyalty. |
| | **Differentiation activities (Support):**<br>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. |
| | **Differentiation activities (Stretch):**<br>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. |
| **Workboook page 57** | **Workbook: Activity 1**<br>1. Tell learners to read through the questions.<br>2. Ask them to underline the key words in the sentence stems then compare with their partner.<br>3. Tell learners that they should answer the questions without looking at the text.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>1 a; 2a; 3 a; 4 b; 5 a; 6 a; 7 b; 8 a; 9 a; 10 a |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>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. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write more sentence stems with multiple choice answers for their partner to complete. |
| **Coursebook page 66** | **Speaking: Activity 2**<br>1. Have the learners work in small groups.<br>2. Have them discuss what they think the folktale will teach us.<br>**DESIRABLE**<br>**Feedback**<br>One learner from each group tells the rest of the class what their group has concluded.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. Read out the first sentence of the story.<br>2. Go around the classroom asking learners to add a sentence to continue the story.<br>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 | Learner 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:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To summarise a story's ending. To compare different story endings. To answer comprehension questions about a narrative text.<br>**Listening:** To understand a story's ending.<br>**Reading:** To complete the missing words in a narrative text.<br>**Writing:** To answer questions according to the learner's own interpretation. | • give an oral summary of the ending of the story *The Clever Merchant* and make a verbal comparison between their story ending and the original story ending<br>• write their opinion about the qualities of friendship. |

**Link to prior learning:**

- Past simple
- Past continuous
- Past perfect
- *So … that / such … that*

**21st Century Skills:**

- Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills

**Key vocabulary:** *suggestion, safekeeping, upset, exploring, realised, summoned*

**Key expressions/structures:** *so … that / such … that*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some issues learners may have with listening activities:
  - **a.** 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.
  - **b.** 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 Coursebooks closed. Elicit details before listening again with books open.
  - **c.** 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 7 in this 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 *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Elicit from the class what has happened so far in the story of *The Clever Merchant*.<br>2. Learners work in groups to discuss how they think the story will end.<br>3. Elicit some ideas. |

| Resources | Main activity |
|---|---|
| **Coursebook page 66**<br>**Audio Track 11** | **Listening: Activity 3**<br>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.<br>2. Have learners sit back and close their eyes while they listen.<br>3. Have learners feedback to their groups to discuss what they think of this ending and how similar or different it was to what they predicted.<br>**CORE**<br>**Feedback**<br>Invite individual learners to tell the class whether they were right or wrong in their predictions.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 66**<br>**Audio Track 11** | **Listening: Activity 4**<br>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 *happy, sad,* and so on. (*feel*)<br>2. Have learners underline the key words in the questions and compare with a partner.<br>3. Check the key words as a class.<br>4. Have learners listen to the ending of the story while reading the questions. For more information about Guided Listening strategy, please see page 7 in this Teacher's Guide<br>5. Have learners read the Speaking tip box before they answer the questions.<br>6. When they finish listening, have learners work with a partner to ask and answer the questions.<br>7. Encourage them to give as much detail in their answers as they can.<br>**CORE**<br>**Feedback**<br>Feedback as a class by nominating pairs of learners to ask and answer the questions.<br>**Possible answers**<br>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 Ziad 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. |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>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):**<br>1. Learners should be able to give detailed answers after one listening. |
| **Workbook page 58** | **Workbook: Activity 2**<br>1. Write the words from the Word Box on the board and invite learners to give definitions of each word.<br>2. Have learners read the text and choose words from the word box to complete the gaps.<br>**DESIRABLE**<br>**Feedback**<br>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.<br>**Answers**<br>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**<br>1. Have learners discuss the questions with their partner.<br>2. Have learners write their answers in full sentences.<br>**EXTENSION**<br>**Feedback**<br>Circulate and monitor, encouraging learners to explain their ideas in more detail.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| **Coursebook page 66** | **Speaking: Activity 5**<br>1. Have learners read the questions and think about their answers.<br>2. Have them brainstorm some notes explaining their ideas and reasons.<br>3. Have them discuss their answers in their groups.<br>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 | Learner 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:**<br>**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 ...**<br>• discern between positive and negative parts of speech<br>• use positive and negative adjectives to describe their best friend, their school subjects and a family member. |
| **Link to prior learning:**<br>• Lessons 8 and 9 reading text – *The Clever Merchant*<br>**21st Century Skills:**<br>• Reinforce learning to develop, implement and communicate new ideas in English to others effectively | | |
| **Key vocabulary:** *advanced, impressive, popular, wealthy, loyal, amazing, exotic, honest, trusting, precious, safe, exciting, interesting*<br>**Key expressions/structures:** *loyal friends, employed tutors, warned him to be careful, to prove himself, a distant land, on your mind, to accompany him, for safekeeping* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Recognising and using different parts of speech is often found to be confusing. Guided activities will help change this. | | |
| **Resources/equipment needed:**<br>Coursebook page 67<br>Workbook page 59<br>English–Arabic dictionaries | | |

## UNIT 4 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners what they can remember about the story of *The Clever Merchant.*<br>2. Write some adjectives on the board: *honest, loyal, wealthy.*<br>3. Ask learners to explain their meaning and what part of speech they are (adjectives).<br>4. Ask learners who or what the adjectives describe.<br><br>**Possible answers**<br>*honest* – Zahir; *loyal* – Ziad; *wealthy* – the merchant |
| **Resources** | **Main activity** |
| **Coursebook page 67** | **Speaking: Activity 1**<br>1. On the board write: *We drive to work in our new car.*<br>2. Have learners tell you locate the verb (*drive*), nouns *(we, work, car)* and adjective *(new)*.<br>3. Direct learners to the Language tip box and ask a volunteer learner to read it to the class.<br>4. Then, in pairs, have them read the sentences. Collect answers as a class *(thrilled – positive, difficult – negative, boring – negative, interesting – positive, amazing – positive)*.<br>5. Then ask learners to complete Activity 1.<br>**CORE**<br>**Feedback**<br>Ask a volunteer learner to call out an answer.<br><br>**Answer**<br>Adjective<br>Sentences are learners' own answers |
| **Coursebook page 67** | **Vocabulary: Activity 2**<br>1. Write two columns on the board with the headings *Positive* and *Negative.* Have learners copy this into their notebooks.<br>2. 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.<br>3. Learners then go through the text on Coursebook page 65 and find more to write in the list in their notebooks.<br>**CORE**<br>**Feedback**<br>Go around the class asking each learner to give an example. Invite learners to write their suggestions on the board.<br><br>**Answers**<br>Positive: clever; great; wealthy; loyal; successful; amazing; exotic; honest; trusting; precious; safe; exciting; interesting<br>Negative: difficult; disappointed; worried |
| | **Differentiation activities (Support):**<br>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. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>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** | **Reading: Activity 3**<br>1. Ask learners if they know of any interesting facts about Arabia in general.<br>2. Have learners complete the activity in pairs.<br>3. Ask learners to identify the adjectives in the text.<br>**CORE**<br>**Feedback**<br>Have learners work in pairs to find adjectives. Collect answers as a class.<br>**Answers**<br>Rich, different, interesting, amazing, largest, wealthy, dangerous, popular, impressive, advanced |
| **Workbook page 59** | **Workbook: Activities 1 and 2**<br>1. Ask learners to think about these particular topics and brainstorm as many positive and negative adjectives as they can.<br>2. Have learners write them next to the particular topic.<br>3. Have learners compare answers in small groups.<br>**CORE**<br>**Feedback**<br>Circulate and monitor, making sure that learners are not confusing positive and negative adjectives and checking learners' sentences for accuracy.<br>**Answers**<br>Learners' own answers |
| **Workbook page 59** | **Workbook: Activity 3**<br>1. Ask learners to choose one of the topics and to write sentences about it using the adjectives from Activities 1 and 2.<br>2. When they have finished, have them compare with a partner, who should correct any mistakes.<br>**EXTENSION**<br>**Feedback**<br>Circulate and monitor for proper use of language and correct completion of the activity. Help and correct where necessary.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| **Coursebook page 67** | **Speaking: Activity 4**<br>1. Place learners in small groups to complete the activity.<br>2. Encourage learners to justify their responses.<br>3. Then, as class, discuss which was the most amazing, interesting and surprising fact they read. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To conduct a class questionnaire. To orally test a partner's knowledge of key vocabulary.<br>**Writing:** To write true sentences using participles as adjectives. | • participate in a questionnaire on feelings<br>• use participles as adjectives to make true sentences about themselves. |

**Link to prior learning:**

- Prior knowledge of participles

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *amazed/amazing, disappointed/disappointing, trusted/trusting, excited/exciting, worried/worrying, thrilled/thrilling, encouraged/encouraging, disturbed/disturbing, frightened/frightening, surprised /surprising*

**Key expressions/structure:** Participles used as adjectives

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners often can't differentiate between whether the *-ing* and *-ed* form is a verb or an adjective in the sentence because the structures are formed the same way with *to be* + verb *-ing*. Compare: *I am talking* (present simple) with *The map is confusing* (participle adjective). Remind your learners that *-ed/-ing* adjectives are often used to describe feelings.
- Learners often don't recognise the difference between the active and passive meaning of the participles. The *-ing* form has an active meaning. The noun it describes performs/causes the action. The *-ed* form has a passive meaning. The noun it describes receives/is affected by the action. Compare: *The map is confusing* (because it confuses Tom) with *Tom is confused* (by the map). Present some examples of cause and effect (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 *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners what they know about Arabic coffee.<br>2. Ask if they have ever drunk coffee and what coffee is usually drunk in their home.<br>3. Ask if they know where coffee is produced (Arabian countries and Brazil). |
| **Resources** | **Main activity** |
| **Coursebook page 68** | **Reading: Activity 5**<br>1. Ask learners if they know when coffee was first produced.<br>2. Have learners read the text and then ask if they believe this tale could be true.<br>3. Have learners decide on a title for the text. Ask learners what made them decide on their titles.<br>**CORE**<br>**Feedback**<br>Collect answers and write the most popular titles on the board.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Monitor and support these learners as they talk. |
| | **Differentiation activities (Stretch):**<br>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. |
| **Coursebook page 68** | **Speaking: Activity 6**<br>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.<br>2. Elicit the meaning of the verbs in the word box.<br>3. Ask learners to work in pairs.<br>4. Have learners take it in turns to test their partner using the verbs as participle adjectives.<br>5. Ask them to add more verbs to the word box that can be used as participle adjectives.<br>**DESIRABLE**<br>**Feedback**<br>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 *-ed* and when they add only *-d*; when they add *-ing* and when they must remove *-e* before adding *-ing*; when they remove *-y* before adding *-ied*.<br>**Answers**<br>**Activity 6**<br>worried, worrying; amazed, amazing; encouraged, encouraging; disturbed, disturbing; frightened, frightening; surprised, surprising<br>**Examples in the text:** enjoyed, worried, energetic, fascinating, surprising, interesting, disappointed, surprised, comforting. |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Have learners write the words and circulate to check their spelling. |
| | **Differentiation activities (Stretch):**<br>1. Have learners give example sentences for both *-ed* and *-ing* forms. |
| **Workbook page 60** | **Workbook: Activity 4**<br>1. Have learners look at the two sentences given as an example in question 1 (*I was amazed.*; *It was amazing*.).<br>2. Draw learners' attention to the sentence stems *I was* and *It was* and clarify which form of the participle is used in each case (*I was -ed*; *it was -ing*).<br>3. Have learners make adjectives from the verbs and write them in the correct column.<br>**EXTENSION**<br>**Feedback**<br>Have learners work in pairs to complete the activity.<br>**Answers**<br>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**<br>1. Have learners add a sentence to each example using the participles from Activity 4.<br>2. Tell them they can choose either the *–ed* form or the *–ing* form or both if they want to.<br>**DESIRABLE**<br>**Feedback**<br>Have learners work in pairs to complete the activity.<br>**Answers**<br>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**<br>1. Learners choose the correct adjective to complete the sentences.<br>**DESIRABLE**<br>**Feedback**<br>Have learners work in pairs to complete the activity.<br>**Answers**<br>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.<br>2. Go around the class asking each learner to choose a participle and to say a sentence using that participle.<br>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 | Learner 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:**<br>**Speaking:** To discuss and identify the features of a folktale: To identify similarities and differences between two folktales: To tell a story<br>**Reading:** To read part of a story and give opinion on one aspect of the plot<br>**Writing:** To write an ending to a story | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify the features of a folktale<br>• tell a folktale to an audience<br>• write the ending of a story. |
|---|---|

**Link to prior learning:**

- experience of folktales (including *The Clever Merchant*)

**21st Century Skills**

- not applicable

**Key vocabulary:** *setting, character, plot, moral*

**Key expressions/structure:** *takes place*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- 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 *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask what types of stories learners 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, for example, *adventure, drama, mystery, science-fiction*.<br>2. Ask about the special features of some of the genres. i.e. in *adventure* stories there is lots of action, maybe fights, and often travel. |
| **Resources** | **Main activity** |
| **Coursebook page 69** | **Speaking: Activity 1**<br>1. Learners draw up a list of folktales they know. To do this they will need to discuss what is, and what isn't a folktale. They can look at the *Did you know?* boxes in this lesson and the one on page 65 to get some help.<br>2. Learners compare a folktale they know well with *The Clever Merchant*.<br>3. Elicit some answers and discuss as a class. Focus on the key elements, i.e. *setting* (when and where the story takes place), *characters* (how many and who), *plot* (what happens) and *moral* (the lesson the story teaches).<br>**CORE**<br>**Feedback**<br>Monitor as groups discuss. Make notes on any recurring errors for future remedial work.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. 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, for example, *How many characters are there? Who are they? Does the story teach a lesson?* |
| | **Differentiation activities (Stretch):**<br>1. Groups work independently. Only assist them when they ask for help. |
| **Coursebook page 69** | **Speaking: Activity 2**<br>1. Learners read through the options and discuss them in pairs.<br>2. Elicit and discuss answers as a class. This will lead learners to reach an understanding of the features of a folk tale.<br>**CORE**<br>**Feedback**<br>Elicit and discuss ideas with the class.<br>**Answers**<br>1c; 2a; 3c; 4b |

| | |
|---|---|
| **Coursebook page 69** | **Speaking: Activity 3**<br>1. Pairs choose a folktale they know well. This can be the one they compared to *The Clever Merchant* earlier, or another (it should NOT be *The Clever Merchant*). 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.<br>2. Tell them that they are going to tell the story in English so they need to prepare. They can make notes but they should not try to write down the whole story. 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.<br>**CORE**<br>**Feedback**<br>Circulate and monitor as learners prepare. Make notes of any recurring errors for later remedial work.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Give these learners plenty of time to prepare. Encourage them to keep the story simple. |
| | **Differentiation activities (Stretch):**<br>1. Encourage these learners to tell the story at more length. |
| **Coursebook page 69** | **Speaking: Activity 4**<br>1. Join pairs of learners to make groups of four (make sure each pair has chosen a different story).<br>2. Remind learners to take it in turns, and to support each other. They take it in turns to tell their story.<br>**CORE**<br>**Feedback**<br>Circulate and monitor as learners tell their stories. Make notes of any recurring errors for later remedial work.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Organise groups of similar ability and spend your time encouraging and supporting those that need it. |
| | **Differentiation activities (Stretch):**<br>1. These groups can work more independently. |
| **Workbook page 61** | **Workbook: Activity 1**<br>1. Learners read the story *The Mango Tree.*<br>2. In small groups, learners discuss how they think the argument was settled.<br>**[DESIRABLE]**<br>**Feedback**<br>Circulate and monitor to make sure learners are completing the activity correctly. Help where necessary.<br>**Answers**<br>Learners' own answers |

| Workbook page 61 | **Workbook: Activity 2**<br>1. For homework, ask learners to write the ending of the story. You can set a word limit for this (for example 100 words).<br>**EXTENSION**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
|---|---|
| **Resources** | **Plenary** |
| | 1. If any learners have completed their ending for *The Mango Tree*, ask them to read them out. Discuss as a class.<br>2. If not, ask one or two learners to tell their folktale as practised in Coursebook 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 | Learner 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; analySe 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:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To complete sentences using *such … that or so … that* + adjectives from the story.<br>**Writing:** To complete sentence transformations. To combine simple narrative sentences into complex sentences. | • combine two narrative sentences using *such … that* or *so … that*<br>• complete oral and written sentences using *such … that* or *so … that* + adjectives from the story<br>• correct other learners' grammatical mistakes<br>• complete sentence transformations using *such … that* or *so … that.* |

**Link to prior learning:**

- Adjectives with *-ed /-ing*

**21st Century Skills:**

- Not applicable

**Key vocabulary:** key vocabulary from all previous lessons

**Key expressions/structures:** *so … that* and *such … that*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners can confuse the two structures of *so* + adjective *that* and *such* + noun *that.* It is not possible to say: *Zahir and Ziad were such happy together.* OR *Zahir was such a thrilled that he shouted with happiness.* It is also not possible to say: *Zahir was so an honest boy*. OR *Ziad was so a friendly boy that everyone loved him*.
- 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 *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Have learners read their final paragraphs from *The Mango Tree* activity in the previous lesson to a partner.<br>2. Write some nouns on the board.<br>3. 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 strategy, see page 10 in the Teacher's Guide.<br>4. Feed back as a class. Each group calls out their adjectives and if other groups have the same, they cross them out.<br>5. Groups get points for any adjectives they have that others don't have.<br>6. The group with the most points is the winner. |
| **Resources** | **Main activity** |
| **Coursebook page 70** | **Use of English: *so* and *such***<br>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.<br>2. Write the words *so* and *such* on the board. Ask the groups to choose one adjective and write a sentence using *so ... that.*<br>3. Then have learners choose one noun and write a sentence using *such … that.*<br>4. Have one learner from each group write their sentences on the correct side of the board.<br>5. Rub out any that are not correct.<br>6. Have learners read the Use of English box.<br>7. Have learners look at their sentences on the board, and elicit from them the nouns and adjectives. Underline them in red and blue.<br>8. Use this opportunity to elicit and clarify when/how we use the structures *so* and *such* for emphasis.<br>9. Write the structure clearly on the board for reference.<br>**CORE**<br>**Feedback**<br>Learners from each group write their sentences on the correct side of the board. Rub out any that are not correct.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 70** | **Use of English: Activity 5**<br>1. Ask learners what they know about the Arabian desert.<br>2. Have the learners complete the gaps in the sentences with *so* or *such* then compare their answers with a partner.<br>**CORE**<br>**Feedback**<br>Circulate and monitor, making corrections where necessary.<br>**Answers**<br>so; so; such a; such a; so; so |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>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 *so* or *such*. |
| | **Differentiation activities (Stretch):**<br>Learners can write two more examples for Activity 5 using their own ideas for their partner to combine. |
| | **Use of English: Activity 6**<br>1. Place learners in pairs and have them complete the activity.<br>**Feedback**<br>Circulate and monitor for proper use of language<br>**Answers**<br>Learners' own answers |
| | **Speaking: Activity 7**<br>1. Write a sentence stem on the board, for example:<br>*I was so bored in the lesson that …*<br>2. Invite learners to give suggestions about how to complete it. Write the funniest one on the board.<br>3. Have learners work with a partner and take it in turns to read out or complete each other's sentences using *that*.<br>**EXTENSION**<br>**Feedback**<br>Circulate and monitor. Have pairs of learners tell some of their sentences to the rest of the class.<br>**Answers**<br>Learners' own answers |
| **Workbook page 62** | **Workbook: Activity 3**<br>1. Elicit again from learners what follows *such* (a noun) and what follows *so* (an adjective). Write the structure on the board.<br>2. Have learners complete the sentences with *so* or *such.*<br>**DESIRABLE**<br>**Feedback**<br>Have learners check their answers with a partner then feed back as a class by inviting learners to give the answers.<br>**Answers**<br>1 so; 2 so; 3 such a; 4 such; 5 so; 6 such a |
| **Workbook page 62** | **Workbook: Activity 4**<br>1. Have learners complete the activity by reading the first sentence then adding a second sentence using *so* or *such* and the words in brackets.<br>**DESIRABLE**<br>**Feedback**<br>Have learners check their answers with a partner then feed back as a class by nominating learners to give the answers.<br>**Answers**<br>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. |

| | |
|---|---|
| **Workbook page 62** | **Workbook: Activity 5**<br>1. Have learners read the first sentence and identify whether it uses *so* or *such*.<br>2. Have learners transform the first sentence into a new sentence with the same meaning. Learners should use *so* instead of *such* or *such* instead of *so*.<br>**EXTENSION**<br>**Feedback**<br>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.<br>**Answers**<br>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. |
| | **Differentiation activities (Support):**<br>1. 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 *It was*. Highlight that a sentence beginning with *It was* is transformed into a sentence beginning with a noun. Elicit from learners which are the nouns in the sentences. Elicit which word follows *It was such* … and write that on the board (noun). Elicit which word follows *It was so* … and write that on the board (adjective). |
| | **Differentiation activities (Stretch):**<br>1. Learners can write two more examples for Activity 3 using their own ideas for their partner to complete. |
| **Resources** | **Plenary** |
| | 1. Write an incorrect sentence on the board.<br>2. Have the learners work in pairs and ask one strong pair to correct the sentence orally.<br>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.<br>4. Continue like this around the class until every pair has had a go.<br>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 | Learner 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 ...**

- 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 *-ed* and *-ing* adjectives
- read and put a story in the correct order
- choose adjectives to complete sentences
- match sentences and join them using *so … that* or *such … that* clauses.

**Link to prior learning:**

- Unit 4 Lessons 1–13

**21st Century Skills:**

- Critical Thinking and Problem Solving: 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; *-ed/-ing* adjectives; *so … that* / *such … that*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- 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 *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>2. Ask learners which reading texts they enjoyed most and highlight the differences between non-fiction (fact) and fiction.<br>3. Ask learners what areas they found easiest / most difficult. |
| **Resources** | **Main activity** |
| **Coursebook page 71** | **Reading: Activity 1**<br>1. Have learners read the sentences and decide if the descriptions are positive or negative.<br>**CORE**<br>**Feedback**<br>Learners check their answers with a partner. Circulate and monitor.<br>**Answers**<br>1 N; 2 P; 3 P; 4 N |
| **Coursebook page 71** | **Writing: Activity 2**<br>1. Revise the forms of the past simple and past continuous on the board.<br>2. Elicit some example sentences with the learners.<br>3. Elicit an example sentence in the past perfect and highlight the form and function.<br>4. Have learners read the diary entry and complete the gaps using the verb given in the correct tense.<br>5. Check as a class by inviting learners to put up their hands to give the answers.<br>6. Elicit from learners what they should do in the second part of the activity (write a second diary entry).<br>7. Have learners brainstorm some ideas with their partner and then work alone to write a paragraph.<br>**CORE**<br>**Feedback**<br>Have learners swap paragraphs and check for correct tenses, adjectives and spelling. Circulate and monitor, checking learners' work.<br>**Answers**<br>4 was reading; 5 shouted; 6 was; 7 had disappeared; 8 had |
| **Coursebook page 71** | **Self-Assessment: Activity 1**<br>1. Have learners look back at the descriptions in Activity 1.<br>2. They underline all the positive adjectives and circle all the negative adjectives.<br>**CORE**<br>**Feedback**<br>Invite individual learners to give their answers by putting up their hands.<br>**Answers**<br>Positive: clever, interesting hard-working, honest, successful, beautiful, good.<br>Negative: difficult, dangerous, long and tiring, disappointed, hard, too long, doubtful. |

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|---|---|
| **Coursebook page 71** | **Self-Assessment: Activity 2**<br>1. Have learners write sentences using the adjectives given.<br>**CORE**<br>**Feedback**<br>Invite individual learners to give their answers by putting up their hands.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. 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):**<br>1. 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** | **Workbook: Activity 1**<br>1. Have learners read the short story *The Chicken or the Egg?*<br>2. Tell them they need to put the parts of the story in the correct order.<br>3. Highlight how they can look for clues in the text to help them, such as punctuation.<br>4. Have learners sequence the story.<br>**DESIRABLE**<br>**Feedback**<br>Have learners check their answers with a partner. Circulate and monitor, helping learners where necessary.<br>**Answers**<br>Sections are in this 3; 1; 4; 2 |
| **Workbook page 63** | **Workbook: Activity 2**<br>1. Have learners choose the *-ed or -ing* adjective to complete the sentences correctly.<br>**DESIRABLE**<br>**Feedback**<br>Ask learners for answers and write them on the board for them to check against.<br>**Answers**<br>1 bored; 2 excited; 3 boring; 4 interested; 5 disappointing; 6 frightened;<br>7 amazing |
| **Workbook page 63** | **Workbook: Activity 3**<br>1. Have learners find the sentences which match, then join them using a *so … that* or a *such … that* clause.<br>**DESIRABLE**<br>**Feedback**<br>Have learners check their answers with a partner. Circulate and monitor, helping learners where necessary. |

| | |
|---|---|
| | **Answers**<br>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. |
| | **Differentiation activities (Support):**<br>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. |
| | **Differentiation activities (Stretch):**<br>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** |
| | 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.<br>2. Say: *Write as many adjectives with the present participle as possible.*<br>3. The groups then say their answers and count them. The winner is the one with the most answers.<br>4. Continue with present participles, vocabulary items and so forth. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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:**<br>**Reading:** To establish the moral of a story. To guess the meaning of idioms from context.<br>**Speaking:** To explain the meaning of idioms in sentences.<br>**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 ...**<br>• discuss the concept of idioms in English and compare them to idioms from Arab culture<br>• 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<br>• write a short tale based upon an English idiom. |
| **Link to prior learning:**<br>• Previous exposure to idioms in written and spoken English texts<br>**21st Century Skills:**<br>• Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills | | |
| **Key vocabulary:** *shepherd, wolf, joke, rescue, goose, golden*<br>**Key expressions/structures:** *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* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 72<br>Workbook page 64<br>Pictures of a wolf, a shepherd, a sheep | | |

## UNIT 4 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Have the learners think about the stories in this unit.<br>2. Ask the learners what all these stories have in common (they all have a moral).<br>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 10 in this Teacher's Guide<br>4. Have one learner from each group tell the class about one story and its moral.<br>5. Ask learners if they know any other stories from their own culture. |
| **Resources** | **Main activity** |
| **Coursebook page 72** | **Reading: Activity 1**<br>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.<br>2. Put the pictures of the shepherd and the sheep on the board and elicit from the learners what they are.<br>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).<br>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).<br>5. Elicit from the learners what the villagers would do if they heard him cry, 'Wolf!' (they would come running to help him).<br>6. Ask learners to predict how the story will go.<br>7. Have learners read the text to find out the ending.<br>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).<br>**CORE**<br>**Feedback**<br>Have learners discuss their answers to each question in groups before discussing them as a class. |
| **Coursebook page 72** | **Speaking: Activity 2**<br>1. Draw learners' attention to the Did you know? box and make sure that they understand the concept of an idiom.<br>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.<br>3. Nominate one learner in each group to tell the class what their group thinks 'Don't cry wolf' means.<br>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.<br>**CORE**<br>**Feedback**<br>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. |

| | |
|---|---|
| | **Answers**<br>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 |
| **Coursebook page 72** | **Speaking: Activity 3**<br>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?<br>2. Ask learners if they know any other idioms in general in their own language.<br>**EXTENSION**<br>**Feedback**<br>Discuss the concept of idioms in the learners' own language and invite learners to offer their examples by putting their hands up.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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):**<br>1. Have learners choose a few idioms from the activity and use them to write different sentences. |
| **Workbook page 64** | **Workbook: Activity 1**<br>1. Discuss the two idioms and elicit the meanings of them.<br>2. Have the learners read the story and choose the most suitable idiom to describe the moral.<br>3. Learners discuss their answers with a partner.<br>**DESIRABLE**<br>**Feedback**<br>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.<br>**Answers**<br>*Don't count your chickens before they're hatched* means don't make plans that depend on something good happening before it has happened. |
| | **Differentiation activities (Support):**<br>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):**<br>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 3**<br>1. Have learners discuss the three idioms in groups and try to guess what they mean.<br>2. Have them brainstorm ideas for a short tale with a moral for each idiom.<br>3. Have a class discussion and invite learners to offer their ideas.<br>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 | Learner 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 effusiveness 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:**<br>**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 such and so. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• complete a text about the Incense Trade with missing words<br>• determine whether sentences are positive or negative based on the adjective used<br>• complete sentences with the correct participle adjective<br>• correct sentences using *such* and *so*<br>• correctly use the past simple and the past continuous. |
| **Link to prior learning:**<br>• Unit 4 grammar and vocabulary<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Unit 4 vocabulary<br>**Key expressions/structures:** Unit 4 grammar | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 73 | | |

## UNIT 4 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Tell learners that this is a review lesson.<br>2. Ask them to work in groups and brainstorm all the areas they have covered in this unit and the language points they remember.<br>3. Feedback as a class and write them on the board.<br>Elicit some examples of each language point from the learners.<br>4. 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).<br>5. Have learners compare their answers in groups.<br>**Answers**<br>Participles as adjectives, present simple and past simple passive, Writing tip: how to write notes, narrative tenses (past simple and past continuous), *so … that* and *such … that* |
| **Resources** | **Main activity** |
| **Coursebook page 73** | **Review: Activity 1**<br>1. Write the words from the word box on the board and revise the meaning of each word by inviting learners to give a definition.<br>2. Have learners read the text and complete the gaps with words from the word box.<br>3. Remind learners to cross out the word when they use it.<br>**CORE**<br>**Feedback**<br>Nominate individual learners to give the answer. Drill the pronunciation of the words.<br>**Answers**<br>1 existed; 2 incense; 3 spices and cloth; 4 caravans; 5 merchants; 6 dangerous |
| **Coursebook page 73** | **Review: Activity 2**<br>1. Have learners read the sentences and underline the adjectives in each.<br>2. Learners then decide if the sentences are positive or negative.<br>**CORE**<br>**Feedback**<br>Invite learners to answer by putting up their hands.<br>**Answers**<br>1 P; 2 P; 3 N; 4 P; 5 N; 6 P |
| **Coursebook page 73** | **Use of English: Activity 3**<br>1. Elicit the rules from the learners regarding when to use *-ed* and *-ing* adjectives and write an example sentence for each on the board as a reference.<br>2. Have learners complete the sentences with the correct participle.<br>**CORE**<br>**Feedback**<br>Nominate learners to read out a matching word and definition. Drill the pronunciation of the words.<br>**Answers**<br>1 amazing; 2 disappointed; 3 exciting; 4 frightened; 5 relaxing; 6 tired |

| | |
|---|---|
| **Coursebook page 73** | **Use of English: Activity 4**<br>1. Elicit the rules from the learners regarding when to use *such* and when to use *so*. Write an example sentence for each on the board as a reference.<br>2. Have learners correct the sentences.<br>**CORE**<br>**Feedback**<br>Invite learners to answer by putting up their hands.<br>**Answers**<br>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. |
| **Coursebook page 73** | **Use of English: Activity 5**<br>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.<br>2. Have learners read the sentences and complete the gaps with the correct form of the verbs in brackets.<br>**CORE**<br>**Feedback**<br>Nominate individual learners to give the answer.<br>**Answers**<br>1 came; 2 were playing, heard; 3 was blowing, flew; 4 called; 5 was walking, slipped |
| | **Differentiation activities (Support):**<br>1. Have learners work in pairs to complete the activities. Have them refer to previous lessons for help. |
| | **Differentiation activities (Stretch):**<br>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.<br>2. Have learners review how confident they now feel about each language area and give themselves a new score.<br>3. Have learners compare their new scores together. Ask them: *Has anything changed? Are there any areas you are still not sure about?*<br>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 | Learner 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 ...**

- 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:**

- Past simple
- Past continuous
- Past perfect
- Participle adjectives

**21st Century Skills:**

- Learning and Innovation: Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw strategy, 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:** *amazed/amazing, disappointed/disappointing, trusted/trusting, excited/exciting, worried/worrying, thrilled/thrilling, encouraged/encouraging, disturbed/disturbing, frightened/frightening, surprised /surprising*

**Key expressions/structures:** Past simple, past continuous, participle adjectives

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Participle adjectives (*-ed* and *-ing*) can cause learners problems. Refer to Unit 4 Lesson 10 teacher's notes for common problems and solutions.
- *Such … that* and *so … that* 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 *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Remind learners of the diary entries they wrote in Lesson 14 and ask them what events they wrote about.<br>2. Ask them whether they like the idea of a sailing adventure and why/why not.<br>3. Ask learners if they have ever had an adventure of any kind.<br>4. Have learners tell their group members about it.<br>5. 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**<br>1. Elicit from learners what is the first thing they should do before starting any writing activity (they should make a plan).<br>2. Elicit how many paragraphs a story should have (minimum three).<br>3. Draw three large boxes on the board and have learners discuss in their groups what kind of information belongs in each paragraph.<br>4. Now have learners brainstorm their ideas for an adventure story in their notebooks. Set a time limit for this.<br>5. Remind the learners about how to make notes and have them expand their words from the brainstorming activity into fuller notes.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. 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. |
| | **Differentiation activities (Stretch):**<br>1. 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** | **Project: Activity 2**<br>1. 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.<br>2. Learners work together to brainstorm vocabulary and adjectives for each other's stories.<br>3. Encourage them to include participle adjectives.<br>4. Have learners practise writing sentences with both *-ed* and *-ing* forms in order to choose the best forms for their story. |

| | |
|---|---|
| | **CORE**<br>**Feedback**<br>Nominate individual learners to read their sentences to the class.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 75** | **Project: Activity 3**<br>1. Ask learners to read the Writing tip box. Then have volunteer learners give you sentences that describe feelings. Write a few on the board.<br>2. Have learners complete the sentences with adjectives that describe feelings.<br>**DESIRABLE**<br>**Feedback**<br>Learners compare answers with a partner and say whether the feeling is positive or negative.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| **Coursebook**<br>**Page 74** | 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?<br>2. Learners work in groups and choose participle adjectives for another learner in that group.<br>3. The second learner has to create a sentence using that adjective correctly.<br>4. This activity can be expanded to include the structures *so … that* and *such … that*.<br>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 | Learner 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 ...**

- 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:**

- Past simple
- Past continuous
- Past perfect
- Participle adjectives

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *amazed/amazing, disappointed/disappointing, trusted/trusting, excited/exciting, worried/worrying, thrilled/thrilling, encouraged/encouraging, disturbed/disturbing, frightened/frightening, surprised /surprising*

**Key expressions/structure:** Past simple, past continuous, participle adjectives

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Participle adjectives (*-ed* and *-ing*) can cause learners problems. Refer to Unit 4 Lesson 10 teacher's notes for common problems and solutions.
- *Such … that* and *so … that* 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 *Teaching Strategies* section of the Teacher's Guide (pages 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**<br>1. Have learners read the questions and discuss the answers with a partner.<br>**CORE**<br>**Feedback**<br>Feedback as a class by inviting learners to give their answers by putting up their hands. Discuss why the answers are true or false.<br>**Answers**<br>1T; 2F; 3T; 4F; 5F |
| **Coursebook page 75** | **Project: Activity 5**<br>1. Elicit what tenses are used in a narrative (past simple, past continuous, past perfect).<br>2. Write them on the board.<br>3. Elicit the form and function from the learners.<br>4. Elicit some example sentences.<br>5. Have learners look at their notes and think about the order in which the events happened.<br>6. 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.<br>**CORE**<br>**Feedback**<br>Have some learners come to the board and write sentences using the two tenses.<br>**Answers**<br>Learners' own answers |
| | **Project: Activity 6**<br>1. Encourage learners to think about how they could make their story more interesting by including interesting adjectives and complex sentences.<br>2. Have learners discuss in groups.<br>**CORE**<br>**Feedback**<br>Have groups say some of their ideas to the class. |
| | **Project: Activity 7**<br>1. Learners work alone to draft their stories using their notes and plan.<br>2. Give them 20–30 minutes to do this.<br>3. Have early finishers swap texts with a partner, who edits it for mistakes and makes suggestions for improvements.<br>4. When all learners are ready, they take it in turns to present their story to the class or a smaller group. |

| | |
|---|---|
| | **CORE**<br>**Feedback**<br>Circulate and monitor while learners are writing sentences, helping where necessary and making suggestions.<br>**Answer**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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. 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):**<br>1. 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** |
| | 1. After all learners have finished presenting, they discuss in groups which story they thought was best and why.<br>2. One learner from each group tells the class what their group discussed and decided.<br>3. Finally the class vote for the most exciting adventure story. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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 simple past.

(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 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.

(G8.4.1.1.7) 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.

(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 learned previously; use a semi-colon and a conjunctive adverb to link two or more closely related independent clauses.

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 5** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To identify the main points in texts on New Year celebrations. To work out the meaning of new vocabulary using context.<br>**Speaking:** To ask and answer questions based on a text. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• demonstrate understanding of texts<br>• ask and answer questions based on a text. |
| **Link to prior learning:**<br>• Knowledge of Islamic culture<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *lunar, Islamic, Muslim, homage, fast* (noun)<br>**Key expressions/structures:** Question forms with *wh-* questions | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Word order in questions can cause problems: model correct questions and give frequent practice. | | |
| **Resources/equipment needed:**<br>Coursebook pages 76–77<br>Workbook pages 65–66 | | |

## UNIT 5 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. 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.<br>2. Write the word *celebrations* 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**<br>1. Introduce the section title (New Year) and ask the question below it. Elicit reasons for celebrating New Year.<br>2. 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 *lunar cycle* and *solar cycle,* which are used in the text.<br>3. Learners read the pre-reading question in Activity 1 before they read the text. Tell them to read to find the answer.<br>4. Elicit the answer.<br>5. Answer any questions learners have about the text.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the answer to the pre-reading question.<br>**Answers**<br>The first day of the Islamic New Year encourages Muslims to think about how to be better in the year ahead. |
| | **Differentiation activities (Support):**<br>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** | **Vocabulary: Activity 2**<br>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.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers. Encourage learners to use some of the new words in sentences of their own.<br>**Answers**<br>1d; 2b; 3a; 4e; 5c; 6f |
| **Coursebook pages 76–77** | **Vocabulary: Activity 3**<br>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. |

| | |
|---|---|
| | **CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>2 The Hijrah is when the first Islamic year began.; 3 Muslims pay homage to the Prophet Muhammad (PBUH) on the first day of the Islamic New Year. |
| | **Differentiation activities (Support):**<br>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. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write full sentence answers. |
| **Coursebook page 77** | **Speaking: Activity 4**<br>1. Review question structures and elicit questions about the Islamic New Year.<br>2. Learners work in pairs to ask questions using *who, what, when, why, where* and *how long.* Monitor pairs as they work. Focus on the use of question forms and pronunciation.<br>**CORE**<br>**Feedback**<br>Give feedback on the use of question forms and pronunciation. Give examples of some errors you heard and ask learners to correct them.<br>**Answers**<br>Learners' own answers |
| **Workbook page 65** | **Workbook: Activity 1**<br>1. Learners read the text and complete the gaps.<br>**EXTENSION**<br>**Feedback**<br>Elicit and discuss answers with the class.<br>**Answers**<br>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):**<br>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**<br>1. Learners re-read the text and complete Activity 2.<br>**EXTENSION**<br>**Feedback**<br>Elicit and discuss answers with the class.<br>**Answers**<br>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 | Learner 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:**<br>**Listening:** To identify the main points of a recording and make comparisons. To listen and complete a summary.<br>**Writing:** To use prepositions of time correctly: write invitations. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• complete a summary by listening to a recording<br>• use prepositions correctly in expressions of time<br>• write an invitation conveying the crucial information. |
| **Link to prior learning:**<br>• Meaning and use of prepositions of time and time phrases<br>**21st Century Themes**:<br>• Global Awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing | | |
| **Key vocabulary:** *in, on, at*<br>**Key expressions/structures:** Prepositional time phrases | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 77<br>Workbook page 66<br>Audio Track 12 | | |

## UNIT 5 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>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**<br>**Audio Track 12** | **Listening: Activity 5**<br>1. 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.<br>2. Play the audio more than once, if necessary.<br>3. Elicit some of the ways in which New Year in Cuba is different from Islamic New Year.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers. Play the audio again if necessary.<br>**Answers**<br>Cuba. There are many differences but Islamic New Year is a religious celebration while Cuba celebrates some ancient traditions. |
| **Coursebook page 77**<br>**Audio Track 13** | **Listening: Activity 6**<br>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.<br>2. Play the audio again. Learners complete the text.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers. Play the audio again if necessary.<br>**Answers**<br>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 |
| | **Differentiation activities (Support):**<br>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. |
| | **Differentiation activities (Stretch):**<br>1. These learners should be able to make more detailed notes. |
| **Coursebook page 77** | **Use of English: Prepositional time phrases**<br>1. Learners read the information in the Use of English box. They then complete the gaps to complete the rule for themselves.<br>2. Elicit other examples. Call out time words or phrases; for example, *March, Monday morning,* for learners to supply the correct preposition.<br>3. Have learners write three sentences with one prepositional phrase each. |

| | |
|---|---|
| | **CORE**<br>**Feedback**<br>Elicit the answers and discuss.<br>**Answers**<br>in; on; at |
| | **Differentiation activities (Support):**<br>1. Give plenty of examples. Elicit further examples. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write their own sentences about Islamic New Year using time phrases. |
| **Workbook page 66** | **Workbook: Activity 3**<br>1. Learners decide what kind of party they are going to write the invitation for. They read the instructions and write their invitation.<br>**DESIRABLE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can do Activity 4. |
| **Workbook page 66** | **Workbook: Activity 4**<br>1. Learners make the same invitation, but by text. It should contain all the same information.<br>**EXTENSION**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 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 remember when I had a terrible surprise. It was at four o'clock on a Saturday afternoon in January. I was at home …*<br>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.<br>3. Elicit a few events. Focus on the time phrases. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.4.1.1.5) 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: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 5** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Writing:** To write a personal account. To note plans for the week. To develop notes into a paragraph.<br>**Reading:** To extract information from a table.<br>**Speaking:** To discuss factual differences. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• write paragraphs about personal experience, and about plans<br>• extract and compare information from a table. |
| **Link to prior learning:**<br>• Knowledge of calendars and the movements of the earth, sun and moon<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *calendar, lunar, solar, phase*<br>**Key expressions/structures:** *divided into, leap years* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may find the concept of lunar and solar phases difficult. Demonstrate these with different sized balls for the earth, moon and sun. Explain *orbit, phases* and *cycles.* | | |
| **Resources/equipment needed:**<br>Coursebook page 78<br>Workbook page 67 | | |

## UNIT 5 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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**<br>1. Introduce the Gregorian calendar and elicit how much learners know about it. Tell them to read the text and the small rhyme.<br>2. Introduce the table and ask questions about it to focus learners on the facts presented; for example, *How many days are there in the Islamic calendar? Is it the same in the Gregorian calendar?*<br>3. Learners read the statements and decide if the statements are true or false.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the answers.<br>**Answers**<br>1 F; 2 F; 3 F 4 F; 5 F |
| **Coursebook page 78** | **Speaking: Activity 2**<br>1. Learners work in groups to explore the table and discuss the questions. Allow five minutes.<br>2. Then hold a class vote on the results.<br>3. Ask learners to tell the class their arguments for and against.<br>**CORE**<br>**Feedback**<br>Collect results by writing on the board *Islamic* / *Gregorian.* 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.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can go on to the first Workbook activity to write sentences comparing the two calendars. |
| **Workbook page 67** | **Workbook: Activity 1**<br>1. Learners complete the sentences.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and discuss the answers.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Workbook page 67** | **Workbook: Activity 2**<br>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.<br>**DESIRABLE**<br>**Feedback**<br>Elicit one or two of the plans before learners continue on to the next activity (you can discuss these and give more feedback in the Plenary at the end of the lesson).<br>**Answers**<br>Learners' own answers |
| **Workbook: page 67** | **Workbook: Activity 3**<br>1. Learners write a paragraph about their plans for the week.<br>**EXTENSION**<br>**Feedback**<br>Monitor learners as they write. Discuss any general problems at the end.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary**<br>1. Elicit and discuss some of the plans learners have made.<br>2. Focus on the weekend and discuss what they expect to do. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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:**<br>**Reading:** To read two texts for gist. To read and complete a text.<br>**Listening:** To listen and complete notes.<br>**Speaking:** To discuss and make plans for a festival. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• demonstrate understanding of a number of texts<br>• complete notes by listening to a recording. |
| **Link to prior learning:**<br>• Knowledge of festivals in the UAE; reading for gist; listening for specific information<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *festival, classic, public, popularity, extended*<br>**Key expressions/structures:** *from all corners of the world* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 79<br>Workbook page 68<br>Audio Track 13 | | |

## UNIT 5 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>2. Discuss which ones they have been to and enjoyed. |
| **Resources** | **Main activity** |
| **Coursebook page 79** | **Reading: Activity 1**<br>1. Ask learners to scan the text and tell you very quickly which festivals the text is about.<br>2. Introduce the pre-reading question and tell learners to read to make up their minds.<br>3. Learners discuss their answer in groups. Ask them to give reasons for their preference for one or the other.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. 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):**<br>1. 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**<br>**Audio Track 13** | **Listening: Activity 3**<br>1. 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 audio once and elicit what the festival is.<br>2. Elicit what learners know about the Dubai Classic Car Festival. Elicit or explain what a *classic car* is (they are old but well-made and in perfect condition, and probably beautiful).<br>3. 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.<br>4. Play the audio. Give time for learners to complete the notes.<br>5. Learners compare their notes in pairs.<br>6. Play the audio again for learners to collect any missing information. They complete their notes.<br>**CORE**<br>**Feedback**<br>Elicit the answers and discuss. Play the audio again if there are any doubts.<br>**Answers**<br>2 Classic cars; 3 show; 4 Europe; 5 two; 6 almost 250 |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Play the audio as many times as required. Break it up into chunks by pausing it every few sentences. |
| **Workbook page 68** | **Workbook: Activity 4**<br>1. Briefly drill the pronunciation of the words and then give learners a minute to match them with the meanings.<br>2. Check the answers with the class before asking learners to work in pairs to compose their own sentences.<br>**CORE**<br>**Feedback**<br>Elicit and discuss.<br>**Answers**<br>1 displays; 2 belief; 3 festival; 4 fireworks; 5 visitors<br>**Sentences**<br>Learners' own answers |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers continue immediately to the next activity. |
| **Workbook page 68** | **Workbook: Activity 5**<br>1. Learners work with a partner to discuss ideas and make notes.<br>**DESIRABLE**<br>**Feedback**<br>Monitor and discuss ideas with some pairs. Elicit and discuss the ideas in the Plenary session at the end of the lesson.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Stretch):**<br>1. Learners write a proposal with their ideas for a festival. |
| **Resources** | **Plenary** |
| | 1. Elicit the ideas learners have for other festivals.<br>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 | Learner 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:**<br>**Reading:** To extract information from three texts about festivals and transfer it to a chart. To identify the paragraph structure of a text.<br>**Speaking:** To ask and answer questions based on texts. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify specific information in texts and record it in a chart<br>• formulate questions based on a text, and answer them<br>• identify the paragraph structure of an extended text. |
| **Link to prior learning:**<br>• Question forms: paragraph and text structure<br>**21st Century Themes:**<br>• Global Awareness: Understand other nations, languages and cultures | | |
| **Key vocabulary:** *communities, lasts* (verb), *decorate, earthenware, brightly, entrance, festivities, symbol, symbolise, represent, mosque, dishes*<br>**Key expressions/structure:** Question forms with *wh-* questions | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Word order in questions can cause problems; model correct questions and give frequent practice. | | |
| **Resources/equipment needed:**<br>Coursebook pages 80–81<br>Workbook page 69<br>Dictionaries | | |

## UNIT 5 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook pages 80–81** | 1. Learners name as many international festivals as they can. Discuss what the festivals celebrate.<br>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**<br>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.<br>2. Learners read and complete their chart.<br>3. Elicit and discuss answers.<br>**CORE**<br>**Feedback**<br>Elicit answers and discuss where the information can be found. |

**Answers**

| Festival, (country) | When? | How long? | Key features |
|---|---|---|---|
| Diwali, India | end of October or beginning of November | 5 days | • lights<br>• homes, gardens and public places are decorated with lamps<br>• people draw brightly coloured *rangoli* patterns in their houses |
| Eid al-Fitr, Islam | end of Ramadan | 3 days | • prayers in the morning<br>• people visit their family and friends<br>• there's a special meal |
| Maslenitsa, Russia | February or March | a week | • children make a large doll from straw which is called Lady Maslenitsa<br>• people eat pancakes, called *blinis*<br>• the Lady Maslenitsa straw dolls represent winter and at the end of the week they are burned on a bonfire |

**Differentiation activities (Support):**

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):**

1. Give these learners the responsibility to help other learners – see above.

| | |
|---|---|
| **Coursebook page 80** | **Speaking: Activity 2**<br>1. Learners work in pairs to ask and answer questions about the text.<br>2. Monitor pairs as they work. Focus on the use of question forms and pronunciation.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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 *When, Where, What, Why* and *How* on the board as prompts. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can do the next (extended) activity. |
| **Coursebook page 80** | **Speaking: Activity 3**<br>1. Learners work in pairs to re-read the text and formulate five questions.<br>2. They then join up to make groups of four to ask and answer their questions.<br>**EXTENSION**<br>**Feedback**<br>Elicit some of the questions, and ask other learners to answer them. Give feedback on the structure of the questions.<br>**Answers**<br>Learners' own answers |
| **Workbook page 69** | **Workbook: Activity 1**<br>1. Introduce the activity to clarify that the text has five paragraphs and that the five bullet points describe the content of the paragraphs.<br>2. Learners skim the text and write the content of the paragraphs in the boxes.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the answers.<br>**Answers**<br>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):**<br>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. |

| | |
|---|---|
| **Dictionaries** | **Differentiation activities (Stretch):**<br>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. |
| **Resources** | **Plenary** |
| | 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).<br>2. Elicit which festivals involve special food, special clothes, decorations and so on. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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 ...**

- distinguish between nouns and verbs
- identify compound adjectives
- write an account of a festival using appropriate paragraph structure and vocabulary.

**Link to prior learning:**

- Knowledge of parts of speech (nouns, verbs, adjectives, adverbs and prepositions); paragraph and text structure

**21st Century Themes:**

- Global Awareness: Understand other nations, languages and cultures

**Key vocabulary:** *celebrate/celebration, fast/fasting, festival, decorate/decoration, fireworks, lantern, symbol/symbolise, candle, bonfire, represent*

**Key expressions/structure:** Compound adjectives

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Different forms of words used as different parts of speech, for example, *celebrate, celebration*, 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 *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Elicit and revise what the learners know about the main parts of speech. Elicit examples of nouns, verbs, adjectives, adverbs and prepositions and write them in separate lists on the board.<br>2. 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).<br>3. Give some examples of all five parts of speech that learners have studied recently; for example, *celebrate, festival, small, quickly, at*. They should do the correct action quickly. |
| **Resources** | **Main activity** |
| **Coursebook page 80** | **Vocabulary: Activity 4**<br>1. Introduce the activity and point out that all the words come from the three texts. Point out that some words, for example *swim,* can be a noun or a verb, but they should categorise the words according to their use in the texts.<br>2. Tell learners to read the texts again and circle the words in the list. This will help them establish the context and decide.<br>3. They then classify the words.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers as a class.<br>**Answers**<br>Verbs: decorate; symbolise; represent; celebrate<br>Nouns: celebration; festival; festivities; fireworks; lantern; symbol; candle; decoration; bonfire |
| | **Differentiation activities (Support):**<br>1. Tell the learners to look at each word in context and ask themselves: is it a thing or is it about doing something (verb)? |
| | **Differentiation activities (Stretch):**<br>1. Learners can write their own sentences using these words (as the same part of speech). |
| **Coursebook page 81** | **Use of English: Activity 5**<br>1. Learners read the note in the Use of English box. Elicit any other compound adjectives they know, for example, *well-known, part-time*. Elicit that they usually have a hyphen.<br>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.<br>3. Learners write four sentences of their own using the compound adjectives.<br>**CORE**<br>**Feedback**<br>Elicit and check answers before learners write their sentences. Ask learners to explain the meaning of each; for example, *home-made* means something made at home, *horse-drawn* means drawn (or pulled) by a horse, and so on. |

| | |
|---|---|
| | **Answers**<br>home-made; horse-drawn; snow-covered; fur-lined<br>Learners' own answers for sentences |
| | **Differentiation activities (Stretch):**<br>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** | **Workbook: Activity 2**<br>1. Have learners complete the activity in pairs.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>1 gathering; 2 fasting; 3 Eid Al-Fitr; 4 occasion; 5 celebrate; 6 gratitude |
| **Workbook page 70** | **Workbook: Activity 3**<br>1. Learners re-read the text and find the answers.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>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 |
| **Workbook page 70** | **Workbook: Activity 4**<br>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.<br>2. As learners write, monitor and assist as necessary.<br>**CORE**<br>**Feedback**<br>On completion, collect for assessment. Give individual feedback in notebooks and general feedback to the whole class on common issues.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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, *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?*<br>2. Write down what they suggest but ask questions to encourage them to edit and correct themselves; for example, say: *Are we sure that sentence is correct? Can we say that better?*<br>3. When you have finished (there probably won't be time to do all five paragraphs), learners read through then copy down 'their' account. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>1. These learners should work more independently and be able to write all five paragraphs. |
| **Resources** | **Plenary** |
| | 1. Elicit and discuss which festivals learners wrote about. Ask some to read out their accounts, or part of them.<br>2. Discuss the information they gave, and if learners think that it will be interesting and understandable for English-speaking friends in other countries. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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:**<br>**Reading:** To read for gist and deeper understanding.<br>**Speaking:** To ask and answer questions based on a text.<br>**Writing:** To write a short letter about a festival. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify key features in a text<br>• formulate questions based on a text, and answer them<br>• write a short letter about a festival appropriate for a reader from another culture. |
| **Link to prior learning:**<br>• Previous lessons in this unit<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Revision of Lessons 1–6<br>**Key expressions/structures:** Revision of Lessons 1–6 | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 82<br>Workbook page 71 | | |

## UNIT 5 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>2. Write key words and ideas on the board. |
| **Resources** | **Main activity** |
| **Coursebook page 82** | **Reading: Activity 1**<br>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.<br>**CORE**<br>**Feedback**<br>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).<br>**Answer**<br>an Eid al-Fitr celebration (a personal account) |
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs to help each other. |
| **Coursebook page 82** | **Speaking: Activity 2**<br>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.<br>2. Monitor pairs as they work. Focus on the use of question forms and pronunciation.<br>3. Then give learners five minutes to discuss their Eid Al-Fitr celebrations.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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 *When, Where, What, Why* and *How* on the board as prompts. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can write a short paragraph about a celebration they enjoy. |
| **Coursebook page 82** | **Writing: Activity 3**<br>1. Ask learners what a typical Eid Al-Fitr day is like for them. Write a few of the things mentioned on the board.<br>2. Explain that learners have to write a short letter to a friend.<br>3. Explain that they can use ideas from Activity 1. |

| | |
|---|---|
| | 4. Give learners five minutes to complete the activity.<br>5. As learners write, monitor and assist as necessary. Make notes of particular problems<br>**DESIRABLE**<br>**Feedback**<br>Have learners swap letters with their partners to correct any mistakes. Then give general feedback to the whole class on problems you noted.<br>**Answers**<br>Learners' own answer. |
| **Coursebook page 82** | **Self-assessment**<br>1. Learners read again to answer the questions, which revise some of the work done in the previous six lessons.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>a At lunchtime / In the evening; b tree-lined, home-made, brightly coloured; c celebration, prayer; d spectacular (home-made), delicious, tasty |
| **Workbook page 71** | **Workbook: Activity 1**<br>1. Learners read the text again and complete the activity.<br>**EXTENSION**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>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. |
| **Workbook page 71** | **Workbook: Activity 2**<br>1. Learners discuss in pairs.<br>**EXTENSION**<br>**Feedback**<br>Elicit some of the festivals learners talked about, and the things they enjoyed.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. This is an easier activity than the previous writing task, but learners can put into practice what they learned 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**<br>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 | Learner 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:**<br>**Reading:** To identify the key points in a text. To use new vocabulary in context.<br>**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 ...**<br>• use the key vocabulary to describe a pilgrimage<br>• identify a speaker's attitude. |
| **Link to prior learning:**<br>• Vocabulary related to festivals in earlier lessons<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *aim, journey, belief, pilgrim/pilgrimage, religion/religious, Hajj, perform, unique, equally, experience, opportunity, breathtaking* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 83<br>Workbook page 72<br>Dictionaries<br>Audio Track 14<br>Photos of Mecca<br>Map or globe | | |

## UNIT 5 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Discuss with learners what they know about Mecca and its importance for Muslims.<br>2. If they do not know where it is, show them on a map or globe.<br>3. If possible, show them some photographs of Mecca. |
| **Resources** | **Main activity** |
| **Coursebook page 83** | **Reading: Activity 1**<br>1. Learners look at the photo. Elicit what they can see and what is happening.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 83** | **Reading: Activity 2**<br>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.<br>2. Elicit and discuss answers.<br>3. Learners read the Did you know? box to reinforce the information in the text.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers. Discuss new vocabulary and elicit example sentences using the words.<br>**Answers**<br>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. |
| | **Differentiation activities (Support):**<br>1. Focus learners on answering the questions. It is not necessary to understand every word in the text to do this. |
| | **Differentiation activities (Stretch):**<br>1. Learners use a dictionary to find the meaning of new words and make notes for future use. |
| **Workbook page 72** | **Workbook: Activity 1**<br>1. Learners read and complete the sentences. They can refer back to the text for help.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers with the whole class.<br>**Answers**<br>1 journey ; 2 religions; 3 beliefs; 4 pilgrim; 5 Hajj; 6 aims |
| | **Differentiation activities (Support):**<br>1. Learners work in pairs to help each other. |

| | |
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| | **Differentiation activities (Stretch):**<br>1. Learners write sentences of their own using the words. |
| **Coursebook page 83**<br>**Audio Track 14** | **Listening: Activity 3**<br>1. Introduce the task so that learners know what they are listening for.<br>2. Play the audio once. Ask the question and elicit responses about the experience.<br>3. Play the audio again, if necessary.<br>**CORE**<br>**Feedback**<br>Challenge learners to give reasons for their answer, i.e. to refer to what is said, or how it is said, in the audio.<br>**Answers**<br>It was a very positive experience.; He found it very memorable. |
| | **Differentiation activities (Support):**<br>1. 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. |
| | **Differentiation activities (Stretch):**<br>1. These learners should be able to pick out a few key phrases to support their answers, for example, *touched my heart, incredible, wonderful.* |
| **Coursebook page 83**<br>**Audio Track 14** | **Listening: Activity 4**<br>1. Learners read all the sentence parts and consider which match. This will 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.<br>2. Play the audio as learners listen.<br>3. Learners do the matching activity. They can compare answers in pairs.<br>4. Play the audio again for them to check and finalise their answers.<br>**CORE**<br>**Feedback**<br>Elicit and check answers.<br>**Answers**<br>1d; 2f; 3e; 4c; 5a; 6b |
| | **Differentiation activities (Support):**<br>1. If necessary, break up the text into smaller parts by pausing after each paragraph. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers write a few things they remember from the text. |
| **Workbook page 72** | **Workbook: Activity 2**<br>1. Learners do the matching activity to consolidate the vocabulary in the listening text.<br>**EXTENSION**<br>**Feedback**<br>Elicit and discuss answers. |

| | |
|---|---|
| | **Answers** |
| | 1a; 2f; 3c; 4d; 5b; 6e |
| | **Differentiation activities (Stretch):**<br>1. Learners can write sentences of their own using the words. |
| **Resources** | **Plenary** |
| | 1. Discuss with the class their personal knowledge of the Hajj. Ask if anyone in the family has done the Hajj.<br>2. Elicit the experiences they have heard about and write key words or vocabulary on the board. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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 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: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 5** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To describe an experience using appropriate adjectives.<br>**Writing:** To write a short newspaper article about an event. To use apostrophes (for omission), commas and capital letters correctly. | • talk enthusiastically about an event using appropriate tone of voice and adjectives<br>• write a short newspaper report about an event<br>• use apostrophes (for omission), commas and capital letters correctly in sentences. |

**Link to prior learning:**

- Use of adjectives; apostrophes; commas; capital letters

**21st Century Skills:**

- Critical Thinking and Problem Solving: Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English

**Key vocabulary:** *exciting, unique, fascinating*

**Key expressions/structure:** Present simple tense

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- 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 *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>2. Elicit positive and enthusiastic adjectives. Draw up a list to put on the board, for example, *amazing, fantastic.* |
| **Resources** | **Main activity** |
| **Coursebook page 84**<br>**Audio Track 14** | **Speaking: Activity 5**<br>1. Introduce the activity. Play the audio from the previous lesson and ask learners to note down all the adjectives they hear.<br>2. Elicit these adjectives and add them to the list begun previously.<br>3. Learners read the Language tip.<br>**CORE**<br>**Feedback**<br>Write adjectives on board for learners to check against.<br>**Answers**<br>*unique; breathtaking; incredible; wonderful; amazing; extraordinary* |
| **Coursebook page 84** | **Speaking: Activity 6**<br>1. Learners now work in pairs to make sentences using the adjectives. Tell them to say their sentences enthusiastically with appropriate tone of voice.<br>**CORE**<br>**Feedback**<br>Elicit some of the sentences learners have produced. Discuss which of them are the best.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 84** | **Writing: Activity 7**<br>1. Learners read the Writing tip.<br>2. 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.<br>3. Introduce the newspaper article. Learners read through to identify the adjectives and present simple verb forms.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the answers.<br>**Answers**<br>adjectives: *talented; modern; classical; extraordinary; young; exciting; fascinating; unique*<br>present simple: *takes place; presents; displays; are; is* |
| | **Differentiation activities (Support):**<br>1. If necessary, give remedial work on the form and use of the present simple tense. Remind learners that the verb form for the third person singular ends in *s*. |

| | |
|---|---|
| **Coursebook page 84** | **Writing: Activity 8**<br>1. Learners work in pairs to discuss and plan what they want to write about.<br>2. They continue to do the writing in pairs. They discuss what to write, and one of them records it.<br>3. 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.<br>4. 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.<br>**CORE**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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):**<br>1. These learners can do the writing and take responsibility for assisting those of lower ability. |
| **Workbook page 72** | **Workbook: Activity 3**<br>1. Working only with the learners that need remedial practice on this, revise the use of apostrophes.<br>2. Learners rewrite the sentences with apostrophes.<br>3. Point out that this use of 'apostrophe + *s*' to show missing letters is very different to 'plural *s*' at the end of words.<br>**DESIRABLE**<br>**Feedback**<br>Learners compare and check each other's answers. Mediate if there are any differences.<br>**Answers**<br>1 We didn't arrive in Mecca 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**<br>1. Working only with the learners that need remedial practice on this, revise the use of commas.<br>2. Learners rewrite the sentences with commas.<br>**DESIRABLE**<br>**Feedback**<br>Learners compare and check each other's answers. Mediate if there are any differences. |

| | |
|---|---|
| | **Answers**<br>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 Mecca since then. |
| **Workbook page 73** | **Workbook: Activity 5**<br>1. Working only with the learners that need remedial practice on this, revise the use of capital letters.<br>2. Learners rewrite the sentences with capital letters where necessary.<br>**DESIRABLE**<br>**Feedback**<br>Learners compare and check each other's' answers. Mediate if there are any differences.<br>**Answers**<br>2 The Great Mosque of Mecca, Masjid al-Haram, is the largest mosque in the world.; 3 The 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**<br>1. Fast finishers or those that do not need remedial work on punctuation (as above) can write this paragraph.<br>**EXTENSION**<br>**Feedback**<br>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.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. Ask one or two more pairs of learners to read out what they wrote for Activity 8 in the Coursebook (a newspaper article).<br>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 | Learner 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: capitalisation, punctuation and spelling.

| LESSON PLAN | | LESSON: 10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 5** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To find the key information about a festival in an informative text. To identify synonyms.<br>**Writing:** To use some synonyms. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• extract key information from a text<br>• identify and use a range of synonyms. |
| **Link to prior learning:**<br>• Synonyms<br>**21st Century Themes:**<br>• Global Awareness: understand other nations, languages and cultures | | |
| **Key vocabulary:** A range of synonyms<br>**Key expressions/structures:** Phrases with synonyms | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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, *buy* and *purchase* have the same meaning but *purchase* 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:**<br>Coursebook page 85<br>Workbook page 74<br>Dictionaries | | |

## UNIT 5 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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).<br>2. Find out if they know anything about national days of other countries. |
| **Resources** | **Main activity** |
| **Coursebook page 85** | **Reading: Activity 1**<br>1. Learners look at the pictures on the page. Elicit what they show as preparation for reading the text.<br>2. 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.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the answer.<br>**Answers**<br>to preserve the culture and traditional crafts of Saudi Arabia |
| **Coursebook page 85** | **Reading: Activity 2**<br>1. Learners read again to find answers to the five questions. Make dictionaries available for learner use, if possible.<br>2. Learners check their answers in pairs, before you check with the whole class.<br>3. Learners read the Did you know? box. Discuss what they know about falconry, and any personal experience that they have of it.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>1 In 1985; 2 No; 3 Camels and horses; 4 A book fair; 5 A link between the traditional past and modern Saudi Arabia |
| | **Differentiation activities (Support):**<br>1. If necessary, reduce the number of questions to the first three or four. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write one or two more questions of their own about the text, and then ask them to another learner. |
| **Coursebook page 85** | **Use of English: Synonyms**<br>1. Learners read the Use of English box. Elicit some simple synonyms; for example, *small, little.*<br>2. They look at the text again to find the synonyms.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers. |

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|---|---|
| | **Answers**<br>1 started; 2 preserve; 3 takes place; 4 demonstrations; 5 transformed |
| | **Differentiation activities (Support):**<br>1. Learners who find synonyms difficult will get more practice in the next few Workbook activities. |
| **Workbook page 74** | **Workbook: Activity 1**<br>1. Learners select the synonyms.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the answers. Point out that synonyms usually have a *similar* rather than exact meaning and use. For example, *buy* and *purchase* have the same meaning but *purchase* is used in more formal situations.<br>**Answers**<br>2 buy, purchase; 3 bravery, courage; 4 story, tale;<br>5 incredible, amazing; 6 wealthy, rich |
| **Workbook page 74** | **Workbook: Activity 2**<br>1. Learners find and write down the synonyms. For variety, they could do this in pairs.<br>**CORE**<br>**Feedback**<br>Elicit and discuss.<br>**Answers**<br>slowly, gradually; scared, frightened; see, observe; tasty, delicious; sickness, illness; silent, quiet; amusing, funny; maybe, perhaps; interesting, fascinating |
| **Workbook page 74** | **Workbook: Activity 3**<br>1. Learners use synonyms to complete the sentences.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and discuss the answers.<br>**Suggested answers**<br>1 preserve; 2 famous; 3 popular; 4 ancient; 5 beautiful/lovely/fantastic; 6 finished |
| **Resources** | **Plenary** |
| | 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, *choose* and s_ _ _ _t (for *select*). 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.<br>2. Use any of the pairs of synonyms introduced in the lesson that were new to learners. Otherwise some suitable words are:<br>*rude* and i_p_ _ _t_ (*impolite*), *obstinate* and *stubborn*, *huge* and *enormous*, *marvellous* and *wonderful*, *strange* and *peculiar*, *disappear* and *vanish*, *annoyed* and *irritated*, *awful* and *dreadful*. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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 effusiveness of specific word choices on meaning and tone.

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

(G8.3.4.1.5) 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:**<br>**Speaking:** To discuss the UAE National Day Festival. To role play a discussion to invite and convey information about the National Day Festival.<br>**Reading:** To read an email for general understanding.<br>**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 ...**<br>• hold a phone conversation in which they invite, persuade, ask questions and generally interact<br>• write an email to invite and persuade someone to visit an event. |
| **Link to prior learning:**<br>• General knowledge of UAE National Day<br>• Previous knowledge of inviting and persuading<br>**21st Century Skills:**<br>• Global Awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing | | |
| **Key vocabulary:** *national, independent, parades*<br>**Key expressions/structures:** *you really should, it would be great if you, we could, I'm sure you'll love, to meet up* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 86<br>Workbook page 75 | | |

## UNIT 5 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook pages 85–86** | **Speaking: Activity 3**<br>1. Discuss UAE National Day and the festival with learners.<br>2. 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**<br>1. Read through the instructions for this role play activity so that learners are aware of the task.<br>2. Work through the Language tip box and elicit ways to complete the phrases related to the activity; for example, *You really should go to the National Day Festival.*<br>3. 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: make a note of problems but do not interrupt.<br>4. Learners swap roles and do the activity again.<br>**CORE**<br>**Feedback**<br>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. |
| | **Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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. |
| | **Differentiation activities (Stretch):**<br>1. These learners should be encouraged to hold a more extended conversation. |
| **Workbook page 75** | **Workbook: Activity 4**<br>1. This consolidates the expressions introduced in the previous activity, and helps prepare for the next activity.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and discuss various answers. |
| | **Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs to help each other. |
| | **Differentiation activities (Stretch):**<br>Learners can write more than one sentence for each phrase. |

| | |
|---|---|
| **Coursebook page 86** | **Writing: Activity 5**<br>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.<br>2. They read the email and answer the questions.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the answers.<br>**Answers**<br>Canadian; Jo wants his/her penpal to visit Canada for Canada Day. |
| **Workbook page 75** | **Workbook: Activity 5**<br>1. Learners work in pairs to discuss ideas and make notes.<br>**CORE**<br>**Feedback**<br>Elicit a few ideas before learners start writing.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Make sure these learners have a few ideas to write about before moving on to the next activity. |
| **Workbook page 75** | **Workbook: Activity 6**<br>1. Learners write their email. As they write, monitor and give assistance where necessary.<br>**CORE**<br>**Feedback**<br>Give general feedback based on what you have observed of the writing process. You could also collect the emails and give individual feedback.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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. |
| | **Differentiation activities (Stretch):**<br>1. These learners should give more detail and add more interest to the email, using the original from Jo as a model. |
| **Resources** | **Plenary** |
| | 1. Ask some learners to read out their emails.<br>2. Discuss how well they achieve the purpose and how interesting they make the National Day celebrations for Jo. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

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

(G8.4.1.1.1) 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.

(G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.

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

| LESSON PLAN | | LESSON: 12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 5** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To find information in a text on a children's festival.<br>**Writing:** To identify key words in a text to complete a summary.<br>**Speaking:** To discuss and make plans for an event. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• extract key information from a text<br>• identify key words to complete a summary<br>• discuss and agree on plans for an event. |
| **Link to prior learning:**<br>• Festival lexis: summarising<br>**21st Century Themes:**<br>• Global Awareness: Understand other nations, languages and cultures | | |
| **Key vocabulary:** *determination, receive, stadium, gratitude, separate, passed down, generations*<br>**Key expressions/structures:** *What shall we do …?, In my opinion, …* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook pages 87–88<br>Workbook page 76 | | |

## UNIT 5 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>2. Learners read the Did you know? box to get some background knowledge. |
| **Resources** | **Main activity** |
| **Coursebook page 87** | **Reading: Activity 1**<br>1. 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.<br>2. Answer any questions on new vocabulary.<br>**CORE**<br>**Feedback**<br>Elicit answers and discuss.<br>**Answers**<br>Japan; A festival for boys (Tango no Sekku) and one for girls (Hinamatsuri) |
| | **Differentiation activities (Support):**<br>1. At this stage, encourage learners just to read quickly to find answers to the questions. |
| **Workbook page 76** | **Workbook: Activity 1**<br>1. Learners read again to answer the questions.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>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):**<br>1. Give learners sufficient time to read but remind them that they just need to look for the information to answer the questions. They should not get bogged down worrying about vocabulary they don't know. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can move on to the next activity. |
| **Workbook page 76** | **Workbook: Activity 2**<br>1. Learners read the definitions and then find the words or phrases in the text.<br>**CORE**<br>**Feedback**<br>Elicit the answers. Encourage learners to think of other sentences using the words.<br>**Answers**<br>1 determination; 2 receive; 3 stadium; 4 gratitude; 5 separate; 6 passed down through the generations |

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|---|---|
| **Coursebook page 87** | **Reading: Activity 2**<br>1. Learners read the Reading Strategy box. Ask them to look at the text and call out the important nouns and verbs.<br>2. They complete the summary.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the answers.<br>**Answers**<br>2 Japan; 3 flags; 4 fish/carp; 5 cakes; 6 sweets; 7 sports; 8 teachers; 9 3rd March; 10 dolls |
| | **Differentiation activities (Support):**<br>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**<br>1. Introduce the activity before learners discuss in groups.<br>**DESIRABLE**<br>**Feedback**<br>Circulate and monitor as learners work. Do not interrupt but make notes of recurring errors for remedial work.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Stretch):**<br>1. Learners can develop on the discussion by planning an activity in more detail in the next activity. |
| **Workbook page 76** | **Workbook: Activity 3**<br>1. Learners record their plans.<br>**EXTENSION**<br>**Feedback**<br>Monitor and discuss as learners work.<br>**Answers**<br>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.<br>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 | Learner 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:**<br>**Reading:** To find information in a text on a children's festival.<br>**Speaking:** To discuss and agree a topic for a speech. To deliver a speech.<br>**Writing:** To write a speech.<br>**Listening:** To make notes on a speech | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• plan and write a short speech<br>• deliver a speech<br>• listen to and make notes on a speech. |
| **Link to prior learning:**<br>• Festival lexis; making speeches/presentations<br>**21st Century Skills:**<br>• Global Awareness: Understand other nations, languages and cultures | | |
| **Key vocabulary:** *ahead, step, aside, parliament, including, issues, elects*<br>**Key expressions/structure:** *dress up, run the country, I would like to talk to you about …* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 88<br>Workbook page 77<br>Dictionaries | | |

## UNIT 5 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Briefly revise what learners learned about children's festivals in Japan in the previous lesson.<br>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**<br>1. Learners scan the text to find out which country it is about.<br>2. Learners read to answer the question. Remind them to use the dictionaries to help with any unfamiliar vocabulary.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the answer.<br>**Answers**<br>Children run the country for the day. |
| **Workbook page 77** | **Workbook: Activity 4**<br>1. Learners read the text and answer true or false.<br>**DESIRABLE**<br>**Feedback**<br>Elicit answers and discuss.<br>**Answers**<br>1 T; 2 T; 3 F; 4 F; 5 T; 6 F |
| **Coursebook page 88** | **Speaking: Activity 5**<br>1. Ask the two questions. Elicit a few answers.<br>2. Learners continue the discussion in groups.<br>**CORE**<br>**Feedback**<br>Monitor groups as they discuss. Give help and feedback as required.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>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):**<br>1. Ask these learners to assist the less able to express their ideas. |

| | |
|---|---|
| **Workbook page 77** | **Workbook: Activity 5**<br>1. Explain to learners that they will be talking about Children's Day on TV and this activity will help them write their speech.<br>2. Have learners work individually to make notes in preparation for the writing task that follows.<br>**CORE**<br>**Feedback**<br>Elicit and discuss some ideas.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. These learners should keep to one idea but make sure they think of some supporting facts or examples for it. |
| **Workbook page 77**<br>**Coursebook Page 88** | **Workbook: Activity 6**<br>1. Point out to learners that a speech to the whole country is a formal situation. They should use formal language.<br>2. They work individually to write a short paragraph.<br>3. Learners read the Speaking tip box on page 88 of their Coursebooks.<br>4. Ask some volunteers to deliver their speech to the class.<br>5. Other learners listen and make notes on each speaker.<br>6. Monitor as they write and give support and feedback as necessary. Give any general feedback before they deliver their speeches.<br>**CORE**<br>**Feedback**<br>Make notes and assess those who speak. At the end, give some feedback based on the Speaking tip box.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Instruct learners to focus on expressing one point clearly, along with an example or supporting information. |
| | **Differentiation activities (Stretch):**<br>1. Encourage these learners to develop their speeches, and write more. |
| **Resources** | **Plenary** |
| | 1. Discuss the speeches and the topics that were raised.<br>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 | Learner 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:**<br>**Listening:** To listen for gist. To listen for specific information. To listen for detail and speaker's attitude.<br>**Speaking:** To discuss and negotiate a group decision.<br>**Writing:** To write an email to a friend about a festival. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• extract facts and figures from a recorded dialogue<br>• identify key details from a recorded dialogue<br>• express opinions to a group and negotiate a group decision<br>• write an email to a friend. |
| **Link to prior learning:**<br>• Lexis and content related to festivals in unit<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *event*, *expo, theme*<br>**Key expressions/structure:** Revision of structures associated with festivals | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 89<br>Workbook page 78<br>Audio Track 15 | | |

## UNIT 5 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>2. Elicit and discuss some opinions (this will be developed in the Workbook activities). |
| **Resources** | **Main activity** |
| **Coursebook page 89**<br>**Audio Track 15** | **Listening: Activity 1**<br>1. 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.<br>2. Play the audio once without pause.<br>**Feedback**<br>Elicit the answers. Discuss what learners know about the two events.<br>**CORE**<br>**Answers**<br>Abu Dhabi Science Festival. Expo 2020 Dubai. |
| **Coursebook page 89**<br>**Audio Track 15** | **Listening: Activity 2**<br>1. Look at the notes about Expo Dubai with the learners and elicit the kind of information that is missing.<br>2. Play the audio again. Repeat, if necessary.<br>**Feedback**<br>Elicit and check answers.<br>**CORE**<br>**Answers**<br>NAME OF EVENT: Expo 2020 Dubai; DATES: From 20th October 2020 to 10th April 2021; PLACE: between Abu Dhabi and Dubai; THEME: Connecting Minds, Creating the Future; NUMBER OF VISITORS: 25 million |
| | **Differentiation activities (Support):**<br>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):**<br>1. Learners who successfully identify the answers after one listening can move directly on to the next activity. |
| **Coursebook page 89**<br>**Audio Track 15** | **Listening: Activity 3**<br>1. Learners read and consider the correct answers before they listen again. They could discuss these answers in pairs.<br>2. Play the audio again for learners to check and complete their answers.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the answers. |

| | |
|---|---|
| | **Answers**<br>1C; 2B; 3B; 4B |
| | **Differentiation activities (Support):**<br>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):**<br>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**<br>1. Learners work individually on these short revision activities.<br>**DESIRABLE**<br>**Feedback**<br>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.<br>**Answers**<br>1 a huge b two-week c starts/race; 2 Learners' own answers (using phrases such as *You really should …, It would be great if you …, We could …,You'll enjoy it because …, I'm sure you'll love to …*); 3 Possible answers: a wonderful, fantastic, overwhelming, great; b huge, massive |
| **Workbook page 78** | **Workbook: Activity 1**<br>Learners pick up on the discussion in the Starter activity and make notes on one festival they would like to attend. Encourage them to look back through the unit to refresh their memory of the events.<br>1. Elicit some of the festivals chosen and elicit why learners want to attend.<br>**CORE**<br>**Feedback**<br>Elicit and discuss.<br>**Answers**<br>Learners' own answers |
| **Workbook page 78** | **Workbook: Activity 2**<br>1. Learners discuss their choices in groups.<br>2. In the first stage, each member of the group should be given the opportunity to present their opinions.<br>3. They then discuss and agree on one festival/event for the whole group. Tell them to vote if they cannot agree easily.<br>4. As they work, monitor and assess oral performance of learners. Make notes of any general issues. |
| | **CORE**<br>**Feedback**<br>Give feedback on the general issues you noted.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>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. |
| | **Differentiation activities (Stretch):**<br>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. |
| **Workbook page 78** | **Workbook: Activity 3**<br>1. Learners write an email. This is consolidation of the writing done in Lesson 11.<br>**EXTENSION**<br>**Feedback**<br>Collect for marking and giving individual feedback.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 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. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.4.1.1.5) 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:**<br>To test vocabulary and grammar introduced in the unit. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• get feedback on their progress from the test and teacher. |
| **Link to prior learning:**<br>• Lexis and grammar in Unit 5<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Revision of all lexis in Unit 5<br>**Key expressions/structures:** Revision | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>• Coursebook page 90 | | |

## UNIT 5 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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**<br>1. Learners work independently and quietly.<br>**CORE**<br>**Feedback**<br>Collect for assessment. Give individual feedback and guidance.<br>**Answers**<br>to decorate – a decoration; to fast – a fast; to invite – an invitation; to symbolise – a symbol<br>1 symbol; 2 fast; 3 celebrate; 4 decorate; 5 invite |
| **Coursebook page 90** | **Review: Activity 2**<br>1. Remind learners what a synonym is.<br>2. Learners work independently and quietly.<br>**CORE**<br>**Feedback**<br>Collect for assessment. Give individual feedback and guidance.<br>**Suggested answers**<br>*Other answers may be possible, as long as they are acceptable synonyms*:<br>1 started; 2 frightened; 3 leave / go off; 4 delicious; 5 completed / done;<br>6 rich / prosperous |
| **Coursebook page 90** | **Review: Activity 3**<br>1. Remind learners what a compound adjective is, and elicit one or two examples.<br>2. Learners work independently and quietly.<br>**CORE**<br>**Feedback**<br>Collect for assessment. Give individual feedback and guidance.<br>**Answers**<br>brightly coloured; fur-lined; home-made; part-time; snow-covered; well-known<br>2 brightly coloured; 3 snow-covered; 4 fur-lined; 5 well-known; 6 part-time |
| **Coursebook page 90** | **Review: Activity 4**<br>1. Learners work independently and quietly.<br>**CORE**<br>**Feedback**<br>Collect for assessment. Give individual feedback and guidance.<br>**Answers**<br>1 in; 2 at; 3 on; 4 in |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Give sufficient time for learners to complete all the exercises. |
| | **Differentiation activities (Stretch):**<br>1. Arrange for some reading materials for faster finishers so that they don't disturb others when they have finished. |
| **Resources** | **Plenary** |
| | 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 10 in this Teacher's Guide. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To discuss in groups the planning of a project.<br>**Reading:** To research information for a project.<br>**Writing:** To plan and design a poster. | • work cooperatively in groups to plan, research and design a poster. |

**Link to prior learning:**

- Knowledge of festivals from the unit; previous experience of projects

**21st Century Themes:**

- Global Awareness: Understand other nations, languages and cultures

**21st Century Skills:**

- 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:**

- 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 *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. 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.<br>2. 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.<br>3. Elicit any festivals that they think they might want to research. |
| **Resources** | **Main activity** |
| **Coursebook page 91** | **Preparation: Activity 1**<br>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.<br>2. The group decides which festival to focus on.<br>**CORE**<br>**Feedback**<br>Monitor groups as they discuss and then elicit the festivals they choose to be sure they are suitable.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 91** | **Preparation: Activity 2**<br>1. Learners do the research in groups. They make notes on the key points.<br>2. They identify any pictures they want to include in their posters. They can draw these, or print photos from the Internet.<br>**CORE**<br>**Feedback**<br>Monitor groups. Remind them to let everyone contribute according to their ability.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Give these learners support within the groups as necessary. |
| | **Differentiation activities (Stretch):**<br>1. These learners can take more responsibility within the groups. |
| **Coursebook page 91** | **Preparation: Activity 3**<br>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.<br>**CORE**<br>**Feedback**<br>Monitor groups. Remind them to let everyone contribute according to their ability.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Give these learners support within the groups as necessary. |
| | **Differentiation activities (Stretch):**<br>1. These learners can take more responsibility within the groups. |
| **Coursebook pages 91–92** | **Preparation: Activity 4**<br>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.<br>2. Learners make a rough design on a sheet of paper. They decide where to place the text, and where to put their illustrations.<br>3. Have learners work as a group to produce their poster. Encourage them to share out the work and support one another.<br>**CORE**<br>**Feedback**<br>Give feedback on the designs relating to the tips.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Give these learners support within the groups as necessary. |
| | **Differentiation activities (Stretch):**<br>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.<br>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 | Learner 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.

(G8.3.1.1.1) 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:**<br>**Speaking:** To make a presentation based on a poster. To answer questions about the project.<br>**Listening:** To take notes on a presentation. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• give a clear presentation based on their poster<br>• make notes and evaluate a presentation. |
| **Link to prior learning:**<br>• Experience of previous project presentations<br>**21st Century Themes:**<br>• Global Awareness: Understand other nations, languages and cultures<br>**21st Century Skills:**<br>• Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project<br>• 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<br>**Key expressions/structure:** Language of presentations (*I'd like to introduce you to the … festival. I'd like to tell you about …*); asking and answering questions | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 92 | | |

## UNIT 5 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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**<br>1. Learners plan their presentations. They need to agree who will say what.<br>2. They should practise the presentation at least once.<br>3. They should discuss any questions they think other learners might ask, and what the answers are.<br>**CORE**<br>**Feedback**<br>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**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. These learners can assist in the presentations. Give encouragement for any contributions they make. |
| | **Differentiation activities (Stretch):**<br>1. These learners should be leading the presentations, and supporting others in their group. |
| **Coursebook page 92** | **Presentation: Activity 6**<br>1. Groups give their presentations in turn. Other learners make notes as they listen using the form.<br>2. After each presentation, allow a few minutes for questions. Then elicit some feedback on the presentation from the rest of the class.<br>**CORE**<br>**Feedback**<br>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**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. These learners can assist in the presentations. Give encouragement for any contributions they make. |
| | **Differentiation activities (Stretch):**<br>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 | Learner 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.

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To discuss the difficulties of being an actor.<br>**Listening:** To learn and talk about the theatre.<br>**Reading**: To read a short text about a play.<br>**Writing**: To complete a labelled diagram of a theatrical production. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• describe the main part of a theatre<br>• understand a dialogue about a visit to the theatre<br>• match words to their illustrations<br>• understand and refer to information they have heard<br>• successfully use descriptive vocabulary about the theatre. |
| **Link to prior learning:**<br>• Past simple active<br>• *There was/there were*<br>• Descriptive adjectives<br>• Prepositions of place<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *actor, audience, costume, curtain, orchestra, props, scenery, stage*<br>**Key expressions/structure:** *(be) in a film/on (the) stage*, *(go) to the theatre*; past simple; descriptive adjectives | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need help with the correct use of prepositions of direction and place, so these can be revised in class. | | |
| **Resources/equipment needed:**<br>Coursebook page 93<br>Workbook page 79<br>Audio Track 16<br>Notebooks<br>Dictionaries | | |

## UNIT 6 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners which they think is more difficult: to be an actor in a film, or on stage in a play. Ask them to explain their answers.<br>2. Ask learners if they have ever been to the theatre. Encourage them to describe the experience. What do they prefer, the cinema or the theatre? |
| **Resources** | **Main activity** |
| **Coursebook page 93**<br>**Audio Track 16** | **Vocabulary and listening: Activity 1**<br>1. Tell learners that they are going to listen to a description of a theatre.<br>2. Tell them to look at the list of words and at the picture. They have to listen and write the words for each of the numbered items in the picture.<br>3. Before playing the audio, ask learners to predict which word goes where.<br>4. Play the audio at least twice.<br>5. Learners label the picture.<br>**CORE**<br>**Feedback**<br>Check the answers as a class, inviting individual learners to reply each time. Make sure everyone is involved, not only the keener learners.<br>**Answers**<br>2 scenery; 3 stage; 4 actor; 5 costume; 6 props; 7 orchestra; 8 audience |
| | **Differentiation activities (Support):**<br>1. Learners check the definition of the words in their dictionaries. This will also be useful for the plenary activity. |
| | **Differentiation activities (Stretch):**<br>1. Learners suggest any other lexis they might know connected to the theatre. For example, *ticket*, *book* (*a ticket*), *interval*, *performance*, and so on. |

| | |
|---|---|
| **Coursebook page 93**<br>**Audio Track 16** | **Vocabulary and listening: Activity 2**<br>1. Ask learners to look at the picture and listen again. Tell them to make notes about the items listed.<br>2. In pairs they talk about it using the information they have heard.<br>3. Circulate, checking for correct pronunciation and use of language.<br>**CORE**<br>**Feedback**<br>Nominate learners to give their answers to the class. Answers may vary a lot so make sure all learners have a chance to share their ideas.<br>**Answers**<br>Example answers:<br>*The scenery is quite simple, just some trees, a bridge and a river.*<br>*There was a small orchestra with some Chinese instruments, including a big drum.*<br>*The costumes were Chinese and in bright colours. There were only a few props; just a lamp and Aladdin's treasures.*<br>*There were a lot of people in the audience and they all enjoyed the play.* |
| | **Differentiation activities (Support):**<br>1. Elicit the descriptive adjectives from the learners and write them on the board before getting the learners to do the task themselves. |
| **Workbook page 79**<br>**Coursebook page 93** | **Workbook: Activity 1**<br>Ask learners to spend a few minutes studying the words in the Coursebook, page 93, Activity 1 (*actor, audience, costume, curtain, orchestra, props, scenery, stage*).<br>1. Learners look at the picture and label it.<br>2. If they need help, allow learners to look back at the illustration in the Course book.<br>**DESIRABLE**<br>**Feedback**<br>Learners work in pairs, checking and amending their spelling where necessary. Finally, ask the learners to call out the answers individually to check pronunciation.<br>**Answers**<br>2 actor; 3 orchestra; 4 curtain; 5 scenery |
| **Workbook page 79** | **Workbook: Activity 2**<br>1. Learners read the text.<br>2. Check that learners understand the reference to the play by Shakespeare, *A Midsummer Night's Dream.* Ask for a volunteer or two to find out a bit more about the play.<br>3. Ask the learners to complete the activity.<br>**DESIRABLE**<br>**Feedback**<br>Ask learners to read out a sentence at a time to the class. Write the missing words on the board to check spelling.<br>**Answers**<br>We went *to* the theatre to see *A Midsummer Night's Dream* last night. Some *of* my friends were in the cast. It was *a* good performance. I enjoyed *it* a lot. The scenery was painted by the learners and *the* lighting was brilliant. It was so good that we *are/'re* going again tomorrow. I *will/'ll* tell you more about it when I see you. |

| Resources | Plenary |
|---|---|
| | 1. Ask learners to work in pairs.<br>2. Tell the class definitions of the words they have learned on page 93 of their Coursebooks. For example: *What do we call the people who go to the theatre or the cinema?* (the audience). Learners write down the answers.<br>3. At the end of the activity, one learner from each pair can come up and write an answer on the board. If there are difficulties with the spelling, the other learners in the class can help. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.3.4.1.4) 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: 2 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Reading:** To read and complete a text about a school play.<br>**Speaking:** To ask and answer questions about the theatre.<br>**Listening:** To listen to a text and check answers.<br>**Writing:** To write a paragraph about one's experience of the theatre. | • understand details in a descriptive text<br>• identify the meaning of key vocabulary from context<br>• ask and answer questions relevant to the subject matter<br>• write a descriptive paragraph. |

**Link to prior learning:**

- Past simple active
- Present simple
- Descriptive adjectives
- Conditional clauses

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *cast, lines, main character, make-up, part, performance, play, rehearsal, scene, script*

**Key expressions/structure:** Questions with *What? Which? How many?*; other direct questions; past simple; present simple

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may need help with the use of the conditional *If you were in a play, which of the following would you like to be?* so this can be revised in class.

**Resources/equipment needed:**

Coursebook page 94

Workbook page 80

Audio Track 17

Dictionaries

Notebooks

## UNIT 6 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the class to see in one minute (with books closed) how many words they can remember from the previous lesson. Write the words on the boards as they say them. |
| **Resources** | **Main activity** |
| **Coursebook page 94** | **Vocabulary and listening: Activity 3**<br>1. Ask the class to read the text and put the words in the box in the correct place.<br>2. When they have finished, ask them to compare their answers with a partner. However, wait until the end of Activity 4 when they will have heard the audio before checking answers.<br>**CORE**<br>**Feedback**<br>Check answers with the class by doing Activity 4 and listening to the audio.<br>**Answers**<br>See below in Activity 4. |
| **Coursebook page 94**<br>**Audio Track 17** | **Vocabulary and listening: Activity 4**<br>1. Tell the class that you are going to play the audio. They check their answers as they listen.<br>2. Play the audio at least twice.<br>**CORE**<br>**Feedback**<br>Check the answers as a class. As each learner responds, ask them to explain the meaning of the word they have used for the gap in their own words. Make sure all learners have a turn at answering.<br>**Answers**<br>2 script; 3 cast; 4 main characters; 5 parts; 6 make-up; 7 lines; 8 rehearsals; 9 scene; 10 performances |
| | **Differentiation activities (Support):**<br>1. If the learners are finding it difficult to give the definitions of words by themselves, ask them to check the meanings in their dictionaries.<br>2. They should also practise pronouncing the words correctly. |
| | **Differentiation activities (Stretch):**<br>1. Learners could write their own sentences in their notebooks, using the words in Activity 3. |

| | |
|---|---|
| **Coursebook page 94** | **Speaking: Activity 5**<br>1. In groups, learners ask and answer the questions provided in the exercise.<br>2. They choose the box according to the answer they give, either Yes or No.<br>3. Set a time limit (ten minutes) so that learners don't take too long over the answers.<br>**CORE**<br>**Feedback**<br>Put the learners in small groups and encourage them to ask and answer the questions about their experiences to the rest of the class. This improves self-confidence in speaking English in front of the class.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 94** | **Writing: Activity 6**<br>1. Tell learners they are going to write a paragraph about their experiences at the theatre.<br>2. If they answered 'Yes' to the question *Have you ever been in a play?*, they have to write an account of the play they were in, using their answers to Exercise 5.<br>3. If they answered 'No', they have to write a paragraph about what they would like to do if their teacher asked them to take part in a play.<br>4. Learners can do this writing task in their notebooks at home, if there is not enough time in class.<br>**DESIRABLE**<br>**Feedback**<br>Ask learners to exchange texts and give each other peer feedback.<br>**Sample answer**<br>I have got a good memory so I think I would be good at learning lines. I am quite confident and I'm not usually shy, but I sometimes get nervous when I have to talk in front of other people. I have quite good practical and technical skills so I think I could help with painting scenery or doing stage lighting. If I were in a play, I would like to be a minor character because I think I could have fun acting but I wouldn't have to learn too many lines. I would also like to help with the costumes and make-up because I am good at sewing and making things and I think I would enjoy this. |
| | **Differentiation activities (Support):**<br>1. Ask learners to imagine they have been asked to take part in a play but they are not very keen on doing this.<br>2. Tell them to read the questions in the NO box in Exercise 5 and use them to write a journal entry about this. |
| | **Differentiation activities (Stretch):**<br>1. Learners work in pairs and search for information about a theatre in their home town or an important theatre in their country, for example location, decoration, plays that have been performed, etc.<br>2. They write an article for the school blog. |

| Workbook page 80 | **Workbook: Activity 3**<br>1. Learners read and match the question halves.<br>2. Then match the answers.<br>3. Check as a class.<br>**CORE**<br>**Feedback**<br>Invite pairs of learners to read out a question and answer for the whole class.<br>**Answers**<br>**Questions and answers:**<br>2 Did you wear a costume? Yes. It was a Chinese silk suit.<br>3 Are you good at learning lines? Yes, I am. But there were a lot to learn.<br>4 How many performances did you give? Three.<br>5 Have you got a good memory? Yes, I have, fortunately.<br>6 Are you a good artist? Yes, I love drawing.<br>7 What practical and technical skills do you have? None. I'd be no good at doing scenery painting or stage lighting.<br>8 Would you rather be an actor or a director? I'm happy being on the stage. It's more fun. |
|---|---|
| **Resources** | **Plenary**<br>1. Role-play. In pairs, learners choose a famous actor or film star that they like. They will pretend to be that person.<br>2. The other member of the pair thinks of and writes down five questions they want to ask him or her. That learner will pretend to be a reporter.<br>3. The pairs practise their role-plays. They then swap roles and the other learner asks the questions.<br>4. If there is time, ask one or two pairs to perform their role-plays in front of the class. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.3.4.1.1) 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: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Reading:** To read a story and identify the main characters.<br>**Speaking:** To discuss the meaning of lexical items in the text.<br>**Writing:** To solve a puzzle by writing in the correct vocabulary from the coursebook lesson. | • understand who are the main characters in a narrative text<br>• identify the meaning of key vocabulary from context. |

**Link to prior learning:**

- Narrative tenses: past simple and past continuous, plus past perfect simple
- Present simple and future tenses for dialogue
- Descriptive adjectives
- Personal pronouns

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *tailor, lazy, sew, spin, cotton, coin, heartbroken, moved, imposter, merchant*

**Key expressions/structure:** Past tenses for story-telling; direct commands; phrases such as *Once upon a time, there lived, The following day*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners might expect only to read stories where they understand all the words. It is important for them to realise that they can enjoy a story without necessarily knowing the precise meaning of all the words.

**Resources/equipment needed:**

Coursebook pages 95

Workbook page 81

Dictionaries

Notebooks

## UNIT 6 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners what sort of stories they like. Brainstorm different types of stories, for example horror, fantasy, adventure, science-fiction.<br>2. Elicit from them ideas about what makes a good story, for example action, good plot, interesting characters. Ask for examples. |
| **Resources** | **Main activity** |
| **Coursebook page 95** | **Reading: Activity 1**<br>1. Ask learners to read the first part of the story of Aladdin and identify the main characters.<br>2. Ask them to justify their opinion.<br>3. Reading of the text can either be done by the teacher or by the learners. Learners can read short sections aloud to the rest of the class.<br>**CORE**<br>**Feedback**<br>Check answers by eliciting ideas from different learners and writing them on the board.<br>**Answers**<br>Main characters so far are: Aladdin, Aladdin's mother, the imposter |
| **Coursebook page 95** | **Vocabulary: Activity 2**<br>1. Ask learners to look at the words listed and find them in the text.<br>2. Tell them to try and work out the meaning using the context.<br>3. They can check the meaning in a dictionary if they are not sure.<br>**CORE**<br>**Feedback**<br>Check the answers as a class by asking individual learners. As each learner responds, ask them to explain the meaning of the word in their own words. Make sure all learners have a turn at answering, as far as possible.<br>**Answers**<br>1 tailor – a person who makes clothes; 2 lazy – not willing to work or use any effort; 3 sew – use a needle and thread to join two pieces of cloth together; 4 spin – make thread by twisting fibres; 5 cotton – thread or cloth made from the fibres of the cotton plant; 6 coin – a small round piece of metal used as money; 7 heartbroken – very sad; 8 moved – having strong feelings of sadness or sympathy; 9 imposter – a person who pretends to be someone else in order to deceive others; 10 merchant – a person who buys and sells products in large amounts |
| | **Differentiation activities (Support):**<br>1. If the learners are finding it difficult to give the definitions of words by themselves, ask them to check the meanings in their dictionaries.<br>2. They should also practise pronouncing the words correctly. |
| | **Differentiation activities (Stretch):**<br>1. Learners could write their own sentences in their notebooks, using the words in Activity 4.<br>2. Learners can re-read the story to themselves quietly, in order to take in the details. |

| Workbook page 81 | **Workbook: Activity 1**<br>1. Learners read the clues and solve the puzzle. They should try to do this without looking back at the Coursebook initially.<br>2. Check as a class.<br>**CORE**<br>**Feedback**<br>Invite learners to write the words on the board so that everyone can check correct spelling.<br>**Answers**<br>1 stone; 2 China; 3 Morocco; 4 treasure; 5 suit; 6 imposter; 7 gold; 8 cotton; 9 tailor; 10 father; 11 wind; 12 market; 13 tears<br>The mystery phrase is: *Once upon a time* |
|---|---|
| **Resources** | **Plenary**<br>1. In pairs or small groups, learners discuss and write down the main points of the story so far.<br>2. The pairs or groups swap what they have written with other learners.<br>3. The teacher reads out some of the points that have been mentioned and encourages class agreement with a final list. |

**Learning styles catered for (✓):**

| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
|---|---|---|---|

**Assessment for learning opportunities (✓):**

| Observation | Learner 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.

(G8.3.1.1) Read, comprehend and interpret a variety of nonfiction 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.

(G8.3.1.1.3) 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.

(G8.3.4.1.4) 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: 4 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Reading:** To read the continuation of a story.<br>**Speaking:** To answer questions about Part 1 of the story.<br>**Writing:** To write answers to questions about the story. | • appreciate and understand part of a narrative text<br>• identify the meaning of key vocabulary from context<br>• ask and answer questions relevant to the subject matter<br>• write answers to comprehension questions. |

**Link to prior learning:**

- Narrative tenses: past simple and past continuous, plus past perfect simple
- Present simple and future tenses for dialogue
- Descriptive adjectives
- Personal pronouns

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *cave, protect, entrance, imprisoned, cheat, rub, genie, command, terrified, joy*

**Key expressions/structure:** Direct commands; past tenses for story-telling; fixed phrases such as *Your wish is my command*.

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may lack confidence in trying to define unknown lexis in their own words. They need encouragement to try, given that there is no right or wrong answer. The ability to paraphrase words that are unfamiliar is a necessary linguistic skill that the learners need to acquire.

**Resources/equipment needed:**

Coursebook page 96

Workbook page 82

Dictionaries

Notebooks

## UNIT 6 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the class to say what happened in the previous section of the story of Aladdin. Keep books closed for the moment.<br>2. Write the main points of the story on the board, or invite individual learners to do so.<br>3. Ask at what point the story finished during the previous lesson. |
| **Resources** | **Main activity** |
| **Coursebook page 96** | **Vocabulary: Activity 3**<br>1. Ask the class to read the text and underline any words they are not familiar with or sure about.<br>2. Discuss the meaning of the words they have underlined.<br>3. Now read the rest of the story aloud, with learners taking it in turns to read small sections.<br>4. Discuss what has happened in the story.<br>**CORE**<br>**Feedback**<br>Take feedback from the class by asking learners to tell you which words they have underlined. Write these on the board and elicit the meaning from the class. Explain any unknown words yourself and ask learners to record them in their vocabulary notebooks.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 96** | **Vocabulary: Activity 4**<br>1. Learners work in pairs to discuss what parts of speech the words are and what they mean. Encourage learners to use print dictionaries to help them.<br>2. Go around the class helping and advising learners.<br>**CORE**<br>**Feedback**<br>Check the answers as a class. Accept different definitions of the words as long as they give the correct meaning.<br>**Answers**<br>1 cave (noun) – a space underground which is formed naturally; 2 protect (verb) – keep someone safe; 3 entrance (noun) – the way in to a place; 4 imprisoned (adjective) – kept prisoner in a place; 5 cheat (verb) – do something dishonest; 6 rub (verb) – move something over the surface of an object; 7 genie (noun) – an imaginary person who can make wishes come true; 8 command (verb) – order someone to do something; 9 terrified (adjective) – very frightened; 10 joy (noun) – extreme happiness |
| | **Differentiation activities (Support):**<br>1. If the learners are finding it difficult to give the definitions of words by themselves, ask them to check the meanings in their dictionaries. They should also practise pronouncing the words correctly. |
| | **Differentiation activities (Stretch):**<br>1. Learners could write their own sentences in their notebooks, using the words in Activity 4. |

| | |
|---|---|
| **Coursebook page 96** | **Vocabulary: Activity 5**<br>1. Learners read the questions and write down the answers in their notebooks.<br>2. They will have to look back at the first part of the story on the previous page in order to answer all the questions.<br>**CORE**<br>**Feedback**<br>Ask individual learners to read out their answers to the questions.<br>**Answers**<br>1 He wanted Aladdin to get the lamp out of the cave for him.<br>2 When Aladdin rubbed the ring, a genie appeared and helped him escape from the cave.<br>3 It means that he will make any wish you make come true. |
| **Coursebook page 96** | **Speaking: Activity 6**<br>1. Tell the class that they are going to tell the story from the point of view of two other characters, not Aladdin.<br>2. They should work in groups of three, with the third learner being an interested neighbour or friend of the family.<br>**CORE**<br>**Feedback**<br>Once the groups have carried out their dialogues in the form of a role-play, chose one or two groups to perform in front of the class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Quickly summarise the stories of the other characters (Aladdin's mother and the imposter) so that learners are clear on what happens from their point of view. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to choose a story they like and they have either read or heard about, for example *Sandokan*, *The Little Mermaid*, etc.<br>2. Tell them to look for a short extract in the book or on the Internet. They write a summary for the class and read the extract. |
| **Workbook page 82** | **Workbook: Activity 2**<br>1. Learners read the questions and answers and match them.<br>2. Check as a class.<br>**DESIRABLE**<br>**Feedback**<br>Invite pairs of learners to read out a question and answer for the whole class.<br>**Answers**<br>2 b; 3 l; 4 a; 5 h; 6 c; 7 e; 8 d; 9 m; 10 k; 11 f; 12 g |

| | |
|---|---|
| **Workbook page 82** | **Workbook: Activity 3**<br>1. Learners read the information in Exercise 2 again and write the summary.<br>2. Ask them to share their summary with the class.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. As a class, draw up a character list of the story of Aladdin.<br>2. Ask learners to supply one adjective each to describe the main characters, for example Aladdin's mother: poor; Aladdin: trusting, foolish. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(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.

(G8.3.4.1.1) 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 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.

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

(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: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To recap the story so far by completing True / False statements.<br>**Speaking:** To give opinions about Part 1 of the story, and to justify those opinions.<br>**Writing:** To complete answers about the use of *like* and *as*. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• reflect on what they have learned so far and assess whether statements are correct or not<br>• express their opinions and give reasons for those opinions<br>• draw comparisons by using appropriate linguistic structures. |
| **Link to prior learning:**<br>• Narrative tenses: past simple and past continuous<br>• Descriptive adjectives<br>• Adjectives ending in *-ed/-ing*<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** revision of previous lesson<br>**Key expressions/structure:** *like/as* to say that things are similar | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may feel they don't know how to express their opinion of a story, or that their personal opinion isn't valid. It is important for the teacher to accept all the learners' opinions about the story and to give a positive reaction. In this way, the teacher can help to build up the learners' self-confidence in speaking a foreign language. | | |
| **Resources/equipment needed:**<br>Coursebook page 97<br>Workbook page 83<br>Notebooks | | |

## UNIT 6 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners what they remember about the story so far. Review the main characters and what happened.<br>2. Ask more specific questions, for example:<br>*What can you tell me about Aladdin? What type of person is the imposter? How do you feel about Aladdin's mother? If you were Aladdin, how would you behave?* |
| **Resources** | **Main activity** |
| **Coursebook page 97** | **Reading: Activity 1**<br>1. Ask the class to read the sentences and think about the answers.<br>2. After they have tried to answer the True/False questions, ask learners to look back at the story of Aladdin: Part 1 and check them.<br>3. Feedback as a class.<br>**DESIRABLE**<br>**Feedback**<br>Ask individual learners to give their answers to the questions, but also allow class discussion if other learners don't agree with the answer.<br>**Answers:**<br>1 F; 2 T; 3 T; 4 F; 5 F |
| **Coursebook page 97** | **Speaking: Activity 2**<br>1. Discuss each question as a class, making sure that the quieter learners also take part and give their opinion.<br>2. Make sure that learners justify their opinions by giving reasons for their answers.<br>**CORE**<br>**Feedback**<br>Encourage learners to have a lively discussion in which they justify their points of view.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. If the learners are finding it difficult to remember aspects of the story so far, let them look back and re-read what has already gone before. |
| | **Differentiation activities (Stretch):**<br>1. Learners could make notes about question 4 in Activity 2 in their notebooks. These notes could then be used for further discussion. |

| | |
|---|---|
| **Coursebook page 97** | **Use of English: Activity 3**<br>1. Ask learners to read the notes in the Use of English box.<br>2. Elicit more examples from the class. Ask them to look back at the sentences in Activity 1 and form similar sentences of their own.<br>3. Focus on the exercise and ask learners to complete the sentences.<br>4. Check as a class.<br>**CORE**<br>**Feedback**<br>Ask individual learners to read out the answers to the questions.<br>**Answers:**<br>1 like; 2 as; 3 like; 4 as; 5 as |
| **Workbook page 83** | **Workbook: Activity 1**<br>1. Learners read the sentences and complete them with *like* or *as*.<br>2. Ask them to re-read the Use of English section in the Coursebook if necessary.<br>3. Check as a class.<br>**CORE**<br>**Feedback**<br>Invite pairs of learners to read out a question and answer for the whole class.<br>**Answers**<br>2 As; 3 like; 4 as; 5 like; 6 as |
| **Workbook page 83** | **Workbook: Activity 2**<br>1. Ask learners to read the sentences. They can work in pairs.<br>2. Ask them to find the sentences they are sure are correct, and put a tick against them.<br>3. They work on the sentences they think are wrong and correct them.<br>**CORE**<br>**Feedback**<br>Ask individual pairs to give their answers, and the corrected version where relevant.<br>**Answers:**<br>1 People used to think that aeroplanes looked *like* big birds.<br>2 correct<br>3 The play was very interesting, *as* they had expected.<br>4 It sounded *like* an excellent story.<br>5 correct<br>6 The learners did *as* the teacher asked them. |

| | |
|---|---|
| **Workbook page 83** | **Workbook: Activity 3**<br>1. Learners write their own sentences using *like* and *as*.<br>2. Go around the class monitoring the learners' work.<br>3. Set the task for homework, if there is a lack of classroom time.<br>**EXTENSION**<br>**Feedback**<br>If this activity is set as homework, check answers with the class at the beginning of the next lesson.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary**<br>1. Play a quick five-minute game with the class, using *like* and *as*.<br>2. Call out either *like* or *as* and ask individual learners to give a sentence using that word. They should have their books and notebooks closed at this point. See how many correct sentences the class can give you in 5 minutes. Congratulate them all at the end! |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.3.1.1.8) 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.

| LESSON PLAN | | LESSON: 6 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to the continuation of a story, developing predictive skills, note-taking and listening for detail skills.

**Reading:** To read sentences taken from a Listening text and carry out a variety of tasks.

**Speaking:** To discuss predictive questions about a Listening text.

**Writing:** To write answers to listening comprehension questions about the story.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- make predictions about a listening text, then check to see if their predictions were correct
- develop their note-taking skills
- complete written information according to a listening text
- assess whether statements about the text are true or false.

**Link to prior learning:**

- Narrative tenses: past simple and past continuous, plus past perfect simple
- Present simple and future tenses for dialogue
- Continuation and conclusion of story

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *palace, sultan, polish, poison*

**Key expressions/structure:** Direct commands; past tenses for story-telling; fixed phrases such as *Your wish is my command, quick as a flash, they all lived happily ever after*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may feel that listening to a story in English is difficult. The more practice they get, the better. Also, the activities in the Coursebook help the learners to focus their attention on certain points of the story, so that they do not feel overwhelmed.

**Resources/equipment needed:**

Coursebook page 98

Workbook page 84

Audio Tracks 18–20

Notebooks

Board

## UNIT 6 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Board** | 1. As a class, brainstorm key vocabulary from the story of Aladdin so far. Elicit any relevant words the learners can remember.<br>2. Write the words on the board – or invite individual learners to do so. |
| **Resources** | **Main activity** |
| **Coursebook page 98** | **Listening: Activity 4**<br>1. Tell learners they are going to listen to the rest of the story.<br>2. Ask them to predict what they think will happen. Elicit as many ideas as possible.<br>**Feedback**<br>Discuss as a class some of the learners ideas and write five ideas on the board, so they can check after they have listened to the next part of the story. |
| **Coursebook page 98**<br>**Audio Track 18** | **Listening: Activity 5**<br>1. Ask the class to read the questions first, before you play the audio. Explain any words they might find difficult, for example *approval* – having a good opinion of someone or something.<br>2. Play the first section of the audio. Learners should take notes as they listen.<br>3. Play the first section for a second time so that the class can check their answers.<br>**CORE**<br>**Feedback**<br>Check the answers as a class. Accept answers expressed in different ways as long as the main point is included.<br>**Answers (suggested)**<br>1 She was very afraid/She fainted; 2 in the market place; 3 by sending him a lot of treasures |
| **Coursebook page 98**<br>**Audio Track 19** | **Listening: Activity 6**<br>1. Ask the class to read the sentences first, before you play the audio. Check that they understand what they have to do.<br>2. Explain that none of the answers will require more than two words.<br>3. Play the second section twice.<br>**CORE**<br>**Feedback**<br>Ask individual learners to give the answers. Write the words on the board to make sure that all the class has got the correct spelling.<br>**Answers**<br>1 palace; 2 China; 3 servant girl; 4 disappeared; 5 40 |

| | |
|---|---|
| **Coursebook page 98**<br>**Audio Track 20** | **Listening: Activity 7**<br>1. Ask the class to read the statements first, before you play the audio.<br>2. Play the final section of the audio twice for learners to check their answers.<br>**CORE**<br>**Feedback**<br>**Answers**<br>1 F; 2 T; 3 T; 4 F; 5 F |
| | **Differentiation activities (Support):**<br>1. Let the class work in pairs if this makes the listening tasks more enjoyable and less stressful. |
| | **Differentiation activities (Stretch):**<br>1. Learners could write their own sentences in their notebooks, using the words in the activities. |
| **Workbook page 84** | **Workbook: Activity 4**<br>1. Ask learners to work in pairs or small groups to do this activity. Accept a certain amount of discussion here until they find the correct order.<br>2. Monitor the pairs or groups by going around the class, giving help where required.<br>3. The first answer is given to help the learners.<br>**CORE**<br>**Feedback**<br>Invite groups or pairs of learners to read out the whole sentence each time, in the order they think is correct.<br>**Answers**<br>2 g; 3 h; 4 c; 5 e; 6 i; 7 f; 8 a; 9 j; 10 d |
| **Workbook page 84** | **Workbook: Activity 5**<br>1. Learners read the sentences and do the task.<br>2. Avoid explaining the meaning of the missing words until the class has attempted the task.<br>3. Check answers as a class.<br>**CORE**<br>**Feedback**<br>Ask learners to raise their hands to give the answer.<br>**Answers**<br>1 command; 2 enquiries; 3 destination; 4 exchanged; 5 accidentally |
| **Workbook page 84** | **Workbook: Activity 6**<br>1. Allow learners to collaborate on this task.<br>2. Set for homework, if not enough class time is left.<br>**EXTENSION**<br>**Feedback**<br>If set as homework, check answers with the class at the beginning of the next lesson.<br>**Answers**<br>Learners' own answers |

| Resources | Plenary |
|---|---|
| | 1. Spot check some of the vocabulary focused on in the activities by having a quick spelling test.<br>2. Put learners into two teams and have a fun spelling match! |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

| **Assessment for learning opportunities (✓):** | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.3.4.1.1) 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: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To complete gaps in a text.<br>**Speaking:** To discuss similes in their own language using *like* and writing down the equivalent in English.<br>**Writing:** To write five words about the theatre; to make sentences using specific words; to match words and definitions; to write about the difficulties of being an actor. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify the correct words in a text where there are more than the necessary number of words<br>• correctly use sentences with *like*<br>• write words and sentences using particular lexis from previous lessons<br>• identify words from their definitions<br>• write sentences showing their assessment of the acting profession<br>• reflect on and assess how successful their vocabulary learning strategies are. |
| **Link to prior learning:**<br>• Review of the previous lessons in Unit 6<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *accidentally, cave, cotton, earn, enquiries, imposter, imprisoned, lamp, merchant, poison, stone, treasure, cast, costume, curtain, lines, make-up, part, props, scenery, stage, script command, destination, director*<br>**Key expressions/structure:** *Aladdin ran like the wind* and other expressions with *like* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners are sometimes unaware of where they have gaps in their understanding of the language covered. When there are revision exercises, they have the opportunity to reassess and fill the gaps in their knowledge, especially the common areas of grammar and vocabulary. | | |
| **Resources/equipment needed:**<br>Coursebook page 99<br>Workbook page 85 | | |

## UNIT 6 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners what they remember so far from the lessons they have covered. Refer to topics, themes and grammar.<br>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 99** | **Reading and writing: Activity 1**<br>1. Introduce the activity by referring to the Aladdin story and a few of the key characters.<br>2. Ask learners to read the text and complete it with the correct words.<br>**CORE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers. Check as a class. Call upon individual learners to give the answers.<br>**Answers**<br>1 cotton; 2 earn/make; 3 uncle; 4 lamp; 5 cave; 6 treasure; 7 imprisoned; 8 married; 9 rubbed; 10 poison |
| **Coursebook page 99** | **Speaking: Activity 2**<br>1. Ask learners to write three similar sentences using *like*.<br>2. After checking answers, ask learners to give you their sentences.<br>**CORE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 99** | **Self-assessment: Activity 3**<br>1. Learners write their own five words connected with the theatre, and their meanings.<br>**CORE**<br>**Self-assessment: Activity 4**<br>1. Ask learners to make their own sentences that include the words given.<br>**CORE**<br>**Feedback**<br>Ask individual learners to come up to the board and write their answers.<br>**Answers**<br>**Activities 3 and 4**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners work in pairs to complete the activities and refer to previous lessons for help. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>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 their answers. |
| **Workbook page 85** | **Workbook: Activity 1**<br>1. Ask learners to work with a partner to write explanations or definitions of the words.<br>2. They can read their definitions to another pair and take the best aspects of both to produce a final, 'ideal' definition of each word.<br>**CORE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers.<br>**Possible answers**<br>2 the objects that are used in a scene, for example, a chair, a glass of water;<br>3 what is used to make people look more beautiful, older or uglier;<br>4 the number of actors in a play;<br>5 the role an actor has to play;<br>6 the place where the actors stand and perform;<br>7 the particular clothes an actor wears;<br>8 the written form of a play;<br>9 the background to a scene in a play;<br>10 something that falls at the end of a play |
| **Workbook page 85** | **Workbook: Activity 2**<br>1. Ask learners to think about the difficulties of being an actor and also about what they might find enjoyable or satisfying. Ask them to discuss with a partner and to write down at least two examples in each category. Give them one of the following as an example to start them thinking about what the difficulties might be:<br>*They have to learn lines off by heart.*<br>*They have to rehearse a lot.*<br>*They have to overcome their nerves.*<br>**DESIRABLE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers.<br>**Answers**<br>Learners' own answers |
| **Workbook page 85** | **Workbook: Activity 3**<br>1. Ask learners to work in pairs and discuss the various vocabulary learning strategies they could use.<br>2. Feedback as a class.<br>**DESIRABLE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers. Ask individual learners to summarise their discussion and write points on the board.<br>**Answers**<br>Learners' own answers |

| Resources | Plenary |
|---|---|
| | 1. Ask learners to play a game of Snowman (also known as Hangman). Ask a learner to choose a word from the unit and write spaces on the board to represent the letters.<br>2. The rest of the class takes it in turns to call out the 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,<br>nose, mouth).<br>3. 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. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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).

(G8.4.2.1.2) 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: 8 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read summarising sentences and match the halves.<br>**Writing:** To write sentences using reported speech (commands).<br>**Use of English:** To learn how to use *as* and *like*. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify correct sentences that summarise a story<br>• manipulate direct and indirect speech (reported commands) successfully<br>• use the structures *as* and *like* in suitable contexts<br>• relate the use of *as* and *like* to contexts other than that of the story. |
| **Link to prior learning:**<br>• Reported speech<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** As in Lesson 6: *palace sultan, polish, poison*<br>**Key expressions/structure:** Reported commands | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners might remember the rules of reported speech and try to apply them to reported commands. Ask the class whether there is any confusion and explain the simple rule for reported commands. | | |
| **Resources/equipment needed:**<br>Coursebook page 100<br>Workbook page 86<br>Dictionaries<br>Notebooks | | |

## UNIT 6 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the class to say what happened in Part 2 of the story of Aladdin. Keep books closed for the moment.<br>2. Write the main points of the story on the board – or invite individual learners to do so. |
| **Resources** | **Main activity** |
| **Coursebook page 100** | **Reading: Activity 1**<br>1. Ask learners to read the sentence halves and match them. Allow them to work in pairs if they wish.<br>2. Tell them you are going to play the audio again. Pause the audio after each section.<br>3. They check if their answers were correct.<br>**CORE**<br>**Feedback**<br>Ask learners to swap books so they can mark each other's work.<br>**Answers**<br>1 d; 2 e; 3 c; 4 a; 5 f; 6 b |
| **Coursebook page 100** | **Use of English: Activity 2**<br>1. Ask learners to read the notes in the Use of English box. Revise how to change pronouns.<br>2. Focus on the exercise and ask learners to report the commands.<br>3. Go around the class helping and advising learners.<br>4. Check as a class.<br>**CORE**<br>**Feedback**<br>When checking the answers accept *asked* or *told*. Both are possible, but the choice is dependent on how strong the command seems to be.<br>**Answers**<br>2 The imposter told Aladdin to go down into the cave.<br>3 The imposter asked/told Aladdin to give him the lamp.<br>4 Aladdin asked the Genie of the Ring to take him home.<br>5 Aladdin asked the Genie of the Lamp to bring them some good things to eat.<br>6 Aladdin asked the Genie of the Lamp to take them all back to China.<br>7 The Sultan told Aladdin to bring his daughter back to him.<br>8 The Sultan told Aladdin not to come back without her. |
| | **Differentiation activities (Support):**<br>1. Using the sentences in Activity 1, ask learners to cover the second column so they are only using the sentence stems. Ask learners to try to complete the sentences without looking! This task could be done in pairs. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to find more examples of direct speech in the story, and to change them into reported speech. Check them as a class. |

| | |
|---|---|
| **Workbook page 86** | **Workbook: Activity 1**<br>1. Ask learners to re-read the Use of English section in the Coursebook.<br>2. Then they report the commands.<br>3. Check the commands as a class.<br>**CORE**<br>**Feedback**<br>Invite pairs of learners to read out each direct command and its corresponding reported command to the whole class.<br>**Answers**<br>2 The princess told Aladdin to bring her father some more treasure.<br>3 The imposter told the princess to forget about Aladdin.<br>4 Aladdin's mother told him to be careful.<br>5 The princess told the imposter to finish his drink.<br>6 The princess told Aladdin not to make any noise.<br>7 Aladdin asked his mother to polish the lamp.<br>8 Aladdin asked the Genie of the Lamp to bring them some more food.<br>9 Aladdin's mother asked him to go to the market.<br>10 The princess asked the servant girl to exchange the old lamp for a new one. |
| **Workbook page 86** | **Workbook: Activity 2**<br>1. Learners might enjoy this activity, putting themselves in the teacher's position! Allow them to work in pairs.<br>2. They write the direct commands and the reported commands.<br>**CORE**<br>**Feedback**<br>Ask each pair to read what they have written to the class.<br>If there is time, learners can act out some commands, for example, *Open your books; Sit down; Stand up,* etc. You could also play 'Simon Says' (a game in which the players only do what they are told to do if the person giving the commands uses the phrase 'Simon says').<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. Ask the class to give their opinions of the story of Aladdin.<br>2. Ask learners to tell a story they know from their own culture that might be similar. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(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.

| LESSON PLAN | | LESSON: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read the script of a play.<br>**Writing:** To write a scene from the play.<br>**Speaking:** To prepare the scene from the play to perform. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• prepare to enact a scene from a play<br>• be confident of their knowledge of the story<br>• organise themselves in groups effectively to carry out the performance. |
| **Link to prior learning:**<br>• The story of Aladdin<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Revision of story vocabulary<br>**Key expressions/structure:** Direct/reported speech | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• The idea of performing a play in English might seem difficult for the learners. Some learners might be reluctant to take part. However, the scaffolded approach that is presented here, together with the outline in the Coursebook and the dialogue in the Workbook, will give the learners the required confidence to prepare for and carry out the task successfully. It is important to give the class lots of encouragement at this stage. | | |
| **Resources/equipment needed:**<br>Coursebook pages 101–102<br>Workbook pages 87<br>Notebooks<br>Props for the play: a Moroccan style oil lamp; coloured beads, silver objects, silver coins, aluminium foil scrunched up and a metal tray for the treasure; a ring; a shiny teapot that looks like a lamp; a wine goblet (plastic) | | |

## UNIT 6 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Explain to the class that they are going to write, and then perform, a play based on the story of Aladdin.<br>2. Tell them that they will get a lot of help in doing this and that they will be put into groups.<br>3. Discuss how they feel about this: *confident? enthusiastic? nervous? shy?*<br>4. Explain that once they have written the scenes, there will be an opportunity to decide on acting or non-acting roles within the group. |
| **Resources** | **Main activity** |
| **Coursebook pages 101–102** | **Activity 1: Instructions 1–5**<br>1. Divide the class into six groups or teams and go through instructions 1–5 for the exercise with the learners. At this stage you are just outlining the instructions.<br>2. Focus on points 1–5. Check that all the props are in place.<br>3. Outline the names of the characters and how many there are, and how many scenes there are in the play.<br>**CORE**<br>**Feedback**<br>Explain that before learners write their scene, they will do some helpful work in the Workbook. Emphasise that it is important that English only is used for all discussions during this and the next lesson.<br>**Answers**<br>Learners' own answers |
| **Workbook page 87** | **Workbook: Activity 1**<br>1. Ask all the class to work on this activity. It is a revision of the necessary dialogue that can form a structure for the first part of the play.<br>2. Learners should try to complete the activity without looking back at the Coursebook. However, they can check back if necessary.<br>3. Circulate, helping as necessary.<br>**CORE**<br>**Feedback**<br>Check the answers as a class. The teacher should ask individual learners for answers.<br>**Answers**<br>Scene 1<br>1 The imposter; house; 2 Aladdin; 3 The imposter; mother; 4 Aladdin's mother; talking<br>Scene 2<br>5 Aladdin; strong; 6 The imposter; cave; 7 The imposter; ring; 8 Aladdin; hand; 9 The Genie of the Ring; Master; 10 Aladdin;<br>Scene 3<br>11 Aladdin; it; 12 The Genie of the Lamp; my; 13 Aladdin; eat; 14 Aladdin's mother; eyes |

| | |
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| **Workbook page 88** | **Workbook: Activity 2**<br>1. Now ask the class to complete the remaining dialogue.<br>2. Check as a class.<br>**CORE**<br>**Feedback**<br>Check the answers as a class. The teacher should ask individual learners for answers.<br>**Answers**<br>Scene 4<br>15 Aladdin; so; 16 Aladdin's mother; princess; 17 Aladdin; gold; 18 The Sultan; daughter;<br>Scene 5<br>19 The imposter; 20 The princess; old; 21 The imposter; 22 The princess; where; 23 The Sultan; cut; 24 Aladdin; days; 25 Aladdin; 26 Aladdin; 27 The princess; 28 Aladdin; 29 The Sultan; celebration |
| **Coursebook pages 101–102** | **Activity 1: Instructions 3 and 4**<br>1. Give each group of learners a scene from the play on page 102 of their Coursebooks to prepare. Tell them to write their scene using the script outline in the Coursebook. Provide guidance if necessary, particularly when they are writing dialogues. Practise speaking with expression and projecting your voice with them.<br>2. Point out that they can use their imagination to add in speaking lines that fit in with the overall context. They do not have to stick with the lines that are in the story only.<br>3. Circulate, helping as necessary.<br>4. When they have finished, check the scripts.<br>5. Each group will then decide who takes which role and rehearse their parts. Other members of the groups can take on the crucial behind-the-scenes roles. Discuss with them what these roles are – director, props manager, prompt, etc. – and what they entail.<br>6. Then, the class can prepare to perform the play.<br>**CORE**<br>**Feedback**<br>Explain that you will check their scripts and help change them if necessary. Explain to the learners that they should take their time following the instructions and can ask for help anytime.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. Check that all the groups have sorted out who is doing what within the group.<br>2. Explain that they will perform their scene to the class during the next lesson. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.2.1.1.7) 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.

(G8.4.1.1.1) 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: 10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read and perform a short play to the class.<br>**Speaking:** To interact and collaborate with other learners to create a short play. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• successfully perform a short play in public<br>• consolidate their knowledge of relevant vocabulary and grammatical structures through performance. |
| **Link to prior learning:**<br>• Reported speech, questions, commands<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Revision of story vocabulary<br>**Key expressions/structure:** Direct/reported speech | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners might not want to perform in front to the class. However, if they have only a short sentence or two to say, that should be achievable. The fact that they are working in a team should help their confidence. | | |
| **Resources/equipment needed:**<br>Coursebook pages 101–102<br>Worbook pages 87–88<br>Notebooks<br>PCM 1<br>Props for the play: a Moroccan-style oil lamp; coloured beads, silver objects, silver coins, aluminium foil scrunched up and a metal tray for the treasure; a ring; a shiny teapot that looks like a lamp; a wine goblet (plastic) | | |

## UNIT 6 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Put learners back in their groups, ready to perform their scenes.<br>2. Check if there are any problems, any people missing or not sure of what they should be doing. |
| **Resources** | **Main activity** |
| **Coursebook pages 101–102** | **Activity 1: Instructions 6–7**<br>1. Give the groups a short time to practise their scenes.<br>2. Monitor the groups, making sure that the 'actors' know what they are saying and the other members of the group know what they should be doing.<br>**CORE**<br>**Feedback**<br>Once learners are all ready, start the performance. Encourage the audience to take notes and be ready to give feedback at the end. |
| **Coursebook pages 101–102** | **Activity 1: Instruction 8**<br>1. Learners act out their scenes.<br>2. Encourage applause at the end of each scene.<br>3. If any groups have a problem, allow them time to have a quick rehearsal and then present the scene again.<br>**STRETCH**<br>**Feedback**<br>Congratulate all the class at the end of the performance. If desired, hand out little prizes or mementoes. |
| | **Differentiation activities (Support):**<br>1. Learners write a review of the play for the class blog. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to imagine they are the character they played. Tell them to write a journal entry of what happened in their scene. |
| **Resources** | **Plenary** |
| **PCM 1** | 1. Ask learners to complete their feedback forms (see PCM 1).<br>2. Point out that their comments should be positive rather than negative but they could mention any areas that need improving for next time. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.1.1.10) 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: 11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read and understand the main points of a factual text.<br>**Writing:** To write a short summary of the text.<br>**Speaking:** To discuss the meaning of certain items of vocabulary within a given context. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• read and understand a factual text, identifying the main points for a summary<br>• write a summary of a factual text in a coherent and logical way<br>• discuss and analyse the formation of unknown vocabulary in order to identify the meaning. |
| **Link to prior learning:**<br>• UAE cultural life<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *immigrant, playwright, categories, aimed at, intellectual, setting, storyline, annually*<br>**Key expressions/structure:** Revision of passive tenses; present and past tenses for description | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners might consider summary-writing of a factual text to be difficult. However, by highlighting a step-by-step methodology and by giving strategies for approaching this task, the learners should be well-equipped to complete it successfully. | | |
| **Resources/equipment needed:**<br>Coursebook page 103<br>Workbook page 89<br>Dictionaries<br>Notebooks | | |

## UNIT 6 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the class if they know anything about drama in the UAE.<br>2. Ask learners to look at the photo and say what they can see there. Have they been to see anything similar? |
| **Resources** | **Main activity** |
| **Coursebook page 103** | **Reading: Activity 1**<br>1. Ask learners to read the text. Encourage individual learners to read a few sentences each.<br>**CORE**<br>**Feedback**<br>Elicit the answer from the class.<br>**Answers**<br>popular and intellectual |
| **Coursebook page 103** | **Reading: Activity 2**<br>1. Ask learners to do the vocabulary task. They should try to work out the meaning of the words from the context first.<br>2. Check there are no other difficulties with the lexis in the text.<br>3. Go around the class helping and advising learners.<br>4. Check as a class.<br>**CORE**<br>**Feedback**<br>When checking answers accept different definitions of the words as long as they give the correct meaning.<br>**Answers**<br>1 a person from another country who has moved into your country<br>2 a person who writes a play, a dramatist<br>3 types<br>4 written for a certain type of person or audience<br>5 relating to your ability to think and understand things<br>6 the series of events in a play, film, or book<br>7 the place where the action happens in play, film or book<br>8 every year |
| | **Differentiation activities (Support):**<br>1. Learners can use their dictionaries to check the exact meanings of the words and to see examples of how they are used. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to research possible different word derivations related to the vocabulary in Activity 1, for example *immigrant – migrate – migrant – immigration.* |

| | |
|---|---|
| **Coursebook page 103** | **Writing: Activity 3**<br>1. Emphasise that summary-writing is an important skill.<br>2. Ask learners to underline the main points in the text which they think they should mention in a summary.<br>3. As a class, try to find different ways of expressing those points.<br>4. Ask learners to write their summaries.<br>**CORE**<br>**Feedback**<br>Points that should be mentioned: Two types of drama, popular and intellectual. Popular often uses dialect which might be unfamiliar to many people. Intellectual: give example of Sheikh Sultan Al Qasimi who writes mainly historical works.<br>**Answers**<br>Learners' own answers |
| **Workbook page 89** | **Workbook: Activity 1**<br>1. Ask learners to attempt to do the first activity without referring back to the Coursebook.<br>2. Explain that all the sentences need correcting.<br>3. If any learners are stuck or wish to check their answers, allow them to refer back to the Coursebook text.<br>4. Check answers as a class.<br>**CORE**<br>**Feedback**<br>Invite learners to read out the corrected version of the sentences. There will be different ways of expressing the correct sentence. Accept all different versions as long as they express the correct point of view according to the text.<br>**Answers (suggested)**<br>1 Emirati drama has been in existence since the 1950s, i.e. over 60 years.<br>2 People from the UAE and Arab immigrants were involved in the beginnings of drama.<br>3 The Emirati dialect is only understood by a few non-Emiratis.<br>4 There are two main types of Emirati drama.<br>5 Sheikh Sultan Al Qasimi writes mainly historical plays and fiction.<br>6 Most, if not all, of Sheikh Sultan Al Qasimi's writings have been translated into English and other languages.<br>7 The Sharjah Festival happens every year. |
| **Workbook page 89** | **Workbook: Activity 2**<br>1. Ask learners to research the topic of HH Sheikh Dr Sultan bin Mohammed Al Qasimi at home.<br>2. Divide the class into two teams. Both teams will prepare a short presentation to perform in front of the class, based on the questions in the activity.<br>**CORE**<br>**Feedback**<br>Beginning of next lesson: Ask each team to read what they have written to the class. Have a class vote on the best presentation. Presentations can use multimedia if required or available.<br>**Answers**<br>Learners' own answers |

| Resources | Plenary |
|---|---|
| | 1. Discuss drama as a class. Ask learners if any of them have been to the Sharjah Theatre Festival or any other similar drama festival. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

| **Assessment for learning opportunities (✓):** | | | |
|---|---|---|---|
| Observation | Learner self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(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.

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

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

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

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

| LESSON PLAN | | LESSON: 12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Use of English:** To revise and extend knowledge of reported speech, questions and commands.<br>**Listening:** To listen to a dialogue and report the main points of what is being said.<br>**Writing:** To write sentences in reported speech.<br>**Speaking:** To have a discussion about the problems of a specified topic. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• use and manipulate reported speech in a variety of situations<br>• identify with the topic of film-making from varying points of view<br>• write a scene from a short film script. |
| **Link to prior learning:**<br>• Reported speech, questions, commands<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** As in Lesson 11<br>**Key expressions/structure:** Revision of reported speech, questions and commands | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Grammar might sometimes seem to be dissociated from real life, but here, the usefulness of reported speech can be seen in order to report what other people have said. This is something we do a lot in our native language. It's important that the learners see grammar as forming a very important part of communication. | | |
| **Resources/equipment needed:**<br>Coursebook page 104<br>Workbook page 90<br>Audio Track 21<br>Notebooks<br>Board | | |

## UNIT 6 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the class if they know what goes on behind the scenes in producing a play for the theatre.<br>Have they seen any documentaries about this?<br>What qualities do they think a good theatre director should have? |
| **Resources** | **Main activity** |
| **Coursebook page 104** | **Use of English: Activity 4**<br>1. Ask learners to read the sentences in the Use of English box.<br>2. Quickly revise the rules of reported speech, questions and commands.<br>3. Ask learners to do Activity 4. They can work in pairs to write the reported sentences and questions.<br>4. Check as a class.<br>**CORE**<br>**Feedback**<br>Ask pairs of learners to give their answers once everyone has finished. If necessary, write the answers on the board and check that all learners have got the correct answers written down.<br>**Answers**<br>2 He asked them if they'd had any previous experience.<br>3 He told them not to make the actors work without any food.<br>4 He told them to rehearse a lot so that the actors can/could learn their lines.<br>5 He asked them if they had a friend with any useful props. |
| | **Differentiation activities (Support):**<br>1. If necessary, remind learners of the rules related to tense changes in reported speech and questions before they start Activity 4.<br>2. Learners can also look at the Use of English box on page 104 of their Coursebooks. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to imagine they are directing a scene. What other directions would they give – and how would they give them? In a strict or stern way? Or in a friendly, polite way?<br>2. They can write down five directions then put them into reported speech, giving the point of view of one of the actors. |

| | |
|---|---|
| **Coursebook page 104**<br>**Audio Track 21** | **Listening: Activity 5**<br>1. Ask the class to read the questions before they listen to the short dialogue.<br>2. Suggest they take notes while they are listening, of what each person said.<br>3. Play the audio for a second time.<br>4. Then ask learners to write out the answers in their notebooks using reported speech.<br>**CORE**<br>**Feedback**<br>Invite pairs of learners to read out a sentence for the whole class.<br>**Answers**<br>1 It means that Mohammed has decided not to take part in the play.<br>2 Fahad asks Jamal to find out if Tariq is interested in taking part.<br>3 Jamal asks Fahad what time he wants (them) to meet on Saturday. |
| **Coursebook page 104** | **Speaking: Activity 6**<br>1. Give learners five minutes to brainstorm ideas in pairs.<br>2. They should make a short list of about five points.<br>3. Compare answers as a class.<br>**DESIRABLE**<br>**Feedback**<br>You can write the points on the board and see how many different ideas the class has come up with. Learners add points from their classmates to what they have written in their notebooks.<br>**Answers**<br>Learners' own ideas |
| **Workbook page 90** | **Workbook: Activity 3**<br>1. Ask learners to rewrite the sentences into reported speech. Allow them to work in pairs if desired.<br>2. They can compare answers in pairs.<br>3. Check as a class<br>**CORE**<br>**Feedback**<br>Invite pairs of learners to read out a sentence for the whole class.<br>**Answers**<br>1 The director told the actors to have a break for ten minutes.<br>2 Ali asked Tariq if he had any good ideas for a storyline.<br>3 Hana told her mother that Nada hadn't come to the rehearsal.<br>4 The teacher asked the class to put their hands up when they had finished.<br>5 Hussein said he was feeling quite creative about the project. |

| Workbook page 90 | **Workbook: Activity 4**<br>1. Learners are going to write Scene 1 of a short play. Ask them to work in small groups of 3–4 learners, or in pairs.<br>2. They will need to think of characters, scene and action, i.e. what is happening. Group discussion will lead to a joint agreement.<br>3. Learners will need to work in their notebooks first, to draw up ideas. Then transfer the final scene to their WBs.<br>4. Give help to learners where required.<br>5. Pairs or groups of learners perform their scene to the class.<br>**DESIRABLE**<br>**Feedback**<br>Learners perform their scenes to the class. Give lots of encouragement and positive reinforcement.<br>**Answers**<br>Learners' own answers |
|---|---|
| **Resources** | **Plenary**<br>1. Ask learners what their thoughts are about the theatre in general. How would they behave if they were directing a play? |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.1.1.7) 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: 13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Reading:** To read about monodrama in the UAE; to read and discuss people's opinions of a blog.

**Speaking:** To give a dramatic monologue as if you were someone else.

**Writing:** To write an online blog about a specified topic.

**Use of English:** To identify correct adjectives and nouns and insert them into contextualised sentences.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- understand and discuss the ideas in a blog about monodrama
- give their own opinions, both spoken and written, of the ideas expressed in the blog and the comments
- write their own short blog
- revise and extend their knowledge of adjective formation and nouns, within the context of the given topic.

**Link to prior learning:**

- Talking about drama
- Use of past and present tenses in conjunction
- Use of *would* for hypothetical statements

**21st Century Skills:**

- Not applicable

**Key vocabulary:** adjectives: *individual, final, dramatic, social, embarrassing, political, enjoyable* nouns: *journey, issues, crossroads, monologue, attention, solutions*

**Key expressions/structure:** Description of event; expressing opinions; revision of adjectives and nouns

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners still might not feel confident of their abilities to write their own blog. However, with this scaffolded approach, learners will be able to use the given material to help them to express their own ideas.

**Resources/equipment needed:**

Coursebook page 105

Workbook page 91

Notebooks

Board

## UNIT 6 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the class if they have heard of monodrama and if they know what it is. If they haven't, asked them to guess the meaning from the word itself. |
| **Resources** | **Main activity** |
| **Coursebook page 105** | **Reading: Activity 1**<br>1. Ask learners to read Aisha's blog only for the moment, and find the answer to the question.<br>2. Before eliciting the answer, ask learners to underline and discuss the meaning of any unknown words in pairs.<br>3. Check as a class.<br>**CORE**<br>**Feedback**<br>Ask the class what they think about the answer to the question and elicit their ideas.<br>**Answers**<br>Aisha has a mixed opinion about monodrama. On the one hand, she enjoyed the experience but on the other hand, she found that the topics were quite serious. It wasn't a place to go in order to escape from your worries! |
| | **Differentiation activities (Support):**<br>1. If necessary, learners can use their dictionaries to check the exact meaning of any unknown words. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to think about what things they would be interested in hearing about if they heard someone giving a dramatic monologue. They should write down ideas, giving their reasons. |
| **Coursebook page 105** | **Reading: Activity 2**<br>1. Ask two different members of the class to read the comments on the blog out loud to the class.<br>2. Then ask what two different types of monologues does Majed describe? Which does the class find more interesting and why?<br>3. Also ask if the class understands how Reem feels.<br>**CORE**<br>**Feedback**<br>Invite individual learners to give their opinion. Emphasise that there is no right or wrong answer here; it is simply how people feel.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Coursebook page 105** | **Speaking: Activity 3**<br>1. Give learners five minutes to brainstorm ideas in pairs. Circulate and help with ideas and vocabulary. Emphasise that they are playing a role and they can choose to be anyone like that and that they can be funny as well as angry or sad.<br>2. They then make notes about what they are going to say.<br>3. Ask individual learners give their monodrama performance in front of the class.<br>**DESIRABLE**<br>**Feedback**<br>Give plenty of praise and encouragement to each learner, since some of them might not find it easy to stand up in front of the class.<br>**Answers**<br>Learners' own ideas. |
| **Coursebook page 105** | **Writing: Activity 4**<br>1. Brainstorm ideas about the topic for the blog as a class. Write some of the ideas on the board.<br>2. Set the writing task either to do in class if time, or for homework.<br>**EXTENSION**<br>**Feedback**<br>If this is a class activity, monitor their work and give help. Collect their final written blogs in to mark. These could also be part of a drama display in the classroom.<br>**Answers**<br>Learners' own answers |
| **Workbook page 91** | **Workbook: Activity 1**<br>1. Ask the class to do the exercise on adjectives. They can work in pairs to identify the correct adjectives.<br>2. Check as a class.<br>3. Ask learners to add the adjectives they have found to word formation lists. If they have not yet made any, ask them to start one in the back of their notebooks (i.e. adjectives having different endings, for example *-ic*, *-al*, *-able*, etc.).<br>**CORE**<br>**Feedback**<br>Invite learners to read out an answer. Check pronunciation.<br>**Answers**<br>1 individual/solo; 2 final; 3 dramatic; 4 social; 5 embarrassing; 6 political; 7 enjoyable |

| | |
|---|---|
| **Workbook page 91** | **Workbook: Activity 2**<br>1. Learners find the missing nouns.<br>2. Check as a class.<br>**DESIRABLE**<br>**Feedback**<br>Individual learners can put up their hands to answer. They should read out the whole sentence so that you can check for pronunciation and intonation.<br>Point out that words such as 'journey' and 'crossroads' here are used in a metaphorical sense. That is, they are not really travelling somewhere or really standing at a crossroads on the road, but these words are used about the life of a person. Remind the class to look out for other examples of this type of metaphorical language in their reading.<br>**Answers**<br>1 journey; 2 issues; 3 crossroads; 4 monologue; 5 attention; 6 solutions |
| **Workbook page 91** | **Workbook: Activity 3**<br>1. Ask the learners to write their own comment, following the example in the Coursebook.<br>2. This could be set for homework if necessary.<br>3. Ask individuals to read out their comments to the class. These could also be added to the classroom Drama display.<br>**EXTENSION**<br>**Feedback**<br>Ask individual learners to read out what they have written.<br>**Answers**<br>Learners' own answers |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.2.1.2) Identify an author's point of view or purpose in a text, analyse how the author acknowledges or responds to conflicting evidence or viewpoints.

(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 nonfiction 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: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read and understand the gist of a dialogue about the Ancient Greek theatre; to read and respond to self-assessment statements.<br>**Writing:** To write sentences in reported speech, transforming sentences from the dialogue.<br>**Speaking:** Discussion about the value of drama. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• have a certain knowledge about Ancient Greek drama and its beginnings<br>• write sentences in reported speech, including questions and commands<br>• discuss the meaning of drama and how useful it is as an art form in society<br>• reflect on their learning so far and what aspects of their learning they feel confident about. |
| **Link to prior learning:**<br>• Unit 6 lessons 1–13<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** All vocabulary from Lesson 8–13<br>**Key expressions/structure:** Reported speech, questions and commands | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may not understand how much they are learning on a day-to-day basis. By revisiting the work they have done through a related topic plus further language work, it is hoped that they will begin to realise how much their knowledge of the language is progressively expanding and improving. | | |
| **Resources/equipment needed:**<br>Coursebook page 106<br>Workbook page 92 | | |

## UNIT 6 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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 and topic vocabulary.<br>2. Ask learners which reading texts they enjoyed best and highlight the difference between non-fiction (fact) and fiction, including factual or personal short texts.<br>3. Ask learners what areas they found easiest/most difficult. |
| **Resources** | **Main activity** |
| **Coursebook page 106** | **Reading and writing: Activity 1**<br>1. Tell learners to look at the photo and ask them what type of place it might be.<br>2. The class reads the text and answers the question.<br>**CORE**<br>**Feedback**<br>Invite learners to answer the question. Follow up with a few more of your own:<br>What did the professor say about Ancient Greek drama?<br>What word does he mention as an example of where an English word came from?<br>**Answer**<br>She went to a talk on Ancient Greek drama. |
| **Coursebook page 106** | **Reading and writing: Activity 2**<br>1. Revise the rules for reported speech, including questions and commands, on the board.<br>2. Elicit some example sentences with the learners.<br>3. Ask learners to read the underlined sentences in the dialogue in Activity 1 and rewrite them in reported speech.<br>4. Allow learners to work in pairs, if desired. Check as a class by inviting learners to put up their hands to give the answer.<br>**CORE**<br>**Feedback**<br>Circulate and monitor, checking learners' work. Then ask for the answers. Write them in the board.<br>**Answers**<br>1 Meera asked Sarah if she had gone/been to the talk the day before.<br>2 Meera said that the professor had described how Ancient Greek drama had first started in the 6th century BCE in Greece.<br>3 Sarah asked if he had talked about Sophocles.<br>4 Sarah said she knew that people could still visit some of the ancient theatres in Greece.<br>5 Meera told Sarah not to start planning anything yet.<br>6 Meera told Sarah to run. |

| | |
|---|---|
| **Coursebook page 106** | **Speaking: Activity 3**<br>1. Ask learners to discuss the points together, making notes about their discussion.<br>2. Invite learners to come up and write their notes on the board, in three different columns for the three questions.<br>3. Invite learners to comment on some of the points that have been made by other pairs in the class.<br>**CORE**<br>**Feedback**<br>Invite individual learners from each pair to give their answers.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 106** | **Self-Assessment**<br>1. Ask learners to read the statements and tick the ones they feel confident about.<br>2. Go around the class and monitor what learners are ticking. Check with any learners who are not happy with a particular area and find out how to improve the situation.<br>3. Congratulate the class as a whole on their progress up till now.<br>**DESIRABLE**<br>**Feedback**<br>Monitor feedback by going around the class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Ask learners to work in pairs to complete the activities. Encourage them to refer to previous lessons for help. |
| | **Differentiation activities (Stretch):**<br>1. Ask these learners to complete all the written activities on their own with no reference to previous lessons. When they have completed the activities, ask them to refer to previous lessons to check answers. |
| **Workbook page 92** | **Workbook: Activity 1**<br>1. Explain to learners that the theatre visit or performance they are going to write the dialogue about should be invented so that they include as much theatre/drama-related vocabulary from the unit as possible.<br>2. Put them into pairs and ask them to discuss and make notes on the play or performance they are going to talk about. Circulate and help with ideas and vocabulary. Point out that in their dialogues, they should include at least one example of a direct command and a direct question, so that these can be used as a basis for Activity 2.<br>3. Ask learners to write their dialogue in pairs.<br>**CORE**<br>**Feedback**<br>Ask individual learners to read out their dialogues in pairs.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Workbook page 92** | **Workbook: Activity 2**<br>1. Ask learners to write out sentences from their dialogues on Activity 1 in reported speech. If they haven't included an example of questions or commands, then ask them to write a separate example of these to use for this activity.<br>**DESIRABLE**<br>**Feedback**<br>Go around the class and check individual learners' work. Ask a couple of learners to write their reported sentences on the board. If they are incorrect, get the class to correct them.<br>**Answers**<br>Learners' own answers |
| **Workbook page 92** | **Workbook: Activity 3 Self-assessment**<br>1. Ask learners to work in pairs to complete the self-assessment tasks.<br>2. If there is time, gather feedback from the class once they have finished. For the last point about strategies, make a list on the board of language learning strategies that the learners might suggest, for example, revising vocabulary for ten minutes each day, looking back over previous units on a regular basis, checking words and their derivatives in a dictionary, reading more about topics that interest them and so on.<br>**DESIRABLE**<br>**Feedback**<br>Check answers as a class.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. Ask learners to form small groups. Explain that you will give a theme for them to write as many words as they can in under one minute.<br>2. Say: *Write as many words related to the theatre as you can.*<br>3. The groups then say their answers and count them. The winner is the one with the most answers.<br>4. Continue with words related to Shakespeare, UAE drama, Aladdin and so on. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.2.1.1.7) 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).

(G8.4.2.1.2) 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: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Reading:** To read and understand an informational text, analysing its structure.<br>**Speaking:** To discuss the salient points in the reading text.<br>**Writing:** To write notes about the main points of the text following on the discussion. | • appreciate how an informational text can be organised<br>• compare information provided with aspects of the literature from their own culture<br>• construct a similar text of their own. |

**Link to prior learning:**

- Drama, theatre, famous writers and dramatists

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *anniversary, genius, unforgettable, human being, look down on, invent, sum up, occupation, performer, achieve*

**Key expressions/structure:** Quotations: *To be, or not to be, A horse! a horse! my kingdom for a horse!;* revision of past simple; passive voice

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners might not be aware of how important the organisation of a text is, to show clarity and a logical cohesion and coherence. Three simple ways of text organisation are shown in this lesson, and learners have an opportunity to put this into practice in their own work.

**Resources/equipment needed:**

Coursebook page 107

Workbook page 93

Notebooks

Board

Reference books on Arabic literature

## UNIT 6 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the class to read the Did you know? box about William Shakespeare.<br>2. Discuss any other facts that learners might know about Shakespeare, for example names of plays, famous quotes, films, documentaries or plays they might have seen about him, and so on. Ask for contributions from the class. |
| **Resources** | **Main activity** |
| **Coursebook page 107** | **Reading: Activity 1**<br>1. Read the text as a class. Ask individual learners to read a paragraph each aloud. The rest of the class follows in their books.<br>2. Pause after each paragraph to discuss any problems with vocabulary or any other issues of interest.<br>3. Explain the meaning of *sonnet*:<br>a sonnet is a poem of 14 lines with a set, formal rhyme schemes. In English, a sonnet usually has ten syllables per line.<br>**CORE**<br>**Feedback**<br>Learners should isolate three facts that they find most interesting about Shakespeare. Accept all answers but ask learners to give reasons for their choices. Ask one learner to write the responses on the board.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 107** | **Reading: Activity 2**<br>1. Learners can work in pairs to answer the question.<br>2. Some of the points they find here might be the same as the ones they mentioned in Activity 1. However, there should be other points as well.<br>3. Go around the class helping and advising learners.<br>4. Check answers as a class.<br>**CORE**<br>**Feedback**<br>The teacher should ask individual learners for answers.<br>**Possible answers**<br>He wrote an unusual number of plays.<br>He created memorable characters, who were not idealised or unreal.<br>He was not university educated.<br>A lot of what he wrote has become part of the English language today.<br>He started off his career as an actor rather than a writer.<br>Unlike many artists (writers, musicians, etc.), he became famous and successful in his own lifetime. |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Explain how the meanings of some unknown words can be worked out by looking at their formation. For example:<br>*forget → forgettable → unforgettable*<br>*usual → unusual*<br>2. Emphasise the importance of learners using their notebooks to write down derivations of words. This will generally help their understanding of texts. |
| | **Differentiation activities (Stretch):**<br>1. Ask more able learners to write a short bio of Shakespeare and what made him 'a genius'. |
| **Workbook page 93** | **Workbook: Activity 1**<br>1. Ask learners to do the matching task. Allow them to work in pairs.<br>2. They should check against the Coursebook text so that they can see the meaning of the vocabulary in context.<br>3. Check as a class.<br>**CORE**<br>**Feedback**<br>Invite pairs of learners to read out a sentence for the whole class.<br>**Answers**<br>1 i; 2 h; 3 a; 4 e; 5 j; 6 g; 7 b; 8 d; 9 f; 10 c |
| **Workbook page 93** | **Workbook: Activity 2**<br>1. Ask learners to read the question and to look back at the coursebook text.<br>2. Elicit answers from the class. Make sure they understand the meaning of *chronological*. When talking about a person, it would mean going through their life from birth to death.<br>3. Discuss the second part of the question.<br>4. Give the answers.<br>**CORE**<br>**Feedback**<br>Discuss as a class. This can be set for homework if there is no class-time left.<br>**Answers**<br>b<br>In chronological order: a biography or something similar<br>To show two opposing points of view: a discussion or 'for and against' essay/article |

| Workbook page 93 | **Workbook: Activity 3**<br>1. Ask learners to read the quotes from Shakespeare at the top of the page and to think about what they mean.<br>2. *To be, or not to be: that is the question.* – Is it better to live or to die?<br>*A horse! a horse! My kingdom for a horse!* – Richard is unable to carry on the battle to save his kingdom because his horse has been killed. Nowadays, the phrase has come to mean losing something of major importance because of something unimportant.<br>3. Organise the class into groups so they can research the questions about Arabic literature. They can present their findings as a written project or on a USB stick which they should present to the class.<br>**EXTENSION**<br>**Feedback**<br>Groups present their work to the class.<br>**Answers**<br>Learners' own answers |
|---|---|
| **Resources** | **Plenary**<br>1. Elicit five interesting facts about Shakespeare from the class.<br>2. Check the meaning of five new words they have learned today. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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).

(G8.3.1.1.3) 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.

(G8.3.2.1.1) 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).

(G8.3.3.1.3) Read and comprehend English narratives, plays, and poems on important themes and literature written in Arabic on the same themes and discuss their similarities and differences.

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

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

| LESSON PLAN | | LESSON: 16 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To complete gaps in a text; to complete gaps in sentences; to complete sentences with *like* or *as*; to rewrite commands in reported speech. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• complete a text about a visit to the theatre with missing words<br>• determine which words out of similar words are correct according to the context of the sentence<br>• correctly use *like* or *as* in sentences<br>• transform commands into reported speech. |
| **Link to prior learning:**<br>• Unit 6 grammar and vocabulary<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Unit 6 vocabulary<br>**Key expressions/structure:** Unit 6 grammar | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 108 | | |

## UNIT 6 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Remind learners that throughout the Review they must complete the activities on their own and must not talk to anyone else. |
| **Resources** | **Main activity** |
| **Coursebook page 108** | **Vocabulary: Activity 1**<br>1. Write the words from the word box on the board and revise the meaning of each word by inviting learners to give a definition.<br>2. Ask learners to read the text and complete the gaps with words from the word box.<br>3. Remind learners to cross out the word when they use it.<br>**CORE**<br>**Feedback**<br>Nominate individual learners to give the answer. Drill the pronunciation of the words in case the learners have forgotten.<br>**Answers**<br>2 scenery; 3 orchestra; 4 actors; 5 stage; 6 costumes; 7 props; 8 audience |
| **Coursebook page 108** | **Vocabulary: Activity 2**<br>1. Ask learners to read the sentences and think about the words in the given context.<br>2. Learners then decide which word is correct in the sentence.<br>**CORE**<br>**Feedback**<br>Invite learners to answer by putting up their hands.<br>**Answers**<br>1 b; 2 a; 3 a; 4 c; 5 b; 6 c |
| **Coursebook page 108** | **Use of English: Activity 3**<br>1. Elicit the rules from the learners regarding when to use *like* and *as* and write an example sentence for each on the board as a reference.<br>2. Ask learners to complete the sentences with the correct word.<br>**CORE**<br>**Feedback**<br>Nominate learners to read out their sentences.<br>**Answers**<br>2 like; 3 as; 4 like; 5 like |

| | |
|---|---|
| **Coursebook page 108** | **Use of English: Activity 4**<br>1. Elicit the rules from the learners regarding reported commands and what other changes should also be made in the sentence. Write an example sentence on the board as a reference.<br>2. Ask learners to correct the sentences.<br>**CORE**<br>**Feedback**<br>Invite learners to answer by putting up their hands.<br>**Answers**<br>2 The teacher asked us to come to the school hall at 4 o'clock.<br>3 The teacher told us not to be late for the rehearsal.<br>4 The teacher told us to remember to bring our costumes.<br>5 The teacher told us not to touch the props or the scenery.<br>6 The teacher asked us to practise our songs at home. |
| | **Differentiation activities (Support):**<br>1. Ask learners to work in pairs to complete the activities. Encourage them to refer to previous lessons for help. |
| | **Differentiation activities (Stretch):**<br>1. Ask these learners to complete all the activities on their own with no reference to previous lessons. When they have completed the activities, ask them to refer to previous lessons to check answers. |
| **Resources** | **Plenary** |
| | 1. Ask learners to calculate their score.<br>2. They assess whether they are happy with their score or not. If they are not happy, discuss what measures they might take to remedy the situation and improve in the future. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

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

| LESSON PLAN | | LESSON: 17 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 6** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Reading:** To read a back story of a family dilemma; to read a scene in a play about that family.<br>**Writing:** To write either a scene in a play or a comic strip to continues the story about the family with a view to presenting the written work to the class as part of the Literacy project. | • continue a given story/situation using their imagination<br>• use realistic-sounding dialogue to create the scenes or comic script<br>• create a piece of written work which will then be presented to the class. |

**Link to prior learning:**

- Unit 6 grammar and vocabulary

**21st Century Skills:**

- Communication and Collaboration: Reinforce the importance of team-building and collaboration with others to create, plan and execute a classroom interdisciplinary project

**Key vocabulary:** Unit 6 vocabulary + general vocabulary

**Key expressions/structure:** Unit 6 grammar + general recycling from Level 7 as well

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may feel nervous about presenting their work to the class. However, this project has well-defined parameters so should be easily within the capabilities of the class. An encouraging atmosphere in the classroom will help overcome any learner hesitations.

**Resources/equipment needed:**

Coursebook page 109

Dictionaries

Sheets of paper/thin card for drawing the comic strip scenes

## UNIT 6 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Tell learners that this is a Literacy project lesson.<br>2. Ask them to form groups that they will be working in for the duration of the two lessons.<br>3. Explain that the Literacy lesson will involve writing either a comic strip or a few scenes from a play. Check they understand what a comic strip is and where you might find one. |
| **Resources** | **Main activity** |
| **Coursebook page 109** | **Preparation: Activity 1**<br>1. In their groups, ask the learners to read the background to the story and discuss what they think might happen next. Learners should take notes about the different ideas so that they can use these later.<br>2. Groups share their ideas during a class feedback session.<br>**CORE**<br>**Feedback**<br>Ask a member of each group to say what ideas they had.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 109** | **Preparation: Activities 2 and 3**<br>1. Ask two learners to read out the scene from the play, one taking the part of Rashid, the other taking the part of Mouza.<br>2. Discuss what happened as a class.<br>3. Discuss also what might happen next. Ask learners to look at the three options in Activity 3 and choose which one they believe is the most likely.<br>**CORE**<br>**Feedback**<br>Invite learners to answer by putting up their hands.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Coursebook page 109** | **Preparation: Activity 4**<br>1. Learners work in their groups. They can choose to write either the cartoon strip or the scenes from the play. However, make sure that the groups are evenly divided so that you have an equal number of groups doing the two different activities.<br>2. In their groups, learners will have to firstly decide on how they want the story to develop.<br>3. Comic strip: there will have to be one or two learners who will be able to illustrate the action in at least a basic way.<br>**CORE**<br>**Feedback**<br>Encourage learners to finish in the remaining class time. If necessary, they will have to collaborate out of class in order to complete the work for the next lesson.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners can have access to dictionaries while writing their scripts or dialogues. Also, the teacher should be available to give help and support throughout the process. |
| | **Differentiation activities (Stretch):**<br>1. Learners can be given a completely different task of their own: to invent a comic strip or a few scenes of a play that reflects contemporary UAE life. They can choose their own topic. |
| **Resources** | **Plenary** |
| | 1. Check how far the groups have got with their writing. Ask if they need any props for the next lesson. Allocate learners who will be responsible for this. Iron out any difficulties. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.2.1.1.4) Consolidate from grade 7 the ability to speak about future plans using *going to*, present continuous, *will*, *may*, and *might*.

(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.

(G8.3.1.1.8) 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.

(G8.4.2.1.1) 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: 18 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 6** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read the work of the other groups in the class and assess what they have written.<br>**Speaking:** To act out what they have prepared to the rest of the class.<br>**Writing:** To turn a particular section of dialogue into reported speech. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• perform from a written script that they have written and learned<br>• compare and contrast different pieces of work on a similar theme<br>• write a section of text that is reported speech, based on work produced by members of their class. |
| **Link to prior learning:**<br>• Unit 6 grammar and vocabulary<br>**21st Century Skills:**<br>• Communication and Collaboration: Reinforce the importance of team-building and collaboration with others to create, plan and execute a classroom interdisciplinary project | | |
| **Key vocabulary:** Unit 6 vocabulary + general vocabulary<br>**Key expressions/structure:** Unit 6 grammar + general recycling from Level 7 as well | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may feel nervous about presenting their work to the class. However, this project has well-defined parameters so should be easily within the capabilities of the class. An encouraging atmosphere in the classroom will overcome any learner hesitations. | | |
| **Resources/equipment needed:**<br>Coursebook page 110<br>any necessary props | | |

## UNIT 6 LESSON 18 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Check that learners have prepared their work and that everything is in order.<br>2. Organise the classroom so that there is enough room at the front in which learners can perform their scenes.<br>3. Make sure that any props are in place or available for when required. |
| **Resources** | **Main activity** |
| **Coursebook page 110** | **Presentation: Activity 5**<br>1. The groups that have prepared a comic strip need to put a copy of it on a table at the front. They will then act out the dialogue in front of the class.<br>2. The rest of the class watch and make notes during the performances.<br>3. Then the other groups perform their scenes from a play.<br>4. At the end of all the performances, congratulate the class on all their effort.<br>**CORE**<br>**Feedback**<br>Congratulate all the groups on their hard work.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 110** | **Presentation: Activity 6**<br>1. Ask learners to read the other groups' work.<br>2. Each group chooses one to work on that is not their own.<br>3. They work on translating that into reported speech.<br>**CORE**<br>**Feedback**<br>Ask learners to read out what they have written to the group who wrote the initial scenes.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 110** | **Speaking: Activity 7**<br>1. Have a class discussion about the ideas that came up in the project.<br>**CORE**<br>**Feedback**<br>Explain how drama and other forms of writing, for example cartoon strips, can express and show real life in a different way.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners can look back in their coursebooks for rules about reported commands and revision of reported speech if necessary. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write a further continuation of the story in their notebooks, either in play format or as a cartoon strip. |

| Resources | Plenary |
|---|---|
| | 1. Ask learners how they enjoyed the Literacy lesson, what they learned and how they might want to do things differently next time.<br>2. Make a note of any areas they found difficult so that you can address those in future lessons. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.1.1.4) Consolidate from grade 7 the ability to speak about future plans using *going to*, present continuous, *will*, *may*, and *might*.

(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.

(G8.3.1.1.8) 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.

(G8.4.2.1.1) 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: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 7** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read comments about where people live and the languages they speak.<br>**Speaking:** To talk about the languages of the world. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• match languages with the countries and regions in which they are spoken<br>• locate countries and regions on a world map<br>• ask and answer questions about global languages. |
| **Link to prior learning:**<br>• World geography<br>**21st Century Skills:**<br>• Global Awareness: Use technology (spoken and written) to communicate in English topics and stories to other learners in the UAE | | |
| **Key vocabulary:** *French, English, Mandarin, Arabic*<br>**Key expressions/structure:** Languages with *-ese, -ish, -ian* spellings; *widely spoken* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some languages follow spelling conventions of *-ese, -ish, -ian*. Others are irregular and there is no pattern. Ask learners to highlight the various regular forms during Workbook activity 1 and draw their attention to the irregular examples. | | |
| **Resources/equipment needed:**<br>Coursebook page 111<br>Workbook page 94<br>PCM 2 | | |

## UNIT 7 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to work in small groups.<br>2. Give them two minutes to brainstorm as many languages as they can.<br>3. Feedback as a whole class and write their answers on the board.<br>4. Groups get a point for every language they mention that no other group does. |
| **Resources** | **Main activity** |
| **Coursebook page 111**<br>**PCM 2** | **Vocabulary: Activity 1**<br>1. Ask learners to read the texts and underline the countries and circle the languages mentioned.<br>2. Learners compare with their group.<br>3. In groups, ask learners to locate the countries mentioned in the text on the world map using PCM 2.<br>4. Circulate and monitor.<br>5. Learners stick the labels on the map.<br>**CORE**<br>**Feedback**<br>Nominate a learner in each group to give an answer. If possible, find an enlarged copy of a world map to use to check the answers with. Ask for volunteers to show the location of each country.<br>**Answers**<br>Countries: New Zealand, Indonesia, Wales, Hong Kong<br>Languages: English, Japanese, Spanish, German, French, Maori, Javanese, Indonesian, Welsh, Italian, Mandarin, Cantonese |
| | **Speaking: Activity 2**<br>1. Ask learners to cover the Did you know? box.<br>2. Ask learners questions about the information in the box. For example: *How many languages are there in the world? How many languages are there in Asia? How many languages are there in Europe?*, etc.<br>3. Write answers on the board.<br>**DESIRABLE**<br>**Feedback**<br>Learners uncover the Did you know? text and compare the information with their answers on the board.<br>**Answers**<br>Dependent on the questions the teacher sets. |
| | **Differentiation activities (Support):**<br>1. Write the questions on the board for learners to read slowly and discuss in groups. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>1. Ask learners to discuss which languages in the world they think are the most widely spoken.<br>**Possible answers**<br>China (1.35 billion), India (1.25 billion), Brazil (200 million), Russia (143 million) and Japan (127 million) are in the top ten largest populations in the world.<br>English is the language of the Internet and social media.<br>Spanish is spoken throughout Mexico and South America as well as Spain.<br>Arabic is the language of the Qur'an. |
| **Workbook page 94** | **Workbook: Activity 1**<br>1. Ask learners to work with a partner to complete the box by writing the main languages spoken in each country.<br>**DESIRABLE**<br>**Feedback**<br>Refer to the large map to clarify where these countries are and write the languages on the board. Focus on the various forms like *-ese -ish, -ian* and the irregular *French, Mandarin, Hindi, Arabic* and *German.*<br>**Answers**<br>2 Japanese; 3 Spanish; 4 German; 5 French; 6 Italian; 7 Portuguese; 8 Portuguese; 9 Spanish; 10 Russian |
| **Workbook page 94** | **Workbook: Activity 2**<br>1. Ask learners to work with a partner and ask and answer the questions orally to complete the quiz.<br>**EXTENSION**<br>**Feedback**<br>Nominate learners to give answers.<br>**Answers**<br>1 Hello; 2 4; 3 Russian; 4 French; 5 *Hola* – Spanish, *Olá* – Portuguese |
| **Resources** | **Plenary** |
| | 1. Using their maps, ask learners to show you Europe, South America, North America, Asia, Africa, Australia.<br>2. Call out some countries and ask learners to shout out the languages spoken there.<br>3. Extend the game by asking learners to spell the languages orally. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

| LESSON PLAN | | LESSON: 2 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 7** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To talk about languages spoken.<br>**Reading:** To recognise examples of sentences with determiners in a text. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• talk about the languages they speak<br>• compare the languages their friends and family speak using the determiners *neither, each/every, all* and *both.* |
| **Link to prior learning:**<br>• World geography, languages<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *fluent, bilingual, extinct*<br>**Key expressions/structure:** *widely spoken, native language, second language, a bit of* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners can find these determiners confusing because although they are all normally used with singular nouns, they vary in meaning. *Neither* is negative and implies not one or the other of two options. *Both* has the opposite meaning and refers to two people or things identified together. *Each* and *every* are interchangeable and refer to all the individuals within a group. *All* refers to the whole group. Write the following on the board: *each/everyone* (*one*); *both this and that/neither this nor that* (*two*); *all* (*many*) | | |
| **Resources/equipment needed:**<br>Coursebook page 111–112<br>Workbook page 95<br>PCM 2 | | |

## UNIT 7 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **PCM 2** | 1. Ask learners to use PCM 2.<br>2. Ask them to work in small groups to locate Canada, Morocco, Germany, France, Spain, Italy, India.<br>3. Circulate and monitor to check.<br>4. Elicit which languages are spoken in each country. |
| **Resources** | **Main activity** |
| **Coursebook pages 111–112** | **Vocabulary: Activity 3**<br>1. Ask learners to read the text on Coursebook page 111 again and find words or phrases to match the meanings given.<br>**CORE**<br>**Feedback**<br>Learners should check their answers with a partner. Nominate learners to write an answer on the board.<br>**Answers**<br>1 a bit of; 2 native language; 3 bilingual; 4 fluent; 5 second language; 6 extinct |
| **Coursebook page 112** | **Speaking: Activity 4**<br>1. Ask learners to work with a partner and talk about the languages they speak.<br>2. They can use a statement from the text as a model and adapt it to make it true for them.<br>**EXTENSION**<br>**Feedback**<br>Ask learners to volunteer their answers to the class. Encourage learners to compare similarities amongst the class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Put the following questions on the board: *How many languages do you speak? Which language is your native language? Do you have a second language? Do you speak it fluently?*<br>2. Ask learners to ask and answer these questions in pairs. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write a statement. |

| | |
|---|---|
| **Coursebook page 112** | **Use of English: Activity 5**<br>1. Ask learners to complete the gaps in the sentences with the correct determiner.<br>2. Ask learners to check their answers with a partner.<br>**CORE**<br>**Feedback**<br>Nominate learners to give the answer.<br>**Answers**<br>2 both of; 3 neither of; 4 every; 5 all |
| | **Differentiation activities (Support):**<br>1. Go through each point in the Use of English box and tell learners which box in the text they will find an example.<br>2. Write the example on the board. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write one more example of each language point in the Use of English box. |
| **Workbook page 95** | **Workbook: Activity 3**<br>1. Ask learners to complete the texts with the correct countries and languages.<br>2. Tell learners they should choose words from the globes next to each paragraph.<br>**EXTENSION**<br>**Feedback**<br>Nominate learners to read a sentence each to the class.<br>**Answers**<br>1 Canada; 2 French; 3 English; 4 Morocco; 5 Arabic; 6 France; 7 Spanish; 8 English |
| | **Differentiation activities (Support):**<br>1. Write the countries and languages on the board in random order.<br>2. Ask learners to work in pairs. One learner completes paragraph one, the other completes paragraph two, using the words on the board.<br>3. Each learner reads out their paragraph to their partner, who completes the gaps in the text. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write a short paragraph about themselves using the examples as models. |

| | |
|---|---|
| **Workbook page 95** | **Workbook: Activity 4**<br>1. Ask learners to circle the mistakes in the sentences and check them with their partner.<br>2. Then ask them to write out the sentences correctly.<br>**EXTENSION**<br>**Feedback**<br>Learners swap books with their partner so they mark each other's sentences. Feed back as a class by nominating learners to give answers.<br>**Answers**<br>1 Both my parents speak English.<br>2 All my friends like watching films in English.<br>3 I've got two cousins who live in Canada but neither of them speaks French.<br>4 All my friends want to study at university.<br>5 I gave each of my four cousins a present.<br>6 I've got two sisters and both of them are good at languages. |
| **Resources** | **Plenary** |
| **Coursebook page 112** | **Speaking: Activity 6**<br>1. Ask learners to work with a partner or in small groups. Ask them to think of their family and friends and to talk about the languages they speak.<br>2. Circulate and monitor.<br>3. Invite learners from each pair or group to tell the class about their family and friends.<br>4. Set Workbook Activity 5 for homework. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

| LESSON PLAN | | LESSON: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to people giving their opinions on a topic.<br>**Speaking:** To participate in a group discussion.<br>**Writing:** To write a statement giving a personal opinion and explaining reasons. | • match opinions with speakers<br>• discuss the benefits of learning foreign languages<br>• write a statement explaining a personal opinion and justifying their reasons. |

**Link to prior learning:**

- Listening to the opinions of others and justifying their own

**21st Century Skills:**

- Global Awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing

**Key vocabulary:** *benefits, foreign, emergency, salary, impress, improve, memory*

**Key expressions/structure:** *learn other languages, travel to foreign countries, communicate with people online, study grammar, watch films, improve your memory*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Sometimes with listening tasks, learners get lost trying to understand every word. After leading learners into the listening activity by discussing the pictures, ask them to listen for gist understanding with their course books closed. Elicit details before listening again with books open to complete the tasks.

**Resources/equipment needed:**

Coursebook page 113

Workbook pages 95–96

Audio Track 22

## UNIT 7 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Workbook page 95** | 1. Ask learners to work in small groups to go through the homework from the Workbook, page 95 Activity 5.<br>2. Learners compare their sentences with each other.<br>3. Ask the groups of learners to brainstorm a list of the benefits of learning foreign languages.<br>4. Feed back as a class and write some of the ideas on the board. Leave this list on the board until the Plenary. |
| **Resources** | **Main activity** |
| **Coursebook page 113**<br>**Audio Track 22** | **Listening: Activity 1**<br>1. Draw learners' attention to the photographs and statements. Ask learners which people they have something in common with.<br>2. Ask learners to listen and complete the table by matching a statement with a name.<br>3. Let learners listen as many times as they need.<br>4. Ask learners to compare their answers with a partner.<br>**CORE**<br>**Feedback**<br>Ask learners to put up their hand to answer the question.<br>**Answers**<br>1 Faisal b; 2 Khalfan a; 3 Salama d; 4 Abdullah e; 5 Reem c |
| **Coursebook page 113**<br>**Audio Track 22** | **Listening: Activity 2**<br>1. Ask learners to work in pairs to read the questions and answer.<br>2. They listen again to check their answers.<br>3. Ask learners to compare their answers with a partner.<br>**CORE**<br>**Feedback**<br>Nominate learners to give each answer.<br>**Answers**<br>1 Khalfan; 2 Salama; 3 Reem; 4 Abdullah; 5 Faisal |
| | **Differentiation activities (Support):**<br>1. Stop the audio between each speaker and do the tasks as a class. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to cover the statements and write their own sentence summary for each speaker. |
| **Coursebook page 113** | **Speaking: Activity 3**<br>1. Ask learners to work in small groups to discuss the questions.<br>2. Circulate and monitor, encouraging learners to justify and explain their reasons and making sure each learner gets a chance to speak. |

| | |
|---|---|
| | **EXTENSION**<br>**Feedback**<br>Feedback as a class and target individual learners to give their answers. Nominate other learners to summarise the opinions of their group.<br>**Answers**<br>Learners' own answers |
| **Workbook page 96** | **Workbook: Activity 1**<br>1. Ask learners to complete the interview answers with the correct words from the word box.<br>2. Learners compare answers with a partner.<br>**DESIRABLE**<br>**Feedback**<br>Nominate learners to write the answers on the board.<br>**Answers**<br>2 it; 3 makes; 4 very; 5 Being able; 6 in; 7 important; 8 You; 9 but; 10 to; 11 books; 12 good; 13 least; 14 Spanish; 15 to; 16 I; 17 that; 18 you; 19 there; 20 people; 21 another; 22 first; 23 I; 24 language; 25 vocabulary; 26 can; 27 college |
| **Resources** | **Plenary** |
| | 1. Draw learners' attention to the list of benefits on the board.<br>2. Invite learners to give you reasons why learning a foreign language is NOT a good idea and write their suggestions on the board in a second list.<br>3. Compare lists and decide as a class whether the benefits outweigh the negatives. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.1.1.1.6) 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 oral communication.

(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.

(G8.4.2.1.2) 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: 4 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 7** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To ascertain the views of others about a topic.<br>**Speaking:** To summarise other people's opinions; to express their own opinions; to ask and answer general questions about a topic.<br>**Writing:** To write a paragraph expressing their own opinions. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• summarise other people's opinions about the importance of learning a foreign language<br>• ask and answer questions about foreign language learning. |
| **Link to prior learning:**<br>• Lesson 3 Listening activity: the importance of learning foreign languages<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *connection, emergency foreign, local, memory, opportunities, salary,*<br>**Key expressions/structure:** *I definitely think, in my opinion, I would say, I don't think, in my view, the way I see it* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may not have strong opinions or feel confident expressing their opinions strongly. They can use the reading text models expressions and phrases to help them express their ideas. Circulate and encourage learners to incorporate these examples and feed in other expressions where relevant. | | |
| **Resources/equipment needed:**<br>Coursebook page 114<br>Workbook page 97 | | |

## UNIT 7 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 113** | 1. Ask learners to work with a partner to see if they can remember any of the opinions expressed in the listening activity of the last lesson.<br>2. Write the names of the teenagers they listened to last time on the board and ask if they can match any of the views with the names.<br>3. Learners open their Coursebooks to check their answers. |
| **Resources** | **Main activity** |
| **Coursebook page 114** | **Reading: Activity 4**<br>1. Give learners a few minutes to read through the texts and then elicit summaries of what each of the speakers thinks about language learning.<br>2. Point out the words in bold in the text and the gapped questions. Make sure learners understand what they have to do in the activity – i.e. complete the gaps with one of the words in bold in an appropriate form. Emphasise that seeing the word in context should make the meaning clear.<br>**CORE**<br>**Feedback**<br>Ask learners to check their answers with a partner then nominate individual learners to give the answers.<br>Put the learners into pairs to take turns to ask and answer the questions and go round helping with vocabulary and ideas.<br>**Answers**<br>1 salary; 2 connection; 3 opportunities; 4 memory; 5 emergency; 6 local |
| **Coursebook page 114** | **Use of English: Activity 5**<br>1. Point out the underlined expression in the text – *I definitely think* – and make sure learners understand what they have to do. Elicit any other expressions for giving their opinion they know already.<br>2. Ask learners to read the texts again to find and underline the other expressions for expressing opinions.<br>**CORE**<br>**Feedback**<br>Ask learners to check their answers with a partner then invite them to volunteer the answers by putting up their hands.<br>**Answers**<br>2 In my opinion; 3 I would say; 4 I don't think; 5 in my view; 6 The way I see it |
| | **Differentiation activities (Support):**<br>1. Ask learners to work with a partner and divide the paragraphs between them. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write a sentence of their own using each phrase from the Use of English box. |

| | |
|---|---|
| **Workbook page 97** | **Workbook: Activity 2**<br>1. Ask learners to read the tips for learning a language and match them with a statement of advice.<br>2. Learners check their answers with a partner when they have finished.<br>**DESIRABLE**<br>**Feedback**<br>Nominate pairs of learners to read out the tip and the matching statement.<br>**Answers**<br>1 c; 2 b; 3 f; 4 e; 5 a; 6 d |
| **Workbook page 97** | **Workbook: Activity 3**<br>1. Ask learners to work in small groups to ask and answer the questions orally.<br>2. Have a whole class discussion about the learners' ideas and answers.<br>3. Ask learners to write a sentence to answer each question for homework.<br>**DESIRABLE**<br>**Feedback**<br>As the writing is set as homework, go through the answers with the class at the beginning of the next lesson.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| **Coursebook page 114** | **Speaking: Activity 6**<br>1. Write the question on the board and elicit a couple of answers from the class.<br>2. Ask learners to work with a partner to brainstorm their ideas to the question.<br>3. Ask the pairs to join into small groups to share and discuss their answers. Encourage them to explain and expand on their ideas, giving reasons and agreeing or disagreeing politely with their group members.<br>**CORE**<br>**Feedback**<br>Feedback as a class by nominating learners from each group to summarise what they discussed. Write the ideas from each group on the board.<br>**Answers**<br>Learners' own answers |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.2.1.1.8) 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*).

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

| LESSON PLAN | | LESSON: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 7** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To discuss the differences between advantages and disadvantages.<br>**Reading:** To read a text discussing the pros and cons of a topic.<br>**Writing:** To write sentences which balance and contrast ideas. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• differentiate between advantages and disadvantages in a written text about English as an international language<br>• discuss their own opinions about the same topic<br>• write sentences expressing their own opinions on the same topic using the conjunctions *although, while* and *whereas.* |
| **Link to prior learning:**<br>• Lesson 5 Reading and Speaking activities; second conditional for hypothetical future situations<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *advantages, disadvantages, pros, cons*<br>**Key expressions/structure:** *language barrier, strange expressions, cultural identity* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• *Although, while* and *whereas* are used to express contrast. *While* and *whereas* are interchangeable and are usually used between two complete phrases (sentences), for example *I love chocolate ice cream whereas/while my brother prefers vanilla ice cream. Although* connects two clauses to make one sentence, for example *Although I love chocolate ice cream, I chose vanilla.* Focus learners' attention on the difference in use by writing the forms on the board with the example sentences. | | |
| **Resources/equipment needed:**<br>Coursebook page 115<br>Workbook page 98<br>A bean bag or small sponge ball | | |

## UNIT 7 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to read their homework sentences from Workbook page 97 to a partner.<br>2. Write the following words on the board: *pro*, *con*, *for*, *against*, *advantage*, *disadvantage* and elicit from learners which are positive and which are negative. Ask if anyone can explain the meaning. |
| **Resources** | **Main activity** |
| **Coursebook page 115** | **Reading: Activity 1**<br>1. Ask learners to read the text and discuss their answer to the question briefly with a partner.<br>2. Ask learners to go through the text and underline the pros and the cons then write them in the correct column.<br>**CORE**<br>**Feedback**<br>Nominate pairs of learners to give an answer.<br>**Possible answers**<br>**Pros:**<br>Global travel and trade is easier because many people speak English.<br>English is used on social media.<br>More educational and job opportunities if you speak English.<br>**Cons:**<br>English grammar is difficult.<br>Some people have an unfair advantage while others have to work hard.<br>Only those people who have the chance of an education can learn English. |
| | **Differentiation activities (Support):**<br>1. Learners can work together to go through the text.<br>2. One learner underlines the pros, the other learner underlines the cons.<br>3. Ask them to compare their answers. |
| | **Differentiation activities (Stretch):**<br>1. Learners can work alone. |
| **Coursebook page 115** | **Use of English: Activity 2**<br>1. Go through the Use of English box with learners.<br>2. Ask learners to underline the examples in the text from Activity 1.<br>**CORE**<br>**Feedback**<br>Invite learners to give an answer by putting up their hand.<br>**Answers**<br>Although most people agree that it is useful to have a common world language, it is difficult to know which language it should be.<br>Some people argue that people from English-speaking countries will have an unfair advantage while people from the rest of the world have to struggle to be as fluent.<br>... only people who can afford a good education will learn to speak it well whereas people with less money won't have the same opportunities. |

<table>
<tr><td>Coursebook<br>page 115</td><td>
Use of English: Activity 3<br>
1. Go through question 1 with the class and elicit possible examples, for example Although most people in the Arabian peninsula speak some form of Arabic, they don't always understand each other.<br>
2. Put learners into pairs to continue the activity. Circulate and help with ideas and vocabulary. At the end, elicit possible endings for each phrase.<br>
CORE<br>
Feedback<br>
Elicit possible endings for each phrase from the class.<br>
Answers<br>
Learners' own answers<br>
Differentiation activity (Support):<br>
1. Divide the class evenly and have the learners work in small groups to do the same activity as above.<br>
Differentiation activities (Stretch):<br>
1. Ask learners who finish quickly to write another sentence or sentences comparing Arabic with English or another language they know and/or are studying.
</td></tr>
<tr><td>Workbook<br>page 98</td><td>
Workbook: Activity 1<br>
1. Ask learners to copy the table into their notebooks.<br>
2. Ask learners to read the opinions and write them in the correct column.<br>
EXTENSION<br>
Feedback<br>
Nominate learners to give an answer.<br>
Answers
<table>
<tr><th>Pros</th><th>Cons</th></tr>
<tr><td>3 There would be fewer wars and conflicts if we all understood each other.</td><td>1 Only people who have the opportunity to get an education learn to speak English.</td></tr>
<tr><td>4 English is a good choice for a global language because it has borrowed so many words from other languages.</td><td>2 People who don't speak English as a first language are at a disadvantage.</td></tr>
<tr><td>5 There would be no language barrier stopping people from getting to know each other.</td><td>6 There are other languages that are easier and in which the relationship between spelling and pronunciation is more logical.</td></tr>
</table>
</td></tr>
</table>

| | |
|---|---|
| **Workbook page 98** | **Workbook: Activity 2**<br>1. Ask learners to rewrite the sentences using the conjunctions *although* for questions 1–3 and *while*/*whereas* for questions 4–5.<br>**DESIRABLE**<br>**Feedback**<br>Nominate learners to give answers.<br>**Answers**<br>2 Although English is his favourite subject at school, he gets better grades in Arabic.<br>3 Although she speaks really good English, she's never been to an English-speaking country. OR She's never been to an English-speaking country, although she speaks really good English.<br>4 Some people are good at learning new languages whereas others find it very difficult. OR While some people are good at learning new languages, others find it very difficult.<br>5 I prefer reading and writing, whereas my friend prefers speaking and working in groups. OR While I prefer reading and writing, my friend prefers speaking and working in groups. |
| **Resources** | **Plenary** |
| **Workbook page 98** | **Workbook: Activity 3**<br>1. Ask the learners to work with a partner to make sentences using the opinions from Activity 1 and the conjunctions from Activity 2.<br>2. Ask the learners to read their sentences to the class. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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).

(G8.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential, multi-step directions or chronological order).

(G8.4.2.1.2) 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: 6 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To describe the information in a table; to discuss and compare figures and numbers; to express and justify a personal opinion.<br>**Writing:** To draft and write a short essay discussing the pros and cons of a topic and expressing a personal opinion. | • describe the information on a table showing the most spoken languages in the world<br>• discuss the advantages and disadvantages of having one international language<br>• draft and write a short 'for and against' essay, expressing their own opinion. |

**Link to prior learning:**

- Unit 1 Lesson 10 – constructing a pros/cons essay

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *persuasive, native language, dialect, writing system*

**Key expressions/structure:** *I think, I believe, in my opinion, in my view, although/while/ whereas*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may be daunted at the prospect of writing an essay and lack confidence in their ability. This lesson is designed to support them through the process with discussion, brainstorming, drafting, writing and peer-checking activities. Learners can work in pairs or small groups to collaborate if necessary.

**Resources/equipment needed:**

Coursebook page 116

Workbook page 99

Audio Track 23

## UNIT 7 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners what other world languages – apart from English – they think are important in the past and now, and conduct a class discussion.<br>2. You could mention that in the Middle Ages, Latin was the language of education in universities and in books (of which there weren't very many) and Arabic was an important language for trade. Arabic remains an important language for Muslims all over the world. In the 19th century, French was an important diplomatic language. |
| **Resources** | **Main activity** |
| **Coursebook page 116** | **Listening: Activity 4**<br>1. Elicit from learners what information the table shows and ask them to predict which languages they think occupy the second, third and fourth positions.<br>2. Ask learners to work with a partner to complete the missing information in the table with the words in the box.<br>**CORE**<br>**Feedback**<br>Feed back as a class by asking pairs of learners to say what they think the answers are. Don't correct them yet because you are going to listen to the Audio Track to do that, but take the opportunity to drill and practise the pronunciation of the numbers.<br>**Answers**<br>See Activity 5, below, for answers. |
| **Coursebook page 116**<br>**Audio Track 23** | **Listening: Activity 5**<br>1. Explain that learners are going to listen to an audio in order to check their answers to Activity 5. They are going to hear a conversation between two learners, Hanif and Daniel.<br>2. Play the audio and ask learners to check their answers.<br>**CORE**<br>**Feedback**<br>Elicit the answers from the class.<br>**Answers**<br>Chinese, China, 31, 1,213<br>Spanish, Spain, 44, 329<br>English, United Kingdom, 112, 328<br>Arabic, Saudi Arabia, 57, 221<br>Hindi, India, 20, 182 |
| | **Listening: Activity 6**<br>1. Put the learners into pairs to choose the correct answers to the questions.<br>2. If necessary, play the audio again for them to check their answers.<br>**CORE**<br>**Feedback**<br>Elicit the answers from the class.<br>**Answers**<br>1 a; 2 b; 3 c; 4 a; 5 b |

| | |
|---|---|
| **Coursebook page 116** | **Speaking: Activity 7**<br>1. Revise the expressions for expressing your opinion from the previous lesson. If necessary, write them on the board.<br>2. Ask learners to work in pairs to discuss the questions.<br>3. Circulate and monitor, encouraging them to fully justify and explain their reasons using the phrases they have learned.<br>**DESIRABLE**<br>**Feedback**<br>Feedback as a class by nominating a learner from each group to explain the group's ideas.<br>**Answers**<br>Learners' own answers |
| **Workbook page 99** | **Workbook: Activity 4**<br>1. Go through the Writing tip box with learners and elicit the meaning of *persuasive* (able to make people agree with you). To be persuasive, you must support your opinions with reasons and examples.<br>2. Tell learners they are going to draft a short essay to discuss the pros and cons of there being an international language, concluding with their own opinion.<br>3. Ask learners to think about how they could support their own ideas on their own mind map and have them write two supporting sentences (with reasons and examples) for each idea.<br>4. Learners may not be able to finish their drafts in the lesson, but they can make a start, and can write the final essay for homework.<br>**EXTENSION**<br>**Feedback**<br>At the start of the next lesson, ask learners to exchange drafts with a partner and check for spelling and grammar errors. Circulate and monitor. Nominate learners to read their essays out to the class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Ask learners to work in pairs to write a paragraph. Pair weaker learners with stronger learners.<br>2. Give suggestions as to how learners can help each other, for example making suggestions, helping with sentence construction and word order, peer correcting. |
| | **Differentiation activities (Stretch):**<br>1. Encourage stronger learners to be more ambitious in their writing. Ask them to try to write complex sentences using conjunctions to link and contrast their ideas.<br>2. Make it clear that you expect to see some original ideas, not just those already discussed in the Coursebook. |

| Resources | Plenary |
|---|---|
| | 1. Ask learners to stand up at their desks and tell one of them to throw the bean bag to you.<br>2. Choose a phrase on the board and use it to state a one-sentence opinion on a topic from the Starter activity, for example *Speaking personally, I think that homework is a waste of time!* Then throw the bean bag to another learner and repeat.<br>3. Continue like this around the classroom until all learners have had a chance to speak. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.1.1.7) 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.

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

| LESSON PLAN | | LESSON: 7 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To listen to speakers and ascertain the topic they speak about.<br>**Writing:** To write sentences using determiners and conjunctions.<br>**Reading:** To read crossword clues.<br>**Speaking:** To discuss quiz questions and answers with a partner. | • match speakers with the topics<br>• rewrite sentences using *although*<br>• join sentences using *whereas/while*<br>• write sentences about people and topics using *neither, each/every, all* and *both*<br>• complete a crossword and a quiz about world languages. |

**Link to prior learning:**

- Lessons 1–6

**21st Century Skills:**

- Not applicable

**Key vocabulary:** All vocabulary from Lessons 1–6

**Key expressions/structure:** *neither, each/every, all* and *both, whereas/while, although*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners sometimes feel that they have understood the material they have covered quite well but with a revision they can reassess and correct what they have not understood. Common areas are grammar and vocabulary.

**Resources/equipment needed:**

Coursebook page 117

Workbook page 100

Audio Track 24

## UNIT 7 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners what they remember so far from the lessons they have covered so far. Refer them to topics and themes, grammar and vocabulary.<br>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 117**<br>**Audio Track 24** | **Listening: Activity 1**<br>1. Go through the instructions for the listening activity with the learners.<br>2. Read through the names, focusing on pronunciation and check that learners understand the meaning of the topics.<br>3. Ask learners to listen and match the names to the topics.<br>**CORE**<br>**Feedback**<br>Ask learners to check with a partner and then nominate learners to give an answer.<br>**Answers**<br>1 Daniel, d meeting people socially; 2 Suzanne, c travel; 3 Elliot, e entertainment; 4 Aisha, b health; 5 Ben, a education |
| | **Differentiation activities (Support):**<br>1. As a class, help learners predict what words they might hear related to each topic.<br>2. Ask learners to listen the first time without writing anything. Encourage them to put their pens down and close their eyes. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to make notes about what each person says about each topic. |
| **Coursebook page 117** | **Use of English: Activity 2**<br>1. Explain to the learners how to complete the activity and write an example on the board.<br>2. Ask learners to complete the activity and check their answers with a partner.<br>**CORE**<br>**Feedback**<br>Nominate learners to write an answer on the board.<br>**Answers**<br>2 Although I speak English quite well, I find English spelling difficult.<br>3 Although Mandarin is an important world language, not many schools outside China teach it.<br>4 Although my brother has never been to Germany, he speaks German almost fluently. |

| | |
|---|---|
| **Coursebook page 117** | **Use of English: Activity 3**<br>1. Explain to the learners how to complete the activity and write an example on the board.<br>2. Ask learners to complete the activity and check their answers with a partner.<br>**CORE**<br>**Feedback**<br>Nominate learners to write an answer on the board.<br>**Answers**<br>2 Few British people speak Dutch whereas/while most Dutch people speak English.<br>3 Spanish is spoken in Argentina whereas/while Portugese is the language of Brazil.<br>4 India has over 22 major languages whereas the UK only has one. |
| **Coursebook page 117** | **Use of English: Activity 4**<br>1. Explain to the learners how to complete the activity and write an example on the board.<br>2. Ask learners to complete the activity.<br>3. Ask learners to check their answers with a partner.<br>**CORE**<br>**Feedback**<br>Nominate learners to give an answer.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Ask learners to work together in small groups as a team.<br>2. When they have finished each activity, feed back as a class. Each group scores points for every correct answer. Keep a tally of teams' points on the board. |
| | **Differentiation activities (Stretch):**<br>1. Learners work alone to complete the activities. |
| **Workbook page 100** | **Workbook: Activity 1**<br>1. Ask learners to read the clues and complete the crossword.<br>**DESIRABLE**<br>**Feedback**<br>Ask learners to check their answers in small groups then invite them to write answers on the board in a crossword grid.<br>**Answers**<br>**Across:** 4 memory; 7 extinct; 9 native; 10 Mandarin; 12 communicate; 13 fluent<br>**Down:** 1 language; 2 population; 3 foreign; 5 Hindi; 6 benefits; 8 characters; 11 alphabet |
| | **Differentiation activities (Support):**<br>1. Ask learners to work with a partner and use the Coursebook to find the words. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to work alone with Coursebooks closed. |

| | |
|---|---|
| **Workbook page 100** | **Workbook: Activity 2**<br>1. Ask learners to work with a partner to ask and answer the quiz questions with their Coursebooks closed.<br>**EXTENSION**<br>**Feedback**<br>Ask learners to check their answers by looking in their Coursebooks. Feed back as a class by nominating pairs of learners to ask and answer a question.<br>**Answers**<br>1 Maori; 2 the native language of Wales; 3 about 7,000; 4 False; 5 Mandarin; 6 Hindi and English; 7 learners' own answers |
| **Resources** | **Plenary**<br>1. Ask learners to look through the next lessons 8–9.<br>2. Ask learners to discuss the topics and pictures with a partner and talk about what topics they are looking forward to studying.<br>3. Feedback as a class by eliciting from learners what language they will cover in the following lessons and what kind of skills and activities they will have to do. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.3.4.1.1) 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.

(G8.4.2.1.2) 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: 8 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Reading:** To read a text and answer questions; to read and respond to text messages.<br>**Speaking:** To summarise the main points of a text.<br>**Writing:** To write responses to text messages. | • read a text about Arabish and answer comprehension questions about it<br>• orally summarise the main points in the text<br>• write and respond to a friend's text messages. |

**Link to prior learning:**

- English alphabet script and letter sounds

**21st Century Skills:**

- Critical Thinking and Problem Solving: 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:** *widespread, optional, characters, alphabet*

**Key expressions/structure:** *to communicate, to represent, to transliterate*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- The concept of transliterating between Arabic and English may be a difficult concept for learners to grasp because it is different to translating. Write some examples on the board to demonstrate how the English letters used correspond to Arabic sounds and elicit some further examples from learners.

**Resources/equipment needed:**

Coursebook page 118

Workbook page 101

## UNIT 7 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Write the following questions on the board: *How many letters and sounds are there in the Arabic alphabet? How many letters are there in the alphabet used in English? Where did the English alphabet come from?*<br>2. Ask learners to discuss their ideas in small groups and elicit answers from them.<br>3. Ask learners to read the Did you know? box and clarify the meaning of *Roman script, originated in* and *Ancient Greece.* |
| **Resources** | **Main activity** |
| **Coursebook page 118** | **Reading: Activity 1**<br>1. Ask learners to read the text messages on the mobile phone and ask them to translate them into English. Elicit from learners the name of this kind of language (Arabish/Arabizi) and where they think it came from.<br>2. Give learners a two-minute time limit to read the text for a general understanding.<br>3. Ask learners to read the questions and underline the key words. Give them opportunity to ask you any questions about vocabulary.<br>4. Ask them to work individually to answer the questions and then compare their ideas with a partner.<br>**CORE**<br>**Feedback**<br>Invite learners to give an answer by putting their hand up.<br>**Possible answers**<br>1 Arabish is a modern text language that is popular with young people in the Arab world. It uses English letters to represent Arabic sounds.<br>2 People use it to communicate short text messages when the real Arabic script is not available.<br>3 Letters, numbers and punctuation marks are three examples of 'characters'.<br>4 **Speech bubble 1:**<br>Hi, how are you today?<br>I'm great! What are you doing?<br><br>**Speech bubble 2:**<br>I'm at the shopping mall with my parents.<br>Ok, see you later. |
| | **Differentiation activities (Support):**<br>1. Ask learners to read the questions and underline the key words before the first reading, in order to guide their understanding. |
| | **Differentiation activities (Stretch):**<br>1. Ask the learners to read the text once, cover it then write answers to the questions.<br>2. When they have finished, then they can check their answers with the text. |

| | |
|---|---|
| **Coursebook page 118** | **Reading: Activity 2**<br>1. Ask learners to find the words in the text and underline them.<br>2. Then ask them to match the words with their definitions.<br>**DESIRABLE**<br>**Feedback**<br>Nominate learners to give their answers.<br>**Answers**<br>match – to be of the same shape, colour, sound or type<br>punctuation – symbols used in writing to show the start/end of a sentence, questions, etc.<br>characters – letters, signs or numbers that you use in writing.<br>alphabet – a set of letters used for writing a language |
| **Coursebook page 118** | **Reading: Activity 3**<br>1. Ask learners to discuss the questions in pairs. Monitor and help with ideas and vocabulary.<br>**DESIRABLE**<br>**Feedback**<br>Nominate learners to give their answers.<br>**Answers**<br>1 Learners' own answers 2 The following sounds from Arabic do not exist in English: خ (kha), ع (ʻayn), غ (ghayn), ق (qaf) |
| **Coursebook page 118** | **Writing: Activity 4**<br>1. Ask learners to write a short text message to their partner in Arabish.<br>2. Then ask learners to translate their partner's message into English.<br>**EXTENSION**<br>**Feedback**<br>Circulate and monitor. Nominate several pairs of learners to read their messages to the class.<br>**Answers**<br>Learners' own answers<br>**Differentiation activities (Support):**<br>1. Ask learners to work with a partner and swap messages with another pair.<br>**Differentiation activities (Stretch):**<br>1. Ask learners to write a reply to their partner in English and ask their partner to translate it into Arabish. |
| **Workbook page 101** | **Workbook: Activity 1**<br>1. Ask learners to read the summary and complete it with suitable words.<br>2. When they finish, have them check their answers using the text.<br>**CORE**<br>**Feedback**<br>Invite learners to give an answer by putting their hand up.<br>**Answers**<br>1 communicating; 2 alphabet; 3 characters; 4 sounds; 5 technologies; 6 popular/ widespread |

| | |
|---|---|
| **Workbook page 101** | **Workbook: Activity 2**<br>1. Elicit from learners what an abbreviation is.<br>2. Ask learners to work with a partner to match the abbreviations with the phrases.<br>**DESIRABLE**<br>**Feedback**<br>Nominate individual learners to write the answers on the board. Ask the learners if they know of or use any other abbreviations and ask them to write them on the board.<br>**Answers**<br>1 CU L8er = a see you later; 2 GR8 = f great; 3 2eZ = g too easy; 4 2moro = b tomorrow; 5 2nite = e tonight; 6 1CE = h once; 7 LOL = d laughing out loud (or lots of love); 8 THX = c thanks |
| **Workbook page 101** | **Workbook: Activity 3**<br>1. Ask learners to work in pairs to write the text messages out in full English sentences.<br>2. Ask learners to pay close attention to the correct spelling and punctuation.<br>**DESIRABLE**<br>**Feedback**<br>Ask learners to swap books and check each other's work for spelling and punctuation mistakes. Elicit the answers from the class.<br>**Answers**<br>1 See you tonight – don't be late!<br>2 Can you pick me up at six?<br>3 Where are you?<br>4 I'm waiting for you at the bus stop.<br>5 What are you doing today?<br>6 Great joke! Laughing out loud! |
| **Workbook page 101** | **Workbook: Activity 4**<br>1. Ask learners to write a text message to a friend and a reply using some of this text language.<br>**EXTENSION**<br>**Feedback**<br>Ask learners to swap messages and decipher the text orally.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. Ask learners to work with a partner to explain in their own words what Arabish is.<br>2. Ask learners to write a sentence definition and nominate them to read their definition to the class.<br>3. Ask learners to work in small groups. Call out a phrase from Workbook Activity 1 and groups race to write the abbreviation.<br>4. Groups hold up their paper for the class to see. The first group to finish wins the point. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

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

(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: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 7** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read a news article.<br>**Speaking:** To find out information from their class members; to make comparisons between learners' own reasons and the reasons given in a text.<br>**Writing:** To complete the missing sentences in a conversation. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• answer questions about a news article on social media use in the UAE<br>• summarise the reasons why people use social media<br>• complete a conversation about social media. |
| **Link to prior learning:**<br>• Computer technology<br>**21st Century Skills:**<br>• Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively and critically in English | | |
| **Key vocabulary/expressions:** *app, educational/business purpose, keep up with world events, post pictures, network with business contacts, check emails, check your account, update your status, surf the Internet, keep in touch* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Newspaper articles often contain a mix of tenses, including present simple, past simple, present perfect and passive voice. This can be confusing for learners. Don't focus on tenses for comprehension, instead focus on new vocabulary and look at whole phrases and collocations, rather than individual words. | | |
| **Resources/equipment needed:**<br>Coursebook page 119<br>Workbook page 102 | | |

## UNIT 7 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to work in small groups.<br>2. Write the following questions on the board and ask the learners to discuss their ideas in groups: *How much time do learners in the class think they spend online in a week? How many learners have an email address? Which social media sites do learners in the class use? Which are their favourite sites?*<br>3. Take feedback as a class by nominating a learner from each group to tell the class what was discussed and write the answers to the last question on the board. |
| **Resources** | **Main activity** |
| **Coursebook page 119** | **Reading: Activities 1 and 2**<br>1. Go through the Reading strategy box with learners.<br>2. Ask learners to read the text and answer what kind of text it is (an article from a magazine).<br>3. Ask learners to read the text a second time and answer the true/false comprehension questions in Activity 2.<br>4. When they finish, ask learners to check their answers with a partner.<br>**CORE**<br>**Feedback**<br>Nominate learners to give answers to the true/false activity and correct the false statements.<br>**Answers**<br>1 F – Emirati teenagers are the heaviest users; 2 T; 3 F – adults use social media for business reasons, for example to network with business contacts; 4 T; 5 T |
| | **Differentiation activities (Support):**<br>1. Do the activity as a class, eliciting from learners and finding the answer to the true/false questions one by one. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners who finish the true/false questions quickly and easily to write two questions of their own.<br>2. They exchange with another 'fast finisher' and they complete each other's questions. |
| **Coursebook page 119** | **Speaking: Activity 3**<br>1. Ask learners to take turns to summarise the reasons why they think people use social media and why they themselves use it while you circulate and monitor, helping with ideas and vocabulary.<br>2. Take feedback from the class about their own social media use.<br>**CORE**<br>**Feedback**<br>Encourage a class discussion by asking open questions to the whole group.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Workbook page 102** | **Workbook: Activity 1**<br>1. Ask learners to read the conversation complete the gaps with the sentences given.<br>**EXTENSION**<br>**Feedback**<br>Nominate learners to give an answer.<br>**Answers**<br>1 Could I ask you some questions?<br>2 how much time do you spend online each week?<br>3 I mostly go online to help me with my studies.<br>4 use a new app I've found for reading books in English. |
| | **Differentiation activities (Support):**<br>1. Ask learners to work with a partner. One learner completes the first dialogue, the other completes the second dialogue.<br>2. When they have finished, ask learners to dictate the missing sentences to their partner so their partner can complete the other dialogue. They then practise the dialogues aloud. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to cover the sentences and work with a partner to write suitable original sentences to fill in the gaps.<br>2. When they have finished, ask them to uncover the sentences in the workbook and compare with their own. |
| **Workbook page 102** | **Workbook: Activity 2**<br>1. Ask learners to work in pairs.<br>2. Using the words and expressions in the box, ask learners if they can remember how they were used in the text on page 119 of the Coursebook, *Emiratis always online*.<br>3. When they have explained as many as possible, they can use the text to check.<br>**Feedback**<br>Feedback as a class by nominating learners to give an answer.<br>**Answers**<br>Learners' own answer |
| **Resources** | **Plenary** |
| | 1. Ask learners to have a general discussion about social media and, if they use it, what they use it for. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.1.1.1) 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.

(G8.3.2.1.4) Identify structural features of popular media (for example, newspapers, magazines, online information, posters) and use the features to obtain information.

| LESSON PLAN | | LESSON: 10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Speaking:** To discuss the best format for survey questions.

**Reading:** To read and respond to writing tips about creating survey questions.

**Writing:** To write survey questions for their class members.

**Listening:** To listen and record survey participants' responses.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- write suitable survey questions on the topic of social media use
- ask and answer survey questions
- evaluate the information acquired during the survey
- ask and answer general questions on the topic of social media and express their opinions on the topic.

**Link to prior learning:**

- Question formation, present simple for habit and routine

**21st Century Skills:**

- Critical Thinking and Problem Solving: 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:** *effective, survey, account, follow-up question*

**Key expressions/structure:** *conduct a survey*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners at this level still make mistakes with question formation in the present simple, especially with the verb *to be*, auxiliary verbs and word order. Eliciting prompts and writing them on the board will help learners work independently when writing their survey questions.

**Resources/equipment needed:**

Coursebook page 120

Workbook page 103

## UNIT 7 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Have an open class discussion based around the following questions:<br>*Who has got a mobile phone? Who has got a smart phone?*<br>*What do you use it for?*<br>*Who has an email account?*<br>*How many devices do you have in your home?*<br>*What do you use them for?* |
| **Resources** | **Main activity** |
| **Coursebook page 120** | **Writing: Activity 4**<br>1. Explain to learners that they are going to prepare and conduct a survey about Internet and social media use amongst their classmates.<br>2. Ask learners to read through the Writing Tip box and try to complete it with the words given.<br>**CORE**<br>**Feedback**<br>Take feedback from the class<br>**Answers**<br>1 short; 2 Questions; 3 order; 4 partner; 5 information |
| **Coursebook page 120** | **Writing: Activity 5**<br>1. Ask learners to work individually to use the prompts to form questions they can use in their survey.<br>2. Ask them to write the questions clearly in their notebooks.<br>3. When they finish, they should swap questions with another pair and check for and correct any errors.<br>**CORE**<br>**Feedback**<br>Take feedback from the class.<br>**Answers**<br>1 Do you go online every day?<br>2 Do you have an email account?<br>3 Do you own a smartphone?<br>4 Do you use the Internet for study?<br>5 Do you check your social media accounts more than once a day?<br>6 Do you have friends who you only meet online? |
| | **Differentiation activities (Support):**<br>1. Ask learners to work with a partner to write questions 1 to 6.<br>2. Give them some support in the form of prompts and/or ideas for questions 7 and 8. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to cover the prompts but write the first one or two survey questions on the board to give learners an idea of what they should be doing.<br>2. Learners work alone or in pairs to write eight original survey questions. |

| | |
|---|---|
| **Coursebook page 120** | **Writing: Activity 6**<br>1. Explain that when they conduct their survey, after asking each prepared question, learners can choose to ask spontaneous 'follow-up questions' to get more information, for example if the answer to: *Do you have a social media account or accounts?* is 'yes', follow-up questions could be: *Which social media sites do you use? How many accounts do you have?*<br>2. Ask learners to work with a partner to make follow-up questions from the prompts given.<br>**DESIRABLE**<br>**Feedback**<br>Take feedback from the class. Make sure they understand that these are possible examples and that they should formulate their own follow-up questions spontaneously based on what the person they are interviewing tells them. (Note: with lower-ability learners, you might want to leave out the whole area of follow-up questions and concentrate on the main survey questions only.)<br>**Answers**<br>1 c – Which social media sites do you use the most?<br>2 e – Why do you/don't you like using social media?<br>3 d – Where do you post photos?<br>4 b – Who do you communicate with the most on social media?<br>5 a – What do your parents think about how you use social media? |
| **Coursebook page 120** | **Speaking: Activities 7–8**<br>1. Ask learners to choose a maximum of five questions from the ones they prepared in Activity 5 as a basis for their survey.<br>2. Ask them to work in pairs to practise asking and answering their survey questions with suitable follow-up questions. They should pay attention to pronunciation and also to how they record their answers.<br>3. When they are ready, have learners conduct their survey by walking around the classroom and asking their questions to other learners. Set a time limit. Depending on the time available and the class size, you might also want to give them a set number of learners they need to interview, for example 12 learners.<br>4. Remember to give learners a two-minute reminder towards the end of the time limit.<br>**CORE**<br>**Feedback**<br>Ask learners to compare their survey notes with their partner. Tell them to look for similarities, differences and patterns. Nominate learners to make comments to the class. Circulate and monitor, encouraging learners to use *although, whereas, while,* etc. when making comparisons.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Workbook page 103** | **Workbook: Activity 3**<br>1. Ask learners to work with a new partner.<br>2. Ask them to interview each other about their views on the Internet and complete the table.<br>3. Ask learners to change partners to compare and discuss the answers in the table.<br>**EXTENSION**<br>**Feedback**<br>Feedback as a class. Invite learners to give suggestions for improvements and elicit from other learners whether these are good ideas or not.<br>**Answers**<br>Learners' own answers |
| **Workbook page 103** | **Workbook: Activity 4**<br>1. Ask learners to work with a partner to ask and answer the questions.<br>**EXTENSION**<br>**Feedback**<br>Take feedback by eliciting answers from the class<br>**Answers**<br>Learner's own answers |
| | **Differentiation activities (Support):**<br>1. Ask learners to work in small groups.<br>2. Ask learners to choose one or two questions to ask another group member. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to create and write some extra questions to ask their partner. |
| **Resources** | **Plenary** |
| **Coursebook page 120** | 1. Ask learners to tell the person next to them two (or three or four, etc.) things they have learned today.<br>2. Then ask those pairs of learners to join with another pair and share their ideas.<br>3. Then nominate one learner from each group to share their ideas. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.2.1.1.1) 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.

(G8.4.4.1.1) 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: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To discuss survey results; to design a graph.<br>**Reading:** To interpret information on a graph.<br>**Writing:** To write a presentation about their survey findings.<br>**Listening:** To listen to presentations. | • interpret information on a dot graph and a bar chart<br>• design a graph or chart based on their own survey findings<br>• prepare a presentation using their survey findings<br>• present these survey results to other learners. |

**Link to prior learning:**

- Lesson 9 and 10 – social media use in the UAE; maths lessons for calculating percentages

**21st Century Skills:**

- Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively and critically in English

**Key vocabulary:** *dot graph, bar chart, survey, findings, represent, percentage*

**Key expressions/structure:** *conduct a survey, present your findings, summarise the results, 30 people were surveyed*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners sometimes find it difficult to interpret information from a chart or a graph. This lesson provides a step-by-step framework for helping learners understand the information shown in a graph with an opportunity to then try the same thing independently with a second graph.

**Resources/equipment needed:**

Coursebook page 121

Workbook page 104

## UNIT 7 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Have learners discuss with a partner how they conducted their surveys in the previous lesson.<br>2. Give the pairs of learners a five-minute time limit to write some step-by-step instructions of the procedure 'how to conduct a class survey'.<br>3. Nominate a pair of learners to read out their instructions to the class and elicit from other learners if there are any steps missing. |
| **Resources** | **Main activity** |
| **Coursebook page 121** | **Speaking: Activities 1 and 2**<br>1. Go through the Did you know? box with learners, then do these activities as a class.<br>2. Have learners look at the first graph. Ask them questions to guide them in their interpretation of the information it shows, for example: *What does the graph/chart show? What do the dots/bars represent? How many people were surveyed?*<br>3. Have learners work in pairs to discuss the information on the bar chart in the same way.<br>4. When they have finished, have pairs compare their answers with another pair of learners.<br>**CORE**<br>**Feedback**<br>Feedback as a class by inviting learners to explain the information that the graph and the chart show.<br>**Answers**<br>**Activity 1:** 1 The graph shows the results of a survey to find out how often people surf the Internet.<br>2 30 people were surveyed.<br>3 Learners' own answers<br>**Activity 2:** 1 The chart shows what the class do to stay safe online. The bars represent the percentage of learners who do certain things to stay safe.<br>2 We don't know the number of learners surveyed.<br>3 Learners' own answers |
| **Workbook page 104** | **Workbook: Activity 1**<br>1. Explain to learners that you are going to explore their ideas about what is safe and unsafe online behaviour.<br>2. Put them into pairs to discuss the statements and mark them S or U. Encourage them to give reasons and examples to support their ideas.<br>**CORE**<br>**Feedback**<br>Discuss the answers as a whole class. Elicit reasons as to what the risks are in the unsafe behaviour and discuss what 'could' happen in the worst case.<br>**Answers**<br>1 S; 2 S; 3 U; 4 U; 5 S; 6 S; 7 U |

| | |
|---|---|
| **Workbook page 104** | **Workbook: Activity 2**<br>1. Have learners work with a partner to compose their own set of questions for an online-safety survey. They can use the statements in Activity 1 to help them. Make sure they understand that they should lay out their questions in a table as shown.<br>2. Pairs should swap questions with another pair to check for grammar and any other language mistakes.<br>**DESIRABLE**<br>**Feedback**<br>Circulate and monitor during the question preparation time. Help to ensure that learners prepare four to six appropriate questions.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. For learners who might have difficulty composing their own set of questions, you can provide some question prompts based on the bar chart – *Do you ever chat to strangers online? Do you only share personal photos with friends? Do you accept friend requests from people you don't know well? Do you talk to your parents about online safety?*<br>2. Encourage such learners to work towards creating a dot graph rather than a bar chart: the former is more straightforward and doesn't involve calculating percentages. |
| | **Differentiation activities (Stretch):**<br>1. Encourage learners who complete the question-writing stage and conducting the survey itself quickly and with relative ease to consider presenting different aspects of their findings in two different forms: a dot graph and a bar chart. |
| **Coursebook page 121** | **Writing: Activity 3**<br>1. When they are ready, learners conduct their survey. Set them a time limit and a minimum number of people to speak to.<br>2. You may need to set the stage of writing up the information and preparing the chart or graph for homework.<br>**CORE**<br>**Feedback**<br>Monitor the survey stage and help to ensure that all learners gather enough information to base a chart or a graph on.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 121** | **Writing: Activity 4**<br>1. Have pairs of learners join with another pair to present their findings, including their graph and their sentences/paragraph.<br>**CORE**<br>**Feedback**<br>Feedback as a class and invite pairs of learners to present to the class.<br>**Answers**<br>Learners' own answers |

| Resources | Plenary |
|---|---|
| **Workbook page 104** | **Workbook: Activity 3**<br>1. Learner discuss the questions about online safety in pairs or small groups. This could also be done as warmer activity at the start of the next lesson. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.

(G8.3.1.1.1) 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).

(G8.4.4.1.2) 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: 12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To have an open class discussion.<br>**Reading:** To read a quiz and answer questions.<br>**Listening:** To listen to an interview giving advice. | • listen to and evaluate advice from an expert about being careful and staying safe online<br>• discuss examples of good and bad digital behaviour. |

**Link to prior learning:**

- Previous lessons in Unit 7 on the topic of social media. Also builds on and extends the ability to understand the function of giving and receiving advice

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *intentions, hack, bother, privacy, settings, mean, digital citizen, online dangers*

**Key expressions/structure:** *give out information, keep private, access your account upload photographs, hack an account, privacy/security settings*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- The vocabulary of social media has a lot of collocations (words that go together, for example *social media*, *privacy settings*) and learners can get these confused. The text exposes learners to some of these collocations, as does the listening activity. The vocabulary activities involve matching words to make collocations.

**Resources/equipment needed:**

Coursebook page 122

Workbook page 105

Audio Track 25

## UNIT 7 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Have an open class discussion based around the following questions: *How much time do you spend online every day? Every week? What kind of sites do you visit?* |
| **Resources** | **Main activity** |
| **Coursebook page 122** | **Listening: Activity 5**<br>1. Go through the Listening Strategy box with the learners.<br>2. Introduce the listening task by explaining to learners that they will listen to a radio programme about online safety.<br>3. Give learners time to discuss their predictions, then elicit their ideas as to what topics they expect to hear discussed and write them on the board.<br>**CORE**<br>**Feedback**<br>Ask learners to compare their answers in small groups then nominate a learner from each group to give an answer.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 122**<br>**Audio Track 25** | **Listening: Activity 6**<br>1. Ask learners to listen to the audio and see whether they guessed any topics correctly.<br>2. Then play the audio a second time and ask them to make notes on the topics listed.<br>**CORE**<br>**Feedback**<br>Use the topics as prompts for a whole class discussion. Ask learners to give you their opinions about them and use the opportunity to emphasis to learners about being careful online and staying safe.<br>**Answers**<br>1 Not everybody online is who they say they are. There is no way of checking that the information someone is giving you is true. NEVER give someone you don't know any personal information. You should never agree to meet up with someone you don't know.<br>2 Never share your passwords with anyone, not even your best friends. The only people who should know your passwords are you and your parents.<br>3 It is important that your parents have access to your accounts so they can help keep you safe and protected.<br>4 Keep your security or privacy settings at the highest level so no one can hack your account.<br>5 Never respond to mean or rude texts, messages or emails and delete any unwanted messages. If you wouldn't say something to another person's face, don't text it or post it online. |
| | **Differentiation activities (Support):**<br>1. Learners can listen as many times as necessary and check with each other between listenings. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>1. Limit the number of times the learners hear the recording. |
| **Coursebook page 122**<br>**Audio Track 25** | **Reading: Activity 7**<br>1. Ask learners to read and match the two parts of the sentences.<br>2. Then listen to the recording again to check their answers.<br>**CORE**<br>**Feedback**<br>Use the sentences as prompts for a whole-class discussion. Ask learners to give you their opinions about them and use the opportunity to emphasis to learners about being careful online and staying safe.<br>**Answers**<br>1 c; 2 e; 3 a; 4 d; 5 b |
| **Workbook page 105** | **Workbook: Activities 4 and 5**<br>**Activity 1**<br>1. Ask learners to match the words to make phrases.<br>2. Ask learners to complete the summary of the interview with Dr Maha.<br>**DESIRABLE**<br>**Feedback**<br>Ask learners to check their answers with a partner then feedback as a class by nominating learners to give their answers.<br>**Answers**<br>**Activity 4:** post a message/photograph; privacy settings; online dangers; download an app/a message/a photograph; hack your account; upload a photograph<br>**Activity 5:** 1 expert; 2 dangers; 3 intentions; 4 information; 5 passwords; 6 hack; 7 download; 8 responsibly; 9 settings; 10 uncomfortable |
| **Resources** | **Plenary** |
| **Coursebook page 122** | **Speaking: Activity 8**<br>1. Put learners into pairs and ask them to prepare a summary of everything they can think of for what teenagers can do to stay safe online. They should include what they have learned in the previous lessons plus any ideas of their own.<br>2. Encourage them to make notes using key words only, to help them remember all their points.<br>3. Invite different pairs to present their summary to the class. Other learners contribute with any points the presenters might have forgotten or not thought of. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G8.1.1.1.1) Understand the main points and details of radio news, recorded material advertisements, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.

(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.

(G8.2.1.1.1) 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.

(G8.3.1.1.2) 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: 13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Reading:** To read and compare reviews; to put instructions in order.<br>**Speaking:** To compare reviews.<br>**Writing:** To write a comparison based on reviews. | • read and compare reviews of four language-learning apps<br>• discuss the features of the apps<br>• write a comparison of the features of each app. |

**Link to prior learning:**

- Computer technology and social media
- Making comparisons

**21st Century Skills:**

- ICT Literacy: Reinforce learning to apply digital technologies effectively by using them as a tool to research, organise, evaluate and communicate information

**Key vocabulary:** *translate, store, effective, recommend, select, install*

**Key expressions/structure:** *tap an icon, use the search function*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners might not have read a review before or understand the concept. However, they will have made comparisons about things before. This lesson guides learners through the process of comparison, helping them focus on the individual features of a product then helping them identify similarities and differences.

**Resources/equipment needed:**

Coursebook page 123

Workbook page 106

A soft ball or a beanbag

## UNIT 7 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners which apps they use and write some on the board.<br>2. Ask learners to name two apps which do the same kind of thing, for example posting photographs or sending messages.<br>3. Elicit from learners which of the two apps they think is best and why. Ask them to compare the features of each.<br>4. Encourage them to disagree with each other and justify their reasons. |
| **Resources** | **Main activity** |
| **Coursebook page 123** | **Reading: Activities 1 and 2**<br>1. Ask learners if any of them use an app to help them study English.<br>2. Elicit what a review is (a report about a product written by a customer to help people decide if they want to buy the product).<br>3. Ask learners to read the reviews and match the apps with their features.<br>4. When they finish, ask learners to check their answers with a partner.<br>**CORE**<br>**Feedback**<br>Invite learners to give an answer by putting up their hand.<br>**Answers**<br>1 Murphy's *English Grammar in Use*; 2 *English Monstruo*; 3 wordpic;<br>4 Cambridge Discovery Readers; 5 Murphy's *English Grammar in Use* |
| **Coursebook page 123** | **Reading: Activity 3**<br>1. Ask learners to read the reviews again and and match the words or phrases in bold in the text with the appropriate definition.<br>2. When they finish, ask them to check their answers with a partner.<br>**CORE**<br>**Feedback**<br>Nominate learners to give an answer.<br>**Answers**<br>1 false friends; 2 a wide range of; 3 your finger is the athlete; 4 avoid; 5 reflexes; 6 interactive exercises |
| | **Differentiation activities (Support):**<br>1. Ask learners to read the introduction first then elicit what a review is.<br>2. Before starting the activities, ask learners to read each review one by one, underlining the features.<br>3. Feedback as a class after each review, eliciting the positive features and asking learners to make a comparison with another app.<br>4. Then move on to Activities 1 and 2. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to work alone to complete both activities.<br>2. When they have finished, have them check their answers with a partner. |

| | |
|---|---|
| **Coursebook page 123** | **Speaking: Activity 4**<br>1. Ask learners to work with a partner to discuss which app they think is useful/ boring. Encourage them to explain their reasons to each other.<br>2. When they have finished, have them join with another pair of learners to compare ideas.<br>**EXTENSION**<br>**Feedback**<br>Feed back as a class by finding out how many learners prefer each app. Ask learners to justify their reasons and write some of their ideas on the board.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Ask learners to write one sentence about each app giving their opinion and reason.<br>2. Ask learners to read their sentences to a partner first then another group of learners. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to work in small groups and encourage a group discussion. |
| **Workbook page 106** | **Workbook: Activity 1**<br>1. Put learners into pairs to discuss the questions.<br>**DESIRABLE**<br>**Feedback**<br>Take feedback about learners' experiences of installing apps from the class. |
| **Workbook page 106** | **Workbook: Activities 2 and 3**<br>1. Explain that these are the instructions for installing a language-learning app and elicit the first step in the instruction from the class. Ask learners to work individually to put the rest of the steps in the correct order.<br>2. After correcting the exercise, learners work in pairs to take turns to explain to each other the meaning of the words (in order to consolidate and check the meaning of the vocabulary). Encourage them to do this in English, but tolerate translations as long as they are accurate.<br>**CORE**<br>**Feedback**<br>Nominate learners to give an answer and write the steps on the board for learners to reference while checking their own.<br>Take feedback from the whole class about the meaning of the words in Activity 2 and try to elicit example sentences with the word in context.<br>**Answers**<br>1 Turn on your device. 2 Open your App Store app. 3 Use the search function to find your specific app. 4 Tap on the icon to select. 5 Tap the install button. 6 Wait while the app downloads and installs on your device. 7 Open app by tapping icon. |
| | **Differentiation activities (Support):**<br>1. Have the individual instruction steps prepared on strips of paper so that learners can move them around without having to write anything, whilst you circulate and monitor. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>1. If learners have access to a smartphone in class: Write the name of a free language-learning app on the board. Ask learners to swap their instructions with another learner. Learners should follow their partner's instructions in order to download the free app. |
| **Workbook page 106** | **Workbook: Activity 4**<br>1. Write the following words on the board: *while, whereas, although, neither, each, every, all, both.*<br>2. Nominate a learner to choose one of the connecting ideas and make a comparison about two of the apps using one sentence.<br>3. Put learners into pairs to discuss and make notes comparing different features of the apps in a similar way. Ask pairs to write up their notes and compose five sentences comparing the two apps.<br>**EXTENSION**<br>**Feedback**<br>Circulate and monitor whilst learners are writing and correcting. When they have finished, ask learners to swap paragraphs and peer-correct their partner's work. Ask for volunteers to read their sentences to the class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Ask learners to work with a partner and choose two of the apps.<br>2. Ask learners to make notes on the similarities and differences between the two apps.<br>3. Ask learners to write some sentences comparing the two apps using the language on the board and giving their conclusion about which one they recommend. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write a detailed comparison of all four apps. |
| **Resources** | **Plenary** |
| | 1. Ask learners to stand in a circle. Toss the ball/beanbag at a learner who has to give the first step in the instructions of how to download an app.<br>2. The learner then throws the beanbag/ball to another learner who continues with the next step in the procedure.<br>3. Continue like this until the end.<br>4. The game can be continued with other steps for other instructions, like how to send an email, how to take a photo with your phone, how to make a cup of tea, etc. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.1.1.1) 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).

(G8.3.1.1.7) Read advertisements, brochures and posters to locate an answer to a question or solve a problem; distinguish fact from opinion.

(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: 14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 7** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read a paragraph to check predicted answers; to read instructions and re-order them logically; to read and correct a partner's paragraph.<br>**Speaking:** To share ideas and exchange opinions on a topic.<br>**Writing:** To write a paragraph expressing personal opinion about a topic; to write a set of instructions. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• read a paragraph about social media and discern which statements are true and false<br>• write step-by-step instructions about how to send an email<br>• read and correct a partner's paragraph<br>• express their opinion about the pros and cons of social media verbally and in writing. |
| **Link to prior learning:**<br>• Unit 7 Lessons 1–13<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** All vocabulary from lessons 8–13; *blogs, forums, networks, wikis, information overload*<br>**Key expressions/structure:** Present simple for routine and instructions | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners are sometimes unaware of where they have gaps in their understanding of the language covered. With a revision they can reassess and correct what they have not understood, especially the common areas of grammar and vocabulary. | | |
| **Resources/equipment needed:**<br>Coursebook page 124<br>Workbook page 107 | | |

## UNIT 7 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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.<br>2. Ask learners which reading texts they enjoyed best and highlight the difference between non-fiction (fact) and fiction.<br>3. Ask learners what areas they found easiest/most difficult. |
| **Resources** | **Main activity** |
| **Coursebook page 124** | **Reading: Activity 1**<br>1. Elicit from learners the difference between *blogs, forums, networks* and *wikis* (blog – regularly updated website run by an individual or small group that is written in a conversational style; forum – an online place where people meet to share ideas and views on a particular topic; network – the way individual user's PCs are connected to each other; wiki – a website with information that users can edit and add to).<br>2. Focus learners on the text and ask them what kind of writing it is and where it is from. Elicit that it's a pros and cons/for and against essay written by a learner.<br>3. Have learners work in pairs to read and complete the text with the phrases in the box.<br>**CORE**<br>**Feedback**<br>Check answers with the class. Nominate individual learners to give an answer.<br>**Answers**<br>1 to share information; 2 devices; 3 smartphones; 4 at any time; 5 causes problems; 6 online activity |
| **Coursebook page 124** | **Reading: Activity 2**<br>1. Focus learners on the true/false questions and encourage them to work in pairs to try to remember the answers before reading the text again to check the information.<br>2. When you feed back on the answers with the class, check they understand the meaning of *information overload*.<br>**CORE**<br>**Feedback**<br>Check answers with the class. Nominate individual learners to give an answer.<br>**Answers**<br>1 F – networks are also mentioned; 2 F – the essay also mentions that social media is cheap and you can send messages from anywhere; 3 T; 4 T; 5 F Overall, the writer is in favour of social media. |
| | **Differentiation activities (Support):**<br>1. Have learners read the text first then answer the questions. |
| | **Differentiation activities (Stretch):**<br>1. Have learners write a one-sentence summary for each paragraph. |

| | |
|---|---|
| **Coursebook page 124** | **Speaking: Activity 3**<br>1. Go back to Lessons 4 and 5 and have learners read through and revise the phrases for giving opinions, the Speaking tip box on convincing someone in an argument and the Use of English box on balancing and contrasting ideas. Write some of the key phrases on the board for the learners to refer to in the following speaking activity.<br>2. Have learners prepare their arguments for and against social media to present to the class. They should present three separate arguments for and against and then give their own opinion. Encourage them to make some notes but to write key words only, not full sentences.<br>3. Have learners work in small groups to share their ideas and exchange opinions.<br>4. Circulate and monitor, encouraging learners to use the language and expressions on the board.<br>**CORE**<br>**Feedback**<br>Have a whole-class discussion and invite learners to share their opinions.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Have learners work with a partner to discuss and write three sentences to answer the questions.<br>2. Have each pair join with another pair to read their sentences and comment on each other's opinions. |
| | **Differentiation activities (Stretch):**<br>1. Have learners work in a small group: half the members brainstorm pros, the other half brainstorm cons.<br>2. Have the two sides debate whether there are more pros or cons to social media. |
| **Coursebook page 124** | **Writing: Activity 4**<br>1. Refer learner Use of English box in Lesson 5 on page 115 and write the structures on the board for reference.<br>2. Have learners use their notes and ideas from the speaking activity to draft a paragraph presenting their own opinion about social media in as persuasive a way as possible.<br>**CORE**<br>**Feedback**<br>Have learners swap paragraphs and peer-correct their partner's work. Circulate and monitor.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners can work with a partner. |
| | **Differentiation activities (Stretch):**<br>1. Learners work alone. |

| | |
|---|---|
| **Workbook page 107** | **Workbook: Activity 1**<br>1. Have learners put the tips into the correct categories.<br>2. Ask them to work in pairs to write an extra tip for each category.<br>**DESIRABLE**<br>**Feedback**<br>Nominate learners to give an answer.<br>**Answers**<br>A = Remember that some people online are not who they say they are.<br>B = Check your security settings often.<br>C = Think carefully before you post anything.<br>D = Do not download anything from the Internet without checking with your parents first. |
| **Workbook page 107** | **Workbook: Activity 2**<br>1. Have learners read and choose the true statements.<br>2. Have learners correct the false sentences in full.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to write the corrected statements on the board.<br>**Answers**<br>1 F It is difficult to delete anything you put online before people see it.<br>2 T<br>3 F You must take care with your privacy settings.<br>4 T<br>5 F You can't/shouldn't believe everything you read on the Internet.<br>6 T<br>7 F Passwords are necessary/important. |
| **Workbook page 107** | **Workbook: Activity 3**<br>1. Have learners work with a partner to write a set of step-by-step instructions. Tell them they must start and end with the sentences given and must take care not to leave out any steps.<br>**EXTENSION**<br>**Feedback**<br>Nominate learners to write a step on the board.<br>**Possible Answers**<br>Press the button to turn on your phone. Swipe to unlock the screen. Type in your password. Tap on the mail icon. Tap on the pencil icon at the bottom of your screen. In the 'To' box, type the address of the person you are emailing. In the 'Subject' box, write a title. Tap on the blank screen and type your message. When you have finished, tap on send. Check your 'sent' box to see if the message was sent successfully. |
| | **Differentiation activities (Support):**<br>1. Write word prompts on the board for each step in the procedure. |
| | **Differentiation activities (Stretch):**<br>1. If learners have access to a smartphone in class: Have learners swap their instructions with another learner. Learners should follow their partner's instructions in order to send an email to their partner. |

| Resources | Plenary |
|---|---|
| | 1. Have learners play a game of Snowman (also known as Hangman). Have a learner choose a word from the unit and write spaces on the board to represent the letters.<br>2. 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,<br>nose, mouth).<br>3. 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. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.1.1.10) 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.

(G8.3.1.1.6) Read and follow multi-step directions for preparing applications (for example, for a public library, bank saving account, etc.), how-to-do, or how to use or install a simple mechanical device.

(G8.4.1.1.8) Write multi-steps instructions and directions in a sequential form using appropriate connectors.

(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: 15 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 7** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To distinguish between pros and cons.<br>**Writing:** To write a statement expressing a personal opinion.<br>**Speaking:** To justify personal opinions. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• collocate verbs and phrases to do with foreign language learning and social media<br>• write about the benefits of learning a foreign language<br>• discuss the pros and cons of social media. |
| **Link to prior learning:**<br>• Unit 7 grammar and vocabulary<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Unit 7 vocabulary<br>**Key expressions/structure:** Unit 7 grammar | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 125 | | |

## UNIT 7 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Tell learners that this is a review lesson.<br>2. Ask them to work in groups and brainstorm all the areas they have covered in this unit and the language points they remember.<br>3. Feed back as a class and write them on the board.<br>4. Elicit some examples of each language point from the learners.<br>5. Ask learners to rate their level of confidence with each language area from 1–3 (1 = very confident, 2 = unsure, 3 = don't understand at all).<br>6. Ask learners to compare their answers in groups. |
| **Resources** | **Main activity** |
| **Coursebook page 125** | **Vocabulary: Activity 1**<br>1. Ask learners to look at the words and reorder the letters to make vocabulary from the unit.<br>**CORE**<br>**Feedback**<br>Nominate learners to write an answer on the board.<br>**Answers**<br>1 password; 2 surf; 3 overload; 4 electronic device; 5 security |
| **Coursebook page 125** | **Vocabulary: Activity 2**<br>1. Ask learners to match the verb with the phrase.<br>2. When they have finished, have learners check with a partner using the Coursebook for reference.<br>**CORE**<br>**Feedback**<br>Invite learners to give an answer.<br>**Answers**<br>update your status; connect with new friends online; check your emails; stay safe online; keep in touch with old friends; download an app; upload a photo |
| | **Differentiation activities (Support):**<br>1. Ask learners to work with a partner and use the Coursebook unit for reference. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to work alone without referring to the Coursebook. |

| | |
|---|---|
| **Coursebook page 125** | **Vocabulary: Activity 3**<br>1. Ask learners to complete the text about world languages working individually.<br>2. Ask them to compare their answers with a partner before you take feedback from the class.<br>**CORE**<br>**Feedback**<br>As you take feedback make sure you have learners practise the pronunciation of the words.<br>**Answers**<br>1 extinct; 2 fluently; 3 native; 4 spoken; 5 speakers; 6 global; 7 dialects; 8 characters; 9 bilingual; 10 population |
| **Coursebook page 125** | **Speaking: Activity 4**<br>1. Ask learners to work with a partner to read the sentences and decide which are advantages (pros) and which are disadvantages (cons) and whether they relate to social media use only and/or general Internet use.<br>2. Ask learners to write them in two lists and add as many examples of their own as possible.<br>**CORE**<br>**Feedback**<br>Take feedback from the class and write two lists on the board. Elicit further examples from individual learners and add them to appropriate lists.<br>**Answers**<br>Using the Internet Pros: d, h Cons: a, b, c, f<br>Using social media Pros: e, h Cons; a, b, c, f, g |
| **Resources** | **Plenary** |
| | 1. Put learners into groups and tell them they are going to have a competition to see who can give the best short presentation about staying safe online. The class will vote for the best presentation.<br>2. Set a time limit for groups to brainstorm their ideas and prepare their presentations. Encourage learners to think of ways of making what they say interesting by using visuals (drawing on the board, miming). Insist that all members of each group must participate in presenting to the class.<br>3. When the time is up, have groups take turns to make their presentations. The class votes for the most interesting and most helpful presentation. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.2.1.1.10) 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*).

(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 learned previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

| LESSON PLAN | | LESSON: 16 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 7** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To collaborate on the design of a poster about social media safety; to discuss the purpose and features of the poster; to present the finished poster.<br>**Writing:** To brainstorm and make notes.<br>**Reading:** To read prompt questions as a basis for brainstorming; to read brainstorming notes as a basis for a presentation-writing activity. | • research and design a poster about social medial safety. |

**Link to prior learning:**

- Lessons 11–12 staying safe online

**21st Century Skills:**

- Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills

**Key vocabulary:** *guidelines, layout, effective, attractive*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- 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 126

PCM 3

Large sheets of card or paper, coloured pens and or crayons, magazines to cut out images from, scissors, glue

## UNIT 7 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to think back to Lesson 10 and get them to summarise what they learned about the class's social media use – for example how much the members of the class use social media sites, which ones they use, what they use them for, etc. |
| **Resources** | **Main activity** |
| **Coursebook page 126** | **Preparation: Activity 1**<br>1. Tell learners that they are going to work in groups to design a poster about social media safety.<br>2. Focus attention on the questions and ask learners to discuss them in small groups whilst you circulate and monitor, helping with ideas and vocabulary.<br>3. Take feedback as a class.<br>**CORE**<br>**Feedback**<br>Nominate a learner from each group to summarise their group's discussion about their experiences with using social media. Invite any further comments or observations.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 126**<br>**PCM 3** | **Preparation: Activity 2**<br>1. Focus attention on the topics in the box and tell learners that you want them to think of/remember two things that a social media user could do in relation to each one to help him or her stay safe on line.<br>2. Distribute the PCM 3 and ask learners to discuss the questions about things they would and would not feel comfortable about posting on social media in small groups. (Set at time limit, for example 15 minutes). Monitor and help with ideas and vocabulary.<br>3. When time is up, ask learners to go back to their individual desks and use the ideas from the discussion to help them write sentences for the poster. Direct them to the speech bubbles with example sentences and encourage them to use similar structures – *You should/shouldn't …; Never …; Always …; Think about …,* etc.<br>**CORE**<br>**Feedback**<br>Don't take any general feedback at this point but monitor the process and offer advice and corrections as necessary. Ask learners to exchange their sentences and peer-correct them.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Direct learners to Units 11 and 12 in the Coursebook and Workbook and allow them to use these directly as a source of language and ideas. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write more than two sentences for each topic. Encourage them to use the full range of structures suggested to present their ideas and to make sure there is variety in the way the way they express themselves.<br>2. Give them the freedom to write sentences on other related topics besides those suggested. |

| | |
|---|---|
| **Coursebook page 126** | **Preparation: Activity 3**<br>1. Ask pairs to come together into groups of four to select and compose at least six sentences or phrases that will form the basis of their poster.<br>**CORE**<br>**Feedback**<br>Circulate and monitor.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 126** | **Preparation: Activity 4**<br>1. Learners create their poster. Distribute large sheets of blank paper and materials such as coloured pens or crayons and/or magazines to cut pictures out of, scissors and glue.<br>2. Go through the step-by-step instructions with the class and encourage the groups to take the time they need to plan and think carefully about layout.<br>3. Set a time limit for the groups to finish their final draft.<br>**CORE**<br>**Feedback**<br>Circulate and monitor, offering ideas and feedback as necessary. |
| **Resources** | **Plenary**<br>1. If time allows, let groups have several attempts at making different styles of posters to find out which one is the most effective and visually attractive.<br>2. Display the posters round the class and let learners walk round and critique each other's work. Take feedback on which posters are the most effective at getting their message across and why. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.1.1.7) 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.

(G8.4.1.1.2) Produce posters, brochures, leaflets and advertisements.

(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: 7** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**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.<br>**Writing:** To brainstorm and make notes; to write sentences using participle adjectives.<br>**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 ...**<br>• deliver a presentation on social media safety<br>• follow other presentations, making notes and asking questions to elicit information<br>• express agreement, disagreement and personal opinion about the information in the presentations. |
| **Link to prior learning:**<br>• Lessons 11–12 Staying safe online<br>**21st Century Skills:**<br>• Learning and Innovation: Reinforce learning to develop, implement and communicate new ideas in English effectively to others | | |
| **Key vocabulary:** *in conclusion, focus, sum up* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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 shyer learners hold up the pictures. | | |
| **Resources/equipment needed:**<br>Coursebook page 127<br>Audio Track 26<br>Posters from Lesson 16 | | |

## UNIT 7 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to brainstorm things to remember when giving a presentation/ speaking on front of the class.<br>2. Elicit ideas from the group and build up a list on the board, for example *speak slowly and clearly, check people can hear you, face your audience and look at them (even if you feel shy)*. These will be revisited and expanded in Activity 7. |
| **Resources** | **Main activity** |
| **Coursebook page 127** | **Presentation: Activity 5**<br>1. Ask learners to read the headings and work in pairs to put them in the logical order for a good presentation.<br>2. Circulate and monitor, helping where necessary.<br>3. Take feedback from the class.<br>**CORE**<br>**Feedback**<br>Nominate different learners to write the answers in consecutive order on the board.<br>**Answers**<br>1 Greetings and introduction<br>2 State purpose of presentation<br>3 Give the main content<br>4 Summary/conclusion<br>5 Question time<br>6 Thank audience/say goodbye |
| **Coursebook page 127**<br>**Audio Track 26** | **Presentation: Activity 6**<br>1. Ask learners to read the useful expressions for giving a presentation in pairs and try to complete them with the words in the box.<br>2. When learners are ready, play the audio for them to check their answers. Ask if there any questions about meaning and check understanding of *focus* and *sum up*.<br>**CORE**<br>**Feedback**<br>Ask learners to listen again and repeat each phrase in order to practise their pronunciation and intonation.<br>**Answers**<br>1 talk; 2 focus; 3 start; 4 Secondly; 5 see; 6 sum |

| | |
|---|---|
| **Coursebook page 127** | **Presentation: Activity 7**<br>1. Ask learners to study the guidelines or tips for preparing and then giving their presentation and classify them into the appropriate column in the table. Make it clear that some apply to both stages.<br>2. Take feedback and then set a specified time (20–30 minutes) for the groups to prepare and practise the presentations of their posters. Emphasise that every member of the group must participate in presenting to the class.<br>3. Learners prepare and practise while you monitor and help as necessary.<br>**CORE**<br>**Feedback**<br>Draw the table on the board and elicit the correct answers to complete it from the class. Check learners understand what each statement means.<br>**Answers**<br>Preparing your presentation: a, b, c, d, f<br>Presenting to the class: a, d, e, g, h |
| **Coursebook page 127** | **Presentation: Activity 8**<br>1. Groups take turns to make their presentations to the class.<br>2. The other learners listen and make notes. The class should try to ask at least one question in the 'question time' stage of each presentation. Be prepared with prompts and if necessary nominate a confident learner to ask the question.<br>**CORE**<br>**Feedback**<br>Take feedback as the plenary stage, see below. |
| **Resources** | **Plenary** |
| **Coursebook page 127** | 1. Ask learners to discuss in their groups the strengths and weaknesses of each presentation. Ask them which presentation they thought was the best, using the guidelines in Activity 7 as a basis.<br>2. Ask each group to give feedback on one of the presentations (you tell them which), giving two weak points and two strong points. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.1.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.

(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.

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

(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.

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To discuss someone's attitude towards technology.<br>**Reading:** To interpret opinions from statements.<br>**Writing:** To express opinions about technology. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• talk about someone's attitude to technology<br>• read and evaluate opinions<br>• express the advantages and disadvantages of some technologies. |
| **Link to prior learning:**<br>• Knowledge of technology; use of prepositions<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *technology, advantage, disadvantage*<br>**Key expressions/structure:** *one of the advantages/disadvantages of …* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may not be used to be expressing balanced arguments. They may wish to express only their own opinions about the technologies discussed, but encourage them to think of the disadvantages as well as the advantages of each. | | |
| **Resources/equipment needed:**<br>Coursebook page 128<br>Workbook page 108<br>Pictures or real items of technology being discussed for example mobile phone, iPad | | |

## UNIT 8 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Introduce the theme of the unit and the title of the first section. Elicit what learners think they will be studying.<br>2. Ask learners if they like technology. Show a few pictures (or real items) and ask the class if they have these and what the name is in English.<br>3. Focus on the questions about the advantages and disadvantages of mobile phones. You may consider writing these on the board. |
| **Resources** | **Main activity** |
| **Coursebook page 128** | **Speaking: Activity 1**<br>1. Focus on the prompts and check that learners know the vocabulary.<br>2. Working in pairs, ask learners to talk about their chosen person using the prompts.<br>3. When they have finished, you may ask a few learners to share who they have been talking about with the class.<br>**CORE**<br>**Feedback**<br>Circulate, listening to learners' exchanges. Make notes of mistakes for remedial work.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 128** | **Reading: Activity 2**<br>1. Learners read the texts about two young people, one of whom loves technology while the other does not. They read the opinions and decide who says what. Tell the class to ignore any new vocabulary at this point.<br>2. When they have finished, they compare their ideas with a partner.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers as a class. Encourage learners to explain why they have made their choices. What elements helped them decide?<br>**Answers**<br>2 Lena; 3 Ahmed; 4 Lena; 5 Lena; 6 Lena; 7 Ahmed; 8 Ahmed; 9 Lena; 10 Ahmed |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can write a short paragraph saying who they most agree with, Lena or Ahmed, and why. |
| **Workbook page 108** | **Workbook: Activity 1**<br>1. Learners follow up the reading activity by considering the advantages and disadvantages on some aspects of technology.<br>**CORE**<br>**Feedback**<br>Elicit and discuss some of the arguments learners produce. Encourage them to justify or elaborate on some of them.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Learners who need more support can work in pairs to stimulate ideas and help each other. |
| | **Differentiation activities (Stretch):**<br>1. Encourage learners who need stretching to give more arguments for and against the technologies. |
| **Workbook page 108** | **Workbook: Activity 2**<br>1. If there is time, learners can complete this activity to revise technology-related vocabulary.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>1 Internet; 2 download, Internet; 3 app; 4 mobile phone; 5 Skype, email |
| **Resources** | **Plenary** |
| | 1. Based on the arguments written in Workbook Activity 1, hold a class discussion on the advantages and disadvantages of the latest technology in general.<br>2. Ask: *What do they think are the best gadgets? Which gadgets have they used, or heard about, that don't work well? What do they think technology will bring in the future? Is there any new technology that worries them (for example robots taking over the world)?* |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.2.1.1) 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.

(G8.3.2.1.2) Identify an author's point of view or purpose in a text, analyse how the author acknowledges or responds to conflicting evidence or viewpoints.

| LESSON PLAN | | LESSON: 2 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To discuss written opinions and evaluate how convincing the reasoning is; to discuss translation of technological terms.<br>**Writing:** To write a paragraph expressing opinions on various gadgets. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• evaluate opinions given in a text<br>• use topic-related vocabulary to solve a crossword puzzle<br>• write at least one paragraph expressing opinions on gadgets. |
| **Link to prior learning:**<br>• Expressing views and opinions; knowledge of vocabulary of modern gadgets<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *app, blog, Internet access, wi-fi, signal, download, social networking, gadget*<br>**Key expressions/structure:** Expressing opinions, for example *in my opinion, I think/believe … because …, I like …, it's really useful* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Not applicable | | |
| **Resources/equipment needed:**<br>Coursebook page 129<br>Workbook page 109 | | |

## UNIT 8 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Discuss with the learners what gadgets they have got, and what they use them for.<br>2. Discuss which are their favourite gadgets, and why. |

| Resources | Main activity |
|---|---|
| **Coursebook pages 128–129** | **Speaking: Activity 3**<br>1. Learners quickly read the text in Activity 2 again and then discuss the question *Who gives the most convincing reasons, Ahmed or Lena?*<br>**CORE**<br>**Feedback**<br>Elicit answers and discuss. What are the convincing reasons given by Ahmed and Lena?<br>**Answers**<br>Learners' own answers |
| **Coursebook page 129** | **Speaking: Activity 4**<br>1. Ask the class to look at the words. Check that they know their meaning.<br>2. Ask them what these words and phrases are in their language. In fact, although Arabic words exist, for these usually the English words are used. This is common with words related to modern technology. Ask them why they think this might be. (Most scientific and technological research is conducted in English so when something new is developed it is given a name in English. Very often these words are also used by speakers of other languages so there is not always a word for them in their language.)<br>**CORE**<br>**Feedback**<br>Elicit and discuss as above.<br>**Answers** |

| | |
|---|---|
| 1 app | التطبيق |
| 2 blog | مدونة |
| 3 Internet access | خدمة الإنترنت |
| 4 wi-fi | واي فاي |
| 5 signal | إشارة |
| 6 to download | تحميل |
| 7 social networking | شبكات التواصل الاجتماعي |

The English words can all be used in Arabic except that 'social networking' is usually referred to as 'chatting' or using 'facebook/twitter'.

| | |
|---|---|
| **Workbook page 109** | **Workbook: Activity 3**<br>1. Learners solve the crossword puzzle to apply the vocabulary they have been using.<br>**DESIRABLE**<br>**Feedback**<br>Circulate as learners work and discuss with them any problems that arise. Elicit and discuss answers once they have completed the puzzle.<br>**Answers**<br>**Across:** 4 mobile; 6 chat; 7 receive; 8 app; 9 signal; 12 download<br>**Down:** 1 wi-fi; 2 blog; 3 desktop; 5 access; 10 laptop; 11 Internet |
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs to help one another. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can work in pairs to make a small crossword puzzle (no more than six words) of their own. They can use some of the words and clues from the original puzzle, and add in a few of their own. |
| **Coursebook page 129** | **Writing: Activity 5**<br>1. Ask learners to look at the pictures and elicit the names of some of the gadgets shown. Elicit what they are used for.<br>2. Ask the class to think about Lena and Ahmed in Activity 2. Tell them to reflect and decide who they are most similar to.<br>3. They write a short paragraph giving their views about the gadgets in the pictures and discussed so far in the unit. Tell them to include some of the phrases from Exercises 1 and 2.<br>**CORE**<br>**Feedback**<br>Circulate, looking at the learners' work and ask questions about it. Take notes of recurrent mistakes for remedial work.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Tell these learners to focus on their view of just a few gadgets. Encourage them to look back to Exercise 2 and use some of the phrases. |
| | **Differentiation activities (Stretch):**<br>1. These learners can write about more gadgets, and write more than one paragraph. |
| **Resources** | **Plenary** |
| | 1. Ask some learners to read out part of what they wrote in the previous activity, and discuss the ideas with the class.<br>2. Find out whether the class as a whole agrees more with Lena or with Ahmed on their attitude to gadgets and technology. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.4.1.1) 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.

(G8.4.1.1.5) 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: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To skim a text for gist and match sections to headings; to identify the meaning of new words, and use them in context.<br>**Speaking:** To discuss the potential uses of VR. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• skim and match sections of a text to headings<br>• show awareness of the role of headings in the structure of a text<br>• use new vocabulary in context<br>• discuss the use of new technology. |
| **Link to prior learning:**<br>• Knowledge of modern technology; vocabulary of technology<br>**21st Century Skills:**<br>• Learning and Innovation: Reinforce learning to develop, implement and communicate new ideas in English to others effectively | | |
| **Key vocabulary:** *artificial, alternative, goggles, headphones, helmet, architect, virtual, cardboard*<br>**Key expressions/structure:** Talking about uses/purposes | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may give up too easily if they encounter a text they think is 'difficult'. They need to be trained to use all possible clues to help them comprehend a text. This lesson focuses them on the use of headings to ensure they exploit these to help them find their way around texts. | | |
| **Resources/equipment needed:**<br>Coursebook page 130<br>Workbook page 110 | | |

## UNIT 8 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Hold a short plenary discussion on what learners know, or can guess, about virtual reality (VR). (There have been some demonstrations of it at recent Abu Dhabi Science Festivals so the school science teachers may be able to help you with pictures and examples.) |
| **Resources** | **Main activity** |
| **Coursebook page 130** | **Reading: Activity 1**<br>1. Introduce the article to the learners, explaining that it comes from a magazine, and ask them to read the four headings.<br>2. They skim the article to get the gist of each section and match the headings. Tell them to do this quickly and not to try to read every word at this stage.<br>**CORE**<br>**Feedback**<br>Elicit the answers. Discuss what information they found in each section to help them match it to its heading.<br>**Answers**<br>1 What is it?<br>2 How does it work?<br>3 What's it used for?<br>4 Can everyone use it? |
| **Workbook page 110** | **Workbook: Activity 1**<br>1. Learners read the text again in the Coursebook to focus on vocabulary.<br>2. Explain to the learners that they<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>1 architect; 2 helmet; 3 cardboard; 4 virtual; 5 alternative; 6 goggles; 7 artifical; 8 headphones |
| | **Differentiation activities (Support):**<br>1. Learners requiring more support can work with a partner so that they can assist one another. Circulate and give support to these pairs, encouraging them to look carefully at the whole sentences to help work out the meaning of unknown words. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can move straight on to the next Workbook activity. |

| | |
|---|---|
| **Workbook page 110** | **Workbook: Activity 2**<br>1. Learners consolidate the meaning of the new words by using them in a context.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>1 architect; 2 virtual; 3 alternative; 4 cardboard; 5 headphones; 6 helmet; 7 goggles; 8 artificial |
| | **Differentiation activities (Support):**<br>1. Make sure learners have the correct answers to Workbook Activity 1 before they do this activity. They can check their answers with a partner when they have finished. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write sentences of their own using the words. |
| **Coursebook page 130** | **Speaking: Activity 2**<br>1. Learners discuss applications for VR. They can start with those mentioned in the text but encourage them to think of their own ideas.<br>**CORE**<br>**Feedback**<br>Circulate and monitor as learners discuss. Make a note of any recurring errors for remedial work.<br>**Answers**<br>Learners' own answers |
| **Workbook page 110** | **Workbook: Activity 3**<br>1. Learners that need stretching can work in pairs to discuss and develop a proposal for a new app.<br>**EXTENSION**<br>**Feedback**<br>Circulate and monitor as learners discuss. Make a note of any recurring errors for remedial work.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. Elicit some of the ideas for uses of VR suggested in the Speaking activity (and also some of the proposals for new apps in Workbook Activity 3 if time). Where possible, encourage use of, or model examples using the language of expressing purpose, for example, *to, in order to, so that*, which is the focus of the next lesson. For example, *VR can be used with astronauts so that they know what it's like to live on a spaceship.*<br>2. Discuss with the class which they think are the best ideas. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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).

(G8.3.2.1.1) 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.

(G8.3.4.1.1) 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: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To express the purpose of a smartphone.<br>**Writing:** To write sentences expressing purpose using a variety of structures. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• talk about purpose<br>• write sentences expressing purpose using a range of structures. |
| **Link to prior learning:**<br>• Structures for expressing purpose<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *purpose*<br>**Key expressions/structure:** *to* + infinitive *(infinitive of purpose), in order (not) to* + infinitive, *so that, so as not to* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• learners may use the *-ing* form of the verb in place of the infinitive, but continue to remind them that after to we always use the infinitive (or simple form of the verb) | | |
| **Resources/equipment needed:**<br>Coursebook page 131<br>Workbook page 111<br>A smartphone (or picture) | | |

## UNIT 8 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. To lead in to the topic of the lesson (expressing purpose) tell learners about your weekend saying what you did and why using the infinitive of purpose (*to* + infinitive), for example *I went to the gold souk in Dubai to buy a new ring.*<br>2. Ask learners about where they went and what they did at the weekend. Ask them why they went there or did what they did. Guide them to use the infinitive of purpose in their answer. |
| **Resources** | **Main activity** |
| **Coursebook page 131** | **Use of English: Activity 3**<br>1. Read and discuss the Use of English box with the class. You may need to explain to the learners the details in the Use of English box if they have any questions.<br>2. Ask learners to supply more examples and write them in their notebooks.<br>3. Tell learners to read and match the two halves of each sentence. Then they join them using *to, so that* or *so as not to.*<br>4. When they have finished, ask them to compare their answers with a partner before checking them as a class.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers. If there is any doubt, write the correct answers on the board and bring attention to the target structures.<br>**Answers**<br>1 b You can download apps *to* help you learn a language.<br>2 c I always take my mobile phone with me when I go out *so that* I can call my parents to tell them where I am.<br>3 e I use my iPod with headphones *so as* not to disturb Mum and Dad.<br>4 a I sent you a text *to* ask if you wanted to go to the cinema.<br>5 d You need to turn off the alarm on your mobile *so that* it doesn't wake you up at 5am!<br>6 f I've sent you my email address *so that* you can get in touch with me. |
| | **Differentiation activities (Support):**<br>1. For learners requiring more support, divide the activity into two parts. Elicit the two halves of the sentences and write them on the board with gaps. They can then focus more clearly on the structure required. |
| | **Differentiation activities (Stretch):**<br>1. Ask these learners to write a few sentences of their own using the target structures. |

| | |
|---|---|
| **Coursebook page 131** | **Speaking: Activity 4**<br>1. Show a smartphone (or picture) and make sure they know the name. Ask who has one and, briefly, what they use it for.<br>2. Refer learners to the *Did you know?* box, to explain how the term 'smart' is used in relation to a phone or a TV.<br>3. Learners work in groups to think of as many purposes of a smartphone that they can. Check that they know the meaning of the word *purpose*.<br>4. Ask the group that has found the most purposes to report back. Tell them to use *to* + infinitive when giving their sentences.<br>5. Invite other groups to add any alternative sentences.<br>**CORE**<br>**Feedback**<br>Focus on the key structure and ask learners to re-express any sentences that don't use it. If necessary, do some repetition of some sentences using the structure, for example, *I use the clock on my smartphone to tell me the time.*<br>**Answers**<br>Learners' own answers |
| **Workbook page 111** | **Workbook: Activity 4**<br>1. This exercise reinforces the work done using the infinitive of purpose (*to* + infinitive).<br>2. Learners work independently but ask them to check their answers in pairs.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>2 My mum went into town to buy a new mobile phone.<br>3 I phoned you to ask you about the maths homework.<br>4 He looked at the map on his phone to find the cinema. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can write one or two pairs of sentences using those in the exercise as a model. They can then exchange them with a friend to combine the sentences. |
| | **Differentiation activities (Support):**<br>1. If learners are struggling, write the first two or three words of each possible answer on the board. |
| **Workbook page 111** | **Workbook: Activity 5**<br>1. This activity gives practice in the use of *in order (not) to* which is more formal than *to* alone. It is also followed by an infinitive verb.<br>2. Learners can work independently or in pairs for variety.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>2 I saved up some money in order to buy an iPod.<br>3 I took my phone with me in order not to miss your call.<br>4 Our teacher told us to use the Internet in order to do some research. |

| | |
|---|---|
| **Workbook**<br>**page 111** | **Workbook: Activity 6**<br>1. This activity practises the use of *so that* to express purpose. Introduce the example sentence and point out the use of *could* or *would* when it is used about a purpose in the past.<br>2. Learners work independently but then ask them to work in pairs to compare and discuss answers.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>2 I gave my cousin my email address so that she could send me her holiday photos.<br>3 I put my phone on silent so that I wouldn't disturb anyone.<br>4 I bought myself an iPad so that I could work at home, at school and anywhere else. |
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs to help each other. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can write one or two pairs of sentences using those in the exercise as a model. They can then exchange them with a friend to combine the sentences. |
| **Resources** | **Plenary** |
| | 1. Hold a general discussion on what learners want to do after school today, at the weekend, in the holidays, etc. Keep asking *Why?* about the plans and guide them to explain the purpose of what they want to do, using any of the target structures. For example, *I want to go to the sports park. Why do you want to go to the sports park? To play basketball. Why do you play basketball? So that I can have fun and keep fit.* |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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 purpose.

(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.

(G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of expressing purpose.

| LESSON PLAN | | LESSON: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To discuss research and agree on information to be used.<br>**Reading:** To read a text for gist and make comparisons. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• present some information about Australia as a result of research<br>• identify key points concerning the uniqueness of education in the Australian Outback. |
| **Link to prior learning:**<br>• Geography and knowledge of Australia; research skills<br>**21st Century Skills:**<br>• Global Awareness: Understand other nations, languages and cultures<br>• Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively and critically in English | | |
| **Key vocabulary:** *outback, satellite, headphones, microphone, webcam*<br>**Key expressions/structure:** Negotiating in pairs on the research and content of the mini-project | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may have preconceptions about Australia. Encourage them to find positive and interesting facts about the country. | | |
| **Resources/equipment needed:**<br>Coursebook page 132<br>Workbook page 112<br>PCM 4<br>World map<br>Photos of the Australian outback (a web search for 'Australian outback images' will find many)<br>PCM 4<br>Research sources, i.e. the Internet | | |

## UNIT 8 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Introduce the title of the lesson (The School of the Air). Ask the class what they think it may mean.<br>2. Ask the class how their school today is different from the school their parents went to, and how it might change in the future.<br>3. Elicit ideas from the class. |
| **Resources** | **Main activity** |
| **Coursebook page 132**<br>**PCM 4** | **Speaking: Activity 1**<br>1. Display a map of the world and ask the class to locate Australia on it.<br>2. Ask learners what they know about Australia. How big do they think the country is?<br>3. Show pictures of the Australian Outback and explain the word 'outback'. Explain that the Outback is the vast, remote, arid interior ofAustralia. The term 'the outback' is often used to refer to locations that are comparatively more remote than other areas in a country, such as towns, cities or small rural areas.<br>4. Distribute the outline map of Australia (PCM 4). Tell them to label the map with the three main cities of *Sydney, Melbourne* and *Perth,* the *Outback* and the *Great Barrier Reef* (write these on the board). They should do research using the Internet to complete this activity.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>1 The Great Barrier Reef; 2 The Outback; 3 Sydney; 4 Melbourne; 5 Perth |
| **Workbook page 112** | **Workbook: Activity 1**<br>1. Refer learners to the Did you know? boxes in the Coursebook and tell them to work in pairs to prepare one about Australia. They work in pairs to find two or three interesting facts about Australia using the Internet.<br>**CORE**<br>**Feedback**<br>Circulate and monitor the research and discussions. Make notes of recurring errors for remedial work. Ask learners to display their Did you know? boxes on the walls for discussion.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 132** | **Reading: Activity 2**<br>1. Tell the class to read the article about the School of the Air to answer the question.<br>2. Learners discuss the answer in pairs before they report back.<br>**CORE**<br>**Feedback**<br>Elicit answer and discuss as a class.<br>**Answers**<br>It's a system of schooling used in the Outback in which learners study at home with a teacher who is in another place. |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Make it clear to these learners they only need to get the gist of this article in order to answer the question. They will get the opportunity to read it again to understand the detail. |
| **Workbook page 112** | **Workbook: Activity 2**<br>1. Learners read the text again and complete the table to record the differences.<br>**CORE**<br>**Feedback**<br>Elicit and check as a class.<br>**Example answers**<br>2 teacher in the classroom/teacher in a studio<br>3 teacher and learners talk in the classroom/teacher and learners talk using webcams, microphones, computers and a satellite<br>4 give homework to teacher/send homework by email<br>5 see other learners every day/see other learners once a year at sports day |
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs to support one another. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can do the next Workbook activity. |
| **Workbook page 112** | **Workbook: Activity 3**<br>1. Learners write a paragraph to give their opinions about the School of the Air.<br>**EXTENSION**<br>**Feedback**<br>Elicit and check answers.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. Discuss with learners if they would like to study at home as with the School of the Air. Draw out their opinions and make comparisons with their own schooling. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.4.4.1.2) 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: 6 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To identify and understand key vocabulary of technology in a text; to summarise paragraphs by writing headings.<br>**Speaking:** To express advantages and disadvantages. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• use new vocabulary appropriately<br>• write headings for paragraphs in a text<br>• express opinions on advantages and disadvantages. |
| **Link to prior learning:**<br>• Work on School of the Air text in previous lesson; knowledge of structure of explanatory texts, for example headings; vocabulary of technology<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *studio, satellite, webcam, laptop, microphone, interactive whiteboard, headphones*<br>**Key expressions/structure:** Expressing advantages and disadvantages | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners need to realise that the perceived advantages or disadvantages of something are an opinion, not a fact. In reference to the text they discuss here, some people will consider not going to school and learning from home to be an advantage, but for others this will be a disadvantage because they have no opportunity to meet friends. Encourage them to discuss this and to respect the opinions of others. | | |
| **Resources/equipment needed:**<br>Coursebook page 133<br>Workbook page 113 | | |

## UNIT 8 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Elicit and revise what learners learned about Australia and the School of the Air in the previous lesson. Ask some more learners to read out what they put in their Did you know? boxes, and discuss with the class. |
| **Resources** | **Main activity** |
| **Coursebook page 133** | **Reading: Activity 3**<br>1. Remind learners of the work they did on matching headings in Lesson 3. Tell learners to read the Reading strategy box.<br>2. Ask them to find the main idea of each paragraph and write headings.<br>3. When they have finished, ask them to compare their headings with others in a group and discuss any differences.<br>4. Copy the headings on the board and discuss as a class.<br>**CORE**<br>**Feedback**<br>Elicit the headings and write them on the board. Discuss them as a class and decide on the best.<br>**Example answers**<br>Paragraph 2: How it works<br>Paragraph 3: A learner talks about his experience<br>Paragraph 4: A model for the future? |
| | **Differentiation activities (Support):**<br>1. Learners work in pairs to help and support one another. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write sentences of their own using the vocabulary. |
| **Coursebook page 133** | **Reading: Activity 4**<br>1. Tell learners to read the definitions.<br>2. Then they re-read the text and look for the words to match the definitions.<br>**CORE**<br>**Feedback**<br>Elicit answers and check as a class.<br>**Answers**<br>1 studio; 2 satellite; 3 webcam; 4 laptop; 5 microphone; 6 interactive whiteboard |
| | **Differentiation activities (Support):**<br>1. Used mixed-ability groups for Stage 4 so that learners who need support can get some help from others. |
| | **Differentiation activities (Stretch):**<br>1. These learners should lead the groups. |

| | |
|---|---|
| **Coursebook page 133** | **Speaking: Activity 5**<br>1. Introduce the activity and the phrases to talk about advantages and disadvantages.<br>2. Learners discuss in pairs.<br>**CORE**<br>**Feedback**<br>Circulate and monitor the discussions. Make notes of recurring errors for remedial work.<br>**Answers**<br>Learners' own answers |
| **Workbook page 113** | **Workbook: Activity 4**<br>1. Learners re-order the letters and write correct words.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and check as a class.<br>**Answers**<br>1 satellite; 2 headphones; 3 microphone; 4 webcam; 5 interactive whiteboard |
| **Workbook page 113** | **Workbook: Activity 5**<br>1. Learners look at the pictures and write sentences.<br>**EXTENSION**<br>**Feedback**<br>Elicit and check answers.<br>**Example answers**<br>1 You find it in space. It goes around the earth. It receives and sends signals.<br>2 You wear them when you're listening to music and you don't want everyone else to hear.<br>3 It records sound in order to send it electronically.<br>4 It records moving pictures and sound so that they can be shown on the Internet as they happen.<br>5 Learners' own answers |
| **Resources** | **Plenary**<br>1. Elicit a discussion about the items of technology featured in the Workbook pictures.<br>2. If learners have not completed Workbook Activity 2, do this orally, discussing what the items are used for. If they have completed it, elicit and discuss answers. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.2.1.5) Identify structural features of explanatory text.

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

| LESSON PLAN | | LESSON: 7 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen for specific information; to listen for detail.<br>**Speaking:** To discuss the use and purpose of gadgets; to reflect on recent learning. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify key details from a recorded dialogue<br>• discuss advantages and disadvantages<br>• express use and purpose<br>• reflect on their recent learning. |
| **Link to prior learning:**<br>• Lexis and content related to e-technology in unit<br>**21st Century Skills:**<br>• 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 vocabulary:** *smartwatch, selfie*<br>**Key expressions/structure:** Recycling of language related to expressing purpose/use, and advantages and disadvantage | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 134<br>Workbook page 114<br>Audio Track 27 | | |

## UNIT 8 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to reflect on what they have done in the unit and think about which are the most interesting gadgets and aspects of e-communication they have learned about. Encourage them to look back through the unit and their work. Elicit and discuss some opinions (this will be developed in the self-assessment activity). |
| **Resources** | **Main activity** |
| **Coursebook page 134**<br>**Audio Track 27** | **Listening: Activity 1**<br>1. Explain to learners that they are going to listen to a conversation between two friends. They talk about a birthday present in the conversation. Learners only have to identify which present so they should not worry about understanding every word at this stage.<br>2. Play the audio once without pause.<br>**CORE**<br>**Feedback**<br>Elicit the answers. Discuss what else the learners have already understood.<br>**Answers**<br>b a smartwatch |
| **Coursebook page 134**<br>**Audio Track 27** | **Listening: Activity 2**<br>1. Tell learners to read the Listening strategy box and then to read all the statements.<br>2. Play the audio.<br>3. They discuss their answers in pairs.<br>4. Play the audio again for learners to check and complete their answers.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the answers.<br>**Answers**<br>1 b; 2 a; 3 c; 4 c; 5 b |
| | **Differentiation activities (Support):**<br>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.<br>2. To make the listening easier, break the recording up into chunks by pausing after every few interchanges. Play it several times. |
| | **Differentiation activities (Stretch):**<br>1. Learners that successfully identify the answers after one playing can move directly on to one of the Workbook activities. |

| | |
|---|---|
| **Workbook page 114** | **Workbook: Activity 1**<br>1. Learners work in pairs and make notes. Encourage them to use their own thoughts and ideas as well as what is said in the recording.<br>**CORE**<br>**Feedback**<br>Circulate and monitor as learners discuss. Make notes of recurring errors for remedial work.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 134** | **Speaking: Activity 3**<br>1. Learners discuss any gadget – those discussed in the unit so far and any other they want to talk about. Encourage them to use the language of expressing purpose practised in previous lessons.<br>**DESIRABLE**<br>**Feedback**<br>Circulate and monitor as learners discuss. Make notes of recurring errors for remedial work.<br>**Answers**<br>Learners' own answers |
| **Workbook page 114** | **Workbook: Activity 2**<br>1. Learners write sentences about smartwatches using the target structures.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and discuss sentences.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Elicit and write a few example sentences on the board using the structures. |
| **Workbook page 114** | **Workbook: Activity 3**<br>1. For fast-finishing learners, they can work in pairs and write their own ad.<br>**EXTENSION**<br>**Feedback**<br>Circulate as learners work and discuss with them.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| **Coursebook page 134** | **Self-assessment**<br>1. Learners look at the self-assessment statements and reflect on their recent learning and how well they can do the tasks. Tell them to look back through the unit as they work.<br>2. Elicit their thoughts on what they have achieved.<br>3. Use this opportunity to do any remedial teaching required. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

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

(G8.4.1.1.2) Produce posters, brochures, leaflets and advertisements.

| LESSON PLAN | | LESSON: 8 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Writing:** To use the future passive to make predictions.<br>**Speaking:** To make predictions and discuss the future, using the future passive. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• make oral predictions and discuss the future using the future passive<br>• make written predictions using the future passive. |
| **Link to prior learning:**<br>• Ways of expressing the future (particularly the *will* future); the passive voice<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *voice-to-text technology, solar power, ski*<br>**Key expressions/structure:** The future passive (*will be* + past participle) | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• The uses of the passive can be challenging for learners so revise work done previously on the present and past passive before moving on to a new tense. | | |
| **Resources/equipment needed:**<br>Coursebook page 135<br>Workbook page 115 | | |

## UNIT 8 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Introduce the lesson topic and tell learners to look at the photograph. Tell them they are going to discuss the future of schools and make predictions about technology in the next two lessons.<br>2. Elicit a few predictions about the future. |
| **Resources** | **Main activity** |
| **Coursebook page 135** | **Use of English: Activity 1**<br>1. Read and discuss the Language Tip. Revise what learners already know about the use and form of the passive. Elicit some examples of present and past passive forms.<br>2. Read and discuss the Use of English box with the class. Give more examples. Display these on the board and ask the class to copy them into their notebooks.<br>3. Elicit more examples from the learners. They write them in their notebooks.<br>4. Tell learners to complete the sentences in Activity 1 using the verbs in brackets. Remind them to use the future passive with *will*.<br>**CORE**<br>**Feedback**<br>Elicit answers and check as a class.<br>**Answers**<br>1 will be controlled; 2 will be replaced; 3 will be heated; 4 will be done; 5 will not/won't be shown; will be downloaded; watched |
| | **Differentiation activities (Support):**<br>1. Elicit and write plenty of example sentences on the board before they do the exercise. |
| **Workbook page 115** | **Workbook: Activity 1**<br>1. Introduce the activity.<br>2. Learners write sentences using the target structure.<br>**CORE**<br>**Feedback**<br>Elicit answers and check as a class.<br>**Answers**<br>10.00 am – We will be met by a local guide.<br>10.30 am – We will be taken to the hotel by bus.<br>12.00 – Lunch will be served at the hotel.<br>1.00 pm – Skis and boots will be provided by the local ski shop.<br>1.30 pm – Lift passes will be collected by the teachers and handed out to learners.<br>2.15 pm – Learners will be met by ski instructors at the Alpine ski lift. Learners will be divided into groups according to ability (by the ski instructors).<br>2.30 pm – Learners will be accompanied to the slopes for their first lessons.<br>4.30 pm – Learners will be met by teachers at the bottom of the lift and taken back to the hotel. |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Tell these learners to check back to the Use of English box in the Coursebook for help. Monitor carefully and do remedial work if they are making too many mistakes with the structure. |
| **Coursebook page 135** | **Speaking: Activity 2**<br>1. In pairs, learners read and discuss the questions. Go through the words and phrases in the box and explain the difference between *perform* meaning to carry out or complete something (for example, surgery) and to perform on stage. Also explain what *cloud seeding* is (a technology for making rain) and *vertical farming* (growing crops intensively on tall buildings in cities).<br>2. Tell them to make notes of their ideas and discuss in pairs.<br>**CORE**<br>**Feedback**<br>Circulate and monitor as learners discuss. Take notes of recurrent mistakes for remedial work. |
| | **Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. These learners focus on part 1 of the activity which gives them examples of the target structure in context. |
| | **Differentiation activities (Stretch):**<br>1. Learners ask their family members the questions and make notes of their answers. Then they share them with the class. Discuss whether the parents' ideas are similar or different to those of the learners. |
| **Resources** | **Plenary** |
| | 1. Follow up the pair work in the previous discussion by asking learners to share their ideas with the class. Have an open-class discussion. Encourage learners to justify their opinions. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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 (k) making predictions.

(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.

(G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: future passive.

| LESSON PLAN | | LESSON: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To take part in discussions to make predictions.<br>**Writing:** To write predictions using the future passive. | • make oral predictions<br>• negotiate discussions to agree on predictions<br>• write predictions using the future passive. |

**Link to prior learning:**

- Future passive (from previous lesson): ways of expressing the future (particularly the *will* future)
- The passive voice
- Vocabulary of e-communications and technology

**21st Century Skills:**

- Learning and Innovation: Reinforce learning to develop, implement and communicate new ideas in English to others effectively.

**Key vocabulary:** *prediction, election*

**Key expressions/structure:** The future passive (*will be* + past participle)

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- The uses of the passive can be challenging for learners so it is important to give plenty of practice in different activities, as in this lesson which applies the structure presented in the previous lesson.

**Resources/equipment needed:**

Coursebook page 136

Workbook page 116

## UNIT 8 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Revise the structure and use of the future passive. Elicit a few of the predictions about the future of schools learners thought most likely in the previous lesson. |
| **Resources** | **Main activity** |
| **Coursebook page 136** | **Speaking: Activity 3**<br>1. To give more practice in the structure, ask learners to think about all the things that might be done by robots in future.<br>2. Encourage learners to use their own ideas to make predictions as well as using the ideas in the box.<br>**CORE**<br>**Feedback**<br>Guide learners to use the target structure in their suggested sentences.<br>**Possible answers**<br>2 Housework will be done by robots.<br>3 Things in factories will be made by robots.<br>3 Old people will be taken care of by robots when there is nobody at home.<br>4 Illnesses will be diagnosed by robots in hospitals.<br>5 Doctors will be replaced by robots for difficult operations. |
| **Workbook page 116** | **Workbook: Activity 2**<br>1. You could introduce this activity by showing learners an object and asking them to predict what will happen to it using the passive future structure they have studied in the Coursebook, for example a coin – *It will be spent/It will be used to buy something,* a date – *It will be eaten,* etc.<br>2. Go through the example with the class and elicit other ideas for what will happen to the bread, for example *It will be toasted. It will be given to the children for lunch,* etc. Then ask learners to continue the exercise on their own.<br>**CORE**<br>**Feedback**<br>Elicit and check answers as a class.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 136** | **Speaking: Activity 4**<br>1. Introduce the pictures and the example sentences.<br>2. Learners work in pairs to develop predictions about the future of e-communications and technology.<br>3. When they have finished, elicit ideas from pairs and have a class discussion. Encourage the use of the target structure where appropriate (do not try to make them use a passive form where an active would be more natural).<br>**CORE**<br>**Feedback**<br>Circulate as the pairs work and make notes of any recurring errors for remedial work.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. These learners focus on the pictured objects and simple predictions. |
| | **Differentiation activities (Stretch):**<br>1. Encourage these learners to make more wide-ranging predictions. |
| **Workbook page 116** | **Workbook: Activity 3**<br>1. Learners record the best predictions made orally in the previous activity.<br>**CORE**<br>**Feedback**<br>Circulate as learners write and make notes of any recurring errors for remedial work.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 136** | **Writing: Activity 5**<br>1. Introduce the scenario and elicit some example sentences.<br>2. Learners write sentences.<br>3. When they have finished, tell learners to work in groups of four. They should all read out their sentences and discuss before choosing the best five sentences from the group.<br>**DESIRABLE**<br>**Feedback**<br>Circulate as learners write and discuss. Make notes of any recurring errors for remedial work.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. These learners focus on stages 1 and 2. They can work in pairs to help each other. |
| | **Differentiation activities (Stretch):**<br>1. These learners can write more than five sentences and develop them into an election speech. |
| **Resources** | **Plenary** |
| | 1. Ask the groups from the previous activity to read out their five best sentences. Hold a class discussion on the election promises, and let the class choose the best. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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 (k) making predictions.

(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.

(G8.4.2.1.1) Build on and continue applying language structures learned previously.

| LESSON PLAN | | LESSON: 10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To interpret pictures.<br>**Speaking:** To express regret using a range of structures.<br>**Writing:** To write captions expressing regret. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• express regret orally<br>• write sentences expressing regret. |
| **Link to prior learning:**<br>• Expressing apologies (*I'm sorry that …, I wish that …)*<br>• Use of modals (*should have*)<br>• Use of conditionals<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *regret*<br>**Key expressions/structure:** Expressing regret (*wish (that), if only* + past perfect, *should have/ shouldn't have, I wish* + past perfect, *If only* + past perfect) | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• The four structures focused on in this lesson are all challenging for Arabic speakers so progress slowly and steadily, give plenty of practice and be prepared to repeat things that learners have not grasped. (There is more practise of these structures in the next lesson.) | | |
| **Resources/equipment needed:**<br>Coursebook page 137<br>Workbook page 117 | | |

## UNIT 8 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the class when they might think or say *I wish I hadn't done that.* Elicit ideas from the class.<br>2. Ask them if there is anything they wish they had done or hadn't done. |
| **Resources** | **Main activity** |
| **Coursebook page 137** | **Reading: Activity 1**<br>1. In pairs, learners read the cartoon and discuss the story behind the pictures. What do they think has happened? Why?<br>2. They write down their ideas.<br>3. When they have finished, they compare them in small groups.<br>**CORE**<br>**Feedback**<br>Elicit ideas from the groups and discuss.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 137** | **Use of English: Activity 2**<br>1. Read and discuss the Use of English box with the class. Give more examples and display them on the board.<br>2. Ask the class to copy them into their notebooks.<br>3. Ask learners to supply more examples of their own and write them in their notebooks.<br>4. Focus on the sentences in Activity 2 and tell learners to rewrite them using the prompts.<br>**CORE**<br>**Feedback**<br>Elicit and check answers.<br>**Answers**<br>2 If only I'd done more revision for the exam.<br>3 I wish I'd brought my camera.<br>5 I should have brought a book to read.<br>6 You should have taken a jacket to school. |
| | **Differentiation activities (Support):**<br>1. Learners work in pairs to help each other, or work individually and then compare and discuss answers in pairs. Circulate and give support to these learners as they work. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can move on to the Workbook activity as you work with those that need more support. |

| | |
|---|---|
| **Workbook page 117** | **Workbook: Activity 1**<br>1. Learners look at the pictures and write sentences as captions for the cartoons.<br>**CORE**<br>**Feedback**<br>Elicit answers and check as a class.<br>**Possible answers**<br>2 I should have done my homework earlier.<br>3 I shouldn't have left my mobile in my pocket.<br>4 I shouldn't have eaten so much ice cream.<br>6 I wish I'd turned my mobile off.<br>8 If only I hadn't opened that attachment. |
| | **Differentiation activities (Support):**<br>1. Learners work in pairs or small groups to discuss each caption before they write it. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers think of some regrets of their own, or others they can think of. They draw a simple illustration of the situation on a sheet of paper. They then turn the paper and write a sentence expressing the regret on the back. They exchange their pictures with a partner who has to think of a suitable caption. |
| **Resources** | **Plenary** |
| | 1. Collect some of the pictures and captions that fast-finishing learners have done. Hold up the pictures and elicit suitable captions from the class.<br>2. Discuss any other regrets of their own learners have thought of and want to share. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.4.2.1.1) Build on and continue applying language structures learned previously.

| LESSON PLAN | | LESSON: 11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To express regret using a range of structures.<br>**Reading:** To infer regrets from a personal account.<br>**Writing:** To write sentences expressing regret. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• express regret orally<br>• write sentences expressing regret. |
| **Link to prior learning:**<br>• Previous lesson on expressing regrets<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *regret, bad mood, furious, my fault, treated differently*<br>**Key expressions/structure:** Expressing regret (*wish (that)*, *if only* + past perfect, *should have/ shouldn't have, I wish* + past perfect, *If only* + past perfect) | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• The four structures focused on are all challenging for Arabic speakers so it is necessary to do plenty of practice. This lesson builds on what was introduced in the previous lesson. | | |
| **Resources/equipment needed:**<br>Coursebook page 138<br>Workbook page 118 | | |

## UNIT 8 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 137** | 1. Revise expressing regret and the four structures introduced in the previous lesson. Refer learners back to the Use of English box on Coursebook page 137 if necessary.<br>2. Elicit a few regrets that learners wrote about in the previous lesson but weren't shared then. |

| Resources | Main activity |
|---|---|
| **Coursebook page 138** | **Speaking: Activity 3**<br>1. Learners read about Tariq's terrible day. Elicit a few things that he did wrong.<br>2. Look at the example regret in the speech bubble and elicit one or two more, using different structures.<br>3. Learners work in pairs to express Tariq's regrets. Tell them to try to use all four structures introduced.<br>4. When they have finished, elicit sentences from the pairs. Put one or two of each structure on the board.<br>5. Learners copy the sentences from the board into their notebooks.<br>**CORE**<br>**Feedback**<br>Circulate as learners work. Monitor to see if they are using the structures correctly. Do remedial work on recurring errors. |
| | **Answers**<br>*[example answers – to use a range of structures]*<br>I wish I'd heard my alarm.<br>If only I'd got up earlier.<br>I shouldn't have got up late.<br>I wish I'd eaten breakfast.<br>If only I hadn't been hungry all morning.<br>I wish I hadn't been in a bad mood.<br>If only I hadn't got into trouble for being late.<br>I should have apologised properly.<br>I shouldn't have been rude.<br>I wish the teacher hadn't reported me.<br>I wish I hadn't had to see the head teacher.<br>If only the head teacher hadn't sent me home.<br>I wish my parents weren't furious with me.<br>If only they hadn't taken away my computer and smartphone. |
| | **Differentiation activities (Support):**<br>1. Give learners plenty of time for this, and encourage them to look back to the Use of English box on Coursebook page 137. |
| | **Differentiation activities (Stretch):**<br>1. These learners should be expected to produce more sentences. |

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|---|---|
| **Coursebook page 138** | **Writing: Activity 4**<br>1. Introduce the activity and the first example.<br>2. Learners work independently to reflect on their experiences and write sentences.<br>**CORE**<br>**Feedback**<br>Circulate as learners write and note recurring errors, focusing on correct use of the structures, for remedial work.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Encourage these learners to look back to Coursebook page 137 to help them use the structures correctly. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write more than one sentence for each prompt, or write sentences about other regrets. |
| **Coursebook page 138** | **Speaking: Activity 5**<br>1. Learners work in pairs to share the sentences they wrote in the previous activity.<br>**CORE**<br>**Feedback**<br>Elicit some regrets from pairs and discuss as a class. Do any necessary remedial work on the structures.<br>**Answers**<br>Learners' own answers |
| **Workbook page 118** | **Workbook: Activity 2**<br>1. Learners read and match the sentences.<br>**CORE**<br>**Feedback**<br>Elicit and check answers with the class.<br>**Answers**<br>1 f; 2 c; 3 d; 4 e; 5 a; 6 b |
| **Workbook page 118** | **Workbook: Activity 3**<br>1. For learners who need more practice with the use of *should (not) have*, they complete the sentences.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and check answers with the class.<br>**Answers**<br>1 She should have looked where she was going.<br>2 He shouldn't have run so fast.<br>3 We should have repaired the roof. |

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|---|---|
| **Workbook page 118** | **Workbook: Activity 4**<br>1. For further practice with the *wish/if only* + past perfect structures, learners rephrase their sentences from Activity 3.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and check answers with the class.<br>**Answers**<br>2 If only he hadn't run so fast.<br>3 I wish (that)/If only we'd repaired the roof. |
| **Resources** | **Plenary**<br>1. Round off the lesson in a more light-hearted way by discussing with the class regrets that some famous TV or film characters might have. Talk with them about a TV programme (or film) that is particularly popular with your learners at the moment. Elicit what has happened, particularly the mistakes made by the characters or the problems they have been faced with.<br>2. Elicit what the characters might say to express their regrets about this. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.4.2.1.1) Build on and continue applying language structures learned previously.

| LESSON PLAN | | LESSON: 12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To identify the general conclusion of a discussion; to identify specific points made in a discussion.<br>**Speaking:** To discuss advantages and disadvantages.<br>**Writing:** To write a short text presenting the advantages and disadvantages of texting. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify a general conclusion from a recorded discussion<br>• identify details of a discussion<br>• present and discuss advantages and disadvantages. |
| **Link to prior learning:**<br>• Expressing advantages and disadvantages (Lesson 6 of this unit)<br>**21st Century Skills:**<br>• Social and Cross-Cultural Skills: Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen | | |
| **Key vocabulary:** *junk mail, attachment, virus*<br>**Key expressions/structure:** Expressing advantages and disadvantages | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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 general conclusion on first hearing. Once they have managed this, they can listen again and move on to more challenging tasks. | | |
| **Resources/equipment needed:**<br>Coursebook page 139<br>Workbook page 119<br>Audio Track 28 | | |

## UNIT 8 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10)**

| Resources | Starter |
|---|---|
| | 1. Introduce the section topic and ask learners which of them regularly use emails and/or texts.<br>2. Ask them to estimate and tell you how many emails or texts they send in a day.<br>3. Elicit who they text/email, and what about. |
| **Resources** | **Main activity** |
| **Coursebook page 139** | **Listening: Activity 1**<br>1. Tell the class to work in small groups and discuss when they think people prefer to send an email rather than a text.<br>2. When they have finished, they share their ideas with other learners.<br>3. Elicit some ideas from learners and hold a class-based discussion.<br>**CORE**<br>**Feedback**<br>Circulate as learners discuss and make notes of any recurring errors for remedial work later.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 139**<br>**Audio Track 28** | **Listening: Activity 2**<br>1. Tell the class that they are going to listen to people talking about email.<br>2. Ask them to listen carefully and find what the conclusion is. Play the audio at least twice.<br>3. Ask the learners if they agree with the conclusion. Encourage learners to give reasons for their answers.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the answer.<br>**Answers**<br>The conclusion is that generally email is a good thing. |

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| **Coursebook page 139**<br>**Audio Track 28** | **Listening: Activity 3**<br>1. Tell the class that they are going to listen to the conversation again. They should make notes on the advantages and disadvantages the learners on the recording talk about.<br>2. Play the audio more than once, if necessary.<br>3. Learners compare their notes with a partner.<br>**CORE**<br>**Feedback**<br>Elicit answers and discuss with the class.<br>**Example answers**<br>**Advantages:** 1 very quick; 2 you can send a message anywhere in the world; 3 not expensive; 4 you can send the same message to lots of different people.<br>**Disadvantages:** 1 not everyone uses email; 2 junk mail; 3 you can send emails without thinking and then regret it; too quick and easy; 4 attachments may contain a virus |
| | **Differentiation activities (Support):**<br>1. If learners are finding this difficult, break the recording up into chunks by pausing after every few interchanges. Play it several times. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can move on to the Workbook activities while you work with those that need more support. |
| **Workbook page 119** | **Workbook: Activity 1**<br>1. Check that the learners understand all the words in the word box, for example *attachment, virus.*<br>2. They read and then complete the text with the words from the box.<br>**CORE**<br>**Feedback**<br>Elicit answers and discuss.<br>**Answers**<br>1 quick; 2 arrives; 3 send; 4 expensive; 5 texting; 6 message; 7 uses; 8 junk; 9 too; 10 wish; 11 attachment; 12 virus |
| **Coursebook page 139** | **Speaking: Activity 4**<br>1. Tell learners they are going to have a discussion similar to the one in the recording, only about texting. Before they start tell them to read the Speaking tip box.<br>2. Learners discuss the topic in groups of four. They should make brief notes on their conclusions.<br>**CORE**<br>**Feedback**<br>Circulate as learners discuss and make notes of any recurring errors for later remedial work.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Use mixed-ability groups, making sure that there are one or two more-able learners in each group who can support the others. |

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|---|---|
| | **Differentiation activities (Stretch):**<br>1. These learners should lead the groups, make the notes and make sure everyone participates. They should support those who find it more difficult to express their ideas. |
| **Workbook page 119** | **Workbook: Activity 2**<br>1. Learners use the text in Activity 1 as a model to write a text on the advantages and disadvantages of texting. They should use the table to make notes first.<br>**EXTENSION**<br>**Feedback**<br>Circulate as learners write (or collect written work when completed) and make notes of recurring errors for remedial work.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. Elicit from the groups the advantages and disadvantages of texting that they noted in their discussions. Hold a class-based discussion. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

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

| LESSON PLAN | | LESSON: 13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To extract key information from an advert.<br>**Speaking:** To brainstorm ideas before writing.<br>**Writing:** To write a formal email; to write an informal email; to check and correct punctuation. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• write a formal email with appropriate language and correct punctuation<br>• write an informal email with appropriate language and correct punctuation. |
| **Link to prior learning:**<br>• Writing of emails: use of punctuation<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *software, state-of-the-art*<br>**Key expressions/structure:** Appropriate greetings, language, etc. for formal and informal emails | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners often do not find it easy to apply the appropriate level of formality when writing. In this lesson they are asked to write two emails with contrasting levels of formality to help them grasp the concept.<br>• Punctuation in English writing is a major challenge for Arabic-speaking learners. In this unit there is a PCM (5) handout covering the basics of English punctuation. Tell them to keep this and use it as a checklist in the future. | | |
| **Resources/equipment needed:**<br>Coursebook page 140<br>Workbook page 120<br>PCM 5 | | |

## UNIT 8 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Introduce the lesson topic of competitions. Ask learners if they have ever entered any competitions, and which. Have they won any? What did they win? |
| **Resources** | **Main activity** |
| **Coursebook page 140** | **Reading: Activity 5**<br>1. Learners read the advertisement and answer the questions. Make sure they understand all the vocabulary.<br>**CORE**<br>**Feedback**<br>Elicit answers and discuss.<br>**Answers**<br>The advertisement is offering a free VR headset with software. You have to send an email explaining why they should give it to you. |
| **Coursebook page 140** | **Speaking: Activity 6**<br>1. Learners brainstorm ideas of what they would do with the prize if they won it.<br>2. Elicit and discuss the best ideas.<br>**DESIRABLE**<br>**Feedback**<br>Circulate as learners talk and make notes of any recurring errors for remedial work later.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 140** | **Writing: Activity 7**<br>1. Learners read through the Writing tip box. Answer any questions.<br>2. Learners read through the instructions for the writing activity (which will be done in the Workbook).<br>**CORE**<br>**Feedback**<br>Ask questions to check they have understood the instructions.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Workbook page 120**<br>**PCM 5** | **Workbook: Activity 3**<br>1. Ask learners to write their emails in the layouts provided in the Workbook. An example formal email is given, for learners to model from.<br>2. When they have finished, ask them to check their punctuation. Distribute PCM 5 and ask them to use this as a checklist. Encourage them to correct their own punctuation.<br>3. Collect final work for end-of-unit evaluation.<br>**CORE**<br>**Feedback**<br>Circulate and monitor as learners write. Answer questions and make notes of any recurring problems for remedial work later.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Focus on the learners' ability to organise the email, use appropriate formal language and give one or two reasons. |
| | **Differentiation activities (Stretch):**<br>1. These learners should be able to give more reasons and make them more convincing. |
| **Coursebook page 140** | **Writing: Activity 8**<br>1. Introduce Activity 8 and elicit some of the things they will tell their friend. (The writing will be done in the Workbook.)<br>**DESIRABLE**<br>**Feedback**<br>Ask questions to check they have understood the instructions. Elicit a few phrases to ensure they are using appropriate informal language.<br>**Answers**<br>Learners' own answers |
| **Workbook page 120** | **Workbook: Activity 4**<br>1. Learners write an informal email to a friend using the writing frame. An example informal email is given, for learners to model from.<br>2. When they have finished, again ask them to read through and check their punctuation using the checklist.<br>**DESIRABLE**<br>**Feedback**<br>Circulate and monitor as learners write. Answer questions and make notes of any recurring problems for remedial work later.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Focus on the use of appropriate informal language to contrast with the more formal language used in the first email. |
| | **Differentiation activities (Stretch):**<br>1. Encourage these learners to write more, and more expressively. |

| Resources | Plenary |
|---|---|
| | 1. Elicit some of the best reasons learners used to win the prize when they wrote their first email. Discuss them with the class, and decide who they think deserved to win. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

| **Assessment for learning opportunities (✓):** | | | |
|---|---|---|---|
| Observation | Learner 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 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.

(G8.4.1.1.5) 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: 14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To identify the topic of a blog post; to interpret the attitude of the author to the topic.<br>**Speaking:** To discuss and evaluate applications for a new technology; to reflect on recent learning. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• extract key information from a blog post, including the author's attitude<br>• discuss and evaluate potential uses of a new technology<br>• reflect on their recent learning. |
| **Link to prior learning:**<br>• Previous work on e-communication in the unit<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Revision<br>**Key expressions/structure:** Revision | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners need to think about what they study in order to learn it. In this lesson they are asked to reflect on their learning and consider what they have learned so far in the unit. | | |
| **Resources/equipment needed:**<br>Coursebook page 141<br>Workbook page 121 | | |

## UNIT 8 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to think about what they think will be the future of e-communication, i.e. what new developments and inventions they expect, and would like to see. Elicit some ideas and discuss which would be the best, and which are likely soon. |
| **Resources** | **Main activity** |
| **Coursebook page 141** | **Reading: Activity 1**<br>1. Ask learners to look at the text and say where they would expect to find it (on the Internet). Elicit that it is post on a blog about technology. They read quickly to find the topic of the post.<br>2. Answer any questions learners have about the text.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the answer.<br>**Answers**<br>Brain-Machine Interface (BMI) – using the brain to control machines |
| **Coursebook page 141** | **Reading: Activity 2**<br>1. Learners read again more carefully to identify the attitude of the author.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>Positive. The writer has chosen to write a blog about the subject. He/She writes about the topic with enthusiasm – something shown particularly in the final excited statement (with an exclamation mark). |
| | **Differentiation activities (Support):**<br>1. Learners can work with a partner to support one another. |
| **Coursebook page 141** | **Speaking: Activity 3**<br>1. Learners work in groups to discuss the application of the new technology.<br>2. Elicit ideas. Ask groups to give reasons for their answers.<br>**CORE**<br>**Feedback**<br>Circulate and monitor groups as they discuss. Make notes of recurring errors for remedial work later.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. If using same-level groups, spend your time with those that need most support. Encourage them to identify one or two reasons to support their chosen application. If using mixed-ability groups, remind them that everyone should have the opportunity to speak. |
| | **Differentiation activities (Stretch):**<br>1. These learners should take responsibility in mixed-ability groups, and encourage those who need more support. Fast-finishers can move on to Workbook Activities 1 and 2. |
| **Workbook page 121** | **Workbook: Activity 1**<br>1. Learners read again to identify the words to match with the meanings.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>1 sigh; 2 concentrate; 3 system; 4 headset; 5 straightforward |
| **Workbook page 121** | **Workbook: Activity 2**<br>1. Learners write sentences using the words to help them apply their knowledge.<br>**CORE**<br>**Feedback**<br>Monitor learners as they write and give guidance.<br>**Answers**<br>Learners' own answers |
| **Workbook page 121** | **Workbook: Activity 3**<br>1. Learners write a paragraph to summarise their discussion.<br>**EXTENSION**<br>**Feedback**<br>Monitor learners as they write and give guidance.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| **Coursebook page 141** | 1. Learners look at the self-assessment statements and reflect on their recent learning and how well they can do the tasks.<br>2. Elicit their thoughts on what they have achieved, what they have enjoyed, etc.<br>3. Use this opportunity to do any remedial teaching required. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

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

| LESSON PLAN | | LESSON: 15 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To extract information from a range of texts.<br>**Writing:** To write questions on a range of texts.<br>**Speaking:** To discuss answers in groups. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• formulate, answer and discuss questions based on the whole unit. |
| **Link to prior learning:**<br>• Lexis, structures and content related to e-technology in unit<br>• Question forms<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Revision of unit vocabulary<br>**Key expressions/structure:** Revision of unit structures: question forms | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners need to be encouraged to be active, rather than just passive recipients of knowledge. In this lesson they are directed to write and correct comprehension questions, as well as answer them. | | |
| **Resources/equipment needed:**<br>Coursebook page 142<br>Workbook page 122 | | |

## UNIT 8 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to look back through the unit and their work. Elicit and discuss some opinions on which are the most interesting aspects of e-communication they have learned about. |

| Resources | Main activity |
|---|---|
| **Coursebook page 142** | **Reading: Activity 1**<br>1. Tell learners they are going to do some revision exercises. They work in pairs (see Differentiation below) to find answers to the questions.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers when all pairs have finished. |
| | **Answers**<br>1 Yes, she says it is 'really useful'.<br>2 They make each eye see something different which makes the brain think that you are seeing something in 3D.<br>3 so (that)<br>4 He lives a long way from a school. (He lives on a cattle farm.)<br>5 will be heated<br>6 Learners' own answers |
| | **Differentiation activities (Support):**<br>1. The activities in this lesson will work best if the pairs and groups are made up of learners of similar ability and are able to work at their own pace. Monitor and support learners that need help. |
| | **Differentiation activities (Stretch):**<br>1. Fast-finishers can move on to the next activity (they can move at their own pace through the lesson with an extra Workbook activity for those that finish early). |
| **Coursebook page 142** | **Writing: Activity 2**<br>1. Introduce the activity and the instructions.<br>2. Learners work individually to write answers to the questions without looking back in their books.<br>**CORE**<br>**Feedback**<br>Circulate as learners work to monitor and give support. |
| | **Answers**<br>1 a gadget; 2 virtual reality; 3 by satellite; 4 a webcam; 5 a smartwatch; 6 They will be driven by computers/robots; 7 I shouldn't have done that; 8 *Regards* + your name |
| | **Differentiation activities (Support):**<br>1. Monitor and support learners that need help. |
| | **Differentiation activities (Stretch):**<br>1. Fast-finishers can exchange questions with another pair of similar ability and move on to Coursebook Activity 3. |

| | |
|---|---|
| **Workbook page 122** | **Workbook: Activity 1**<br>1. Learners can work individually or in pairs to write the questions. Allow them to look through the Coursebook unit for help.<br>**CORE**<br>**Feedback**<br>Circulate and monitor to help with ideas and question formation. Make a note of any recurring errors for remedial work afterwards; for example, you could write typical mistakes on the board and elicit corrections from the class.<br>**Possible answers**<br>2 Why did you text/phone/send me an email?<br>3 How many lessons a day do learners at the School of the Air usually have?<br>4 How will we watch films in the future?<br>5 What will happen to teachers in the future?<br>6 How do you start an informal email?<br>7 What is software? What does software mean?<br>8 What do the letters BMI stand for/mean? |
| **Coursebook page 142** | **Speaking: Activity 3**<br>1. Put learners into groups of four and ask them to think of 8–10 words to mime to the class. To make sure groups don't all choose the same words, you could give groups specific sections of the book to select their words from.<br>2. Groups take turns to mime their words to the class. The first group to guess a word wins that word. The group with the most words at the end wins.<br>**CORE**<br>**Feedback**<br>At the end of the activity, the winning group should read out all their words.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Allow the learners to give verbal clues if learners in the other group are having problems guessing the mime. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can move on to Workbook Activity 2. |
| **Workbook page 122** | **Workbook: Activity 2**<br>1. Learners reflect on the work in the unit, and write sentences.<br>2. When they have finished, they can work with a partner to compare and discuss their answers.<br>**EXTENSION**<br>**Feedback**<br>Elicit some of the responses in the plenary session (see below).<br>**Answers**<br>Learners' own answers |

| Resources | Plenary |
|---|---|
| | 1. Elicit the learners' thoughts on the revision activities. Ask *Did you enjoy them? Were they useful? What did you achieve?*<br>2. Elicit some answers to the questions in Workbook Activity 2.<br>3. Use this opportunity to do any remedial teaching required. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.3.1.1.2) 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.

(G8.4.4.1.1) 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: 16 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>To test vocabulary and grammar introduced in the unit. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• get feedback on their progress from the test and teacher. |
| **Link to prior learning:**<br>• Lexis and grammar in Unit 8<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Revision<br>**Key expressions/structure:** Revision | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 143 | | |

## UNIT 1 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Tell learners that they are going to do some exercises 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 143** | **Review: Activity 1**<br>1. Learners work independently and quietly.<br>**CORE**<br>**Feedback**<br>Collect for assessment. Give individual feedback and guidance.<br>**Answers**<br>a gadget; b alternative; c artificial; d software; e state-of-the-art |
| **Coursebook page 143** | **Review: Activity 2**<br>1. Learners work independently and quietly.<br>**CORE**<br>**Feedback**<br>Collect for assessment. Give individual feedback and guidance.<br>**Answers**<br>1 virtual; 2 download; 3 signal; 4 virus; 5 satellite |
| **Coursebook page 143** | **Review: Activity 3**<br>1. Remind learners how to express purpose and elicit one or two examples. You may consider telling them to re-read the Use of English section on page 131 before doing the exercise.<br>2. Learners complete the sentences.<br>**CORE**<br>**Feedback**<br>Collect for assessment. Give individual feedback and guidance.<br>**Answers**<br>2 to/in order to; 3 so that; 4 to/in order to; 5 so as |
| **Coursebook page 143** | **Review: Activity 4**<br>1. Tell learners to read the information about the school trip.<br>2. Then they complete it using the verbs in brackets in the correct form of the future.<br>3. You may consider telling learners to re-read the Use of English section on page 135 before doing the exercise.<br>**CORE**<br>**Feedback**<br>Collect for assessment. Give individual feedback and guidance.<br>**Answers**<br>2 will be given; 3 will be provided; 4 will be accompanied; 5 will be organised |

| | |
|---|---|
| **Coursebook page 143** | **Review: Activity 5**<br>1. Focus on the example. Tell learners to read the situations carefully.<br>2. Then they write regrets using the words between brackets.<br>3. You may consider telling them to re-read the Use of English section on page 137 before doing the exercise.<br>**CORE**<br>**Feedback**<br>Collect for assessment. Give individual feedback and guidance. |
| | **Example answers**<br>2 I wish I hadn't stayed up so late. I shouldn't have stayed up so late.<br>3 If only I'd done more revision. I should have done more revision.<br>4 I wish I'd got up earlier. I should have got up earlier.<br>5 You shouldn't have told everybody. I wish you hadn't told everybody. |
| | **Differentiation activities (Support):**<br>1. Give sufficient time for learners to complete all the exercises. |
| | **Differentiation activities (Stretch):**<br>1. Arrange for some reading materials for faster finishers so that they don't disturb others when they have finished. |
| **Resources** | **Plenary** |
| | 1. Discuss with learners what they have learned while studying this unit. Elicit things in the unit they want to look at again. Take this opportunity to do any final remedial work. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.4.2.1.2) 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: 17 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Reading:** To analyse and discuss a short text on etiquette; to analyse and correct an email.<br>**Speaking:** To discuss in groups ideas for a project.<br>**Writing:** To plan and design a poster. | • analyse texts to give opinions on content and to correct language<br>• work cooperatively in groups to plan and design a poster. |

**Link to prior learning:**

- Knowledge of e-communication from the unit; previous experience of making posters for projects

**21st Century Skills:**

- Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project
- Social and Cross-Cultural Skills: Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen
- 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 e-communication

**Key expressions/structure:** *should (not) have*; language of discussing and negotiating in groups (agreeing, disagreeing, etc.)

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners will need to reduce the points they have to the essential points to put on their poster. They may try to write too much information, 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 page 144

Card for posters, paper, coloured pens, glue, scissors, etc.

## UNIT 8 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Introduce the word *etiquette* and explain its meaning (*a set of rules for behaving correctly in a social situation*).<br>2. Elicit some elements of etiquette relating to eating, greeting elders, etc. in the Emirati culture.<br>3. Introduce the idea of the etiquette of emailing and the use of mobile phones, and explain that is the topic of the project. |
| **Resources** | **Main activity** |
| **Coursebook page 144** | **Preparation: Activity 1**<br>1. Learners work in pairs to read the *Email etiquette* text. Answer any questions.<br>2. Learners discuss and make notes on anything they disagree with.<br>3. Learners make notes on anything they would like to add to it.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the ideas from pairs.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 144** | **Preparation: Activity 2**<br>1. Introduce the activity. Elicit a few obvious errors immediately.<br>2. Learners read in more detail and write sentences about the email, for example, *Shuad should have used a subject line.*<br>3. They then look again and make notes on the errors of spelling, grammar and punctuation.<br>**CORE**<br>**Feedback**<br>Elicit the corrections and discuss how it can be improved.<br>**Example answers**<br>1 Suad should have checked her email before sending it. She should have used a subject line. She shouldn't have used capital letters. She shouldn't have been rude to Nada. She shouldn't have been rude about Alia. She shouldn't have used so many faces in the email.<br>2 Two spelling mistakes = *ive* and *nite*;<br>Two grammar mistakes = *There* and *your*<br>Two punctuation mistakes = missing full stop after *email* and comma instead of full stop after *nite*.<br>The correct version of the email is below (but note that the corrections don't address many of the issues raised in 1 above):<br>Nada<br>I got your email**.** I haven't replied because **I've** been busy.<br>Anyway, don't send me emails late at **night**. My computer makes a noise when they come in and it's annoying because it wakes me up. **You're** just as bad as Alia. She sends me texts at 3 o'clock in the morning. **They're** really long and boring. I wish she wouldn't send them.<br>Suad |

**Differentiation activities (Stretch):**

1. Learners rewrite the email correctly.

*(Example of corrected email)*

| | | | | | |
|---|---|---|---|---|---|
| | To: | Nada | From: | Suad | |
| | Subject: | Emails in the night | Date: | 23 January | |

Hi Nada
Thanks for your email. I'm sorry I haven't replied but I've been busy.
Please don't send me emails late at night. My computer makes a noise when they come in and it's annoying because it wakes me up. Alia does the same. She sends me texts at 3 o'clock in the morning and I wish she wouldn't.
Love
Suad

**Coursebook page 144**

**Preparation: Activity 3**

1. Tell the class that they are going to write a guide to mobile phone etiquette. They work in small groups.
2. Draw their attention to the hints to help them generate ideas.
3. They discuss their ideas and make notes.

**CORE**

**Feedback**

Monitor groups. Remind them to let everyone contribute according to their ability. Make notes of recurring errors for remedial work later.

**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.

**Coursebook page 144**

**Preparation: Activity 4**

1. Learners work in groups of four to produce a poster. Hand out card for posters, paper, coloured pens, glue, scissors, etc.
2. Tell them to look through the bullet points before they start. You may want to have a short discussion on what makes a good poster based on learners' previous experience.

**CORE**

**Feedback**

Monitor groups. Remind learners that everyone needs to contribute according to their ability.

**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 decided to include. Find out if there are any problems and resolve these before the next lesson. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

| **Assessment for learning opportunities (✓):** | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.4.1.1.2) Produce posters, brochures, leaflets and advertisements.

| LESSON PLAN | | LESSON: 18 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 8** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To make a presentation using a poster; to discuss the merits and demerits of posters.<br>**Listening:** To identify the main points of a radio broadcast. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• present the results of their project<br>• evaluate their own work and that of others<br>• identify the main points in a radio programme. |
| **Link to prior learning:**<br>• Experience of previous project presentations<br>**21st Century Skills:**<br>• Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project<br>• Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills | | |
| **Key vocabulary:** Recycling of vocabulary associated with e-communication<br>**Key expressions/structure:** Asking and answering questions | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may disagree strongly with, or be surprised by, some of the suggested etiquette in the listening text. Discuss it with them to encourage them to question their normal behaviour as well as question what is in the text (they should be encouraged to think critically about what they hear or read in the media). | | |
| **Resources/equipment needed:**<br>Coursebook page 145<br>Audio Track 29 | | |

## UNIT 8 LESSON 18 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Explain the procedure for the lesson.<br>2. Give time for last minute preparation of the posters and questions the learners have. |

| Resources | Main activity |
|---|---|
| **Coursebook page 145** | **Presentation: Activity 5**<br>1. Groups take it in turns to display their poster on the wall. Tell them to bring attention to any special points they have made, or anything they are pleased with. They should do this in no more than 1–2 minutes per group. Don't let them read aloud what they have written as it will become repetitive and boring if every pair does this.<br>2. Other learners can ask questions to the presenting group.<br>3. Leave the posters on the walls for later consideration.<br>**CORE**<br>**Feedback**<br>Make notes of any recurring errors in the presentations and the posters for remedial work later.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. These learners can assist in the presentations. Give encouragement for any contributions they make. |
| | **Differentiation activities (Stretch):**<br>1. These learners should be leading the presentations, and supporting others in their group. |
| **Coursebook page 145**<br>**Audio Track 29** | **Presentation: Activity 6**<br>1. Tell learners they are going to listen to a radio programme talking about a report on mobile phone etiquette.<br>2. Ask them to listen to identify any points talked about that they included on their poster. Play the audio at least twice.<br>3. Elicit and discuss answers.<br>4. Ask them to listen again and identify if there is anything in the radio programme that they didn't include or is different from their poster. Play the audio again.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. To make the listening easier, break the recording up into chunks by pausing after every few sections. Play it several times. |

| | |
|---|---|
| **Coursebook page 145** | **Presentation: Activity 7**<br>1. Display all the poster on the walls of the classroom and ask learners to go round and study them in their groups. The groups decide which posters they like best and indicate this by sticking on smiley faces (or use some other symbol).<br>2. Identify the poster with the most smiley faces and take feedback from the class. Ask different groups to explain what they like about this poster and what makes it better than/different from the others.<br>**CORE**<br>**Feedback**<br>Assess the finished posters and give feedback to the groups.<br>**Answers**<br>Learners own answers |
| **Resources** | **Plenary** |
| | 1. Learners vote on which they think is the best poster. Ask them to justify their opinions. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G8.1.1.1.1) Understand the main points and details of radio news, recorded material advertisements and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource.

(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.

(G8.2.2.1.1) Present information using precise language, action verbs, sensory details in ways that enliven oral presentations.

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To understand an informative text about the Amazon.<br>**Speaking:** To talk about places/people/things. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand the details of an article<br>• discuss places/people/things using non-defining relative clauses. |
| **Link to prior learning:**<br>• Figures/numbers<br>• Non-defining relative clauses<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *basin, lie, equator, rainforest, humid, average, ecosystem, species, mammals, release, oxygen, lung, deforestation*<br>**Key expressions/structure:** Non-defining relative clauses | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need to pay attention to the use of commas in non-defining relative clauses. | | |
| **Resources/equipment needed:**<br>Coursebook page 146<br>Workbook page 123 | | |

## UNIT 9 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Discuss the opening question with the class. Ask: *Why are rivers important to people?* and elicit ideas from the group. |
| **Resources** | **Main activity** |
| **Coursebook page 146** | **Reading: Activity 1**<br>1. Write the title *The lungs of the Earth* on the board. Elicit what the lungs are ('organs in our body that help us breathe') and what the whole phrase means ('something that provides planet Earth with air/oxygen').<br>2. Point to the picture and explain that the Amazon rainforest is 'the lungs of the Earth'.<br>3. Ask learners to read the article once and discuss in pairs what the figures in the box refer to.<br>**CORE**<br>**Feedback**<br>Invite learners to explain what a number represents in their own words.<br>**Answers**<br>27 – degrees, the average temperature in the Amazon rainforest<br>20% – of the world's oxygen is produced in the basin of the Amazon River<br>40% – of South America is covered by the Amazon rainforest<br>50 – the number of years during which 17% of the rainforest has been destroyed<br>6,400 – the length of the Amazon River in kilometres<br>2.5 million – number of insect species found in the Amazon rainforest |
| | **Differentiation activities (Support):**<br>Check the meaning of the following word and provide extra explanation if necessary: *humid, ecosystem, species, mammals, release* and *deforestation*. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to explain the meaning of *humid*, *ecosystem*, *species*, *mammals*, *release* and *deforestation* with or without the use of dictionaries. |
| **Coursebook page 146** | **Reading: Activity 2**<br>1. Ask the learners to read the information about non-defining relative clauses in the Use of English box. Elicit the difference between non-defining relative clauses and defining relative clauses.<br>2. Then they underline three examples of non-defining clauses in the text.<br>**CORE**<br>**Feedback**<br>Invite learners to read out a non-defining relative clause and explain who or what it refers to.<br>**Answers**<br>1 which covers about 40% of South America<br>2 where there is rain almost every day of the year<br>3 who believe that the Amazon is about 100 million years old<br>4 which is an environmental protection group |

| | |
|---|---|
| **Coursebook page 147** | **Use of English: Activity 3**<br>1. Learners match the sentence halves and add the commas before and after the non-defining relative clause.<br>**CORE**<br>**Feedback**<br>Invite learners to read out a sentence and explain where they put the commas.<br>**Answers**<br>1 d Martin Strel, who is a long-distance swimmer, swam the whole of the Amazon river in 66 days.<br>2 b Jaguars, which are a cat species, can be found in the Amazon rainforest.<br>3 e One of the largest fish living in the Amazon is the Pirarucu, which has teeth in its mouth and on its tongue.<br>4 a Belém, the place where the Amazon river meets the Atlantic ocean, is one of the biggest cities in Northern Brazil.<br>5 c More than 150 languages are spoken by the various Amazon natives, who live in the rainforest without technology. |
| **Workbook page 123** | **Workbook: Activity 1**<br>1. Invite a learner to read out the example.<br>2. Learners join the sentences individually or in pairs. Monitor and help as necessary.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to write a sentence on the board.<br>**Answers**<br>2 The Amazon, where thousands of fish and mammals live, is the second largest river in the world.<br>3 The toucan, which is the loudest creature in the Amazon jungle, can be heard from about a kilometre away.<br>4 During the rainy season, which is from December to April, the Amazon can reach 109 kilometres in width.<br>5 Manuas, where many native tribes now live, is the biggest city on the Amazon River.<br>6 An Amazonian Indian called Raoni, who is an important chief, has become famous for trying to protect the rainforest.<br>7 The anaconda, whose home is the Amazon river, is the largest snake in the world.<br>8 The Manus-Iranduba bridge, which was built in 2010, is the only bridge across the Amazon. |
| **Workbook page 123** | **Workbook: Activity 2**<br>1. Check which pronouns (*who, whose, which, where*) learners will use in their sentences.<br>2. Give learners time to write their sentences. Monitor and provide support as necessary.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to read out their sentences in small groups. Monitor and make any corrections. |
| | **Differentiation activities (Support):**<br>1. Allow learners to complete their sentences at home and check them in the next lesson. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>1. Ask fast finishers to write two more example sentences of their own using non-defining relative clauses. |
| **Resources** | **Plenary** |
| | 1. Put the learners in groups of 6–8 and have them play *Chain sentence* using relative clauses. The goal is to make the longest sentence with each learner in the group calling out a word, for example:<br>Learner 1: *Last*, Learner 2: *year*, Learner 3: *a*, Learner 4: *man*, Learner 5: *who*, Learner 6: *lives*, Learner 7: *near*, Learner 8: *my*, Learner 1: *house*, etc.<br>Learners can't decide beforehand what the sentence will be about. For support, you could write the words on the board as they are called out. With small classes, play the game as a class. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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 preferences, giving advice using *ought to, you'd better*, 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): information text: scanning.

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

(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: 2 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To understand a talk about the Nile and ancient Egypt.<br>**Writing:** To write a short paragraph about the Nile using information from the listening task. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand the gist and details of a formal talk<br>• write a summary of the facts presented in the talk. |
| **Link to prior learning:**<br>• Past tenses<br>**21st Century Skills:**<br>• Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills | | |
| **Key vocabulary:** *banks, flourish, flood, fertile, soil, crops, protein, mud, bricks, papyrus, transport, gold, linen, trade*<br>**Key expressions/structure:** Past simple, past continuous, present perfect | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need help remembering the difference in usage between the different past tenses. | | |
| **Resources/equipment needed:**<br>Coursebook page 147<br>Workbook page 124<br>Audio Track 30<br>Strips of paper (one per learner) with words from the article on page 61 and definitions | | |

## UNIT 9 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Prepare strips of paper and on each strip write a word or definition. Use words from the 'Key vocabulary' list for the lesson given before. There should be a strip for each learner.<br>2. Hand out the strips of paper and ask learners not to show their word or definition to anyone. Then ask them to stand up and find their partner – the person with the matching word or definition. Monitor and help.<br>3. As learners are standing in pairs, ask them to read out their word and definition. |
| **Resources** | **Main activity** |
| **Coursebook page 147** | **Listening: Activity 4**<br>1. Ask learners to look at the photo and describe what they can see. Would they like to visit this place?<br>2. Read out the phrases in the word box. If necessary, pre-teach *flourished* and *crops*.<br>3. In small groups, they discuss what the documentary is about.<br>**CORE**<br>**Feedback**<br>Invite learners to share their ideas with the whole class. |
| **Coursebook page 147**<br>**Audio Track 30** | **Listening: Activity 5**<br>1. Read out the instructions and invite learners to brainstorm ideas as to why the Nile was important to the ancient Egyptians. Have a class discussion.<br>2. Play the audio once and encourage learners to check their answers and make notes. Check the answers as a class.<br>**CORE**<br>**Suggested answer**<br>They based their lives and culture on the river Nile. |
| **Coursebook page 147**<br>**Audio Track 30** | **Listening: Activity 6**<br>1. Ask the learners to read the notes and guess what information is missing. Point out that they need to write only one word per gap.<br>2. Play the audio again for the learners to complete the notes.<br>**CORE**<br>**Feedback**<br>Invite learners to read out a sentence and say whether it's true or false. Encourage them to explain why, referring to specific information in the text.<br>**Answers**<br>1 soil; 2 fish; 3 mud; 4 plant; 5 gold |
| | **Differentiation activities (Support):**<br>1. Before playing the recording, pre-teach *fertile* and *goods* to assist comprehension. |
| | **Differentiation activities (Stretch):**<br>1. Ask further questions for the learners to answer, for example: *When does the river Nile flood?* (in June) *What did the ancient Egyptians plant?* (vegetables, fruit and cereals) *What animals that live in the river Nile are mentioned?* (crocodiles, hippos, turtles and fish) |

| | |
|---|---|
| **Coursebook page 147** | **Writing: Activity 7**<br>1. Write *benefit from* on the board and elicit what it means. Ask: *How did ancient Egyptians benefit from the river Nile?* Elicit ideas from the class.<br>2. Read the Writing tip with the class and direct them to the Workbook to read the notes.<br>3. They can do this individually or in pairs. Monitor and provide support.<br>**CORE**<br>**Feedback**<br>Students work on their notes in the Workbook either individually or in pairs before you take feedback from the class. |
| | **Differentiation activities (Support):**<br>1. Provide learners with the script from Activity 2 to refer to but make sure that they rephrase the information when writing their notes. |
| | **Differentiation activities (Stretch):**<br>1. Set a time limit for completing the notes but encourage learners to be as comprehensive as possible. |
| **Workbook page 124** | **Workbook: Activity 3**<br>1. Give learners time to make notes for the other two entries: *materials* and *trade*. If appropriate, allow them to research further information online.<br>**CORE**<br>**Feedback**<br>Nominate learners to read out their notes for one of the two entries. Write examples on the board. |
| **Workbook page 124** | **Workbook: Activity 4**<br>1. Go through the Use of English box with the class before asking learners to circle the correct verb forms. They compare their answers in pairs before checking as a class.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to read out a sentence and explain why they chose that particular verb form.<br>**Answers**<br>1 have lived; 2 flooded; 3 caught; 4 used to; 5 to make; 6 were able to |
| **Resources** | **Plenary** |
| **Strips of paper with definitions** | 1. Divide learners into teams of three/four and ask them to prepare a notebook and pen/pencil.<br>2. Invite a learner to take a strip of paper and read out the definition. In their groups, learners decide which word is being defined and write it in their notebook. Call out the word and award points to the teams making sure they've spelled the word correctly. Continue with the rest of the definitions. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.4.1.4) 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 text using key words from it as needed.

| LESSON PLAN | | LESSON: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read about the river Nile.<br>**Writing:** To write a short summary of a text. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• talk about the river Nile and its importance<br>• understand details in an article<br>• guess the meaning of words from context<br>• write a short summary of an informative article. |
| **Link to prior learning:**<br>• Superlatives<br>• Past simple (active and passive)<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *sediment, delta, source, expedition, explore, tributary, tide, estuary, reptile*<br>**Key expressions/structure:** *the longest in the world, was called/discovered* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need help understanding the difference between *tributaries* and *estuaries*. Photos or drawings of these might be effective to support comprehension. | | |
| **Resources/equipment needed:**<br>Coursebook page 148<br>Workbook page 125 | | |

## UNIT 9 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Display a map of Egypt on the board or ask learners to look at the one in their books.<br>2. Have a class discussion and encourage learners who have visited Egypt to talk about their experiences. |
| **Resources** | **Main activity** |
| **Coursebook page 148** | **Reading: Activity 1**<br>1. Point to the river on the map and ask *What's this river called? Do you think rivers are important to people? Why?*<br>2. Ask the learners to read the article once and compare their three facts in pairs.<br>**CORE**<br>**Feedback**<br>Invite learners to raise their hands and explain one fact that they didn't know about the Nile. |
| **Workbook page 125** | **Workbook: Activity 1**<br>1. Draw learner's attention to the bold words in the article on Coursebook page 148. Read them out loud for the learners to repeat.<br>2. Give them a few minutes to match the words to their definitions.<br>**CORE**<br>**Feedback**<br>Nominate learners to read out a matching word and definition.<br>**Answers**<br>1 source; 2 sediment; 3 tides; 4 delta; 5 tributaries; 6 estuary |
| | **Differentiation activities (Support):**<br>1. Allow learners to use a dictionary if they need to check a word in the definitions. |
| | **Differentiation activities (Stretch):**<br>1. Ask fast finishers to find two other key words from the text and write definitions for them. They can then compare their definitions with dictionary definitions. |
| **Workbook page 125** | **Workbook: Activity 2**<br>1. Encourage learners choose the important information from the text. Ask them to underline the facts and monitor.<br>2. Point out that a good summary gives the important information using different words.<br>3. Give learners time to write their summary. Remind them to check that they include the answers to all the questions.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to read out their summary in groups and notice any differences. Monitor and give feedback. |
| **Resources** | **Plenary** |
| | 1. Ask learners to close their books and test what they remember about the facts from the text. Say correct/false statements about the Nile based on the article for them to comment on. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.1.1.1) 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.

(G8.3.1.1.3) 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.

| LESSON PLAN | | LESSON: 4 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To understand an informal conversation about a documentary.<br>**Reading:** To do a quiz on Egypt and the Nile. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand the gist of an information conversation<br>• extract details from an informal conversation<br>• complete a quiz using prior knowledge of language. |
| **Link to prior learning:**<br>• Superlatives<br>• Past simple (active and passive)<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *crocodile, bank, scary, pyramid, allowed, temple, documentary, statue*<br>**Key expressions/structure:** *more than enough, would rather, look like* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need help understanding the expression of preference with *would rather.* | | |
| **Resources/equipment needed:**<br>Coursebook pages 148–149<br>Workbook page 126<br>Audio Track 31 | | |

## UNIT 9 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Write *croc* on the board and ask learners to guess what animal it is (a shorter word for *crocodile*).<br>2. Have a class discussion about crocodiles: Where do they live? How many types are there? Are they dangerous? |
| **Resources** | **Main activity** |
| **Coursebook pages 148–149** | **Reading: Activity 2**<br>1. Ask the learners to read the statements 1–5 one by one and scan the text for the relevant information.<br>2. Ask learners to decide if the statements are true or false.<br>3. Invite learners to compare their answers in pairs before checking as a class.<br>**CORE**<br>**Feedback**<br>Invite learners to read out a sentence and say whether it's true or false. Encourage them to explain why by referring to specific information in the text.<br>**Answers**<br>1 T; 2 T; 3 F; 4 T; 5 F |
| | **Differentiation activities (Support):**<br>1. Give learners the paragraph number where they can find the information for each sentence, i.e. 1 = paragraph 1 – sentences 1–2; 2 = paragraph 1 – sentence 3; 3 = paragraph 2 – sentence 2; 4 = paragraph 3 – sentence 1; 5 = paragraph 3 – sentence 2 |
| | **Differentiation activities (Stretch):**<br>1. Ask fast finishers to write sentences correcting the false statements. |
| **Coursebook page 149**<br>**Audio Track 31** | **Listening: Activity 3**<br>1. Point to the crocodile in the picture and explain that this is a Nile crocodile.<br>2. Read out the instructions and pre-teach *dam* if necessary. Point out that they must spot which thing is <u>not</u> mentioned in the recording.<br>3. Play the audio once and check answers.<br>**CORE**<br>**Feedback**<br>Invite learners to say what wasn't mentioned in the recording and reach a class consensus.<br>**Answers**<br>a dam |

| | |
|---|---|
| **Coursebook page 149** | **Listening: Activity 4**<br>1. Give the learners time to read through the sentences before they listen to the recording again.<br>2. Read the tip and encourage the learners to focus on how speakers talk, not just what they say.<br>3. Play the audio a second time and have learners compare their answers.<br>**CORE**<br>**Feedback**<br>Ask learners to raise their hands to read out a sentence and say whether it's correct or not. Encourage them to give further details if possible.<br>**Answers**<br>Learners should tick sentences 2 and 4. |
| **Workbook page 126** | **Workbook: Activity 3**<br>1. Divide learners into small groups and set up the quiz as a competition. Allow them a few minutes to do the quiz referring to their Coursebooks for help as needed.<br>**CORE**<br>**Feedback**<br>When time is up, read out the sentences one by one and invite groups to give their answer. Award points for each correct answer.<br>**Answers**<br>1 Cairo; 2 a tomb; 3 sediment; 4 more than 6,500 km; 5 tributaries of the Nile; 6 in Sudan; 7 Mediterranean |
| **Resources** | **Plenary** |
| | 1. Ask learners to test each other using the quiz. Monitor and help with any problems with pronunciation or intonation. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.1.1.1) 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.

(G8.3.1.1.3) 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.

| LESSON PLAN | | LESSON: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read a news story about a tsunami; to understand the style of the article.<br>**Speaking:** To discuss the events and the people in the news story. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand the gist and details of a news story<br>• understand the style and figurative language used in a news article<br>• give their opinion about the news story. |
| **Link to prior learning:**<br>• Prepositions of place<br>• Past tenses<br>• Defining relative clauses<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *archipelago, coast, tremor, harbour, bobbing, emergency, islanders, swept into, destroyed*<br>**Key expressions/structure:** Defining relative clauses | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need help noticing the choice of language in real-life articles in order to make a bigger impact on the reader. | | |
| **Resources/equipment needed:**<br>Coursebook page 150<br>Workbook page 127 | | |

## UNIT 9 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Write *ts_n_m_* on the board and invite three learners to complete a missing vowel (*u*, *a*, *i*).<br>2. Ask *What is a tsunami?* and discuss learners' ideas as a class. |
| **Resources** | **Main activity** |
| **Coursebook page 150** | **Reading: Activity 1**<br>1. Draw learners' attention to the title of the article. Read it out loud and elicit ideas on what the news story is about.<br>2. Learners read the article once to check their ideas.<br>3. Read out the Language tip and check comprehension of the prepositions.<br>**CORE**<br>**Feedback**<br>Invite learners to explain in their own words what the article is about. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write their own sentences about places using the prepositions *off*, *on* and *onto*. |
| | **Differentiation activities (Support):**<br>1. Write words and phrases on the board for learners to match with the different prepositions, for example *off – off the coast of Dubai, off the Andaman Islands; on – on the beach, on the river bank, on side of the hill; onto – onto the pavement, onto the sand (also onto the beach and river bank,* etc. if there movement towards the object).<br>2. Ask learners to choose phrases to write sentences about. |
| **Workbook page 127** | **Workbook: Activity 1**<br>1. Learners refer to the article on Coursebook page 150 to find the words for each definition.<br>**CORE**<br>**Feedback**<br>Invite learners to write a word on the board.<br>**Answers**<br>1 islanders; 2 bobbing; 3 crashed; 4 destroyed; 5 tremor; 6 harbour |
| | **Differentiation activities (Support):**<br>1. Read out the words from the article for the learners to underline and then do the matching task. |

| | |
|---|---|
| **Workbook page 127** | **Workbook: Activity 2**<br>1. Read out the tasks one by one and discuss answers with the whole class.<br>**DESIRABLE**<br>**Feedback**<br>Learners discuss their answers as a class as this can be a challenging task.<br>**Possible answers**<br>1 immediately, massive, crashed, swept<br>2 time, day, date, month, year, place, age, name<br>3 to give detailed factual information, to show that it's an accurate description<br>4 because direct speech adds drama and a sense of reality |
| **Resources** | **Plenary** |
| | 1. Write *Heroine* on the board and explain that it's the female version of *hero*.<br>2. Ask *Do you think Martina Maturana is a heroine?* Elicit ideas from the class and encourage learners to give reasons for their opinions. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.1.1.8) 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.

(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).

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

| LESSON PLAN | | LESSON: 6 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To understand a dialogue about another natural disaster.<br>**Writing:** To write a friendly email giving advice. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand the details of a dialogue about past events<br>• write sentences using defining relative clauses<br>• write a friendly email giving advice<br>• summarise the main points of an event. |
| **Link to prior learning:**<br>• Language for giving advice<br>• Past tenses<br>• Defining relative clauses<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *tsunami, disaster, survive, safety, tide, sign, foreign*<br>**Key expressions/structure:** Defining relative pronouns with *who*, *that*, *which*, *whose* and *where* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need help understanding the difference between *who*, *which* and *whose*. | | |
| **Resources/equipment needed:**<br>Coursebook page 150–151<br>Workbook page 128 | | |

## UNIT 9 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Before the class, write on the board 3–4 questions that a reporter would ask Martina Maturana, for example:<br>*When did the earthquake take place?*<br>*What did you see when you looked out the window?*<br>*What did you do when you realised a tsunami was coming?*<br>*What damage did the tsunami cause?*<br>2. Put the learners in pairs to act out an interview. One learner is the reporter and the other Martina. If necessary, allow them to read the article on page 150 once before doing the task. |
| **Resources** | **Main activity** |
| **Coursebook pages 150–151** | **Reading: Activity 2**<br>1. Give learners a few minutes to read the questions and find the answers in the article. They can underline them if they wish.<br>2. Encourage fast finishers to discuss their answers in pairs.<br>**CORE**<br>**Feedback**<br>Read out a question and nominate learners to answer using their own words.<br>**Possible answers**<br>1 on Saturday 27th February 2010 at 6am<br>2 8.8 magnitude (on the Richter scale)<br>3 She felt the earthquake and saw the fishing boats moving up and down.<br>4 They ran to high ground. |
| **Coursebook pages 150–151** | **Use of English: Activity 3**<br>1. Read out the information about the defining relative clauses.<br>2. Learners scan the article on page 150 to underline the defining relative clauses and circle the relative pronouns.<br>**CORE**<br>**Feedback**<br>Invite learners to read out a defining relative clause and explain who or what it refers to.<br>**Answers**<br>**which** make up ... of Chile; **which** saved the lives ... islanders; **who** ran to high ground were safe; **that** were close to ... destroyed; **at which** Martina studied; **whose** house was destroyed by the tsunami |

| | |
|---|---|
| **Coursebook page 151** | **Use of English: Activity 4**<br>1. Learners complete the missing relative pronouns in the questions.<br>2. Then they practise asking and answering the questions in pairs.<br>**CORE**<br>**Feedback**<br>Invite learners to read out a question and write the relative pronoun on the board.<br>**Answers**<br>1 where; 2 which; 3 who; 4 whose; 5 that |
| | **Differentiation activities (Support):**<br>1. Write the relative pronouns up on the board for learners to select from as they are completing the questions. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write the answer for each question. |
| **Coursebook page 151** | **Speaking: Activity 5**<br>1. Ask learners to read the Speaking tip. Encourage them to note down the important events in the story and think about how to retell it.<br>2. Monitor while learners tell the story in pairs.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to retell Martina Maturana's story for the whole class. |
| **Workbook page 128** | **Workbook: Activity 3**<br>1. Explain to learners that they are going to read/tell another story about another young girl and a tsunami. Then read the first question and example with the class to check that they understand what to do.<br>2. Learners do the task individually or in pairs. Monitor and help as necessary.<br>**CORE**<br>**Feedback**<br>Invite learners to write a sentence on the board.<br>**Possible answers**<br>2 The girl whose screams saved about 100 tourists on a beach was called Tilly Smith.<br>3 Tilly Smith was walking on a beach where the tsunami wave crashed.<br>4 The tourists who heard Tilly Smith shouting ran to safety.<br>5 The school subject which helped Tilly learn about tsunamis was geography. |
| **Workbook page 128** | **Workbook: Activity 4**<br>1. Read out the instructions. Elicit from the learners how they will start the email (for example, *Dear*/*Hello* (name), and a quick introduction, *How are you?*) and how they will end it (for example, *I hope to hear from you soon.*/*Write soon.*)<br>2. Give learners time to write their email. Monitor and provide support as necessary.<br>**DESIRABLE**<br>**Feedback**<br>When they have finished, learners exchange their texts and check them. They shold try to find at least one suggestion to make to improve their partner's work. |
| | **Differentiation activities (Support):**<br>1. Allow learners to complete their email at home and check it in the next lesson. |

| Resources | Plenary |
|---|---|
| | 1. Write *Martina & Tilly* on the board and two columns headed *Similarities* and *Differences*.<br>2. Allow learners a minute to discuss in groups similarities and differences between the two stories. Elicit ideas as a whole class and make notes on the board.<br>3. Have a quick vote with a show of hands on which story was more interesting/ amazing, eliciting reasons. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.1.1.1.6) 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.

(G8.2.1.1.10) 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.

(G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.

(G8.4.1.1.7) 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: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To give a short presentation on Martina Maturana or Tilly Smith.<br>**Writing:** To write an essay. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• use topic-related vocabulary confidently<br>• write an essay with appropriate structure<br>• reflect on and assess their own progress. |
| **Link to prior learning:**<br>• Defining and non-defining relative clauses<br>• Lexis on rivers and water<br>**21st Century Skills:**<br>• Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project | | |
| **Key vocabulary:** Topic-related vocabulary from Lessons 1–6<br>**Key expressions/structure:** Defining and non-defining relative clauses | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need help organising their essay so it would be helpful to do this as a whole class on the board. | | |
| **Resources/equipment needed:**<br>Coursebook page 152<br>Workbook page 129 | | |

## UNIT 9 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the learners to look through Lessons 1–6 and make a note of four things they learned or tasks they enjoyed.<br>2. Invite learners to share their notes in small groups. Monitor their discussions. |
| **Resources** | **Main activity** |
| **Coursebook page 152** | **Vocabulary: Activity 1**<br>1. Read out the words in the box and ask learners to guess what the paragraph is about.<br>2. Learners complete the missing words individually or in pairs.<br>**CORE**<br>**Feedback**<br>Invite learners to read out sections of the text.<br>**Answers**<br>1 civilisation; 2 banks; 3 crops; 4 bricks; 5 paper; 6 transport |
| **Coursebook page 152** | **Speaking: Activity 2**<br>1. Point to the names of the girls and ask learners to look back through their book and find the pages where they studied their stories.<br>2. In pairs, learners read out the questions and choose one of the two girls. Give them a few minutes to prepare and practise their presentation encouraging them to make notes (rather than write a complete text of what they are going to say). Monitor and provide help.<br>3. Put learners in small groups and ask them to take turns to give their presentation in pairs. Monitor and make notes.<br>**CORE**<br>**Feedback**<br>Give feedback to learners, highlighting strengths and weaknesses in their presentation skills. Correct any errors on the board, eliciting answers from the class. |
| **Coursebook page 152** | **Writing: Activity 3**<br>1. Ask learners to think of a plan for the essay or write one on the board with the learners' ideas.<br>2. Invite learners to write their essay using information from Lesson 6 and their own ideas.<br>**DESIRABLE**<br>**Feedback**<br>Take in the essays to mark them and provide individual feedback. |
| | **Differentiation activities (Support):**<br>1. Allow learners to write their essay at home and check them in the next lesson. |
| | **Differentiation activities (Stretch):**<br>1. Allow learners all the time that they need for the planning stage of their essay, but then set a time limit for the drafting stage. Allow extra time at the end for corrections as necessary. |

| | |
|---|---|
| **Coursebook page 152** | **Self-assessment**<br>1. Read out the three tasks and give learners a few minutes to write their sentences about the source of the Nile.<br>2. Then, put learners in pairs to do tasks 2 and 3. Monitor and provide help as necessary.<br>**DESIRABLE**<br>**Feedback**<br>Give learners feedback on vocabulary and grammar use. |
| **Workbook page 129** | **Workbook: Activity 1**<br>1. Give the learners a few minutes to put the letters in order. Reading the definition will help them find the word.<br>**CORE**<br>**Feedback**<br>Invite learners to read out a word and spell it out.<br>**Answers**<br>1 tributary; 2 rainforest; 3 sediment; 4 reptile; 5 earthquake; 6 tide |
| **Workbook page 129** | **Workbook: Activity 2**<br>1. Draw learners' attention to the sentence prompts and elicit which include defining (1 and 4) and which non-defining clauses (2, 3 and 5).<br>2. Learners complete the sentences with their ideas. Monitor and provide support.<br>**CORE**<br>**Feedback**<br>Invite learners to read out a sentence for the whole class to hear and comment.<br>**Answers**<br>Learners' own answers |
| **Workbook page 129** | **Workbook: Activity 3**<br>1. Learners read the questions and discuss them in pairs or small groups.<br>**DESIRABLE**<br>**Feedback**<br>Have a class discussion about learners' speaking and reading skills. |
| **Resources** | **Plenary** |
| | 1. Divide the learners into two or three groups and ask them to line up facing the board. Call out a word from Lessons 1–6 and ask each learner at the front of the line to run to the board and write the word. Award points for correct spelling.<br>2. The learners at the front go to the back of the line. Continue with a new word and different learners running to the board. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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*, expressing agreement and disagreement, expressing opinion.

(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.

(G8.3.4.1.2) 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.

| LESSON PLAN | | LESSON: 8 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To discuss what a verse from a poem is about.<br>**Listening:** To understand an interview about gardens and gardening.<br>**Writing:** To write about Islamic gardens. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• discuss the meaning of a verse<br>• understand the gist and details of an interview<br>• write an informative paragraph<br>• write sentences using the zero and first conditionals. |
| **Link to prior learning:**<br>• Zero and first conditionals<br>**21st Century Skills:**<br>• Critical Thinking and Problem Solving: 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:** *benefit, improve, mood, get rid of, cheer sb up, element, fountain, channel, feel like*<br>**Key expressions/structure:** Zero and first conditionals | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need guidance on how to compare two pictures and make speculations about them. | | |
| **Resources/equipment needed:**<br>Coursebook page 153<br>Workbook page 130<br>Audio Track 32 | | |

## UNIT 9 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Draw a big square on the board and label it *Our garden*.<br>2. Ask learners to think in pairs or groups what they would add to their garden, for example trees, plants, fountain, pool, greenhouse, etc.<br>3. Invite learners to add to the drawing on the board based on their discussions. |
| **Resources** | **Main activity** |
| **Coursebook page 153** | **Speaking: Activity 1**<br>1. Ask learners to work in pairs to read and discuss the quotes about gardens. Encourage them to use the context to guess the meaning of any words they don't know, or allow them to use dictionaries.<br>2. Encourage them to find reasons to justify their choice of favourite quote.<br>**CORE**<br>**Feedback**<br>Take feedback from the whole class by asking different pairs to paraphrase each quote and writing their texts on the board. Agree on the best paraphrase/ explanation for each quote. |
| **Coursebook page 153**<br>**Audio Track 32** | **Listening: Activity 2**<br>1. Give learners a minute to read through the notes. Encourage them to guess which option is correct.<br>2. If necessary, pre-teach *fragrance* and *paradise* and *rare*. Play the audio once or twice for the learners to complete the sentences. Allow them to compare answers before the second listening.<br>3. Read the information on the zero and first conditionals. Point out the examples from the recording.<br>**CORE**<br>**Feedback**<br>Invite learners to read out a sentence and write the missing information on the board.<br>**Answers**<br>1 Sharjah; 2 meaning; 3 fragrance from the flowers; 4 mentioned in the Holy Qu'ran; 5 plants and herbs; 6 reflection |
| **Coursebook page 153** | **Writing: Activity 3**<br>1. Learners write a short paragraph about what they have learned. Allow them to listen to the recording once more if necessary.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to read out their paragraph to the whole class. Elicit any corrections. |
| **Workbook page 130** | **Workbook: Activity 1**<br>1. Learners match the words from the recording to their definitions.<br>**CORE**<br>**Feedback**<br>Read out a word or phrase and ask the learners to read out the definition chorally.<br>**Answers**<br>1 d; 2 f; 3 e; 4 c; 5 b; 6 a |

| | |
|---|---|
| **Workbook page 130** | **Workbook: Activity 2**<br>1. Learners complete the sentences referring to the Use of English box on Coursebook page 153. Then they label each sentence 'zero' or 'first conditional'.<br>**CORE**<br>**Feedback**<br>Learners raise their hand to read out a sentence and explain what type of conditional it is.<br>**Answers**<br>1 don't water – Z<br>2 give – F<br>3 will disappear – F<br>4 don't plant – Z<br>5 talk – Z<br>6 'll do – F |
| | **Differentiation activities (Support):**<br>1. Read through the information on the difference between the zero and the first conditional with the class before they do the exercise and give or elicit further examples. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write two sentences of their own for each type of conditional. |
| **Resources** | **Plenary** |
| | 1. Ask learners to discuss what family activities they used to enjoy as children and which ones they enjoy doing now. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.2.1.1.10) 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.

(G8.3.4.1.1) 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 nonfiction 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: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read about a fisherman's life.<br>**Writing:** To extend the interview with the fisherman. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand the gist and details of an interview<br>• identify and understand collocations<br>• write questions and imaginary answers to continue an interview. |
| **Link to prior learning:**<br>• Past simple tenses<br>• Collocations<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *patch, sunburned, wrinkled, wonder, blessed, squat, generation, pollute, rise, instead, current, ancestor*<br>**Key expressions/structure:** *in harmony with*, *make a living*, *rely on* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need help understanding the use of *instead* at the end of a sentence to talk about substitution. | | |
| **Resources/equipment needed:**<br>Coursebook page 154<br>Workbook page 131 | | |

## UNIT 9 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Draw a fishing rod with a fish hanging from the hook. Ask: *Why do people like fishing?*<br>2. Ask learners to brainstorm ideas as a class. |
| **Resources** | **Main activity** |
| **Coursebook page 154** | **Reading: Activity 1**<br>1. Ask learners to read the information on collocations.<br>2. Then draw their attention to the man in the photo. Elicit what he is doing and whether learners have ever seen/talked to a fisherman.<br>3. Explain the meaning of *catch* in the title ('number of fish caught') and point out it's a noun.<br>4. Learners read the questions once and discuss in pairs who is being interviewed. Then they read the interview once to check.<br>**CORE**<br>**Feedback**<br>Elicit ideas from the whole class.<br>**Suggested answer**<br>an old fisherman |
| **Coursebook page 154** | **Reading: Activity 2**<br>1. Learners write the questions in the correct place in the interview.<br>**CORE**<br>**Feedback**<br>Invite learners to read out a question in order.<br>**Answers**<br>1 How do you catch your fish? 2 What's the best season to go fishing in the UAE? 3 What does fishing mean to you? |
| **Coursebook page 154** | **Speaking: Activity 3**<br>1. Read the Speaking tip out loud. Elicit ways of introducing reasons (*because*) and examples (*for example*, *such as*, *like*).<br>2. In pairs learners answer the questions. Monitor and make note of good/bad use of language.<br>**CORE**<br>**Feedback**<br>Write good/bad uses of language on the board and discuss as a class. |
| | **Differentiation activities (Support):**<br>1. Brainstorm some ideas about different types of traditional jobs with the class before you start the activity. Elicit or teach: *pearl diver*, *weaver*, *potter*, *camel merchant*, etc. |
| | **Differentiation activities (Stretch):**<br>1. Put some words for tradtional jobs up on the board and ask learners to look them up in a dictionary and find out what they mean, for example *pearl diver*, *weaver*, *potter*, *camel merchant*, etc. They should then research two more of their own to present to the class. |

| | |
|---|---|
| **Workbook page 131** | **Workbook: Activity 1**<br>1. Learners complete the sentences with words/phrases from the interview. Make sure they use the correct form.<br>**CORE**<br>**Feedback**<br>Ask learners to read out a sentence chorally in groups.<br>**Answers**<br>1 made a living; 2 blessed; 3 rely on; 4 ancestors; 5 generations; 6 in harmony with |
| **Workbook page 131** | **Workbook: Activity 2**<br>1. Brainstorm a few ideas about questions learners would like to ask Mr Al Taboor.<br>2. Learners write their questions and exchange books with a partner. Then they make up Mr Al Taboor's answers. Monitor and help as necessary.<br>**DESIRABLE**<br>**Feedback**<br>Correct any errors as you monitor learners' work. |
| **Resources** | **Plenary** |
| | 1. Invite pairs of learners to read out a question and answer as reporter and Mr Al Taboor from Workbook Activity 2. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence.

(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 (for example, *if, when, unless, although*).

| LESSON PLAN | | LESSON: 10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To understand details in an interview about coral reefs. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand the gist and details of an interview<br>• use the second conditional confidently. |
| **Link to prior learning:**<br>• Second conditional<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *conservation, coral reef, extremely, tourist attraction, clam, aim, threat, salty, pollution, commercial, exact*<br>**Key expressions/structure:** Second conditional | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need help remembering the structure and use of the second conditional. | | |
| **Resources/equipment needed:**<br>Coursebook page 155<br>Workbook page 132<br>Audio Track 33<br>PCM 6 | | |

## UNIT 9 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Read out the following riddle:<br>*I'm beautiful and colourful. I live underwater and a lot of fish swim around me. I'm thousands of years old. What am I?*<br>2. Elicit answers and provide the solution: *coral reef*. Invite learners to say what they know about coral reefs. |

| Resources | Main activity |
|---|---|
| **Coursebook page 154** | **Vocabulary: Activity 4**<br>1. Ask learners to read the information about coral reefs in the Did you know? box and discuss what they have learned. Do they know where else there are big coral reefs? (Red Sea, off the coast of Mexico, Gulf of Mexico near Florida, near the Bahamas, the Arabian Gulf, etc.)<br>2. Learners do the matching task before they listen to the recording. Drill the pronunciation of words if necessary.<br>**CORE**<br>**Feedback**<br>Invite learners to read out a word and its definition.<br>**Suggested answer**<br>1 e; 2 d; 3 b; 4 f; 5 a; 6 c |
| **Coursebook page 154**<br>**Audio Track 33** | **Listening: Activity 5**<br>1. Allow learners a minute to read the incomplete sentences. Then play the audio once or twice for them to choose the correct option.<br>2. Read out the information on the second conditional. Invite a learner to read the example from the recording.<br>**CORE**<br>**Feedback**<br>Invite learners to read out a sentence and provide further details if possible.<br>**Answers**<br>1 a; 2 c; 3 b; 4 c |
| | **Differentiation activities (Support):**<br>1. Read through the multiple-choice options with the class – or give learners plenty of time to read through themselves – and check understanding before you play the audio. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to attempt to answer from memory from the first time they heard the recording. Give them time to compare their ideas with a partner before you play the audio a second time for them to check their answers. |

| | |
|---|---|
| **Workbook page 132** | **Workbook: Activity 3**<br>1. Give learners a minute or so to do the matching task. Point out the use of a comma when the 'if' clause is at the beginning of the sentence.<br>**CORE**<br>**Feedback**<br>Invite learners to read out a complete sentence.<br>**Answers**<br>1 d; 2 c; 3 f; 4 b; 5 a; 6 e |
| **Workbook page 132** | **Workbook: Activity 4**<br>1. Ask learners to complete the 'if' clauses with the verbs from the box. Check the answers and then give them time to complete the sentences with their ideas. Monitor and help if necessary.<br>2. Point out that both *was*/*were* are correct in sentences 1: *If I was*/*were* ... Explain that *were* sounds a bit more formal.<br>**CORE**<br>**Feedback**<br>Learners compare sentences in pairs. Correct any errors as a class.<br>**Answers**<br>1 was/were; 2 had; 3 lived; 4 swam<br>(plus learners' own ideas for the second part of each sentence) |
| **Resources** | **Plenary** |
| **PCM 6** | 1. Put the learners in pairs and hand out the PCM 6. Explain that Learner 1 moves from top to bottom and Learner 2 from left to right. They select boxes and complete the sentences with their ideas trying to form a line (straight or diagonal). When they complete the sentence correctly, they add their initials in the box. For each line they form, they win a point.<br>2. Monitor as the learners play the game and encourage them to give reasons for each sentence they make. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.1.1.1.6) 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.

(G8.2.1.1.6) 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.

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

| LESSON PLAN | | LESSON: 11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To understand an article about protecting coral reefs. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand the gist and details of an informative text<br>• use *will/won't* for future predictions |
| **Link to prior learning:**<br>• Relative clauses<br>• First conditional<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *marine, ecosystem, sewage, diving, snorkelling, harmful, responsibility*<br>**Key expressions/structure:** *do your best, be a threat to;* first conditional | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need help pronouncing these key words *marine, varied, ecosystem.* | | |
| **Resources/equipment needed:**<br>Coursebook page 156<br>Workbook page 133 | | |

## UNIT 9 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Write *Coral reefs* on the board and revise what learners have discovered about them in the previous lesson.<br>2. Ask: *Are coral reefs in danger? How can we protect them? How can tourists help to protect them?* Have a class discussion. |
| **Resources** | **Main activity** |
| **Coursebook page 156** | **Reading: Activity 1**<br>1. Ask learners to read the tip. Point out the heading of the article and the photo. What can they guess about the article?<br>2. Ask learners to read the article once and check their ideas on how coral reefs can be protected.<br>**CORE**<br>**Feedback**<br>Invite learners to share their ideas in class.<br>**Answers**<br>Learners' own answers |
| **Workbook page 133** | **Workbook: Activity 1**<br>1. Point out and explain the abbreviations in brackets: *adjective* (adj.), and *noun* (n.). Encourage learners to include what part of speech a word is when they record it in their notebooks.<br>2. Learners match the words to the definitions.<br>**CORE**<br>**Feedback**<br>Learners raise their hands to read the appropriate definition.<br>**Answers**<br>1 environmentally friendly; 2 varied; 3 damage; 4 responsibility; 5 harmful; 6 marine |
| | **Differentiation activities (Support):**<br>1. Allow learners to look back at the words in context (in the text in the Coursebook) to help them do the matching. |
| | **Differentiation activities (Stretch):**<br>1. Ask fast finishers to write their own definitions for the words in the box and then compare them with those given. |

| | |
|---|---|
| **Workbook page 133** | **Workbook: Activity 2**<br>1. Refer learners back to the Use of English box in the previous lesson on pages 153 and 155 of their Coursebook for a reminder of the how the first and second conditional structures are formed and the difference between them.<br>2. Elicit that the first conditional is used to talk about something real that it is quite possible will happen in the future, whereas the second conditional is used to 'hypothesise', i.e. talk about events that you imagine.<br>3. Learners work in pairs to discuss possible endings for each of the sentences and negotiate and write their best answer.<br>**CORE**<br>**Feedback**<br>Put the sentence heads up on the board and ask learners to volunteer the different possible endings.<br>**Possible answers**<br>1 Many coral reefs will be destroyed if we don't control pollution.<br>2 The tourism industry will be a threat to coral reefs if hotels don't become more environmentally friendly.<br>3 If we try to protect our coral reefs now, we will be able to enjoy them in the future.<br>4 If we didn't have coral reefs, we wouldn't have so many varieties of fish and marine plants.<br>5 The sea wouldn't be so polluted if we didn't put rubbish and sewage into it.<br>6 If everybody understood that our beautiful coral reefs are in danger, we would stop polluting the sea. |
| **Resources** | **Plenary**<br>1. Write the following question on the board: *Would you like to go diving or snorkelling around a coral reef? Why?/Why not?*<br>2. Ask learners to do a class or group survey making brief notes of their partners' names and answers. Monitor and provide help as necessary.<br>3. Work out the number of learners who answered *yes* and *no* to the question. Elicit a few reasons for each answer. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.1.1.3) 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).

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

| LESSON PLAN | | LESSON: 12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To understand an article about protecting coral reefs.<br>**Writing:** To write an informative text on coral reefs.<br>**Speaking:** To make predictions about the future. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand the gist and details of an informative text<br>• use *will/won't* for future predictions<br>• use the first and second conditional<br>• select information to write a summary of factual texts. |
| **Link to prior learning:**<br>• Relative clauses<br>• First and second conditional<br>**21st Century Skills:**<br>• Global Awareness: Use technology (spoken and written) to communicate in English topics and stories to other learners in the UAE | | |
| **Key vocabulary:** *formation, threaten, survival, harmful, damaging, attraction* (and other parts of speech related to these words)<br>**Key expressions/structure:** First and second conditional | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need help pronouncing these key words *marine, varied, ecosystem*. | | |
| **Resources/equipment needed:**<br>Coursebook page 156 and 157<br>Workbook page 134 | | |

## UNIT 9 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Elicit from the learners all that they can remember about the text. Ask a confident learner to summarise the text for the class and write the key points on the board.<br>2. Ask the class if they can remember any additional points. |
| **Resources** | **Main activity** |
| **Coursebook pages 156–157** | **Reading: Activity 2**<br>1. Give learners a few minutes to think of a heading for each piece of advice. They can do this in pairs or small groups.<br>**CORE**<br>**Feedback**<br>Invite learners to suggest headings for each piece of advice.<br>**Possible answers**<br>1 Choose your accommodation carefully<br>2 Choose a responsible diving/snorkelling trip<br>3 Be a responsible visitor |
| **Coursebook page 157** | **Reading: Activity 3**<br>1. Ask learners to read the sentences and refer back to the article before they mark them true or false.<br>2. Allow them to compare answers in pairs and point out the relevant parts of the article.<br>**CORE**<br>**Feedback**<br>Invite learners to read out a sentence and explain why it's true or false.<br>**Possible answer**<br>1 T; 2 F; 3 T; 4 T; 5 F |
| **Workbook page 134** | **Workbook: Activity 3**<br>1. Remind learners that, when they are learning new vocabulary, it is a good idea to learn all possible forms of a word and that some words will have a noun, verb and adjective form.<br>2. Ask learners to complete the activity in pairs or small groups and encourage them to use a dictionary to help them find any word forms they are not sure of.<br>**DESIRABLE**<br>**Feedback**<br>Learners raise their hands to give the correct answers.<br>**Answers**<br>2 protected; 3 survival; 4 conservation; 5 to attract; 6 attractive;<br>7 to harm; 8 to damage |
| | **Differentiation activities (Support):**<br>1. Support learners who are slower at dictionary work by directing them to the appropriate helpful dictionary entries. From there, they should then be able to find the answers on their own. |
| | **Differentiation activities (Stretch):**<br>1. Have fast finishers write some example sentences with words from the table. |

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|---|---|
| **Workbook page 134**<br>**Audio Track 33**<br>**Coursebook pages 155** | **Workbook: Activity 4**<br>1. If learners need support, prepare the summary as a whole class. Have learners find the important information in the audioscript from Audio Track 33 (page 821) and the article in Coursebook, Activity 1 (page 156). Discuss how they will order the information.<br>2. Allow enough time for learners to write their summaries. Monitor and make sure they're not copying whole sentences from the Coursebook.<br>**DESIRABLE**<br>**Feedback**<br>Learners exchange summaries in pairs and find similarities/differences. |
| **Coursebook pages 157** | **Speaking: Activity 4**<br>1. Put learners into small groups to give their presentations. Set a time limit for the preparation – or set this task a homework. Ask learners to think about how they are going to make their presentation interesting and memorable.<br>2. Go through the rules for good practice in presenting with the class and encourage learners to make notes consisting of key words only to refer to as they speak.<br>3. Learners take turns to give their presentations in front of their group.<br>**CORE**<br>**Feedback**<br>Learners mark each speaker in their group according to certain aspects of their performance, for example, if the person spoke too quickly or too slowly, etc. Each group of learners votes for the best presenter in their group. |
| **Resources** | **Plenary** |
| | 1. Revise the vocabulary from the last two lessons by playing a game with the class. Divide the learners into two teams. Teams take turns to choose a word and send one player to the front of the class to write spaces for the number of letters it contains on the board, for example (*pollution*) _ _ _ _ _ _ _ _ _.<br>2. The other team calls out letters they think are in the word. Either the player standing at the board writes in the appropriate place in the word, or, if the letter isn't in the word, the guessing team gets a point.<br>3. When the word has been guessed, it is the other team's turn to send a player to the board. The team with the fewest points at the end of the game wins. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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

(G8.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential, multi-step directions or chronological order)

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

(G8.4.1.1.1) 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.

(G8.4.1.1.7) 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: 13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To discuss different types of holiday accommodation; to decide with a partner on an imaginary holiday.<br>**Reading:** To understand a dialogue about two friends' holiday plans.<br>**Writing:** To write a postcard. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• explain differences between similar items<br>• understand the gist and details of an informal dialogue<br>• make and respond to suggestions<br>• agree and disagree with their partner's opinion<br>• write a postcard. |
| **Link to prior learning:**<br>• Present perfect simple<br>• Present continuous<br>• *Be going to*<br>**21st Century Skills:**<br>• Media Literacy: Reinforce using multiple media sources to evaluate different points of view, further articulate your argument in English and persuade others to accept your views | | |
| **Key vocabulary:** *bed & breakfast, five-star, all-inclusive, hostel, homestay, cruise, aparthotel, value, availability*<br>**Key expressions/structure:** Making and responding to suggestions; agreeing and disagreeing | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need help using the correct intonation when making suggestions and responding with excitement or doubt. | | |
| **Resources/equipment needed:**<br>Coursebook page 158<br>Workbook page 135<br>PCM 7 | | |

## UNIT 9 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Read out the opening questions and ask learners to discuss them in pairs.<br>2. As a class, elicit places the learners visited on their last holiday. |
| **Resources** | **Main activity** |
| **Coursebook page 158** | **Reading: Activity 1**<br>1. Ask learners to look at the types of accommodation and circle the ones they've stayed in. Elicit answers from the class and explain any unknown types of accommodation.<br>2. In pairs, learners discuss the differences. Monitor and provide help if necessary.<br>**CORE**<br>**Feedback**<br>Invite learners to explain differences between various types of accommodation. |
| **Coursebook page 158** | **Reading: Activity 2**<br>1. Ask the learners to read the questions before reading the dialogue. Check their comprehension of *holiday package*.<br>2. Allow them to discuss the questions in pairs.<br>**CORE**<br>**Feedback**<br>Read out a question and invite volunteers to provide an answer.<br>**Possible answers**<br>1 Sharm el Sheikh in Egypt; 2 no; 3 all-inclusive hotel; 4 550 pounds per person; 5 first week of April |
| | **Differentiation activities (Support):**<br>1. Pre-teach *brochure*, *resort*, *all-inclusive* and *availability* before learners do the task. |
| | **Differentiation activities (Stretch):**<br>1. Only give learners a limited time to read the dialogue the first time. Then ask them to close their books when they attempt the questions the first time. |
| **Coursebook page 158** | **Speaking: Activity 3**<br>1. Point out that learners saw the phrases in the box in the dialogue between Matthew and Charlie. They copy them into the table.<br>**CORE**<br>**Feedback**<br>Learners raise their hands to say where each phrase goes in the table.<br>**Answers**<br>1 Why don't we ...?; 2 Shall I ...?; 3 How about ...?; 4 Sure, why not?; 5 I'm not sure ... |

| | |
|---|---|
| **Coursebook page 158**<br>**PCM 7** | **Speaking: Activity 4**<br>1. Make one copy of PCM 7 for each pair of learners and cut it in half.<br>2. In pairs, hand out a brochure to each learner and explain that they are going to choose one of the packages to go on holiday together. Give them a minute to read through the information and provide help if necessary.<br>3. Ask learners to present the packages to each other and encourage them to ask questions and give their opinions. Prompt them to use the phrases from Activity 3. Monitor and make notes of errors or good use of language.<br>**CORE**<br>**Feedback**<br>Invite volunteers to explain which holiday they're going on and why. Provide feedback to the whole class. |
| | **Differentiation activities (Support):**<br>1. Demonstrate the dialogue with a strong learner to give the class an example. |
| | **Differentiation activities (Stretch):**<br>1. As an extension activity for fast finishers or for homework, ask learners to prepare a description of a package that appeals to them. They could do this in writing and then present it to the class. |
| **Workbook page 135** | **Workbook: Activity 1**<br>1. Point out that there are sentences and questions jumbled up so learners need to be careful with word order.<br>**DESIRABLE**<br>**Feedback**<br>Nominate learners to write a sentence or question on the board.<br>**Answers**<br>1 How about travelling to Egypt for our next holiday?<br>2 I don't think going in June is a good idea.<br>3 Shall I call the hotel to book a room?<br>4 Why don't we do a scuba-diving course?<br>5 That'd be a really great idea!<br>6 Would you like to visit the temples in Egypt? |
| **Workbook page 135** | **Workbook: Activity 2**<br>1. Give them a few minutes to write their postcard. Monitor and help as necessary.<br>**EXTENSION**<br>**Feedback**<br>Learners exchange postcards in pairs and give each other feedback. |
| **Resources** | **Plenary** |
| | 1. Write *School trip* on the board. In small groups, learners discuss where they should go on their next school trip and what activities they should do. They can choose any place in the world!<br>2. Elicit ideas from the groups and write them on the board. Have a quick class vote on the most popular school trip. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.1.1.1.5) 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, expressing agreement and disagreement, expressing opinion.

(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, expressing opinion.

(G8.2.1.1.4) Consolidate from grade 7 the ability to speak about future plans using *going to*, present continuous, *will, may,* and *might.*

(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.

(G8.3.1.1.1) 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.

| LESSON PLAN | | LESSON: 14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To understand an informal conversation about a holiday.<br>**Speaking:** To compare two photos and make speculations; to respond to personal questions. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• use topic-related vocabulary confidently<br>• understand the gist and details of an informal conversation<br>• use appropriate language to compare and speculate about two photos. |
| **Link to prior learning:**<br>• Topic-related vocabulary<br>• Zero/first/second conditionals<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Key lexis from the unit<br>**Key expressions/structure:** Zero/first/second conditionals | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need to revise the differences between structure and use of the three conditionals. | | |
| **Resources/equipment needed:**<br>Coursebook page 159<br>Workbook page 136<br>Audio Track 34 | | |

## UNIT 9 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to look through Lessons 8–13 in their Coursebook and Workbook and revise the key words and phrases in bold. In pairs or small groups, they can check each other's knowledge. Monitor and provide help. |
| **Resources** | **Main activity** |
| **Coursebook page 159**<br>**Audio Track 34** | **Listening: Activity 1**<br>1. Ask learners to read the statements before they listen to the conversation.<br>2. Play the audio once or twice for learners to circle yes or no.<br>**CORE**<br>**Feedback**<br>Ask learners to read a statement and explain why it's true or false.<br>**Answers**<br>1 False; 2 True; 3 True; 4 False |
| **Coursebook page 159** | **Speaking: Activity 2**<br>1. Demonstrate how learners can compare the photos modelling some key structures: *In this photo, ... whereas in this one ...; On the other hand, ...,* etc.<br>2. Ask learners to compare the photos in pairs. Encourage them to speculate about the context of each photo, for example, what the people are doing/seeing/hearing, how they're feeling, etc.<br>**CORE**<br>**Feedback**<br>Invite learners to present an idea about the photos. |
| **Coursebook page 159** | **Speaking: Activity 3**<br>1. Put the learners in pairs to take turns asking and answering the questions. Monitor and make note of any language errors.<br>**CORE**<br>**Feedback**<br>Correct any errors you noted as a class. |
| | **Differentiation activities (Support):**<br>1. Ask and answer the questions as a class, writing learners' ideas up the board and helping them with vocabulary. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to choose a question and write their answer in 80–100 words. |
| **Coursebook page 159** | **Self-assessment**<br>1. Give learners time to read through the self-assessment tasks and prepare them.<br>2. Learners do the tasks in pairs. Monitor and make note of any errors to correct.<br>**DESIRABLE**<br>**Feedback**<br>Correct any errors you noted as a class. |

| | |
|---|---|
| **Workbook page 136** | **Workbook: Activity 1**<br>1. Set a time limit for the learners to choose the correct words. They can do this individually or in pairs.<br>**CORE**<br>**Feedback**<br>Learners raise their hand to read out a sentence.<br>**Answers**<br>1 of; 2 up; 3 Why don't; 4 fragile; 5 living |
| **Workbook page 136** | **Workbook: Activity 2**<br>1. Point out that these are zero, first and second conditional sentences. Learners must look for clues in the verb form of the second clause to complete the gaps.<br>**CORE**<br>**Feedback**<br>Invite volunteers to read out a sentence and say what type of conditional it is.<br>**Answers**<br>1 You'd learn a lot about fish and corals if you **studied** marine biology.<br>2 If we **don't stop** global warming, the coral reefs will disappear.<br>3 If you **get** seasick, you can take this pill to make you feel better.<br>4 Flowers **won't/don't grow** properly if you water them too often.<br>5 Our garden **would look** much prettier if we had a fountain. |
| **Workbook page 136** | **Workbook: Activity 3**<br>1. Read out the questions and have a class discussion. Encourage learners to explain how they feel about their progress in general and, in particular, with their speaking and listening skills.<br>2. Learners think of ways in which they can improve their speaking and listening skills. They can do this in pairs or small groups.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to share their reflections with the class. |
| **Resources** | **Plenary** |
| | 1. Make a 'class contract' with new things the learners will try to do in order to improve their English, for example, *I'll read one article in English every day. / I'll speak with my friend in English at least twice a week. / I'll write a diary in English.*<br>2. Ask learners to sign the contract and display it in class. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example, (n) 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 (c) express own ideas.

(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: 15 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To respond to personal questions. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• use lexis from the unit confidently<br>• express opinions and preferences. |
| **Link to prior learning:**<br>• Lexis from the unit<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Lexis from the unit<br>**Key expressions/structure:** Second conditional; language to express opinions and preferences | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need help identifying the suffixes that are used to form nouns and adjectives. | | |
| **Resources/equipment needed:**<br>Coursebook page 160 | | |

## UNIT 9 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Read out some of the clues from the crossword and ask learners to call out the answer with books closed. |
| **Resources** | **Main activity** |
| **Coursebook page 160** | **Vocabulary: Activity 1**<br>1. Learners can do the crossword individually or in pairs. Encourage them to complete it without referring back through the unit.<br>**CORE**<br>**Feedback**<br>Invite learners to write a word on the board.<br>**Possible answers**<br>**Down:** 1 delta; 2 source; 3 leak; 4 tsunami; 5 crops<br>**Across:** 6 papyrus; 7 brick; 8 tide; 9 banks; 10 humid |
| **Coursebook page 160** | **Vocabulary: Activity 2**<br>1. Check learners' understanding of the words in the box. Give them a minute to complete the questions.<br>**CORE**<br>**Feedback**<br>Nominate learners to read out a question.<br>**Answers**<br>1 attraction; 2 threat; 3 seasick; 4 responsibility; 5 mood; 6 rely on |
| **Coursebook page 160** | **Speaking: Activity 3**<br>1. Put the learners in pairs to take turns asking and answering the questions. Monitor and make note of any language errors.<br>**CORE**<br>**Feedback**<br>Correct any errors you noted as a class. |

| | |
|---|---|
| **Coursebook page 160** | **Use of English: Activity 4**<br>1. Explain that learners need to change the words in brackets to form new types of verbs, for example from verbs to nouns or adjectives.<br>2. Learners complete the sentences and compare answers in pairs.<br>**CORE**<br>**Feedback**<br>Nominate learners to read out a sentence.<br>**Answers**<br>1 conservation, environmentally; 2 harmful; 3 blessed; 4 extremely;<br>5 responsibility |
| | **Differentiation activities (Support):**<br>1. Write the endings on the board in jumbled order to help learners form the new words, i.e. *-ist*, *-ful, -ed, -ly, -ity*. |
| | **Differentiation activities (Stretch):**<br>1. Ask fast finishers to write example sentences for the original word forms in brackets, for example for *conserve* and *environment* in number 1. |
| **Resources** | **Plenary** |
| | 1. Invite learners to look through the unit and find words that they can easily draw. Ask them to write them on a piece of paper. Collect the words.<br>2. Divide the learners in small groups and call a learner from each group to the board. Give them a word to draw. The first team to call out the word wins a point. Continue with different words and learners to draw them. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.1.1.10) 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.

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

| LESSON PLAN | | LESSON: 16 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read a learner's presentation about the river Nile.<br>**Writing:** Project: to prepare a presentation. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• understand the details and structure of an oral presentation<br>• write an oral presentation with correct structure and appropriate language. |
| **Link to prior learning:**<br>• Descriptive language<br>• Past tenses<br>**21st Century Skills:**<br>• Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively and critically in English | | |
| **Key vocabulary:** Vocabulary related to rivers<br>**Key expressions/structure:** Language used in oral presentations | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need help finding appropriate information and structuring the presentation. | | |
| **Resources/equipment needed:**<br>Coursebook page 161 | | |

## UNIT 9 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to brainstorm facts they remember about the river Nile and write them on the board. |
| **Resources** | **Main activity** |
| **Coursebook page 161** | **Preparation: Activity 1**<br>1. Ask learners to read the presentation once and call out any information they missed. Add it on the board.<br>2. Give them a few minutes to write the main idea of each paragraph in the margin.<br>**CORE**<br>**Feedback**<br>Invite learners to explain briefly what each paragraph is about.<br>**Possible answers**<br>Paragraph 1: geography of river Nile<br>Paragraph 2: wildlife in the river Nile |
| **Coursebook page 161** | **Preparation: Activity 2**<br>1. Draw learners' attention to the topics and encourage them to add other topics they're interested in.<br>2. Read out the questions and allow learners to look for information online or in the library. Encourage them to find photos they can use during their presentation.<br>3. Learners can prepare their presentations individually or in pairs.<br>**CORE**<br>**Feedback**<br>Monitor providing feedback and support. |
| **Coursebook page 161** | **Preparation: Activity 3**<br>1. Read out the learner's notes and point out how they are developed in more detail in the presentation itself. Explain that these notes are used during the presentation to remind the speaker of what to say next.<br>2. Ask learners to prepare their project in full and make notes that they'll use when delivering the presentation. Encourage them to use a variety of vocabulary and grammar structures.<br>**CORE**<br>**Feedback**<br>Monitor providing feedback and support. |
| | **Differentiation activities (Support):**<br>1. Learners can finish preparing their presentation at home. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to organise their notes into a coherent presentation structure: this should include an introduction, the main points they want to make in a logical order and a conclusion. Ask them to consider how and where they might include visuals. |

| Resources | Plenary |
|---|---|
| | 1. Have a class discussion about which places from Activity 2 the learners would like to visit and why. |

| Learning styles catered for (✓): | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

| Assessment for learning opportunities (✓): | | | |
|---|---|---|---|
| Observation | Learner 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 (n) 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(c) express own ideas.

(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: 9** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To give a presentation on a chosen topic.<br>**Listening:** To understand partners' presentations.<br>**Writing:** To write a summary of a presentation. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• give a coherent presentation on a chosen topic<br>• understand their partners' presentations and provide feedback<br>• write a summary of a presentation. |
| **Link to prior learning:**<br>• Variety of lexis and grammar structures<br>**21st Century Skills:**<br>• Flexibility and Adaptability: Reinforce the understanding and importance of feedback in English, from teachers and other learners | | |
| **Key vocabulary:** Variety of lexis<br>**Key expressions/structure:** Variety of grammar structures | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners may need help on what aspects of the presentation they should focus on when listening to their partners. Make sure you explain the feedback checklist in detail, providing examples. | | |
| **Resources/equipment needed:**<br>Coursebook page 162 | | |

## UNIT 9 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to discuss in pairs and imagine that someone has given a very bad presentation and how to give feedback in a supportive way to help the person improve next time. Tell them to think not just about what to say but how to say it.<br>2. Take feedback from the class and build up a list of ideas on the board about how to give supportive feedback. |
| **Resources** | **Main activity** |
| **Coursebook page 162** | **Presentation: Activity 4**<br>1. Put the learners in pairs or small groups depending on whether they are doing their presentation individually or in pairs.<br>2. Draw their attention to the checklist and explain that they will practise giving their presentations using this list to give feedback to each other. Read the list and clarify any queries.<br>3. Give them a few minutes to present their projects. Walk around and make sure learners are using the checklist.<br>**CORE** |
| | **Differentiation activities (Support):**<br>1. Encourage learners to allow each other to have a 'practice run' in order to build up confidence before they are assessed by their partner. |
| | **Differentiation activities (Stretch):**<br>1. Encourage learners to make minimal use of their notes and to try to keep their heads up and their eyes on their audience whilst speaking. Consider giving them extra time to practise so that they can work on this. |
| **Coursebook page 162** | **Presentation: Activity 5**<br>1. Learners spend a few minutes giving feedback to each other and making suggestions on how to improve. Monitor and make notes.<br>**CORE**<br>**Feedback**<br>Give some general feedback on language use or body language that are relevant to most learners. |
| **Coursebook page 162** | **Presentation: Activity 6**<br>1. Put the learners in groups. Ideally, they should be working with their previous partner.<br>2. Learners take turns to give their presentations. Ask them to write a question for each presentation they hear. They ask their questions at the end of each presentation. Monitor and provide help.<br>**CORE**<br>**Feedback**<br>Give feedback on how learners improved their presentations and further ways in which they can improve their skills. |

| Coursebook page 162 | **Presentation: Activity 7**<br>1. As a follow-up, learners write a short summary about one of the presentations they watched. Read the guidelines with the whole class.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to read out their summary in class. |
|---|---|
| **Resources** | **Plenary** |
| | 1. Praise learners on their hard work during Unit 9 and give them a quick overview of all the things they have learned and the skills they've been practising. Encourage them to say what they'd like to do more of in the future, for example, speaking, listening, read more news stories, articles or blogs. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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 (n) 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.

(G8.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.

(G8.4.1.1.5) 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: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read a jumbled text and correctly sequence the paragraphs; to answer questions about a text; to identify the meaning of new lexis.<br>**Listening:** To confirm the correct sequence of paragraphs in a text. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify the correct sequence of a text<br>• extract the key information from a text. |
| **Link to prior learning:**<br>• Experience of sequencing texts: knowledge of past tenses<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *expedition, luxurious, liner, maiden voyage, strike/struck, go/went down, desperately, survive, telegram, iceberg, lifeboat, telescope, telecommunications*<br>**Key expressions/structure:** past tenses | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• It is important to encourage learners to reflect on the content of what they learn as well as the language so leave enough time to do the plenary session. | | |
| **Resources/equipment needed:**<br>Coursebook pages 163 and 164<br>Workbook page 137<br>Audio Track 35 | | |

## UNIT 10 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 163** | 1. Introduce the unit title and check they understand the meaning of *expedition* (a long journey to a dangerous or distant place).<br>2. Ask learners if they like travelling. Are they travellers or do they prefer to stay near home?<br>3. Ask them about places they have travelled to. How did they travel? How would they feel about going on a long journey by sea? |
| **Resources** | **Main activity** |
| **Coursebook page 163**<br>**Audio Track 35** | **Reading and listening: Activity 1**<br>1. Ask the class to look at the illustration and predict what the text is going to be about. Ask them if they know the name of the ship. What do they know about it? Elicit a few ideas.<br>2. Learners read the text about the *Titanic* and number the paragraphs in the correct order.<br>3. Elicit answers and discuss with the class. What helped them decide? Do not give the correct answers at this point.<br>4. Tell the class that they are going to listen to the audio recording of this text. They listen to check their answers.<br>5. Play the audio a second time if necessary. Learners check their answers.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>1e; 2b; 3d; 4f; 5c; 6a |
| | **Differentiation activities (Support):**<br>1. Play the audio recording several times if necessary. Pause after each section if learners find it difficult to follow. |
| **Coursebook page 164** | **Reading and listening: Activity 2**<br>1. Ask the class to re-read the text in the correct order. Encourage them to guess the meaning of unfamiliar words from the context. Point them to the vocabulary box if they don't know the meaning of *telegram.*<br>2. Tell learners to answer the questions about the text.<br>**CORE**<br>**Feedback**<br>Elicit answers and discuss as a class.<br>**Answers**<br>1 It was the biggest, fastest and most luxurious liner of its time.<br>2 In April 1912.<br>3 From Southampton in Great Britain to New York.<br>4 It hit an iceberg.<br>5 Less than three hours.<br>6 Because there weren't enough lifeboats.<br>7 It was a ship and it answered *Titanic*'s call for help.<br>8 On Tuesday 16th April. |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Elicit from learners who have found the correct answers where they found the necessary information. Use this to lead those who need support to find answers. |
| | **Differentiation activities (Stretch):**<br>1. See above: ask these learners to specify how and where they found the answers. |
| **Workbook page 137** | **Workbook: Activity 1**<br>1. Learners match words with their meanings. Tell them to look back to the text to see the words in context.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers as a class.<br>**Answers**<br>1f; 2c; 3g; 4d; 5a; 6e; 7b |
| | **Differentiation activities (Stretch):**<br>1. Learners can write sentences of their own using the words. |
| **Workbook page 137** | **Workbook: Activity 2**<br>1. Read through the *Language tip* about compound nouns with the class. Explain that there is no rule for determining whether compound nouns are hyphenated or become one word (or stay as two words). However the tendency is for hyphenated words to eventually become one word, for example, *e-mail* has now become *email.*<br>2. Learners identify the compound nouns in the text.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>1 iceberg; 2 lifeboat; 3 headline; 4 newspaper |
| | **Differentiation activities (Stretch):**<br>1. Ask these learners to make a list of all the compound nouns they come across in the next week. Make time to go through the lists and discuss with the learners. |
| **Workbook page 137** | **Workbook: Activity 3**<br>1. Introduce the explanation about prefixes. Elicit other prefixes, for example *un* and *dis* give words an opposite meaning, *re* adds the meaning of *again.*<br>2. Learners identify the *tele* words. Encourage them to use a dictionary where they will find a few others.<br>**EXTENSION**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>1 television; 2 telephone; 3 telescope; 4 telecommunications |

| Resources | Plenary |
|---|---|
| | 1. Discuss the content of the text and encourage learners to think more deeply about the tragedy of the *Titanic*. Ask: *Why did so many people die? Why do you think there were so few lifeboats? Why do you think the ship was in an area where there were icebergs?* (Icebergs are common in the North Atlantic.) *Was it just a terrible accident or was someone to blame? Who?*<br>2. Encourage learners to do some follow-up research to find out more about the *Titanic.* |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.3.1.1.2) 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).

| LESSON PLAN | | LESSON: 2 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To use a range of past tenses; to recount a narrative text.<br>**Writing:** To write a first person narrative based on a text. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• recount a narrative using a range of past tenses<br>• write a first person narrative using a range of past tenses. |
| **Link to prior learning:**<br>• Knowledge and experience of past tenses<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** recycling of vocabulary from previous lesson<br>**Key expressions/structure:** Past simple (active and passive), present perfect, past continuous, past perfect tenses | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• The number of past tenses in English, and their uses, is challenging for learners. They need continuous revision and opportunities for practice. The focus of this lesson is to contrast the meaning and use of the tenses but if you find that they have not grasped the form and structure of the tenses, it will be necessary to do remedial work. PCM 8 is supplied for this purpose, but you can also find plenty of extra practice in grammar practice books or on websites. | | |
| **Resources/equipment needed:**<br>Coursebook page 164 (and page 163)<br>Workbook page 138<br>PCM 8 | | |

## UNIT 10 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Discuss with the learners some of their recent activities. If there has been a major event in the school, community or country recently, focus on that. Aim to get learners to talk about the events using a range of past tenses, for example, ask questions *What happened? What were you doing when …? What had he/she/you/ they done before that? What's happened since?* |

| Resources | Main activity |
|---|---|
| **Coursebook pages 163 and 164 PCM 8** | **Use of English: Revision of past tenses**<br>1. Read and discuss the Use of English box with the class. Elicit the answers to the matching activity.<br>2. Ask the class to find more examples of the past tenses in the *Titanic* text.<br>3. Ask learners to supply examples of their own and write them in their notebooks.<br>**CORE**<br>**Feedback**<br>Elicit and discuss plenty of examples with learners. Put these on the board so that learners can see the different structures.<br>**Answers**<br>a past simple; b past continuous; c past simple passive; d past perfect simple; e present perfect |
| | **Differentiation activities (Support):**<br>1. Where necessary, set remedial work on any of the tenses that learners are unsure of. You can use PCM 8 for this.<br>**Answers**<br>1 travelled; 2 found; 3 gave; 4 rang; 5 went; 6 I was promised a gift; 7 The *Titanic* was sunk by an iceberg; 8 The people were told about the accident the next day; 9 They were sent a text message; 10 My father was sold a car by that man; 11 I wasn't offered a drink; 12 The climate has changed in the last fifty years; 13 She has been ill in bed since last week; 14 I think he has forgotten our names again; 15 Jassim has broken his leg so he can't walk; 16 We haven't seen your new car yet; 17 had sailed; 18 had arrived; 19 had finished; 20 had gone; 21 hadn't rained; 22 was taking off; 23 were watching; 24 was reading; 25 were sleeping; 26 weren't waiting |
| **Coursebook page 164** | **Speaking: Activity 3**<br>1. Learners work in pairs. They use the words and phrases in Activity 2 to recount the story of the *Titanic* in their own words.<br>2. Remind them to use the correct past tense. Point out to them also that the language of speaking is not exactly the same as what we write so they can alter things as they speak.<br>**CORE**<br>**Feedback**<br>Monitor learners as they discuss and make notes of any recurring errors (particularly in the use of past tenses) for a later remedial session.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Encourage learners to refer back to the questions and answers in Activity 2 to give a framework for their recounting of the story. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can move on to the next activity. |
| **Coursebook page 164** | **Writing: Activity 4**<br>1. Introduce the activity and elicit a little of how the old lady's story might continue. Make it clear that, unlike with the previous activity, they should not only recount facts but also put in some personalising details and feelings.<br>2. Learners write their stories.<br>**CORE**<br>**Feedback**<br>As learners write, go around to give assistance and make a note of recurring errors (particularly in the use of past tenses) for later remedial work.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners could work in pairs to support one another. |
| | **Differentiation activities (Stretch):**<br>1. Encourage these learners to be more ambitious in their writing, in terms of length and content. |
| **Workbook page 138** | **Workbook: Activity 4**<br>1. Learners revise the use of past tenses and choose the correct option.<br>**DESIRABLE**<br>**Feedback**<br>Elicit answers and check as a class.<br>**Answers**<br>1 arrived; 2 had studied; 3 she wanted; 4 she left; 5 didn't go; 6 was travelling; 7 she stopped; 8 were named; 9 had ever seen; 10 was published |
| **PCM 8** | **Differentiation activities (Support):**<br>1. Learners can work in pairs to support one another. If they find this difficult, they should do PCM 8. |
| **Workbook page 138** | **Workbook: Activity 5**<br>1. Do some revision of past tense question forms.<br>2. Learners write the questions.<br>**EXTENSION**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>2 Where had she studied …?<br>3 What was her plan?<br>4 What did she want to study?<br>5 How many different types of fish did she bring back?<br>6 When was her book, *Travels in Africa*, published? |

| Resources | Plenary |
|---|---|
| | 1. Ask the learners which travellers or explorers they can name. Discuss with them what they know about the traveller and his/her achievements. Tell them they will learn more about Ibn Majid, Ibn Jubayr and other famous Arab explorers of the past in later lessons in the unit. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.1.1.3) Talk about past actions using the past perfect and the simple past.

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

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

| LESSON PLAN | | LESSON: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:**<br>**Listening:** To predict content and then listen to confirm or modify predictions; to identify speakers' opinions and point of view.<br>**Speaking:** To express personal opinions in a group discussion. | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• listen to a discussion and summarise the opinions of the speakers<br>• take part in a discussion and express their opinions. |
|---|---|

**Link to prior learning:**

- Experience of group discussion

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *treasure, wreck, submersible, expedition, belongings, grave, deck*

**Key expressions/structure:** expressing opinions

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners perceive listening as difficult. Tell them that it is not necessary to understand every word, or every piece of information, on first listening. In this lesson they predict what they expect to hear before listening, and then listen to check. This is a very useful technique that learners can apply elsewhere.

**Resources/equipment needed:**

Coursebook page 165

Workbook page 139

Audio Track 36

## UNIT 10 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 165** | 1. Look at the photo of the illustration on page 165. Elicit what is happening.<br>2. Elicit any stories, films or TV programmes the learners know involving the exploration of shipwrecks.<br>3. Introduce the lesson title, *Exploring the seas*. |
| **Resources** | **Main activity** |
| **Coursebook page 165**<br>**Audio Track 36** | **Listening: Activity 1**<br>1. Focus on the title of the radio discussion: 'Exploring the wreck of the *Titanic* – is it right or wrong?' Ask learners to predict what they are going to hear.<br>2. Discuss the ideas as a class.<br>3. Play the audio. Were their ideas correct?<br>**CORE**<br>**Feedback**<br>Elicit and discuss the predictions that were correct.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. If necessary, break up the Audio Track into more manageable lengths by pausing after each question and answer. |
| **Coursebook page 165**<br>**Audio Track 36** | **Listening: Activity 2**<br>1. Tell the class to read questions 1–3 carefully.<br>2. Ask learners to listen to the audio recording again and take notes to answer the questions.<br>3. Learners discuss answers in pairs (or small groups).<br>4. Play the audio once more. Allow time for more discussion before learners write answers.<br>**CORE**<br>**Feedback**<br>Discuss the answers as a class.<br>**Example answers**<br>1 Joe thinks that it's all right to explore the wreck because it brings the story to life and helps you understand it. Tania doesn't agree. Her great-great-grandfather died when the *Titanic* sank so the ship is his grave. Patrick thinks it's OK because the objects can be put in a museum, kept in good condition and saved.<br>2 Patrick doesn't think Adventure Tourism is necessary. He thinks it's better to do a virtual trip on a computer.<br>3 Joe thinks it's OK, so long as it doesn't do any damage. Tania thinks it's terrible. |
| | **Differentiation activities (Support):**<br>1. If necessary, break up the Audio Track into more manageable lengths by pausing after each question and answer. |

| | |
|---|---|
| **Coursebook page 165** | **Speaking: Activity 3**<br>1. Learners work in groups to continue the radio discussion. Tell each group to choose a presenter.<br>2. Introduce the question for the presenter to ask. Point out that he/she can also ask supporting questions if the discussion stops.<br>3. Remind the presenter to moderate the discussion, ensuring that all participants take turns and are respectful to each other.<br>4. Groups discuss the question and give their opinions.<br>**CORE**<br>**Feedback**<br>Circulate and monitor the discussions. Make notes of any recurring problems for later remedial work.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners can get support from the other members of their group. |
| | **Differentiation activities (Stretch):**<br>1. The more confident and able learners should be given responsibility for making sure that speakers take turns and everyone gets the opportunity to speak. They can also assist the learners that need more support. |
| **Workbook page 139** | **Workbook: Activity 1**<br>1. Learners read the sentences, focusing on the meaning of the words in bold, and choose the correct option.<br>**DESIRABLE**<br>**Feedback**<br>Check and discuss as a class.<br>**Answers**<br>1b; 2c; 3c; 4a; 5b; 6a |
| | **Differentiation activities (Stretch):**<br>1. Learners can write sentences of their own using the words. |
| **Resources** | **Plenary** |
| | 1. Elicit some of the opinions expressed in Speaking Activity 3. Discuss as a class.<br>2. Widen the discussion to consider if it is acceptable to explore other graves and tombs, for example, the Egyptian pyramids. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.2.1.1.7) 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.

(G8.3.4.1.1) 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: 10** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To discuss key vocabulary and first sentence of a text as preparation for reading; to discuss the most important information in a text.<br>**Reading:** To identify new information in a text; to identify the meaning of new lexis. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify and discuss prior knowledge about a topic as preparation for reading<br>• identify new information and assess the relative importance of information. |
| **Link to prior learning:**<br>• Knowledge of the life and achievements of Ibn Majid; past tenses<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *navigate, navigator, navigation, scholar, published, astronomy, explore, verses, coast, harbour*<br>**Key expressions/structure:** *along with, recorded his experiences*; past tenses | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may already know quite a lot about the life and achievements of Ibn Majid but the challenge will be to express this in English. This lesson gives them the opportunity to talk about what they know, and the new information they learn, but insist they talk about it only in English. | | |
| **Resources/equipment needed:**<br>Coursebook page 166<br>Workbook page 140<br>PCM 8 | | |

## UNIT 10 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners if any of them have been sailing. If so, find out how big the boat was, where they went, what they did, etc. If not, find out what other boats learners have been on (for example, rowing boats, motor boats, ferries). |
| **Resources** | **Main activity** |
| **Coursebook page 166** | **Reading: Activity 4**<br>1. Write the words *navigator* and *scholar* on the board and ask if any of the learners can explain what they mean.<br>2. Ask learners to check the meaning in the dictionary entries found in the Coursebook.<br>3. Ask: *Why do you think navigation was important for travellers in the past?*<br>**CORE**<br>**Feedback**<br>Elicit and discuss ideas in response to the question *Why do you think navigation was important for travellers in the past?*<br>**Answers**<br>Because there was no satellite navigation, telephones or radios to help. They had to find their own way. |
| **Coursebook page 166** | **Reading: Activity 5**<br>1. Learners read the first sentence of the text *The Lion of the Seas*.<br>2. Elicit what they know about Ibn Majid. Make notes on the board to summarise the information. Guide and support them to express what they know in English.<br>**CORE**<br>**Feedback**<br>Elicit and discuss ideas.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. These learners will know as much about the content as others, but will need more support in expressing their knowledge in English. Encourage other learners to help them. |
| **Coursebook page 166** | **Reading: Activity 6**<br>1. Learners read the text. Answer any questions they have before they read again.<br>2. Elicit what information is in the text that learners already knew (the notes should be on the board). What information is new?<br>3. Learners make notes of what they consider to be the three most important pieces of information in the text.<br>4. Learners work in pairs to compare the points they have noted and discuss the differences.<br>**CORE**<br>**Feedback**<br>Circulate and monitor the learners' discussions. Make notes of any recurring errors for remedial work later. |

| | |
|---|---|
| | **Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners work in pairs or small groups of similar ability. Work with them to support them in expressing their ideas and opinions. |
| | **Differentiation activities (Stretch):**<br>1. Fast-finishers can move on to the Workbook activities. |
| **Workbook page 140** | **Workbook: Activity 2**<br>1. Learners read again to find the key vocabulary.<br>**CORE**<br>**Feedback**<br>Elicit and discuss with the class. |
| | **Answers**<br>1 harbours; 2 coasts; 3 along with; 4 recorded his experiences; 5 published; 6 exploring; 7 astronomy; 8 verses |
| | **Differentiation activities (Stretch):**<br>1. Learners can write sentences of their own using the words or phrases. |
| **Workbook page 140** | **Workbook: Activity 3**<br>1. Learners find examples of the tenses in the text. Explain to them to ignore *is*/*was*/*were* on their own (as main verbs) and focus on the other verbs.<br>**DESIRABLE**<br>**Feedback**<br>Elicit answers and discuss. |
| | **Answers**<br>1 published, came from, spent, explored, kept, learned, recorded, wrote, needed<br>2 was known, was born, was written, was (still) used<br>3 was navigating<br>4 had (already) memorised<br>5 has (ever) written |
| **PCM 8** | **Differentiation activities (Support):**<br>1. Remind learners to look back at the work in Lesson 2, particularly the Use of English box and PCM 8. This will help them identify the tenses and their uses. |
| **Workbook page 140** | **Workbook: Activity 4**<br>1. Learners read and make notes on the key themes of the text, the balance between action and thought in Ibn Majid's life.<br>**EXTENSION**<br>**Feedback**<br>Elicit and discuss ideas. |
| | **Answers**<br>*Action:* navigated his own ship at 17; explored the Arabian Sea, the Red sea and the Indian Ocean<br>*Thought:* studied navigation, geography, astronomy and Arabic literature; memorised the Qur'an at an early age; recorded his experiences in a series of books |

| Resources | Plenary |
|---|---|
| | 1. Tell the learners that there is a Museum and Centre of the Navigator Ahmed Bin Majid in Ras Al Khaimah. Ask if any of them have visited it.<br>2. Refer them back to the notes they made and discussed in Activity 6 in the Coursebook. Ask what they consider the key points about Ibn Majid's life they think should be shown at the museum.<br>3. Elicit and discuss ideas as a class. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.3.1.1.2) 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.

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

| LESSON PLAN | | LESSON: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To understand gist to follow a route on a map; to extract key information from an extended audio text.<br>**Speaking:** To retell an account including key information. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• listen for gist to follow a route on a map<br>• listen for specific information<br>• recount key information. |
| **Link to prior learning:**<br>• Knowledge of Ibn Jubayr; experience of extended listening activities<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *lighthouse, caravan, pilgrims/pilgrimage, thieves, storm, pirates, volcano, adventurous, paradise*<br>**Key expressions/structure:** *perform the Hajj* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may be concerned by the length of the listening passage in this lesson. However, it is good practice for them to get experience with extended listening.<br>• The first listening activity requires them to understand the gist to follow the route on a map. Prepare them by explaining the task clearly and making clear that they do not need to understand every word.<br>• The second activity requires them to find specific information from the text. Prepare them to do this by asking them to read and think about the questions before they listen. | | |
| **Resources/equipment needed:**<br>Coursebook page 167<br>Workbook page 141<br>Map of the world<br>Dictionaries<br>Audio Track 37 | | |

## UNIT 10 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Write the word *Ar-rihla* on the board and ask learners to explain to you in English what it means. Elicit or explain that it means both a journey that you make for your faith, i.e. to deepen your knowledge of Islam, but, more generally, the term also refers to form of travel writing, based on the experiences of the travellers.<br>2. Ask learners if they can give you any examples of *rihla* they know about or have read themselves. |
| **Resources** | **Main activity** |
| **Coursebook page 167** | **Reading: Activity 1**<br>1. Direct learners to look at the picture of Ibn Jubayr and ask if they have heard of him and know anything about him.<br>2. Give the class a few minutes to read the text in pairs and complete the table with the key information.<br>**CORE**<br>**Feedback**<br>Circulate and help with vocabulary whilst the learners are doing the reading and discussion activity. Elicit answers from the class and write them up on the board.<br>**Answers**<br>Place of birth: Valencia, Spain; Dates of journey: February 1183 to April 1185; Places visited: Egypt, Arabia, Iraq, Syria, and Sicily: Reasons why we remember him: 1 He started a literary genre, the *rihla*; 2 He made some very good accurate maps, the first of certain areas; 3 Historians still use his descriptions as an important source of information. |
| **Coursebook page 167**<br>**Dictionaries** | **Listening: Activity 2**<br>1. Read the list of words aloud with the class and ask learners to repeat after you to ensure that they know the correct intonation and word stress.<br>2. Give learners a few minutes to complete the matching exercise in pairs.<br>**CORE**<br>**Feedback**<br>Encourage learners to use dictionaries to check their answers before you elicit answers from volunteers.<br>**Answers**<br>1 caravan; 2 volcano; 3 adventurous; 4 lighthouse; 5 pilgrim |
| **Coursebook page 167**<br>**Audio Track 37** | **Listening: Activity 3**<br>1. Draw the class's attention to the map and ask them to show you where Mecca is on it and also which parts are Europe, the Middle East and North Africa.<br>2. Explain that they are going to listen to an account of Ibn Jubayr's travels.<br>3. Learners listen and follow the route on the map. Play the audio at least twice.<br>**CORE**<br>**Feedback**<br>Monitor learners as they listen. Ask them to use their finger to follow the route. Check that they are following correctly.<br>**Answers**<br>No answers required |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Emphasise to learners that they are not expected to understand everything on the first listening. All they have to do at this stage is to follow the route. Play the audio a third time if necessary. |
| **Workbook page 141**<br>**Coursebook page 168**<br>**Audio Track 37** | **Listening: Activities 1–3**<br>1. Tell learners that they are going to listen to the story of Ibn Jubayr's travels again and answer some questions about each part.<br>2. Give the class time to read the questions for each part before they listen and give them the opportunity to ask you about any vocabulary they don't understand.<br>3. Play each part of the story at least twice. Learners answer the questions and compare their ideas in pairs.<br>**CORE**<br>**Feedback**<br>Elicit and check answers with the whole class.<br>**Answers**<br>Activity 1: 1c; 2a; 3b; 4b; 5c; 6b<br>Activity 2: 1c; 2e; 3d; 4b; 5a<br>Activity 3: 1 dangerous; 2 storm; 3 Muslim; problems<br>4 volcanoes; 5 (April) 1185 |
| | **Differentiation activities (Support):**<br>1. Play the audio more times, if necessary. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can move on to the Speaking activity in Lesson 6 while you continue to work with those who need more support. |
| **Resources** | **Plenary** |
| | 1. Ask a few learners to try to recount Ibn Jubayr's journey for the class. Ask them to talk about one part of the journey each. Encourage other learners to help when they get stuck. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

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

| LESSON PLAN | | LESSON: 6 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To discuss key information from a text required for a summary; to discuss ways to improve notes and a summary.<br>**Writing:** To make notes on key information from a text; to write a short summary. | | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• make notes of key information from a text<br>• write a short summary. |
| **Link to prior learning:**<br>• Information acquired in previous lesson; experience of summary writing<br>**21st Century Skills:**<br>• Critical Thinking and Problem Solving: Reinforce systems thinking and the interconnectness of listening, speaking, reading, and writing in English | | |
| **Key vocabulary:** *summary, route, experiences*<br>**Key expressions/structure:** *key information/point/places* | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• Summarising is not an easy skill. The first step is for learners to identify the key information in a text, and separate it from non-essential information. In this lesson, learners are given a framework for them to record the key information. Make sure they have done this successfully before they go on to the second stage, writing the summary. | | |
| **Resources/equipment needed:**<br>Coursebook page 168<br>Workbook pages 141 and 142<br>Dictionaries | | |

## UNIT 10 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask: *What do you find most interesting or surprising about Ibn Jubayr's travels?* Discuss answers. |
| **Resources** | **Main activity** |
| **Coursebook page 168**<br>**Workbook page 141** | **Speaking: Activity 5**<br>1. Explain to learners that they are going to write a summary of the information in the passage they listened to in the previous lesson. Ask them what a summary is. Elicit any answers and then ask them to read the *Writing tip* box.<br>2. Tell them that they must first make notes on the key information. They can look back to their answers to the questions in the Workbook on page 141. You could also play the audio recording again if the learners want. However, if they have heard it enough, omit this.<br>3. Learners work in pairs to make notes using the framework.<br>**CORE**<br>**Feedback**<br>Circulate as pairs work to assist and monitor them. Elicit some notes made by learners and discuss. Emphasis the need to include only a few key facts.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>Join up pairs of learners who need support with pairs who need stretching. Ask them to compare and discuss notes. Ask them to try to improve their notes. |
| | **Differentiation activities (Stretch):**<br>See above – these learners have the responsibility to support their peers. |
| **Coursebook page 168** | **Writing: Activity 6**<br>1. Learners now develop their notes into sentences and paragraphs in their notebooks. Make it clear that they should write six paragraphs, but each paragraph should be short.<br>**CORE**<br>**Feedback**<br>Circulate as learners write. Make notes of any recurring errors for use in the next step of the lesson.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Give support and encouragement to learners as they write. Learners could work in pairs to support and encourage each other. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers move on to the next activity. |

| | |
|---|---|
| **Coursebook page 168** | **Writing: Activity 7**<br>1. Learners compare and discuss their summaries.<br>2. Give feedback on what you have seen of the summaries. Give pointers for improvement.<br>3. If time (or for homework), learners write a second version of their summary.<br>**DESIRABLE**<br>**Feedback**<br>Collect the second versions for marking and evaluation.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support and Stretch):**<br>1. When correcting written work, give feedback and targets of what you want learners to focus on based on their ability, i.e. some may need to focus on the basics of sentence construction while others you might want to look at ways of varying sentence structure and the use of linking phrases within paragraphs. |
| **Workbook page 142**<br>**Dictionaries** | **Workbook: Activity 4**<br>1. Learners complete the crossword. Tell them they can use dictionaries if they can't remember the meaning of any of the words.<br>**EXTENSION**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>Across: 3 route; 4 pilgrimage; 5 terrifying; 7 lighthouse; 9 sank; 10 traveller<br>Down: 1 experience; 2 caravan; 4 pirate; 5 thieves; 6 desert; 8 sail |
| **Resources** | **Plenary** |
| | 1. Ask learners which of the cities or countries that Ibn Jubayr went to they would most like to visit (now, not in Middle Ages), and why. Give them a few minutes to think and then elicit answers. Encourage them to give reasons. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

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

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

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

| LESSON PLAN | | LESSON: 7 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, students will be able to ...** |
|---|---|
| **Reading:** To extract key information from a text and record it in a table.<br>**Speaking:** To ask questions about specific information; to exchange information.<br>**Writing:** To write a summary. | • extract key information from a short text<br>• exchange information to complete a task<br>• use a range of past tenses. |

**Link to prior learning:**

- Revision of previous lessons in unit

**21st Century Skills:**

- Learning and Innovation: Reinforce creative writing activities – such as brainstorming – and introduce jigsaw strategy, 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:** revision

**Key expressions/structure:** revision (past tenses)

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners do not work well as part of a team but it is an important skill in the modern world. They need encouragement to work cooperatively to complete tasks. This lesson centres on a jigsaw reading activity in which they share out the workload to complete a task.
- The past tenses in English and writing summaries are both challenging for learners and need regular practice. Opportunity for this practice is given in the Workbook.

**Resources/equipment needed:**

Coursebook page 169 (and page 166)

Workbook page 143

PCM 8

## UNIT 10 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 169** | 1. Read the bullet point at the top of the page. Elicit any names and information the learners know. If they don't know much, tell them they are going to learn about three more explorers in this lesson.<br>2. Elicit any information they know about any other explorers, for example, the Chinese *Zheng He*, or the Europeans *Vasco da Gama* and *Christopher Columbus*. |
| **Resources** | **Main activity** |
| **Coursebook page 169** | **Reading: Activity 1**<br>1. Divide the class into of groups of three to do a jigsaw reading. In this they read one section each to find information; they then share the information.<br>2. Tell them they are going to work together to complete the table. Ask them to look at it briefly to see what is required.<br>3. Tell the learners in each group to number themselves 1, 2 and 3. Then tell all learners 1 to read the first text on Al-Masudi, learners 2 to read about Al-Muqaddesi and the rest to read about Al-Idrisi.<br>4. They read and make notes in the table. Ask learners to copy the table into their books so that they have enough space to write in.<br>**CORE**<br>**Feedback**<br>Circulate and make sure learners have understood the instructions. Each member of the groups should be working on a different text.<br>**Answers**<br>Do not give any answers yet. See below for the completed table. |
| | **Differentiation activities (Support):**<br>1. Assist any learners who need help, but they need to work independently. |
| **Coursebook page 169** | **Speaking: Activity 2**<br>1. Elicit from learners the questions they need to ask to get the missing information.<br>2. Do some practice of the questions to ensure they use correct intonation and pronunciation.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the questions with the class.<br>**Answers**<br>*When did … live and die?* or *What are the dates for …?; Where did … travel/go?; What is … famous for?* or *What did … do?* |
| **Coursebook page 169** | **Speaking: Activity 3**<br>1. Learners take it in turns to answer the questions from the other members of their group.<br>2. When they have completed the table, they can look at the texts together to check they all agree on the answers.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers. Put the table on the board and complete it as you elicit answers, or ask learners to complete it. |

<table>
<tr><td></td><td>

**Answers**

| Name | Al-Masudi | Al-Muqaddasi | Al-Idrisi |
|---|---|---|---|
| **Dates** | 896–956 | 945–1000 | 1100–1165 |
| **Places visited** | East Africa, India, Asia (including China and Russia) | every Muslim country (except Spain) | Europe, North Africa |
| **Famous for** | *Mirror of the Times* about history, geography and people | greatest geographer of all ages | maps |

**Differentiation activities (Support):**

1. Learners can get support from other members of their group to complete the task. If some groups have difficulty, join them up with a group that has completed the task successfully.

**Differentiation activities (Stretch):**

1. These learners can assist any learners that need support. Fast finishers can move on to the Workbook activities.
</td></tr>
<tr><td>**Workbook page 143**</td><td>

**Workbook: Activity 1**

1. Learners use all three texts to find answers to these questions.

**DESIRABLE**

**Feedback**

Elicit and discuss answers.

**Answers**

1 Al-Idrisi; 2 Al-Muqaddesi; 3 Al-Idrisi; 4 Al-Masudi; 5 Al-Masudi; 6 Al-Idrisi

**Differentiation activities (Stretch):**

1. Fast finishers move on to the next activities.
</td></tr>
<tr><td>**Workbook page 143**</td><td>

**Workbook: Activity 2**

1. This gives further revision of the work on contrasting past tenses in Lesson 2. Learners find examples of the tenses in the three texts.

**DESIRABLE**

**Feedback**

Elicit and discuss answers.

**Answers**

1 any three from: visited, studied, began, travelled, used, spoke

2 he had visited, he had (already) travelled, he had journeyed

3 he was travelling

4 is called
</td></tr>
<tr><td>**PCM 8**</td><td>

**Differentiation activities (Support):**

1. Learners can work in pairs to support one another. If they find this difficult, they should do PCM 8 or some other supplementary remedial exercises.

**Differentiation activities (Stretch):**

1. Fast finishers move on to the next activity.
</td></tr>
</table>

| | |
|---|---|
| **Workbook page 143 Coursebook page 166** | **Workbook: Activity 3**<br>1. Learners who need to be stretched can write this summary of the text about Ahmed Ibn Majid in Lesson 4 on page 166, following the guidelines.<br>2. Remind them of the stages of doing a summary in the previous lesson. First, they should look at the text and make notes of the key information. Then they write a few sentences to make a paragraph of between 60 and 80 words. Tell them to use the three texts in this lesson as a model.<br>**EXTENSION**<br>**Feedback**<br>Monitor learners as they write. Discuss with them the information they have chosen to include, and how they have expressed it within the word limit.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary**<br>1. Learners look at the self-assessment statements and reflect on their recent learning and how well they can do the tasks. Tell them to look back through the unit as they work.<br>2. Elicit their thoughts on what they have achieved.<br>3. Use this opportunity to do any remedial teaching required. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.1.1.8) 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).

(G8.3.1.1.3) 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.

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

| LESSON PLAN | | LESSON: 8 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, students will be able to ...** |
|---|---|
| **Listening:** To identify the opinions of speakers; to correct the detail of speakers' opinions.<br>**Speaking:** To express opinions on the future of space exploration. | • identify the general and specific details of speakers' opinions<br>• express their opinions on future developments. |

**Link to prior learning:**

- Listening skills (identifying opinions); knowledge of space exploration

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *solar system, planet, rocket, Earth*

**Key expressions/structure:** *will/won't* + verb; future passive

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners consider listening to recordings difficult. However, they can overcome this with plenty of practice and clear guided listening tasks.
- The first listening activity requires learners to understand gist to recognise speakers' opinions. Prepare them by explaining the task clearly and making clear that they do not need to understand every word.
- The second activity requires them to find specific information in order to make corrections to statements. Prepare them to do this by asking them to read and think about the statements before they listen.

**Resources/equipment needed:**

Coursebook page 170

Workbook page 144

Audio Track 38

## UNIT 10 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 170** | 1. Explain that in the next few lessons, learners will be considering the future of space exploration.<br>2. Ask the class what they know about space exploration and the journeys into space from Earth that have been made so far, which planets have been visited and what the challenges of space travel are. |
| **Resources** | **Main activity** |
| **Coursebook page 170** | **Speaking: Activity 1**<br>1. Ask the learners to read the *Language tip* about spoken language. Ask them to quickly find the use of *though* and *as well* in the speech bubbles text.<br>2. Ask them to think of examples of their own using *though* and *as well* in spoken language. Elicit and discuss these examples.<br>3. Ask the class to read the three speech bubbles to find out the opinions of three learners.<br>4. Have a plenary discussion on which of the opinions they agree with. Encourage learners to justify their opinions.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the opinions and justifications with the class.<br>**Answers**<br>Learners' own opinions |
| **Coursebook page 170**<br>**Audio Track 38** | **Listening: Activity 2**<br>1. Tell the class that they are now going to listen to a discussion about exploring space. Tell them to read the three statements before they listen.<br>2. Play the audio once as they listen to decide which of the statements is correct.<br>**CORE**<br>**Feedback**<br>Elicit the answer and check as a class.<br>**Answers**<br>1 All the learners are in favour of space exploration. |
| | **Differentiation activities (Support):**<br>1. Make sure learners are clear about the task they have to do, i.e. to simply identify the general opinion of the learners in the audio.<br>2. Tell them not to worry about understanding the details at this stage. Play the audio a second time only if necessary. |
| **Coursebook page 170**<br>**Audio Track 38** | **Listening: Activity 3**<br>1. Tell the class that they are going to listen to the audio again to correct the incorrect information in the summaries of the learners' opinions.<br>2. Give them a few minutes to read the summaries. Check they know the meaning of *solar system* (*the sun and all the planets that move around it*) and all other words.<br>3. Play the audio again at least twice. Learners correct the summaries.<br>**CORE**<br>**Feedback**<br>Elicit and check answers. |

| | |
|---|---|
| | **Answers**<br>1 One day people will live on ~~the moon~~ Mars.<br>2 We should send ~~people~~ robots.<br>3 Correct<br>4 Correct<br>5 … because ~~Earth will get too hot~~ there won't be enough room on Earth. |
| | **Differentiation activities (Support):**<br>1. Give learners sufficient time to read and understand the summaries. To make the listening activity easier, break up the recording by pausing after each learner has given his/her opinion. |
| **Coursebook page 170** | **Speaking: Activity 4**<br>1. Focus on the question and ask learners to discuss it in a group. Tell them to give reasons for their opinions.<br>2. Remind them that in a group discussion, they should make sure everyone is given the opportunity to express their views. They can assist each other and ask questions to help clarify opinions.<br>**CORE**<br>**Feedback**<br>Circulate and monitor groups as they discuss. Make notes for use in later remedial sessions. |
| | **Answers**<br>Learners' own answers |
| | **Differentiation activities (Stretch):**<br>1. Some learners can be given the responsibility to lead the groups and ensure everyone gets a fair opportunity to speak, and the discussion is kept focused on the question. |
| **Workbook page 144 Audio Track 38** | **Workbook: Activity 1**<br>1. Learners read the transcript of the audio and consider which words are missing. Tell them they can make notes but that they shouldn't complete the gaps yet.<br>2. They listen again to check their ideas. They complete the text.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers. |
| | **Answers**<br>1 planets; 2 life; 3 solar system; 4 on holiday; 5 rocket; 6 space station; 7 prison ships; 8 Earth |
| **Workbook page 144** | **Workbook: Activity 2**<br>1. Learners label the pictures.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and check answers. |
| | **Answers**<br>1 Earth; 2 rocket; 3 solar system |
| **Resources** | **Plenary** |
| | 1. Elicit some of the opinions expressed in Activity 4, the group discussion, and hold a whole-class discussion on the topic to round off the lesson. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.1.1.1.6) 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.

(G8.2.1.1.7) 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: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:**<br>**Reading:** To scan a text for specific information; to summarise paragraphs with headings; to identify the central ideas of a text; to use new vocabulary.<br>**Writing:** To write a factual paragraph based on research. | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• find specific information in a text quickly<br>• write appropriate headings for paragraphs in an informational text<br>• identify the central ideas of a text. |
|---|---|

**Link to prior learning:**

- Knowledge of space exploration; reading strategies (scanning)

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *rocket, spacecraft, astronaut, planets, unmanned, knowledge, gravity, universe, research*

**Key expressions/structure:** *space + exploration / station*

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Writing a summary is a difficult skill which some learners will only master with plenty of practice. In this lesson they are asked to identify the topic of each paragraph and express them as short headings – a form of summary.
- There is a tendency for some learners, sometimes encouraged by teachers, to laboriously work through texts trying to understand every word. It is more efficient if they adapt their reading strategy to the task in hand. In this lesson, they get to do more practice with scanning to find specific information rapidly.

**Resources/equipment needed:**

Coursebook page 171

Workbook page 145

## UNIT 10 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Introduce the title of the lesson. Elicit what learners know about the topic. Make notes of any facts or dates they suggest on the board.<br>(At this stage, focus on past events and achievements. The future of space exploration will be discussed in later lessons.) |
| **Resources** | **Main activity** |
| **Coursebook page 171** | **Reading: Activity 1**<br>1. Ask the question in the rubric and elicit some answers.<br>2. Tell learners to scan the text as quickly as they can to find what happened in those three years.<br>**CORE**<br>**Feedback**<br>Elicit answers. Ask those that were quickest in finding the answers to explain how they did it.<br>**Answers**<br>1961: the first man in space; 1969: the first man on the moon; 1986: the first space station |
| | **Differentiation activities (Support):**<br>1. Remind learners of the importance of matching their reading strategy to the purpose. When we just need to get some specific information from a text, we can scan it quickly looking for that information rather than reading every word. In this case, learners can just scan the text for the years. |
| **Coursebook page 171** | **Reading: Activity 2**<br>1. Bring the learners' attention to the vocabulary box at the bottom before they read again.<br>2. Ask *How many paragraphs are there in the text?* Tell learners to read the text carefully and then write a brief heading for each paragraph.<br>3. Encourage learners to ask questions on vocabulary or general meaning as they work.<br>4. Elicit suggested headings for each paragraph. Put some of these on the board and ask the class to decide which they think are the best.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers. Point out that a good heading refers to the key information and presents it in a few words (it is a type of summary).<br>**Answers**<br>(Possible answers) 1 The beginning; 2 Moon exploration; 3 Unmanned exploration 4 Space stations; 5 The cost |
| | **Differentiation activities (Support):**<br>1. After learners have had time to read the text, they can work in pairs to help each other in developing headings. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can start on the Workbook activities. |

| | |
|---|---|
| **Coursebook page 171** | **Reading: Activity 3**<br>1. Learners read the text again to identify the key events in space exploration mentioned in the text. Ask them to discuss this in pairs.<br>2. They then underline the relevant sentences identifying the scientific benefits of space exploration. (Note that this second focus of the text is important in the next lesson.)<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>1 1961 – the first man in space; 1966 – first spacecraft landing on the moon; 1969 – first man on the moon; unmanned visits to Mars and other planets; 1986 – the first space station<br>2 Scientists were able to start studying what happens to the body when there is no gravity. / This all proved that space technology worked and allowed for more scientific research. / All this builds up our knowledge of the universe and our place in it. / The International Space Station (ISS) continues to fly above our heads today with a team of scientists busy with research. |
| | **Differentiation activities (Support):**<br>1. If necessary, work through the first paragraph with the learners. Ask *Is the first / second / third sentence about key events in space exploration?* (The answers are *yes*, *yes* and *no*.) For the third sentence, ask *What is it about then?* and elicit that it is about science and research. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can do the Workbook activities, particularly Activity 3, which is more demanding and will require some research. |
| **Workbook page 145** | **Workbook: Activity 1**<br>1. Learners label the pictures.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and check answers.<br>**Answers**<br>1 rocket; 2 spacecraft; 3 astronaut; 4 lunar rover; 5 space station |
| | **Differentiation activities (Support):**<br>1. Learners work at their own pace. |
| | **Differentiation activities (Stretch):**<br>1. Learners work at their own pace. Fast finishers do Activity 3. |

| | |
|---|---|
| **Workbook page 145** | **Workbook: Activity 2**<br>1. Tell learners to look back to the text to find the words used in context. They complete the sentences.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and check answers.<br>**Answers**<br>1 planets; 2 unmanned; 3 knowledge; 4 gravity; 5 universe; 6 research |
| | **Differentiation activities (Support):**<br>1. Learners work at their own pace. |
| | **Differentiation activities (Stretch):**<br>1. Learners work at their own pace. Fast finishers do Activity 3. |
| **Workbook page 145** | **Workbook: Activity 3**<br>1. Learners do some research and then write a paragraph following the model of the text.<br>**EXTENSION**<br>**Feedback**<br>Circulate and discuss with learners as they do the research and write.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. If they have had time to do Workbook Activity 3, ask some of the learners to read out, or tell the class, what they know about the Hubble Space Telescope.<br>2. Ask learners which of the key events in space exploration included in the text were the most important, i.e. *What has been the most important event in space exploration so far?* Elicit and discuss. Was it the first main in space, the first man on the moon or people living in space? |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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).

(G8.3.1.1.3) 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.

(G8.3.4.1.4) 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: 10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To make predictions using *will/won't* and the future passive.<br>**Writing:** To use *will/won't* and the future passive correctly. | | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• make predictions and discuss the future of space exploration<br>• use *will/won't* and the *future passive* correctly and appropriately. |
| **Link to prior learning:**<br>• Use of *will/won't* and *future passive* for predictions; knowledge of space exploration<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *prediction*<br>**Key expressions/structure:** *will/won't;* future passive | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners will have experience of *will/won't* to talk about the future but may not remember the exact structure. Remind them that *will* and *won't* are followed by a verb in the base or infinitive form (without *to*). | | |
| **Resources/equipment needed:**<br>Coursebook page 172<br>Workbook page 146 (and page 144) | | |

## UNIT 10 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to think about what life will be like in 100 years from now. Ask questions to make them consider various aspects (for example, where we'll live, how we'll live, what work we'll do). Monitor to see how well they're using *will/ won't* and if they're using them appropriately to make predictions. |

| Resources | Main activity |
|---|---|
| **Coursebook page 172**<br>**Workbook page 144** | **Speaking: Activity 4**<br>1. Ask the class to read the *Language tip* box and remind them of the use of *will* for the future.<br>2. You could ask them to find examples of the target forms in the listening passage from the previous lesson. They can see the transcript on Workbook page 144.<br>3. Elicit learners' ideas about what the picture illustrates (a space station in the future) and get them to make some other predictions using the *will* passive. Write a few on the board for learners to record in their notebooks.<br>**CORE**<br>**Feedback**<br>Elicit some answers from pairs. Discuss the best with the class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Remind learners that *will* and *won't* are followed by a verb in the base or infinitive form (without *to*). Put some examples of the *will* passive form (*will* + *be* + past participle) on the board for learners to use as a model as they work. |
| | **Differentiation activities (Stretch):**<br>1. Encourage these learners to make more detailed predictions. |
| **Coursebook page 172** | **Writing: Activity 5**<br>1. Learners read and complete the sentences to make predictions about space exploration.<br>2. When they have finished, ask them to share their sentences with the class.<br>**CORE**<br>**Feedback**<br>Monitor as learners work and check they are using the structures with *will* correctly.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Stretch):**<br>1. Fast-finishers should write more sentences to record the predictions they made in the previous (speaking) activity. |

| | |
|---|---|
| **Workbook page 146** | **Workbook: Activity 4**<br>1. Learners complete the sentences with the correct forms.<br>**DESIRABLE**<br>**Feedback**<br>Elicit answers and check as a class.<br>**Answers**<br>(Example answers) 2 You won't do; 3 we'll be; 4 It'll be; 5 I won't stay; 6 he'll do |
| | **Differentiation activities (Support):**<br>1. Tell learners to re-read the *Language tip* box in the Coursebook for help. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers move on to the next activity. |
| **Workbook page 146** | **Workbook: Activity 5**<br>1. Learners complete the sentences with the correct forms of the future passive.<br>**DESIRABLE**<br>**Feedback**<br>Elicit answers and check as a class.<br>**Answers**<br>2 All machines will be built by robots.<br>3 Electricity will be generated by solar farms and wind turbines.<br>4 Cars will be controlled by computers.<br>5 Lessons will be given over the Internet.<br>6 All calls will be made on mobile phones, not landlines. |
| | **Differentiation activities (Support):**<br>1. Tell learners to re-read the *Language tip* box in the Coursebook for help. |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers move on to the next activity. |
| **Workbook page 146** | **Workbook: Activity 6**<br>1. Learners use the cues to form questions with *will*.<br>**EXTENSION**<br>**Feedback**<br>Elicit answers and check as a class.<br>**Answers**<br>2 Will space tourism be popular?<br>3 Will life be found elsewhere in the universe?<br>4 Will other solar systems be explored soon?<br>5 When will people walk on the moon again?<br>6 Why will robots be sent to explore other planets? |

| Resources | Plenary |
|---|---|
| | To round off the lesson with some fun, you can use this discussion activity which requires the use of *will/won't.*<br>1. Ask learners to imagine that they are going to spend six months on the International Space Station. What personal items will they take with them?<br>2. Learners work in pairs to discuss and think of three items they will take.<br>3. Join up pairs to make groups of four. They compare their lists and agree on three items between them. They will need to justify their own lists.<br>4. In a plenary, elicit the items groups have chosen. Ask them why they want or will need their items. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

| LESSON PLAN | | LESSON: 11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, students will be able to ...** |
|---|---|
| **Reading:** To identify the author's opinion; to extract and restate key information from a text; to understand and use new vocabulary from a text.<br>**Speaking**: To participate in a discussion and express opinions. | • consider author's opinions and bias in a text<br>• restate key information from a text<br>• participate in a group discussion and express opinions. |

**Link to prior learning:**

- Previous lessons on space exploration; structures for expressing the future

**21st Century Skills:**

- 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:** *alien, surface, underground, survive, major, depart, distant*

**Key expressions/structure:** *will* + verb (active and passive)

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- There is a tendency for learners to accept that anything in print is true. It is important that viewpoints are challenged. In this lesson, they are asked to look for authorial opinion (although there is none) as a start to encouraging a critical attitude.
- The previous lesson focused on the use of the *will* future for predictions. In this text there are examples of other ways of referring to the future which will be the focus of the next lesson. They need to be aware that the use of a present tense verb does not necessarily mean the sentence refers to the present.

**Resources/equipment needed:**

Coursebook page 173

Workbook page 147

## UNIT 10 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners about any science-fiction stories or films they know, for example *Star Wars.* Find out which are their favourites.<br>2. Discuss the creatures in the stories/films. Introduce the word *alien*. Elicit descriptions of a few alien characters. |
| **Resources** | **Main activity** |
| **Coursebook page 173** | **Reading: Activity 1**<br>1. Ask learners to look at the picture. Elicit where they think it is. Do they think there is life there?<br>2. Introduce the question before learners read.<br>3. Learners read to see if the author has given an opinion or shown any bias.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the answer. Point out that it is useful to understand the opinion of the author of a text so that we can make up our own minds about an issue.<br>**Answers**<br>(c) doesn't give an opinion |
| | **Differentiation activities (Support):**<br>1. If learners find this difficult, elicit and discuss statements that an author could make to show an opinion one way or the other. Then ask if there are such statements in the text. |
| **Coursebook page 173** | **Reading: Activity 2**<br>1. Learners read again and write answers to the questions.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers. For the first question they need to recognise that the phrase 'major space nations' refers back to the previous sentence (although that lists nationalities not countries). For the second, they need to combine information from two separate paragraphs.<br>**Answers**<br>1 America, European nations, India, China, UAE.<br>2 (example answer) Because on Earth there is life where there is water so it may be the same on other planets. There used to water on Mars so there might still be some underground. There is water underground on Europa. |
| | **Differentiation activities (Support):**<br>1. Demonstrate how the answers can be found (or get more-able learners to help, see below). |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to explain how they got their answers to the class. |

| | |
|---|---|
| **Coursebook page 173** | **Speaking: Activity 3**<br>1. Learners work in groups of about four. Remind them of the conduct of group activities, i.e. everyone must get the opportunity to give their opinion, and they should help each other to express those opinions.<br>2. Introduce the questions. Tell learners they will need to report back on what they discuss so they can make notes.<br>3. Learners discuss and prepare to report back (which will be done in the plenary session).<br>**CORE**<br>**Feedback**<br>Circulate and monitor as learners discuss. Make notes of any recurring errors for a remedial session at the end.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. If you use mixed-ability groups, the more confident and articulate learners can support the others. Monitor groups to check that this is happening. |
| | **Differentiation activities (Stretch):**<br>1. These learners should take responsibility for leading the groups and supporting others. |
| **Workbook page 147** | **Workbook: Activity 1**<br>1. Learners match words with their meanings. Tell them to look back to the text to see the words in context.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and discuss answers with the class.<br>**Answers**<br>1e; 2d; 3a; 4f; 5b; 6c |
| **Workbook page 147** | **Workbook: Activity 2**<br>1. Learners complete the sentences with the words from the previous activity to reinforce their meaning and use.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and discuss answers with the class.<br>**Answers**<br>1 depart; 2 survive; 3 surface; 4 major; 5 distant; 6 underground |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers move on to the next (Extension) activity. |

| | |
|---|---|
| **Workbook page 147** | **Workbook: Activity 3**<br>1. Introduce the activity. Warn learners that it is not as easy as it looks. It is not just a question of looking at the tense of the verb.<br>2. They either work in pairs or work individually and then check and discuss in pairs.<br>**EXTENSION**<br>**Feedback**<br>Elicit and discuss answers. This prepares for the work in the next lesson on the various ways of talking about the future (including the use of both the present simple and present continuous tenses).<br>**Answers**<br>1 (c) future; 2 (b) present; 3 (b) present; 4 (a) past; 5 (c) future; 6 (c) future; 7 (b) present; 8 (c) future |
| **Resources** | **Plenary**<br>1. Elicit from the groups some of the ideas they discussed and noted down in Speaking Activity 3 about alien life. Hold a whole-class discussion on the topic. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.3.4.1.1) 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: 12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To identify and discuss the key features of a report.<br>**Writing:** To plan a report; to write a report. | | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• identify the features of a report<br>• plan and write a report. |
| **Link to prior learning:**<br>• Previous lesson on space exploration<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *benefit, recommendation, purpose*<br>**Key expressions/structure:** *The purpose of this report is … / This report studies …* ; *I recommend / suggest that …* | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners find writing in English challenging. It is important to give them sufficient guidance and support. This lesson helps learners identify the features of a report, and gives them the scaffolding to write a simple report. For those who have less difficulty with writing, there is a second report in the Workbook to stretch them. | | |
| **Resources/equipment needed:**<br>Coursebook page 174 (and pages 166–169 and 171–173)<br>Workbook page 148 | | |

## UNIT 10 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 174** | 1. Ask the questions about reports in the bullet point at the top of the page. Discuss what is found in any reports learners can think of, for example, newspaper reports, police reports, science lab reports. Elicit any general features of these, for example, they deal with facts. |

| Resources | Main activity |
|---|---|
| **Coursebook page 174** | **Speaking: Activity 4**<br>1. Tell learners they are going to write a report. Introduce the task (check they understand the meaning of *benefits*).<br>2. Learners work in pairs to choose the correct alternative in the document and, by doing so, identify the features of a report. Before they start, make sure they understand the meaning of *purpose* and *recommendation.* (Finding the correct alternative is not meant to be challenging but to help learners identify the correct features for use in the next activities.)<br>**CORE**<br>**Feedback**<br>Elicit and discuss the answers.<br>**Answers**<br>The first option is correct in each case. |
| **Coursebook page 174 (and pages 171–173)** | **Writing: Activity 5**<br>1. Learners work in pairs or small groups to plan and prepare the outline of their report.<br>2. Together they write a first paragraph of one or two sentences to introduce the report. Refer them back to the phrases to use in the previous activity.<br>3. Learners think of headings for each section of the main body of the report. Refer them back to the text and the headings they wrote in the previous lesson. They can use the same headings or modify them as they wish.<br>4. Learners discuss and note what their final recommendation will be.<br>**CORE**<br>**Feedback**<br>Elicit and discuss some examples at each stage.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. This preparation stage is vitally important for learners needing more support. If they understand and can use the structure, then the next writing stage will be straightforward. So give them the time and support they need. Elicit and discuss examples. Put the best on the board to serve as models. |
| | **Differentiation activities (Stretch):**<br>1. Learners who successfully complete this stage move on to the next activity – the writing of the report. |

| | |
|---|---|
| **Coursebook page 174 (and pages 171–173)** | **Writing: Activity 6**<br>1. Learners apply what they have learned about reports to complete their report on science and space exploration. Most of the content can be taken from the text in Lessons 9–11 but encourage learners to include any other information they know.<br>2. Learners write independently. Check they are employing the features and structure of a report – the content is less important at this stage as they will focus on this more in the report they will do for the project in Lesson 17 of this unit.<br>**CORE**<br>**Feedback**<br>Circulate and monitor learners as they write. Make notes for later remedial work. Decide which learners should continue to focus on this report, and which need to be challenged by moving on to the report in the Workbook.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs to compare their reports. Work with them to help identify any problems they have. Ask them to correct and write a final version of their report. |
| | **Differentiation activities (Stretch):**<br>1. Learners move on to the Workbook activity. |
| **Workbook page 148 (and Coursebook pages 166–169)** | **Workbook: Activity 4**<br>1. Introduce the topic. Remind learners to use the same report structure. They can find information about the explorers in their Coursebooks on pages 166–169. They can also add further information of their own.<br>**EXTENSION**<br>**Feedback**<br>Circulate and monitor learners as they write. Make notes for later remedial work.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. Ask a few learners to read out their recommendations from their space exploration reports. Tell them they will discuss this topic further in the next lesson.<br>2. If any learners have completed the report on Arab explorers, ask a few to read out their final suggestions. Discuss who they think was the most important of the explorers. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.2.1.1) 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.

(G8.4.1.1.1) 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.

(G8.4.1.1.6) Write reports in a standard form, include formatting (for example, headings) and graphics; convey information and ideas on abstract and concrete topics, check information, ask about and explain problems.

| LESSON PLAN | | LESSON: 13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, students will be able to ...** |
|---|---|
| **Reading:** To identify different ways of expressing the future.<br>**Writing:** To write about the future using different structures.<br>**Speaking:** To discuss the future using different structures. | • compare and contrast different ways of expressing the future<br>• use various structures correctly and appropriately to express the future. |

**Link to prior learning:**

- present simple and present continuous for future use: *will, going to, may, might, could* + main verb to express the future

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *launch*

**Key expressions/structure:** Present simple: present continuous: *going to* + verb: *will* + verb: *may/might/could* + verb

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Learners will have come across various ways to express the future in English but may well be confused between them. In this lesson they will compare and contrast five different ways, and practise them to help clarify their different uses.
- Learners have had lots of practice with the present simple and continuous tenses but may find the use of modal verbs more difficult as they do not exist in Arabic. Give plenty of examples of the correct structure of modal verbs (they only exist in one form) with main verbs.

**Resources/equipment needed:**

Coursebook page 175

Workbook page 149

PCM 9

## UNIT 10 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners what they are doing next weekend. Ask a range of questions and follow-up questions using different structures, for example, *What are you going to do on Friday? What will happen in the evening? What time are you meeting your friend?*<br>2. Elicit answers and write a few on the board which illustrate the different structures that can be used to talk about the future in English. Use these to introduce the lesson. |
| **Resources** | **Main activity** |
| **Coursebook page 175** | **Use of English/Reading: Activity 1**<br>1. Read and discuss the Use of English box with the class. Elicit the answers to the matching activity.<br>2. Learners work in pairs to read the conversation in Activity 1 and identify the uses.<br>3. Elicit the answers and discuss with the class.<br>4. Ask learners to look again at the conversation to find examples of some of the different structures used for talking about the future.<br>**CORE**<br>**Feedback**<br>Elicit and discuss plenty of examples of each type with learners. Put these on the board so that learners can see the different structures.<br>**Answers**<br>Use of English: a *will* + verb for prediction; b *may/might/could* + verb for possibility; c *going to* + verb for plans; d present continuous for arrangements; e present simple for fixed plans/arrangements<br>Reading 1: (a) Adnan; (b) Butti; (c) Khalid, Hamad, Faisal; (d) Nabeel, Faisal |
| **PCM 9** | **Differentiation activities (Support):**<br>1. Where necessary, give remedial work in any of the tenses or structures that learners are unsure of. You can use PCM 9 for this.<br>**Answers**<br>1 I'll turn on; 2 I'll go; 3 will do; 4 won't watch/see/go to; 5 I'll close; 6 won't see; 7 won't have/need; 8 Jamila's going to play tennis; 9 Fatima's going to write her blog; 10 Laila's going to help her family paint their house; 11 Huda, Mouza and Salama are going to have a party; 12 I'm going to go to the party in the evening; 13 Eman's not going to do anything because she's ill; 14 he's revising; 15 he's writing; 16 He's doing; 17 He's not having; 18 are preparing; 19 he's not running; 20 The film starts at 19:00; 21 School finishes early tomorrow; 22 Our exams are next month; 23 The bank closes at 15:00 this afternoon; 24 The plane doesn't arrive at 20:00; 25 We don't have a meeting in May. I'm on holiday. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write examples of their own. |

| | |
|---|---|
| **Coursebook page 175** | **Writing: Activity 2**<br>1. Introduce the table and elicit a few sentences before learners write their sentences. Make it clear that they are writing about their own arrangements, plans, predictions, etc.<br>**CORE**<br>**Feedback**<br>Monitor learners as they write. Check they are using the tenses and structures correctly and appropriately.<br>**Answers**<br>Learners' own answers |
| **PCM 9** | **Differentiation activities (Support):**<br>1. If learners are having problems with any of the tenses or structures, refer them to PCM 9 or a grammar workbook for remedial work. |
| | **Differentiation activities (Stretch):**<br>1. Learners can write more sentences for each category in their notebooks. |
| **Coursebook page 175** | **Speaking: Activity 3**<br>1. Look at the example questions with the class, and elicit others, before they start discussing.<br>2. Learners work in pairs to talk about the next week.<br>**CORE**<br>**Feedback**<br>Circulate and monitor pairs as they work. Take notes of any recurring errors for remedial work at the end of the activity.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Stretch):**<br>1. Fast finishers can move on to the Workbook activities. |
| **Workbook page 149** | **Workbook: Activity 1**<br>1. Learners read and match to reinforce the information in the Use of English box.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>1b; 2e; 3c; 4d; 5a |
| **Workbook page 149** | **Workbook: Activity 2**<br>1. Learners read and order the sentences according to how certain the speaker thinks the event is to happen.<br>**DESIRABLE**<br>**Feedback**<br>Elicit and discuss answers.<br>**Answers**<br>2 – 4 – 3 – 1 – 5 |

| | |
|---|---|
| **Workbook page 149** | **Workbook: Activity 3**<br>1. Learners read and select the best alternative to complete the sentences.<br>**EXTENSION**<br>**Feedback**<br>Elicit and discuss answers. Note that all of the choices are grammatically correct but the best choice depends on the context which helps to show the attitude of the speaker/writer.<br>**Answers**<br>1 will travel; 2 does; 3 are you going to; 4 will be; leaves; 5 are having; 6 finishes |
| **Resources** | **Plenary** |
| | 1. Introduce an important event or celebration that is coming up in the school, community or country that learners are excited about. Elicit some questions that will help find out what others are doing at or for the event.<br>2. Tell learners to ask these questions to others across the classroom so that all learners can hear the conversations. Encourage other learners to ask follow-up questions to enlarge the conversations to a class discussion of various plans, arrangements, etc. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G8.2.1.1.4) Consolidate from grade 7 the ability to speak about future plans using going to, present continuous, *will, may*, and *might*.

(G8.2.1.1.5) Consolidate from grade 7 the ability to speak about future plans using present simple for fixed plans.

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

| LESSON PLAN | | LESSON: 14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Reading:** To identify the topic of notes, and give a title; to distinguish between fact and opinion.

**Speaking:** To express opinions in a group discussion.

**Writing:** To develop notes into sentences; to develop notes and sentences into a complete text.

**Learning outcomes: By the end of the lesson, students will be able to ...**

- give notes a title
- distinguish fact from opinion
- express opinions
- write a factual blog post.

**Link to prior learning:**

- Previous work on space exploration in the unit

**21st Century Skills:**

- 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 vocabulary:** revision

**Key expressions/structure:** revision

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Learners need to think about what they study in order to learn it. At the end of this lesson, they are asked to reflect on their learning and consider what they have learned so far in the unit.

**Resources/equipment needed:**

Coursebook page 176

Workbook page 150

## UNIT 10 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners, *How has exploration changed since the time of Ibn Majid and Ibn Jubayr?* Elicit and discuss ideas.<br>2. Ask *Do you think the age of exploration has finished?* Elicit where they think exploration might continue, and what might be discovered. |
| **Resources** | **Main activity** |
| **Coursebook page 176** | **Reading: Activity 1**<br>1. Introduce the questions. Learners look at the notes and the photos.<br>2. They discuss the content and write a title for the blog post in pairs.<br>**CORE**<br>**Feedback**<br>Elicit titles and discus with the class. Agree on the best.<br>**Answers**<br>Learners' own answers, but the title should reflect both parts of the post, for example, *The future of exploration; Exploration: where next?; Exploring above and below; Looking up and down: exploration.* |
| | **Differentiation activities (Support):**<br>1. Ask leading questions to check learners understand the notes. |
| **Coursebook page 176** | **Reading: Activity 2**<br>1. Learners read again to identify the opinion.<br>**CORE**<br>**Feedback**<br>Elicit and discuss the answer.<br>**Answers**<br>The final point: *some deepwater fish are very ugly*. |
| | **Differentiation activities (Support):**<br>1. If learners are not clear on the distinction between facts and opinions, do some revision of this. Give the class a topic, for example, *space travel* and give a few facts and opinions for the learners to identify, for example, *space travel can be dangerous* (fact: some astronauts have died), *space travel is exciting* (opinion: for some it is, for others it is terrifying). Elicit further examples from the class. |
| | **Differentiation activities (Stretch):**<br>1. These learners can think of and present examples of facts and opinions for other learners to identify. |

| | |
|---|---|
| **Coursebook page 176** | **Speaking: Activity 3**<br>1. Introduce the question and elicit a few ideas to make sure all learners understand the topic. Tell them to give reasons for their decisions.<br>2. Learners discuss in groups.<br>3. Elicit and discuss some of the opinions from the groups.<br>**CORE**<br>**Feedback**<br>Circulate and monitor the discussion. Make notes of any recurring errors for later remedial work.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. If using same-level groups, spend your time with those that need most support. Encourage them to justify their opinions. If using mixed-ability groups, remind them that everyone should have the opportunity to speak. |
| | **Differentiation activities (Stretch):**<br>1. These learners should take responsibility in mixed-ability groups, and encourage those who need more support. Fast-finishers can move on to the Workbook activity. |
| **Coursebook page 176** | **Writing: Activity 4**<br>1. Introduce the task and ask learners to discuss the first question in pairs. Elicit any points they think should be included in the blog.<br>2. Learners write a sentence for each point in the notes, plus any new points they want to add. (They should not write a sentence for the opinion as this is a factual blog.)<br>3. Learners then develop their sentences into paragraphs for the blog. They need to organise it with a title, headings, an introduction, main body and conclusion.<br>**CORE**<br>**Feedback**<br>Circulate and monitor as learners write. Give them support as necessary. Consider collecting the final written work for more formal assessment. If you do this, give written feedback to each learner.<br>**Answers**<br>Learners' own answers. The completed blog post should have a title, headings, a brief introduction, a main body with two sections (for space exploration and deep sea exploration) and a brief conclusion. |
| | **Differentiation activities (Support):**<br>1. Learners focus on part 2, writing the sentences using the notes as guidance. |
| | **Differentiation activities (Stretch):**<br>1. Only these learners move on to part 3, writing the complete blog post. |

| | |
|---|---|
| **Workbook page 150** | **Workbook: Activity 1**<br>1. Learners complete the crossword.<br>**EXTENSION**<br>**Feedback**<br>Elicit and discuss the answers.<br>**Answers**<br>Across: 1 solar; 6 launch; 7 alien; 8 system; 10 astronaut; 11 distant<br>Down: 1 spacecraft; 2 gravity; 3 universe; 4 Mars; 5 unmanned; 9 planet |
| **Resources** | **Plenary** |
| **Coursebook page 176** | **Self-assessment**<br>1. Learners look at the self-assessment statements and reflect on their recent learning and how well they can do the tasks.<br>2. Elicit their thoughts on what they have achieved, what they have enjoyed, etc.<br>3. Use this opportunity to do any remedial teaching required. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.3.1.1.2) 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.

(G8.4.1.1.7) 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: 15 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To extract information from a range of texts.<br>**Writing:** To write questions on a range of texts.<br>**Speaking:** To discuss answers in groups. | | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• formulate, answer and discuss questions based on the whole unit. |
| **Link to prior learning:**<br>• Lexis, structures and content related to exploration in unit; question forms<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** revision of unit vocabulary<br>**Key expressions/structure:** revision of unit structures; question forms | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners need to be encouraged to be active, rather than just passive recipients of knowledge. In this lesson they are directed to work collaboratively to write and correct comprehension questions, as well as answer them. | | |
| **Resources/equipment needed:**<br>Coursebook page 177 (and pages 163–176)<br>Workbook page 151 | | |

## UNIT 10 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to look back through the unit and their work. Elicit and discuss some opinions on which are the most interesting aspects of exploration past, present and future they have learned about. |

| Resources | Main activity |
|---|---|
| **Coursebook page 177 (and pages 163–176)** | **Reading: Activity 1**<br>1. Tell learners they are going to do a revision quiz. They work in pairs (see Differentiation below) to find answers to the questions.<br>**CORE**<br>**Feedback**<br>Elicit and discuss answers when all pairs have finished.<br>**Answers**<br>1 past simple (active), past perfect (active)<br>2 Kitab al-Fawa'id<br>3 Egypt, Arabia, Iraq, Syria, the Kingdom of Jerusalem and Sicily<br>4 though<br>5 $82 million<br>6 Learners' own answers (using *will/won't* + verb) |
| | **Differentiation activities (Support):**<br>1. The activities in this lesson will work best if the pairs and groups are made up of learners of similar ability and are able to work at their own pace. Monitor and support learners that need help. |
| | **Differentiation activities (Stretch):**<br>1. Fast-finishers can move on to the next activity (they can move at their own pace through the lesson with an extra Workbook activity for those that finish early). |
| **Coursebook page 177** | **Use of English: Activity 2**<br>1. Introduce the activity and the instructions. Explain to learners that they should try to work out what part of speech (verb, noun or adjective) is needed.<br>2. Learners complete the text with the appropriate form of the word in brackets.<br>**CORE**<br>**Feedback**<br>Circulate as learners work to monitor and give support. Encourage the use of dictionaries to look up word forms.<br>**Answers**<br>1 travellers; 2 explorers; 3 skillful; 4 navigation; 5 geographers; 6 adventurous<br>7 produced; 8 exploration |

| | |
|---|---|
| **Coursebook page 177** | **Speaking: Activity 3**<br>1. Put learners into groups of three or four and ask them to choose six to eight words from the unit to mime to the class. To ensure that all the groups have different words, you might want to allocate the words rather than give a choice.<br>2. Give groups a few minutes to discuss and prepare their words, then let them take turns to mime in front of the class. The group that guesses the word first, wins a point (you can keep score on the board) and the group with the most points at the end wins.<br>**CORE**<br>**Feedback**<br>Mediate and keep the score on the board.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Monitor and support learners that need help with guessing words. You can allow the mimers to give clues such as the first letter of the word. |
| | **Differentiation activities (Stretch):**<br>1. Give groups who are good at miming more difficult words to try to transmit, not only nouns but verbs and adjectives. |
| **Workbook page 151** | **Workbook: Activity 1**<br>1. Learners guess the words and write their answers. Encourage them to help each other.<br>**CORE**<br>**Feedback**<br>Circulate as learners work to monitor and give support. Make notes of recurring errors for remedial work.<br>**Answers**<br>1 survive; 2 freezing; 3 sink; 4 rescue; 5 astronomy; 6 memorise; 7 accurate; 8 research |
| **Workbook page 151** | **Workbook: Activity 2**<br>1. Make sure that learners understand that they have to complete the two gaps in each sentence with one word from Box A and one word from Box B.<br>2. Give learners the choice to work either individually or in pairs to complete the activity.<br>**CORE**<br>**Feedback**<br>Circulate as learners work to monitor and give support. Make notes of recurring errors for remedial work.<br>**Answers**<br>1 maiden voyage; 2 shipwreck; 3 adventure tourism; 4 solar system; 5 spacecraft; 6 human body |
| **Resources** | **Plenary** |
| | 1. Elicit the learners' thoughts on the revision quiz. Ask *Did you enjoy it? Was it useful? What did you achieve?* |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.1.1.2) 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.

(G8.4.4.1.1) 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: 16 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>To test vocabulary and grammar introduced in the unit. | | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• get feedback on their progress from the test and teacher. |
| **Link to prior learning:**<br>• Lexis and grammar in Unit 10<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** revision<br>**Key expressions/structure:** revision | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 178 (and pages 164 and 175) | | |

## UNIT 10 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Tell learners that they are going to do some exercises 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 178** | **Vocabulary: Activity 1**<br>1. Learners work independently and quietly.<br>**CORE**<br>**Feedback**<br>Collect for assessment. Give individual feedback and guidance.<br>**Answers**<br>1 rocket; 2 depart; 3 solar system; 4 explore; 5 unmanned |
| **Coursebook page 178** | **Use of English: Activity 2**<br>1. Learners work independently and quietly.<br>2. You may want to check they have found the correct compound nouns before they move on to the sentence completion. Tell them they may have to change the form of the words (for example, add *s* for a plural).<br>**CORE**<br>**Feedback**<br>Collect for assessment. Give individual feedback and guidance.<br>**Answers**<br>iceberg; headline; lifeboat; newspaper; seafloor<br>1 iceberg; 2 lifeboats; 3 newspapers; 4 seafloor; 5 headline |
| **Coursebook page 178** | **Use of English: Activity 3**<br>1. Tell learners to re-read the Use of English section on past tenses on page 164 before doing the exercise. You may want to do some revision of the five tenses.<br>2. Learners complete the sentences.<br>**CORE**<br>**Feedback**<br>Collect for assessment. Give individual feedback and guidance.<br>**Answers**<br>1 became; 2 had sailed; 3 was travelling; 4 were saved; 5 have walked |

| | |
|---|---|
| **Coursebook page 178** | **Use of English: Activity 4**<br>1. Tell learners to re-read the Use of English section about future forms on page 175 before doing the exercise. You may want to do some revision of talking about the future.<br>2. Learners choose the best form (in many cases both options are grammatically correct but the context makes one better than the other).<br>**CORE**<br>**Feedback**<br>Collect for assessment. Give individual feedback and guidance.<br>**Answers**<br>1 will be living; 2 I'm catching; 3 will help; 4 I'm going to see; 5 are we going to do; 6 will have |
| | **Differentiation activities (Support):**<br>1. Give sufficient time for learners to complete all the exercises. |
| | **Differentiation activities (Stretch):**<br>1. Arrange for some reading materials for faster finishers so that they don't disturb others when they have finished. |
| **Resources** | **Plenary** |
| | 1. Discuss with learners what they have learned while studying this unit. Elicit things in the unit they want to look at again. Take this opportunity to do any final remedial work. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.1.1.4) Consolidate from Grade 7 the ability to speak about future plans using *going to*, present continuous, *will, may,* and *might*.

(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: 17 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To conduct research for a project (using the Internet).<br>**Writing:** To write a short report. | | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• work as part of a team to research and write a report on Emirati space exploration. |
| **Link to prior learning:**<br>• Vocabulary related to space exploration; report writing<br>**21st Century Skills:**<br>• Learning and Innovation: Reinforce learning to develop, implement and communicate new ideas in English to others effectively<br>• ICT Literacy: Reinforce learning to apply digital technologies effectively by using them as a tool to research, organise, evaluate and communicate information.<br>• 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 space exploration<br>**Key expressions/structure:** recycling of phrases used in writing reports | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners find writing in English challenging. It is important to give them sufficient practice. This lesson reinforces the earlier work on report writing. In this case they do their own research. | | |
| **Resources/equipment needed:**<br>Coursebook page 179<br>Access to the Internet for research | | |

## UNIT 10 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 179** | 1. Elicit from learners what they know about the Emirates space programme. The Emirates Mars Mission has been mentioned already in the unit. They may also have heard of the Mohammed bin Rashid Space Centre and the DubaiSat projects.<br>2. Tell learners to look at the Did you know …? box.<br>3. Introduce the project. |
| **Resources** | **Main activity** |
| **Coursebook page 179**<br>**Access to Internet for research** | **Preparation: Activities 1–3**<br>1. Learners work individually. Ask them to select a topic for their report: they can choose any aspect of the Mars Mission that interests them. Encourage them to all to choose a different topic, if possible.<br>2. Learners do their research. There is a lot of information available on the Internet. The best sites to start with are:<br>• www.mbrsc.ae<br>• www.emiratesmarsmission.ae<br>• www.wikipedia.org/wiki/Mohammed_bin_Rashid_Space_Centre<br>• www.wikipedia.org/wiki/Mars_Hope<br>You may also be able to get hold of printed information from the Mohammed bin Rashid Space Centre in Dubai.<br>Ask learners to work in pairs and discuss and make notes on the key points related to their topic.<br>3. Before learners write their report, revise the work they did on reports in Lesson 12 of this unit. Direct them to the 'How to write a report' text on page 174 and also to the Writing tips box on this page about how to cite sources. When they are ready, ask learners to draft their reports. Tell them that these should not be very long and guide them to focus on about three key points.<br>**CORE**<br>**Feedback**<br>1. Circulate to monitor and support as learners work. Make notes of recurring errors for later remedial work.<br>2. Collect finished reports for end-of-unit assessment and feedback.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners work at their own pace through the stages of the project. Make it clear that they are not expected to understand all the text on the websites they use for research: they need only to pick up a few key points. |
| | **Differentiation activities (Stretch):**<br>1. Make it clear to these learners that your expectations of them are high and that they should put together a good report. |
| **Resources** | **Plenary** |
| | 1. Discuss with the class the progress they have made so far with their reports. Elicit any interesting things they have decided to include. Find out if there are any problems and resolve these before the next lesson. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

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

(G8.4.1.1.6) Write reports in a standard form, include formatting (for example, headings) and graphics; convey information and ideas on abstract and concrete topics, check information, ask about and explain problems.

(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.

(G8.4.4.1.3) Cite sources following a standard format, and avoid plagiarism and copying information.

| LESSON PLAN | | LESSON: 18 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 10** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To prepare and give a short presentation to the class.<br>**Listening:** To make notes and questions based on a class presentation. | | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• make a class presentation and answer questions on it<br>• make notes on an oral presentation and write question to clarify information. |
| **Link to prior learning:**<br>• Reports on Emirati space projects from previous lesson: vocabulary related to space exploration; experience of class presentations<br>**21st Century Skills:**<br>• Learning and Innovation: Reinforce learning to develop, implement and communicate new ideas in English to others effectively<br>• ICT Literacy: Reinforce learning to apply digital technologies effectively by using them as a tool to research, organise, evaluate and communicate information.<br>• 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 space exploration<br>**Key expressions/structure:** asking and answering questions | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• Some learners will find making class presentations challenging, however, it is something they need to be able to do. They should not be expected to give extensive or detailed presentations, but encourage them to present the main points of the report they wrote in the previous lesson. | | |
| **Resources/equipment needed:**<br>Coursebook page 180 | | |

## UNIT 10 LESSON 18 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Explain the procedure for the lesson. Learners read through Activities 4, 5 and 6 so that they know exactly what they are going to be doing. Allow time for any questions the learners have. |
| **Resources** | **Main activity** |
| **Coursebook page 180** | **Presentation: Activity 4**<br>1. Ask learners to exchange their completed reports with a partner and give each other constructive feedback on how they could be improved.<br>2. Set a time limit, for example, ten minutes, for learners to revise and finalise their reports in accordance with any feedback they have received and to prepare to present them to the class. Emphasise that they should not simply read the report aloud and ask them make notes (key words only) to refer to instead. Direct the class to the Speaking tip box for a reminder about good practice in giving presentations generally.<br>**CORE**<br>**Feedback**<br>Circulate and monitor as learners prepare. Answer questions and give support where necessary.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 180** | **Presentation: Activity 5**<br>1. Learners present their reports in turn. Don't interrupt them during their presentations.<br>2. At the end, encourage other learners to ask one or two questions about the topic.<br>**CORE**<br>**Feedback**<br>Make notes as learners present. Do a feedback session at the end of the lesson. Deal with any recurring problems but also give praise to pairs as due.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>Some learners will need encouragement to do their presentations but this is useful practice for them. They should not be expected to give extensive or detailed presentations. Ask them one or two simple questions at the end if the rest of the class don't. |
| | **Differentiation activities (Stretch):**<br>These learners should be able to give more presentations based on their reports, and answer questions on their topics. |

| | |
|---|---|
| **Coursebook page 180** | **Presentation: Activity 6**<br>1. To focus learners while they are listening to reports from other pairs, ask them to make a rough copy of the form for each presentation. Tell them to think of at least one question they would like to ask about the topic.<br>2. They listen and make very brief notes, and write a question.<br>3. Some learners ask their questions to the presenting pair.<br>**CORE**<br>**Feedback**<br>1. Elicit some of the questions learners prepare. Make notes of any recurring problems for dealing with in the plenary feedback session.<br>2. Collect finished reports for end-of-unit assessment and feedback.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary**<br>1. Ask the class what they think are the most important and exciting aspects of the Emirates space missions. Hold a whole-class discussion to round off the project.<br>2. Hold a final remedial session to deal with any problems that occurred during the lesson. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.

(G8.2.2.1.2) Deliver research presentations defining a thesis and summarising all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources.

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 11** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to descriptions of sports.

**Speaking:** To describe sports players and sports equipment; to play a vocabulary game.

**Writing:** To write vocabulary relating to sports and equipment.

**Learning outcomes: By the end of the lesson, students will be able to ...**

- match sporting equipment with the relevant sports and describe pictures related to sport
- identify compound nouns
- ask and answer sports quiz questions.

**Link to prior learning:**

- Previous exposure to the topic of sports and personal experience inside and outside school

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *saddle, reins, skates, snowboard, skateboard, pads, rollerblades, fast lane, cap, goggles, skis, poles, stick, puck, skate, javelin, high jump*

**Key expressions/structure:** To play a sport

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Learners will know some sports but not others. They might also struggle with the vocabulary for the sports equipment. The vocabulary activities are structured to prompt learners to make and remember associations.
- The names of sports are often gerunds, i.e. they are derived from verbs but function as nouns. Sometimes learners mix up the gerunds. The general rules are: You use *playing* when referring to team sports, for example, *playing football* and *doing* for individual sports, for example, *doing judo*. If the sport name ends in *-ing* already, you use it alone, for example, *skiing.*

**Resources/equipment needed:**

Coursebook pages 181 and 182

Workbook page 152

## UNIT 11 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 181** | 1. Discuss the questions as a class.<br>2. Elicit what sports learners already play or would like to learn and write them on the board.<br>3. Invite individual learners to briefly tell the class where and how often they play/ train and what they enjoy about it. |
| **Resources** | **Main activity** |
| **Coursebook pages 181 and 182** | **Speaking: Activity 1**<br>1. Ask learners to look through the pictures on pages 181 and 182. Drill the names of the sports and sports equipment for correct pronunciation.<br>2. Tell learners to work in pairs.<br>3. Ask learners to take it in turns to define and describe a sports player or an item of sports equipment in the pictures. Their partner has to guess the word.<br>**CORE**<br>**Feedback**<br>Feedback as a class by nominating a learner to describe and the class to guess.<br>**Answers**<br>Learners' own answers |
| **Coursebook pages 181 and 182** | **Vocabulary: Activity 2**<br>1. Ask learners to work with a partner.<br>2. Tell them to look at the pictures for 30 seconds.<br>3. Then ask learners to close their books and try to remember all the words associated with each sport. Ask learners write them in a list.<br>**CORE**<br>**Feedback**<br>Ask each pair to read out the words on their list. The other pairs cancel any word they hear called out. Each pair scores a point for any correct word they think of that the others don't have. The pairs with the most points wins.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Ask learners to work in groups and pair weaker learners with stronger learners.<br>2. Write some equipment vocabulary on the board and ask learners to name the related sport. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to work alone.<br>2. Write some sports on the board and ask learners to write any related equipment vocabulary. |

| | |
|---|---|
| **Workbook page 152** | **Workbook: Activity 1**<br>1. Ask learners to work with a partner to complete the crossword.<br>**DESIRABLE**<br>**Feedback**<br>Call out the references, for example, 'four across', and invited different learners to come to the front of the class and write the answer on the board.<br>**Answers**<br>Across: 4 tennis; 6 cricket; 8 baseball; 10 golf; 11 skiing; 13 rollerblading; 14 football<br>Down: 2 athletics; 3 basketball; 5 swimming; 6 cycling; 7 snowboarding; 9 volleyball; 11 skateboarding; 12 rugby |
| **Resources** | **Plenary** |
| **Coursebook pages 181 and 182** | 1. Ask learners to play a game of Snowman.<br>2. Demonstrate the rules of the game by choosing a sport or item and drawing the same number of spaces on the board as letters in the word.<br>3. Nominate learners to shout out a letter. If correct, write it in the space. If wrong, draw the head of a snowman.<br>4. Continue like this until either the learners have guessed the word, or you have completed the snowman drawing (head, body, face, arms, legs).<br>5. If time, learners continue the game as a class or in small groups. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.3.4.1.2) 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.

| LESSON PLAN | | LESSON: 2 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 11** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Reading:** To match descriptions and vocabulary.

**Listening:** To listen to sports commentaries.

**Speaking:** To ask and answer general knowledge questions on a topic.

**Learning outcomes: By the end of the lesson, students will be able to ...**

- read and complete descriptions of different sports with the missing vocabulary
- listen to sports commentaries and identify the sport
- recognise different kinds of compound nouns
- ask and answer quiz questions on the topic of sports.

**Link to prior learning:**

- Previous exposure to the topic of sports and personal experience inside and outside the school

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *ice skating, ice skates, snowboarding, snowboard, ice hockey, goalkeeper, goal posts, referee, horse riding, golf caddie, rollerblading, rollerblades, camel racing, fast lane, high jump*

**Key expressions/structure:** Compound nouns

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Compound nouns can be confusing because sometimes the two words are fused, as in *rollerblades*; other times they are joined with a hyphen, as in *horse riding*; in other examples they may be separated by a space, as in *tennis racket*. There are no fixed rules about this and common usage varies between British English and American English. Learners can use a dictionary to check if they are unsure but reassure them that the different forms do not affect the meaning.

**Resources/equipment needed:**

Coursebook page 182

Workbook page 153

Audio Track 39

## UNIT 11 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to work in small groups.<br>2. Ask learner to mime a sport that they remember from the previous lesson. Other learners have to guess the sport.<br>3. Finish this activity by inviting individual learners to perform their mime for the whole class. |
| **Resources** | **Main activity** |
| **Coursebook page 182**<br>**Audio Track 39** | **Listening: Activity 3**<br>1. Tell the learners they are going to listen to the commentaries and they must identify the sport.<br>2. Play the audio twice and ask learners to listen and identify the sport.<br>**CORE**<br>**Feedback**<br>Play the audio again. Pause after each description and elicit the answer. Ask learners what words helped them decide. You may play the audio once again and ask the class to write the words associated with each sport on the board.<br>**Answers**<br>1 cricket; 2 tennis; 3 rugby; 4 volleyball; 5 golf; 6 football/soccer; 7 baseball; 8 American football; 9 basketball; 10 cycling |
| **Coursebook page 182** | **Use of English: Activity 4**<br>1. Go through the Use of English box with the learners. Elicit another example and write it on the board.<br>2. Then ask learners to look through the pictures and vocabulary to find other examples.<br>3. Ask learners to work with a partner to ask and answer the questions.<br>**CORE**<br>**Feedback**<br>Ask pairs to feed back with another pair then discuss answers as a class. Draw learners' attention to the fact that some compound nouns are joined together, for example, basketball. Others are written as two words (with or without a hyphen) for example, ice-skating / ice skating.<br>**Answers**<br>1 20; 2 high jump, fast lane; 3 Learners' own answers |
| **Workbook page 153** | **Workbook: Activity 2**<br>1. Ask learners to complete the descriptions of the sports and then name them.<br>**EXTENSION**<br>**Feedback**<br>Go around the class, nominating learners to give an answer.<br>**Answers**<br>1 reins, rider: horse riding; 2 skates: ice-skating; 3 knee pads, helmet: skateboarding; 4 lane, cap: swimming; 5 goggles: skiing; 6 puck: ice hockey; 7 javelin: athletics; 8 stumps: cricket |

| | |
|---|---|
| **Workbook page 153** | **Workbook: Activity 3**<br>1. Ask learners to use the words from the box to make compound nouns. Then label the pictures.<br>**EXTENSION**<br>**Feedback**<br>Invite individual learners to come up to the board to write an answer.<br>**Answers**<br>1 high jump; 2 elbow pad; 3 knee pad; 4 horse riding; 5 ice-skating; 6 goal post; 7 tennis racket |
| **Resources** | **Plenary** |
| **Coursebook page 182** | **Speaking: Activity 5**<br>1. Ask learners to work in pairs to ask and answer the questions in the quiz.<br>**Answers**<br>2 He/She tries to stop the other team's ball going in the net and scoring a goal.<br>3 He/She carries the golf clubs for a golf player.<br>4 The pitcher throws the ball and the batter tries to hit it.<br>5 The bowler throws the ball and the batsman tries to hit it.<br>6 By throwing the ball and getting it into the basket.<br>7 The net divides the court into half and gives something for the players to hit the ball over.<br>8 Because in order to score points the players have to hit the stumps with the ball. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.4.1.2) 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.

| LESSON PLAN | | LESSON: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 11** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read a text and locate answers.<br>**Speaking:** To discuss sporting ability and personal qualities. | | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• read and discuss a text about Olympic athletes<br>• complete a multiple-choice activity based on a news article about the UAE School Olympics<br>• talk about what qualities are needed to do particular sports. |
| **Link to prior learning:**<br>• Lessons 1 and 2 and prior knowledge of sporting competitions and events<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *athletics, stadium, coach, talented, strength, agility, coordination, speed, determination, heptathlon, table tennis, reaction, competitiveness, steely, opponent, back down, concentration, success*<br>**Key expressions/structure:** Abstract nouns | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• An abstract noun is something you cannot physically interact with. Abstract nouns are often feelings, like love, or concepts, like courage or beauty. Help learners understand the difference between concrete nouns and abstract nouns by asking them whether they can see, hear, taste, touch, smell it (concrete noun) or not (abstract noun). | | |
| **Resources/equipment needed:**<br>Coursebook pages 183 and 184<br>Workbook page 154 | | |

## UNIT 11 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 183** | 1. Write the following question on the board: *What do you need to be a top athlete or sportsperson?*<br>2. Ask learners to work in small groups to discuss their ideas.<br>3. Feedback as a class and elicit ideas from the learners. Write any abstract nouns/ qualities they suggest on the board. |
| **Resources** | **Main activity** |
| **Coursebook page 183** | **Reading: Activity 1**<br>1. Ask learners to read the Did you know? box. Check that they understand the different sports events mentioned. Illustrate with pictures on the board if necessary. Elicit answers to the questions from learners.<br>2. Ask learners to look at the questions and then read the article to locate the answers.<br>**CORE**<br>**Feedback**<br>Ask learners to underline the evidence for their answers. Feedback as a class by nominating learners to give and explain their answers.<br>**Answers**<br>Jessica Ennis-Hill, started athletics at age ten / Li Xiaoxia, dreamed of being an Olympic athlete since she was a little girl |
| **Coursebook page 184** | **Vocabulary: Activity 2**<br>1. Go through the table with learners and elicit the meaning of the adjectives. Ask them to explain each adjective by giving an example.<br>2. Ask learners to read the article to find the nouns that relate to these adjectives and complete the table.<br>**CORE**<br>**Feedback**<br>Nominate learners from around the class to give an answer. Elicit what an abstract noun is. Ask learners whether they can see/taste/touch/taste/hear these things (no). Ask learners whether they can feel or be these things (yes).<br>**Answers**<br>strength; agility, coordination; determination; competitiveness |
| | **Differentiation activities (Support):**<br>1. Ask learners to look up the nouns in a dictionary or translate them into their own language. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to suggest some other abstract nouns to describe qualities that are useful for athletes and sportspeople.<br>2. Elicit the related adjectives.<br>3. Ask learners to write an example sentence using the noun in context. |

| | |
|---|---|
| **Coursebook page 184** | **Use of English: Activities 3 and 4**<br>1. Go through the Use of English box with the learners.<br>2. Elicit example sentences like the one given for the other nouns and write them on the board.<br>3. Ask learners to complete the sentences with a word from the table.<br>4. Then ask learners to write context sentences for the other three nouns.<br>**CORE**<br>**Feedback**<br>Nominate learners to give answers and ask some of them to write their sentences on the board.<br>**Answers**<br>3 2 strength; 3 coordination; 4 determination; 5 agility<br>4 Learners' own answers. |
| **Workbook page 154** | **Workbook: Activity 1**<br>1. Ask learners to read the text and complete the multiple choice activity.<br>**EXTENSION**<br>**Feedback**<br>Ask learners to compare their answers with a partner then feedback as a class by asking learners to give an answer.<br>**Answers**<br>1a; 2c; 3c; 4b; 5c |
| **Resources** | **Plenary**<br>1. Call out the names of some sports and ask learners to shout out an abstract noun to match, for example, golf – coordination; shot put – strength; running – speed<br>2. Call out abstract nouns and ask learners to write the adjective form. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8i.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.

| LESSON PLAN | | LESSON: 4 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 11** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read a text to locate answers.<br>**Speaking:** To discuss personal qualities and abilities.<br>**Writing:** To write about personal qualities and abilities. | | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• write questions to match answers from the reading text<br>• talk about the qualities necessary to become a successful Olympic athlete<br>• identify and write about personal strengths related to sporting abilities. |
| **Link to prior learning:**<br>• Lessons 1, 2 and 3<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *ability, ambition, strength, agility, coordination, speed, determination, competitiveness, concentration, success, flexibility*<br>**Key expressions/structure:** Abstract nouns, sports collocations – *team spirit, natural talent, hand – eye coordination* | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• An abstract noun is something you cannot physically interact with. Abstract nouns are often feelings, like love, or concepts, like courage or beauty. Help learners understand the difference between concrete nouns and abstract nouns by asking them whether they can see, hear, taste, touch, smell it (concrete noun) or not (abstract noun). | | |
| **Resources/equipment needed:**<br>Coursebook page 184<br>Workbook page 155 | | |

## UNIT 11 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | With the class, brainstorm what learners remember about Jessica Ennis-Hill and Li Xiaoxia (don't allow them to look at the article). Elicit what sports they practise and what skills and abilities they have that make them exceptional. |
| **Resources** | **Main activity** |
| **Coursebook page 184** | **Reading: Activity 5**<br>1. Ask learners to go through the activity and try to guess what question is missing.<br>2. Ask learners to read the article again and write full questions to match with the answers given. Refer them to the *Language tip* box for help with question formation.<br>**CORE**<br>**Feedback**<br>Nominate a learner from each group to give an answer to each question.<br>**Example answers**<br>2 What did her coach say when he first met her?<br>3 What qualities/skills does table tennis require?<br>4 Who is Li Xiaoxia?<br>5 What had she dreamed of since she was a little girl? |
| | **Differentiation activities (Support):**<br>1. Do this activity as a class, question by question, eliciting from learners what information in the article they can use to formulate a question, then write the questions on the board. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to add two more of their own answers and swap with a partner who must formulate the question. |
| **Coursebook page 184** | **Speaking: Activity 6**<br>1. Ask learners to work in small groups to discuss their responses to the questions.<br>**CORE**<br>**Feedback**<br>Discuss as a class and nominate learners to report back what their group discussed.<br>**Answers**<br>Learners' own answers |
| **Workbook page 155** | **Workbook: Activity 2**<br>1. Ask learners to match words from the two columns to make collocations related to sport.<br>2. Then ask them to check their answers in the text.<br>**CORE**<br>**Feedback**<br>Invite learners to give an answer.<br>**Answers**<br>1 hand – eye coordination; 2 powers of concentration; 3 steely determination;<br>4 team spirit; 5 natural talent |

| | |
|---|---|
| **Workbook page 155** | **Workbook: Activity 3**<br>1. Ask learners to think about a sport they play, what part they are good at and what part they need to work on.<br>2. Ask learners to tell their partner then write a sentence to summarise.<br>**EXTENSION**<br>**Feedback**<br>Invite learners to read out their sentences to the class.<br>**Answers**<br>Learners' own answers |
| | **Workbook: Activities 4 and 5**<br>1. Go through the Study Skills box with learners then drill the words in the wordbank.<br>2. Ask learners to complete the sentences using abstract nouns. Remind them to add *the* where necessary.<br>3. Ask learners to underline the stressed syllable in the words in Activity 5 then practise saying them aloud.<br>**CORE**<br>**Feedback**<br>Nominate learners to give an answer.<br>**Answers**<br>1 2 the ambition; 3 flexibility; 4 speed; 5 the ability; 6 the determination<br>1 agility; 2 activity; 3 creativity; 4 imagination; 5 participation; 6 competition |
| **Resources** | **Plenary**<br>1. Revise the vocabulary as a class by giving a definition then asking learners to shout out the word.<br>2. Extend the game by asking learners to work in groups and giving them a word. Ask them to shout out or write down a definition.<br>3. Give points for correct spelling and pronunciation/stress. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

| LESSON PLAN | | LESSON: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 11** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Speaking:** To ask and answer quiz questions; to discuss personal opinions about a topic.<br>**Reading:** To read a text to locate answers.<br>**Writing:** To complete a spidergram with information from a text. | | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• ask and answer general knowledge quiz questions about sports of today<br>• read a text about sports of today<br>• complete a spidergram with information they have read<br>• express and justify their opinions about sport. |
| **Link to prior learning:**<br>• Lessons 1 and 2 and prior knowledge of sporting competitions and events<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *archery, badminton, cycling, golf, gymnastics, ice hockey, judo, snowboarding, tennis, volleyball*<br>**Key expressions/structure:** *to play, do or go + a sport / an activity* | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may not know much about sports of today. The quiz activity will activate their prior knowledge and then the reading text will provide them with any missing information. | | |
| **Resources/equipment needed:**<br>Coursebook pages 185–186<br>Workbook page 156<br>Set of dictionaries<br>Board | | |

## UNIT 11 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 185–186** | 1. Show the picture of the golf player and flyboarder to the class and elicit from the learners what these sports are and whether they existed in ancient times.<br>2. Write on the board PAST and PRESENT. Elicit from the learners any knowledge they have about sports which existed in the past, but are no longer practised today and vice versa. Write any new vocabulary on the board.<br>3. Ask learners to open their Coursebooks and read the Did you know? box with the learners and ask their opinion about the saying. Do they agree? |
| **Resources** | **Main activity** |
| **Coursebook page 185** | **Speaking: Activity 1**<br>1. Ask learners to work in pairs or small groups to discuss and answer the quiz questions.<br>**CORE**<br>**Feedback**<br>Ask learners to check their answers through the following reading activity in the Coursebook. |
| **Coursebook page 185** | **Reading: Activity 2**<br>1. Ask learners to read the text to find the answers to the quiz.<br>2. Encourage learners to use reading strategies (for example, scanning the text for key words) when they are checking their answers and to highlight the answers in the text when they locate them, for later reference.<br>**CORE**<br>**Feedback**<br>Nominate learners from around the class to give an answer.<br>**Answers**<br>1 F There were only 10 sports.<br>2 T<br>3 F Some people say that some of today's sports aren't really sports at all.<br>4 F Hawk-eye is the name of a computer and camera system used in sport.<br>5 F It can slow down the game.<br>6 T |
| | **Differentiation activities (Support):**<br>1. Ask learners to collaborate with a partner to complete the quiz and reading activities. One learner can do the reading, while the other checks and corrects answers. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to complete the quiz and the reading activities alone. When completed, have them check their answers with a partner. |

<table>
<tr><td>Coursebook<br>page 185</td><td>
Reading: Activity 3<br>
1. Ask learners to scan the text and find the names of the sports mentioned.<br>
2. After checking the answers, have a pyramid discussion on whether these can all be considered sports.<br>
DESIRABLE<br>
Feedback<br>
Nominate learners for the names of the sports in text and write them on the board. Following the pyramid discussion, elicit a few opinions on why they might or might not be considered sports.<br>
Answers<br>
gymnastics, volleyball, golf, bowling, cricket, tennis
</td></tr>
<tr><td>Coursebook<br>page 185</td><td>
Vocabulary: Activity 4<br>
1. Write the following sentences one underneath the other on the board: I play football with my friends. I do yoga after school. Let's go horse riding on the beach! Circle or underline the verbs (play, do, go) and the sport/activity (football, yoga, horse riding). Ask learners if they can work out the difference between the structures.<br>
2. Refer learners to the Language tip box and ask learners for more examples.<br>
3. Learners complete Activity 3 alone.<br>
CORE<br>
Feedback<br>
Draw the table on the board and nominate learners to write one answer each in the correct column.<br>
Answers<br>
<table>
<tr><th>PLAY</th><th>DO</th><th>GO</th></tr>
<tr><td>tennis<br>badminton<br>volleyball<br>golf<br>ice hockey</td><td>judo<br>archery<br>gymnastics</td><td>snowboarding<br>cycling</td></tr>
</table>
</td></tr>
<tr><td>Workbook<br>page 156</td><td>
Workbook: Activity 1<br>
1. Ask learners to look at the pictures.<br>
2. Learners close their Coursebooks and write notes on the spidergram.<br>
EXTENSION<br>
Feedback<br>
Ask learners to work in pairs. One learner reads aloud the notes on their spidergram and their partner checks the text to see if their information is correct.<br>
Answers<br>
Learners' own answers
</td></tr>
</table>

| Workbook<br>page 156 | **Workbook: Activity 2**<br>1. Ask learners to match the drawings with the names of different sports in the box.<br>2. Ask them work individually to start with, but compare their answers with a<br>3. partner.<br>4. 3Ask learners to compare their information from Activity 1 with their answers in this activity.<br>**DESIRABLE**<br>**Feedback**<br>Nominate learners to give an answer.<br>**Answers**<br>1 archery; 2 cycling; 3 gymnastics; 4 golf; 5 ice hockey; 6 snowboarding; 7 judo; 8 badminton; 9 volleyball; 10 tennis |
|---|---|
| **Resources** | **Plenary** |
| | 1. Divide the class into two teams. In turn, one person from each team stands in front of their team.<br>2. Write one of the sports from today's lesson on a piece of paper and show this word to the learners standing.<br>3. The learners must mime the sport for their team. The first team to guess the sports wins a point.<br>4. Teams score an extra point if they can spell the sport correctly. Teams score an added point if they can say which verb goes with the sport (*play*, *do*, *go*). |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.1.1.10) 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.

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

| LESSON PLAN | | LESSON: 6 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 11** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To complete a jigsaw reading.<br>**Listening:** To collaborate with another learner to complete a jigsaw reading.<br>**Speaking:** To collaborate with another learner to complete a jigsaw reading.<br>**Writing:** To write questions. | | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• make notes based on information in a text about three modern day sports<br>• convey that information to other learners<br>• complete notes based on the information swap with the other learners<br>• write questions for the answers given. |
| **Link to prior learning:**<br>• Lessons 1, 2 and 3 and assumed prior awareness of or exposure to well-known sports<br>**21st Century Skills:**<br>• Learning and Innovation Skills: Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw strategy, 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:** *delegation, compete, competition, competitor, equipment, participation, winner, win*<br>**Key expressions/structure:** *Not applicable* | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may find making questions challenging. Review the interrogative form as needed and facilitate the task by asking leaners to focus on what kind of information is given in the answer, for example, is the answer about time (when), place (where), a person (who), etc… | | |
| **Resources/equipment needed:**<br>Coursebook page 186<br>Workbook page 157<br>Board | | |

## UNIT 11 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 186** | 1. Discuss the questions with the class and write any of the learners' suggestions on the board.<br>2. Concept check the meaning of *equipment* by asking learners examples of equipment needed for popular sports like football (*a ball*), skiing (*skis, ski boots*), etc … |

| Resources | Main activity |
|---|---|
| **Coursebook page 186** | **Reading: Activity 5**<br>1. Ask learners to work in groups of three. Each learner reads one of the three texts and completes the table with their information.<br>2. Then ask the learners to convey their information to their partners so that they can complete the missing information.<br>3. Write the key vocabulary on the board and ask the learners to highlight it in their texts. Elicit the meaning from context.<br>**CORE**<br>**Feedback**<br>Nominate one learner from each group to give an answer to each question. |

**Answers**

| | Text 1 | Text 2 | Text 3 |
|---|---|---|---|
| What's the name of the sport? | flyboarding | bossaball | sandboarding |
| Where do you do/ play the sport? | on water | on a beach | in the desert |
| What equipment do you need? | a board and a long hose | a ball and a bouncy trampoline court | a board |
| When was it introduced in the UAE? | 2013 | 2009 | not given |
| Any other information? | participants jump in and out of the water like dolphins | the UAE has hosted international tournaments | it's free and easy |

Picture 1 sandboarding; Picture 2 flyboarding; Picture 3 bossaball

**Differentiation activities (Support):**

1. Ask learners to work with a partner to read their text and check answers before re-grouping into threes.

**Differentiation activities (Stretch):**

1. Ask learners to work alone to read all three paragraphs and complete the table before checking answers with a partner.

| | |
|---|---|
| **Workbook page 157** | **Workbook: Activity 3**<br>1. Ask learners to write questions for the answers.<br>**DESIRABLE**<br>**Feedback**<br>Ask learners to compare answers with a partner then feedback as a class by nominating learners to give an answer.<br>**Example answers**<br>1 Why does 'flyboarding' have this name?<br>2 How high can a flyboarder fly?<br>3 Where was flyboarding invented?<br>4 How many sports does bossaball mix?<br>5 Where do you play bossaball?<br>6 When was bossaball created?<br>7 Where can you go sandboarding?<br>8 How do sandboarders get to the top of the dunes? |
| **Coursebook page 186**<br>**Workbook page 157** | **Workbook: Activity 4**<br>1. Remind/explain to learners that once they know the 'root' of a word, they can expand their vocabulary by word-building in other parts of speech and that there are various verb-noun and noun-adjective, etc. patterns they can become familiar with.<br>2. Focus attention on the table and elicit the first two answers from the class as examples.<br>3. Ask learners to work in pairs to complete the table. Encourage them to use dictionaries to check their answers.<br>**DESIRABLE**<br>**Feedback**<br>Nominate learners to give an answer.<br>**Answers**<br>1 delegation; 2 participation; 3 competitor; 4 competition; 5 compete; 6 winner; 8 win |
| **Workbook page 157** | **Workbook: Activity 5**<br>1. Ask learners to complete the sentences with one of the verbs from the table in an appropriate form.<br>**EXTENSION**<br>**Feedback**<br>Ask early finishers to write the answers on the board.<br>**Answers**<br>1 competitive; 2 delegation; 3 winner; 4 participate; 5 competition |
| | **Differentiation activities (Support):**<br>1. Ask learners to work together to complete the task. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to work alone to complete the task. |
| **Resources** | **Plenary** |
| | 1. With their Coursebooks closed, go around the class and ask each learner to tell the class one thing that he/she remembers about anything discussed in this lesson. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.2.1.1.10) 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.

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

| LESSON PLAN | | LESSON: 7 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 11** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to radio commentaries in order to identify the topic.<br>**Reading:** To read an advertisement seeking applicants.<br>**Writing:** To correct sentences about a sports personality.<br>**Speaking:** To discuss personal opinions on the subject of sports competitions. | | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• listen to sports commentaries and identify the sport<br>• answer true/false and open questions about a text describing the IOC Young Reporter training scheme<br>• discuss the importance of international sports competitions and their role in bringing global peace<br>• correct sentences about Thuraya al Zaabi. |
| **Link to prior learning:**<br>• Unit 11 Lessons 1–6<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** All vocabulary from Lessons 1–6<br>**Key expressions/structure:** All vocabulary from Lessons 1–6 | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• 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:**<br>Coursebook page 187<br>Workbook page 158<br>Audio Track 40 | | |

## UNIT 11 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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 and vocabulary.<br>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 187**<br>**Audio Track 40** | **Listening: Activity 1**<br>1. Elicit from learners what a sports commentary is. Ask if any of them have watched a football match and ask them what kind of information they hear from the commentators.<br>2. Tell learners they are going to listen to sports commentaries from different sports.<br>3. Ask learners to listen and write the name of the sport they hear being described.<br>**CORE**<br>**Feedback**<br>Play the audio and stop after each commentary. Nominate a learner to give an answer.<br>**Answers**<br>1 tennis; 2 swimming; 3 football; 4 athletics (javelin); 5 cycling |
| | **Differentiation activities (Support):**<br>1. Write the answers randomly on the board and ask learners to match the sport with the commentary. |
| | **Differentiation activities (Stretch):**<br>1. Ask the learners to listen once and name the sport. |
| **Coursebook page 187** | **Reading: Activity 2**<br>1. Ask learners to read the text to answer the questions<br>**CORE**<br>**Feedback**<br>Go around the class and nominate learners to give an answer<br>**Answers**<br>1T; 2F; 3T; 4F; 5T; 6T 34; 7 print, photographic, television, radio and new media; 8 ambitious and determined; 9 get in touch with your National Olympic Committee; 10 they have gone on to report from the London 2012 Olympics and found jobs presenting television shows, writing columns and travelling the world to report on sports. |
| | **Differentiation activities (Support):**<br>1. Ask learners to work in pairs and highlight the answers in the text and ask them to justify their answers during feedback. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to work alone to compete the activity. |

| | |
|---|---|
| **Workbook page 158** | **Workbook: Activities 1 and 2**<br>1. Ask learners to complete the wordsearch.<br>2. Ask learners to brainstorm any vocabulary they can remember to go with the sports they found in the wordsearch.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to write an answer on the board. Award points for every item of equipment that other learners didn't think of.<br>**Answers**<br>athletics, baseball, basketball, bowling, cricket, cycling, football, golf, rugby, swimming, tennis, volleyball<br>Learners' own answers. |
| | **Differentiation activities (Support):**<br>1. Ask learners to use the word bank to complete the wordsearch activity. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to cover the word bank while they complete the wordsearch. |
| **Resources** | **Plenary** |
| **Coursebook page 187** | **Speaking: Activity 3**<br>1. Ask learners to work in small groups to discuss their answers to the questions.<br>2. Then conduct a whole-class discussion and invite learners to contribute their opinions. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.1.1.10) 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.

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

| LESSON PLAN | | LESSON: 8 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 11** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Reading:** To read a profile of a sports personality.

**Writing:** To write interview questions.

**Speaking:** To conduct an interview.

**Listening:** To respond to interview questions.

**Learning outcomes: By the end of the lesson, students will be able to ...**

- match headings to information in a sports profile of Alana Nichols
- prepare and write interview questions
- role play an interview of Alana Nichols.

**Link to prior learning:**

- Lessons 5 and 9 topic of the Olympics and Paralympics

**21st Century Skills:**

- Learning and Innovation Skills: Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills

**Key vocabulary:** *gender, a disability, paralysed, injuries*

**Key expressions/structure:** *a special achievement, a personal motto, to dislocate something, a training regime*

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Learners often make mistakes with question formation, especially with word order. The first speaking activity is a free practice activity. Use this opportunity to monitor learners and listen for errors. Then feed back by eliciting some of the learners' questions, writing them on the board and correcting and/or highlighting the word order. This will set them up for the later activity where they prepare and write interview questions before roleplaying the interview.

**Resources/equipment needed:**

Coursebook page 188

Workbook page 159

## UNIT 11 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 188** | 1. Write this question on the board and elicit answers from learners: *What personal qualities do you need to have to be a top athlete or sportsperson?*<br>2. Ask learners to look at the photograph of Alana Nichols and try to guess what is different about her compared to regular athletes. Elicit suggestions from learners about what her disability might be (she is paralysed from the waist down after a snowboarding accident). |

| Resources | Main activity |
|---|---|
| **Coursebook page 188** | **Reading: Activity 1**<br>1. Ask learners to read the profile and match the headings with the information.<br>**CORE**<br>**Feedback**<br>Nominate learners to give an answer. |

**Answers**

| | |
|---|---|
| Sport | Basketball, skiing, surfing, kayaking |
| Country | USA |
| Gender | Female |
| Year of birth | 1983 |
| Place of birth | Farmington, New Mexico |
| Disability | Paralysed from the waist down after breaking her back in a snowboarding accident aged 17 |
| Personal qualities | Speed-loving, hard-working, fearless |
| First Paralympic Games | Athens Summer Olympics, 2004<br>(reserve player on basketball team) |
| Started these sports | Basketball in 2002 at the University of Arizona<br>Skiing in 2008 after watching the winter Paralympics<br>Surfing and kayaking in 2014 on holiday in Hawaii |
| Training regime | At least four hours per day, usually beginning with two hours' kayaking at 6.00 am |
| Gold medals | Gold medal in basketball at the 2008 Paralympic Games in Beijing, two gold medals in skiing at the Vancouver 2010 Paralympics |
| Injuries | Many injuries, including breaking both ankles and dislocating a shoulder |
| Special achievement | First American woman to win gold medals in both the summer and the winter Olympic Games |
| Personal motto | "Do what you can with what you have, where you're at." |

| | |
|---|---|
| **Coursebook page 188** | **Speaking: Activity 2**<br>1. Go through the Speaking tip box with learners.<br>2. Then ask learners to work with a partner to ask and answer questions based on what they saw and read about Alana. Encourage them to give full answers.<br>**DESIRABLE**<br>**Feedback**<br>Nominate pairs to ask and answer questions for the class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Ask learners to write some full questions before they begin speaking. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to cover the profile and do the activity from memory. |
| **Workbook page 159** | **Workbook: Activity 1**<br>1. Ask learners to correct the sentences about Alana Nichols.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to give an answer.<br>**Answers**<br>1 She is from New Mexico, USA.<br>2 She is paralysed from the waist down due to a snowboarding accident.<br>3 She is the first American woman to win gold medals in both the summer and winter Olympic Games.<br>4 Her first Paralympic competition was in 2004 in Athens.<br>5 She has injured herself many times. |
| **Workbook page 159** | **Workbook: Activity 2**<br>1. Ask learners to imagine they are an athlete in the Paralympics. Tell them to think about where they are from, what kind of disability they have, what events they complete in and which medals they have won recently.<br>2. Ask learners to write some notes about their athlete identity to use to help them in the role-play.<br>**CORE**<br>**Feedback**<br>Circulate and monitor, checking learners are managing to write legible and brief notes (key words only) and helping with ideas.<br>**Answers**<br>Learners' own answers |
| **Workbook page 159** | **Workbook: Activity 3**<br>1. Ask learners to now they imagine they are journalists and they have the opportunity to interview a famous Paralympic athlete. What questions do they want to ask him/her?<br>2. Ask learners to work in pairs to prepare 6–10 questions for their interview.<br>**CORE**<br>**Feedback**<br>Circulate and monitor and help learners with question formation. |

| | |
|---|---|
| **Workbook page 159** | **Workbook: Activity 4**<br>1. Learners use the questions they have prepared and the information in the profile to role play an interview.<br>2. When each pair has finished, have them swap roles and work with another partner to do the same.<br>**CORE**<br>**Feedback**<br>Invite a pair of learners to perform their role play for the class.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| **Workbook page 159** | **Workbook: Activity 5**<br>1. Ask learners to write up their interview as a short article and illustrate it with images from the Internet. Encourage them to use their imagination to add information and their own ideas.<br>2. In the next lesson, learners present a profile of their (imaginary) Paralympic athlete to the class, including his/her philosophy, attitude and achievements. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

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

| LESSON PLAN | | LESSON: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 11** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Reading:** To read a text and complete a fact file; to complete a timeline.

**Writing:** To correct sentences from the text; to prepare interview questions.

**Speaking:** To discuss personal views about the achievements of the person from the text.

**Learning outcomes: By the end of the lesson, students will be able to ...**

- complete a fact file about the Arab Adventurer using information from the text
- correct sentences using information from the text
- complete a timeline using information from a factfile
- prepare interview questions to ask Nabs Al Busaidi
- discuss their personal opinions about his character and his achievements.

**Link to prior learning:**

- Previous Grade 8 unit topics on travel and exploring

**21st Century Skills:**

- Global Awareness: Learn from working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual and open dialogue in personal, work and community contexts. Use technology (spoken and written) to communicate in English topics and stories to other learners in the UAE

**Key vocabulary:** *sledge, row, ankles, motivation, inspiration, Celsius*

**Key expressions/structure:** *Arctic, Antarctic, Atlantic Ocean, Mount Kilimanjaro, Mount Everest, Mount Vinson, magnetic North Pole, setting goals, never giving up, to raise money for charity, to pull a sledge, to follow your passion*

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- It can be difficult for young learners with little life experience to empathise with others' experiences and especially to make judgements about character and motivation. If learners appear to be struggling, have a class discussion as they may need help forming their ideas and expressing their opinions.

**Resources/equipment needed:**

Coursebook page 189

Workbook page 160

## UNIT 11 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Write the words Arctic and Antarctic on the board and ask learners if they know where they are. Elicit from learners what the environment (climate and terrain) is like in both places.<br>2. Ask learners to imagine what it would be like to experience these places and what you would need to survive there. |
| **Resources** | **Main activity** |
| **Coursebook page 189** | **Reading: Activity 1**<br>1. Ask learners to look at the photographs and title on page 189, then read the Did you know? box.<br>2. Ask learners if they have heard about Nabil Al Busaidi or if they know anything about him. Can they guess?<br>3. Ask learners to read the text and complete the fact file.<br>**CORE**<br>**Feedback**<br>Copy the table on to the board and invite learners to complete sections.<br>**Answers**<br>One: When: April 2009; What: walk to the magnetic North Pole; Where: Arctic; Details: pulled a sledge weighing up to 50 kg, for 650 km, in temperatures as low as minus 40 degrees Celsius<br>Two: When: August 2009; What: he pushed his friend in a wheelchair; Where: from south to north of UK; Details: 1,450 km in 8.5 days to raise money for charity<br>Three: When: December 2009; What: climbed Mount Kilimanjaro; Where: in Africa; Details: with his brother<br>Four: When: April 2010; What: climb Mount Everest; Where: Mount Everest is in Nepal; Details: broke both ankles<br>Five: When: March 2011; What/where: rowed across Atlantic Ocean; Details: part of a team, boat called *Britannia III*, crossed 4,600 km in 43 days |
| | **Differentiation activities (Support):**<br>1. Ask learners to work in groups of six.<br>2. Each learner completes one column of the fact file then they feed back to the other members of the group. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to work alone to complete the fact file then compare answers with a partner. |

| | |
|---|---|
| **Workbook page 160** | **Workbook: Activities 1 and 2**<br>1. Draw a timeline on the board and write '1970' and 'now' at either end. Elicit from learners what happened in 1970 (Nabil was born) and elicit what he is doing now (visiting schools and giving talks). Write both under the timeline.<br>2. Ask learners to open their workbooks and copy the timeline from Activity 1 into their notebooks and complete it with the missing information.<br>3. Then ask learners to work with a partner to ask and answer questions about the information on the timeline.<br>**EXTENSION**<br>**Feedback**<br>Ask learners to compare answers with a partner or small group. Then move on to the speaking activity. Feedback as a class by nominating pairs of learners to ask and answer questions.<br>**Answers**<br>What was he doing in April 2009? He was walking to the North Pole.<br>What was he doing in August 2009? He was pushing his friend in a wheelchair from the south to the north of the UK.<br>What was he doing in December 2009? He was climbing Mount Kilimanjaro and Mount Vinson.<br>What was he doing in April 2010? He was trying to climb Mount Everest.<br>What was he doing in March 2011? He was rowing across the Atlantic Ocean. |
| **Workbook page 160** | **Workbook: Activity 3**<br>1. Ask learners to imagine that Nabil is visiting their school to give a talk to the students. Ask learners what information they would like to know about him and write some prompts on the board.<br>2. Ask learners to work in groups to discuss then write some questions for Nabil based on the bullet points.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to offer their suggestions. Write the most interesting questions on the board.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Do this activity as a class. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write some of their own questions based on their own ideas. |
| **Coursebook page 189** | **Speaking: Activity 2**<br>1. Ask learners to work in small groups to discuss their personal responses to the questions.<br>**EXTENSION** |
| **Resources** | **Plenary** |
| | 1. Have a class discussion based on the questions they discussed in the speaking activity and invite learners to share their ideas.<br>2. Encourage them to elaborate on their opinions and justify their answers. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.2.1.1.10) 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).

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

| LESSON PLAN | | LESSON: 10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 11** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Listening:** To listen to an interview.<br>**Speaking:** To summarise the information from an interview; to talk about imagined experiences.<br>**Writing:** To write a diary entry.<br>**Reading:** To read other learner's work to peer-correct it. | | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• predict, listen to and write the interview questions<br>• discuss their responses to Nabil's experiences and advice<br>• prepare a diary entry from one of his expeditions. |
| **Link to prior learning:**<br>• Previous Grade 8 unit topics on travel and exploring<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *a reception, a challenge, cheering*<br>**Key expressions/structure:** *words of advice, host an event, to sponsor someone, to happen by accident* | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• These are an authentic listening text and reading text. This should appeal to learners' interest. However, because they are authentic texts, they have not been edited specifically for ESL learners, who may require lots of support in the form of class discussion and multiple listening attempts to complete the activities successfully. | | |
| **Resources/equipment needed:**<br>Coursebook page 190<br>Workbook page 161<br>Audio Track 41 | | |

## UNIT 11 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 190** | 1. Ask learners to tell a partner what they remember about Nabil Al Busaidi, his expeditions and his world records.<br>2. Ask learners to read the Did you know? box and ask them what kind of things they think he wrote in his diary.<br>3. Elicit some of the interview questions that learners wrote in the previous lesson and write them on the board. |
| **Resources** | **Main activity** |
| **Coursebook page 190**<br>**Audio Track 41** | **Listening: Activity 3**<br>1. Tell learners they are going to listen to an interview with Nabil Al Busaidi and that they have to try to complete the six questions that the interviewer asks him.<br>2. Give learners a moment to look at the question prompts before playing the recording through the first time. Stop after each question to give learners time to write.<br>**CORE**<br>**Feedback**<br>Ask learners to compare their work, then feed back as a class by nominating learners to give an answer. Ask if they have any comments about what they heard.<br>**Answers**<br>1 Where did you get the idea to walk to the North Pole?<br>2 Why did you decide to become a full-time adventurer?<br>3 How do you choose which expeditions to go on?<br>4 How much time do you spend training and preparing?<br>5 What have been your worst and best experiences?<br>6 Do you have any words of advice for young people? |
| | **Differentiation activities (Support):**<br>1. Give the learners the questions on strips of paper for them to reorder as they listen. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to listen with their coursebooks closed and write answers in their notebooks. |

| | |
|---|---|
| **Coursebook page 190**<br>**Audio Track 41** | **Listening: Activity 4**<br>1. Give learners some time to write notes on what they can remember of Nabil's answers to the questions from listening to the recording to the first time. This will help them to clarify what they need to listen for the second time you play the audio.<br>2. Play the audio again for learners to check their answers and complete any missing information.<br>3. Put the class into pairs to share their information and compose a one-sentence summary of Nabil's answer to each question.<br>**CORE**<br>**Feedback**<br>Elicit different answers for each question from several pairs and write the different versions up on the board. With the class, agree on a 'best' version – the most factually accurate and grammatically correct – for each one.<br>**Example answers**<br>1 He got the idea from a friend who told him that very few people had walked to a Pole and no Arab had done it.<br>2 He didn't decide. It happened by accident because people kept asking him to go on new adventures.<br>3 He chooses expeditions where he can be the first Arab to do something.<br>4 He starts training and preparing as soon as he has decided to go on an expedition.<br>5 The hardest experience was rowing across the Atlantic; the best was when he returned from the North Pole and went back to visit the children in a primary school in Bahrain. They cheered him and gave him a big reception.<br>6 Dream big and work hard. |
| **Workbook page 161** | **Workbook: Activity 4**<br>1. Ask learners to look at Nabil's diary entry for the North Pole expedition. Elicit which day the diary entry is from and how he must be feeling.<br>2. Ask learners to read the diary entry and discuss the answers with a partner.<br>**DESIRABLE**<br>**Feedback**<br>Ask pairs to join with another pair to compare and discuss their ideas further then discuss as a class.<br>**Answers**<br>Learners' own answers |
| **Workbook page 161** | **Workbook: Activity 5**<br>1. Ask learners to choose either the best or worst experience he describes and to try and imagine it in detail.<br>2. Go through the *Writing Tip* box on Coursebook page 190.<br>3. Then ask learners what details they would want to record if they had to write a diary entry. Ask them to brainstorm notes and vocabulary on the mindmap in preparation for the writing activity to follow. They should use the prompts to guide them.<br>**EXTENSION**<br>**Feedback**<br>Ask learners to join in small groups to talk through their notes with other learners.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Workbook page 161** | **Workbook: Activity 6**<br>1. Ask learners to write a diary entry based on one of Nabil's experiences and the notes they wrote in Activity 5.<br>2. When they have finished, ask learners to swap paragraphs with a partner to peer-correct.<br>3. This activity can be completed for homework if there is not enough time in class.<br>**EXTENSION**<br>**Feedback**<br>Pin each diary entry up on the wall for other learners to walk around and read.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| **Coursebook page 190** | **Speaking: Activity 5**<br>1. Ask learners to work in groups to discuss their responses to the questions.<br>2. Invite learners to share their ideas as a class.<br>3. Show learners Nabil's website: www.arabadventurer.com<br>4. Show them the different links on it. Look at the Gallery and discuss some of the photos on there.<br>5. Encourage learners to access his website at home to read his real diary entries. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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).

(G8.4.1.1.1) 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: 11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 11** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Reading:** To read and respond to quotes about hobbies.

**Speaking:** To classify hobbies; to speak about other people's hobbies.

**Writing:** To write captions for pictures; to write about own hobbies.

**Learning outcomes: By the end of the lesson, students will be able to ...**

- read other children's descriptions of their hobbies and compare with their own
- classify hobbies under headings
- match hobbies with pictures
- write captions for pictures using key phrases
- write sentences about their own hobbies.

**Link to prior learning:**

- Gerunds for sport and activities

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *hobby, trampolining, judo, black belt, collect, model planes, loads, juggling, bookmarks, beads, jewellery, stamps, photography*

**Key expressions/structure:** *playing games, doing activities, collecting things*

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Hobbies and activities are usually gerunds, ie. they are derived from a verb but used as a noun. Learners may use the gerunds *playing* and *doing* incorrectly, for example, playing activities and doing games. It is important to teach the new hobby-related vocabulary as 'chunks' so that learners learn which gerund is the correct one to use with which hobby.

**Resources/equipment needed:**

Coursebook page 191

Workbook page 162

## UNIT 11 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 191** | 1. Write the word *hobby* on the board and elicit the meaning and some examples. Write them on the board.<br>2. Ask the learners what hobbies they have and write them on the board too.<br>3. Find out if any learners share the same hobby, which is the most popular hobby and which is the most unusual. |
| **Resources** | **Main activity** |
| **Coursebook page 191** | **Reading: Activity 1**<br>1. Ask learners to read the children's quotes and match the activities with the photos at the top of the page.<br>2. Ask learners if they share any of the same hobbies or if they like the idea of any.<br>**CORE**<br>**Feedback**<br>Ask learners to discuss their ideas in pairs and then invite learners to report back to the class about their partner.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 191** | **Vocabulary: Activity 2**<br>1. Ask learners to work in pairs to highlight all the hobbies mentioned in Activity 1.<br>2. Ask learners to classify the hobbies in lists under the given headings.<br>3. Ask them to add any of their own or from the list on the board.<br>**CORE**<br>**Feedback**<br>Write the four headings on the board and invite learners to write an answer in a list.<br>**Answers**<br>Sports/martial arts: trampolining, karate, judo, cycling<br>Collecting things: sweets, pencil cases, coins, leaves, shells, beads, jewellery, posters, stamps<br>Performing: juggling, acting<br>Art and other creative activities: reading, making model planes, drawing, making bookmarks, writing stories, photography |
| **Workbook page 162** | **Workbook: Activity 1**<br>1. Ask learners to match the hobbies in the box to the pictures.<br>2. Then draw learners' attention to the key phrases – *He/She likes/enjoys*, etc. Drill some example sentences.<br>3. Invite learners to describe the pictures to the class using the key phrases.<br>4. Then ask learners to write a caption for each picture using the key phrases.<br>**CORE**<br>**Feedback**<br>At stage 3, invite learners to describe the pictures to the class using the key phrases. |

| | |
|---|---|
| | **Answers**<br>1 taking photographs; 2 trampolining; 3 cycling; 4 collecting stamps; 5 doing karate; 6 collecting coins; 7 juggling; 8 making jewellery; 9 writing stories |
| | **Differentiation activities (Support):**<br>1. Ask learners to work in small groups to complete the activity. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to cover the word bank and complete the exercise from memory. |
| **Resources** | **Plenary** |
| | 1. Ask learners to work in small groups to tell each other about their hobbies.<br>2. Circulate and monitor, encouraging them to use the key phrases.<br>3. Feed back as a class by inviting a learner from each group to tell the class what the other learners enjoy/are keen on/are into, etc. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.1.1.1) 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).

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

| LESSON PLAN | | LESSON: 12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 11** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen and respond to other learners' anecdotes.

**Speaking:** To tell own anecdotes and to relay another learner's anecdote to a small group.

**Reading:** To interpret statistical information from a text.

**Writing:** To write sentences, questions and answers using the present perfect continuous tense.

**Learning outcomes: By the end of the lesson, students will be able to ...**

- report information from a text about children and their hobbies
- give their opinions on hobbies in general
- describe their own hobbies, why they like them and how long they have been doing them
- ask their partner questions to elicit the same information.

**Link to prior learning:**

- Present perfect simple tense

**21st Century Skills:**

- Information, Media and Technology Skills: Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively and critically in English

**Key vocabulary:** *hobby, trampolining, judo, black belt, collect, model planes, loads, juggling, bookmarks, beads, jewellery*

**Key expressions/structure:** *I have been … ing; he/she has been … ing*

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may have problems due to the difficulty of forming a tense with two auxiliary verbs. They may also have problems working out when to use this tense and when to use the present perfect simple. It is important to write clear examples on the board and go through them as a class, looking at the form and meaning. Elicit further examples from learners to ensure they can complete the lesson's activities.

**Resources/equipment needed:**

Coursebook page 192

Workbook page 163

## UNIT 11 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Write the fractions $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{4}$ on the board.<br>2. Ask learners to count how many people there are in the class.<br>3. Ask learners work out how many people = $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{4}$ |
| **Resources** | **Main activity** |
| **Coursebook page 192** | **Vocabulary: Activity 3**<br>1. Ask learners to count how many quotes there are on page 189.<br>2. Ask learners to work out how many children = $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{4}$ (for example, There are 12 children, so $\frac{1}{3}$ = 4)<br>3. Ask learners to work in small groups to make true sentences about the children and their hobbies.<br>**CORE**<br>**Feedback**<br>Nominate learners to give an answer.<br>**Answers**<br>1 e All of them have at least one hobby.<br>2 a A third of them collect things.<br>3 c A quarter of them do sports/martial arts.<br>4 f Two of them make things.<br>5 d One of them enjoys art.<br>6 b None of them collects stamps. |
| | **Differentiation activities (Support):**<br>1. If necessary, do the maths part of the activity on the board with the class<br>2. Then ask learners to write the sentences alone. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to work alone. |
| **Coursebook page 192** | **Vocabulary: Activity 4**<br>1. Ask learners to write a short web forum post about their hobbies (80–100 words). They should say what their hobbies are, why they enjoy them and where and when they spend time on their hobbies.<br>**CORE**<br>**Feedback**<br>Learners exchange their text with a partner who checks the grammar, vocabulary and spelling and gives peer feedback. Take feedback from the class by asking individual learners to tell the group about their partner's hobbies. |

| | |
|---|---|
| | **Speaking: Activity 5**<br>1. Go through the Use of English box with the learners. Write the examples on the board and drill them. Elicit other examples from learners and write them on the board and drill them.<br>2. Ask learners to take turns with a partner to ask and answers the questions.<br>**CORE**<br>**Feedback**<br>Write the form *he/she has been ….* on the board. Then feed back as a class and invite learners to tell the class about another learner from the group.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Ask learners to write their answers first then tell their partner orally. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write two sentences about their brother's/sister's hobbies, using the form *he/she has been …* |
| **Workbook page 163** | **Workbook: Activity 2**<br>1. Go through the *Language tip* box with learners. Draw a timeline on the board and write the examples on it.<br>2. Draw other timelines on the board and elicit examples from the learners.<br>3. Ask learners to write the questions and answers for the prompts.<br>**DESIRABLE**<br>**Feedback**<br>Nominate pairs of learners to give an answer.<br>**Answers**<br>2 How long have you been horse riding? Since I was ten years old.<br>3 How long has your brother been making model cars? For five years.<br>4 How long has your sister been writing stories? Since she was seven years old.<br>5 How long have you been doing karate? For two years. |
| **Workbook page 163** | **Workbook: Activity 3**<br>1. Ask learners to complete the sentences using a verb in the present perfect continuous form.<br>**EXTENSION**<br>**Feedback**<br>Nominate learners to give an answer.<br>**Answers**<br>1 I've been doing; 2 I've been playing; 3 've been collecting; 4 has been writing; 5 've been waiting; 6 's been learning |

| | |
|---|---|
| **Coursebook page 192** | **Speaking: Activity 5**<br>1. Ask learners to read the questions and think about their hobby. Tell them to write some notes if necessary.<br>2. When they are ready, ask them to tell their partner.<br>3. Then ask their partner to tell another pair of learners.<br>4. Remind learners to use the two grammar structures on the board, *I have been …* and *he/she has been … .*<br>5. Circulate and monitor. |
| **Resources** | **Plenary** |
| **Coursebook page 192** | **Writing: Activity 6**<br>1. Ask learners to design and write flyers for an after-school club or activity for homework.<br>2. At the beginning of the next lesson, put learners into small groups and ask them to present their ideas to the group. The group asks questions and votes on which is the best idea for a new after-school club. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.1.1.2) Consolidate from Grade 7 the ability to speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past.

(G8.3.1.1.2) 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.

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

| LESSON PLAN | | LESSON: 13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 11** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, students will be able to ...** |
|---|---|
| **Speaking:** To describe board games they know; to ask and answer questions about a text.<br>**Reading:** To read about a popular board game; to read and re-order step by step instructions correctly.<br>**Writing:** To complete a fact file with information from a text; to write instructions in the correct order.<br>**Listening:** To listen and follow instructions. | • describe board games they play<br>• ask and answer questions about the history and rules of backgammon<br>• read a text about backgammon and complete a fact file<br>• correctly re-order instructions for playing checkers<br>• follow the instructions to play a game of checkers. |

**Link to prior learning:**

- Previous experience of playing board games

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *triangles, board games, materials, human bone, version, opponent, diagonally*

**Key expressions/structure:** *a familiar sight, have been discovered, it is thought, easily recognise, have been found, the object of the game, a version of a game*

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Following instructions is a learned skill that learners may not have much experience of. This lesson is designed to help them think about the logical sequence of instructions by having learners first put the steps in sequential order, using clue words and building on background knowledge, then using them to work out how to play the game.

**Resources/equipment needed:**

Coursebook page 193

Workbook page 164

## UNIT 11 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners what games they play at home or with their family.<br>2. Ask them if they know any board games. Can they explain briefly how you play them? |
| **Resources** | **Main activity** |
| **Coursebook page 193** | **Reading: Activity 1**<br>1. Ask learners to read the Did you know? box and elicit what they know about this game. Write their suggestions on the board.<br>2. Ask learners to read the text and compare the information with their predictions on the board.<br>3. Ask learners to read the text again and match the headings with the paragraphs.<br>**CORE**<br>**Feedback**<br>Nominate learners to give an answer.<br>**Answers**<br>1 Description; 2 History; 3 Rules |
| **Coursebook page 193** | **Speaking: Activity 2**<br>1. Ask learners to work in pairs. One learner closes the Coursebook and answers the questions that the partner asks.<br>2. Ask learners to swap partners and swap roles so that each learner has a go at asking and answering the questions.<br>**CORE**<br>**Feedback**<br>Feed back as a class by having one learner ask another learner.<br>**Suggested Answers**<br>• a wooden box with 24 triangles<br>• 30 black and white checkers and a pair of dice<br>• move all your checkers off the board<br>• Turkey, Greece and throughout the Arab world<br>• because of ancient pictures and documents, even old dice made from bone |
| | **Differentiation activities (Support):**<br>1. Ask learners to read and answer the questions first, before doing this as a speaking activity. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to think of two extra questions they could ask their partner. |

| | |
|---|---|
| **Workbook page 164** | **Workbook: Activity 1**<br>Go through the Did you know? box with learners. Ask learners if anyone knows how to play checkers.<br>1. Tell learners to look at the instructions and complete them with the words in the box. Ask them to check their answers with a partner.<br>**CORE**<br>**Feedback**<br>Take feedback from the class.<br>**Answers**<br>a colour; b King; c black; d space; e opponent; f jump |
| **Workbook page 164** | **Workbook: Activity 2**<br>1. Explain that the instructions, although now complete, are still in the wrong order.<br>2. Then have learners read the Reading tip box in the Coursebook on page 193 and work in small groups to put the instructions in the correct order. Encourage them to look at the 'sequencing words' in each instruction to help them to do this. Point out that the first step and the fifth step have already been numbered.<br>**CORE**<br>**Feedback**<br>Go around the class nominating learners to read out a sentence each.<br>**Answers**<br>1 First, take 12 checkers of the same colour.<br>2 Then, place them on all of the dark squares in front of you, as shown on the board.<br>3 To begin the game, the player with the black checkers moves first.<br>4 Checkers may only move one diagonal space forward (toward your opponent's checkers) in the beginning of the game. Remember that checkers must stay on the dark squares.<br>5 You can take your opponent's checker by jumping over it.<br>6 If the new position you land in gives you an opportunity to take another checker, then you can keep going until you can't jump any more.<br>7 When your checker reaches your opponent's side, take back your captured checkers and place them on top. You now have a King checker! Your King checker can move forwards and backwards!<br>8 Finally, once you have captured all of your opponent's checkers, you have won the game. |
| **Resources** | **Plenary** |
| | 1. With books closed, go around the class and invite learners to tell you consecutive steps from the instructions to play the game. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.1.1.2) 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.

(G8.3.1.1.6) Read and follow multi-step directions for preparing applications (for example, for a public library, bank saving account, etc.), how-to-do, or how to use or install a simple mechanical device.

(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).

| LESSON PLAN | | LESSON: 14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 11** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read a text and answer questions.<br>**Listening:** To participate in a group discussion.<br>**Speaking:** To ask and answer a partner's questions.<br>**Writing:** To write a paragraph about own interests. | | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• read a report about friends' hobbies and answer questions<br>• make collocations using hobby vocabulary<br>• label pictures of sports and hobbies<br>• write about their own hobby<br>• ask and answer questions about their hobby. |
| **Link to prior learning:**<br>• Lessons 8–13<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** lessons 8–13<br>**Key expressions/structure:** Lessons 8–13, present perfect continuous | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners are sometimes unaware of where they have gaps in their understanding of the language covered. With a revision they can reassess and correct what they have not understood, especially the common areas of grammar and vocabulary. | | |
| **Resources/equipment needed:**<br>Coursebook page 194<br>Workbook page 165<br>A ball or beanbag | | |

## UNIT 11 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 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 and vocabulary.<br>2. Ask learners which reading texts they enjoyed best and why.<br>3. Ask learners what areas they found easiest/most difficult.<br>4. 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 194** | **Reading: Activity 1**<br>1. Ask learners to read the report and answer the True/False questions below.<br>2. Then ask learners to check their answers with a partner.<br>**CORE**<br>**Feedback**<br>Nominate learners to give answers.<br>**Answers**<br>1F; 2F; 3T; 4F; 5F; 6T |
| **Coursebook page 194** | **Reading: Activity 2**<br>1. Ask learners to read the report again and answer the multiple-choice questions below.<br>2. Then ask learners to check their answers with a partner.<br>**CORE**<br>**Feedback**<br>Invite learners to give an answer.<br>**Answers**<br>1 Obaid is 12; 2 Khalid; 3 Yes; 4 Ali; 5 Yes; 6 at the weekend |
| **Coursebook page 194** | **Vocabulary: Activity 3**<br>1. Ask learners to match the vocabulary in the wordbank with a verb to make a collocation and write it in the correct list.<br>**CORE**<br>**Feedback**<br>Write the lists on the board and invite learners to write a word in a list.<br>**Answers**<br>collect: stamps, coins, beads<br>play: a sport, a game<br>do: karate, judo<br>(-): singing, painting, reading |

| | |
|---|---|
| **Coursebook page 194** | **Speaking: Activity 4**<br>1. Ask learners to work with a partner to discuss their answers to the questions.<br>2. Then ask pairs to join another pair to continue the discussion. Ask learners to tell the group about their partner's hobby.<br>**CORE**<br>**Feedback**<br>Invite learners to report to the class about their group members' hobbies.<br>**Answers**<br>Learners' own answers |
| **Workbook page 165** | **Workbook: Activity 1**<br>1. Ask learners to write the name of the hobby under the picture.<br>2. Then ask learners to check their answers with a partner.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to write an answer on the board for other learners to check spelling.<br>**Answers**<br>1 ice-skating; 2 stamp collecting; 3 judo or karate; 4 painting; 5 writing (stories); 6 juggling; 7 trampolining; 8 making model aeroplanes |
| **Workbook page 165** | **Workbook: Activities 2 and 3**<br>1. Ask learners to consider the questions and write about their own hobby.<br>2. When they have finished, ask them to talk to a partner and find out about each other's hobbies.<br>3. Then ask them to swap their written work and check and give peer feedback on each other's paragraphs.<br>**EXTENSION**<br>**Feedback**<br>Nominate a learner to read their own or their partner's written work to the class.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Ask learners to write a few sentences. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write a paragraph with extra detail and complex sentences. |
| **Resources** | **Plenary** |
| | 1. Ask learners to stand in a circle. Toss the ball/beanbag to a learner who has to give the first step in the instructions of how to play a particular game (such as a board game) or sport.<br>2. The learner then throws the beanbag/ball to another learner who continues with the next step in the procedure.<br>3. Continue like this until the end. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.1.1.2) 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.

(G8.4.2.1.1) 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 coordination and subordinating conjunctions (for example, *if, when, unless, although*).

<table>
<tr><td colspan="2">LESSON PLAN</td><td>LESSON: 15</td></tr>
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<tr><td>Grade: 8</td><td>Unit: 11</td><td>Date:</td></tr>
<tr><td colspan="3">SKILLS AND UNDERSTANDING</td></tr>
<tr><td colspan="2">Learning objectives:<br>Writing: To write questions and answers.<br>Speaking: To self-reflect on learning and progress.<br>Listening: To listen and respond to others' views about the unit's language and content.</td><td>Learning outcomes: By the end of the lesson, students will be able to ...<br>• differentiate between adjectives and nouns from the key vocabulary<br>• match phrases to make collocations from the key vocabulary<br>• form questions and answers using the present perfect continuous tense<br>• self-reflect on their learning and progress in this unit.</td></tr>
<tr><td colspan="3">Link to prior learning:<br>• Unit 11 Lessons 1–14<br>21st Century Skills:<br>• Not applicable</td></tr>
<tr><td colspan="3">Key vocabulary: Unit 11 vocabulary<br>Key expressions/structure: Unit 11 grammar</td></tr>
<tr><td colspan="3">Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:<br>• Learners may feel overwhelmed when asked to review a unit as a whole. By revising certain aspects of the unit, confidence will be raised.</td></tr>
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## UNIT 11 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. 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.<br>2. Feedback as a class and write them on the board.<br>3. Elicit some examples of each language point from the learners.<br>4. Ask learners to rate their level of confidence with each language area from 1–3 (1 = very confident, 2 = unsure, 3 = don't understand at all).<br>5. Ask learners to compare their answers in groups. |
| **Resources** | **Main activity** |
| **Coursebook page 195** | **Vocabulary: Activity 1**<br>1. Ask learners to read the vocabulary and write each word in the correct list.<br>2. Then ask learners to check their answers with a partner.<br>**CORE**<br>**Feedback**<br>Write two lists on the board and invite learners to write an answer.<br>**Answers**<br>Adjectives: talented, important, interested, agile, ambitious, competitive, determined, flexible<br>Nouns: success, commitment, ability, coordination, strength |
| | **Differentiation activities (Support):**<br>1. Go through the difference between adjectives and nouns as a class and elicit examples from the learners. Write them on the board.<br>2. Then elicit context sentences as examples.<br>3. Make sure learners are clear about the difference between the two parts of speech before starting the activity. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to look back through the unit to find other examples they can add to each list. |
| **Coursebook page 195** | **Vocabulary: Activity 2**<br>1. Ask learners to match the two parts of the phrases.<br>2. Then ask learners to check their answers with a partner.<br>**CORE**<br>**Feedback**<br>Nominate learners to give an answer.<br>**Answers**<br>to represent your country; to feel passionate about something; to participate in a sports evening; to look up to someone; to be recognised for something |
| | **Differentiation activities (Support):**<br>1. Draw learners' attention to the various prepositions and elicit which verbs they go with. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write a sentence for each phrase. |

| | |
|---|---|
| **Coursebook page 195** | **Vocabulary: Activity 3**<br>1. Ask learners to write a sentence for each of the verb + preposition combinations from Activity 2.<br>**CORE**<br>**Feedback**<br>Nominate learners to read out a sentence.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Ask learners to work in pairs to write the sentences. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write three questions to ask their partner using the verb + preposition combinations. |
| **Coursebook page 195** | **Use of English: Activity 4**<br>1. Ask learner to write questions using the correct form of the present perfect continuous.<br>2. Then ask them to add two more questions of their own.<br>**CORE**<br>**Feedback**<br>Feed back as a class by nominating individual learners to read the questions aloud.<br>**Answers**<br>2 How long have you been wearing your shoes?<br>3 How long have you been learning English?<br>4 How long have you been studying at this school?<br>5 How long have you been doing this exercise? |
| **Coursebook page 195** | **Use of English: Activity 5**<br>1. Ask learner to write answers for the questions.<br>**CORE**<br>**Feedback**<br>Ask learners to work in small groups and take turns to ask and answer the questions whilst you monitor and help.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 195** | **Speaking: Activity 6**<br>1. Ask learners to discuss the questions in pairs.<br>**CORE**<br>**Feedback**<br>Monitor learners as they discuss the questions. Make a note of anything interesting they discuss which you can talk about in the plenary activity. |
| **Resources** | **Plenary** |
| | 1. Ask the class to discuss their answers to the questions from Activity 5. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.2.1.1.1) 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.

(G8.4.2.1.1) 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 coordination and subordinating conjunctions (for example, *if, when, unless, although*).

| LESSON PLAN | | LESSON: 16 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 11** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read and understand directions for executing a task.<br>**Speaking:** To discuss and collaborate on preparing a project.<br>**Listening:** To discuss and collaborate on preparing a project.<br>**Writing:** To write questions and consequences for a board game. | | **Learning outcomes: By the end of the lesson, students will be able to ...**<br>• design a board game with playing board, playing pieces and question cards<br>• create the 'questions' and 'consequences' of the game's cards. |
| **Link to prior learning:**<br>• Lesson 13 – Backgammon<br>**21st Century Skills:**<br>• Learning and Innovation Skills: Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project | | |
| **Key vocabulary:** *blank, game piece, board, collaborating, collaboration, consequence, requirements*<br>**Key expressions/structure:** *to be based on, team work, lose a turn, pick a card, move ahead, go back, go back to the start* | | |
| **Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**<br>• Not applicable | | |
| **Resources/equipment needed:**<br>Coursebook page 196<br>White card A3 for each group of 4 learners<br>Plain card/paper<br>Coloured pencils/pens<br>Scissors<br>Glue | | |

## UNIT 11 LESSON 16 TASKS/ACTIVITIES

| Resources | Starter |
|---|---|
| | 1. Elicit from learners what they remember about the history of backgammon from Lesson 13.<br>2. Go around the class and elicit from learners each step in the instructions for playing checkers. |

| Resources | Main activity |
|---|---|
| **Coursebook page 196** | **Preparation: Activity 1**<br>1. Go through the task rubric with learners as a class.<br>2. Elicit any unfamiliar vocabulary and write it on the board for reference.<br>3. Ask learners to work in small groups and make sure they all understand the task.<br>4. Make sure each group has a 'secretary' who records and keeps track of the group's decisions.<br>5. Set a time limit to keep learners focused. Make sure they understand that they must have discussed and made decisions about all seven points when time is up.<br>**Feedback**<br>Feedback should be ongoing while you circulate, monitor and help.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>To help learners structure their thinking in devising the rules of the game and in recording their decisions, you could give them a handout with blank spaces like the one below,<br>1. The theme of the game is ____<br>2. The board will look like ____<br>3. The squares will contain ____<br>4. The game will be for ___ players.<br>5. There will be ____ types of card; these will be _____<br>6. If a player answers correctly, then he or she ____<br>If a player answers incorrectly, then he or she ____<br>7. To win, a player must ____ |
| | **Preparation: Activity 2**<br>1. Elicit from learners what different roles there will be within the team and write them on the board.<br>2. Help learners decide which team member will take which role.<br>3. Set a time limit and regularly remind the learners of the time left to complete the project.<br>4. Circulate and monitor, helping where necessary. |
| | **Differentiation activities (Support):**<br>1. Decide in advance of the lesson which individual learners will work best with each other, ensuring that each team has a mix of abilities. |
| | **Differentiation activities (Stretch):**<br>1. Encourage the learners to work as independently of you, the teacher, as possible. |

| Resources | Plenary |
|---|---|
| | 1. Ask each team member to take responsibility for a specific area of clearing up, for example, clearing up scrap paper, collecting and returning the scissors, glue and pencils, rolling up and storing the board game and pieces for next lesson, etc. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.1.1.7) 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.

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

(G8.3.1.1.6) Read and follow multi-step directions for preparing applications (for example, for a public library, bank saving account, etc.), how-to-do, or how to use or install a simple mechanical device.

| LESSON PLAN | | LESSON: 17 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 11** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, students will be able to ...** |
|---|---|
| **Listening:** To understand and sequence instructions.<br>**Reading:** To understand and follow instructions.<br>**Speaking:** To play a game in a small group; to give and justify an opinion. | • follow written instructions to play a game successfully<br>• give their opinions on the best game and justify their reasons. |

**Link to prior learning:**

- Lesson 13 – Backgammon and Lesson 16 – Project Preparation

**21st Century Skills:**

- Life and Career Skills: Social and Cross-Cultural Skills: Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen and respecting cultural differences

**Key vocabulary:** *consequence, referee, cheating*

**Key expressions/structure:** *roll the die, move your counter, land on a space, bottom of the pile, lose a turn, pick a card, move forward, go back, go back to the start*

**Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:**

- Not applicable

**Resources/equipment needed:**

Coursebook page 197

The learners' completed board games and pieces

## UNIT 11 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners to sit in the same teams as the previous lesson and make sure their books remain closed.<br>2. Give a strip with one of the instructions a–f below to each group.<br>3. Go around the class and have a learner from each group read out their strip.<br>4. Ask the class to decide which order they think the strips should go in by inviting the learners with the strips to come to the board one by one. They should stick their strip where they think it goes in the correct order.<br>a Up to four players may play at a time.<br>b Place the counters on the 'start' space.<br>c The youngest player goes first, the next youngest goes second and so on.<br>d The first player rolls a die and moves his/her counters the correct number of spaces.<br>e If the counters lands on a 'pick a card' space, then you must pick a question card. If the counters lands on a blank space, then it is the next player's turn.<br>f To win, a player must throw the correct number to reach the 'finish' space. |
| **Resources** | **Main activity** |
| **Coursebook page 197** | **Presentation: Activity 3**<br>1. Give the learners ten minutes to test their game. They don't have to play it through to the end, but they should experiment with the different rules and situations that could occur moving round the board.<br>2. Ask learners to evaluate their game in terms of being:<br>• clear and easy to understand how to play<br>• attractive and colourful<br>• interesting and original – what makes it different from other board games and memorable?<br>• fun to play<br>**Feedback**<br>Feedback should be ongoing while you circulate, monitor and help. Encourage learners to identify at least one aspect of their game that they could improve.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 197** | **Presentation: Activity 4**<br>1. Give the learners some time to prepare their presentation. Remind them that all members of the team should participate.<br>2. Encourage them to pay particular attention to how to explain the rules of their game as clearly as possible, using sequencing expressions. Refer them back to the warmer activity. Put the following vocabulary on the board for them to use: *roll the die, move your counter, land on a space, bottom of the pile, lose a turn, pick a card, move forward, go back, go back to the start.*<br>**Feedback**<br>Feedback should be ongoing while you circulate, monitor and help.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Coursebook page 197** | **Presentation: Activity 5**<br>1. Put the grid up on the board and ask learners to copy it. Explain that they will need to fill it in with the details of each game, so if there are four groups in the class, they will need to copy it four times.<br>2. The groups take turns to present their games whilst the other members of the class listen and complete the grids.<br>**Feedback**<br>Give ongoing feedback after each presentation and encourage the class to ask the presenters questions. |
| | **Presentation: Activity 6**<br>1. Each group exchanges games with another group or groups and plays the other group's game or games. See which group can play to the end of a game and have a winner first.<br>**Feedback**<br>Ask each group to give brief, oral feedback on the game they played.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. Ask each group to pin up their board on the wall.<br>2. Elicit from learners which board has the best design, the most interesting questions and the most creative consequences and which game was the most fun.<br>3. Take a class vote. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

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

(G8.3.1.1.6) Read and follow multi-step directions for preparing applications (for example, for a public library, bank saving account etc.), how-to-do, or how to use or install a simple mechanical device.

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Speaking:** To talk about learners' free-time activities; to discuss similarities and differences.<br>**Reading:** To read about what people like doing.<br>**Writing:** To complete gaps in a short text with new vocabulary. | • describe their own interests and hobbies<br>• understand texts about young people's preferences as regards activities inside and outside the home<br>• match new vocabulary to their meanings<br>• successfully use the new vocabulary to complete a short text. |

**Link to prior learning:**

- Present tenses for habitual action; present perfect; talking about free-time activities

**21st Century Skills:**

- Learning and Innovation: Reinforce creative thinking activities – such as brainstorming – and introduce jigsaw strategy, 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:** *expert, confident, ability, technique, can't stand, sociable, martial art, kick, benefit, defend yourself*

**Key expressions/structure:** Verbs and phrases + *-ing*, phrasal verbs

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners may get confused about what verb form is required after the main verb. This lesson shows them verbs with *-ing* plus a revision of some verbs followed by *to* + infinitive, which gives them valuable exposure through the medium of interesting texts.

**Resources/equipment needed:**

Coursebook page 198

Workbook page 166

Dictionaries

## UNIT 12 LESSON 1 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 198** | 1. Ask learners what they like to do in their free time. Do they prefer staying in or going out?<br>2. Ask around the class for learners to say different things they do when they are at home. Make a list on the board. |

| Resources | Main activity |
|---|---|
| **Coursebook page 198** | **Reading: Activity 1**<br>1. Ask the class to look at the photographs and predict what the text is going to be about. Elicit a few ideas.<br>2. Learners read what Ali and Kamaruddin say. How are they similar and how are they different?<br>3. Use a jigsaw reading strategy here. Split the class into two or four groups and ask half of them to work on the text about Ali, and the rest to work on the text about Kamaruddin. Each group should make a summary in list form of what Ali and Kamaruddin do as hobbies and what they don't really like.<br>4. Once they have compared their answers with other groups, ask learners from different groups to ask questions, for example, what does Ali enjoy doing when he is at home?<br>5. Discuss as a class.<br>**CORE**<br>**Feedback**<br>As above, using group feedback.<br>**Answers**<br>Learners' own answers, but suggested answers:<br>Similarities: they both listen to music, they both like playing video/computer games, they both enjoy doing things with their family<br>Differences: Kamaruddin – does martial arts, likes watching TV, isn't as busy as Ali<br>Ali – plays chess, doesn't like watching TV shows, doesn't do a lot of sports apart from swimming, is generally busy |
| | **Differentiation activities (Support):**<br>1. If any learners have difficulty with certain items of vocabulary, elicit or give a quick explanation but remind them that they will be doing further work on vocabulary in the Workbook. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write down a list of their own activities and how they compare to what Ali and Kamaruddin do. Also, ask them to give their own opinion on what Ali and Kamaruddin do in their spare time, saying what they think about their activities. |

| | |
|---|---|
| **Workbook page 166**<br>**Coursebook page 198** | **Workbook: Activity 1**<br>1. Ask learners to do the matching task in Activity 1.<br>2. If necessary, they can look back at the texts in their Coursebooks to see the words in context.<br>3. If they need help, allow learners to look up the meaning of words in their dictionaries.<br>**CORE**<br>**Feedback**<br>Learners work in pairs. Finally, ask the learners to call out the answers individually to check the meanings and their pronunciation.<br>**Answers**<br>1b; 2j; 3e; 4i; 5f; 6a; 7c; 8h; 9d; 10g |
| **Workbook page 166** | **Workbook: Activity 2**<br>4. Ask learners to read the text quickly once through to get the general gist.<br>5. Learners complete the text with the missing words they will find in Activity 1. One or two words will have to be made plural (see Key).<br>6. Check answers as a class.<br>**CORE**<br>**Feedback**<br>Ask learners to read out a sentence at a time to the class. Write the missing words on the board to check spelling.<br>**Answers**<br>1 martial arts; 2 expert; 3 kick; 4 technique; 5 benefit(s); 6 defend; 7 confident |
| | **Differentiation activities (Support):**<br>1. Learners can work in pairs, if necessary, and discuss the options together. |
| | **Differentiation activities (Stretch):**<br>1. Learners write their own short text about martial arts, discussing the benefits plus any possible problem areas. |
| **Resources** | **Plenary** |
| | 1. Have a class discussion about the most useful or enjoyable hobbies, both inside and outside the home. Accept different ideas.<br>2. Have a quick word check: ask learners to come up to the front of the class and write one new word on the board that they have learned during the lesson. Then they choose another learner to use that word in a sentence of their own.<br>3. Emphasise to the class how much they have learned during the lesson and how they will continue to develop this over the next couple of lessons. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.1.1.1) 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: 2 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Reading:** To compare and contrast texts; to identify particular verb forms in the texts.

**Speaking:** To personalise what they have read in the texts by comparing it with their own experience; to engage in a dialogue about free-time activities.

**Writing:** To write sentences relating what they have learned in the lesson to their own families and friends.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- identify similarities and differences in factual information of short texts
- correctly use structures such as the *-ing* form after certain common verbs and phrases
- share information about their own interests using the structures that have been identified and taught in the lesson.

**Link to prior learning:**

- Revision and extension of verbs followed by *-ing*; talking about free-time activities

**21st Century Skills:**

- Not applicable

**Key vocabulary:** as for previous lesson

**Key expressions/structure:** Verbs and phrases + *-ing*: *like, love, prefer, can't stand, can't stop, dislike, fancy, hate, keep*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Some learners might think that everything in texts should be clearly stated. However, the first exercise in this lesson will allow them to understand that sometimes there are vague areas, which is quite normal.

**Resources/equipment needed:**

Coursebook page 199 (and page 198)

Workbook page 167

Dictionaries

## UNIT 12 LESSON 2 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Discuss with the class what they remember from the previous lesson about Ali and Kamaruddin and their interests.<br>2. Ask learners what they did the previous evening and give a reason, for example, *I watched television because I enjoy watching documentaries.* |
| **Resources** | **Main activity** |
| **Coursebook pages 198 and 199** | **Reading: Activity 2**<br>1. Ask the class to re-read the texts, *What are you into?* They then read the sentences about Ali and Kamaruddin.<br>2. Then they write T, F and DK.<br>3. Check the answers as a class.<br>**CORE**<br>**Feedback**<br>Learners can work in pairs to discuss their answers to the questions. When they have all finished, ask individual pairs to give their answers. Ask learners to identify the points in the texts where they found their answers (where relevant).<br>**Answers**<br>1 T; 2 F; 3 T; 4 DK; 5 F; 6 DK; 7 T; 8 F; 9 T; 10 DK |
| | **Differentiation activities (Support):**<br>1. Explain that the answer must be clearly stated in the text for it to be true. It is important that learners understand the difference between what is true and what is implied, but not stated (therefore unknown for the purposes of this task.) |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to think of some examples of their own to illustrate the difference between true, false and don't know statements. They can then share them with the class. |
| **Coursebook pages 198–199** | **Reading: Activity 3**<br>1. Read and discuss the Language tip notes with the class.<br>2. Ask the class to find more examples in the blogs of verbs followed by the *-ing* form.<br>3. They write the examples in their notebooks.<br>**CORE**<br>**Feedback**<br>Ask individual learners to read out phrases they have found. Write them on the board so all the class can check their answers.<br>**Answers**<br>Ali<br>I prefer picking up tips, I enjoy going swimming, I like playing computer games, I can't stand watching TV, I dislike sitting around.<br>Kamaruddin<br>I prefer doing taekwondo, I don't mind staying in, I like watching TV. |

| | |
|---|---|
| **Coursebook page 199** | **Speaking: Activity 4**<br>1. Ask the class to work with a partner.<br>2. They read and discuss the questions.<br>3. Circulate around the class, giving help and making corrections as necessary.<br>**CORE**<br>**Feedback**<br>Give feedback as you go around the class.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 199** | **Writing: Activity 5**<br>1. Ask the class to write sentences about their family and friends in their notebooks.<br>**EXTENSION**<br>**Feedback**<br>Check notebooks at the end of the class or during a following lesson if this activity is set for homework.<br>**Answers**<br>Learners' own answers |
| **Workbook page 167** | **Workbook: Activity 3**<br>1. Learners write sentences using the words in the table.<br>2. Make sure they understand that they will have to change the verb form appropriately (*play – playing, do – doing*, etc).<br>**CORE**<br>**Feedback**<br>Learners work in pairs. Finally, have the learners call out the answers individually to check the meanings and their pronunciation / intonation.<br>**Answers**<br>Learners' own answers |
| **Workbook page 167** | **Workbook: Activity 4**<br>1. Ask learners to write two paragraphs about Ali and Kamaruddin.<br>2. They can organise their writing in one of two ways: EITHER they write one paragraph about Ali and then one about Kamaruddin, OR they focus on indoor activities in one paragraph (dealing with both boys) and outdoor activities in the other paragraph. The latter method is better for using connecting and contrasting words.<br>3. Learners complete their paragraphs first without looking back at the texts in the Coursebook.<br>4. They can then look back and check what they have written is correct.<br>5. Check as a class.<br>**DESIRABLE**<br>**Feedback**<br>Monitor the writing activity, giving help where required. Emphasise that learners should not copy word for word from the Coursebook but arrange their writing in a different way. |

| | |
|---|---|
| | **Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners can use the Coursebook to help them if they have difficulty in remembering what each person likes and dislikes. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to question learners from other classes or teachers about the things they like/enjoy/don't like, etc. doing. Then they write sentences about them. |
| **Resources** | **Plenary** |
| | 1. Do a 'Find some who' activity. Prepare a list of questions for the learners using the verbs + *-ing* that have been taught so far in this unit. Learners must circulate the class, asking appropriate questions and making a note of the answers. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.3.1.1.1) 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).

(G8.4.1.1.1) 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.

(G8.4.2.1.2) Correctly write complete simple, compound and complex declarative, interrogative, imperative and exclamatory sentences using coordination 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: 3 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to two different speakers and understand the difference between formal and informal speech.

**Reading:** To read a short text and complete with the correct phrasal verbs.

**Speaking:** To talk for one minute in front of the class about an activity they enjoy.

**Writing:** To write a short paragraph about their interests; to write an informal email to a friend.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- identify differences between informal and more formal way of speaking
- correctly use phrasal verbs in particular contexts
- talk about themselves in front of the class
- write a coherent paragraph about the activities they enjoy
- write an informal email asking questions.

**Link to prior learning:**

- Use of simple present to describe interests and hobbies

**21st Century Skills:**

- Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills

**Key vocabulary:** as for previous lesson

**Key expressions/structure:** Phrasal verbs: *take up, be into, go out, come round, give up, stay in, chill out, pick up, sit around*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- It is important that learners understand that phrasal verbs can take on a completely different meaning from that of the main verb on its own. They might find this confusing at first but with the practice provided, this should become familiar to them after a short time.

**Resources/equipment needed:**

Coursebook page 200

Workbook page 168

Dictionaries

Audio Track 42

## UNIT 12 LESSON 3 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the class if they can give you any examples of spoken English that they may have heard; that is, some of the language that might be used in speech but not so much in writing.<br>2. Write a few of the phrases they give you on the board, and then ask for a more formal way of saying the same thing. Explain that it is important both to understand the difference and also to understand when to use one type of language rather than the other. |
| **Resources** | **Main activity** |
| **Coursebook page 200**<br>**Audio Track 42** | **Listening: Activity 1**<br>1. Tell the class that you are going to play an audio recording.<br>2. They listen and tell you who is talking.<br>3. Play the audio at least twice.<br>4. Check as a class.<br>5. Ask learners what helped them decide.<br>**CORE**<br>**Feedback**<br>Ask individual learners to put up their hands to answer.<br>**Answers**<br>Ali and Kamaruddin are talking. |
| **Coursebook page 200**<br>**Audio Track 42** | **Listening: Activity 2**<br>1. Tell the class to listen again and identify who's talking to a friend and who's giving a talk at school.<br>2. Encourage them to give reasons for their answer.<br>**CORE**<br>**Feedback**<br>Ask individual learners to answer.<br>**Example answers**<br>Ali is talking to a friend. He uses conversational language like 'I'm really into it', 'I absolutely love it', 'he's so cool'. Kamaruddin is giving a talk at school. He uses more formal language. For example, he uses 'to relax' rather than 'to chill out'. |
| **Coursebook page 200**<br>**Audio Track 42** | **Listening: Activity 3**<br>1. Tell the class to listen to the audio again and write down conversational phrases..<br>2. Discuss as a class.<br>**CORE**<br>**Feedback**<br>Give feedback as you go around the class, checking what learners have written.<br>**Answers**<br>I've taken up chess. I'm really into it. I absolutely love it! I have this amazing teacher – he's my grandfather and he's so cool! You say you don't like traditional board games, but you should give them a try. |

| | |
|---|---|
| **Coursebook page 200** | **Speaking: Activity 4**<br>1. Divide the class into small groups. Ask learners to take turns to stand up in front of their group and talk about an activity they do which they like. They can choose to use more formal or more informal language.<br>2. Encourage as many learners as possible to do this, even though they might be a bit shy or reluctant.<br>**DESIRABLE**<br>**Feedback**<br>Go round and monitor whilst learners are working in their groups and offer praise and encouragement to learners who get up and give their short talk. Make sure they do not go over the one minute.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 200** | **Use of English: Activity 5**<br>1. Read the information in the Use of English box.<br>2. Tell learners to work with a partner. They read the list of phrasal verbs and find them in the texts.<br>3. Then, they explain what each one means using the words and phrases in the box.<br>**CORE**<br>**Feedback**<br>**Informal assessment opportunity:** Circulate, listening to learners' interactions. Take notes of recurrent mistakes for remedial work.<br>**Answers**<br>1 take up – start doing something, for example, a new hobby; Ali has just taken up the oud<br>2 be into – really enjoy<br>3 go out – leave the house, usually in order to do something with friends<br>4 come round – visit someone at home<br>5 give up – stop doing something<br>6 stay in – stay at home<br>7 chill out – relax<br>8 pick up – learn sth (for example, a language, a skill) without making a lot of effort<br>9 sit around – spend time sitting down and not doing very much |
| **Coursebook page 200** | **Use of English: Activity 6**<br>1. Ask learners to complete the text, looking back at the phrasal verbs in Activity 5 to help them.<br>2. This is a 'double task' in that learners will also have to read the text carefully to see which tense is required for the gaps.<br>3. Learners should work individually on this task but allow them to confer once they have chosen their answers.<br>**CORE**<br>**Feedback**<br>Firstly check to see which phrasal verb the class has chosen. Then check the tense. Ask for individuals to give their answers but they must also justify why they have chosen a particular tense.<br>**Answers**<br>1 chill out; 2 took up; 3 is really into; 4 stays in; 5 going out |

| | |
|---|---|
| **Workbook page 168** | **Workbook: Activity 1**<br>1. Learners complete the phrasal verbs in these sentences with the appropriate prepositions. Refer them to the texts on page 198 and 199 of the Coursebook if there are any they can't remember.<br>2. Check as a class.<br>**CORE**<br>**Feedback**<br>Learners work individually. Ask the learners call out the answers in order to check their pronunciation / intonation.<br>**Answers**<br>2 up; 3 in; out; 4 up; 5 out; 6 into; 7 around; 8 up |
| **Workbook page 168** | **Workbook: Activity 2**<br>1. Learners write sentences about themselves using some of the phrasal verbs in Activity 1.<br>2. Check as a class.<br>**EXTENSION**<br>**Feedback**<br>Ask learners to put up their hands to read out a sentence each time.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners can look back at the Coursebook to help them if they have difficulty in remembering how the phrasal verbs are used. |
| | **Differentiation activities (Stretch):**<br>1. Tell the class to work in pairs. Each learner writes sentences using the phrasal verbs they have learned.<br>2. They delete the phrasal verbs and exchange their sentences with another learner.<br>3. They do the exercise and see who had the most correct answers. |
| **Workbook page 168** | **Workbook: Activity 3**<br>1. Ask learners to write the short email. Remind them to use the language they have learned in the last couple of lessons. The tone of the email should be informal. |
| **Resources** | **Plenary** |
| | 2. Ask learners, with books closed, to write down a list of as many phrasal verbs as they can remember from the lesson.<br>3. Write a list on the board, asking individual learners to give you one verb on their list.<br>4. Ask learners to open their books and check that they have remembered all the phrasal verbs in the lesson. Do a quick meaning check as well. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.4.1.4) 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.

(G8.4.1.1.5) 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: 4 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read and interact with different short texts from varying sources using various reading strategies.<br>**Speaking:** To discuss themes arising from the reading material.<br>**Writing:** To match definitions with words from the texts; to complete a word puzzle with extreme adjectives. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• identify the different types of language used in differing text types<br>• successfully skim and scan reading texts for both general and more detailed information<br>• understand the usefulness of extreme adjectives in descriptive texts<br>• talk about their own preferences in relation to the subject of the reading material. |
| **Link to prior learning:**<br>• Understanding descriptive texts using a variety of tenses and more formal language<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *cuisine, location, destination, region, provide, attend, variety*<br>**Key expressions/structure: extreme adjectives:** *amazing, delicious, delighted, fantastic, incredible, spectacular, unforgettable* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners might feel that if they know phrases such as 'very nice' and 'very interesting' then that is enough. However, the knowledge of extreme adjectives makes their writing much more interesting to the reader. They should look out for these in their own reading. | | |
| **Resources/equipment needed:**<br>Coursebook page 201<br>Workbook page 169<br>Dictionaries | | |

## UNIT 12 LESSON 4 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the class what a shopping mall is and what they might see and do there. |
| **Resources** | **Main activity** |
| **Coursebook page 201** | **Reading: Activity 7**<br>1. Ask the class to quickly read the three texts and identify where they are from. Get them to say what clues they used to identify the different text types.<br>2. Now allocate one text to a pair or group of learners and ask them to think about the meaning of any unknown words, using the context to help them.<br>3. Check as a class.<br>**CORE**<br>**Feedback**<br>Ask individual learners to give their answers regarding the texts.<br>Then ask pairs or groups to tell the rest of the class which unknown vocabulary they found and what they think the meaning is.<br>**Answers**<br>A Internet site / Facebook; B tourist brochure; C formal invitation. |
| **Coursebook page 201** | **Vocabulary tip box**<br>1. Read the Vocabulary tip box and ask learners to find some more extreme adjectives to write in the box.<br>2. Check as a class.<br>**CORE**<br>**Feedback**<br>Ask individual learners to read out words they have found. Write them on the board so all the class can check their answers.<br>**Answers**<br>Any of the following: amazing, delicious, delighted, fantastic, incredible, spectacular, unforgettable |
| | **Differentiation activities (Support):**<br>1. Learners can check the meaning of the extreme adjectives, and their usage, in their dictionaries. |
| | **Differentiation activities (Stretch):**<br>1. Learners can make their own sentences using the extreme adjectives in context. |
| **Coursebook page 201** | **Reading: Activity 8**<br>1. Ask the class to work in pairs and discuss the questions. They can make notes of their answers.<br>2. Go around the class giving help where required.<br>**CORE**<br>**Feedback**<br>Ask learners to put up their hands to give the answers. |

| | |
|---|---|
| | **Answers**<br>1 Global Village is an international shopping and entertainment centre in Dubai. You can eat in world-class restaurants and taste international cuisine; you can watch shows, go to the funfair and also watch fireworks displays (all three texts).<br>2 Saturday (text C)<br>3 32 (text B)<br>4 4–12 p.m. and later at the weekend (text A). |
| **Coursebook page 201** | **Speaking: Activity 9**<br>1. Go through the Speaking tip box with the class. Ask the class to work in small groups and discuss the questions. They can make notes of their answers.<br>2. Ask a person from each group to come out to the front of the class and tell the other learners their answers.<br>3. Allow as many group representatives as you wish to come out and give their answers.<br>**CORE**<br>**Feedback**<br>Go around the class giving help where required.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 201** | **Speaking: Activity 10**<br>1. Learners should write a paragraph about themselves and their own free-time activities, using the texts they have read as a guideline.<br>2. When they have finished, ask learners to exchange their work with a partner.<br>3. They read and correct or make comments about each other's work<br>4. Alternatively, this could be set for homework.<br>**DESIRABLE**<br>**Feedback**<br>Either circulate during class, giving help where required, or collect in notebooks to mark as homework.<br>**Answers**<br>Learners' own answers |
| **Workbook page 169** | **Workbook: Activity 4**<br>1. Learners find the words to match the meanings given.<br>2. Ask them to try to do the activity first without looking back at the Coursebook.<br>**CORE**<br>**Feedback**<br>Ask the learners to call out the answers individually to check their pronunciation.<br>**Answers**<br>1 cuisine; 2 location; 3 destination; 4 region; 5 provide; 6 attend; 7 variety |
| **Workbook page 169** | **Workbook: Activity 5**<br>1. Ask the class to complete the word puzzle.<br>2. They are given the first and last letter of each word. Learners should try to complete as much as they can of the puzzle before looking at the words in their Coursebook.<br>3. They can then look back and check what they have written is correct.<br>4. Check as a class. |

| | |
|---|---|
| | **CORE**<br>**Feedback**<br>Ask learners to put up their hands to read out a word each time.<br>**Answers**<br>1 fantastic; 2 amazing; 3 spectacular; 4 wonderful; 5 incredible; 6 delicious; 7 delighted; 8 unforgettable |
| | **Differentiation activities (Support):**<br>1. Learners can use the Coursebook to help them if they have difficulty in remembering how the words are spelled. |
| | **Differentiation activities (Stretch):**<br>1. These learners can test themselves by not looking back at the Coursebook. |
| **Resources** | **Plenary** |
| | 1. Prepare about four short paragraphs which each use a number of the extreme adjectives, plus relevant vocabulary from the lesson. Learners work in pairs to complete a running dictation. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.3.1.1.7) Read advertisements, brochures and posters to locate an answer to a question or solve a problem; distinguish fact from opinion.

(G8.3.2.1.4) Identify structural features of popular media (for example, newspapers, magazines, online information, posters) and use the features to obtain information.

(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: 5 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Reading:** To read a film review and discuss the writer's opinion; to analyse the structure of a film review.<br>**Speaking:** To discuss different film genres and which the learners prefer; to work out meanings of words in context. | • read two reviews and understand the structure of a review<br>• become acquainted with useful vocabulary and phrases to be used in review-writing<br>• have further practice in working out the meaning of lexis from the context. |

**Link to prior learning:**

- Present tenses, including present passive; descriptive language; adjectives, plus extreme adjectives (Lesson 4)

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *steel, strength, distant, adopt, disaster, attack, defend, defeat, tough, soundtrack, recommend*

**Key expressions/structure:** *is directed by, is set in, at the beginning of … , plays the part of, gives a good performance as, … is worth seeing, I can recommend it*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners might feel that writing a film review is either very difficult or that it can be written without any particular structure. This lesson will show a way of structuring a film review that is within their capabilities.

**Resources/equipment needed:**

Coursebook page 202 and 203

Workbook page 170 and 171

Dictionaries

## UNIT 12 LESSON 5 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 202** | 1. Ask the class if they like watching films and what types of films they can identify. Write a list up on the board as learners mention them (possible genres: *action, adventure, comedy, horror, thriller, romantic comedy (rom com), science-fiction, fantasy, crime / gangster / detective, drama, historical, musical, western*).<br>2. Ask the class to give reasons for the type of film they prefer. |
| **Resources** | **Main activity** |
| **Coursebook page 202** | **Reading: Activity 1**<br>1. Ask the class these questions: *What do you know about Superman? What is he famous for?*<br>2. Read the question for Activity 1. Ask learners why we read reviews and what they would expect to see in one.<br>3. Read the text around the class, giving each learner either a paragraph or a couple of sentences to read each time.<br>4. Discuss the question as a class. Ask learners to give examples from the text to support their answers.<br>**CORE**<br>**Feedback**<br>Ask individual learners to give their answers about the reviewer.<br>**Answer**<br>The reviewer liked the film. The opinion is expressed in the last two paragraphs in phrases such as: *especially good, very believable, a good performance, well written, wonderful, worth seeing* |
| **Coursebook page 202** | **Reading: Activity 2**<br>1. Ask the class to look at the highlighted words in the text and to work out their meaning. Ask pairs of learners to work on different words.<br>2. Compare answers as a class. Learners who didn't have to work on a particular word should note down the meaning given by those who did (after confirmation by the teacher).<br>3. Discuss any other words that learners have difficulty with. Also point out useful phrases for review writing, for example, *is directed by, is set in, at the beginning of … , plays the part of, gives a good performance as, … is worth seeing, I can recommend it*.<br>**CORE**<br>**Feedback**<br>Ask pairs to give the meaning of the words they have been working on. Confirm and or clarify.<br>**Answers**<br>*steel*: a very strong metal used in making buildings, bridges and cars; *strength*: how strong something is; *adopt* – legally take care of a child who is not your own; *disaster*: a serious event that results in a major problem; *attack*: try to hurt someone else by using violence; *defend*: protect someone against attack; *defeat*: win against someone; *tough*: strong; *soundtrack*: the music of a film |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Learners can check the meaning of the words in their dictionaries. |
| | **Differentiation activities (Stretch):**<br>1. Learners can make their own sentences using the words context. |
| **Coursebook page 203** | **Reading: Activity 3**<br>1. Ask the class to read the headings provided. They read the review again and choose a heading for each paragraph.<br>2. Check as a class and encourage learners to justify their choices.<br>**CORE**<br>**Feedback**<br>Ask individual learners to put up their hands with the answer.<br>**Answers**<br>Paragraph 1: Introduction to the film; Paragraph 2: Setting and main characters; Paragraph 3: Summary of the plot; Paragraph 4: The actors and the acting; Paragraph 5: Opinion of the film |
| **Workbook page 170** | **Workbook: Activity 1**<br>1. Ask learners to read the review about *Toy Story 3*. Either ask individuals to read part of the review out loud or get the class to read silently.<br>2. As they read, they should decide on the purpose of each paragraph and match the sentences.<br>3. Check answers as a class.<br>**CORE**<br>**Feedback**<br>Elicit answers from the class, asking learners to put up their hands.<br>**Answers**<br>Paragraph 1 introduces the film; Paragraph 2 summarises the plot; Paragraph 3 gives examples of good points about the film; Paragraph 4 gives an opinion of the script and the film techniques; Paragraph 5 gives an overall opinion |
| **Workbook page 170** | **Workbook: Activity 2**<br>1. Ask learners to find the phrases in the review. They should discuss the meaning of the phrases in pairs, or as a class.<br>2. Check as a class.<br>3. Learners then write their own sentences using those phrases. This can be given for homework if there is no time in class.<br>4. Set Activity 3 on the next page to complete at home.<br>**CORE**<br>**Feedback**<br>Go around the class checking the meaning of the phrases.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Learners can use their dictionaries to help them. |
| | **Differentiation activities (Stretch):**<br>1. These learners can be asked to find some more useful phrases from the review and write a short paragraph of their own. |

| Workbook page 171 | **Workbook: Activity 3**<br>1. Learners answer the questions about the review.<br>2. Check as a class.<br>**CORE**<br>**Feedback**<br>Ask the learners to call out the answers individually.<br>**Example answers**<br>1 When you're watching the film, you don't know whether the toys are going to survive.<br>2 It ends happily. The toys are rescued and they are given a good home.<br>3 There is humour in the film. For example, at one point Buzz Lightyear is reprogrammed and starts speaking Spanish.<br>4 five stars |
|---|---|
| **Resources** | **Plenary** |
| | 1. Elicit from the class and write on the board five main things you would write about in a film review.<br>2. Ask individuals to come out and write one thing on the board.<br>3. Keep the activity short and snappy.<br>Suggested points:<br>quality of acting / plot (script) / suspense / scenery / soundtrack / special effects / suitable for different age groups |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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).

(G8.3.2.1.1) 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).

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

| LESSON PLAN | | LESSON: 6 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read and analyse the text of a film review.<br>**Speaking:** To discuss opinions of a film, using appropriate lexis and phrases.<br>**Writing:** To learn the skills required to write a film review. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• successfully identify and use the different phrases required to discuss and write a review of a film<br>• analyse a film according to different criteria<br>• organise a piece of writing in accordance with a particular task type (review)<br>• talk about their own opinions in relation to their own experiences of films. |
| **Link to prior learning:**<br>• Link to the reviews in the previous lesson; use of descriptive vocabulary<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** as for Lesson 5<br>**Key expressions/structure:** as for Lesson 5 | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may not realise that writing a film review has to be an organised piece of work, with separate paragraphs. This structured approach to writing a review enables learners to understand the stages involved. | | |
| **Resources/equipment needed:**<br>Coursebook page 203<br>Workbook page 171<br>Dictionaries | | |

## UNIT 12 LESSON 6 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the class, without opening their books, how much they can remember from the previous lesson about the film *Man of Steel*. |
| **Resources** | **Main activity** |
| **Coursebook page 203** | **Speaking: Activity 4**<br>1. Ask the class to work with a partner.<br>2. They take turns to ask and answer the questions about the film.<br>**CORE**<br>**Feedback**<br>Circulate, listening to learners' interactions. Take notes of recurrent mistakes for remedial work.<br>**Possible answers**<br>1 The film is directed by Zach Snyder; 2 It is set in Kansas, USA; 3 Clark Kent was born on a distant planet called Krypton; 4 Henry Cavill; 5–7 Learners' own answers |
| **Coursebook page 203** | **Speaking: Activity 5**<br>1. Tell the class to work in pairs. They think of a film or films they have seen and make a list of positive and negative things they can say about it.<br>2. You may consider asking them to make notes of their opinions.<br>3. Always encourage them to justify their views.<br>4. You may consider having an open-class discussion as a round-up.<br>5. Circulate, listening to learners' work and ask questions about it. Take notes of recurrent mistakes for remedial work.<br>**CORE**<br>**Feedback**<br>Circulate, listening to learners' interactions. Take notes of recurrent mistakes for remedial work.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Complete PCM 9. |
| | **Differentiation activities (Stretch):**<br>1. Choose a film suitable for the age and level of the class. Short films are particularly suitable for classroom use. Play the film and ask the class to review it. |
| **Coursebook page 203** | **Speaking: Activity 6**<br>1. Ask the class to work in groups. Tell them to use the questions in Activity 4, and their lists from Activity 5, to talk about films they have seen.<br>**CORE**<br>**Feedback**<br>Circulate, listening to learners' work and ask questions about it. Take notes of recurrent mistakes for remedial work.<br>**Answers**<br>Learners' own answers |

| | |
|---|---|
| **Coursebook page 203** | **Project: Activity 7**<br>1. Tell learners that they are going to write a film review for a classroom display called 'Films we like'.<br>2. They can work individually or in pairs to prepare their project.<br>3. They follow the steps in to organise their work.<br>4. When they have finished the first draft, tell them to exchange their work with another learner. Ask them to comment on their review.<br>5. They write a final version and include a picture if possible.<br>6. Learners take the project home and explain what they have done to their family.<br>**CORE**<br>**Feedback**<br>Go around the class giving help where required.<br>**Answers**<br>Learners' own answers |
| **Workbook page 171** | **Workbook: Activity 4**<br>1. Learners choose and justify their choices.<br>2. Check as a class.<br>**Answers**<br>(Example answers: film) At the beginning of the film, … As you watch the film, … The film ends happily. The script is well written. The CGI is amazing. The soundtrack includes … This is a truly wonderful film for … I would totally recommend it.<br>(Example answers: book) At the beginning of the book, … As you read the book, … The book ends happily. It is well written. (The illustrations are …) This is a truly wonderful book for … I would totally recommend it. |
| **Workbook page 171** | **Workbook: Activity 5**<br>1. Learners write the first paragraph of a review about *Finding Nemo*.<br>2. Check as a class.<br>**EXTENSION**<br>**Feedback**<br>Circulate and check learners' work.<br>**Possible answers**<br>*Finding Nemo* is a 3D computer-animated comedy adventure film. It is written and directed by Andrew Stanton and stars a fish called Marlin, voiced by Albert Brooks, and his lost son Nemo, voiced by Alexander Gould. It is set in the Pacific Ocean off the east coast of Australia, the Great Barrier Reef and Sydney Harbour. It is suitable for adults and children. |
| **Resources** | **Plenary** |
| | The class spend a short time looking at all the projects together. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.4.1.1.1) 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.

(G8.4.1.1.7) 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.

(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 learned previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

| LESSON PLAN | | LESSON: 7 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Reading:** To read a text and answer questions about it, using a taught structure.<br>**Speaking:** To play a guessing game in pairs, using taught phrasal verbs.<br>**Writing:** To complete the outline of a review; to write sentences about themselves, using taught structures; to draw up a list of strategies for improving learning. | • competently use phrases followed by *-ing* when talking about everyday activities, also with reference to themselves<br>• correctly use phrasal verbs in a spoken context<br>• reflect on review-writing and how confident they feel about it<br>• think about how they can improve certain skills areas. |

**Link to prior learning:**

- Review of the previous lessons in Unit 12

**21st Century Skills:**

- Not applicable

**Key vocabulary:** vocabulary from Lessons 1–6

**Key expressions/structure:** Verbs + *-ing*, phrasal verbs

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- 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 204

Workbook page 172

## UNIT 12 LESSON 7 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners what they remember so far from the lessons they have covered. Refer to topics, themes and grammar.<br>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 204** | **Reading and Vocabulary: Activity 1**<br>1. Draw the class's attention to the abstract painting drawing. Ask the class if they like it and why/why not.<br>2. Ask learners to read the text and answer the questions. Make sure they answer using complete sentences.<br>3. Learners can discuss the last question in pairs.<br>**CORE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers. Check as a class. Call upon individual learners to give the answers.<br>**Answers**<br>1 Amal doesn't enjoy drawing and sports; 2 She doesn't mind painting because it isn't so difficult / she can easily create a nice picture, etc; 3 She loves learning languages. 4 She keeps making lists of new words; 5 Learners' own answers |
| **Coursebook Page 204** | **Speaking: Activity 2**<br>1. Ask learners to work in pairs. Each learner makes a statement about the other learner, who responds with 'True' or 'False'. They should use one of the phrasal verbs given each time.<br>2. Circulate the class, listening to the interaction.<br>**CORE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers.<br>**Answers**<br>Learners' own answers. |
| **Coursebook Page 204** | **Self-assessment: Activity 3**<br>1. Learners have to match the sentences to the section of a review they were taken from.<br>2. They then put the paragraphs into the correct order.<br>**CORE**<br>**Feedback**<br>Ask individual learners to give their answers.<br>**Answers**<br>C The actors and the acting in the film<br>A Summary of the plot<br>D Introduction to the film<br>E Gives an opinion of the film techniques<br>B Reviewer's overall opinion |

| | |
|---|---|
| **Coursebook page 204** | **Self-assessment: Activity 4**<br>1. Ask learners to assess how confident they feel about review-writing.<br>**CORE**<br>**Feedback**<br>Discuss in class. If some learners have expressed a lack of confidence, then suggest some revision work with regard to the relevant lesson. |
| | **Differentiation activities (Support):**<br>1. Learners work in pairs to complete the activities. |
| | **Differentiation activities (Stretch):**<br>1. Learners complete all the written activities on their own. They can write more sentences about themselves using the structures in Activities 1 and 2.<br>2. Activity 1: Learners could also extend their sentences here by using *when*/*while*, *although*, etc., for example, *I like texting my friend while (I am) listening to music*. |
| **Workbook page 172** | **Workbook: Activity 1**<br>1. Ask learners to write sentences about themselves as far as they can, using combinations of the words and phrases given in the two boxes.<br>2. Remind them to use the appropriate verb forms and encourage them to add extra information. (Refer them to the example).<br>3. When they finish, learners check with their partners.<br>**CORE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers.<br>**Answers**<br>Learners' own answers |
| **Workbook page 172** | **Workbook: Activities 2 and 3**<br>1. Ask learners to tick which boxes they find most difficult in the area of language learning.<br>2. They should then draw up a strategy list for the area(s) they have ticked. If any learner has not ticked any of the boxes, then they should still draw up strategies so that these could then be compared to what other members of the class have written.<br>**Feedback**<br>Circulate, monitor and check individual learners' answers.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. Have a class discussion to find out the class's favourite free-time activity. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.3.1.1.1) 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).

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

| LESSON PLAN | | LESSON: 8 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Reading:** To read short texts from differing sources and extract relevant information.

**Writing:** To find and write vocabulary items to complete sentences; to write an informal email giving information.

**Speaking:** To have a discussion about a set topic.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- identify factual and other information from a variety of textual sources
- confidently answer comprehension questions based on the texts
- express their opinion on a particular topic of discussion
- extract information from a number of texts in order to convey this information through the medium of an informal email.

**Link to prior learning:**

- Verbs and phrases + *-ing*; film vocabulary

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *professional, entry, fortnight, discount, anonymous, available, judge, documentary*

**Key expressions/structure:** Expressions such as: *do you fancy (doing sth)?, How about (doing sth)?, get sth together* (phr vb), *take part in*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Finding information from multiple texts can sometimes seem daunting to the language learner. Here, we present a relatively straightforward approach to the task which should give the learners confidence. Also, reporting what others have said can seem to be difficult but practice in this task should enable learners to achieve this with ease.

**Resources/equipment needed:**

Coursebook page 205

Workbook page 173

## UNIT 12 LESSON 8 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the class to discuss the following questions in pairs:<br>*Have you seen any good films recently?*<br>*What do you think makes a good film?* |
| **Resources** | **Main activity** |
| **Coursebook page 205** | **Reading: Activity 1**<br>1. Ask learners to quickly read the different texts and identify where they might see them. Discuss the differences in the text types and the language that is used.<br>2. Ask them what the main topic is of the texts.<br>3. Ask individual learners to read the texts out loud. Different learners can take part in the dialogue (D).<br>4. Try to ensure that the spoken, more informal English is pronounced correctly, with correct intonation. Explain that both pronunciation and intonation are important so that other people, particularly native speakers, can understand what they are saying.<br>**CORE**<br>**Feedback**<br>Ask learners to put up their hands when they know the answer. Try to make sure that a variety of learners answer the questions, so that it is not always the same ones.<br>**Answers**<br>Text A: a poster ad, maybe online or on the arts page of a magazine; Text B an informal email; Text C online information, maybe on webpage; Text D an informal text message (mobile)<br>(The main topic is a short film festival.) |
| **Coursebook page 205** | **Reading: Activity 2**<br>1. Learners can work in pairs to answer the questions.<br>2. If there are any unknown words, write them on the board and elicit definitions from the class. Write the correct definition on the board and ask learners to copy them into their notebooks.<br>3. Go around the class helping and advising learners.<br>4. Check answers as a class.<br>**CORE**<br>**Feedback**<br>Check the answers as a class. The teacher should ask individual learners for answers.<br>**Answers**<br>1 by 30th June<br>2 No<br>3 to make a short film for the festival, to ask Khalid to take part, to use the sea as the subject of the film<br>4 from August 1st<br>5 20 dirhams<br>6 She thinks it's a fantastic idea. |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Learners can mark on a timeline the time frame referred to in Activity 1 so they are clear. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write either an online blog about the forthcoming festival or a formal invitation to the festival. |
| **Coursebook page 205** | **Speaking: Activity 3**<br>1. Ask the class to imagine that they are going to make a short documentary. They work in pairs or small groups.<br>2. Ask each learner to make notes of what they discuss for each question.<br>3. Once they have finished their answers, organise a short class 'debate'. Learners should move into groups according to the setting they have chosen for their documentary and argue in favour of their ideas.<br>4. The learners will have differing opinions but the main point of the activity is to be able to support an opinion with concrete examples and justifications.<br>5. Encourage any of the class who would like to make a short video on their camera or phone of an area they like and show it to the class next lesson.<br>**CORE**<br>**Feedback**<br>Encourage all the members of the class to take part in the discussion. Make a note of any problem areas for future feedback.<br>**Answers**<br>Learners' own answers |
| **Workbook page 173** | **Workbook: Activity 1**<br>1. Ask learners to complete the gaps in the sentences, firstly without looking back at the Coursebook. Allow them to work in pairs.<br>2. Then they can look back and check what they have written.<br>3. Check as a class.<br>**CORE**<br>**Feedback**<br>Invite pairs of learners to read out a sentence for the whole class.<br>**Answers**<br>1 discount; 2 fancy; 3 go; 4 available; 5 fortnight; 6 together; 7 about; 8 anonymous; 9 professional; 10 part; 11 judges; 12 entry |
| **Workbook page 173** | **Workbook: Activity 2**<br>1. Ask learners to plan their email in their notebooks before they write it in the Workbook.<br>2. They will need to address all of the four bullet points supplied.<br>3. The email will be a combination of information from the Coursebook and the results from their discussion about setting.<br>4. Remind them about the use of future tenses to describe future events, plans and arrangements.<br>**CORE**<br>**Feedback**<br>Circulate around the class giving help where necessary.<br>**Answers**<br>Learners' own answers |

| Resources | Plenary |
|---|---|
| | 1. Ask learners what their plans are for the evening / the weekend ahead.<br>2. Remind learners of prepositions of time and place, for example, at the weekend, on June 14th, in two weeks' time, etc. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |

**Standards/SLOs:**

(G8.2.1.1.4) Consolidate from Grade 7 the ability to speak about future plans using *going to*, present continuous, *will*, *may*, and *might*.

(G8.2.1.1.6) Consolidate from Grade 7 the first conditional; talk about impossible or unlikely situations using the second conditional.

(G8.2.1.1.10) 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.

(G8.3.1.1.7) Read advertisements, brochures and posters to locate an answer to a question or solve a problem; distinguish fact from opinion.

(G8.3.2.1.4) Identify structural features of popular media (for example, newspapers, magazines, online information, posters) and use the features to obtain information.

(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: 9 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Reading:** To read a text which contains both factual information and personal reminiscences; to find the definitions of a certain vocabulary set related to science-fiction.

**Writing:** To find and write vocabulary items to from the text that match definitions.

**Speaking:** To have a discussion about a hypothetical situation based on the themes from the text.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- have a general idea about what participating in a film as a film extra would entail
- take part in a discussion based around that topic
- find and write definitions for a topic set of vocabulary
- brainstorm ideas for a science-fiction story, working collaboratively in groups.

**Link to prior learning:**

- Past and future tenses; film vocabulary

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *film extra, film crew, catering, heat, bugs, suffer, chat, planet, the Earth, space, the universe, the galaxy, alien, space station, spaceship, the future, time travel*

**Key expressions/structure:** position of adverbs

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may avoid the use of adverbs because they are not sure of their position in the sentence. There are a couple of simple rules that they can follow which they will learn in the following lesson. Here, they can see some examples of adverb use in the text.

**Resources/equipment needed:**

Coursebook pages 206 and 207

Workbook page 174

## UNIT 12 LESSON 9 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 206** | 1. Ask the class if they have ever seen a science-fiction film. What can they see in the picture? Why are science-fiction films so popular?<br>**Answers**<br>Learners' own answers |
| **Resources** | **Main activity** |
| **Coursebook page 206** | **Reading: Activity 1**<br>1. Ask learners to quickly read the Did you know? box. Ask them to explain what an extra is.<br>2. They then read the main text. Ask three learners to read aloud: the first should read the opening paragraph; the second should read what Saad says and the third should read what Mazin says.<br>3. Discuss any new words then answer the question about the extras.<br>**CORE**<br>**Feedback**<br>Ask learners to put up their hands when they know the answer. Try to make sure that a variety of learners answer the questions, so that it is not always the same ones.<br>**Answers (suggested)**<br>1 Saad remembers the heat and the bugs. Mazin remembers talking to the director, running away from the space soldiers and seeing the spaceship. |
| **Coursebook page 206** | **Reading: Activity 2**<br>1. Learners can work in pairs to answer the questions.<br>2. Go around the class checking their answers.<br>**CORE**<br>**Feedback**<br>Check the answers as a class. The teacher should ask individual learners for answers.<br>**Answers**<br>1 (film) crew; 2 catering; 3 the heat; 4 bugs; 5 suffer; 6 chat |
| | **Differentiation activities (Support):**<br>1. Learners can use their dictionaries if necessary to check the meaning of words. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to imagine being an extra on a film and what they would most enjoy about it. They can write a few comments following the example of Saad and Mazin. |

| | |
|---|---|
| **Coursebook page 207** | **Speaking: Activity 3**<br>1. Learners should work in pairs to discuss the questions.<br>2. Make sure learners are using the second conditional form as they discuss.<br>**CORE**<br>**Answers**<br>Learners' own answers |
| **Workbook page 174** | **Workbook: Activity 1**<br>1. Ask learners to complete the definitions. Allow them to work in pairs.<br>2. See what they can do first then allow them to use their dictionaries.<br>3. Check as a class.<br>**CORE**<br>**Feedback**<br>Invite pairs of learners to read out a definition for the whole class.<br>**Answers (suggested)**<br>1 a large round object usually made of rock (or gas) that moves around the sun or another star<br>2 the planet we live on (third in distance from the sun)<br>3 the area outside our planet Earth where the planets and the stars are<br>4 everything that exists in space, including stars, planets and galaxies<br>5 a large group of stars<br>6 a creature from a different planet<br>7 a large structure in space where people can live and work<br>8 a vehicle that travels through space<br>9 the period of time that is to come / that hasn't happened yet<br>10 a type of travel where you can go to the future or to the past |
| **Workbook page 174** | **Workbook: Activity 2**<br>1. Ask learners to work in groups and plan their story outline.<br>2. They will need to makes notes about all the points given.<br>3. Circulate the class and give help where required.<br>4. Different groups present their ideas to the class.<br>5. Groups should write the outline of their story for homework.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. Ask the class if anyone has seen a good science-fiction film recently. What did they go and see and would they recommend it to their classmates? List the films on the board as the learners volunteer their suggestions.. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.2.1.1.10) 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).

(G8.3.4.1.1) 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.

(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: 10 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read a text and understand details from the text.<br>**Use of English:** To become familiar with the positions of adverbs in sentences.<br>**Listening:** To correctly identify particular details from a listening text.<br>**Writing:** To put into practice their understanding of adverb position in sentences. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• extract detailed information from a text in response to comprehension questions<br>• correctly position adverbs within a sentence structure<br>• use predictive, gist and detailed listening skills in relation to a listening monologue<br>• practise lexical skills through a crossword. |
| **Link to prior learning:**<br>• As for previous lesson<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *financial benefits, employment opportunities, health and safety, tourism, educational value*<br>**Key expressions/structure:** Position of adverbs, for example: *always, often, usually/normally, sometimes, never; certainly, definitely, probably; already, also, only, just, still, even* | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may avoid the use of adverbs because they are not sure of their position in the sentence. There are a couple of simple rules which they learn and practise in this lesson. | | |
| **Resources/equipment needed:**<br>Coursebook page 207<br>Workbook page 175<br>Audio Tracks 43–44 | | |

## UNIT 12 LESSON 10 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the class what they can remember about Saad's and Mazin's experiences from the last lesson. What does the job of being a film extra involve? What did Saad and Mazin enjoy about it? What sort of film would they like to be an extra in?<br><br>**Answers**<br>Learners' own answers. |
| **Resources** | **Main activity** |
| **Coursebook page 207** | **Speaking: Activity 4**<br>1. Ask learners to read the text again on page 206 and find the answers to the questions.<br>2. They can work in pairs if they like.<br>**CORE**<br>**Feedback**<br>Ask learners to put up their hands when they know the answer. Try to make sure that a variety of learners answer the questions, so that it is not always the same ones.<br><br>**Answers**<br>1 appear or act in the film without saying anything.<br>2 Because they think the desert looks like the land you could see on another planet.<br>3 The actors who had to wear special costumes.<br>4 Yes, the director spoke to Mazin. |
| **Coursebook page 207** | **Use of English: Activity 5**<br>1. Read the Use of English box with the class. Examples of adverbs from the text and the Did you know? box are:<br>there are **also** people called extras; who don't **normally** have to say or do anything; I was **only** involved in the first five days of filming; My father and I were **both** extras; I'll **definitely** do it again sometime; I **even** met the director on the first day; Another thing I'll **always** remember; I'd **never** run so fast in my life!<br>2. Give additional examples and write them on the board.<br>3. Ask learners to supply some examples of their own. They write them in their notebooks.<br>4. Focus on the sentences. Learners rewrite them, putting the adverbs in the correct place.<br>5. Check the answers as a class.<br>**CORE**<br>**Feedback**<br>Check the answers as a class. The teacher should ask individual learners for answers.<br><br>**Answers**<br>2 I'll definitely apply to be an extra in another film sometime.<br>3 The working conditions in the desert were certainly difficult.<br>4 They normally try to employ locals as extras.<br>5 My friends have never taken part in a film.<br>6 We even got to see the film stars close up! |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Advise learners to say the sentence out loud or to themselves. Often, the sentence will sound wrong if the adverb is not in the correct position in the sentence. |
| | **Differentiation activities (Stretch):**<br>1. Give these learners five adverbs and they have to create their own sentences using them correctly. |
| **Coursebook page 207** | **Listening: Activity 6**<br>1. Learners should work in pairs to discuss the question.<br>2. Check learners understanding of these terms and explain any that are unfamiliar.<br>3. Explain that they might not hear these specific phrases word-for-word in the recording but they will need to listen for other expressions that mean the same thing.<br>**CORE**<br>**Feedback**<br>Ask the class to put up their hands when they are ready to answer.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 207**<br>**Audio Track 43** | **Listening: Activity 7**<br>1. Learners listen to identify which points are mentioned.<br>2. Play the audio at least twice so that the class can note down the phrases that give them the answers.<br>**CORE**<br>**Feedback**<br>Ask learners which points they heard mentioned. They should be able to support their answers with specific details for each point.<br>**Answers**<br>All points were mentioned apart from health and safety:<br>**financial benefits:** Of course, big films bring in a certain amount of money to the country<br>**educational value:** In this way, more people outside the UAE can learn about our country and develop a greater interest in it.<br>**employment opportunities:** We also hope that one day, a similar film could be produced in the UAE using local actors<br>**tourism:** Now people are travelling here to see where that first half hour was filmed in the desert! |
| **Coursebook page 207**<br>**Audio Track 44** | **Listening: Activity 8**<br>1. Learners should read the sentences carefully.<br>2. Ask the class what type of word is missing from each sentence.<br>3. They then listen to the second part of the talk.<br>**CORE**<br>**Feedback**<br>Ask the class to put up their hands when they are ready to answer.<br>**Answers**<br>1 alien; 2 700/seven hundred; 3 roads |

| | |
|---|---|
| **Workbook page 175** | **Workbook: Activity 3**<br>1. Learners complete the sentences by putting the words in the correct order.<br>2. Check as a class.<br>**CORE**<br>**Feedback**<br>Invite learners to read out their sentences for the whole class.<br>**Answers**<br>1 ’ve/have just seen; 2 ’s/is definitely; have ever seen; 3 never watch; 4 ’s/has already seen; 5 can probably get |
| **Workbook page 175** | **Workbook: Activity 4**<br>1. Ask learners to read the clues and complete the crossword.<br>2. Check as a class.<br>**CORE**<br>**Feedback**<br>Ask individual learners to give one answer each.<br>**Answers**<br>**Across:** 2 planet; 4 spaceship; 6 space; 9 science-fiction<br>**Down:** 1 alien; 3 employment; 5 costume; 7 bugs; 8 extra |
| **Resources** | **Plenary** |
| | Divide the class into two teams. Ask them to call out a word connected with science-fiction. The team who gets the most words wins. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.3.1.1.1) 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).

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

| LESSON PLAN | | LESSON: 11 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Listening:** To understand a dialogue between two people, identifying main points and more detailed information.<br>**Use of English:** To understand the concept of collocations and to identify their use.<br>**Writing:** To find collocations from the lesson and previous lessons in the unit. | • articulate ideas about a film studies course using appropriate language<br>• identify and use collocations<br>• understand and use a number of idiomatic and collocational phrases. |

**Link to prior learning:**

- Film and cinema; revision of tenses: past, present and future; adverbs

**21st Century Skills:**

- Not applicable

**Key vocabulary:** (collocations) *career plans, creative ideas, expensive equipment, high standard, personal interest, powerful effect, practical knowledge, teaching staff*

**Key expressions/structure:** *have access to, be blown away (by), lay hands on, have an effect on, gain (a lot from)*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may feel nervous about understanding conversations in English. Through the practice provided here, they will be able to identify key points and understand how a dialogue moves forward.

**Resources/equipment needed:**

Coursebook page 208

Workbook page 176

Audio Track 45

## UNIT 12 LESSON 11 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the class for any ideas in answer to the question about film studies. Write the points they mention up on the board.<br><br>**Answers**<br>Learners' own answers. Film studies can include: techniques of film-making including cameras, lighting, setting, dialogue, history of film, psychology of the cinema. |
| **Resources** | **Main activity** |
| **Coursebook page 208**<br>**Audio Track 45** | **Listening: Activity 1**<br>1. Ask learners to read the points. Discuss and clarify the meaning of the words.<br>2. Explain that they are going to listen to a dialogue.<br>3. Play the audio twice if necessary.<br>**CORE**<br>**Feedback**<br>Ask learners to put up their hands when they know the answer. Try to make sure that a variety of learners answer the questions, so that it is not always the same ones who speak.<br><br>**Answers**<br>1 practical knowledge of film-making; 2 expensive equipment; 3 high standard of teaching, interest shown by teaching staff; 4 powerful effect of the cinema; 5 development of creative ideas |
| **Coursebook page 208**<br>**Audio Track 45** | **Listening: Activity 2**<br>1. Play the audio again. Point out that the class, as well as listening out for the answers to the questions, could also pay attention to the way in which the dialogue progresses (i.e. affirmation, agreement, repetition, and so on).<br>2. Ask the class to answer the questions.<br>3. Check the answers as a class.<br>**CORE**<br>**Feedback**<br>Check the answers as a class. The teacher should ask individual learners for answers.<br><br>**Answers**<br>1 He learned more than he had expected to.<br>2 He was nervous about using it at first.<br>3 They remembered his name and showed a personal interest in his progress.<br>4 An entertainment lawyer<br>5 It has taught him how to think more creatively and made him more confident in his writing / story-telling abilities. |
| | **Differentiation activities (Support):**<br>1. Learners can use dictionaries to check the meanings of vocabulary if necessary. |
| | **Differentiation activities (Stretch):**<br>1. Learners could write their own sentences using vocabulary from the lesson. |

| | |
|---|---|
| **Coursebook page 208** | **Use of English: Listening: Activity 3**<br>1. Read the Use of English box. Ask the class if they can think of any other collocations they have learned.<br>2. Learners should work in pairs to discuss the meaning of the phrases in Activity 3.<br>3. If necessary, play the audio again so that learners can hear the phrases in context.<br>4. Circulate, giving help where necessary. Check as a class.<br>**CORE**<br>**Feedback**<br>Ask the class to put up their hands when they are ready to answer. Accept different definitions as long as they give the correct meaning.<br>**Answers (suggested)**<br>be blown away by: be very surprised or pleased by something; lay eyes on: see something (for the first time); have an effect on: make people feel in a certain way; gain (a lot from): get something that is useful or positive, benefit from |
| **Workbook page 176** | **Workbook: Activity 1**<br>1. Learners find the collocations according to what they have come across in the lesson (other combinations might be possible but point out that here, we want the collocations they have already learned).<br>2. Check the collocations are correct before learners move on to the sentences.<br>**CORE**<br>**Feedback**<br>Ask learners to put up their hands when they know a collocation. If desired, you can write the collocations on the board. Check they are completing the sentences correctly by moving around the class. Finally, give the class the correct answers.<br>**Answers**<br>collocations: career plans, creative ideas, expensive equipment, high standard, personal interest, powerful effect, teaching staff<br>2 career plans; 3 powerful effect; 4 teaching staff; 5 creative ideas; 6 high standard; 7 expensive equipment; 8 personal interest |
| **Workbook page 176** | **Workbook: Activity 2**<br>1. Ask learners to write down any more collocations from Lesson 11. Then they can go back to Lesson 10 and find some more there. If there is time, or as homework, they can compile lists of more collocations from previous lessons in the unit.<br>2. Check as a class.<br>**CORE**<br>**Feedback**<br>Ask individual learners to give one answer each.<br>**Example answers**<br>have access, be blown away, lay eyes on, have an effect on, (from lesson 10) financial benefits, employment opportunities, health and safety, educational value + more from earlier lessons |
| **Resources** | **Plenary** |
| | 1. Point out that a phrase such as *blow me away* (often used in the passive: *I was blown away by* …) is an example of current informal usage which is becoming widespread. Ask the class to listen out for more of these phrases when they hear English language films or TV series, and to make a note of them. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.2.1.1.2) Consolidate from Grade 7 the ability to speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past.

(G8.2.1.1.4) Consolidate from Grade 7 the ability to speak about future plans using *going to*, present continuous, *will, may,* and *might.*

(G8.2.1.1.5) Consolidate from Grade 7 the ability to speak about future plans using present simple for fixed plans.

(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: 12 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To read a sample report and understand its structure.<br>**Writing:** To correctly identify missing words and phrases from the report.<br>**Speaking:** To discuss a particular topic of personal interest and to listen to other people's point of view. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• analyse a report on a particular topic and to write one themselves<br>• discuss their own personal preferences in relation to a university course open day<br>• understand and use a number of new items of vocabulary. |
| **Link to prior learning:**<br>• As for previous lesson<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** *achieve, addition, advantage, atmosphere, conclusion, description, details, facilities, fast-track, open day, opinion, public speaking, undergraduate, positive*<br>**Key expressions/structure:** Language for report-writing | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may worry about writing a report. This staged approach involving analysis of a sample report leading onto their own writing should make them feel more confident. | | |
| **Resources/equipment needed:**<br>Coursebook page 209<br>Workbook page 177 | | |

## UNIT 12 LESSON 12 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask the class if they have heard of any courses in film studies in the UAE.<br>2. Discuss their ideas. You can mention there is a course in Dubai.<br><br>**Answers**<br>Learners' own answers |
| **Resources** | **Main activity** |
| **Coursebook page 209** | **Reading: Activity 4**<br>1. Ask learners to read the report through quickly to get a general idea of what it is about.<br>2. They should then complete the report with the words given. Try to avoid explaining anything for the moment; learners should be able to get most of the words if they look carefully at the context.<br>3. Remind learners to check what comes before and after the gap in the sentence to make sure that each word fits correctly.<br>4. Circulate and give help and support where necessary.<br>**CORE**<br>**Feedback**<br>Ask learners to put up their hands when they know the answer. Try to make sure that a variety of learners answer the questions, so that it is not always the same ones.<br><br>**Answers**<br>1 open day; 2 details; 3 description; 4 public speaking; 5 advantage; 6 fast-track; 7 facilities; 8 addition; 9 atmosphere; 10 opinion; 11 conclusion; 12 achieve |
| **Coursebook page 209** | **Reading: Activity 5**<br>1. Ask the class to add in suitable headings for each section of the report.<br>2. Discuss as a class or in groups. Accept different headings as long as they convey the overall message of the section.<br>3. Check the answers as a class.<br>**CORE**<br>**Feedback**<br>Check the answers as a class. The teacher should ask individual learners for answers.<br><br>**Example answers**<br>Introduction; The courses; The learners' opinion; Recommendations / Conclusion |
| | **Differentiation activities (Support):**<br>1. Learners can use dictionaries to check the meanings of vocabulary if necessary. |
| | **Differentiation activities (Stretch):**<br>1. Learners could find out more information about courses in film studies in the UAE area and report back to the class. |

| | |
|---|---|
| **Coursebook page 209** | **Speaking: Activity 6**<br>1. Ask the class to get into small groups of 3–4. This is an opportunity for them to discuss their future plans regarding a possible course of study.<br>2. Groups discuss. Circulate around the class, listening to the group discussions and making sure that everyone gets a turn to speak.<br>3. Ask some individual learners to come out to the front of the class and say where they would like to go for an open day.<br>**CORE**<br>**Feedback**<br>Group and individual feedback.<br>**Answers**<br>Learners' own answers |
| **Workbook page 177** | **Workbook: Activity 3**<br>1. Learners should look back at the report in the Coursebook and write a short summary of what the writer does in each section of the report.<br>2. They should use their own words as far as possible. This task will help learners to understand the importance of having different sections in a report that deal with particular aspects of the topic.<br>**CORE**<br>**Feedback**<br>Go around the class helping where necessary.<br>**Answers**<br>(suggested) Paragraph 2: Here the writer summarises the different courses that are offered at SAE Dubai and gives more details about the film degree course. The writer also talks about two-year courses.<br>Paragraph 3: Here the writer gives the general opinion of some of the learners at the college, both of the teaching and the various facilities.<br>Paragraph 4: In the conclusion, the writer recommends SAE Dubai as a very good place to go and study. |
| **Workbook page 177** | **Workbook: Activity 4**<br>1. Ask learners to write their own report about a place of study which interests them.<br>2. They might have to use their imagination here if they haven't actually visited the place: it might be somewhere they have heard about or looked up on the Internet.<br>3. Point out the language they use should be reasonably formal / semi-formal.<br>**CORE**<br>**Feedback**<br>Go around the class helping with any problems. Learners can consult each other if they wish.<br>**Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. Discuss other situations where you might have to write a report. Ask the class for ideas. Write them on the board.<br>**Suggestions:** regarding a school trip to a place of interest; a visit or a talk given by a professional person or celebrity; the progress of a class or a year for an end-of-year school or college magazine; an educational trip abroad, and so on. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

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

(G8.3.2.1.1) 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), 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).

(G8.4.1.1.6) Write reports in a standard form, include formatting (for example, headings), and graphics; convey information and ideas on abstract and concrete topics, check information, ask about and explain problems.

| LESSON PLAN | | LESSON: 13 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |

**SKILLS AND UNDERSTANDING**

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to ...** |
|---|---|
| **Reading:** To read an article about a film and answer comprehension questions.<br>**Writing:** To match words from the text with their definitions.<br>**Speaking:** To discuss a particular topic of interest and to listen to other people's point of view. | • read and understand an article about a film<br>• discuss their own and other people's opinion on a particular topic<br>• understand and use a number of new items of vocabulary. |

**Link to prior learning:**

- Cinema/film vocabulary; UAE setting

**21st Century Skills:**

- Not applicable

**Key vocabulary:** *sequel, anecdote, chaos, slick, low-budget, unwelcome, original, showcase, premiere*

**Key expressions/structure:** *get to the bottom of sth, come face-to-face with, strike a chord*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may worry when they are confronted by some unknown words in a text. However, they should be encouraged to use the context (both at sentence-level and at text level) to make intelligent guesses (for example, *premiered*) or use the structure of the word itself to work out its meaning (for example, *unwelcome*).

**Resources/equipment needed:**

Coursebook page 210

Workbook page 178

## UNIT 12 LESSON 13 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| **Coursebook page 210** | 1. Ask the class to look at the photo from the film, *Grandmother's Farm* and ask if they know anything about it. (It is a horror comedy film and was produced and filmed in the UAE.) If they don't know the film, ask them to guess what type of film it might be.<br><br>**Answers**<br>Learners' own answers |
| **Resources** | **Main activity** |
| **Coursebook page 210** | **Reading: Activity 1**<br>1. Ask learners to read the first part of the article. The second part is in the Workbook.<br>2. Read around the class. As the learners read, ask them to underline any unknown words but not to worry about them at the moment.<br>3. They should also think about what they are reading and come up with the two most interesting points about the film.<br>4. Share ideas as a class.<br>**CORE**<br>**Feedback**<br>Ask learners for their opinion once they have finished reading the text.<br><br>**Answers**<br>Learner's own answers, although these will probably include: the fact that the film was made in the UAE; the fact that most people in the film worked for free (in the first film) and the fact that the film played for five weeks. |
| **Coursebook page 210** | **Reading: Activity 2**<br>1. Ask the class to answer the comprehension questions. They can work in pairs if desired.<br>2. Check the answers as a class.<br>**CORE**<br>**Feedback**<br>Check the answers as a class. The teacher should ask individual learners for answers.<br><br>**Answers**<br>1 Ahmad Zain<br>2 Because everyone loved it and there was a lot of interest on social media about it.<br>3 five weeks<br>4 They didn't spend much money on the setting and that the people involved in making the film paid for most of it themselves. |
| | **Differentiation activities (Support):**<br>1. If necessary, explain the meaning of a couple of words if learners are finding comprehension difficult (although this is unlikely). Do not allow access to dictionaries at this point. |

| | |
|---|---|
| | **Differentiation activities (Stretch):**<br>1. Ask learners to think about road trips and why these are good subjects for films and novels. Ask them to write down where they would go on a road trip if they could OR which particular road trip would make a good setting for a film. |
| **Coursebook page 210** | **Speaking: Activity 3**<br>1. Ask the class to get into small groups of three or four learners. This is an opportunity for them to discuss their ideas about film-making.<br>2. Groups discuss. Circulate around the class, listening to the group discussions and making sure that everyone gets a turn to speak.<br>3. Ask some individual learners to come out to the front of the class and tell the class their ideas about a film.<br>**CORE**<br>**Feedback**<br>Group and individual feedback.<br>**Answers**<br>Learners' own answers |
| **Workbook page 178** | **Workbook: Activity 1**<br>1. Ask the class to read the second part of the article which carries on from the Coursebook. As they read, they should think about the question.<br>2. Discuss as a class.<br>**CORE**<br>**Feedback**<br>Ask individual learners for their ideas.<br>**Answers**<br>(suggested) The main reason was that the film(s) showed life in the UAE, using the place, the language (the film was in Arabic with English sub-titles), the clothing and the daily life of the people – something which the Emirati public enjoyed. |
| **Workbook page 178** | **Workbook: Activity 2**<br>1. The class should look back at the first part of the article in their Coursebooks as well as the second part here in order to find the words and phrases.<br>2. Circulate, giving help as required.<br>3. Point out that the meaning of some words can be identified through the use of a particular prefix, for example, *unwelcome* (similar to 'unusual'). Also, mention that it is not necessary to understand every single word of a text if the meaning is clear (for example, *distributor* – a person or organisation that provides goods to other organisations).<br>**CORE**<br>**Feedback**<br>Ask individual learners to give one answer each. They should say where they found the word or phrase so that all the class can check their answers.<br>**Answers**<br>2 anecdote; 3 chaos; 4 slick; 5 get to the bottom of; 6 strike a chord; 7 hit; 8 low-budget; 9 unwelcome; 10 original; 11 showcase; 12 premiere (v (here)/(also) n); 13 hilarious; 14 encouraging; 15 setting |
| **Resources** | **Plenary** |
| | Summarise the possibilities of producing UAE-based films and the advantages of doing so. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.2.1.1.6) Consolidate from Grade 7 the first conditional; talk about impossible or unlikely situations using the second conditional.

(G8.3.1.1.1) 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.

(G8.3.4.1.2) 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.

| LESSON PLAN | | LESSON: 14 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Reading:** To read a narrative text and understand which adverbs are appropriate to fill the gaps.

**Speaking:** To discuss the advantages and disadvantages of a given topic.

**Writing:** To continue the narrative using their own ideas based on certain items of vocabulary; to write a paragraph about their favourite film; to write sentences using taught vocabulary; to consider self-assessment statements as a reflection of their progress.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- understand and complete a narrative story with appropriate adverbs, and also continue the story in their own words
- discuss a topic from different points of view, drawing on what they have learned in the unit
- write about their own personal preferences regarding films
- assess their current state of progress.

**Link to prior learning:**

- Review of the previous lessons in Unit 12

**21st Century Skills:**

- Not applicable

**Key vocabulary:** Vocabulary from the unit

**Key expressions/structure:** Grammar from the unit

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may not understand how much they are learning on a day-to-day basis. By revisiting the work they have done through a related narrative plus other tasks, it is hoped that they will begin to realise how much their knowledge of the language is progressively expanding and improving.

**Resources/equipment needed:**

Coursebook page 211

Workbook page 179

## UNIT 12 LESSON 14 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Ask learners what they remember so far from the lessons they have covered. Refer to topics, themes and grammar.<br>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 211** | **Reading and Vocabulary: Activity 1**<br>1. Learners read the text through quickly to get the main idea.<br>2. Check if there are any problems with vocabulary. Refresh the learners' memory about the adverbs they covered in this lesson.<br>3. If necessary, allow learners to look back at the relevant page in the Coursebook.<br>4. Learners do the task, in pairs if desired. In some cases, more than one adverb will be possible.<br>**CORE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers. Check as a class. Call upon individual learners to give the answers.<br>**Answers**<br>1 usually; 2 definitely; 3 already; 4 never; 5 always; 6 both; 7 just; 8 only |
| **Coursebook page 211** | **Speaking: Activity 2**<br>1. Ask learners to work in pairs or small groups. They should note down the advantages and disadvantages as they are mentioned by learners.<br>2. Compare answers as a class.<br>**CORE**<br>**Feedback**<br>Circulate, monitor and check learners' answers. Then check answers as a class. Perhaps note down the points mentioned in two columns on the board.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 211** | **Writing: Activity 3**<br>1. Learners should work on their own to write their paragraph. Here, they can use some of the vocabulary they have learned throughout the unit.<br>2. Ask individual learners to read out their paragraphs, if there is time.<br>**CORE**<br>**Feedback**<br>Ask individual learners to give their answers.<br>**Answers**<br>Learners' own answers |

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| **Coursebook page 211** | **Self-assessment: Activity 4**<br>1. Learners discuss the meaning of the words, then use them in a meaningful written sentence.<br>**CORE**<br>**Feedback**<br>Discuss in class. Listen to sentences written by individual learners.<br>**Answers**<br>Learners' own answers. Meanings as explained in the unit. |
| **Coursebook page 211** | **Self-assessment: Activity 5**<br>1. Ask learners to tick the statements they feel fairly confident about. They can put question marks if they don't feel 100% confident and need a bit more work in that area.<br>2. When they finish, learners check with their partners. |
| | **Differentiation activities (Support):**<br>1. Learners work in pairs or groups to complete the activities. |
| | **Differentiation activities (Stretch):**<br>1. Learners complete all the written activities on their own. They can write more than just a paragraph for Activity 3. |
| **Workbook page 179** | **Workbook: Activity 1**<br>1. Ask the class to continue writing the story from their Coursebook. They can use their imagination here but they should also follow the outline of ideas that is given.<br>2. They should also focus their writing around the vocabulary items that are given. This is a strategy which often helps learners to produce a piece of creative writing more easily.<br>**CORE**<br>**Feedback**<br>Circulate, monitor and check individual learners' answers.<br>**Answers**<br>Learners' own answers |
| **Workbook page 179** | **Workbook: Activity 2**<br>1. This is a good exercise in positive thinking, as well as giving further practice in the extreme adjectives.<br>2. Learners can write anything they like here as long as the adjective fits in with the context they choose.<br>**Feedback**<br>Circulate, monitor and check individual learners' answers.<br>**Answers**<br>Learners' own answers |
| **Workbook page 179** | **Workbook: Activity 3**<br>1. Ask the class to read through the points given here as a summary of their language learning over the academic year. It gives them some pointers as to how to go forward in their language learning.<br>**Feedback**<br>Circulate, monitor and check individual learners' answers. |

| | |
|---|---|
| | **Answers**<br>Learners' own answers |
| **Resources** | **Plenary** |
| | 1. Ask the class to come and write on the board one word each that they have learned from the unit. Divide the class into two teams and they have five minutes for each learner to come and write a word on the board.<br>2. Spelling should be correct otherwise the learners lose the mark!<br>3. Add up marks at the end (one mark for each correct word) and announce the winning team. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

(G8.2.1.1.7) 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.

(G8.3.1.1.8) 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.

(G8.4.2.1.1) 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: 15 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Reading:** To read quiz questions relating to the Coursebook and Workbook and find the answers.

**Writing:** To write in the answers to the quiz questions; to find extra questions of their own and write them down to ask other class members; to check their spelling ability regarding certain vocabulary items.

**Speaking:** To discuss and compare the quiz questions and the correct answers.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- have a good overall picture of what they have learned in this unit
- discuss and elucidate specific points from the unit, both relating to content and to particular lexical items
- create their own questions relating to the unit content and also spell certain words from the unit correctly.

**Link to prior learning:**

- Unit 12 Lessons 1–14

**21st Century Skills:**

- Not applicable

**Key vocabulary:** Vocabulary from Lessons 1–14
**Key expressions/structure:** Structures from Lessons 1–14

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may not be aware of how much they have learned or they might feel they can't remember everything! This is a more fun way to get them looking back at the work they have done in the unit, refreshing their memories and giving them more confidence in their progress. Creating their own quiz questions also makes them get to grips with the material in more detail.

**Resources/equipment needed:**

Coursebook page 212

Workbook page 180

## UNIT 12 LESSON 15 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Tell learners that this is a review lesson.<br>2. Ask learners what the topics of this unit were. (Free-time hobbies and film-making)<br>3. Ask learners to brainstorm vocabulary they have covered in this unit and the language points they remember.<br>4. Feedback by eliciting examples from the class. |
| **Resources** | **Main activity** |
| **Coursebook page 212** | **Reading: Activity 1**<br>1. Ask the class to answer the quiz questions on their own.<br>2. Wait until everyone has finished before you check the answers.<br>**CORE**<br>**Feedback**<br>Get learners to swap their quizzes with another class member so they don't mark their own.<br>**Answers**<br>1 how to play chess<br>2 He's really into it.<br>3 international, fireworks<br>4 director<br>5 any of the collocations on page 208<br>6 an undergraduate<br>7 Taekwondo: it helped her to be physically stronger and also helped her to feel more confident/do better at school.<br>8 any of the words on page 174 of the Workbook<br>9 Because everyone loved the first film and so many people encouraged him on social media to make a second one.<br>10 to get to the bottom of something, It struck a chord with me |
| **Coursebook page 212** | **Vocabulary: Activity 2**<br>1. Ask learners to complete the sentences with the correct form of the word given in capitals. Encourage them to try to work out what part of speech is needed in the gap, for example verb, noun or adjective.<br>2. Learners can be encouraged to complete this activity individually, at least at first, using dictionaries as necessary to help them.<br>**CORE**<br>**Feedback**<br>Monitor and help with dictionary use. Before you check answers with the class, ask learners to compare their answers with a partner.<br>**Answers**<br>1 fitness; 2 sociable; 3 colourful; 4 jewellery; 5 amazing; 6 professional; 7 entertainment; 8 qualified |

| | |
|---|---|
| **Coursebook page 212** | **Speaking: Activity 3**<br>1. Put learners into groups of three or four and ask them to choose six to eight words from the unit to mime to the class. To ensure that all the groups have different words, you might want to allocate the words rather than let learners choose.<br>2. Give groups a few minutes to discuss and prepare their words, then have them take turns to mime in front of the class. The group guesses the word first, wins a point (you can keep score on the blackboard); the group with the most points at the end wins the game.<br>**CORE**<br>**Feedback**<br>Monitor, mediate and keep the score on the board.<br>**Answers**<br>Learners' own answers |
| | **Differentiation activities (Support):**<br>1. Monitor and support groups who need help with guessing words. You can allow the mimers to give clues such as the first letter of the word. |
| | **Differentiation activities (Stretch):**<br>1. Give groups who are good at miming more difficult words to try to mime: not only nouns but verbs and adjectives. |
| **Workbook page 180** | **Workbook: Activity 1**<br>1. Ask learners to answer the questions in writing whilst you circulate and help.<br>**CORE**<br>**Feedback**<br>Learners check answers in pairs or small groups before you feed back as a whole class.<br>**Answers**<br>1 the Pavilions; 2 Krypton; 3 Clarke Kent, a journalist/reporter; 4 the plot; 5 to chill out; 6 the Lima Desert; 7 catering; 8 the SAE (School of Audio Engineering) in Dubai |
| **Workbook page 180** | **Workbook: Activity 2**<br>1. Ask the class to do a final spelling test! They should try to complete the missing letters without looking back at the Coursebook or Workbook.<br>2. Check as a class.<br>**CORE**<br>**Feedback**<br>When everyone has finished, check answers as a class. Ask individual learners to come up and write one answer each on the board. If the spelling is incorrect, see if any other learner can correct it.<br>**Answers**<br>1 technique; 2 unforgettable; 3 employment; 4 martial arts; 5 equipment |

| Resources | Plenary |
|---|---|
| | Play a spelling game:<br>• Each learner will come out to the front of the class and choose a word from either the Coursebook or the Workbook for the rest of the class to write down. All books should be closed apart from the one being used by the learner asking the question.<br>• Learners take it in turns to come to the front and read out a work for the class to write down.<br>• Check answers at the end. The winner is the one with the most correct answers! |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

| LESSON PLAN | | LESSON: 16 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |
| **SKILLS AND UNDERSTANDING** | | |
| **Learning objectives:**<br>**Reading:** To complete multiple-choice sentences with vocabulary from the unit; to complete three exercises, one text-based, revising the grammar and Use of English structures of the unit. | | **Learning outcomes: By the end of the lesson, learners will be able to ...**<br>• revise their knowledge of core vocabulary from the unit<br>• refresh their memories about the grammatical structures taught in the unit<br>• read and understand a text, completing the gaps with correct phrases. They will also understand that sometimes more than one possibility can be possible. |
| **Link to prior learning:**<br>• Unit 12 grammar and vocabulary<br>**21st Century Skills:**<br>• Not applicable | | |
| **Key vocabulary:** Unit 12 vocabulary<br>**Key expressions/structure:** Unit 12 grammar | | |
| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may feel overwhelmed when asked to review a unit as a whole. By revising certain core aspects of the unit, confidence will be raised. | | |
| **Resources/equipment needed:**<br>Coursebook page 213 | | |

## UNIT 12 LESSON 16 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Tell learners that this is a Review lesson.<br>2. Ask them to work in groups and brainstorm the areas of grammar and vocabulary they have covered in this unit.<br>3. Feedback as a class and write them on the board. Elicit some examples of each language point from the learners.<br>4. Ask learners to compare their answers in groups.<br>**Answers**<br>Verbs followed by *-ing*, phrasal verbs, position of adverbs.<br>Free-time vocabulary, entertainment, film and media.<br>Learners' own examples. |
| **Resources** | **Main activity** |
| **Coursebook page 213** | **Vocabulary: Activity 1**<br>1. Ask learners to read the sentences and complete the gaps with the correct word.<br>2. The activity is quite straightforward so learners should be able to work on their own.<br>**CORE**<br>**Feedback**<br>Nominate individual learners to give the answer. Drill the pronunciation of the words in case the learners have forgotten.<br>**Answers**<br>1b; 2c; 3b; 4a; 5c; 6a |
| **Coursebook page 213** | **Use of English: Activity 2**<br>1. Ask learners to read the sentences and think about the correct phrasal verbs.<br>2. Learners then decide which word is correct in each sentence. They will sometimes have to use a word more than once.<br>**CORE**<br>**Feedback**<br>Invite learners to answer by putting up their hands.<br>**Answers**<br>1 up; 2 into; 3 out; 4 round; 5 in, out |
| **Coursebook page 213** | **Use of English: Activity 3**<br>1. Learners write out the sentences correctly in their notebooks.<br>2. If necessary, they can look back at the rules for adverb position in the Coursebook.<br>3. Check as a class.<br>**CORE**<br>**Feedback**<br>Nominate learners to read out their sentences.<br>**Answers**<br>2 We often play tennis in the park; 3 We've just been swimming in the lake; 4 My friends and I sometimes play volleyball on the beach; 5 I've already seen the *Superman* film twice |

| | |
|---|---|
| **Coursebook page 213** | **Use of English: Activity 4**<br>1. Elicit the structure that is necessary after these phrases (verb *-ing*).<br>2. Ask learners to complete the text. In many cases, more than one answer is both possible and acceptable.<br>**CORE**<br>**Feedback**<br>Invite learners to answer by putting up their hands.<br>**Answers**<br>1 dislike / can't stand being; 2 like / love doing; 3 love / like sitting; 4 prefer having; 5 can't stand / dislike watching; 6 can't stop eating / love |
| | **Differentiation activities (Support):**<br>1. Ask learners to work in pairs to complete the activities. Ask them to refer to previous lessons for help. |
| | **Differentiation activities (Stretch):**<br>1. Ask these learners to 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** |
| **Coursebook page 213** | 1. Ask learners to calculate their score.<br>2. They assess whether they are happy with their score or not. if they are not happy, discuss what measures they might take to remedy the situation and improve in the future. |

**Learning styles catered for (✓):**

| | | | |
|---|---|---|---|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |

**Assessment for learning opportunities (✓):**

| | | | |
|---|---|---|---|
| Observation | Learner 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.

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

| LESSON PLAN | | LESSON: 17 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Reading:** To read notes about the literacy project and comments about film adaptations of books.

**Writing:** To write an analysis of a film adaptation and prepare to present it to the class, along with, preferably, some visual and/or multimedia material.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- understand what is required to write an analysis of a film adaptation of a piece of written work
- undertake the necessary research to produce a coherent piece of work
- create a piece of written work which will then be presented to the class.

**Link to prior learning:**

- Unit 12 grammar and vocabulary

**21st Century Skills:**

- Communication and collaboration: reinforce the importance of team-building and collaboration with others to create, plan and execute a classroom interdisciplinary project
- ICT literacy: Reinforce learning to apply digital technologies effectively by using them as a tool to research, organise, evaluate and communicate information
- Initiative and Self-Direction: Reinforce the learning process to set goals, manage time and work independently by monitoring, defining and prioritising tasks to complete the 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:** Unit 12 vocabulary + general vocabulary

**Key expressions/structure:** Unit 12 grammar + general recycling from Level 7

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may feel nervous about presenting their work to the class. However, this project has well-defined parameters so should be easily within the capabilities of the class. An encouraging atmosphere in the classroom will overcome any learner hesitations.

**Resources/equipment needed:**

Coursebook page 214

Dictionaries

Desirable: computer facilities and a screen on which to show video material

## UNIT 12 LESSON 17 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Tell learners that this is a Literacy lesson.<br>2. Ask them to form groups (preferably three if they are not too big) that they will be working in for the duration of the two lessons.<br>3. Explain that the Literacy lesson will involve writing an analysis of a film version of a book, or another piece of written work. Brainstorm any suitable films they know of or have seen. |
| **Resources** | **Main activity** |
| **Coursebook page 214** | **Preparation: Activity 1**<br>1. In their groups, ask the learners to decide on a name for their group. This makes the activity more of a fun challenge and is also useful for completing the feedback sheet at the end of Lesson 18.<br>2. Read what they have to do for the Literacy project and make sure everyone understands.<br>3. Briefly discuss any films such as the ones mentioned in the Coursebook to elicit any opinions about the book vs. the film.<br>**CORE**<br>**Feedback**<br>General class discussion.<br>**Answers**<br>Learners' own answers |
| **Coursebook page 214** | **Preparation: Activity 2**<br>1. Ask the groups to work on answering the questions. They can work on a film individually or all agree on one film–book combination from now, that they will use for the project.<br>2. Once they have answered the questions, they need to make a joint decision as to which one they will use for the project.<br>**CORE**<br>**Feedback**<br>Invite groups to give their decisions to the class.<br>**Answers**<br>Learners' own answers. |
| **Coursebook page 214** | **Preparation: Activity 3**<br>1. Focusing now on the film they have chosen, ask learners to discuss the film techniques that are evident and how well they were carried out.<br>2. Discuss in their groups.<br>**CORE**<br>**Feedback**<br>Group work. You can circulate and advise where necessary. |

| | |
|---|---|
| | **Preparation: Activity 4**<br>1. Read aloud the two texts with the class, perhaps asking individual learners to read different paragraphs.<br>2. Check understanding of any new vocabulary and then ask learners to underline any words and phrases that they think might be useful to use in their own reviews.<br>**DESIRABLE**<br>**Feedback**<br>Elicit the answer to the question from the whole class.<br>**Answers**<br>Shaima preferred the book.<br>likes: fantastic scenery in film; dislikes: the fact that the plot in the film had changed so much from the book, many characters were missing<br>Mansoor preferred the film.<br>likes: special effects and stunts in the film, photography (dislikes): thought the book was rubbish with very one-dimensional characters |
| | **Preparation: Activity 5**<br>1. Read through the point with the class, then give groups time to collect material and prepare.<br>2. Check that every member of each group has a role and remind learners that everybody must take part in the presentation.<br>**CORE**<br>**Feedback**<br>Group work. Circulate and advise as necessary, especially with helping learners to find the resources they need quickly. |
| | **Differentiation activities (Support):**<br>1. Learners can have access to dictionaries while discussions are under way. Also the teacher should be available to give help and support throughout the process. |
| | **Differentiation activities (Stretch):**<br>1. Learners can be given an extra article to read about film adaptations of books. |
| **Resources** | **Plenary** |
| | 1. Check how far the groups have got with their preparation. Ask if they will need any computer equipment for the next lesson. Iron out any difficulties. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.2.1.1.10) 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).

(G8.3.2.1.2) Identify an author's point of view or purpose in a text, analyse how the author acknowledges or responds to conflicting evidence or viewpoints.

(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.

(G8.4.4.1.2) 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: 18 |
|---|---|---|
| **Teacher:** | | **Subject: English** |
| **Grade: 8** | **Unit: 12** | **Date:** |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Listening:** To listen to the work of the other groups in the class and assess what they have written and found on video, if applicable.

**Writing:** To complete a feedback form about the group presentations.

**Speaking:** To discuss the feedback objectively and to reach conclusions about making any improvements.

**Learning outcomes: By the end of the lesson, learners will be able to ...**

- present a written project orally to the class in an interesting way, using visuals and/or multimedia as an additional part of the presentation
- assess the work of other groups in the class using a pre-determined set of criteria (PCM 10)
- give and receive feedback, and make decisions based on that feedback as to improving future presentations.

**Link to prior learning:**

- Unit 12 grammar and vocabulary

**21st Century Skills:**

- Communication and collaboration: reinforce the importance of team-building and collaboration with others to create, plan and execute a classroom interdisciplinary project
- ICT literacy: Reinforce learning to apply digital technologies effectively by using them as a tool to research, organise, evaluate and communicate information
- Flexibility and adaptability: Reinforce the understanding and importance of feedback in English from teachers and other learners. Reinforce how to deal with praise, setbacks and criticism in English

**Key vocabulary:** Unit 12 vocabulary + general vocabulary

**Key expressions/structure:** Unit 12 grammar + general recycling from Level 7

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

- Learners may feel nervous about presenting their work to the class. However, this project has well-defined parameters so should be easily within the capabilities of the class. An encouraging atmosphere in the classroom will overcome any learner hesitations.

**Resources/equipment needed:**

Coursebook page 215

computer equipment if required

PCM 10

## UNIT 12 LESSON 18 TASKS/ACTIVITIES

**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (Pages 6 to 10).**

| Resources | Starter |
|---|---|
| | 1. Check that learners have prepared their work and that everything is in order.<br>2. Organise the classroom so that there is enough room at the front in which learners can present their work.<br>3. Make sure that any computer equipment is up and running for when it might be required. |
| **Resources** | **Main activity** |
| **Coursebook page 215** | **Presentation: Activity 6**<br>1. Make sure the groups are clear about how to structure their presentation and give them time to finish preparing and rehearse it. They may need to do this outside lesson time.<br>2. Remind them that they should not read texts aloud during a presentation but make notes using key words and prompts so they can speak directly to their audience.<br>3. When they are ready, each group should present in front of the class. The rest of the class watches and takes notes during the presentations.<br>4. At the end of all the presentations, congratulate the class on all their effort.<br>**CORE**<br>**Feedback**<br>Congratulate all the groups on their hard work and hand out the PCM 10 feedback form. |
| **Coursebook page 215**<br>**PCM 10** | **Presentation: Activity 7**<br>1. Ask learners to complete the feedback forms. They should not put their names on the forms.<br>2. Gather in all the forms once the class has completed them and distribute the feedback to each group accordingly.<br>**CORE**<br>**Feedback**<br>Each group will analyse the feedback from the forms. |
| **Coursebook page 215** | **Follow-up: Activity 8**<br>1. The groups discuss their own feedback. They need to take on board both the positive and the negative comments so that they can improve on future occasions.<br>2. Circulate the class and help the groups with their discussions.<br>**CORE**<br>**Feedback**<br>At the end of the group feedback, you can ask for opinions from the class as to how useful the activity was. |
| **Resources** | **Plenary** |
| | 1. Ask learners how they enjoyed the Literacy lesson, what they learned and how they might want to do things differently next time.<br>2. Make a note of any areas they found difficult so that you can address those in future lessons. |

| **Learning styles catered for (✓):** | | | |
|---|---|---|---|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Learner 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.

(G8.1.1.1.6) 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.

(G8.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.

(G8.3.3.1.2) Compare and contrast short stories, dramas or poems read in English to its audio, filmed, staged or multimedia versions, analysing the effects of techniques unique to each medium (for example, lighting, sound, colour or camera focus and angles in a film).

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

# Audioscript

## 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 200 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 realised 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 …

## UNIT 6

**Track 16**

**Boy:** We went to the theatre on Saturday to see *Aladdin*. The curtain went up to show a Chinese village. The scenery was quite simple: just some trees, a bridge and a river. But it was very good. You felt as though you were in China.

**Girl:** There was a small orchestra with some Chinese instruments, including a big drum. In the opening scene, there were just two actors on the stage, Aladdin and his mother. They were wearing lovely Chinese costumes in bright colours.

**Boy:** It was a really good performance. There weren't many props, just the lamp, of course, and Aladdin's treasure, but the dialogue was so funny that it didn't matter.

**Girl:** There were a lot of people in the audience and everybody enjoyed the play.

**Track 17**

**Child:** I was in the school play. One of the teachers wrote the script. There were 14 students in the cast: four main characters and ten minor parts. I played one of the main characters. We all had to wear stage make-up to make us look older and more dramatic. When I looked in the mirror, I hardly recognised myself!

I had a lot of lines to learn. I had to go to all the rehearsals after school because I was in every scene. We gave two performances: one for the other students and one for parents. It was a great success. The audiences really enjoyed the play, and so did we.

**Track 18**

**Narrator:** Aladdin meets his princess

Aladdin's mother told him that she had no money to buy food. 'I will take this old lamp to the market to sell it,' said Aladdin. 'But first we must polish it.'

His mother began to rub the lamp to clean it when suddenly a genie appeared.

'Your wish is my command,' said the genie. Aladdin's mother was so afraid that she fainted.

Aladdin quickly took the lamp. 'Genie of the Lamp,' he said, 'we are hungry. Bring us some good things to eat.' The next thing he knew, the genie produced a table of the most wonderful food. Aladdin helped his mother to her feet. 'Look, mother,' he said.

His mother could not believe her eyes. But she was afraid when Aladdin told her about the Genie of the Lamp, and even more afraid when he told her about the Genie of the Ring who had helped him get out of the cave.

For some time, Aladdin and his mother lived by asking the Genie of the Lamp to bring them food and selling the beautiful plates and dishes that the food came on.

Then one day, when Aladdin was in the market place, he heard that the Sultan's beautiful daughter, Badr-al-Budur, was visiting the city. Aladdin managed to hide behind a door so that he could see her face. At once, he liked her and decided he wanted to marry her.

When he told his mother of his plan to marry the princess, she thought he was mad. 'This cannot happen,' she said. 'You are a poor boy. You cannot marry a princess!'

But Aladdin was very determined. He persuaded his mother to take some of the treasures and to ask the Sultan if he could marry his daughter.

When the Sultan heard why Aladdin's mother had come to see him, he laughed. But then he saw the treasures she had brought, and he was amazed.

Aladdin sent more and more treasure to the Sultan until at last the Sultan agreed that Aladdin could marry his daughter.

**Track 19**

**Narrator:** The imposter returns

So Aladdin and the princess were married and lived very happily in a palace that Aladdin had asked the Genie of the Lamp to provide.

But back in Morocco, the imposter could not stop thinking about the lamp and the treasure.

'I am very glad that Aladdin is under the ground, but I still want that lamp,' he said to himself. The imposter made secret enquiries to find out what had happened to the lamp. When he learned what had happened, he became very angry. Aladdin was alive and was married to the Sultan's daughter.

'I must find the lamp – and destroy Aladdin!' he thought. So he set out on his long journey back to China.

After several weeks, he reached his destination and asked the way to the palace where Aladdin lived. 'Ha ha!' he said, as he finally stood outside the palace. 'Now I know how to get the lamp.' The imposter knew that Aladdin would have the lamp somewhere in the palace.

He went to the market place and had some copper lamps made. When they were ready, he put them in a basket and walked around the streets near the palace shouting, 'New lamps for old, new lamps for old!'

'He must be mad!' people said. 'Who goes around offering to give you a new lamp in exchange for an old one?'

But a servant girl inside the palace heard the man and thought, 'Why not try? There's an old lamp in my master's room. Perhaps we can get a new one in exchange.' She asked the princess, who thought it was a good idea, and they went to fetch the lamp.

The imposter exchanged the lamp for a new one and went away to a place outside the city. When it was dark, he rubbed the lamp. The Genie of the Lamp appeared. 'Master, your wish is my command,' said the Genie.

'I want you to lift Aladdin's palace and take it, the princess and me to my own country, Morocco.'

As quick as a flash, it was done.

The next morning, the Sultan woke and looked towards the palace where his daughter and Aladdin lived, but it had disappeared! And so had his daughter!

The Sultan immediately had Aladdin arrested, thinking that he had tricked him.

'Where is my daughter? Bring her back to me or I shall cut off your head!'

'Your Majesty, I am as amazed as you are. But give me 40 days and you will have your daughter back.'

The Sultan reluctantly agreed. 'Don't come back without her.'

**Track 20**

**Narrator:** The end of the imposter

Aladdin did not know what to do. For two days he wandered around the city, lost in thought. Then, as he was washing his hands, he accidentally rubbed the ring which the imposter had given him. The Genie of the Ring appeared. 'Master, your wish is my command,' said the genie.

'Bring me back my palace and my wife!' said Aladdin.

'Master, I am sorry, but that is not in my power. Only the Genie of the Lamp can do that.'

'In that case,' said Aladdin, 'take me to where my palace is.'

'I will, Master,' replied the genie.

When Aladdin arrived at the palace in Morocco, he waited until the imposter had gone out and then went inside.

Quietly and carefully, he went to the room of the princess. He found her, sad and lonely, but as soon as she saw him, she jumped for joy and ran to him. She told him what had happened. Aladdin thought for a moment. 'I have a plan,' he said, and told her what she must do.

The next evening, the princess welcomed the imposter home. 'I am sorry I have been so sad. I want us to be happy together,' she said. 'Come, let us have dinner.' Now, Aladdin had given the princess some poison to put in the imposter's glass, which she did. When he drank, the poison acted quickly and soon he was dead on the floor. Aladdin, who was hiding in the palace, ran to the imposter's room, found the lamp and rubbed it. 'Take us all back to China,' he said.

'Your wish is my command,' said the Genie of the Lamp. The next morning, the Sultan looked out of his window. There was Aladdin's palace! He could not believe his eyes. He quickly went over to see if it was true, and there was his daughter, with Aladdin.

The Sultan ordered a month of celebration to welcome home the princess and her husband.

And they all lived happily ever after.

**Track 21**

**Jamal:** Hi Fahad. Have you heard the news? Mohammed has decided to pull out of the play. He says he hasn't got time to come to rehearsals. He's too busy studying for his exams.

**Fahad:** Oh, no! Mohammed is a really good actor and he had some good ideas for the storyline, too. What shall we do? Can you ask Tariq if he is interested in taking Mohammed's role? I want to start rehearsing this Saturday.

**Jamal:** OK, I'll text him during the lunch break. What time do you want us to meet on Saturday?

**Fahad:** Oh early, about eight o' clock .We have so much to do and we don't have very much time. The performance is in only two months!

**Jamal**: Fine. I'll let you know about Tariq later as soon as possible. See you later.

**Fahad**: OK, bye.

## UNIT 7

**Track 22**

**Faisal:** I think that learning a foreign language makes you better at your own language. I didn't understand grammar until I started learning French, but now I can see a connection between French and my own language and that helps me get good grades in both subjects at school. In my opinion, learning a second language helps you to study better.

**Khalfan:** I agree! My mother is a lecturer at a college and she says that learning foreign languages can help keep your brain healthy and improve your memory! I guess there is a lot of new vocabulary in every language and you need a very good memory to remember it all, so the more languages you know the better your memory will be! Also, if you learn more languages, it gets easier to learn them.

**Salama:** I don't agree that it gets easier! I don't think I'm very good at learning other languages. I wish I was. I think it would be fun to make friends online and communicate with people from all over the world. I am going to try hard to learn at least one other language in the future but I don't know which one I will choose.

**Abdullah:** In my view one of the best things about learning a language is that it helps you when you travel to foreign countries. Even if you can only speak a little bit, this makes it much easier to meet people and make friends. I'm learning German because I'm going to visit Germany next year with my family. I'm very excited about my trip!

**Reem:** The way I see it is that learning languages can be fun, but it isn't as important as learning about science and technology. Also you don't know which language you will need in the future. But my brother is studying engineering and English at university and he says that you are more likely to get an interesting job if you speak another language. You will have better work opportunities, like a bigger salary or the chance to work in different countries.

**Track 23**

**Hanif**: Our homework was to research the most spoken languages in the world. It was really interesting!

**Daniel**: Yes, but not difficult. Everyone knows that most spoken language in the work is English!

**Hanif:** Well, yes and no. There are more people learning English or it using as *second* language than any other, but that's not the same as a *first* or native language. For example, I speak some English but my native language is Arabic. In fact, the most spoken language in the world is Chinese.

**Daniel**: Really? Well, yes, China is a very big country …

**Hanif**: Yes, there are 1,213 million speakers of Chinese as first language!

**Daniel:** Wow! So English is the second most spoken language then?

**Hanif:** No, the second most spoken language is Spanish. Remember that people speak Spanish in lots of South American countries as well as in Spain. Spanish is spoken by 329 million people in 44 different countries.

**Daniel:** And English?

**Hanif:** English is spoken by 328 million people but in 112 different countries. That's probably one reason why English is a global language.

**Daniel:** Yes, That's a lot of countries! But tell me about the other languages.

**Hanif:** Arabic is in fourth place. It's spoken by 221 million people in 57 countries and Hindi is in fifth place. It's spoken by 182 million people in 20 countries.

**Daniel:** Hmm, that's interesting … but since so many people speak Chinese, *much* more than any other language, why isn't Chinese the global language instead of English?

**Hanif:** One reason is the writing system which takes a long time to learn, but the main reason is that there isn't just one type of spoken Chinese that everyone understands: there are many different types or dialects of Chinese. And Arabic is the same. There are at least 12 main Arabic dialects and lots more minor ones.

**Track 24**

**Interviewer:** How useful is it to speak another language? I asked a few people this question and here are some of the answers I got. The first person I spoke to was Daniel. Can I ask you, Daniel, is it useful to speak another language?

**Daniel:** Yes, it is, definitely. Speaking to someone in their own language, even if it is only for a short time, makes that person feel more at ease.

**Interviewer**: So they're happier to talk because they're more relaxed, in social situations.

**Daniel:** Yes, that's right.

**Interviewer**: Next, I spoke to Suzanne.

**Suzanne:** It's really useful when you visit another country. Just to say 'hello' and 'thank you' in the language of that country is good.

**Interviewer:** So knowing just a few words makes a difference.

**Suzanne:** Yes, it makes all the difference. You may only know a few words, but people like it when you try to speak their language.

**Interviewer:** Thanks, Suzanne. The next person I spoke to was Elliot.

**Elliot:** If you enjoy music or films from another country, it's good to be able to understand at least a little bit.

**Interviewer:** Do you speak any other languages?

**Elliot:** Well, I'm learning Spanish at school. I like being able to understand some of the words when I hear a Spanish song.

**Interviewer:** Aisha Davis, my next interviewee, is a doctor. Aisha, what do you think are the advantages of learning a language?

**Aisha:** Studies show that learning another language is good for you.

**Interviewer:** Really?

**Aisha:** Yes, it improves your brain power and there is some evidence to show that people who are bilingual live longer.

**Interviewer:** Oh, really? That's interesting.

**Interviewer:** Finally, I spoke to Ben. Ben, what do you think the advantages are of learning another language?

**Ben:** Being able to speak another language helps you to use your own language well. I teach history and I find that students who know another language have better reading skills and wider vocabulary. And of course, having another language can be very helpful for going to college or university.

**Interviewer:** Thanks, Ben. It's good to have a teacher's point of view.

**Track 25**

**Interviewer**: In today's programme, we are talking to Dr Maha, an expert on Internet safety who has written many articles advising parents and teenagers about the dangers that exist online and how to stay safe. Welcome Dr Maha.

**Dr Maha**: Thank you. It's nice to have the opportunity to talk to you today.

**Interviewer**: So Dr Maha, what are the some of the dangers that teenagers and parents should be aware of when using social media?

**Dr Maha**: Well, one of the most important things to be aware of is that not everybody online is who they say they are. There is no way of checking that the information someone is giving you is true. Certain people may have bad intentions so it is really important that you *never* give someone you don't know any personal information, such as your address, your email or your phone number. You shouldn't ever agree to meet up for real with someone you don't know, and if anyone suggests this, you should tell your parents immediately.

**Interviewer**: Yes of course. What about sharing passwords?

**Dr Maha**: Never share your passwords with anyone, not even your best friends. The only people who should know your passwords are you and your parents. It is important that they have access to your accounts so they can help keep you safe and protected. It is also really important to keep your security or privacy settings at the highest level so no one can hack your account, and your parents can show you how to do this. Also, do not download or install software on your computer or phone before checking with your parents.

**Interviewer**: You talk a lot about teenagers using social media 'responsibly'. Please can you explain more about this.

**Dr Maha**: Of course. Well, just like in real life people online can be good or bad. Never respond to mean or rude texts, messages or emails and delete any unwanted messages. Delete friends who bother you or post things that you don't like. In the same way, you should also always behave in a positive way. If you wouldn't say something to another person's face, don't text it or post it online. Once something is posted online, it's possible it could be seen by millions of people! Imagine how badly that could end up! Once other people have access to something, you can never delete it or remove it. It might stay online forever.

**Interviewer**: Yes, I guess you should always think very carefully before you post anything about yourself or someone else. So Dr Maha, what is the most important piece of advice you can give our teenage listeners today?

**Dr Maha**: Actually, there are two things you should always remember. The first is privacy. Even though the point of social media is to communicate and share, you should always be responsible for the information you give out and make sure you keep your settings private. The second thing to remember is if you *ever* see something online that makes you feel uncomfortable, unsafe or worried, you should turn off your computer or phone and tell your parents immediately.

**Interviewer**: Thank you very much Dr Maha, it has been very interesting talking with you today and thank you for your very sensible advice.

**Dr Maha**: You are very welcome, it was my pleasure.

**Track 26**

**A:** Greetings and introductions
Good morning/good afternoon everyone.
Today I'm/we're going to talk to you about …
I'd/we'd like to talk about ...
The main focus of this presentation is ...

**B:** Main points
To start with/Firstly, we're going to look at …
For example, …
Secondly, we're going to consider …
Finally, ….

**A:** Referring to visuals
As you can see on the poster …
On the left/right/top/bottom, you can see …

**B:** Summary/conclusion
In conclusion/to sum up …
Thank you.

## UNIT 8

**Track 27**

**Ali:** Hi Majed, what's that you're wearing? Is it a present?

**Majed:** Yes, it's a smartwatch that my father gave me. It's really clever!

**Ali:** A smartwatch? What's that? A watch tells the time, doesn't it? How's that smart?

**Majed:** This one can do much more than tell the time. I can receive texts and emails on it, and I can see my Facebook and Twitter pages.

**Ali:** Wow! How does it do that? It's so small.

**Majed:** Well, it links up to my smartphone which does most of the work – but I can see everything on the watch screen.

**Ali:** Oh, does that mean you have to have a smartphone to use a smartwatch?

**Majed:** Yes, that's one of the disadvantages. If you don't, it can do much more than tell the time. This one can tell me how far I have walked or run, and how fast my heart is beating.

**Ali:** That's great. Can I try to check my messages, please?

**Majed:** Sorry, you have to have the right type of smartwatch to work with your phone. Your smartphone is different to mine so it won't work.

**Ali:** Never mind. Can it take photos?

**Majed:** This one can't but some can. With this one I can set up my smartphone ready to take the photo and then use the watch to tell it when I'm ready.

**Ali:** How do you mean?

**Majed:** Well, I can put the phone over there and leave it ready to take a photo of you. Then I can walk back and sit down next to you and, when we're ready, press the screen on the watch to tell the phone to take it.

**Ali:** So you can use it to take a selfie at a distance! That's smart!

**Majed**: Yes, it's a smartwatch.

**Track 28**

**Interviewer:** What do you think about email? What are the advantages?

**Girl 1:** It's very quick. You can send a message and it usually arrives a few seconds later.

**Girl 2:** You can send an email message anywhere in the world.

**Girl 3:** It's not expensive. It's cheaper than texting if you want to send a message to a friend in another country.

**Girl 2:** And you can send the same message to lots of different people at the same time. It's great if you're planning a party.

**Interviewer:** OK, so those are the advantages. What are the disadvantages? Are there any disadvantages?

**Girl 1:** Not everyone uses email.

**Girl 2:** Don't they?

**Girl 1:** No, they just text on their mobiles.

**Girl 2 :** Oh, OK. Oh, and you get quite a lot of emails you don't want.

**Girl 3:** You mean junk mail?

**Girl 2:** Yes, from people wanting to sell things. It's really annoying.

**Girl 1:** Another thing is that you write an email and you send it without thinking and then you wish you hadn't. So sometimes it's just too quick and easy.

**Girl 3:** You have to be really careful too. If you get an email from someone you don't know, it's best not to open it because it might have an attachment with a virus and it can really mess up your computer.

**Interviewer:** So, those are the disadvantages. On balance, do you think email is a good thing?

**All:** Yes, yes, definitely. Of course.

**Track 29**

**Presenter:** Good afternoon, and welcome to PM Magazine covering all the news behind the news. First to a new report on using your mobile or smartphone.

Do you use your phone responsibly? Did you even know it could be used irresponsibly? According to a report from one of the world's largest telecom companies, many of us use our phones in ways which annoy or upset others. The report, called 'Mobile phone etiquette', gives some dos and don'ts to make sure you are not one of the inconsiderate ones.

Apparently, the biggest irritation to others is phone-use in quiet public places. So turn it off in the cinema and theatre – and that means 'off', not just silent mode because the light can also disturb.

When you do have to make or take a call in public, move away from other people. They don't want to listen to your personal conversations. For the same reason, don't talk loudly. This is particularly true on buses, trains, etc. – other travellers really don't want to spend the whole journey listening to you moaning about your friends.

When you are in a social situation with friends or colleagues, don't keep checking your phone to see if there's been a message. And certainly don't reply if there has been! It's rude – you're saying 'you're boring and I'm hoping there's something more interesting on my phone'. If you are expecting an important call when you go to meet someone, apologise and tell them you will have to take it when it comes.

The biggest complaint from older people interviewed for the report is the use of smartphones during meals. If someone has cooked for you, and is eating with you, then show them respect by giving them your full attention. Smartphones, tablets, laptops, etc. should not be used at the table.

Another don't from the report concerns the use of phones when walking in the street, particularly for reading and writing texts. It's dangerous for you and annoying for other people who have to walk around you.

And finally, the etiquette of speakerphones and ring tones. According to the report, we shouldn't put a phone on speakerphone unless we are in private or in a meeting

in which everyone needs to hear – and then always tell the person at the other end what you are doing.

And ring tones? They're fun but we should be aware that people judge us by them. So if you're embarrassed in public when your phone rings (buzzes, beeps, tweets, sings, etc.), then it probably isn't the best one for you. So choose carefully!

And use that phone carefully! And now on to …

## UNIT 9

**Track 30**

**M:** People have lived along the banks of the Nile for thousands of years. Thanks to this river amazing ancient civilisations flourished. For instance, the ancient Egyptians based their lives and culture on the Nile. They knew that every year in June the river flooded, but when it returned to its normal size, they could use the fertile soil to grow crops for food like vegetables, fruit and cereals.

Animals lived in the Nile just like they do today. There were crocodiles, hippos, turtles and many fish. Ancient Egyptians used to fish a lot as this was their main source of animal protein.

Apart from food, the Nile provided a lot of materials that were used for building. The ancient Egyptians used the mud to make bricks and with these to make their homes and other buildings. Another important material that existed thanks to the Nile was the 'papyrus'. People used this to write on and it came from a plant which grew on the river banks. Lastly, the Nile was also important for transport. The Egyptians were able to carry goods, such as gold and linen, to trade with other countries around the Mediterranean.

**Track 31**

**Girl 1**: That was such an interesting programme. It's funny that we were reading about the Nile at school today, but I didn't know that there were crocodiles in the Nile.

**Girl 2**: Me neither. And there are so many cities, towns and villages on the river banks. It must be scary to live so close to those huge crocs.

**Girl 1**: I know! I thought the story of that man was amazing. You know, the fisherman who was inside his boat and a crocodile nearly attacked him!

**Girl 2**: Oh yes. Anyway, I'd really like to visit Egypt one day and see the Great Pyramids in Cairo. I'll go one day and I'll climb up the Great Pyramid of Giza.

**Girl 1**: (*laughs)* Great idea, but you can't. It's not allowed. You can walk around them and take photos which is more than enough. I'd rather go to the south of Egypt and visit the Abu Simbel temple.

**Girl 2:** That was in the documentary too, wasn't it?

**Girl 1**: The statues were so big! The tourists who were walking past them looked like ants.

(*both laugh)*

**Track 32**

**Yasmin**: What did you do during the holidays, Samira? Anything interesting?

**Samira:** Yes, I did actually. I was visiting my aunt and uncle in Sharjah and we went to see the Islamic Botanical Gardens. You should go there if you ever get the chance, I absolutely loved them! They were so interesting and beautiful – and full of meaning as well. I went back with my cousins twice while I was there.

**Yasmin**: Really? Why did you like them so much? I didn't know you were interested in gardens.

**Samira:** Well I wasn't before, but these are special. They reminded me how wonderful it is to be in a natural environment. Have you noticed that if you spend time in nature you always feel better and have more energy? Living in the middle of a big city like Dubai is great, but it means we don't see much nature, do we?

**Yasmin:** No, we probably spend too much time in the shopping malls!

**Samira:** And then all the sweet-smelling plants and flowers were just so lovely! The fragrance from the flowers and well, it was almost like being in paradise. The water garden with the fountains was beautiful, too.

**Yasmin:** That sounds wonderful.

**Samira:** There weren't just flowers: there were herbs, and fruits too – like grapes and figs and pomegranates. There are lots of plants that are mentioned in the Holy Qur'an, 42 different kinds, I think. They come from all over the world and some of them are very rare. You can read lots of interesting facts about them – the information displays are really good.

**Yasmin:** So, you were pleased you went?

**Samira:** Definitely! I was so amazed to learn so much about useful plants and herbs and just by visiting one garden! In fact, I bought a book afterwards about gardens like the one in Sharjah from the bookshop and it said that they are places for reflection. And I also realised that the fact that we look after plants like these in the gardens is helping to protect the environment and save them for everyone to enjoy.

**Yasmin:** It sounds like an amazing place. If I go to Sharjah, I'll definitely try to visit them.

**Track 33**

**Presenter:** Today in the studio we have Ms Meera Khalife, who's a scientist from the United Arab Emirates and who's working on the conservation of coral reefs in the Arabian Gulf. Welcome, Meera.

**Meera:** Thank you.

**Presenter:** First, can you tell us a bit about coral reefs and why they are so important?

**Meera**: Well, first of all they're extremely beautiful and for example, in the Arabian Gulf, they're an important tourist attraction. But, above all, they are home to all sorts of fish and other animals like clams, starfish, snails and so on. If coral reefs disappeared from our planet, there wouldn't be as many fish in the oceans and the coasts wouldn't be protected from storms or tsunamis.

**Presenter:** Really? So why are you studying the coral reefs in the Arabian Gulf?

**Meera:** We know that 27% of coral reefs on our planet have been destroyed in the past 30 years or so. The problem is bigger in the Arabian Gulf where up to 35% of our coral reefs might have been lost. Our aim is to stop this.

**Presenter:** What's the biggest danger for the coral reefs in the Arabian Gulf?

**Meera:** The most important threat is the sea because it's getting warmer and saltier. The waters off the coast of Abu Dhabi can get as warm as 35°C. Now, coral reefs need warm temperatures but this is too much. As a result, they lose their bright colours and die. Of course, pollution and commercial fishing also cause problems.

**Presenter:** What can you and other scientists do to help these coral reefs?

**Meera:** First of all, we need to create a map so that we know the exact size and location of the reefs. After that, we want to find out whether we can save the corals that are already under threat.

**Presenter:** I hope you manage to do that, Meera! Thank you for talking to me.

**Track 34**

**Mike:** What's wrong, Sarah? Why are you in such a bad mood?

**Sarah:** I'm just sad our holidays are over.

**Mike:** Me too ... but cheer up! We had a great time in Egypt! Think about the good times we had.

**Sarah:** I know. That's the thing. I want to go snorkelling again and see all those colourful fish.

**Mike:** You will one day! It must've been great! I can't believe I missed the snorkelling trip. I was so angry when I got seasick and had to go back to the hotel.

**Sarah:** Yes that was a shame. You know, I'd like to become a marine biologist one day. I'd love to study corals and fish.

**Mike:** And then you'd work on tropical islands around the world and I'll visit you. Great idea!

**Sarah:** *(laughs)* So what was the highlight of the trip for you?

**Mike:** It's hard to choose, but perhaps seeing the great Pyramids of Giza. I've always wanted to visit that place and the guide we had was brilliant. You?

**Sarah:** Yeah, the pyramids were unbelievable! They were so huge, weren't they? The guide was OK but I preferred the one at the Abu Simbel temples. She explained things more clearly and was friendlier.

**Mike:** There are so many sights we didn't have time to see. Why don't we ask Mum and Dad to go back again next year. What do you think?

## UNIT 10

**Track 35**

*Titanic* was the biggest, fastest and most luxurious liner of its time. In April 1912, the ship set sail on its maiden voyage from Southampton in Great Britain to New York.

It was making good progress across the Atlantic when, on the night of Sunday the 14th of April, five days after setting out, it hit an iceberg. A telegram was sent saying that the ship needed help.

The ship went down within three hours of hitting the iceberg. It sank nearly four kilometres to the bottom of the ocean. Some passengers managed to escape, but there weren't enough lifeboats to save everyone.

While the passengers in the lifeboats were desperately trying to survive the freezing temperatures, the nearest ship, the *Carpathia*, had answered *Titanic*'s call for help and was heading at full speed to rescue them. It took the *Carpathia* four hours to reach the place where the ship had sunk.

On Tuesday, April 16th, the headlines in the newspaper read: '*Titanic* sunk, no lives lost' and 'All *Titanic* passengers are safe'.

However, by the following morning, it was clear that more than 1,500 people had died and that only about 700 passengers had survived.

**Track 36**

**Presenter:** In 1985, a very exciting discovery was made. The wreck of the *Titanic*, which had sunk in April 1912, was found off the coast of Newfoundland, Canada. Then, in 1986, a three-person submersible went down to the wreck, to explore it. Using a robot fitted with a camera, the team took pictures of the inside of the ship. But that was all. They didn't take away any objects. However, since then there have been several expeditions

which have brought back 6,000 objects: china, jewellery, the ship's bell, a whistle, silver, letters and other personal belongings. The simple question is: is it right to explore the wreck of the *Titanic*? Our first caller is Joe, from Washington DC.

**Joe:** I think it's a good idea to explore the wreck.

**Presenter:** What about bringing back objects from the wreck?

**Joe:** Yes, I think that's fine. It brings the story to life. You understand more about it by seeing these objects.

**Presenter:** Thanks, Joe. Now we've got Tania, from Southampton, England, which is where the *Titanic* sailed from.

**Tania:** I don't agree at all with what Joe said. My great, great-grandfather was a sailor on the *Titanic*. He died when the ship went down, so the ship is really his grave, along with all the other people who lost their lives. It's not right to disturb the wreck.

**Presenter:** Thank you, Tania, for calling in. That's very interesting. We've now got someone from Canada on the line, Patrick. Hello Patrick.

**Patrick:** While I understand what Tania said, I'm afraid I don't agree. The objects that people bring back from the *Titanic* can be put in museums and kept in good condition. Otherwise they would just disappear and be lost forever.

**Presenter:** Thank you, Patrick. And what do you think about Adventure Tourism – people going down in a submersible to see the wreck for themselves?

**Patrick:** Well, I don't think that's necessary. I've heard about a plan to fit the wreck with lights and digital cameras, so that you can do a virtual trip on your computer. I think that's a good idea.

**Presenter:** And could I come back to you, Joe and Tania? Two people recently went down in a submersible and had their wedding on the deck of the *Titanic*. What do you think about that? Joe, first of all.

**Joe:** Well, I suppose that's OK, so long as it doesn't do any damage to the ship.

**Presenter:** Tania?

**Tania:** I think that's terrible. Having a wedding on somebody's grave!

**Presenter:** We've got several people waiting to give their views, so we'll come back after this.

**Track 37**

1

**Narrator:** Ibn Jubayr left Granada in Spain in February 1183. He was very happy to at last perform his Hajj to Mecca. He travelled first to Africa to the Spanish port-city of Cueta near Morocco; from there he took a boat and sailed to Alexandria in Egypt. He stayed in Alexandria for several weeks because he liked the city so much. He admired the giant lighthouse at the entrance to the port, the generous sultan who gave 2,000 loaves of bread to the poor every day and the many, many mosques in the city, often four or five in the same street. He travelled on to Cairo, where he took a boat down the Nile to the town of Qus, and then travelled by camel to the coast to the Red Sea port of 'Aydhab, the modern Egypt–Sudan border. From 'Aydhab, he sailed across the Red Sea to the port of Jeddah in Arabia, from where he continued on by camel again to finally arrive in Mecca in August.

2

**Narrator:** After spending nine months in Mecca, Ibn Jubayr set out on his journey home. But he didn't take a direct route. He went first to the Arabian city of Medina. He was an adventurous traveller, who loved the Arab poetry he had learned as a boy about travelling in the desert. He wanted to experience it for himself, so he joined a caravan of pilgrims which was travelling north across the desert into Iraq and the city of Baghdad. Crossing the desert was dangerous because there were groups of thieves who often attacked travellers on the important trade routes, but Ibn Jubayr's caravan arrived safely in Baghdad. He wrote that he thought the city was beautiful but the people proud and cold. He continued to travel through Iraq to the city of Mosul before turning west towards Syria. In Syria he visited Aleppo and then Damascus, where he stayed for two months. He thought the city was 'like paradise', very beautiful and full of the friendliest people he had ever met.

3

**Narrator:** The last part of Ibn Jubayr's journey was the most dangerous. From Damascus, he travelled to the Mediterranean port of Acre. He didn't stay long and got on a ship to sail home. However, it was a difficult journey: first the ship was in danger from pirates and then there were such terrible storms at sea that the ship sunk and Ibn Jubayr nearly died. Luckily, he managed to get to land in Sicily where he stayed for four months, travelling to Messina and Palermo. Palermo was another city he found very rich and beautiful with wonderful gardens. He spent time with the Muslim community and wrote about the problems which made him sad, particularly because they were kind to him and helped him a lot. He also wrote about the terrifying live volcanoes, 'the mountains of fire' he saw in Sicily, such as Stromboli. After his four-month visit, Ibn Jubyar left Sicily by boat and finally arrived home in Cartagena in Spain in April 1185.

**Track 38**

**Teacher:** In our last lesson we learned about the planets in our solar system. Today we're going to talk about space exploration. What's your opinion on exploring space, Anna?

**Anna:** I think we should keep on exploring space. We've already seen what Mars is like and I'm sure one day, people will live on Mars. Perhaps there's life there already!

**Teacher:** What do you think, Olivia?

**Olivia:** I think we should send robots to all the planets in our solar system, to find out more about them.

**Anna:** Why not send people instead of robots?

**Olivia:** Well, because it's dangerous, so it's better to send robots.

**Teacher:** Does anybody think that people will go into space on holiday? There is already space tourism, people going into space just for the fun of it.

**Cristina:** Yes, I think space tourism will be really popular in the future. I'd love to go up into space in a rocket.

**Teacher:** What other possibilities are there for space exploration? Tammy, what do you think?

**Tammy:** I think one day criminals will be sent to another planet or to a space station, rather than to a prison here.

**Cristina:** What?! That's a crazy idea.

**Tammy:** Why? Two hundred years ago criminals were sent to Australia in prison ships. What's the difference?
**Teacher:** Well, that's an interesting idea, Tammy. Nicole, what do you think is the most important reason for exploring space?

**Nicole:** Well, I think that we will have to find other places to live in the solar system because there won't be enough room on Earth.

## UNIT 11

**Track 39**

**Narrator: 1**

**Male commentator:** That was an amazing ball from Monty Panesar. The batsman missed it altogether and it hit the stumps. So he's out first ball. Incredible!

**Narrator: 2**

**Female commentator:** Murray comes into the net with his racket held high for a smash … Oh no, it's out!

**Umpire:** Love fifteen.

**Narrator: 3**

**Male commentator:** Number 10 has kicked the ball right between the posts. That's an amazing drop kick. That's 3 points to the All Blacks.

**Narrator: 4**

**Female commentator:** The ball has gone high over the net and yes, it's a point for the home team.

**Narrator: 5**

**Male commentator:** He's won the Championship for the third time in a row. He's holding the cup in one hand and the club he used for the winning shot. Even the caddy is smiling.

**Narrator: 6**

**Male commentator:** The goalkeeper reaches for the ball and it goes into the top corner of the net. Is it a goal? The referee's blown his whistle. It was a dangerous tackle. So that's a penalty.

**Narrator: 7**

**Male commentator:** The batter's hit the ball. It's gone high … but the pitcher's caught it in his glove. So he's out.

**Narrator: 8**

**Male commentator:** The cornerback has stopped the ball from reaching the goalpost and he's now running up the field with it. He's passed the ball to the quarterback and now he's taking his helmet off. It looks as if he's got a problem … so there's going to be a substitution.

**Narrator: 9**

**Female commentator:** The ball's hit the backboard and yes, it's another basket for the Spanish team.

**Narrator: 10**

**Male commentator:** It's the Colombian rider in front at the moment, wearing a blue helmet. He's riding a specially designed titanium bicycle and he's looking really good.

**Track 40**

**Man:** Both players enter on court. It's Murray's turn to serve first. He slams the ball hard with his racket but oh no, it's straight into the net. He takes another ball from his pocket and serves again. This time it's in. His opponent is really having to run across the court to reach it …

**Woman:** The competitors are finding their places at the side of the pool. Mubarak Salem Al Besher, the UAE swimmer, is in lane 5. They take their positions and prepare to dive. And there's the signal and they're off!

**Man:** It's nearly the end of the match, only five minutes to go and the UAE team really need to score at this stage if they are to secure a place in the final. UAE player kicks the ball to UAE player – what a great pass – and, oh oh, it's in! It's a goal! The UAE team have done it! They've beaten Qatar and they're through to the cup final!

**Woman:** And here's Thuraya al Zaabi, of the UAE, getting herself into position. She has been handed the javelin and she's preparing to throw. She will be trying to beat her personal record of 15.66m today.

**Man:** It's the UAE rider, Yousif Mirza, out in front – he's the one in the red helmet. He's riding a specially designed bicycle, very light, and he's managing a good speed, ahead of the other cyclists.

**Track 41**

**Interviewer:** Where did you get...?

**Speaker:** I was thinking of climbing Mount Everest so I asked a friend who had done big expeditions for some advice. He said that Everest had been done by so many people, and many Arabs had done it. Very few people had walked to a pole, and no Arab had done it. If I was the first Arab, I would always have that record. If I was fastest, or youngest, or oldest, someone could come after me and break my record, but if I was the first Arab, no one could break my record.

**Interviewer:** Why did you decide...?

**Speaker:** I didn't decide to become a full-time adventurer. It happened by accident. After walking to

the magnetic North Pole, I kept being asked to do new adventures, and it seemed that eventually it became a full-time job!

**Interviewer:** How do you choose...?

**Speaker:** At first, I had only planned on going to the North Pole, and one of the important reasons for doing that was to be the first Arab. Since then, I have been offered or seen many expeditions, but being the first Arab to do something is always a big reason.

**Interviewer:** How much time do you spend...?

**Speaker:** I have been playing sports since I was at school, so in a way, I have been training all my life. Preparations start as soon as I have decided to go on an expedition. I start training more specifically for the challenge, and I start getting my equipment and clothing ready as soon as possible, and start testing and checking everything is ready to go.

**Interviewer:** What have been...?

**Speaker:** The hardest expedition was definitely rowing across the Atlantic, it was several times worse than walking to the magnetic North Pole. That was the worst part. The best part was, before I went to the North Pole, I went to talk to a school. The day I got back to Bahrain, I was asked to visit the school again, and when I arrived, they surprised me with a big reception with all the kids cheering. It was such a great end to my adventure.

**Interviewer:** Do you have...?

**Speaker:** My best advice, in the smallest sentence, is this: dream big and work hard!

## UNIT 12

**Track 42**

**Ali:** I've taken up the chess. I'm really into it. I absolutely love it! I have this amazing teacher – he's my grandfather and he's so cool! You say you don't like traditional board games, but you should give them a try.

**Kamaruddin:** I do taekwondo, which is a martial art that offers lots of benefits, such as learning to defend yourself as well as keeping the mind and body strong. I prefer doing taekwondo to doing team sports like football. After my taekwondo class I am usually quite tired, so I stay in and listen to some music to relax.

**Track 43**

It was absolutely fantastic that *Star Wars* was filmed in the desert area outside Abu Dhabi. In this way, more people outside the UAE can learn about our country and develop a greater interest in it. Of course, big films bring in a certain amount of money to the country, but, more importantly, they encourage interest and understanding around the world. Now people are travelling here to see where that first half hour was filmed in the desert! We also hope that one day, a similar film could be produced in the UAE using local actors and a storyline based in this region.

**Track 44**

I was lucky enough to visit the film set and watch some of the filming – can you imagine seeing alien creatures walking around, all wearing strange costumes! I couldn't stop watching them! Not only that, the place was 'buzzing' with about 700 actors and extras from over twenty different countries! It was quite something! And what was most surprising was there were now roads in the desert where there hadn't been any before! The film company wanted them, so we built them!

**Track 45**

**Ben:** To be honest Martin, I never expected to learn as much as I have done on this course – and I'm only in my first year! For example, I hadn't realised how important the camera angle is in making a really good film. Well, that and lots of other things, of course, like the lighting!

**Martin:** Yes, I feel the same, Ben! Then when you watch films, you start looking at them in a different way, don't you? You notice things about the film you wouldn't have seen before. That's fantastic!

**Ben:** Do you know something else that has impressed me about the course?

**Martin:** What? Let me guess – all the amazing equipment we have access to! I was a bit nervous about using it at first!

**Ben:** Well, obviously I was blown away when I first laid eyes on those bright and shiny cameras! Just too much really! No, what I really feel sort of, grateful for, is how helpful the lecturers and professors on the course are. Do you know, from the first day, they've always remembered my name and shown a personal interest in my progress? That makes me want to work even harder, you know?

**Martin:** I agree – and you don't always find that. Also, they're all professionals in their field so they know what they're talking about … Anyway, I really want to go on to be an entertainment lawyer, so I've got more studies to do after this at law school. But I know that when I finish this course, I'll take with me the knowledge of how powerful the cinema can be and the effect it can have on people.

**Ben:** And the area I'm interested in is screenwriting. This course has really taught me how to think more creatively. I'm much more confident now in my ideas and my ability to tell stories.

**Martin:** That's great! And talking about good stories, why don't we go along to the film club this evening? They're showing some of the old classics – and I think we can gain a lot from them as well!

**Ben**: You're absolutely right there. Let's meet at 7 pm.

**Martin**: OK, See you later, Ben!

## Workbook

**Track 2**

[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 3**

[1] 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.

[2] 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!

[3] 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 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.

# PCM 1 Feedback form – Aladdin the play

1 Please assess how successful each scene of the play was by completing the appropriate column on the feedback form.

2 Then please give your overall assessment of the activity and how helpful you found it personally.

| **Scene** | **Feedback** 👍 👍 | **Feedback** 😐 ☹ |
|---|---|---|
| **1** | | |
| **2** | | |
| **3** | | |
| **4** | | |
| **5** | | |
| **6** | | |
| **Overall feedback** (how the class performed generally) | | |
| **Personal feedback** (what you personally gained from the experience) | | |

# PCM 2 Map of the world

# PCM 3 Digital behaviour

Which ideas are examples of good digital behavior?

- You should never give someone online any of your personal information.
- You should tell your parents if anyone online asks you to meet in real life.
- You can post anything you like online.
- You can share your password with your best friend.
- Your parents should have access to your social media accounts.
- You should check with your parents before downloading an app.
- You can leave your social media accounts open.

# PCM 4 Australia

# PCM 5 Checklist for writing and punctuation

Punctuation marks are symbols which organise the structure of written language, and indicate intonation and pauses you need to make when you are reading aloud.

**Capital letters**

Use capital letters:

**1** To begin a sentence or question.

***M**y brother likes technology.*

***D**o you speak English?*

**2** For names of people, places, planets, rivers, mountains, etc.

***T**ony, **G**reece, **J**upiter, **H**imalayas*

**3** For the days of the week and months of the year.

***M**onday, **F**ebruary*

**4** For nationalities and regions, languages, religions and ethnic groups.

***I**talian, **R**ussian, **C**hinese, **M**uslim, the **A**borigines*

**5** For titles of books, magazines, films, songs, etc.

**Full stop**

Use a full stop at the end of a sentence:

*I always take my mobile phone with me when I go out**.***

**Question marks**

Question marks are used at the end of questions.

*Did you do the homework**?***

*You will help me, won't you**?***

**Exclamation marks**

They are used to indicate strong emotions.

*She's so beautiful**!***

*How interesting**!***

## Commas

**1** They are used when you write a list of things. You put a comma after each word, but you don't need a comma before the word *and*.

*I have a smartphone**,** a tablet and a laptop.*

**2** Commas are also used between adjectives or adverbs.

*I'd like to have a big**,** black**,** German car.*

**3** After the street address and city in an address.

*34 Zamora Street**,** Madrid**,** Spain.*

Before or after direct speech:

*He said**,** 'My sister speaks four languages.'*

*'Me too**,**' she replied.*

## Speech marks

**1** Always use speech marks to show someone is talking.

*'I'm going to do my homework.'*

**2** If a sentence inside the speech marks is complete, finish with a full stop.

*'I'm going to start taking Chinese lessons.'*

**3** Put a comma after a person's words if the sentence isn't finished.

*'Hurry up,' shouted my brother.*

**4** Complete questions inside the speech marks with a question mark.

*'What are you going to do tomorrow?'*

# PCM 6 Board game

| | | | |
|---|---|---|---|
| If I had to move to another country, ... ☐ | I'd like to be ... when I grow up if ... ☐ | If I were really good at ... , ... ☐ | If I had a lot of money, ... ☐ |
| If there was an earthquake right now, ... ☐ | If people were nicer to each other, ... ☐ | I'd like to speak ... fluently if ... ☐ | I'd tell the teacher if ... ☐ |
| I'd like to meet ... if ... ☐ | If it was possible, I ... ☐ | If it was possible, I ... ☐ | The world wouldn't be ... if ... ☐ |
| If I had one wish, ... ☐ | If there wasn't any water on Earth, ... ☐ | If I went to Egypt, ... ☐ | If I could travel anywhere in the world, ... ☐ |
| I wouldn't ... if I were famous. ☐ | If my friend was in trouble, ... ☐ | My parents wouldn't ... if ... ☐ | My teacher would ... if ... ☐ |

# PCM 7 Holiday brochures

## Red Sea Experience

### 7 Nights, all inclusive at Premier Hotel

Stay in a five-star resort with four pools, six restaurants, a fully equipped gym and much more just 3 km away from the beach. There's free transport from and to the beach three times a day. We rent scuba-diving and snorkelling equipment. Contact us to find out more about the Red Sea coral reefs and how you can explore them!

**Book between April and June and you might win a free scuba-diving course!**

**Price:** from £600 *(flights not included)*

## Majestic Egypt

### 9-day cruise on the Nile

An experience of a lifetime – a cruise down the River Nile from Aswan to Luxor including two nights at a hotel in Cairo.

You'll be able to relax on the ship's shaded deck while we sail you to the wonders of Egypt: temples, pyramids and the mysterious desert. Get ready to visit the great Pyramids of Giza, see the wonderful temple of Nekhbet, walk through the town of Kom Ombo and swim in the majestic river Nile.

**Book between April and June and you might win a free scuba-diving course!**

**Price:** from £800 including sightseeing tickets and local guide *(flights not included)*

# PCM 8 Past tense review

## A Past simple (active)

**Use:** to describe a completed action in the past

**Formation:** the verb ends in *-ed* for regular verbs; irregular verbs have alternative endings:

*Only 700 passengers survive**d** when the Titanic **sank** in April 1912.*

**Complete the sentences with the verb in the past simple.**

1 People _____ from all over to see the *Titanic*. (travel)

2 I _____ a book. Is it yours? (find)

3 My father _____ me some money yesterday. (give)

4 The bell _____ to warn of the danger. (ring)

5 They all _____ to the airport yesterday. (go)

## B Past simple (passive)

**Use:** to describe a completed action in the past when the person who did the action is not known or is less important than the action

**Formation:** *was/were* + past participle

*The lifeboats **were used** but there weren't enough.*

**Make sentences. Use the past simple passive.**

6 I / promise / a gift. *I was promised a gift.*

7 The *Titanic* /sink / by an iceberg _____

8 The people / tell / about the accident the next day _____

9 They / send / a text message _____

10 My father / sell / a car by that man _____

11 I / not offer / a drink _____

## C Present perfect

**Use:** to describe an action that started in the past and is still continuing in the present, or has a result in the present

**Formation:** *has/have* + past participle

*The seamen **have been** away for six months.*

**Make sentences. Use the present perfect.**

12 The climate / change / in the last fifty years _____

13 She / be / ill in bed since last week _____

14 I think he / forget / our names again _____

15 Jassim / break / his leg so he can't walk _____

16 We / not see / your new car yet _____

## D Past perfect

**Use:** to describe an event that happened before another event in the past

**Formation:** *had* + past participle

*The* Titanic ***had sunk** before any help arrived.*

**Complete the sentences with the verb in the past perfect.**

17 The *Titanic* _____ for five days when it sunk. (sail)

18 They _____ two hours before us. (arrive)

19 We _____ all our work so the teacher was happy. (finish)

20 When I arrived home, my parents _____ out. (go)

21 The plants were dead because it _____ for three months. (not rain)

**E Past continuous**

**Use:** to describe an action that was continuing at a certain time in the past

**Formation:** *was/were* + verb*+ing*

The ship **was sailing** across the Atlantic when it hit an iceberg.

**Complete the sentences with the verb in the past continuous.**

22 The plane crashed while it _____ (take off)

23 When I left home, they _____ television. (watch)

24 I _____ a newspaper when I saw your picture. (read)

25 My father arrived home while we _____. (sleep)

26 You _____ for me at six o'clock as you promised. (not wait)

# PCM 9 Future forms

**A *will* future**

**Use:** for predicting events we expect will happen and for sudden decisions, often with the expression *I think*

**Formation:** *will/won't* + verb

*We'**ll send** people to the moon again soon.*

*I think I'**ll watch** television.*

**Complete with *will/won't* and a suitable verb.**

1 *It's getting dark. I think I'll turn on a light.*

2 I'm feeling really tired. I think I _____ to bed.

3 Robots _____ most of the jobs in the house one day soon.

4 I didn't enjoy that film. I _____ any more by that film maker.

5 I _____ the window because I think there's going to be a rainstorm.

6 We're moving to Europe. I _____ you again.

7 Cars _____ drivers in the future. They'll drive themselves.

**B *going to* future**

**Use:** for plans and for future events we have evidence for

**Formation:** *am/is/are* + *going to* + verb

*We'**re going to swim** tomorrow. It'**s going to rain.***

**Write sentences about the plans you and your friends have made for the weekend.**

8 I / buy / some new shoes *I'm going to buy some new shoes.*

9 Jamila / play / tennis

_____

10 Fatima / write / her blog

_____

11 Laila / help / her family paint their house

_____

12 Huda, Mouza and Salama / have / a party

_____

13 I / go / to the party in the evening

_____

14 Eman / not do / anything because she's ill

_____

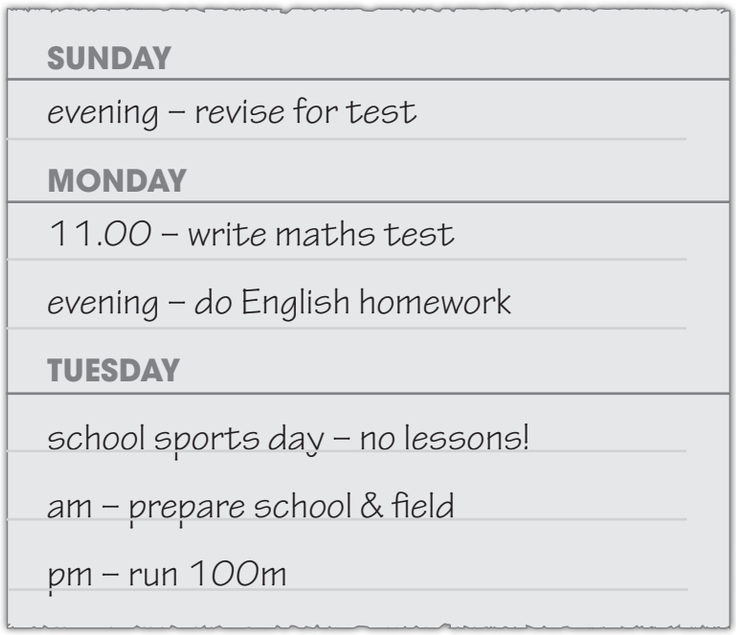
**C Present continuous**

**Use:** for agreed arrangements

**Formation:** *am/is/are* + verb+*ing*

*We**'re meeting** at ten o'clock tomorrow.*

**Saif has made some plans in his diary. Complete the sentences.**




15 On Sunday evening he _____ for a test.

16 At 11.00 on Monday he _____ a maths test.

17 He _____ his English homework on Monday evening.

18 On Tuesday it's sports day at school. He _____ any lessons.

19 In the morning, the students _____ the school and field.

20 In the afternoon, he _____ in the 400m race as he prefers the 100m.

**D Present simple**

**Use:** for fixed plans or fixed arrangements (often with times or dates)

**Formation:** infinitive of verb (without *to*); third person singular forms end in *-s*

*The bus **leaves** at eight o'clock every day next week.*

**Make sentences. Use the present simple.**

21 The film / start / at 19.00

_____

22 School / finish / early tomorrow

_____

23 Our exams / be / next month

_____

24 The bank / close / at 15.00 this afternoon

_____

25 The time has changed! The plane / (not) arrive / at 20.00

_____

26 We / (not) have / a meeting in May. I'm on holiday.

_____

# PCM 10 Literacy project: Presentation feedback form

**Class group:** _____

**Name of film:** _____

**Please give marks out of 5 for each of the sections below.**
**Your feedback should remain anonymous.**

**1** Clarity of presentation: _____

How easy did you find it to understand what the group were saying?

**2** Resources used for the presentation: _____

Did the group provide interesting photos or internet material to illustrate their presentation?

**3** Was the group's presentation interesting to listen to? _____

**4** Did the group reach a logical and understandable conclusion? _____

**5** Final overall mark = _____

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