



United Arab Emirates
Ministry of Education



Bridge to Success

Teacher's Guide



Chris Barker and Libby Mitchell

Term 3 material 2017

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.

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

© Cambridge University Press and the United Arab Emirates Ministry of Education 2017

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2017

Printed in the United Arab Emirates

ISBN XXXXXXXXXXXX Grade 8 Teacher's Guide

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Contents

Scope and Sequence	iii
Introduction	iv
How to use <i>Bridge to Success</i>	1
Teaching Strategies	6
Unit 10 Great expeditions	11
Unit 11 Sports and hobbies	79
Unit 12 Entertainment and media	139
Audioscript	209
PCM	213

Scope and Sequence

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 10 Great expeditions Pages 163–180	The sinking of the <i>Titanic</i> and exploration of the wreck. Great Arab explorers and navigators; space exploration; life in the solar system.	Listening: Radio discussion about the <i>Titanic</i> ; travels of Ibn Jubayr. Speaking: The <i>Titanic</i> . Discuss Ibn Majid, Ibn Jubayr, Al-Masudi, Al-Muqaddasi and Al-Idrisi; the future.	Revision of past tenses; sentence adverbs <i>though</i> and <i>as well</i> ; revision of the <i>will</i> future; compound nouns.	Words about exploration.	Writing about the <i>Titanic</i> ; writing a summary; writing reports; write a blog.
Review Project	Review of Unit 10 Write a report on one part of the Emirates space programme				
Unit 11 Sports and hobbies Pages 181–197	Sports and sports equipment; sporting ability; hobbies; the Olympic Games; Olympic athletes; backgammon.	Listening: Listen to commentaries; interview with Nabil Al Busaidi. Speaking: 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 Project	Review of Unit 11 Design your own board game				
Unit 12 Entertainment and media Pages 198–215	Free time; a film review; film-making; science fiction; film studies; an Emirati film.	Listening: Listen for information; major films in the UAE; film studies. Speaking: Talk about things you enjoy doing; how you spend your spare time; making a documentary.	<i>-ing</i> form; phrasal verbs; position of adverbs; collocations.	Extreme adjectives (amazing, fantastic, wonderful).	Writing about likes and dislikes; write a film review; write about your favourite film.
Review Project	Review of Unit 12 Literacy project: Compare a book with its film version				

Welcome to *Bridge to Success Grade 8*

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

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

The materials reflect the following principles:

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

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

The *Bridge to Success* team

A Components

Bridge to Success offers the following components:

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

B Unit structure

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

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

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

C *Bridge to Success* features

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

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

D Lesson plans

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

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

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

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

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

E Customising your lessons

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

Before using the Coursebook

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

While using the Coursebook

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

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

Using the Workbook and further suggestions

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

F Assessment

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

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

Assessment for learning

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

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

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

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

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

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

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

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

G Common mistakes

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

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

Spelling errors

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

Target Word	Errors (in order of frequency)
because	becouse, becaus, becuse, beacuse
friend	frind, freind
different	diffrent
people	pepole, peaple, peopel, peopl
interesting	intersting, intresting
restaurant	resturant
beautiful	beatiful, beutiful
there	ther
before	befor
with	withe, whit
country	contry, contre
their	thier
together	togather
like	lik
receive	recieve, recive
which	wich
wishes	weshes, wiches, 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* concerns the following:

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

Punctuation with apostrophes

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

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

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

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

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

Over-long sentences

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

Teaching Strategies Grades 4–9

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

Teacher-led strategies (direct instruction)

Guided reading

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

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

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

Guided writing

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

Guided writing strategies include:

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

Guided discovery

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

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

Guided listening

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

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

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

Visual stimuli

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

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

Cloze

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

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

Prompt

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

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

Word cycle

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

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

Flashcards

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

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

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

Organised grouping strategies (cooperative)

Jigsaw

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

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

Mentoring

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

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

Peer practice

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

Peer teaching

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

Round table

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

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

Interview

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

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

Collaborative learning

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

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

Active strategies (activities)

Backs to the board

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

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

Role-play

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

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

Learning centres/stations

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

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

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

Experiential learning

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

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

Look-say-cover-write-check spelling strategy

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

A learner is given a word to spell and:

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

Games

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

Listening to stories/story time

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

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

Reading diary

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

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

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

Projects

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

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

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

Multimedia learning (video)

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

Hot seating

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

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

Reading race

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

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

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

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

Running dictations

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

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

'Find someone who ...'

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

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

Strategies to promote thinking and problem solving (analysis)

Brainstorming

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

Problem-solving

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

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

Opinion forming

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

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

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

Reflection

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

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

Problem-based Learning (PBL)

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

Challenge-based Learning (CBL)

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

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

Task-based Learning (TBL)

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

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

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 8	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read a jumbled text and correctly sequence the paragraphs; to answer questions about a text; to identify the meaning of new lexis.</p> <p>Listening: To confirm the correct sequence of paragraphs in a text.</p>		<p>Learning outcomes: By the end of the lesson, students will be able to ...</p> <ul style="list-style-type: none"> • identify the correct sequence of a text • extract the key information from a text.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Experience of sequencing texts: knowledge of past tenses <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>expedition, luxurious, liner, maiden voyage, strike/struck, go/went down, desperately, survive, telegram, iceberg, lifeboat, telescope, telecommunications</i></p> <p>Key expressions/structure: past tenses</p>		
<p>Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 163 and 164</p> <p>Workbook page 137</p> <p>Audio Track 35</p>		

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	<ol style="list-style-type: none"> 1. Introduce the unit title and check they understand the meaning of <i>expedition</i> (a long journey to a dangerous or distant place). 2. Ask students if they like travelling. Are they travellers or do they prefer to stay near home? 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 Audio Track 35	<p>Reading and listening: Activity 1</p> <ol style="list-style-type: none"> 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. 2. Learners read the text about the <i>Titanic</i> and number the paragraphs in the correct order. 3. Elicit answers and discuss with the class. What helped them decide? Do not give the correct answers at this point. 4. Tell the class that they are going to listen to the audio recording of this text. They listen to check their answers. 5. Play the audio a second time if necessary. Students check their answers. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>1e; 2b; 3d; 4f; 5c; 6a</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio recording several times if necessary. Pause after each section if learners find it difficult to follow.
Coursebook page 164	<p>Reading and listening: Activity 2</p> <ol style="list-style-type: none"> 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 <i>telegram</i>. 2. Tell learners to answer the questions about the text. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and discuss as a class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 It was the biggest, fastest and most luxurious liner of its time. 2 In April 1912. 3 From Southampton in Great Britain to New York. 4 It hit an iceberg. 5 Less than three hours. 6 Because there weren't enough lifeboats. 7 It was a ship and it answered <i>Titanic's</i> call for help. 8 On Tuesday 16th April.

	<p>Differentiation activities (Support):</p> <p>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.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. See above: ask these learners to specify how and where they found the answers.</p>
<p>Workbook page 137</p>	<p>Workbook: Activity 1</p> <p>1. Learners match words with their meanings. Tell them to look back to the text to see the words in context.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers as a class.</p> <p>Answers</p> <p>1f; 2c; 3g; 4d; 5a; 6e; 7b</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Learners can write sentences of their own using the words.</p>
<p>Workbook page 137</p>	<p>Workbook: Activity 2</p> <p>1. Read through the <i>Language tip</i> 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, e.g. <i>e-mail</i> has now become <i>email</i>.</p> <p>2. Learners identify the compound nouns in the text.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>1 iceberg; 2 lifeboat; 3 headline; 4 newspaper</p>
	<p>Differentiation activities (Stretch):</p> <p>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.</p>
<p>Workbook page 137</p>	<p>Workbook: Activity 3</p> <p>1. Introduce the explanation about prefixes. Elicit other prefixes, for example <i>un</i> and <i>dis</i> give words an opposite meaning, <i>re</i> adds the meaning of <i>again</i>.</p> <p>2. Learners identify the <i>tele</i> words. Encourage them to use a dictionary where they will find a few others.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>1 television; 2 telephone; 3 telescope; 4 telecommunications</p>

Resources	Plenary		
	<p>1. Discuss the content of the text and encourage learners to think more deeply about the tragedy of the <i>Titanic</i>. Ask: <i>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?</i> (Icebergs are common in the North Atlantic.) <i>Was it just a terrible accident or was someone to blame? Who?</i></p> <p>2. Encourage learners to do some follow-up research to find out more about the <i>Titanic</i>.</p>		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G8.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(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.</p> <p>(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.</p> <p>(G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 8	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To use a range of past tenses; to recount a narrative text. Writing: To write a first person narrative based on a text.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> recount a narrative using a range of past tenses write a first person narrative using a range of past tenses.
Link to prior learning: <ul style="list-style-type: none"> Knowledge and experience of past tenses 21st Century Skills: <ul style="list-style-type: none"> Critical Thinking and Problem Solving: Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English 		
Key vocabulary: recycling of vocabulary from previous lesson Key expressions/structure: past simple (active and passive), present perfect, past continuous, past perfect tenses		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> 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: Coursebook page 164 (and page 163) Workbook page 138 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).

<p>Resources</p>	<p>Starter</p> <p>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 <i>What happened? What were you doing when ...? What had he/she/you/they done before that? What's happened since?</i></p>
<p>Resources</p> <p>Coursebook pages 163 and 164 PCM 8</p>	<p>Main activity</p> <p>Use of English: Revision of past tenses</p> <p>1. Read and discuss the Use of English box with the class. Elicit the answers to the matching activity.</p> <p>2. Ask the class to find more examples of the past tenses in the <i>Titanic</i> text.</p> <p>3. Ask learners to supply examples of their own and write them in their notebooks.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss plenty of examples with learners. Put these on the board so that learners can see the different structures.</p> <p>Answers</p> <p>a past simple; b past continuous; c past simple passive; d past perfect simple; e present perfect</p> <p>Differentiation activities (Support):</p> <p>1. Where necessary, set remedial work on any of the tenses that learners are unsure of. You can use PCM 8 for this.</p> <p>Answers</p> <p>1 travelled; 2 found; 3 gave; 4 rang; 5 went; 6 I was promised a gift; 7 The <i>Titanic</i> 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</p>
<p>Coursebook page 164</p>	<p>Speaking: Activity 3</p> <p>1. Learners work in pairs. They use the words and phrases in Activity 2 to recount the story of the <i>Titanic</i> in their own words.</p> <p>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.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor learners as they discuss and make notes of any recurring errors (particularly in the use of past tenses) for a later remedial session.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Encourage learners to refer back to the questions and answers in Activity 2 to give a framework for their recounting of the story.</p>

	<p>Differentiation activities (Stretch):</p> <p>1. Fast finishers can move on to the next activity.</p>
<p>Coursebook page 164</p>	<p>Writing: Activity 4</p> <p>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.</p> <p>2. Learners write their stories.</p> <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>Learners’ own answers</p>
	<p>Differentiation activities (Support):</p> <p>1. Learners could work in pairs to support one another.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Encourage these learners to be more ambitious in their writing, in terms of length and content.</p>
<p>Workbook page 138</p>	<p>Workbook: Activity 4</p> <p>1. Learners revise the use of past tenses and choose the correct option.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 arrived; 2 had studied; 3 wanted; 4 left 5 didn’t go; 6 was travelling; 7 stopped; 8 were named; 9 had ever seen; 10 was published</p>
<p>PCM 8</p>	<p>Differentiation activities (Support):</p> <p>1. Learners can work in pairs to support one another. If they find this difficult, they should do PCM 8.</p>
<p>Workbook page 138</p>	<p>Workbook: Activity 5</p> <p>1. Do some revision of past tense question forms.</p> <p>2. Learners write the questions.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>1 Where did Mary Kingsley go in 1895? 2 Where had she studied ...? 3 What was her plan? 4 What did she want to study? 5 How many different types of fish did she bring back? 6 When was her book, <i>Travels in Africa</i>, published?</p>

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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G8.2.1.1.2) Consolidate from Grade 7 the ability to speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past.			
(G8.2.1.1.3) 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: Listening: To predict content and then listen to confirm or modify predictions; to identify speakers' opinions and point of view. Speaking: To express personal opinions in a group discussion.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • listen to a discussion and summarise the opinions of the speakers • take part in a discussion and express their opinions.
Link to prior learning: <ul style="list-style-type: none"> • Experience of group discussion 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen 		
Key vocabulary: <i>treasure, wreck, submersible, expedition, belongings, grave, deck</i> Key expressions/structure: expressing opinions		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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	<ol style="list-style-type: none"> 1. Look at the photo of the illustration on page 165. Elicit what is happening. 2. Elicit any stories, films or TV programmes the learners know involving the exploration of shipwrecks. 3. Introduce the lesson title, <i>Exploring the seas</i>.
Resources	Main activity
Coursebook page 165 Audio Track 36	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the title of the radio discussion: 'Exploring the wreck of the <i>Titanic</i> – is it right or wrong?' Ask learners to predict what they are going to hear. 2. Discuss the ideas as a class. 3. Play the audio. Were their ideas correct? <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss the predictions that were correct.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If necessary, break up the Audio Track into more manageable lengths by pausing after each question and answer.
Coursebook page 165 Audio Track 36	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the class to read questions 1–3 carefully. 2. Ask learners to listen to the audio recording again and take notes to answer the questions. 3. Learners discuss answers in pairs (or small groups). 4. Play the audio once more. Allow time for more discussion before learners write answers. <p>CORE</p> <p>Feedback</p> <p>Discuss the answers as a class.</p> <p>Example answers</p> <ol style="list-style-type: none"> 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 <i>Titanic</i> 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. 2 Patrick doesn't think Adventure Tourism is necessary. He thinks it's better to do a virtual trip on a computer. 3 Joe thinks it's OK, so long as it doesn't do any damage. Tania thinks it's terrible. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If necessary, break up the audio track into more manageable lengths by pausing after each question and answer.

<p>Coursebook page 165</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> Learners work in groups to continue the radio discussion. Tell each group to choose a presenter. Introduce the question for the presenter to ask. Point out that he/she can also ask supporting questions if the discussion stops. Remind the presenter to moderate the discussion, ensuring that all participants take turns and are respectful to each other. Groups discuss the question and give their opinions. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor the discussions. Make notes of any recurring problems for later remedial work.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners can get support from the other members of their group. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 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.
<p>Workbook page 139</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners read the sentences, focusing on the meaning of the words in bold, and choose the correct option. <p>DESIRABLE</p> <p>Feedback</p> <p>Check and discuss as a class.</p> <p>Answers</p> <p>1b; 2c; 3c; 4a; 5b; 6a</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can write sentences of their own using the words.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> Elicit some of the opinions expressed in Speaking Activity 3. Discuss as a class. 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(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.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(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.</p> <p>(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.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 8	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss key vocabulary and first sentence of a text as preparation for reading; to discuss the most important information in a text. Reading: To identify new information in a text; to identify the meaning of new lexis.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • identify and discuss prior knowledge about a topic as preparation for reading • identify new information and assess the relative importance of information.
Link to prior learning: <ul style="list-style-type: none"> • Knowledge of the life and achievements of Ibn Majid; past tenses 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>navigate, navigator, navigation, scholar, published, astronomy, explore, verses, coast, harbour</i> Key expressions/structure: <i>along with, recorded his experiences;</i> past tenses		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: Coursebook page 166 Workbook page 140 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
	<ol style="list-style-type: none"> 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	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Write the words <i>navigator</i> and <i>scholar</i> on the board and ask if any of the learners can explain what they mean. 2. Ask learners to check the meaning in the dictionary entries found in the Coursebook. 3. Ask: <i>Why do you think navigation was important for travellers in the past?</i> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss ideas in response to the question <i>Why do you think navigation was important for travellers in the past?</i></p> <p>Answers</p> <p>Because there was no satellite navigation, telephones or radios to help. They had to find their own way.</p>
Coursebook page 166	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Learners read the first sentence of the text <i>The Lion of the Seas</i>. 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. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss ideas.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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	<p>Reading: Activity 6</p> <ol style="list-style-type: none"> 1. Learners read the text. Answer any questions they have before they read again. 2. Elicit what information is in the text that learners already knew (the notes should be on the board). What information is new? 3. Learners make notes of what they consider to be the three most important pieces of information in the text. 4. Learners work in pairs to compare the points they have noted and discuss the differences. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor the learners' discussions. Make notes of any recurring errors for remedial work later.</p>

	<p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Learners work in pairs or small groups of similar ability. Work with them to support them in expressing their ideas and opinions.</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast-finishers can move on to the Workbook activities.</p>
Workbook page 140	<p>Workbook: Activity 2</p> <p>1. Learners read again to find the key vocabulary.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss with the class.</p> <p>Answers</p> <p>1 harbours; 2 coasts; 3 along with; 4 recorded his experiences; 5 published; 6 exploring; 7 astronomy; 8 verses</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners can write sentences of their own using the words or phrases.</p>
Workbook page 140	<p>Workbook: Activity 3</p> <p>1. Learners find examples of the tenses in the text. Explain to them to ignore <i>is/was/were</i> on their own (as main verbs) and focus on the other verbs.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and discuss.</p> <p>Answers</p> <p>1 published, came from, spent, explored, kept, learned, recorded, wrote, needed 2 was known, was born, was written, was (still) used 3 was navigating 4 had (already) memorised 5 has (ever) written</p>
PCM 8	<p>Differentiation activities (Support):</p> <p>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.</p>
Workbook page 140	<p>Workbook: Activity 4</p> <p>1. Learners read and make notes on the key themes of the text, the balance between action and thought in Ibn Majid's life.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Elicit and discuss ideas.</p> <p>Answers</p> <p><i>Action:</i> many expeditions; navigated his own ship at 17; explored the Arabian Sea, the Red sea and the Indian Ocean <i>Thought:</i> published nearly 40 books; studied navigation, geography, astronomy and Arabic literature; memorised the Qur'an at an early age; recorded his experiences in a series of books</p>

Resources	Plenary		
	<ol style="list-style-type: none"> 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. 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. 3. Elicit and discuss ideas as a class. 		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.10) 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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 8	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To understand gist to follow a route on a map; to extract key information from an extended audio text. Speaking: To retell an account including key information.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • listen for gist to follow a route on a map • listen for specific information • recount key information.
Link to prior learning: <ul style="list-style-type: none"> • Knowledge of Ibn Jubayr; experience of extended listening activities 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>lighthouse, caravan, pilgrims/pilgrimage, thieves, storm, pirates, volcano, adventurous, paradise</i> Key expressions/structure: <i>perform the Hajj</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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. • 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. • 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: Coursebook page 167 Workbook page 141 Map of the world Dictionaries 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
	<ol style="list-style-type: none"> 1. Write the word <i>Ar-rihla</i> 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. 2. Ask learners if they can give you any examples of <i>rihla</i> they know about or have read themselves.
Resources	Main activity
Coursebook page 167	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners to look at the picture of Ibn Jubayr and ask if they have heard of him and know anything about him. 2. Give the class a few minutes to read the text in pairs and complete the table with the key information. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>Place of birth: Valencia, Spain Dates of journey; February 1183 to April 1185 Places visited: Egypt, Arabia, Iraq, Syria, Israel and Sicily Reasons why we remember him: 1 He started a literary genre, the <i>rihla</i>; 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.</p>
Coursebook page 167 Dictionaries	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 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. 2. Give learners a few minutes to complete the matching exercise in pairs. <p>CORE</p> <p>Feedback</p> <p>Encourage learners to use dictionaries to check their answers before you elicit answers from volunteers.</p> <p>Answers</p> <p>1 caravan; 2 volcano; 3 adventurous; 4 lighthouse; 5 pilgrim</p>
Coursebook page 167 Audio Track 37	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 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. 2. Explain that they are going to listen to an account of Ibn Jubayr's travels. 3. Learners listen and follow the route on the map. Play the audio at least twice. <p>CORE</p> <p>Feedback</p> <p>Monitor learners as they listen. Ask them to use their finger to follow the route. Check that they are following correctly.</p> <p>Answers</p> <p>No answers required</p>

	<p>Differentiation activities (Support):</p> <p>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.</p>		
<p>Workbook page 141 Coursebook page 168 Audio Track 37</p>	<p>Listening: Activity 4, Workbook: Activities 1–3</p> <p>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.</p> <p>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.</p> <p>3. Play each part of the story at least twice. Learners answer the questions and compare their ideas in pairs.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and check answers with the whole class.</p> <p>Answers</p> <p>Activity 1: 1c; 2a; 3b; 4b; 5c; 6b Activity 2: 1c; 2e; 3d; 4b; 5a Activity 3: 1 dangerous; 2 dirty; cruel; 3 storm; 3 Muslim; problems 5 volcanoes; 6 (April) 1185</p>		
	<p>Differentiation activities (Support):</p> <p>1. Play the audio more times, if necessary.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Fast finishers can move on to the Speaking activity in Lesson 6 while you continue to work with those who need more support.</p>		
	<p>Resources</p> <p>Plenary</p>		
	<p>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.</p>		
<p>Learning styles catered for (✓):</p>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<p>Assessment for learning opportunities (✓):</p>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 8	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss key information from a text required for a summary; to discuss ways to improve notes and a summary. 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 ... <ul style="list-style-type: none"> • make notes of key information from a text • write a short summary.
Link to prior learning: <ul style="list-style-type: none"> • Information acquired in previous lesson; experience of summary writing 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Reinforce systems thinking and the interconnectness of listening, speaking, reading, and writing in English 		
Key vocabulary: <i>summary, route, experiences</i> Key expressions/structure: <i>key information/point/places</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: Coursebook page 168 Workbook pages 141 and 142 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: <i>What do you find most interesting or surprising about the Ibn Jubayr's travels?</i> Discuss answers.
Resources	Main activity
Coursebook page 168 Workbook page 141	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 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 <i>Writing tip</i> box. 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. 3. Learners work in pairs to make notes using the framework. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>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.</p> <p>Differentiation activities (Stretch):</p> <p>See above – these learners have the responsibility to support their peers.</p>
Coursebook page 168	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> 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. <p>CORE</p> <p>Feedback</p> <p>Circulate as learners write. Make notes of any recurring errors for use in the next step of the lesson.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give support and encouragement to learners as they write. Learners could work in pairs to support and encourage each other. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Fast finishers move on to the next activity.

Coursebook page 168	<p>Writing: Activity 7</p> <ol style="list-style-type: none"> Learners compare and discuss their summaries. Give feedback on what you have seen of the summaries. Give pointers for improvement. If time (or for homework), learners write a second version of their summary. <p>DESIRABLE</p> <p>Feedback</p> <p>Collect the second versions for marking and evaluation.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support and Stretch):</p> <ol style="list-style-type: none"> 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 Dictionaries	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners complete the crossword. Tell them they can use dictionaries if they can't remember the meaning of any of the words. <p>EXTENSION</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>Across: 3 route; 4 pilgrimage; 5 terrifying; 7 lighthouse; 9 sank; 10 traveller Down: 1 experience; 2 caravan; 4 pirate; 5 thieves; 6 desert; 8 sail</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G8.2.1.1.3) Talk about past actions using the past perfect and the simple past.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.</p> <p>(G8.4.1.1.3) Summarise the main points of a text using key words from the text as needed.</p> <p>(G8.4.1.1.4) Write notes to summarise the main points of a text using key words from the text as needed.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 8	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To extract key information from a text and record it in a table. Speaking: To ask questions about specific information; to exchange information. Writing: To write a summary.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • extract key information from a short text • exchange information to complete a task • use a range of past tenses.
Link to prior learning: <ul style="list-style-type: none"> • Revision of previous lessons in unit 21st Century Skills: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	<ol style="list-style-type: none"> 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. 2. Elicit any information they know about any other explorers, e.g. the Chinese <i>Zheng He</i>, or the Europeans <i>Vasco da Gama</i> and <i>Christopher Columbus</i>.
Resources	Main activity
Coursebook page 169	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Divide the class into groups of three to do a jigsaw reading. In this they each read one section each to find information; they then share the information. 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. 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. 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. <p>CORE</p> <p>Feedback</p> <p>Circulate and make sure learners have understood the instructions. Each member of the groups should be working on a different text.</p> <p>Answers</p> <p>Do not give any answers yet. See below for the completed table.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Assist any learners who need help but they need to work independently.
Coursebook page 169	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Elicit from learners the questions they need to ask to get the missing information. 2. Do some practice of the questions to ensure they use correct intonation and pronunciation. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss the questions with the class.</p> <p>Answers</p> <p><i>When did ... live and die? or What are the dates for ...?; Where did ... travel/go?; What is ... famous for? or What did ... do?</i></p>
Coursebook page 169	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Learners take it in turns to answer the questions from the other members of their group. 2. When they have completed the table, they can look at the texts together to check they all agree on the answers. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers. Put the table on the board and complete it as you elicit answers, or ask learners to complete it.</p>

	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	<i>Mirror of the Times</i> 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.			
Workbook page 143	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-Muqaddasi; 3 Al-Idrisi; 4 Al-Masudi; 5 Al-Masudi; 6 Al-Idrisi			
	Differentiation activities (Stretch):			
	1. Fast finishers move on to the next activities.			
Workbook page 143	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			
PCM 8	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.			

Workbook page 143 Coursebook page 166	Workbook: Activity 3 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. 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. EXTENSION Feedback 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. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> Learners' own answers		
Resources	Plenary 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. 2. Elicit their thoughts on what they have achieved. 3. Use this opportunity to do any remedial teaching required.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.3) Talk about past actions using the past perfect and the simple past. (G8.2.1.1.8) 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 (e.g., 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 (e.g., 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: Listening: To identify the opinions of speakers; to correct the detail of speakers' opinions. Speaking: To express opinions on the future of space exploration.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • identify the general and specific details of speakers' opinions • express their opinions on future developments.
Link to prior learning: <ul style="list-style-type: none"> • Listening skills (identifying opinions); knowledge of space exploration 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to develop, implement, and communicate new ideas in English to others effectively 		
Key vocabulary: <i>solar system, planet, rocket, Earth</i> Key expressions/structure: <i>will/won't + verb; future passive</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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	<ol style="list-style-type: none"> 1. Explain that in the next few lessons, learners will be considering the future of space exploration. 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	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to read the <i>Language tip</i> about spoken language. Ask them to quickly find the use of <i>though</i> and <i>as well</i> in the speech bubbles text. 2. Ask them to think of examples of their own using <i>though</i> and <i>as well</i> in spoken language. Elicit and discuss these examples. 3. Ask the class to read the three speech bubbles to find out the opinions of three learners. 4. Have a plenary discussion on which of the opinions they agree with. Encourage learners to justify their opinions. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss the opinions and justifications with the class.</p> <p>Answers</p> <p>Learners' own opinions</p>
Coursebook page 170 Audio Track 38	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 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. 2. Play the audio track once as they listen to decide which of the statements is correct. <p>CORE</p> <p>Feedback</p> <p>Elicit the answer and check as a class.</p> <p>Answers</p> <p>1 All the students are in favour of space exploration.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Make sure learners are clear about the task they have to do, i.e. to simply identify the general opinion of the students in the audio. 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 Audio Track 38	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Tell the class that they are going to listen to the audio again to correct the incorrect information in the summaries of the students' opinions. 2. Give them a few minutes to read the summaries. Check they know the meaning of <i>solar system (the sun and all the planets that move around it)</i> and all other words. 3. Play the audio again at least twice. Learners correct the summaries. <p>CORE</p> <p>Feedback</p> <p>Elicit and check answers.</p>

	<p>Answers</p> <p>1 One day people will live on the moon Mars. 2 We should send people robots. 3 Correct 4 Correct 5 ... because Earth will get too hot there won't be enough room on Earth.</p> <p>Differentiation activities (Support):</p> <p>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 student has given his/her opinion.</p>
<p>Coursebook page 170</p>	<p>Speaking: Activity 4</p> <p>1. Focus on the question and ask learners to discuss it in a group. Tell them to give reasons for their opinions. 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.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor groups as they discuss. Make notes for use in later remedial sessions.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Stretch):</p> <p>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.</p>
<p>Workbook page 144 Audio Track 36</p>	<p>Workbook: Activity 1</p> <p>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. 2. They listen again to check their ideas. They complete the text.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>1 planets; 2 life; 3 solar system; 4 on holiday; 5 rocket; 6 space station; 7 prison ships; 8 Earth</p>
<p>Workbook page 144</p>	<p>Workbook: Activity 2</p> <p>1. Learners label the pictures.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and check answers.</p> <p>Answers</p> <p>1 Earth; 2 rocket; 3 solar system</p>
<p>Resources</p>	<p>Plenary</p> <p>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.</p>

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker’s moods, relationship, and intentions.</p> <p>(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.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.10) 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.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 8	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>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.</p> <p>Writing: To write a factual paragraph based on research.</p>		<p>Learning outcomes: By the end of the lesson, students will be able to ...</p> <ul style="list-style-type: none"> • find specific information in a text quickly • write appropriate headings for paragraphs in an informational text • identify the central ideas of a text.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Knowledge of space exploration; reading strategies (scanning) <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>rocket, spacecraft, astronaut, planets, unmanned, knowledge, gravity, universe, research</i></p> <p>Key expressions/structure: <i>space + exploration / station</i></p>		
<p>Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 171</p> <p>Workbook page 145</p>		

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
	<p>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. (At this stage, focus on past events and achievements. The future of space exploration will be discussed in later lessons.)</p>
Resources	Main activity
<p>Coursebook page 171</p>	<p>Reading: Activity 1</p> <p>1. Ask the question in the rubric and elicit some answers. 2. Tell learners to scan the text as quickly as they can to find what happened in those three years.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers. Ask those that were quickest in finding the answers to explain how they did it.</p> <p>Answers</p> <p>1961: the first man in space; 1969: the first man on the moon; 1986: the first space station</p> <p>Differentiation activities (Support):</p> <p>1. Remind learners 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.</p>
<p>Coursebook page 171</p>	<p>Reading: Activity 2</p> <p>1. Bring the learners' attention to the vocabulary box at the bottom before they read again. 2. Ask <i>How many paragraphs are there in the text?</i> Tell learners to read the text carefully and then write a brief heading for each paragraph. 3. Encourage learners to ask questions on vocabulary or general meaning as they work. 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.</p> <p>CORE</p> <p>Feedback</p> <p>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).</p> <p>Answers</p> <p>(Possible answers) 1 The beginning; 2 Moon exploration; 3 Unmanned exploration 4 Space stations; 5 The cost</p> <p>Differentiation activities (Support):</p> <p>1. After learners have had time to read the text, they can work in pairs to help each other in developing headings.</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast finishers can start on the Workbook activities.</p>

<p>Coursebook page 171</p>	<p>Reading: Activity 3</p> <p>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.</p> <p>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.)</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>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</p> <p>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.</p> <p>Differentiation activities (Support):</p> <p>1. If necessary, work through the first paragraph with the learners. Ask <i>Is the first / second / third sentence about key events in space exploration?</i> (The answers are <i>yes, yes</i> and <i>no</i>.) For the third sentence, ask <i>What is it about then?</i> and elicit that it is about science and research.</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast finishers can do the Workbook activities, particularly Activity 3, which is more demanding and will require some research.</p>
<p>Workbook page 145</p>	<p>Workbook: Activity 1</p> <p>1. Learners label the pictures.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and check answers.</p> <p>Answers</p> <p>1 rocket; 2 spacecraft; 3 astronaut; 4 lunar rover; 5 space station</p> <p>Differentiation activities (Support):</p> <p>1. Learners work at their own pace.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners work at their own pace. Fast finishers do Activity 3.</p>

Workbook page 145	<p>Workbook: Activity 2</p> <p>1. Tell learners to look back to the text to find the words used in context. They complete the sentences.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and check answers.</p> <p>Answers</p> <p>1 planets; 2 unmanned; 3 knowledge; 4 gravity; 5 universe; 6 research</p> <p>Differentiation activities (Support):</p> <p>1. Learners work at their own pace.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners work at their own pace. Fast finishers do Activity 3.</p>		
Workbook page 145	<p>Workbook: Activity 3</p> <p>1. Learners do some research and then write a paragraph following the model of the text.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Circulate and discuss with learners as they do the research and write.</p> <p>Answers</p> <p>Learners' own answers</p>		
Resources	<p>Plenary</p> <p>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.</p> <p>2. Ask learners which of the key events in space exploration included in the text were the most important, i.e. <i>What has been the most important event in space exploration so far?</i> Elicit and discuss. Was it the first main in space, the first man on the moon or people living in space?</p>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(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).</p> <p>(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.</p> <p>(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast.</p> <p>(G8.4.1.1.3) Summarise the main points of a read text using key words from the text as needed.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 8	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To make predictions using <i>will/won't</i> and the future passive. Writing: To use <i>will/won't</i> and the future passive correctly.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • make predictions and discuss the future of space exploration • use <i>will/won't</i> and the <i>future passive</i> correctly and appropriately.
Link to prior learning: <ul style="list-style-type: none"> • Use of <i>will/won't</i> and <i>future passive</i> for predictions; knowledge of space exploration 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>prediction</i> Key expressions/structure: <i>will/won't</i> ; future passive		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners will have experience of <i>will/won't</i> to talk about the future but may not remember the exact structure. Remind them that <i>will</i> and <i>won't</i> are followed by a verb in the base or infinitive form (without <i>to</i>). 		
Resources/equipment needed: Coursebook page 172 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
	<p>1. Ask learners to think about what life will be like in a 100 years from now. Ask questions to make them consider various aspects (e.g. where we'll live, how we'll live, what work we'll do). Monitor to see how well they're using <i>will/won't</i> and if they're using them appropriately to make predictions.</p>
Resources	Main activity
<p>Coursebook page 172 Workbook page 144</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Ask the class to read the <i>Language tip</i> box and remind them of the use of <i>will</i> for the future. 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. 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 <i>will</i> passive. Write a few on the board for learners to record in their notebooks. <p>CORE</p> <p>Feedback</p> <p>Elicit some answers from pairs. Discuss the best with the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners that <i>will</i> and <i>won't</i> are followed by a verb in the base or infinitive form (without <i>to</i>). Put some examples of the <i>will</i> passive form (<i>will + be + past participle</i>) on the board for learners to use as a model as they work. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to make more detailed predictions.
<p>Coursebook page 172</p>	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Learners read and complete the sentences to make predictions about space exploration. 2. When they have finished, ask them to share their sentences with the class. <p>CORE</p> <p>Feedback</p> <p>Monitor as learners work and check they are using the structures with <i>will</i> correctly.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Fast-finishers should write more sentences to record the predictions they made in the previous (speaking) activity.

<p>Workbook page 146</p>	<p>Workbook: Activity 4</p> <p>1. Learners complete the sentences with the correct forms.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>(Example answers) 1 I'll see; 2 You won't do; 3 we'll be; 4 It'll be; 5 I won't stay; 6 he'll do</p> <p>Differentiation activities (Support):</p> <p>1. Tell learners to re-read the <i>Language tip</i> box in the Coursebook for help.</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast finishers move on to the next activity.</p>
<p>Workbook page 146</p>	<p>Workbook: Activity 5</p> <p>1. Learners complete the sentences with the correct forms of the future passive.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 Cars and other vehicles will be powered by electricity. 2 All machines will be built by robots. 3 Electricity will be generated by solar farms and wind turbines. 4 Cars will be controlled by computers. 5 Lessons will be given over the Internet. 6 All calls will be made on mobile phones, not landlines.</p> <p>Differentiation activities (Support):</p> <p>1. Tell learners to re-read the <i>Language tip</i> box in the Coursebook for help.</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast finishers move on to the next activity.</p>
<p>Workbook page 146</p>	<p>Workbook: Activity 6</p> <p>1. Learners use the cues to form questions with <i>will</i>.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 Will people live on other planets? 2 Will space tourism be popular? 3 Will life be found elsewhere in the universe? 4 Will other solar systems be explored soon? 5 When will people walk on the moon again? 6 Why will robots be sent to explore other planets?</p>

Resources	Plenary		
	<p>To round off the lesson with some fun, you can use this discussion activity which requires the use of <i>will/won't</i>.</p> <ol style="list-style-type: none"> 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? 2. Learners work in pairs to discuss and think of three items they will take. 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. 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 8	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>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.</p> <p>Speaking: To participate in a discussion and express opinions.</p>		<p>Learning outcomes: By the end of the lesson, students will be able to ...</p> <ul style="list-style-type: none"> • consider author's opinions and bias in a text • restate key information from a text • participate in a group discussion and express opinions.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Previous lessons on space exploration; structures for expressing the future <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Reinforce learning within a diverse group, knowing when to speak and when to listen, and respecting cultural differences 		
<p>Key vocabulary: <i>alien, surface, underground, survive, major, depart, distant</i></p> <p>Key expressions/structure: <i>will + verb (active and passive)</i></p>		
<p>Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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 <i>will</i> 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. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 173</p> <p>Workbook page 147</p>		

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
	<ol style="list-style-type: none"> 1. Ask learners about any science fiction stories or films they know, for example, <i>Star Wars</i>. Find out which are their favourites. 2. Discuss the creatures in the stories/films. Introduce the word <i>alien</i>. Elicit descriptions of a few alien characters.
Resources	Main activity
Coursebook page 173	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture. Elicit where they think it is. Do they think there is life there? 2. Introduce the question before learners read. 3. Learners read to see if the author has given an opinion or shown any bias. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>(c) doesn't give an opinion</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read again and write answers to the questions. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>1 America, European nations, India, China, UAE.</p> <p>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.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Demonstrate how the answers can be found (or get more-able learners to help, see below). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to explain how they got their answers to the class.

<p>Coursebook page 173</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 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. Introduce the questions. Tell learners they will need to report back on what they discuss so they can make notes. Learners discuss and prepare to report back (which will be done in the plenary session). <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor as learners discuss. Make notes of any recurring errors for a remedial session at the end.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> If you use mixed-ability groups, the more confident and articulate learners can support the others. Monitor groups to check that this is happening. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> These learners should take responsibility for leading the groups and supporting others.
<p>Workbook page 147</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners match words with their meanings. Tell them to look back to the text to see the words in context. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and discuss answers with the class.</p> <p>Answers</p> <p>1e; 2d; 3a; 4f; 5b; 6c</p>
<p>Workbook page 147</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners complete the sentences with the words from the previous activity to reinforce their meaning and use. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and discuss answers with the class.</p> <p>Answers</p> <p>1 depart; 2 survive; 3 surface; 4 major; 5 distant; 6 underground</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Fast finishers move on to the next (Extension) activity.

Workbook page 147	Workbook: Activity 3 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. 2. They either work in pairs or work individually and then check and discuss in pairs. EXTENSION Feedback 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). Answers 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		
	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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G8.3.4.1.1) 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: Speaking: To identify and discuss the key features of a report. Writing: To plan a report; to write a report.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • identify the features of a report • plan and write a report.
Link to prior learning: <ul style="list-style-type: none"> • Previous lesson on space exploration 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>benefit, recommendation, purpose</i> Key expressions/structure: <i>The purpose of this report is ... / This report studies ... ; I recommend / suggest that ...</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: Coursebook page 174 (and pages 166–169 and 171–173) 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	<ol style="list-style-type: none"> 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	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners they are going to write a report. Introduce the task (check they understand the meaning of <i>benefits</i>). 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 <i>purpose</i> and <i>recommendation</i>. (Finding the correct alternative is not meant to be challenging but to help learners identify the correct features for use in the next activities.) <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss the answers.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>The first option is correct in each case.</p>
Coursebook page 174 (and pages 171–173)	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Learners work in pairs or small groups to plan and prepare the outline of their report. 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. 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. 4. Learners discuss and note what their final recommendation will be. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss some examples at each stage.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners who successfully complete this stage move on to the next activity – the writing of the report.

<p>Coursebook page 174 (and pages 171–173)</p>	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> 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 the Lessons 9–11 but encourage learners to include any other information they know. 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. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners move on to the Workbook activity.
<p>Workbook page 148 (and Coursebook pages 166–169)</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 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. <p>EXTENSION</p> <p>Feedback</p> <p>Circulate and monitor learners as they write. Make notes for later remedial work.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 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. 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.3.2.1.1) 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 (e.g., general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs etc.), and use the features to obtain information.</p> <p>(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.</p> <p>(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.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 8	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To identify different ways of expressing the future.</p> <p>Writing: To write about the future using different structures.</p> <p>Speaking: To discuss the future using different structures.</p>		<p>Learning outcomes: By the end of the lesson, students will be able to ...</p> <ul style="list-style-type: none"> • compare and contrast different ways of expressing the future • use various structures correctly and appropriately to express the future.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • present simple and present continuous for future use: <i>will, going to, may, might, could</i> + main verb to express the future <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>launch</i></p> <p>Key expressions/structure: present simple: present continuous: <i>going to</i> + verb: <i>will</i> + verb: <i>may/might/could</i> + verb</p>		
<p>Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 175</p> <p>Workbook page 149</p> <p>PCM 9</p>		

UNIT 10 LESSON 13 TASKS/ACTIVITIES

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

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Ask learners what they are doing next weekend. Ask a range of questions and follow-up questions using different structures, for example, <i>What are going to do on Friday? What will happen in the evening? What time are you meeting your friend?</i> 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.
<p>Resources</p> <p>Coursebook page 175</p>	<p>Main activity</p> <p>Use of English/Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Read and discuss the Use of English box with the class. Elicit the answers to the matching activity. 2. Learners work in pairs to read the conversation in Activity 1 and identify the uses. 3. Elicit the answers and discuss with the class. 4. Ask learners to look again at the conversation to find examples of some of the different structures used for talking about the future. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss plenty of examples of each type with learners. Put these on the board so that learners can see the different structures.</p> <p>Answers</p> <p>Use of English: a <i>will</i> + verb for prediction; b <i>may/might/could</i> + verb for possibility; c <i>going to</i> + verb for plans; d present continuous for arrangements; e present simple for fixed plans/arrangements</p> <p>Reading 1: (a) Adnan; (b) Butti; (c) Khalid, Hamad, Faisal; (d) Nabeel, Faisal</p>
<p>PCM 9</p>	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Answers</p> <p>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.</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write examples of their own.

<p>Coursebook page 175</p>	<p>Writing: Activity 2</p> <p>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.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor learners as they write. Check they are using the tenses and structures correctly and appropriately.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>PCM 9</p>	<p>Differentiation activities (Support):</p> <p>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.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners can write more sentences for each category in their notebooks.</p>
<p>Coursebook page 175</p>	<p>Speaking: Activity 3</p> <p>1. Look at the example questions with the class, and elicit others, before they start discussing.</p> <p>2. Learners work in pairs to talk about the next week.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor pairs as they work. Take notes of any recurring errors for remedial work at the end of the activity.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast finishers can move on to the Workbook activities.</p>
<p>Workbook page 149</p>	<p>Workbook: Activity 1</p> <p>1. Learners read and match to reinforce the information in the <i>Use of English</i> box.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>1b; 2e; 3c; 4d; 5a</p>
<p>Workbook page 149</p>	<p>Workbook: Activity 2</p> <p>1. Learners read and order the sentences according to how certain the speaker thinks the event is to happen.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>2 – 4 – 3 – 1 – 5</p>

Workbook page 149	Workbook: Activity 3 1. Learners read and select the best alternative to complete the sentences. EXTENSION Feedback 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. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 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. 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	Student 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, <i>will</i> , <i>may</i> , and <i>might</i> . (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		
<p>Learning objectives:</p> <p>Reading: To identify the topic of notes, and give a title; to distinguish between fact and opinion.</p> <p>Speaking: To express opinions in a group discussion.</p> <p>Writing: To develop notes into sentences; to develop notes and sentences into a complete text.</p>		<p>Learning outcomes: By the end of the lesson, students will be able to ...</p> <ul style="list-style-type: none"> • give notes a title • distinguish fact from opinion • express opinions • write a factual blog post.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Previous work on space exploration in the unit <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communication skills needed in further learning of the English language 		
<p>Key vocabulary: revision</p> <p>Key expressions/structure: revision</p>		
<p>Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 176</p> <p>Workbook page 150</p>		

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
	<ol style="list-style-type: none"> 1. Ask learners, <i>How has exploration changed since the time of Ibn Majid and Ibn Jubayr?</i> Elicit and discuss ideas. 2. Ask <i>Do you think the age of exploration has finished?</i> Elicit where they think exploration might continue, and what might be discovered.
Resources	Main activity
Coursebook page 176	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Introduce the questions. Learners look at the notes and the photos. 2. They discuss the content and write a title for the blog post in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit titles and discuss with the class. Agree on the best.</p> <p>Answers</p> <p>Learners' own answers, but the title should reflect both parts of the post, for example, <i>The future of exploration; Exploration: where next?; Exploring above and below; Looking up and down: exploration.</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask leading questions to check learners understand the notes.
Coursebook page 176	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read again to identify the opinion. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss the answer.</p> <p>Answers</p> <p>The final point: <i>some deepwater fish are very ugly.</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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, <i>space travel</i> and give a few facts and opinions for the learners to identify, for example, <i>space travel can be dangerous</i> (fact: some astronauts have died), <i>space travel is exciting</i> (opinion: for some it is, for others it is terrifying). Elicit further examples from the class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners can think of and present examples of facts and opinions for other learners to identify.

<p>Coursebook page 176</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 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. 2. Learners discuss in groups. 3. Elicit and discuss some of the opinions from the groups. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor the discussion. Make notes of any recurring errors for later remedial work.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 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.
<p>Coursebook page 176</p>	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 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. 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.) 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. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>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.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners focus on part 2, writing the sentences using the notes as guidance. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Only these learners move on to part 3, writing the complete blog post.

Workbook page 150	Workbook: Activity 1 1. Learners complete the crossword. EXTENSION Feedback Elicit and discuss the answers. Answers Across: 1 solar; 6 launch; 7 alien; 8 system; 10 astronaut; 11 distant Down: 1 spacecraft; 2 gravity; 3 universe; 4 mars; 5 unmanned; 9 planet		
Resources	Plenary		
Coursebook page 176	Self-assessment 1. Learners look at the self-assessment statements and reflect on their recent learning and how well they can do the tasks. 2. Elicit their thoughts on what they have achieved, what they have enjoyed, etc. 3. Use this opportunity to do any remedial teaching required.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. (G8.3.1.1.2) 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: Reading: To extract information from a range of texts. Writing: To write questions on a range of texts. Speaking: To discuss answers in groups.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • formulate, answer and discuss questions based on the whole unit.
Link to prior learning: <ul style="list-style-type: none"> • Lexis, structures and content related to exploration in unit; question forms 21st Century Skills: <ul style="list-style-type: none"> • Flexibility and Adaptability: Reinforce the understanding and importance of feedback in English from teachers and other students 		
Key vocabulary: revision of unit vocabulary Key expressions/structure: revision of unit structures; question forms		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: Coursebook page 177 (and pages 163–176) 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
	1. Tell learners they are going to do a revision quiz. They work in pairs (see Differentiation below) to find answers to the questions.
	CORE
	Feedback
	Elicit and discuss answers when all pairs have finished.
	Answers
	1 past simple (active), past perfect (active) 2 Kitab al-Fawa'id 3 though 4 on a space shuttle 5 \$82 million 6 Learners' own answers (using <i>will/won't</i> + verb)
	Differentiation activities (Support):
	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):
	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
	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.
	2. Learners complete the text with the appropriate form of the word in brackets.
	CORE
	Feedback
	Circulate as learners work to monitor and give support. Encourage the use of dictionaries to look up word forms.
	Answers
	1 travellers; 2 explorers; 3 skillful; 4 navigation; 5 geographer; 6 adventurous 7 produced; 8 exploration
	Differentiation activities (Support):
	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):
	1. Give groups who are good at miming more difficult words to try to transmit, not only nouns but verbs and adjectives.

<p>Coursebook page 177</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 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. 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. <p>CORE</p> <p>Feedback</p> <p>Mediate and keep the score on the board.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 151</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners guess the words and write their answers. Encourage them to help each other. <p>CORE</p> <p>Feedback</p> <p>Circulate as learners work to monitor and give support. Make notes of recurring errors for remedial work.</p> <p>Answers</p> <p>1 survive; 2 freezing; 3 sink; 4 rescue; 5 astronomy; 6 memorise; 7 accurate; 8 research</p>
<p>Workbook page 151</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 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. Give learners the choice to work either individually or in pairs to complete the activity. <p>CORE</p> <p>Feedback</p> <p>Circulate as learners work to monitor and give support. Make notes of recurring errors for remedial work.</p> <p>Answers</p> <p>1 maiden voyage; 2 shipwreck; 3 adventure tourism; 4 solar system; 5 spacecraft; 6 human body</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> Elicit the learners' thoughts on the revision quiz. Ask <i>Did you enjoy it? Was it useful? What did you achieve?</i>

Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(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.</p> <p>(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.</p>			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 8	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: To test vocabulary and grammar introduced in the unit.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • get feedback on their progress from the test and teacher.
Link to prior learning: <ul style="list-style-type: none"> • Lexis and grammar in Unit 10 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: revision Key expressions/structure: revision		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may lose their confidence when asked to review all that has been learned in the Unit. Allow learners to look back at the lessons they have studied to answer questions and to raise their confidence. 		
Resources/equipment needed: Coursebook page 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	<p>Vocabulary: Activity 1</p> <p>1. Learners work independently and quietly.</p> <p>CORE</p> <p>Feedback</p> <p>Collect for assessment. Give individual feedback and guidance.</p> <p>Answers</p> <p>1 rocket; 2 depart; 3 solar system; 4 explore; 5 unmanned</p>
Coursebook page 178	<p>Use of English: Activity 2</p> <p>1. Learners work independently and quietly.</p> <p>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 <i>s</i> for a plural).</p> <p>CORE</p> <p>Feedback</p> <p>Collect for assessment. Give individual feedback and guidance.</p> <p>Answers</p> <p>iceberg; headline; lifeboat; newspaper; seafloor</p> <p>1 iceberg; 2 lifeboats; 3 newspapers; 4 seafloor; 5 headline</p>
Coursebook page 178	<p>Use of English: Activity 3</p> <p>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.</p> <p>2. Learners complete the sentences.</p> <p>CORE</p> <p>Feedback</p> <p>Collect for assessment. Give individual feedback and guidance.</p> <p>Answers</p> <p>1 performed; 2 had sailed; 3 was travelling; 4 were saved; 5 have walked</p>

Coursebook page 178	Use of English: Activity 4		
	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.		
	2. Learners choose the best form (in many cases both options are grammatically correct but the context makes one better than the other).		
	CORE		
	Feedback		
	Collect for assessment. Give individual feedback and guidance.		
	Answers		
	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):		
	1. Give sufficient time for learners to complete all the exercises.		
	Differentiation activities (Stretch):		
	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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G8.2.1.1.3) Talk about past actions using the past perfect and the simple past.			
(G8.2.1.1.4) Consolidate from Grade 7 the ability to speak about future plans using <i>going to</i> , present continuous, <i>will</i> , <i>may</i> , and <i>might</i> .			
(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: Reading: To conduct research for a project (using the internet). Writing: To write a short report.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> work as part of a team to research and write a report on Emirati space exploration.
Link to prior learning: <ul style="list-style-type: none"> Vocabulary related to space exploration; report writing 21st Century Skills: <ul style="list-style-type: none"> Learning and Innovation: Reinforce learning to develop, implement, and communicate new ideas in English to others effectively ICT Literacy: Reinforce learning to apply digital technologies effectively by using them as a tool to research, organise, evaluate, and communicate information. 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 Key expressions/structure: recycling of phrases used in writing reports		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> 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: Coursebook page 179 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	<ol style="list-style-type: none"> 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. Tell learners to look at the Did you know ...? box. Introduce the project.
Resources	Main activity
Coursebook page 179 Access to Internet for research	<p>Preparation: Activities 1–3</p> <ol style="list-style-type: none"> 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. Learners do their research. There is a lot of information available on the Internet. The best sites to start with are: <ul style="list-style-type: none"> www.mbrsc.ae www.emiratesmarsmission.ae www.wikipedia.org/wiki/Mohammed_bin_Rashid_Space_Centre www.wikipedia.org/wiki/Mars_Hope <p>You may also be able to get hold of printed information from the Mohammed bin Rashid Space Centre in Dubai.</p> <p>Ask learners to work in pairs and discuss and make notes on the key points related to their topic.</p> 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. <p>CORE</p> <p>Feedback</p> <ol style="list-style-type: none"> Circulate to monitor and support as learners work. Make notes of recurring errors for later remedial work. Collect finished reports for end-of-unit assessment and feedback. <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Make it clear to these learners that your expectations of them are high and that they should put together a good report.
Resources	Plenary
	<ol style="list-style-type: none"> 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G8.4.1.1.4) Write notes to summarise the main points of a read text using key words from the text as needed.</p> <p>(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.</p> <p>(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.</p> <p>(G8.4.4.1.3) Cite sources following a standard format, and avoid plagiarism and copying information.</p>			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 8	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To prepare and give a short presentation to the class. Listening: To make notes and questions based on a class presentation.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • make a class presentation, and answer questions on it • make notes on an oral presentation, and write question to clarify information.
Link to prior learning: <ul style="list-style-type: none"> • Reports on Emirati space projects from previous lesson: vocabulary related to space exploration; experience of class presentations 21st Century Skills: <ul style="list-style-type: none"> • As previous lesson 		
Key vocabulary: recycling of vocabulary associated with space exploration Key expressions/structure: asking and answering questions		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: 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
	<p>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.</p>
Resources	Main activity
<p>Coursebook page 180</p>	<p>Presentation: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to exchange their completed reports with a partner and give each other constructive feedback on how they could be improved. 2. Set a time limit, e.g. 10 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 <i>Speaking tip</i> box for a reminder about good practice in giving presentations generally. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor as learners prepare. Answer questions and give support where necessary.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 180</p>	<p>Presentation: Activity 5</p> <ol style="list-style-type: none"> 1. Learners present their reports in turn. Don't interrupt them during their presentations. 2. At the end, encourage other learners to ask one or two questions about the topic. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <p>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.</p>
	<p>Differentiation activities (Stretch):</p> <p>These learners should be able to give more presentations based on their reports, and answer questions on their topics.</p>

Coursebook page 180	<p>Presentation: Activity 6</p> <ol style="list-style-type: none"> 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. 2. They listen and make very brief notes, and write a question. 3. Some learners ask their questions to the presenting pair. <p>CORE</p> <p>Feedback</p> <ol style="list-style-type: none"> 1. Elicit some of the questions learners prepare. Make notes of any recurring problems for dealing with in the plenary feedback session. 2. Collect finished reports for end-of-unit assessment and feedback. <p>Answers</p> <p>Learners' own answers</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 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. 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G8.1.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p> <p>(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.</p> <p>(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.</p>			

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 ... <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Previous exposure to the topic of sports and personal experience inside and outside school 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>saddle, reins, skates, snowboard, skateboard, pads, rollerblades, fast lane, cap, goggles, skis, poles, stick, puck, skate, javelin, high jump</i> Key expressions/structure: To play a sport		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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 <i>playing</i> when referring to team sports, for example, <i>playing football</i> and <i>doing</i> for individual sports, for example, <i>doing judo</i>. If the sport name ends in <i>-ing</i> already, you use it alone, for example, <i>skiing</i>. 		
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	<ol style="list-style-type: none"> 1. Discuss the questions as a class. 2. Elicit what sports learners already play or would like to learn and write them on the board. 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	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 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. 2. Tell learners to work in pairs. 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. <p>CORE</p> <p>Feedback</p> <p>Feedback as a class by nominating a learner to describe and the class to guess.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook pages 181 and 182	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner. 2. Tell them to look at the pictures for 30 seconds. 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. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to work in groups and pair weaker learners with stronger learners. 2. Write some equipment vocabulary on the board and ask learners to name the related sport.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work alone. 2. Write some sports on the board and ask learners to write any related equipment vocabulary.

Workbook page 152	Workbook: Activity 1 1. Ask learners to work with a partner to complete the crossword. DESIRABLE Feedback Call out the references, e.g. ‘four across’, and invited different learners to come to the front of the class and write the answer on the board. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> Across: 4 tennis; 6 cricket; 8 baseball; 10 golf; 11 skiing; 13 rollerblading; 14 football Down: 1 camel racing; 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. 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. 3. Nominate learners to shout out a letter. If correct, write it in the space. If wrong, draw the head of a snowman. 4. Continue like this until either the learners have guessed the word, or you have completed the snowman drawing (head, body, face, arms, legs). 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G8.3.4.1.2) 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 ... <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Previous exposure to the topic of sports and personal experience inside and outside the school 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>ice skating, ice skates, snow boarding, snowboard, ice hockey, goalkeeper, goal posts, referee, horse riding, golf caddie, roller-blading, rollerblades, camel racing, fast lane, high jump</i> Key expressions/structure: Compound nouns		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Compound nouns can be confusing because sometimes the two words are fused, as in <i>rollerblades</i>; other times they are joined with a hyphen, as in <i>horse riding</i>; in other examples they may be separated by a space, as in <i>tennis racket</i>. 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
	<ol style="list-style-type: none"> 1. Ask learners to work in small groups. 2. Ask learner to mime a sport that they remember from the previous lesson. Other learners have to guess the sport. 3. Finish this activity by inviting individual learners to perform their mime for the whole class.
Resources	Main activity
Coursebook page 182 Audio Track 39	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to listen to the commentaries and they must identify the sport. 2. Play the audio twice and ask learners to listen and identify the sport. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>1 cricket; 2 tennis; 3 rugby; 4 volleyball; 5 golf; 6 football/soccer; 7 baseball; 8 American football; 9 basketball; 10 cycling</p>
Coursebook page 182	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the Use of English box with the learners. Elicit another example and write it on the board. 2. Then ask learners to look through the pictures and vocabulary to find other examples. 3. Ask learners to work with a partner to ask and answer the questions. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>1 20; 2 high jump, fast lane; 3 Learners' own answers</p>
Workbook page 153	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to complete the descriptions of the sports and then name them. <p>EXTENSION</p> <p>Feedback</p> <p>Go around the class, nominating learners to give an answer.</p> <p>Answers</p> <p>1 saddle, 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</p>

Workbook page 153	<p>Workbook: Activity 3</p> <p>1. Ask learners to use the words from the box to make compound nouns. Then label the pictures.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Invite individual learners to come up to the board to write an answer.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>1 high jump; 2 elbow pad; 3 knee pad; 4 horse riding; 5 ice-skating; 6 goal post; 7 tennis racket</p>
--------------------------	---

Resources	Plenary
Coursebook page 182	<p>Speaking: Activity 5</p> <p>1. Ask learners to work in pairs to ask and answer the questions in the quiz.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>1 He makes sure that the players follow the rules. 2 He/she tries to stop the other team's ball going in the net and scoring a goal. 3 He/she carries the golf clubs for a golf player. 4 The pitcher throws the ball and the batter tries to hit it. 5 The bowler throws the ball and the batsman tries to hit it. 6 By throwing the ball and getting it into the basket. 7 The net divides the court into half and gives something for the players to hit the ball over. 8 Because in order to score points the players have to hit the stumps with the ball.</p>

Learning styles catered for (✓):

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

Assessment for learning opportunities (✓):

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

Standards/SLOs:

- (G8.1.1.3) 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: Reading: To read a text and locate answers. Speaking: To discuss sporting ability and personal qualities.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • read and discuss a text about Olympic athletes • complete a multiple choice activity based on a news article about the UAE School Olympics • talk about what qualities are needed to do particular sports.
Link to prior learning: <ul style="list-style-type: none"> • Lessons 1 and 2 and prior knowledge of sporting competitions and events 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>athletics, stadium, coach, talented, strength, agility, coordination, speed, determination, heptathlon, table tennis, reaction, competitiveness, steely, opponent, back down, concentration, success</i> Key expressions/structure: Abstract nouns		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: Coursebook pages 183 and 184 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	<ol style="list-style-type: none"> 1. Write the following question on the board: <i>What do you need to be a top athlete or sportsperson?</i> 2. Ask learners to work in small groups to discuss their ideas. 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	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the <i>Did you know?</i> 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. 2. Ask learners to look at the questions and then read the article to locate the answers. <p>CORE</p> <p>Feedback</p> <p>Ask learners to underline the evidence for their answers. Feedback as a class by nominating learners to give and explain their answers.</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>Jessica Ennis-Hill, started athletics at age 10 / Li Xiaoxia, dreamed of being an Olympic athlete since she was a little girl</p>
Coursebook page 184	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the table with learners and elicit the meaning of the adjectives. Ask them to explain each adjective by giving an example. 2. Ask learners to read the article to find the nouns that relate to these adjectives and complete the table. <p>CORE</p> <p>Feedback</p> <p>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).</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>strength; agility, coordination; determination; competitiveness</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to look up the nouns in a dictionary or translate them into their own language. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to suggest some other abstract nouns to describe qualities that are useful for athletes and sportspeople. 2. Elicit the related adjectives. 3. Ask learners to write an example sentence using the noun in context.

Coursebook page 184	<p>Use of English: Activities 3 and 4</p> <ol style="list-style-type: none"> Go through the Use of English box with the learners. Elicit example sentences like the one given for the other nouns and write them on the board. Ask learners to complete the sentences with a word from the table. Then ask learners to write context sentences for the other three nouns. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give answers and ask some of them to write their sentences on the board.</p> <p>Answers</p> <p>3 1 competitiveness; 2 strength; 3 coordination; 4 determination; 5 agility 4 Learners' own answers.</p>		
Workbook page 154	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Ask learners to read the text and complete the multiple choice activity. <p>EXTENSION</p> <p>Feedback</p> <p>Ask learners to compare their answers with a partner then feedback as a class by asking learners to give an answer.</p> <p>Answers</p> <p>1a; 2c; 3c; 4b; 5c</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 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 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8i.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(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.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 8	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a text to locate answers. Speaking: To discuss personal qualities and abilities. Writing: To write about personal qualities and abilities.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • write questions to match answers from the reading text • talk about the qualities necessary to become a successful Olympic athlete • identify and write about personal strengths related to sporting abilities.
Link to prior learning: <ul style="list-style-type: none"> • Lessons 1, 2 and 3 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>ability, ambition, strength, agility, coordination, speed, determination, competitiveness, concentration, success, flexibility</i> Key expressions/structure: Abstract nouns, sports collocations – <i>team spirit, natural talent, hand-eye coordination</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: Coursebook page 184 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).

<p>Resources</p>	<p>Starter</p> <p>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.</p>
<p>Resources</p> <p>Coursebook page 184</p>	<p>Main activity</p> <p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to go through the activity and try to guess what question is missing. 2. Ask learners to read the article again and write full questions to match with the answers given. Refer them to the <i>Language tip</i> box for help with question formation. <p>CORE</p> <p>Feedback</p> <p>Nominate a learner from each group to give an answer to each question.</p> <p>Example answers</p> <ol style="list-style-type: none"> 1 How old was Jessica Ennis-Hill when she went to her first athletics event? 2 What did her coach say when he first met her? 3 What qualities/skills does table tennis require? 4 Who is Li Xiaoxia? 5 What had she dreamed of since she was a little girl? <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to add two more of their own answers and swap with a partner who must formulate the question.
<p>Coursebook page 184</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to work in small groups to discuss their responses to the questions. <p>CORE</p> <p>Feedback</p> <p>Discuss as a class and nominate learners to report back what their group discussed.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 155</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to match words from the two columns to make collocations related to sport. 2. Then ask them to check their answers in the text. <p>CORE</p> <p>Feedback</p> <p>Invite learners to give an answer.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 hand-eye coordination; 2 powers of concentration; 3 steely determination; 4 team spirit; 5 natural talent

Workbook page 155	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to think about a sport they play, what part they are good at and what part they need to work on. 2. Ask learners to tell their partner then write a sentence to summarise. <p>EXTENSION</p> <p>Feedback</p> <p>Invite learners to read out their sentences to the class.</p> <p>Answers</p> <p>Learners' own answers</p>		
	<p>Workbook: Activities 4 and 5</p> <ol style="list-style-type: none"> 1. Go through the Study Skills box with learners then drill the words in the wordbank. 2. Ask learners to complete the sentences using abstract nouns. Remind them to add <i>the</i> where necessary. 3. Ask learners to underline the stressed syllable in the words in Activity 5 then practise saying them aloud. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <p>1 coordination; 2 the ambition; 3 flexibility; 4 speed; 5 the ability; 6 the determination</p> <p>1 agility; 2 activity; 3 creativity; 4 imagination; 5 participation; 6 competition</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Revise the vocabulary as a class by giving a definition then asking learners to shout out the word. 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. 3. Give points for correct spelling and pronunciation/stress. 		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(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.</p> <p>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.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 8	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To ask and answer quiz questions; to formulate, ask and answer learners' own quiz questions. Reading: To read a text to locate answers. Writing: To complete a spidergram with information from a text; to write questions.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> ask and answer general knowledge quiz questions about the Olympic Games read a text about the Olympic Games complete a spidergram with information they have read write questions for the answers given formulate, ask and answer their own questions based on the information they have read.
Link to prior learning: <ul style="list-style-type: none"> Lessons 1 and 2 and prior knowledge of sporting competitions and events 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>youth, physical disabilities, rituals, symbols, torch, celebration, ceremonies, committee, inhabited</i> Key expressions/structure: <i>to host an event, to represent your country, to participate in a sport/ event</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may not know much about the Olympic Games or its history. The quiz activity will activate their prior knowledge and then the reading text will provide them with any missing information. 		
Resources/equipment needed: Olympics-related pictures/flashcards, such as the flag, the logo, the torch, the medals Coursebook page 185 Workbook page 156		

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	<ol style="list-style-type: none"> Show the picture of the Olympic flag to the class and elicit from learners what it relates to. Elicit from learners any knowledge they have about the Olympic Games and the UAE Olympic team. Write any new vocabulary (such as <i>torch</i>, <i>symbol</i>) on the board. Ask learners to open their Coursebooks and read the Did you know? box. Elicit the names of the five continents from which contestants come and write them on the board (Africa, Asia, Australia/Oceania, Europe, the Americas).
Resources	Main activity
Coursebook page 185	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> Ask learners to work in pairs or small groups to discuss and answer the quiz questions. <p>CORE</p> <p>Feedback</p> <p>Ask learners to check their answers through the following reading activity in the Coursebook.</p>
Coursebook page 185	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Ask learners to read the fact file to find the answers to the quiz. 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. <p>CORE</p> <p>Feedback</p> <p>Nominate learners from around the class to give an answer.</p> <p>Answers</p> <ol style="list-style-type: none"> F They are held every four years. T; T; T; F They are held in a different city each time. F They started in 1896. F There are medals for 1st, 2nd and 3rd places T <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to complete the quiz and the reading activities alone. When completed, then have them check their answers with a partner.

<p>Coursebook page 185</p>	<p>Vocabulary: Activity 3</p> <p>1. Ask learners to read the sports in the box and write them in the correct list.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Copy the table onto the board and invite learners to write an answer.</p> <p>Answers</p> <p>Winter: ice-skating, snowboarding, skiing, speed skating, ice hockey</p> <p>Summer: tennis, badminton, table tennis, athletics, archery, basketball, volleyball, golf, shooting, equestrian, cycling, swimming</p>
<p>Workbook page 156</p>	<p>Workbook: Activity 1</p> <p>1. Go through the Did you know? box with the learners and ask their opinion about the informal Olympic motto. Do they agree?</p> <p>2. Ask learners to close their Coursebooks and write notes on the spidergram.</p> <p>3. Ask learners to open their Coursebooks to compare their information with the text in Activity 2.</p> <p>EXTENSION</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 156</p>	<p>Workbook: Activity 2</p> <p>1. Ask learners to write questions for the answers.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to compare answers with a partner then feed back as a class by nominating learners to give an answer.</p> <p>Example answers</p> <p>1 How often are the Olympic Games held?</p> <p>2 What kind of sports are played in the Winter Olympics?</p> <p>3 Where did the Olympic Games get its name?</p> <p>4 When and where was the first modern games held?</p> <p>5 Who is the Paralympics for?</p> <p>6 Are women allowed to participate?</p> <p>7 What does the IOC do?</p> <p>8 What are important features of the Olympic Games?</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Ask learners to close their workbooks and work with a partner.</p> <p>2. Ask learners to ask and answer questions about the Olympics and the text they read.</p> <p>3. If necessary, write some prompts on the board to give learners some ideas.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(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.</p> <p>(G8.4.1.1.4) Write notes to summarise the main points of a read text using key words from the text as needed.</p> <p>(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, <i>if, when, unless, although</i>).</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 8	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To complete a jig saw reading; to read a news article. Listening: To collaborate with another learner to complete a jigsaw reading. Speaking: To collaborate with another learner to complete a jigsaw reading; to discuss personal opinions about a topic.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • make notes based on information in a text about the Olympic Games • convey that information to other learners • complete notes based on the information swap with the other learners • complete a multiple choice activity based on a news article about the UAE School Olympics • express and justify their opinions about sport.
Link to prior learning: <ul style="list-style-type: none"> • Lessons 1, 2 and 3 and assumed prior awareness of or exposure to the Olympic Games 21st Century Skills: <ul style="list-style-type: none"> • 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: <i>delegation, participants, medals, medalist, committee, reporters, ambassadors, role models, javelin, discus, shot put, hurdles, hammer throw, long jump, high jump, sprint, pole vault, race walk</i> Key expressions/structure: <i>to represent your country, to participate in, to feel passionate about something, to be recognised for something, to look up to someone</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners sometimes use the wrong prepositions in phrasal verbs, such as those in the key expressions above. Present this vocabulary to learners in ‘chunks’ and highlight the prepositions. Ask learners to record the expressions in their notebooks. Revise vocabulary regularly by asking learners to match the correct prepositions with phrases. 		
Resources/equipment needed: Coursebook page 186 Workbook page 157		

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.																								
Resources	Main activity																								
Coursebook page 186	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to work in groups of three. Each learner reads one of the three paragraphs and completes the table with their information. 2. Then ask the learners to convey their information to their partners so that they can complete the missing information. 3. Write the key vocabulary on the board and ask the learners to highlight it in their texts. Elicit the meaning from context. <p>CORE</p> <p>Feedback</p> <p>Nominate a learner from each group to give an answer to each question.</p> <p>Answers</p> <table border="1"> <thead> <tr> <th></th> <th>The Olympic Games</th> <th>The Paralympics</th> <th>The Youth Olympics</th> </tr> </thead> <tbody> <tr> <td>When and where did the UAE first participate?</td> <td>1984 in Los Angeles, USA</td> <td>1992 in Barcelona, Spain</td> <td>2010 in Singapore</td> </tr> <tr> <td>What events did UAE athletes compete in?</td> <td>6 sports including football, weightlifting and shooting</td> <td>weightlifting, powerlifting, athletics</td> <td>equestrian (horse-riding), sailing, shooting, swimming, taekwondo, athletics</td> </tr> <tr> <td>When did Emirati female athletes first compete?</td> <td>In the 2012 Summer Olympics</td> <td>In the 2008 Summer Paralympics</td> <td>Females have been competing since the beginning</td> </tr> <tr> <td>What medals have been won?</td> <td>A gold medal for shooting</td> <td>one gold, five silver, three bronze</td> <td>Not mentioned in the text</td> </tr> <tr> <td>Any other information given?</td> <td>The 2012 Summer Olympics was the largest delegation of athletes ever sent and it included women</td> <td>The UAE has competed in every Summer Paralympics since 1992 with great success Emirati Paralympians have won a total of nine medals The first female Emirati Paralympian was Thuraya al Zaabi, who first represented UAE in discus and javelin in Beijing, China</td> <td>The Youth Games also include other participants in the roles of Young Reporters, Ambassadors and Athlete Role Models</td> </tr> </tbody> </table>		The Olympic Games	The Paralympics	The Youth Olympics	When and where did the UAE first participate?	1984 in Los Angeles, USA	1992 in Barcelona, Spain	2010 in Singapore	What events did UAE athletes compete in?	6 sports including football, weightlifting and shooting	weightlifting, powerlifting, athletics	equestrian (horse-riding), sailing, shooting, swimming, taekwondo, athletics	When did Emirati female athletes first compete?	In the 2012 Summer Olympics	In the 2008 Summer Paralympics	Females have been competing since the beginning	What medals have been won?	A gold medal for shooting	one gold, five silver, three bronze	Not mentioned in the text	Any other information given?	The 2012 Summer Olympics was the largest delegation of athletes ever sent and it included women	The UAE has competed in every Summer Paralympics since 1992 with great success Emirati Paralympians have won a total of nine medals The first female Emirati Paralympian was Thuraya al Zaabi, who first represented UAE in discus and javelin in Beijing, China	The Youth Games also include other participants in the roles of Young Reporters, Ambassadors and Athlete Role Models
	The Olympic Games	The Paralympics	The Youth Olympics																						
When and where did the UAE first participate?	1984 in Los Angeles, USA	1992 in Barcelona, Spain	2010 in Singapore																						
What events did UAE athletes compete in?	6 sports including football, weightlifting and shooting	weightlifting, powerlifting, athletics	equestrian (horse-riding), sailing, shooting, swimming, taekwondo, athletics																						
When did Emirati female athletes first compete?	In the 2012 Summer Olympics	In the 2008 Summer Paralympics	Females have been competing since the beginning																						
What medals have been won?	A gold medal for shooting	one gold, five silver, three bronze	Not mentioned in the text																						
Any other information given?	The 2012 Summer Olympics was the largest delegation of athletes ever sent and it included women	The UAE has competed in every Summer Paralympics since 1992 with great success Emirati Paralympians have won a total of nine medals The first female Emirati Paralympian was Thuraya al Zaabi, who first represented UAE in discus and javelin in Beijing, China	The Youth Games also include other participants in the roles of Young Reporters, Ambassadors and Athlete Role Models																						

	<p>Differentiation activities (Support):</p> <p>1. Ask learners to work with a partner to read their text and check answers before re-grouping into threes.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Ask learners to work alone to read all three paragraphs and complete the table before checking answers with a partner.</p>
<p>Workbook page 157</p>	<p>Workbook: Activity 3</p> <p>1. Ask learners to match the drawings with the names of different Olympic events in the box.</p> <p>2. Ask them work individually to start with but compare their answers with a partner</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <p>1 discus; 2 hammer throw; 3 race walking; 4 high jump; 5 shot put; 6 hurdles; 7 pole vault; 8 long jump; 9 javelin; 10 sprinting</p>
<p>Coursebook page 186 Workbook page 157</p>	<p>Workbook: Activity 4</p> <p>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.</p> <p>2. Focus attention on the table and elicit the first two answers from the class as examples.</p> <p>3. Ask learners to work in pairs to complete the table. Encourage them to use dictionaries to check their answers.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <p>1 delegation; 2 participation; 3 representation; 4 competitor; 5 competition; 6 compete; 7 winner; 8 win</p>
<p>Workbook page 157</p>	<p>Workbook: Activity 5</p> <p>1. Ask learners to complete the sentences with one of the verbs from the table in an appropriate form.</p> <p>DESIRABLE</p> <p>Answers</p> <p>1 competitive; 2 delegation; 3 winner; 4 participation; 5 representative</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to work together to complete.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to work alone to complete.</p>

Resources	Plenary		
	1. With 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(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.</p> <p>(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.</p> <p>(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.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 8	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to radio commentaries in order to identify the topic. Reading: To read an advertisement seeking applicants. Writing: To correct sentences about a sports personality. Speaking: To discuss personal opinions on the subject of sports competitions.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • listen to sports commentaries and identify the sport • answer true/false and open questions about a text describing the IOC Young Reporter training scheme • discuss the importance of international sports competitions and their role in bringing global peace • correct sentences about Thuraya al Zaabi.
Link to prior learning: <ul style="list-style-type: none"> • Unit 11 Lessons 1–6 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: all vocabulary from Lessons 1–6 Key expressions/structure: all vocabulary from Lessons 1–6		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners sometimes feel that they have understood the material they have covered quite well, but with a revision they can reassess and correct what they have not understood. Common areas are grammar and vocabulary. 		
Resources/equipment needed: Coursebook page 187 Workbook page 158 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
	<ol style="list-style-type: none"> 1. Ask learners what they remember so far from the lessons they have covered. Refer to topics and themes, grammar and vocabulary. 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 Audio Track 40	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 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. 2. Tell learners they are going to listen to sports commentaries from different sports. 3. Ask learners to listen and write the name of the sport they hear being described. <p>CORE</p> <p>Feedback</p> <p>Play the audio and stop after each commentary. Nominate a learner to give an answer.</p> <p>Answers</p> <p>1 tennis; 2 swimming; 3 football; 4 athletics (javelin); 5 cycling</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the answers randomly on the board and ask learners to match the sport with the commentary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask the learners to listen once and name the sport.
Coursebook page 187	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the text to answer the questions <p>CORE</p> <p>Feedback</p> <p>Go around the class and nominate learners to give an answer</p> <p>Answers</p> <p>1T; 2F; 3T; 4F; 5F; 6T</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs and highlight the answers in the text and ask them to justify their answers during feedback. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work alone to complete the activity.

Workbook page 158	<p>Workbook: Activities 1 and 2</p> <ol style="list-style-type: none"> 1. Ask learners to complete the wordsearch. 2. Ask learners to brainstorm any vocabulary they can remember to go with the sports they found in the wordsearch. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to write an answer on the board. Award points for every item of equipment that other learners didn't think of.</p> <p>Answers</p> <p>archery, athletic, badminton, baseball, basketball, bowling, cricket, cycling, darts, football, golf, rugby, swimming, tennis, volleyball</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to use the word bank to complete the wordsearch activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to cover the word bank while they complete the wordsearch. 		
Resources	<p>Plenary</p>		
Coursebook page 187	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to work in small groups to discuss their answers to the questions. 2. Then conduct a whole class discussion and invite learners to contribute their opinions. 		
<p>Learning styles catered for (✓):</p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G8.2.1.1.10) 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.</p> <p>(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.</p> <p>(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, <i>if</i>, <i>when</i>, <i>unless</i>, <i>although</i>).</p>			

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 ... <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Lessons 5 and 9 topic of the Olympics and Paralympics 21st Century Skills: <ul style="list-style-type: none"> • 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: <i>gender, a disability, paralysed, injuries</i> Key expressions/structure: <i>a special achievement, a personal motto, to dislocate something, a training regime</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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 role playing 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	<ol style="list-style-type: none"> Write this question on the board and elicit answers from learners: <i>What personal qualities do you need to have to be a top athlete or sportsperson?</i> 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 snowboard accident). 																														
Resources	Main activity																														
Coursebook page 188	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Ask learners to read the profile and match the headings with the information. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="2">Answers</th> </tr> </thead> <tbody> <tr> <td>Sport</td> <td>Basketball, skiing, surfing, kayaking</td> </tr> <tr> <td>Country</td> <td>USA</td> </tr> <tr> <td>Gender</td> <td>Female</td> </tr> <tr> <td>Year of birth</td> <td>1983</td> </tr> <tr> <td>Place of birth</td> <td>Farmington, New Mexico</td> </tr> <tr> <td>Disability</td> <td>Paralysed from the waist down after breaking her back in a snowboarding accident aged 17</td> </tr> <tr> <td>Personal qualities</td> <td>Speed-loving, hard-working, fearless</td> </tr> <tr> <td>First Paralympic Games</td> <td>Athens Summer Olympics, 2004 (reserve player on basketball team)</td> </tr> <tr> <td>Started these sports</td> <td>Basketball in 2002 at the University of Arizona Skiing in 2008 after watching the winter Paralympics Surfing and kayaking in 2014 on holiday in Hawaii</td> </tr> <tr> <td>Training regime</td> <td>At least four hours per day, usually beginning with two hours' kayaking at 6.00 am</td> </tr> <tr> <td>Gold medals</td> <td>Gold medal in basketball at the 2008 Paralympic Games in Beijing, two gold medals in skiing at the Vancouver 2010 Paralympics</td> </tr> <tr> <td>Injuries</td> <td>Many injuries including breaking both ankles and dislocating a shoulder</td> </tr> <tr> <td>Special achievement</td> <td>First American woman to win gold medals in both the summer and the winter Olympic Games</td> </tr> <tr> <td>Personal motto</td> <td>"Do what you can with what you have, where you're at."</td> </tr> </tbody> </table>	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 (reserve player on basketball team)	Started these sports	Basketball in 2002 at the University of Arizona Skiing in 2008 after watching the winter Paralympics 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."
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 (reserve player on basketball team)																														
Started these sports	Basketball in 2002 at the University of Arizona Skiing in 2008 after watching the winter Paralympics 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."																														

<p>Coursebook page 188</p>	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the Speaking Tip box with learners. 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. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate pairs to ask and answer questions for the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to write some full questions before they begin speaking. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to cover the profile and do the activity from memory.
<p>Workbook page 159</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to correct the sentences about Alana Nichols. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to give an answer.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 She is from New Mexico, USA. 2 She is paralysed from the waist down due to a snowboarding accident. 3 She is the first American woman to win gold medals in both the summer and winter Olympic Games. 4 Her first Paralympic competition was in 2004 in Athens. 5 She has injured herself many times.
<p>Workbook page 159</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 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. 2. Ask learners to write some notes about their athlete identity to use to help them in the role-play. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor, checking learners are managing to write legible and brief notes (key words only) and helping with ideas.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 159</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 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? 2. Ask learners to work in pairs to prepare 6–10 questions for their interview. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor and help learners with question formation.</p>

Workbook page 159	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners use the questions they have prepared and the information in the profile to role play an interview. When each pair has finished, have them swap roles and work with another partner to do the same. <p>CORE</p> <p>Feedback</p> <p>Invite a pair of learners to perform their role play for the class.</p> <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> <p>Learners' own answers</p>
--------------------------	--

Resources	Plenary
Workbook page 159	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 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. 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

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

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

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

(G8.4.2.1.2) 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 ... <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Previous Grade 8 unit topics on travel and exploring 21st Century Skills: <ul style="list-style-type: none"> • 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 students in the UAE 		
Key vocabulary: <i>sledge, row, ankles, motivation, inspiration, celsius</i> Key expressions/structure: <i>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</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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
	<ol style="list-style-type: none"> 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. 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	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Ask learners to look at the photographs and title on page 189, then read the <i>Did you know?</i> box. Ask learners if they have heard about Nabil Al Busaidi or if they know anything about him. Can they guess? Ask learners to read the text and complete the fact file. <p>CORE</p> <p>Feedback</p> <p>Copy the table on to the board and invite learners to complete sections.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p><u>One</u>: 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 Celsius</p> <p><u>Two</u>: 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</p> <p><u>Three</u>: When: December 2009; What: climbed Mount Kilimanjaro; Where: in Africa; Details: with his brother</p> <p><u>Four</u>: When: April 2010; What: climb Mount Everest; Where: Mount Everest is in Nepa; Details: broke both ankles</p> <p><u>Five</u>: 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</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Ask learners to work in groups of six. Each learner completes one column of the fact file then they feed back to the other members of the group. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to work alone to complete the fact file then compare answers with a partner.

<p>Workbook page 160</p>	<p>Workbook: Activities 1 and 2</p> <ol style="list-style-type: none"> 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. 2. Ask learners to open their workbooks and copy the timeline from Activity 1 into their notebooks and complete it with the missing information. 3. Then ask learners to work with a partner to ask and answer questions about the information on the timeline. <p>EXTENSION</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>What was he doing in April 2009? He was walking to the North Pole.</p> <p>What was he doing in August 2009? He was pushing his friend in a wheelchair from the north to the south of the UK.</p> <p>What was he doing in December 2009? He was climbing Mount Kilimanjaro and Mount Vinson.</p> <p>What was he doing in April 2010? He was trying to climb Mount Everest.</p> <p>What was he doing in March 2011? He was rowing across the Atlantic Ocean.</p>
<p>Workbook page 160</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 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. 2. Ask learners to work in groups to discuss then write some questions for Nabil based on the bullet points. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to offer their suggestions. Write the most interesting questions on the board.</p> <p>Answers</p> <p>Learners’ own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Do this activity as a class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write some of their own questions based on their own ideas.
<p>Coursebook page 189</p>	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work in small groups to discuss their personal responses to the questions. <p>EXTENSION</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Have a class discussion based on the questions they discussed in the speaking activity and invite learners to share their ideas. 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(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 <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.10) 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.</p> <p>(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).</p> <p>(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, <i>if, when, unless, although</i>).</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 8	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to an interview. Speaking: To summarise the information from an interview; to talk about imagined experiences. Writing: To write a diary entry. Reading: To read other learner's work to peer-correct it.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • predict, listen to and write the interview questions • discuss their responses to Nabil's experiences and advice • prepare a diary entry from one of his expeditions.
Link to prior learning: <ul style="list-style-type: none"> • Previous Grade 8 unit topics on travel and exploring 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>a reception, a challenge, cheering</i> Key expressions/structure: <i>words of advice, host an event, to sponsor someone, to happen by accident</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: Coursebook page 190 Workbook page 161 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	<ol style="list-style-type: none"> 1. Ask learners to tell a partner what they remember about Nabil Al Busaidi, his expeditions and his world records. 2. Ask learners to read the Did you know? box and ask them what kind of things they think he wrote in it. 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 Audio Track 41	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 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. 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. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Where did you get the idea to walk to the North Pole? 2 Why did you decide to become a full-time adventurer? 3 How do you choose which expeditions to go on? 4 How much time do you spend training and preparing? 5 What have been your worst and best experiences? 6 Do you have any words of advice for young people? <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give the learners the questions on strips of paper for them to reorder as they listen. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to listen with their coursebooks closed and write answers in their notebooks.

<p>Coursebook page 190 Audio Track 41</p>	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 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 recording. 2. Play the recording again for learners to check their answers and complete any missing information. 3. Put the class into pairs to share their information and compose a one-sentence summary of Nabil's answer to each question. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Example answers</p> <ol style="list-style-type: none"> 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. 2 He didn't decide. It happened by accident because people kept asking him to go on new adventures. 3 He chooses expeditions where he can be the first Arab to do something. 4 He starts training and preparing as soon as he has decided to go on an expedition. 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. 6 Dream big and work hard.
<p>Workbook page 161</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 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. 2. Ask learners to read the diary entry and discuss the answers with a partner. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask pairs to join with another pair to compare and discuss their ideas further then discuss as a class.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 161</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to choose either the best or worst experience he describes and to try and imagine it in detail. 2. Go through the <i>Writing Tip</i> box on Coursebook page 190. 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. <p>EXTENSION</p> <p>Feedback</p> <p>Ask learners to join in small groups to talk through their notes with other learners.</p> <p>Answers</p> <p>Learners' own answers</p>

Workbook page 161	Workbook: Activity 6 1. Ask learners to write a diary entry based on one of Nabil’s experiences and the notes they wrote in Activity 5. 2. When they have finished, ask learners to swap paragraphs with a partner to peer-correct. 3. This activity can be completed for homework if there is not enough time in class. EXTENTION Feedback Pin each diary entry up on the wall for other learners to walk around and read. Answers Learners’ own answers		
Resources Coursebook page 190	Plenary Speaking: Activity 5 1. Ask learners to work in groups to discuss their responses to the questions. 2. Invite learners to share their ideas as a class. 3. Show learners Nabil’s website: www.arabadventurer.com 4. Show them the different links on it. Look at the Gallery and discuss some of the photos on there. 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.4.1.1.1) 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 ... <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Gerunds for sport and activities 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>hobby, trampolining, judo, blackbelt, collect, model planes, loads, juggling, bookmarks, beads, jewellery, stamps, photography</i> Key expressions/structure: <i>playing games, doing activities, collecting things</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Hobbies and activities are usually gerunds, ie. they are derived from a verb but used as a noun. Learners may use the gerunds <i>playing</i> and <i>doing</i> 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	<ol style="list-style-type: none"> Write the word <i>hobby</i> on the board and elicit the meaning and some examples. Write them on the board. Ask the learners what hobbies they have and write them on the board too. 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	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Ask learners to read the children's quotes and match the activities with the photos at the top of the page. Ask learners if they share any of the same hobbies or if they like the idea of any. <p>CORE</p> <p>Feedback</p> <p>Ask learners to discuss their ideas in pairs and then invite learners to report back to the class about their partner.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 191	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> Ask learners to work in pairs to highlight all the hobbies mentioned in Activity 1. Ask learners to classify the hobbies in lists under the given headings. Ask them to add any of their own or from the list on the board. <p>CORE</p> <p>Feedback</p> <p>Write the four headings on the board and invite learners to write an answer in a list.</p> <p>Answers</p> <p>Sports/martial arts: trampolining, karate, judo, cycling Collecting things: sweets, pencil cases, coins, leaves, shells, beads, jewellery, posters, stamps Performing: juggling, acting Art and other creative activities: reading, making model planes, drawing, making bookmarks, writing stories, photography</p>
Workbook page 162	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Ask learners to match the hobbies in the box to the pictures. Then draw learners' attention to the key phrases – <i>He/She likes/enjoys</i>, etc. Drill some example sentences. Invite learners to describe the pictures to the class using the key phrases. Then ask learners to write a caption for each picture using the key phrases. <p>CORE</p> <p>Feedback</p> <p>At stage 3, invite learners to describe the pictures to the class using the key phrases.</p>

	Answers		
	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):		
	1. Ask learners to work in small groups to complete the activity.		
	Differentiation activities (Stretch):		
	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. 2. Circulate and monitor, encouraging them to use the key phrases. 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G8.1.1.1.5) Build on and extend the ability to understand a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i> , <i>you'd better</i> , obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.			
(G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i> , <i>you'd better</i> , obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.			
(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, <i>if</i> , <i>when</i> , <i>unless</i> , <i>although</i>).			

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 ... <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Present perfect simple tense 21st Century Skills: <ul style="list-style-type: none"> • Information, Media, and Technology Skills: Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively and critically in English 		
Key vocabulary: <i>hobby, trampolining, judo, blackbelt, collect, model planes, loads, juggling, bookmarks, beads, jewellery</i> Key expressions/structure: <i>I have been ... ing; he/she has been ... ing</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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
	<ol style="list-style-type: none"> Write the fractions $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{4}$ on the board. Ask learners to count how many people there are in the class. Ask learners work out how many people = $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{4}$
Resources	Main activity
Coursebook page 192	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> Ask learners to count how many quotes there are on page 189. Ask learners to work out how many children = $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{4}$ (e.g. There are 12 children, so $\frac{1}{3} = 4$) Ask learners to work in small groups to make true sentences about the children and their hobbies. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <ol style="list-style-type: none"> e All of them have at least one hobby. a A third of them collect things. c A quarter of them do sports / martial arts. f Two of them make things. d One of them enjoys art. b None of them collects stamps. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> If necessary, do the maths part of the activity on the board with the class Then ask learners to write the sentences alone. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to work alone.
Coursebook page 192	<p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 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. <p>CORE</p> <p>Feedback</p> <p>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</p>

	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 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. 2. Ask learners to take turns with a partner to ask and answers the questions. <p>CORE</p> <p>Feedback</p> <p>Write the form <i>he/she has been</i> on the board. Then feed back as a class and invite learners to tell the class about another learner from the group.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to write their answers first then tell their partner orally. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write two sentences about their brother's/sister's hobbies, using the form <i>he/she has been ...</i>
<p>Workbook page 163</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the <i>Language tip</i> box with learners. Draw a timeline on the board and write the examples on it. 2. Draw other timelines on the board and elicit examples from the learners. 3. Ask learners to write the questions and answers for the prompts. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate pairs of learners to give an answer.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 How long have you been collecting shells? For three years. 2 How long have you been horse riding? Since I was 10 years old. 3 How long has your brother been making model cars? For five years. 4 How long has your sister been writing stories? Since she was seven years old. 5 How long have you been doing karate? For two years.
<p>Workbook page 163</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to complete the sentences using a verb in the present perfect continuous form. <p>EXTENSION</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 I've been doing; 2 I've been playing; 3 've been collecting; 4 has been writing; 5 've been waiting; 6 been learning

Coursebook page 192	Speaking: Activity 5 1. Ask learners to read the questions and think about their hobby. Tell them to write some notes if necessary. 2. When they are ready, ask them to tell their partner. 3. Then ask their partner to tell another pair of learners. 4. Remind learners to use the two grammar structures on the board, <i>I have been ...</i> and <i>helse has been ...</i> . 5. Circulate and monitor.		
Resources	Plenary		
Coursebook page 192	Writing: Activity 6 1. Ask learners to design and write flyers for an after-school club or activity for homework. 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.5) Build on and extend the ability to understand a range of functions, e.g. making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i> , <i>you'd better</i> , obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion. (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, <i>even so</i> , <i>since</i>).			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 8	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To describe board games they know; to ask and answer questions about a text.</p> <p>Reading: To read about a popular board game; to read and re-order step by step instructions correctly.</p> <p>Writing: To complete a fact file with information from a text; to write instructions in the correct order.</p> <p>Listening: To listen and follow instructions.</p>		<p>Learning outcomes: By the end of the lesson, students will be able to ...</p> <ul style="list-style-type: none"> • describe board games they play • ask and answer questions about the history and rules of backgammon • read a text about backgammon and complete a fact file • correctly re-order instructions for playing checkers • follow the instructions to play a game of checkers.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Previous experience of playing board games <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation 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 		
<p>Key vocabulary: <i>triangles, board games, materials, human bone, version, opponent, diagonally</i></p> <p>Key expressions/structure: <i>a familiar sight, have been discovered, it is thought, easily recognise, have been found, the object of the game, a version of a game</i></p>		
<p>Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 193</p> <p>Workbook page 164</p>		

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
	<ol style="list-style-type: none"> 1. Ask learners what games they play at home or with their family. 2. Ask them if they know any board games. Can they explain briefly how you play them?
Resources	Main activity
Coursebook page 193	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the <i>Did you know?</i> box and elicit what they know about this game. Write their suggestions on the board. 2. Ask learners to read the text and compare the information with their predictions on the board. 3. Ask learners to read the text again and match the headings with the paragraphs. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>1 Description; 2 History; 3 Rules</p>
Coursebook page 193	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs. One learner closes the Coursebook and answers the questions that the partner asks. 2. Ask learners to swap partners and swap roles so that each learner has a go at asking and answering the questions. <p>CORE</p> <p>Feedback</p> <p>Feed back as a class by having one learner ask another learner.</p> <p style="background-color: #d3d3d3;">Suggested Answers</p> <ul style="list-style-type: none"> • a wooden box with 24 triangles • 30 black and white checkers and a pair of dice • move all your checkers off the board • Turkey, Greece and throughout the Arab world • because of ancient pictures and documents, even old dice made from bone <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to read and answer the questions first before doing this as a speaking activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of two extra questions they could ask their partner.

Workbook page 164	<p>Workbook: Activity 1</p> <p>Go through the Did you know? box with learners. Ask learners if anyone knows how to play checkers.</p> <ol style="list-style-type: none"> 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. <p>CORE</p> <p>Feedback</p> <p>Take feedback from the class.</p> <p>Answers</p> <p>a colour; b King; c black; d space; e opponent's; f jump</p>
Workbook page 164	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that the instructions, although now complete, are still in the wrong order. 2. Then have learners read the <i>Reading tip</i> 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. <p>CORE</p> <p>Feedback</p> <p>Go around the class nominating learners to read out a sentence each.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 First, take 12 checkers of the same colour. 2 Then, place them on all of the dark squares in front of you, as shown on the board. 3 To begin the game, the player with the black checkers moves first. 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. 5 You can take your opponent's checker by jumping over it. 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. 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! 8 Finally, once you have captured all of your opponent's checkers, you have won the game.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(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.</p> <p>(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.</p> <p>(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).</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 8	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a text and answer questions. Listening: To participate in a group discussion. Speaking: To ask and answer a partner's questions. Writing: To write a paragraph about own interests.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • read a report about friends' hobbies and answer questions • make collocations using hobby vocabulary • label pictures of sports and hobbies • write about their own hobby • ask and answer questions about their hobby.
Link to prior learning: <ul style="list-style-type: none"> • Lessons 8–13 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: lessons 8–13 Key expressions/structure: Lessons 8–13, present perfect continuous		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners are sometimes unaware of where they have gaps in their understanding of the language covered. With a revision they can reassess and correct what they have not understood, especially the common areas of grammar and vocabulary. 		
Resources/equipment needed: Coursebook page 194 Workbook page 165 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
	<ol style="list-style-type: none"> 1. Ask learners what they remember so far from the lessons they have covered. Refer to topics and themes, grammar and vocabulary. 2. Ask learners which reading texts they enjoyed best and why. 3. Ask learners what areas they found easiest/most difficult. 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	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the report and answer the True/False questions below. 2. Then ask learners to check their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1F; 2F; 3T; 4F; 5T; 6T</p>
Coursebook page 194	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the report again and answer the multiple choice questions below. 2. Then ask learners to check their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Invite learners to give an answer.</p> <p>Answers</p> <p>1 Obaid is 12; 2 Khalid; 3 Yes; 4 Ali; 5 Yes; 6 at the weekend</p>
Coursebook page 194	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to match the vocabulary in the wordbank with a verb to make a collocation and write it in the correct list. <p>CORE</p> <p>Feedback</p> <p>Write the lists on the board and invite learners to write a word in a list.</p> <p>Answers</p> <p>collect: stamps, coins, beads play: a sport, a game, an instrument do: karate, judo (-): singing, painting, reading</p>

Coursebook page 194	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner to discuss their answers to the questions. 2. Then ask pairs to join another pair to continue the discussion. Ask learners to tell the group about their partner's hobby. <p>CORE</p> <p>Feedback</p> <p>Invite learners to report to the class about their group members' hobbies.</p> <p>Answers</p> <p>Learners' own answers</p>
Workbook page 165	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to write the name of the hobby under the picture. 2. Then ask learners to check their answers with a partner. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to write an answer on the board for other learners to check spelling.</p> <p>Answers</p> <p>1 ice-skating; 2 stamp collecting; 3 judo or karate; 4 painting; 5 writing (stories); 6 juggling; 7 trampolining; 8 making model aeroplanes</p>
Workbook page 165	<p>Workbook: Activities 2 and 3</p> <ol style="list-style-type: none"> 1. Ask learners to consider the questions and write about their own hobby. 2. When they have finished, ask them to talk to a partner and find out about each other's hobbies. 3. Then ask them to swap their written work and check and give peer feedback on each other's paragraphs. <p>EXTENTION</p> <p>Feedback</p> <p>Nominate a learner to read their own or their partner's written work to the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to write a few sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a paragraph with extra detail and complex sentences.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 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 play a particular game (such as a board game) or sport. 2. The learner then throws the beanbag/ball to another learner who continues with the next step in the procedure. 3. Continue like this until the end.

Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.3.1.1.2) 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.</p> <p>(G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: first conditional and second conditional, <i>If I were ...</i> , present perfect, present perfect continuous, past perfect.</p> <p>(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, <i>if, when, unless, although</i>).</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 8	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To write questions and answers. Speaking: To self-reflect on learning and progress. Listening: To listen and respond to others' views about the unit's language and content.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> differentiate between adjectives and nouns from the key vocabulary match phrases to make collocations from the key vocabulary form questions and answers using the present perfect continuous tense self-reflect on their learning and progress in this unit.
Link to prior learning: <ul style="list-style-type: none"> Unit 11 Lessons 1–14 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: Unit 11 vocabulary Key expressions/structure: Unit 11 grammar		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may feel overwhelmed when asked to review a unit as a whole. By revising certain aspects of the unit, confidence will be raised. 		
Resources/equipment needed: Coursebook page 195		

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
	<ol style="list-style-type: none"> 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. 2. Feedback as a class and write them on the board. 3. Elicit some examples of each language point from the learners. 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). 5. Ask learners to compare their answers in groups.
Resources	Main activity
<p>Coursebook page 195</p>	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the vocabulary and write each word in the correct list. 2. Then ask learners to check their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Write two lists on the board and invite learners to write an answer.</p> <p>Answers</p> <p>Adjectives: talented, important, interested, agile, ambitious, competitive, determined, flexible</p> <p>Nouns: success, commitment, ability, coordination, strength</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Go through the difference between adjectives and nouns as a class and elicit examples from the learners. Write them on the board. 2. Then elicit context sentences as examples. 3. Make sure learners are clear about the difference between the two parts of speech before starting the activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to look back through the unit to find other examples they can add to each list.
<p>Coursebook page 195</p>	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to match the two parts of the phrases. 2. Then ask learners to check their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <p>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</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the various prepositions and elicit which verbs they go with. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a sentence for each phrase.

<p>Coursebook page 195</p>	<p>Vocabulary: Activity 3</p> <p>1. Ask learners to write a sentence for each of the verb + preposition combinations from Activity 2.</p> <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out a sentence.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to work in pairs to write the sentences.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to write three questions to ask their partner using the verb + preposition combinations.</p>
<p>Coursebook page 195</p>	<p>Use of English: Activity 4</p> <p>1. Ask learner to write questions using the correct form of the present perfect continuous.</p> <p>2. Then ask them to add two more questions of their own.</p> <p>CORE</p> <p>Feedback</p> <p>Feed back as a class by nominating individual learners to read the questions aloud</p> <p>Answers</p> <p>1 How long have you been living in the house where you live now?</p> <p>2 How long have you been wearing your shoes?</p> <p>3 How long have you been learning English?</p> <p>4 How long have you been studying at this school?</p> <p>5 How long have you been doing this exercise?</p>
<p>Coursebook page 195</p>	<p>Use of English: Activity 5</p> <p>1. Ask learner to write answers for the questions.</p> <p>CORE</p> <p>Feedback</p> <p>Ask learners to work in small groups and take turns to ask and answer the questions whilst you monitor and help.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 195</p>	<p>Speaking: Activity 6</p> <p>1. Ask learners to discuss the questions in pairs.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor learners as they discuss the questions. Make a note of anything interesting they discuss which you can talk about in the plenary activity.</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Ask the class to discuss their answers to the questions from Activity 5.</p>

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: first conditional and second conditional, <i>If I were ...</i> , present perfect, present perfect continuous, past perfect.</p> <p>(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, <i>if, when, unless, although</i>).</p>			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 8	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read and understand directions for executing a task. Speaking: To discuss and collaborate on preparing a project. Listening: To discuss and collaborate on preparing a project. Writing: To write questions and consequences for a board game.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • design a board game with playing board, playing pieces and question cards • create the 'questions' and 'consequences' of the game's cards.
Link to prior learning: <ul style="list-style-type: none"> • Lesson 13 – Backgammon 21st Century Skills: <ul style="list-style-type: none"> • 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: <i>blank, game piece, board, collaborating, collaboration, consequence, requirements</i> Key expressions/structure: <i>to be based on, team work, lose a turn, pick a card, move ahead, go back, go back to the start</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Not applicable 		
Resources/equipment needed: Coursebook page 196 White card A3 for each group of 4 students Plain card/paper Coloured pencils/pens Scissors Glue		

UNIT 11 LESSON 16 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Elicit from learners what they remember about the history of backgammon from Lesson 13. Go around the class and elicit from learners each step in the instructions for playing checkers.
Resources	Main activity
Coursebook page 196	<p>Preparation: Activity 1</p> <ol style="list-style-type: none"> Go through the task rubric with learners as a class. Elicit any unfamiliar vocabulary and write it on the board for reference. Ask learners to work in small groups and make sure they all understand the task. Make sure each group has a ‘secretary’ who records and keeps track of the group’s decisions. 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. <p>Feedback</p> <p>Feedback should be ongoing while you circulate, monitor and help.</p> <p>Answers</p> <p>Learners’ own answers</p>
	<p>Differentiation activities (Support):</p> <p>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,</p> <ol style="list-style-type: none"> The theme of the game is ____ The board will look like ____ The squares will contain ____ The game will be for ____ players. There will be ____ types of card; these will be _____ If a player answers correctly, then he or she ____ If a player answers incorrectly, then he or she ____ To win, a player must ____
	<p>Preparation: Activity 2</p> <ol style="list-style-type: none"> Elicit from learners what different roles there will be within the team and write them on the board. Help learners decide which team member will take which role. Set a time limit and regularly remind the learners of the time left to complete the project. Circulate and monitor, helping where necessary.
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Decide in advance of the lesson which individual learners will work best with each other, ensuring that each team has a mix of abilities.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(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 <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G8.2.1.1.9) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.</p> <p>(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.</p>			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 8	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To understand and sequence instructions. Reading: To understand and follow instructions. Speaking: To play a game in a small group; to give and justify an opinion.		Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> • follow written instructions to play a game successfully • give their opinions on the best game and justify their reasons.
Link to prior learning: <ul style="list-style-type: none"> • Lesson 13 – Backgammon and Lesson 16 – Project Preparation 21st Century Skills: <ul style="list-style-type: none"> • 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: <i>consequence, referee, cheating</i> Key expressions/structure: <i>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</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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
	<ol style="list-style-type: none"> 1. Ask learners to sit in the same teams as the previous lesson and make sure their books remain closed. 2. Give a strip with one of the instructions a–f below to each group. 3. Go around the class and have a learner from each group read out their strip. 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. <ol style="list-style-type: none"> a Up to 4 players may play at a time. b Place the counters on the ‘start’ space. c The youngest player goes first, the next youngest goes second and so on. d The first player rolls a die and moves his/her counters the correct number of spaces. 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. f To win, a player must throw the correct number to reach the ‘finish’ space.
Resources	Main activity
<p>Coursebook page 197</p>	<p>Presentation: Activity 3</p> <ol style="list-style-type: none"> 1. Give the learners 10 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. 2. Ask learners to evaluate their game in terms of being: <ul style="list-style-type: none"> • clear and easy to understand how to play • attractive and colourful • interesting and original – what makes it different from other board games and memorable? • fun to play <p>Feedback</p> <p>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.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners’ own answers</p>
<p>Coursebook page 197</p>	<p>Presentation: Activity 4</p> <ol style="list-style-type: none"> 1. Give the learners some time to prepare their presentation. Remind them that all members of the team should participate. 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: <i>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.</i> <p>Feedback</p> <p>Feedback should be ongoing while you circulate, monitor and help.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners’ own answers</p>

Coursebook page 197	<p>Presentation: Activity 5</p> <ol style="list-style-type: none"> 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. The groups take turns to present their games whilst the other members of the class listen and complete the grids. <p>Feedback</p> <p>Give ongoing feedback after each presentation and encourage the class to ask the presenters questions.</p>		
	<p>Presentation: Activity 6</p> <ol style="list-style-type: none"> 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. <p>Feedback</p> <p>Ask each group to give brief, oral feedback on the game they played.</p> <p>Answers</p> <p>Learners' own answers</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Ask each group to pin up their board on the wall. 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. Take a class vote. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(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 <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(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.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 8	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To talk about learners' free-time activities; to discuss similarities and differences. Reading: To read about what people like doing. Writing: To complete gaps in a short text with new vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • describe their own interests and hobbies • understand texts about young people's preferences as regards activities inside and outside the home • match new vocabulary to their meanings • successfully use the new vocabulary to complete a short text.
Link to prior learning: <ul style="list-style-type: none"> • Present tenses for habitual action; present perfect; talking about free-time activities 21st Century Skills: <ul style="list-style-type: none"> • 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: <i>expert, confident, ability, technique, can't stand, sociable, martial art, kick, benefit, defend yourself</i> Key expressions/structure: verbs and phrases + <i>-ing</i> , phrasal verbs		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may get confused about what verb form is required after the main verb. This lesson shows them verbs with <i>-ing</i> plus a revision of some verbs followed by <i>to</i> + 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	<ol style="list-style-type: none"> 1. Ask learners what they like to do in their free time. Do they prefer staying in or going out? 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	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the class to look at the photographs and predict what the text is going to be about. Elicit a few ideas. 2. Learners read what Ali and Kamaruddin say. How are they similar and how are they different? 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. 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? 5. Discuss as a class. <p>CORE</p> <p>Feedback</p> <p>As above, using group feedback.</p> <p>Answers</p> <p>Learners' own answers, but suggested answers: Similarities: they both listen to music, they both like playing video/computer games, they both enjoy doing things with their family Differences: Kamaruddin – does martial arts, likes watching TV, isn't so busy as Ali Ali – plays chess, doesn't like watching TV shows, doesn't do a lot of sports apart from swimming, is generally busy</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 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.

<p>Workbook page 166 Coursebook page 198</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to do the matching task in Activity 1. 2. If necessary, they can look back at the texts in their Coursebooks to see the words in context. 3. If they need help, allow learners to look up the meaning of words in their dictionaries. <p>CORE</p> <p>Feedback</p> <p>Learners work in pairs. Finally, ask the learners to call out the answers individually to check the meanings and their pronunciation.</p> <p>Answers</p> <p>1b; 2j; 3e; 4i; 5f; 6a; 7c; 8h; 9d; 10g</p>
<p>Workbook page 166</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 4. Ask learners to read the text quickly once through to get the general gist. 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). 6. Check answers as a class. <p>CORE</p> <p>Feedback</p> <p>Ask learners to read out a sentence at a time to the class. Write the missing words on the board to check spelling.</p> <p>Answers</p> <p>1 martial arts; 2 expert; 3 kick; 4 technique; 5 benefit(s); 6 defend; 7 confident</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can work in pairs, if necessary, and discuss the options together. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write their own short text about martial arts, discussing the benefits plus any possible problem areas.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Have a class discussion about the most useful or enjoyable hobbies, both inside and outside the home. Accept different ideas. 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. 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using *ought to*, *you'd better*, obligating and prohibiting, making assumptions and predictions (for example, *She must be busy, she doesn't answer the phone*), expressing agreement and disagreement, expressing opinion.

(G8.3.1.1.1) 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		
<p>Learning objectives:</p> <p>Reading: To compare and contrast texts; to identify particular verb forms in the texts.</p> <p>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.</p> <p>Writing: To write sentences relating what they have learned in the lesson to their own families and friends.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • identify similarities and differences in factual information of short texts • correctly use structures such as the <i>-ing</i> 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.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Revision and extension of verbs followed by <i>-ing</i>; talking about free-time activities <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: as for previous lesson</p> <p>Key expressions/structure: verbs and phrases + <i>-ing</i>: <i>like, love, prefer, can't stand, can't stop, dislike, fancy, hate, keep</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 199 (and page 198)</p> <p>Workbook page 167</p> <p>Dictionaries</p>		

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
	<ol style="list-style-type: none"> 1. Discuss with the class what they remember from the previous lesson about Ali and Kamaruddin and their interests. 2. Ask learners what they did the previous evening and give a reason, for example, <i>I watched television because I enjoy watching documentaries.</i>
Resources	Main activity
Coursebook pages 198 and 199	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the class to re-read the texts, <i>What are you into?</i> They then read the sentences about Ali and Kamaruddin. 2. Then they write T, F and DK. 3. Check the answers as a class. <p>CORE</p> <p>Feedback</p> <p>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).</p> <p>Answers</p> <p>1 T; 2 F; 3 T; 4 DK; 5 F; 6 DK; 7 T; 8 F; 9 T; 10 DK</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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.) <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 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	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Read and discuss the Language tip notes with the class. 2. Ask the class to find more examples in the blogs of verbs followed by the <i>-ing</i> form. 3. They write the examples in their notebooks. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to read out phrases they have found. Write them on the board so all the class can check their answers.</p> <p>Answers</p> <p>Ali I prefer picking up tips, I enjoy going swimming, I like playing computer games, I can't stand watching TV, I dislike sitting around.</p> <p>Kamaruddin I prefer doing taekwondo, I don't mind staying in, I like watching TV.</p>

<p>Coursebook page 199</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Ask the class to work with a partner. 2. They read and discuss the questions. 3. Circulate around the class, giving help and making corrections as necessary. <p>CORE</p> <p>Feedback</p> <p>Give feedback as you go around the class.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 199</p>	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Ask the class to write sentences about their family and friends in their notebooks. <p>EXTENSION</p> <p>Feedback</p> <p>Check notebooks at the end of the class or during a following lesson if this activity is set for homework.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 167</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners write sentences using the words in the table. 2. Make sure they understand that they will have to change the verb form appropriately (<i>play – playing, do – doing, etc</i>). <p>CORE</p> <p>Feedback</p> <p>Learners work in pairs. Finally, have the learners call out the answers individually to check the meanings and their pronunciation / intonation.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 167</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to write two paragraphs about Ali and Kamaruddin. 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. 3. Learners complete their paragraphs first without looking back at the texts in the Coursebook. 4. They can then look back and check what they have written is correct. 5. Check as a class. <p>DESIRABLE</p> <p>Feedback</p> <p>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.</p>

	Answers		
	Learners' own answers		
	Differentiation activities (Support): 1. Learners can use the Coursebook to help them if they have difficulty in remembering what each person likes and dislikes.		
	Differentiation activities (Stretch): 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 + <i>-ing</i> 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i> , <i>you'd better</i> , obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.			
(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, <i>if</i> , <i>when</i> , <i>unless</i> , <i>although</i>).			
(G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, <i>even so</i> , <i>since</i>).			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 8	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to two different speakers and understand the difference between formal and informal speech.</p> <p>Reading: To read a short text and complete with the correct phrasal verbs.</p> <p>Speaking: To talk for one minute in front of the class about an activity they enjoy.</p> <p>Writing: To write a short paragraph about their interests; to write an informal email to a friend.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • 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.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Use of simple present to describe interests and hobbies <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Connections to learning: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills 		
<p>Key vocabulary: as for previous lesson</p> <p>Key expressions/structure: Phrasal verbs: <i>take up, be into, go out, come round, give up, stay in, chill out, pick up, sit around</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 200</p> <p>Workbook page 168</p> <p>Dictionaries</p> <p>Audio Track 42</p>		

UNIT 12 LESSON 3 TASKS/ACTIVITIES

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

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 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. 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.
<p>Resources</p> <p>Coursebook page 200 Audio Track 42</p>	<p>Main activity</p> <p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Tell the class that you are going to play an audio recording. 2. They listen and tell you who is talking. 3. Play the audio at least twice. 4. Check as a class. 5. Ask learners what helped them decide. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to put up their hands to answer.</p> <p>Answers</p> <p>Ali and Kamaruddin are talking.</p>
<p>Coursebook page 200 Audio Track 42</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the class to listen again and identify who's talking to a friend and who's giving a talk at school. 2. Encourage them to give reasons for their answer. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to answer.</p> <p>Example answers</p> <p>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'.</p>
<p>Coursebook page 200 Audio Track 42</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Tell the class to listen to the audio again and write down conversational phrases. 2. Discuss as a class. <p>CORE</p> <p>Feedback</p> <p>Give feedback as you go around the class, checking what learners have written.</p> <p>Answers</p> <p>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.</p>

<p>Coursebook page 200</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 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. 2. Encourage as many learners as possible to do this, even though they might be a bit shy or reluctant. <p>DESIRABLE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 200</p>	<p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Read the information in the <i>Use of English</i> box. 2. Tell learners to work with a partner. They read the list of phrasal verbs and find them in the texts. 3. Then, they explain what each one means using the words and phrases in the box. <p>CORE</p> <p>Feedback</p> <p>Informal assessment opportunity: Circulate, listening to learners' interactions. Take notes of recurrent mistakes for remedial work.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 take up – start doing something, for example, a new hobby; Ali has just started playing chess 2 be into – really enjoy 3 go out – leave the house, usually in order to do something with friends 4 come round – visit someone at home 5 give up – stop doing something 6 stay in – stay at home 7 chill out – relax 8 pick up – learn sth (for example, a language, a skill) without making a lot of effort 9 sit around – spend time sitting down and not doing very much
<p>Coursebook page 200</p>	<p>Use of English: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to complete the text, looking back at the phrasal verbs in Activity 5 to help them. 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. 3. Learners should work individually on this task but allow them to confer once they have chosen their answers. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>1 chill out; 2 took up; 3 is really into; 4 stays in; 5 going out</p>

<p>Workbook page 168</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 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. Check as a class. <p>CORE</p> <p>Feedback</p> <p>Learners work individually. Ask the learners call out the answers in order to check their pronunciation / intonation.</p> <p>Answers</p> <p>1 round; 2 up; 3 in; out; 4 up; 5 out; 6 into; 7 around; 8 up</p>
<p>Workbook page 168</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners write sentences about themselves using some of the phrasal verbs in Activity 1. Check as a class. <p>EXTENSION</p> <p>Feedback</p> <p>Ask learners to put up their hands to read out a sentence each time.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners can look back at the Coursebook to help them if they have difficulty in remembering how the phrasal verbs are used. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Tell the class to work in pairs. Each learner writes sentences using the phrasal verbs they have learned. They delete the phrasal verbs and exchange their sentences with another learner. They do the exercise and see who had the most correct answers.
<p>Workbook page 168</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 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.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> Ask learners, with books closed, to write down a list of as many phrasal verbs as they can remember from the lesson. Write a list on the board, asking individual students to give you one verb on their list. 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G8.1.1.1.6) 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.</p> <p>(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast.</p> <p>(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.</p> <p>(G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 8	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read and interact with different short texts from varying sources using various reading strategies.</p> <p>Speaking: To discuss themes arising from the reading material.</p> <p>Writing: To match definitions with words from the texts; to complete a word puzzle with extreme adjectives.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • identify the different types of language used in differing text types • successfully skim and scan reading texts for both general and more detailed information • understand the usefulness of extreme adjectives in descriptive texts • talk about their own preferences in relation to the subject of the reading material.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Understanding descriptive texts using a variety of tenses and more formal language <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills 		
<p>Key vocabulary: <i>cuisine, location, destination, region, provide, attend, variety</i></p> <p>Key expressions/structure: extreme adjectives: <i>amazing, delicious, delighted, fantastic, incredible, spectacular, unforgettable</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 201</p> <p>Workbook page 169</p> <p>Dictionaries</p>		

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	<p>Reading: Activity 7</p> <ol style="list-style-type: none"> 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. 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. 3. Check as a class. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to give their answers regarding the texts. Then ask pairs or groups to tell the rest of the class which unknown vocabulary they found and what they think the meaning is.</p> <p>Answers</p> <p>A Internet site / Facebook; B tourist brochure; C formal invitation.</p>
Coursebook page 201	<p>Vocabulary tip box</p> <ol style="list-style-type: none"> 1. Read the <i>Vocabulary tip</i> box and ask learners to find some more extreme adjectives to write in the box. 2. Check as a class. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to read out words they have found. Write them on the board so all the class can check their answers.</p> <p>Answers</p> <p>Any of the following: amazing, delicious, delighted, fantastic, incredible, spectacular, unforgettable</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can check the meaning of the extreme adjectives, and their usage, in their dictionaries. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can make their own sentences using the extreme adjectives in context.
Coursebook page 201	<p>Reading: Activity 8</p> <ol style="list-style-type: none"> 1. Ask the class to work in pairs and discuss the questions. They can make notes of their answers. 2. Go around the class giving help where required. <p>CORE</p> <p>Feedback</p> <p>Ask learners to put up their hands to give the answers.</p>

	<p>Answers</p> <p>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 3 texts).</p> <p>2 Saturday (text C)</p> <p>3 32 (text B)</p> <p>4 4–12 p.m. and later at the weekend (text A).</p>
<p>Coursebook page 201</p>	<p>Speaking: Activity 9</p> <ol style="list-style-type: none"> 1. Go through the <i>Speaking tip</i> box with the class. Ask the class to work in small groups and discuss the questions. They can make notes of their answers. 2. Ask a person from each group to come out to the front of the class and tell the other learners their answers. 3. Allow as many group representatives as you wish to come out and give their answers. <p>CORE</p> <p>Feedback</p> <p>Go around the class giving help where required.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 201</p>	<p>Speaking: Activity 10</p> <ol style="list-style-type: none"> 1. Learners should write a paragraph about themselves and their own free-time activities, using the texts they have read as a guideline. 2. When they have finished, ask learners to exchange their work with a partner. 3. They read and correct or make comments about each other's work 4. Alternatively, this could be set for homework. <p>DESIRABLE</p> <p>Feedback</p> <p>Either circulate during class, giving help where required, or collect in notebooks to mark as homework.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 169</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners find the words to match the meanings given. 2. Ask them to try and do the activity first without looking back at the Coursebook. <p>CORE</p> <p>Feedback</p> <p>Ask the learners to call out the answers individually to check their pronunciation.</p> <p>Answers</p> <p>1 cuisine; 2 location; 3 destination; 4 region; 5 provide; 6 attend; 7 variety</p>
<p>Workbook page 169</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Ask the class to complete the word puzzle. 2. They are given the first and last letter of each word. Learners should try and complete as much as they can of the puzzle before looking at the words in their Coursebook. 3. They can then look back and check what they have written is correct. 4. Check as a class.

	<p>CORE</p> <p>Feedback</p> <p>Ask learners to put up their hands to read out a word each time.</p> <p>Answers</p> <p>1 fantastic; 2 amazing; 3 spectacular; 4 wonderful; 5 incredible; 6 delicious; 7 delighted; 8 unforgettable</p> <p>Differentiation activities (Support):</p> <p>1. Learners can use the Coursebook to help them if they have difficulty in remembering how the words are spelled.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners can test themselves by not looking back at the Coursebook.</p>		
Resources	<p>Plenary</p> <p>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.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.10) 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.</p> <p>(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).</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast.</p> <p>(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.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 8	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a film review and discuss the writer's opinion; to analyse the structure of a film review. Speaking: To discuss different film genres and which the learners prefer; to work out meanings of words in context.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read two reviews and understand the structure of a review • become acquainted with useful vocabulary and phrases to be used in review-writing • have further practice in working out the meaning of lexis from the context.
Link to prior learning: <ul style="list-style-type: none"> • Present tenses, including present passive; descriptive language; adjectives, plus extreme adjectives (Lesson 4) 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>steel, strength, distant, adopt, disaster, attack, defend, defeat, tough, soundtrack, recommend</i> Key expressions/structure: <i>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</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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	<ol style="list-style-type: none"> 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: <i>action, adventure, comedy, horror, thriller, romantic comedy (rom com), science fiction, fantasy, crime / gangster / detective, drama, historical, musical, western</i>). 2. Ask the class to give reasons for the type of film they prefer.
Resources	Main activity
Coursebook page 202	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the class these questions: <i>What do you know about Superman? What is he famous for?</i> 2. Read the question for Activity 1. Ask learners why we read reviews and what they would expect to see in one. 3. Read the text around the class, giving each learner either a paragraph or a couple of sentences to read each time. 4. Discuss the question as a class. Ask learners to give examples from the text to support their answers. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to give their answers about the reviewer.</p> <p>Answer</p> <p>The reviewer liked the film. The opinion is expressed in the last two paragraphs in phrases such as: <i>especially good, very believable, a good performance, well written, wonderful, worth seeing</i></p>
Coursebook page 202	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 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. 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). 3. Discuss any other words that learners have difficulty with. Also point out useful phrases for review writing, for example, <i>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.</i> <p>CORE</p> <p>Feedback</p> <p>Ask pairs to give the meaning of the words they have been working on. Confirm and or clarify.</p> <p>Answers</p> <p><i>steel</i>: a very strong metal used in making buildings, bridges and cars; <i>strength</i>: how strong something is; <i>adopt</i> – legally take care of a child who is not your own; <i>disaster</i>: a serious event that results in a major problem; <i>attack</i>: try to hurt someone else by using violence; <i>defend</i>: protect someone against attack; <i>defeat</i>: win against someone; <i>tough</i>: strong; <i>soundtrack</i>: the music of a film</p>

	<p>Differentiation activities (Support):</p> <p>1. Learners can check the meaning of the words in their dictionaries.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Learners can make their own sentences using the words context.</p>
<p>Coursebook page 203</p>	<p>Reading: Activity 3</p> <p>1. Ask the class to read the headings provided. They read the review again and choose a heading for each paragraph.</p> <p>2. Check as a class and encourage learners to justify their choices.</p> <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to put up their hands with the answer.</p> <p>Answers</p> <p>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</p>
<p>Workbook page 170</p>	<p>Workbook: Activity 1</p> <p>1. Ask learners to read the review about <i>Toy Story 3</i>. Either ask individuals to read part of the review out loud or get the class to read silently.</p> <p>2. As they read, they should think decide on the purpose of each paragraph and match the sentences.</p> <p>3. Check answers as a class.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class, asking learners to put up their hands.</p> <p>Answers</p> <p>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</p>
<p>Workbook page 170</p>	<p>Workbook: Activity 2</p> <p>1. Ask learners to find the phrases in the review. They should discuss the meaning of the phrases in pairs, or as a class.</p> <p>2. Check as a class.</p> <p>3. Learners then write their own sentences using those phrases. This can be given for homework if there is no time in class.</p> <p>4. Set Activity 3 on the next page to complete at home.</p> <p>CORE</p> <p>Feedback</p> <p>Go around the class checking the meaning of the phrases.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <p>1. Learners can use their dictionaries to help them.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. These learners can be asked to find some more useful phrases from the review and write a short paragraph of their own.</p>

Workbook page 171	Workbook: Activity 3 1. Learners answer the questions about the review. 2. Check as a class. CORE Feedback Ask the learners to call out the answers individually. <div style="background-color: #e0e0e0; padding: 5px; margin: 10px 0;">Example answers</div> 1 When you're watching the film, you don't know whether the toys are going to survive. 2 It ends happily. The toys are rescued and they are given a good home. 3 There is humour in the film. For example, at one point Buzz Lightyear is reprogrammed and starts speaking Spanish. 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. 2. Ask individuals to come out and write one thing on the board. 3. Keep the activity short and snappy. Suggested points: 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). (G8.3.2.1.1) 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		
<p>Learning objectives:</p> <p>Reading: To read and analyse the text of a film review.</p> <p>Speaking: To discuss opinions of a film, using appropriate lexis and phrases.</p> <p>Writing: To learn the skills required to write a film review.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • successfully identify and use the different phrases required to discuss and write a review of a film • analyse a film according to different criteria • organise a piece of writing in accordance with a particular task type (review) • talk about their own opinions in relation to their own experiences of films.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Link to the reviews in the previous lesson; use of descriptive vocabulary <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: as for Lesson 5</p> <p>Key expressions/structure: as for Lesson 5</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 203</p> <p>Workbook page 171</p> <p>Dictionaries</p>		

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 <i>Man of Steel</i> .
Resources	Main activity
Coursebook page 203	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Ask the class to work with a partner. 2. They take turns to ask and answer the questions about the film. <p>CORE</p> <p>Feedback</p> <p>Circulate, listening to learners' interactions. Take notes of recurrent mistakes for remedial work.</p> <p>Possible answers</p> <p>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</p>
Coursebook page 203	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 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. 2. You may consider asking them to make notes of their opinions. 3. Always encourage them to justify their views. 4. You may consider having an open-class discussion as a round-up. 5. Circulate, listening to learners' work and ask questions about it. Take notes of recurrent mistakes for remedial work. <p>CORE</p> <p>Feedback</p> <p>Circulate, listening to learners' interactions. Take notes of recurrent mistakes for remedial work.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Complete PCM 9. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 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	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 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. <p>CORE</p> <p>Feedback</p> <p>Circulate, listening to learners' work and ask questions about it. Take notes of recurrent mistakes for remedial work.</p> <p>Answers</p> <p>Learners' own answers</p>

Coursebook page 203	<p>Project: Activity 7</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to write a film review for a classroom display called 'Films we like'. 2. They can work individually or in pairs to prepare their project. 3. They follow the steps in to organise their work. 4. When they have finished the first draft, tell them to exchange their work with another student. Ask them to comment on their review. 5. They write a final version and include a picture if possible. 6. Learners take the project home and explain what they have done to their family. <p>CORE</p> <p>Feedback</p> <p>Go around the class giving help where required.</p> <p>Answers</p> <p>Learners' own answers</p>
Workbook page 171	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners choose and justify their choices. 2. Check as a class. <p>Answers</p> <p>(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.</p> <p>(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.</p>
Workbook page 171	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Learners write the first paragraph of a review about <i>Finding Nemo</i>. 2. Check as a class. <p>EXTENSION</p> <p>Feedback</p> <p>Circulate and check learners' work.</p> <p>Possible answers</p> <p><i>Finding Nemo</i> 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.</p>
Resources	<p>Plenary</p> <p>The class spend a short time looking at all the projects together.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.10) 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.</p> <p>(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.</p> <p>(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.</p> <p>(G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, <i>even so, since</i>)</p> <p>(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.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 8	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read a text and answer questions about it, using a taught structure.</p> <p>Speaking: To play a guessing game in pairs, using taught phrasal verbs.</p> <p>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.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • competently use phrases followed by <i>-ing</i> when talking about everyday activities, also with reference to themselves • correctly use phrasal verbs in a spoken context • reflect on review-writing and how confident they feel about it • think about how they can improve certain skills areas.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Review of the previous lessons in Unit 12 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: vocabulary from Lessons 1–6</p> <p>Key expressions/structure: verbs + <i>-ing</i>, phrasal verbs</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners are sometimes unaware of where they have gaps in their understanding of the language covered. With revision, they can reassess and correct what they have not understood, especially the common areas of grammar and vocabulary. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 204</p> <p>Workbook page 172</p>		

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
	<ol style="list-style-type: none"> 1. Ask learners what they remember so far from the lessons they have covered. Refer to topics, themes and grammar. 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	<p>Reading and Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Draw the class's attention to the abstract painting drawing. Ask the class if they like it and why/why not. 2. Ask learners to read the text and answer the questions. Make sure they answer using complete sentences. 3. Learners can discuss the last question in pairs. <p>CORE</p> <p>Feedback</p> <p>Circulate, monitor and check individual learners' answers. Check as a class. Call upon individual learners to give the answers.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>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</p>
Coursebook Page 204	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 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. 2. Circulate the class, listening to the interaction. <p>CORE</p> <p>Feedback</p> <p>Circulate, monitor and check individual learners' answers.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>Learners' own answers.</p>
Coursebook Page 204	<p>Self-assessment: Activity 3</p> <ol style="list-style-type: none"> 1. Learners have to match the sentences to the section of a review they were taken from. 2. They then put the paragraphs into the correct order. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to give their answers.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>C The actors and the acting in the film A Summary of the plot D Introduction to the film E Gives an opinion of the film techniques B Reviewer's overall opinion</p>

<p>Coursebook Page 204</p>	<p>Self-assessment: Activity 4</p> <p>1. Ask learners to assess how confident they feel about review-writing.</p> <p>CORE</p> <p>Feedback</p> <p>Discuss in class. If some learners have expressed a lack of confidence, then suggest some revision work with regard to the relevant lesson.</p> <hr/> <p>Differentiation activities (Support):</p> <p>1. Learners work in pairs to complete the activities.</p> <hr/> <p>Differentiation activities (Stretch):</p> <p>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.</p> <p>2. Activity 1: Learners could also extend their sentences here by using <i>when/while, although, etc.</i>, for example, <i>I like texting my friend while (I am) listening to music.</i></p>
<p>Workbook page 172</p>	<p>Workbook: Activity 1</p> <p>1. Ask learners to write sentences about themselves as far as they can, using combinations of the words and phrases given in the two columns.</p> <p>2. Remind them to use the appropriate verb forms and encourage them to add extra information. (Refer them to the example).</p> <p>3. When they finish, learners check with their partners.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate, monitor and check individual learners' answers.</p> <hr/> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 172</p>	<p>Workbook: Activities 2 and 3</p> <p>1. Ask learners to tick which boxes they find most difficult in the area of language learning.</p> <p>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.</p> <p>Feedback</p> <p>Circulate, monitor and check individual learners' answers.</p> <hr/> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Have a class discussion to find out the class's favourite free-time activity.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(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.</p> <p>(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).</p> <p>(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, <i>if, when, unless, although</i>).</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 8	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read short texts from differing sources and extract relevant information.</p> <p>Writing: To find and write vocabulary items to complete sentences; to write an informal email giving information.</p> <p>Speaking: To have a discussion about a set topic.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • 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.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Verbs and phrases + <i>-ing</i>; film vocabulary <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>professional, entry, fortnight, discount, anonymous, available, judge, documentary</i></p> <p>Key expressions/structure: Expressions such as: <i>do you fancy (doing sth)?, How about (doing sth)?, get sth together (phr vb), take part in</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 205 Workbook page 173</p>		

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
	<p>1. Ask the class to discuss the following questions in pairs: <i>Have you seen any good films recently?</i> <i>What do you think makes a good film?</i></p>
Resources	Main activity
<p>Coursebook page 205</p>	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 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. 2. Ask them what the main topic is of the texts. 3. Ask individual learners to read the texts out loud. Different learners can take part in the dialogue (D). 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. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>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)</p> <p>(The main topic is a short film festival.)</p>
<p>Coursebook page 205</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners can work in pairs to answer the questions. 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. 3. Go around the class helping and advising learners. 4. Check answers as a class. <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class. The teacher should ask individual learners for answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 by 30th June 2 No 3 to make a short film for the festival, to ask Kashif to take part, to use the sea as the subject of the film 4 from August 1st 5 20 dirhams 6 She thinks it's a fantastic idea.

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can mark on a timeline the time frame referred to in Activity 1 so they are clear.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write either an online blog about the forthcoming festival or a formal invitation to the festival.
<p>Coursebook page 205</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the class to imagine that they are going to make a short documentary. They work in pairs or small groups. 2. Ask each learner to make notes of what they discuss for each question. 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. 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. 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. <p>CORE</p> <p>Feedback</p> <p>Encourage all the members of the class to take part in the discussion. Make a note of any problem areas for future feedback.</p> <p>Answers</p> <p>Learners’ own answers</p>
<p>Workbook page 173</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to complete the gaps in the sentences, firstly without looking back at the Coursebook. Allow them to work in pairs. 2. Then they can look back and check what they have written. 3. Check as a class. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to read out a sentence for the whole class.</p> <p>Answers</p> <p>1 discount; 2 fancy; 3 go; 4 available; 5 fortnight; 6 together; 7 about; 8 anonymous; 9 professional; 10 part; 11 judges; 12 entry</p>
<p>Workbook page 173</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to plan their email in their notebooks before they write it in the Workbook. 2. They will need to address all of the four bullet points supplied. 3. The email will be a combination of information from the Coursebook and the results from their discussion about setting. 4. Remind them about the use of future tenses to describe future events, plans and arrangements. <p>CORE</p> <p>Feedback</p> <p>Circulate around the class giving help where necessary.</p> <p>Answers</p> <p>Learners’ own answers</p>

Resources	Plenary		
	1. Ask learners what their plans are for the evening / the weekend ahead. 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.2.1.1.4) Consolidate from Grade 7 the ability to speak about future plans using going to, present continuous, <i>will</i>, <i>may</i>, and <i>might</i>.</p> <p>(G8.2.1.1.6) Consolidate from Grade 7 the first conditional; talk about impossible or unlikely situations using the second conditional.</p> <p>(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.</p> <p>(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.</p> <p>(G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 8	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>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.</p> <p>Writing: To find and write vocabulary items to from the text that match definitions.</p> <p>Speaking: To have a discussion about a hypothetical situation based on the themes from the text.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • 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.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Past and future tenses; film vocabulary <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>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</i></p> <p>Key expressions/structure: position of adverbs</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 206 and 207</p> <p>Workbook page 174</p>		

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	<p>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?</p> <p>Answers</p> <p>Learners' own answers</p>
Resources	Main activity
Coursebook page 206	<p>Reading: Activity 1</p> <p>1. Ask learners to quickly read the <i>Did you know?</i> box. Ask them to explain what an extra is.</p> <p>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.</p> <p>3. Discuss any new words then answer the question about the extras.</p> <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers (suggested)</p> <p>1 Saad remembers the heat and the bugs. Mazin remembers talking to the director, running away from the space soldiers and seeing the spaceship.</p>
Coursebook page 206	<p>Reading: Activity 2</p> <p>1. Learners can work in pairs to answer the questions.</p> <p>2. Go around the class checking their answers.</p> <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class. The teacher should ask individual learners for answers.</p> <p>Answers</p> <p>1 (film) crew; 2 catering; 3 the heat; 4 bugs; 5 suffer; 6 chat</p> <p>Differentiation activities (Support):</p> <p>1. Learners can use their dictionaries if necessary to check the meaning of words.</p> <p>Differentiation activities (Stretch):</p> <p>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.</p>

Coursebook page 207	<p>Speaking: Activity 3</p> <p>1. Learners should work in pairs to discuss the questions. 2. Make sure learners are using the second conditional form as they discuss.</p> <p>CORE</p> <p>Answers</p> <p>Learners' own answers</p>
Workbook page 174	<p>Workbook: Activity 1</p> <p>1. Ask learners to complete the definitions. Allow them to work in pairs. 2. See what they can do first then allow them to use their dictionaries. 3. Check as a class.</p> <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to read out a definition for the whole class.</p> <p>Answers (suggested)</p> <p>1 a large round object usually made of rock (or gas) that moves around the sun or another star 2 the planet we live on (3rd in distance from the sun) 3 the area outside our planet Earth where the planets and the stars are 4 everything that exists in space, including stars, planets and galaxies 5 a large group of stars 6 a creature from a different planet 7 a large structure in space where people can live and work 8 a vehicle that travels through space 9 the period of time that is to come / that hasn't happened yet 10 a type of travel where you can go to the future or to the past</p>
Workbook page 174	<p>Workbook: Activity 2</p> <p>1. Ask learners to work in groups and plan their story outline. 2. They will need to makes notes about all the points given. 3. Circulate the class and give help where required. 4. Different groups present their ideas to the class. 5. Groups should write the outline of their story for homework.</p> <p>Answers</p> <p>Learners' own answers</p>
Resources	<p>Plenary</p> <p>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..</p>

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G8.2.1.1.6) Consolidate from Grade 7 the first conditional; talk about impossible or unlikely situations using the second conditional.</p> <p>(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.</p> <p>(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).</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 8	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read a text and understand details from the text.</p> <p>Use of English: To become familiar with the positions of adverbs in sentences.</p> <p>Listening: To correctly identify particular details from a listening text.</p> <p>Writing: To put into practice their understanding of adverb position in sentences.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • extract detailed information from a text in response to comprehension questions • correctly position adverbs within a sentence structure • use predictive, gist and detailed listening skills in relation to a listening monologue • practise lexical skills through a crossword.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • As for previous lesson <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>financial benefits, employment opportunities, health and safety, tourism, educational value</i></p> <p>Key expressions/structure: position of adverbs, for example: <i>always, often, usually/normally, sometimes, never; certainly, definitely, probably; already, also, only, just, still, even</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 207</p> <p>Workbook page 175</p> <p>Audio Tracks 43 and 44</p>		

UNIT 12 LESSON 10 TASKS/ACTIVITIES

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

<p>Resources</p>	<p>Starter</p> <p>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?</p> <p>Answers</p> <p>Learners' own answers.</p>
<p>Resources</p> <p>Coursebook page 207</p>	<p>Main activity</p> <p>Speaking: Activity 4</p> <p>1. Ask learners to read the text again on page 206 and find the answers to the questions.</p> <p>2. They can work in pairs if they like.</p> <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>1 appear or act in the film without saying anything. 2 Because they think the desert looks like the land you could see on another planet. 3 The actors who had to wear special costumes. 4 Yes, the director spoke to Mazin.</p>
<p>Coursebook page 207</p>	<p>Use of English: Activity 5</p> <p>1. Read the <i>Use of English</i> box with the class. Examples of adverbs from the text and the <i>Did you know?</i> box are: 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!</p> <p>2. Give additional examples and write them on the board.</p> <p>3. Ask learners to supply some examples of their own. They write them in their notebooks.</p> <p>4. Focus on the sentences. Learners rewrite them putting the adverbs in the correct place.</p> <p>5. Check the answers as a class.</p> <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class. The teacher should ask individual learners for answers.</p> <p>Answers</p> <p>1 We often watch science fiction films. 2 I'll definitely apply to be an extra in another film sometime. 3 The working conditions in the desert were certainly difficult. 4 They normally try to employ locals as extras. 5 My friends have never taken part in a film. 6 We even got to see the film stars close up!</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Give these learners five adverbs and they have to create their own sentences using them correctly.
<p>Coursebook page 207</p>	<p>Listening: Activity 6</p> <ol style="list-style-type: none"> 1. Learners should work in pairs to discuss the question. 2. Check learners understanding of these terms and explain any that are unfamiliar. 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. <p>CORE</p> <p>Feedback</p> <p>Ask the class to put up their hands when they are ready to answer.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Coursebook page 207 Audio Track 43</p>	<p>Listening: Activity 7</p> <ol style="list-style-type: none"> 1. Learners listen to identify which points are mentioned. 2. Play the recording at least twice so that the class can note down the phrases that give them the answers. <p>CORE</p> <p>Feedback</p> <p>Ask learners which points they heard mentioned. They should be able to support their answers with specific details for each point.</p> <p>Answers</p> <p>All points were mentioned apart from health and safety: financial benefits: Of course, big films bring in a certain amount of money to the country educational value: In this way, more people outside the UAE can learn about our country and develop a greater interest in it. employment opportunities: We also hope that one day, a similar film could be produced in the UAE using local actors tourism: Now people are travelling here to see where that first half hour was filmed in the desert!</p>
<p>Coursebook page 207 Audio Track 44</p>	<p>Listening: Activity 8</p> <ol style="list-style-type: none"> 1. Learners should read the sentences carefully. 2. Ask the class what type of word is missing from each sentence. 3. They then listen to the second part of the talk. <p>CORE</p> <p>Feedback</p> <p>Ask the class to put up their hands when they are ready to answer.</p> <p>Answers</p> <p>1 alien; 2 700/seven hundred; 3 roads</p>

Workbook page 175	Workbook: Activity 3 1. Learners complete the sentences by putting the words in the correct order. 2. Check as a class. CORE Feedback Invite learners to read out their sentences for the whole class. Answers 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 1. Ask learners to read the clues and complete the crossword. 2. Check as a class. CORE Feedback Ask individual learners to give one answer each. Answers Across: 2 planet; 4 spaceship; 6 space; 9 science fiction 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G8.1.1.1.5) Build on and extend the ability to understand a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i> , <i>you'd better</i> , obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion. (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: Listening: To understand a dialogue between two people, identifying main points and more detailed information. Use of English: To understand the concept of collocations and to identify their use. Writing: To find collocations from the lesson and previous lessons in the unit.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • articulate ideas about a film studies course using appropriate language • identify and use collocations • understand and use a number of idiomatic and collocational phrases.
Link to prior learning: <ul style="list-style-type: none"> • Film and cinema; revision of tenses: past, present and future; adverbs 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: (collocations) <i>career plans, creative ideas, expensive equipment, high standard, personal interest, powerful effect, practical knowledge, teaching staff</i> Key expressions/structure: <i>have access to, be blown away (by), lay hands on, have an effect on, gain (a lot from)</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel nervous about 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).

<p>Resources</p>	<p>Starter</p> <p>1. Ask the class for any ideas in answer to the question about film studies. Write the points they mention up on the board.</p> <p>Answers</p> <p>Learners' own answers. Film studies can include: techniques of film-making including cameras, lighting, setting, dialogue, history of film, psychology of the cinema.</p>
<p>Resources</p> <p>Coursebook page 208 Audio Track 45</p>	<p>Main activity</p> <p>Listening: Activity 1</p> <p>1. Ask learners to read the points. Discuss and clarify the meaning of the words. 2. Explain that they are going to listen to a dialogue. 3. Play the audio twice if necessary.</p> <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>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</p>
<p>Coursebook page 208 Audio Track 45</p>	<p>Listening: Activity 2</p> <p>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). 2. Ask the class to answer the questions. 3. Check the answers as a class.</p> <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class. The teacher should ask individual learners for answers.</p> <p>Answers</p> <p>1 He learned more than he had expected to. 2 She nervous about using it at first 3 They remembered his name and showed a personal interest in his progress. 4 An entertainment lawyer 5 It has taught him how to think more creatively and made him more confident in his writing / story-telling abilities.</p> <p>Differentiation activities (Support):</p> <p>1. Learners can use dictionaries to check the meanings of vocabulary if necessary.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners could write their own sentences using vocabulary from the lesson.</p>

<p>Coursebook page 208</p>	<p>Use of English: Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Read the <i>Use of English</i> box. Ask the class if they can think of any other collocations they have learned. 2. Learners should work in pairs to discuss the meaning of the phrases in Activity 3. 3. If necessary, play the audio again so that learners can hear the phrases in context. 4. Circulate, giving help where necessary. Check as a class. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers (suggested)</p> <p>have access to: have the right or opportunity to use something; 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; get something that is useful or positive, benefit from</p>
<p>Workbook page 176</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 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). 2. Check the collocations are correct before learners move on to the sentences. <p>CORE</p> <p>Feedback</p> <p>Ask learners to put up their hands when they know a collocations. 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.</p> <p>Answers</p> <p>collocations: career plans, creative ideas, expensive equipment, high standard, personal interest, powerful effect, practical knowledge, teaching staff</p> <p>1 practical knowledge; 2 career plans; 3 powerful effect; 4 teaching staff; 5 creative ideas; 6 high standard; 7 expensive equipment; 8 personal interest</p>
<p>Workbook page 176</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 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. 2. Check as a class. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to give one answer each.</p> <p>Example answers</p> <p>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</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Point out that a phrase such as <i>blow me away</i> (often used in the passive: <i>I was blown away by ...</i>) 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(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 <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.2) Consolidate from Grade 7 the ability to speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past.</p> <p>(G8.2.1.1.4) Consolidate from Grade 7 the ability to speak about future plans using going to, present continuous, <i>will</i>, <i>may</i>, and <i>might</i>.</p> <p>(G8.2.1.1.5) Consolidate from Grade 7 the ability to speak about future plans using present simple for fixed plans.</p> <p>(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast.</p> <p>(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.</p>			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 8	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read a sample report and understand its structure. Writing: To correctly identify missing words and phrases from the report. 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 ... <ul style="list-style-type: none"> • analyse a report on a particular topic and to write one themselves • discuss their own personal preferences in relation to a university course open day • understand and use a number of new items of vocabulary.
Link to prior learning: <ul style="list-style-type: none"> • As for previous lesson 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>achieve, addition, advantage, atmosphere, conclusion, description, details, facilities, fast-track, open day, opinion, public speaking, undergraduate, positive</i> Key expressions/structure: Language for report-writing		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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: Coursebook page 209 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).

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Ask the class if they have heard of any courses in film studies in the UAE. 2. Discuss their ideas. You can mention there is a course in Dubai. <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p> <p>Coursebook page 209</p>	<p>Main activity</p> <p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read the report through quickly to get a general idea of what it is about. 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. 3. Remind learners to check what comes before and after the gap in the sentence to make sure that each word fits correctly. 4. Circulate and give help and support where necessary. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>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</p>
<p>Coursebook page 209</p>	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Ask the class to add in suitable headings for each section of the report. 2. Discuss as a class or in groups. Accept different headings as long as they convey the overall message of the section. 3. Check the answers as a class. <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class. The teacher should ask individual learners for answers.</p> <p>Example answers</p> <p>Introduction; The courses; The students' opinion; Recommendations / Conclusion</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can use dictionaries to check the meanings of vocabulary if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners could find out more information about courses in film studies in the UAE area and report back to the class.

<p>Coursebook page 209</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 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. 2. Groups discuss. Circulate around the class, listening to the group discussions and making sure that everyone gets a turn to speak. 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. <p>CORE</p> <p>Feedback</p> <p>Group and individual feedback.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 177</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 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. 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. <p>CORE</p> <p>Feedback</p> <p>Go around the class helping where necessary.</p> <p>Answers</p> <p>(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.</p> <p>Paragraph 3: Here the writer gives the general opinion of some of the students at the college, both of the teaching and the various facilities.</p> <p>Paragraph 4: In the conclusion, the writer recommends SAE Dubai as a very good place to go and study.</p>
<p>Workbook page 177</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to write their own report about a place of study which interests them. 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. 3. Point out the language they use should be reasonably formal / semi-formal. <p>CORE</p> <p>Feedback</p> <p>Go around the class helping with any problems. Learners can consult each other if they wish.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Discuss other situations where you might have to write a report. Ask the class for ideas. Write them on the board. <p>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.</p>

Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G8.1.1.1.5) 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 <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.6) Consolidate from Grade 7 the first conditional; talk about impossible or unlikely situations using the second conditional.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.3.2.1.1) 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.</p> <p>(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).</p> <p>(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.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 8	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read an article about a film and answer comprehension questions. Writing: To match words from the text with their definitions. Speaking: To discuss a particular topic of interest and to listen to other people's point of view.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand an article about a film • discuss their own and other people's opinion on a particular topic • understand and use a number of new items of vocabulary.
Link to prior learning: <ul style="list-style-type: none"> • Cinema/film vocabulary; UAE setting 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>sequel, anecdote, chaos, slick, low-budget, unwelcome, original, showcase, premiere</i> Key expressions/structure: <i>get to the bottom of sth, come face-to-face with, strike a chord</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • 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, <i>premiered</i>) or use the structure of the word itself to work out its meaning (for example, <i>unwelcome</i>). 		
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	<p>1. Ask the class to look at the photo from the film, <i>Grandmother's Farm</i> 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.</p> <p>Answers</p> <p>Learners' own answers</p>
Resources	Main activity
Coursebook page 210	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the first part of the article. The second part is in the Workbook. 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. 3. They should also think about what they are reading and come up with the two most interesting points about the film. 4. Share ideas as a class. <p>CORE</p> <p>Feedback</p> <p>Ask learners for their opinion once they have finished reading the text.</p> <p>Answers</p> <p>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.</p>
Coursebook page 210	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the class to answer the comprehension questions. They can work in pairs if desired. 2. Check the answers as a class. <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class. The teacher should ask individual learners for answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Ahmad Zain 2 Because everyone loved it and there was a lot of interest on social media about it. 3 five weeks 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. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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.

	<p>Differentiation activities (Stretch):</p> <p>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.</p>
Coursebook page 210	<p>Speaking: Activity 3</p> <p>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.</p> <p>2. Groups discuss. Circulate around the class, listening to the group discussions and making sure that everyone gets a turn to speak.</p> <p>3. Ask some individual learners to come out to the front of the class and tell the class their ideas about a film.</p> <p>CORE</p> <p>Feedback</p> <p>Group and individual feedback.</p> <p>Answers</p> <p>Learners' own answers</p>
Workbook page 178	<p>Workbook: Activity 1</p> <p>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.</p> <p>2. Discuss as a class.</p> <p>CORE</p> <p>Feedback</p> <p>Ask individual learners for their ideas.</p> <p>Answers</p> <p>(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.</p>
Workbook page 178	<p>Workbook: Activity 2</p> <p>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.</p> <p>2. Circulate, giving help as required.</p> <p>3. Point out that the meaning of some words can be identified through the use of a particular prefix, for example, <i>unwelcome</i> (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, <i>distributor</i> – a person or organisation that provides goods to other organisations).</p> <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>1 sequel; 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</p>
Resources	<p>Plenary</p> <p>Summarise the possibilities of producing UAE-based films and the advantages of doing so.</p>

Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.6) Consolidate from Grade 7 the first conditional; talk about impossible or unlikely situations using the second conditional.</p> <p>(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).</p> <p>(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.</p> <p>(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.</p> <p>(G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).</p> <p>(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 8	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read a narrative text and understand which adverbs are appropriate to fill the gaps.</p> <p>Speaking: To discuss the advantages and disadvantages of a given topic.</p> <p>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.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • 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.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Review of the previous lessons in Unit 12 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: vocabulary from the unit</p> <p>Key expressions/structure: grammar from the unit</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 211</p> <p>Workbook page 179</p>		

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
	<ol style="list-style-type: none"> 1. Ask learners what they remember so far from the lessons they have covered. Refer to topics, themes and grammar. 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	<p>Reading and Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the text through quickly to get the main idea. 2. Check if there are any problems with vocabulary. Refresh the learners' memory about the adverbs they covered in this lesson. 3. If necessary, allow learners to look back at the relevant page in the Coursebook. 4. Learners do the task, in pairs if desired. In some cases, more than one adverb will be possible. <p>CORE</p> <p>Feedback</p> <p>Circulate, monitor and check individual learners' answers. Check as a class. Call upon individual learners to give the answers.</p> <p>Answers</p> <p>1 usually; 2 definitely; 3 already; 4 never; 5 always; 6 both; 7 just; 8 only</p>
Coursebook page 211	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs or small groups. They should note down the advantages and disadvantages as they are mentioned by learners. 2. Compare answers as a class. <p>CORE</p> <p>Feedback</p> <p>Circulate, monitor and check learners' answers. Then check answers as a class. Perhaps note down the points mentioned in two columns on the board.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 211	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 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. 2. Ask individual learners to read out their paragraphs, if there is time. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to give their answers.</p> <p>Answers</p> <p>Learners' own answers</p>

<p>Coursebook page 211</p>	<p>Self-assessment: Activity 4</p> <p>1. Learners discuss the meaning of the words, then use them in a meaningful written sentence.</p> <p>CORE</p> <p>Feedback</p> <p>Discuss in class. Listen to sentences written by individual learners.</p> <p>Answers</p> <p>Learners' own answers. Meanings as explained in the unit.</p>
<p>Coursebook page 211</p>	<p>Self-assessment: Activity 5</p> <p>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.</p> <p>2. When they finish, learners check with their partners.</p> <p>Differentiation activities (Support):</p> <p>1. Learners work in pairs or groups to complete the activities.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners complete all the written activities on their own. They can write more than just a paragraph for Activity 3.</p>
<p>Workbook page 179</p>	<p>Workbook: Activity 1</p> <p>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.</p> <p>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.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate, monitor and check individual learners' answers.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 179</p>	<p>Workbook: Activity 2</p> <p>1. This is a good exercise in positive thinking, as well as giving further practice in the extreme adjectives.</p> <p>2. Learners can write anything they like here as long as the adjective fits in with the context they choose.</p> <p>Feedback</p> <p>Circulate, monitor and check individual learners' answers.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Workbook page 179</p>	<p>Workbook: Activity 3</p> <p>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.</p> <p>Feedback</p> <p>Circulate, monitor and check individual learners' answers.</p>

	Answers		
	Learners' own answers		
Resources	Plenary		
	<ol style="list-style-type: none"> 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. 2. Spelling should be correct otherwise the learners lose the mark! 3. Add up marks at the end (1 mark for each correct word) and announce the winning team. 		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>((G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.10) 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.</p> <p>(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.</p> <p>(G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: first conditional and second conditional, <i>If I were ...</i> , present perfect, present perfect continuous, past perfect.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 8	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read quiz questions relating to the Coursebook and Workbook and find the answers.</p> <p>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.</p> <p>Speaking: To discuss and compare the quiz questions and the correct answers.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • 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.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Unit 12 Lessons 1–14 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: vocabulary from Lessons 1–14</p> <p>Key expressions/structure: structures from Lessons 1–14</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 212</p> <p>Workbook page 180</p>		

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
	<ol style="list-style-type: none"> 1. Tell learners that this is a review lesson. 2. Ask learners what the topics of this unit were. (Free-time hobbies and film-making) 3. Ask learners to brainstorm vocabulary they have covered in this unit and the language points they remember. 4. Feedback by eliciting examples from the class.
Resources	Main activity
Coursebook page 212	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the class to answer the quiz questions on their own. 2. Wait until everyone has finished before you check the answers. <p>CORE</p> <p>Feedback</p> <p>Get learners to swap their quizzes with another class member so they don't mark their own.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 how to play chess 2 He's really into it. 3 international, fireworks 4 director 5 any of the collocations on page 208 6 an undergraduate 7 Taekwondo: it helped her to be physically stronger and also helped her to feel more confident/do better at school. 8 any of the words on page 174 of the Workbook 9 Because everyone loved the first film and so many people encouraged him on social media to make a second one. 10 to get to the bottom of something, It struck a chord with me
Coursebook page 212	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to complete the sentences with the correct form of the word giving in capitals. Encourage them to try to work out what part of speech is needed in the gap, for example verb, noun or adjective. 2. Learners can be encouraged to complete this activity individually, at least at first, using dictionaries as necessary to help them. <p>CORE</p> <p>Feedback</p> <p>Monitor and help with dictionary use. Before you check answers with the class, ask learners to compare their answers with a partner.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 fitness; 2 sociable; 3 colourful; 4 jewellery; 5 amazing; 6 professional; 7 entertainment; 8 qualified

<p>Coursebook page 212</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 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. 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. <p>CORE</p> <p>Feedback</p> <p>Monitor, mediate and keep the score on the board.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Give groups who are good at miming more difficult words to try to mime not only nouns but verbs and adjectives.
<p>Workbook page 180</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Ask learners to answer the questions in writing whilst you circulate and help. <p>CORE</p> <p>Feedback</p> <p>Learners check answers in pairs or small groups before you feed back as a whole class.</p> <p>Answers</p> <p>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</p>
<p>Workbook page 180</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 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. Check as a class. <p>CORE</p> <p>Feedback</p> <p>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.</p> <p>Answers</p> <p>1 technique; 2 unforgettable; 3 employment; 4 martial arts; 5 equipment</p>

Resources	Plenary		
	Play a spelling game: <ul style="list-style-type: none"> • 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. • Learners take it in turns to come to the front and read out a work for the class to write down. • 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.			
(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			
(G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 8	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: 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 ... <ul style="list-style-type: none"> • revise their knowledge of core vocabulary from the unit • refresh their memories about the grammatical structures taught in the unit • 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: <ul style="list-style-type: none"> • Unit 12 grammar and vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Unit 12 vocabulary Key expressions/structure: Unit 12 grammar		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel overwhelmed when asked to review a unit as a whole. By revising certain core aspects of the unit, confidence will be raised. 		
Resources/equipment needed: 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).

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Tell learners that this is a Review lesson. 2. Ask them to work in groups and brainstorm the areas of grammar and vocabulary they have covered in this unit. 3. Feedback as a class and write them on the board. Elicit some examples of each language point from the learners. 4. Ask learners to compare their answers in groups. <p>Answers</p> <p>Verbs followed by <i>-ing</i>, phrasal verbs, position of adverbs. Free time vocabulary, entertainment, film and media. Learners' own examples.</p>
<p>Resources</p> <p>Coursebook page 213</p>	<p>Main activity</p> <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences and complete the gaps with the correct word. 2. The activity is quite straightforward so learners should be able to work on their own. <p>CORE</p> <p>Feedback</p> <p>Nominate individual learners to give the answer. Drill the pronunciation of the words in case the learners have forgotten.</p> <p>Answers</p> <p>1b; 2c; 3b; 4a; 5c; 6a</p>
<p>Coursebook page 213</p>	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences and think about the correct phrasal verbs. 2. Learners then decide which word is correct in each sentence. They will sometimes have to use a word more than once. <p>CORE</p> <p>Feedback</p> <p>Invite learners to answer by putting up their hands.</p> <p>Answers</p> <p>1 up; 2 into; 3 out; 4 round; 5 in, out</p>
<p>Coursebook page 213</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Learners write out the sentences correctly in their notebooks. 2. If necessary, they can look back at the rules for adverb position in the Coursebook. 3. Check as a class. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out their sentences.</p> <p>Answers</p> <p>1 I'd definitely like to see the new <i>Star Trek</i> film; 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 <i>Superman</i> film twice</p>

Coursebook page 213	<p>Use of English: Activity 4</p> <p>1. Elicit the structure that is necessary after these phrases (verb <i>-ing</i>).</p> <p>2. Ask learners to complete the text. In many cases, more than one answer is both possible and acceptable.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to answer by putting up their hands.</p> <p>Answers</p> <p>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</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to work in pairs to complete the activities. Ask them to refer to previous lessons for help.</p> <p>Differentiation activities (Stretch):</p> <p>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.</p>		
Resources	<p>Plenary</p>		
Coursebook page 213	<p>1. Ask learners to calculate their score.</p> <p>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.</p>		
<p>Learning styles catered for (✓):</p>			
<p>Visual</p>	<p>Auditory</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>(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.</p> <p>(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.</p> <p>(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast.</p>			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 8	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To read notes about the literacy project and comments about film adaptations of books.</p> <p>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.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • 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.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Unit 12 grammar and vocabulary <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Communication and collaboration: reinforce the importance of team-building and collaboration with others to create, plan, and execute a classroom interdisciplinary project • 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 		
<p>Key vocabulary: Unit 12 vocabulary + general vocabulary</p> <p>Key expressions/structure: Unit 12 grammar + general recycling from Level 7</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • 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. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 214</p> <p>Dictionaries</p> <p>Desirable: computer facilities and a screen on which to show video material</p>		

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
	<ol style="list-style-type: none"> 1. Tell learners that this is a Literacy lesson. 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. 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	<p>Preparation: Activity 1</p> <ol style="list-style-type: none"> 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. 2. Read what they have to do for the Literacy project and make sure everyone understands. 3. Briefly discuss any films such as the ones mentioned in the Coursebook to elicit any opinions about the book vs. the film. <p>CORE</p> <p>Feedback</p> <p>General class discussion.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 214	<p>Preparation: Activity 2</p> <ol style="list-style-type: none"> 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. 2. Once they have answered the questions, they need to make a joint decision as to which one they will use for the project. <p>CORE</p> <p>Feedback</p> <p>Invite groups to give their decisions to the class.</p> <p>Answers</p> <p>Learners' own answers.</p>
Coursebook page 214	<p>Preparation: Activity 3</p> <ol style="list-style-type: none"> 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. 2. Discuss in their groups. <p>CORE</p> <p>Feedback</p> <p>Group work. You can circulate and advise where necessary.</p>

	<p>Preparation: Activity 4</p> <ol style="list-style-type: none"> 1. Read aloud the two texts with the class, perhaps asking individual learners to read different paragraphs. 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. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit the answer to the question from the whole class.</p> <p>Answers</p> <p>Shaima preferred the book. 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</p> <p>Mansoor preferred the film. likes: special effects and stunts in the film, photography (dislikes): thought the book was rubbish with very one-dimensional characters</p>
	<p>Preparation: Activity 5</p> <ol style="list-style-type: none"> 1. Read through the point with the class, then give groups time to collect material and prepare. 2. Check that every member of each group has a role and remind learners that everybody must take part in the presentation. <p>CORE</p> <p>Feedback</p> <p>Group work. Circulate and advise as necessary, especially with helping learners to find the resources they need quickly.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 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.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can be given an extra article to read about film adaptations of books.
	<p>Resources</p>
	<p>Plenary</p> <ol style="list-style-type: none"> 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(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.</p> <p>(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).</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>			

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 ... <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Unit 12 grammar and vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Communication and collaboration: reinforce the importance of team-building and collaboration with others to create, plan, and execute a classroom interdisciplinary project • 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 students. 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: <ul style="list-style-type: none"> • 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
	<ol style="list-style-type: none"> 1. Check that learners have prepared their work and that everything is in order. 2. Organise the classroom so that there is enough room at the front in which learners can present their work. 3. Make sure that any computer equipment is up and running for when it might be required.
Resources	Main activity
Coursebook page 215	<p>Presentation: Activity 6</p> <ol style="list-style-type: none"> 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. 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. 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. 4. At the end of all the presentations, congratulate the class on all their effort. <p>CORE</p> <p>Feedback</p> <p>Congratulate all the groups on their hard work and hand out the PCM 10 feedback form.</p>
Coursebook page 215 PCM 10	<p>Presentation: Activity 7</p> <ol style="list-style-type: none"> 1. Ask learners to complete the feedback forms. They should not put their names on the forms. 2. Gather in all the forms once the class has completed them and distribute the feedback to each group accordingly. <p>CORE</p> <p>Feedback</p> <p>Each group will analyse the feedback from the forms.</p>
Coursebook page 215	<p>Follow-up: Activity 8</p> <ol style="list-style-type: none"> 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. 2. Circulate the class and help the groups with their discussions. <p>CORE</p> <p>Feedback</p> <p>At the end of the group feedback, you can ask for opinions from the class as to how useful the activity was.</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1. Ask learners how they enjoyed the Literacy lesson, what they learned and how they might want to do things differently next time. 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	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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).</p> <p>(G8.4.4.1.4) Present information using multimedia components and visual displays.</p>			

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 'Aydhah, the modern Egypt-Sudan border. From 'Aydhah, 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 Jubayr 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 Beshar, 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.

Martine: 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!

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 survived**ed** 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.

SUNDAY
evening – revise for test
MONDAY
11.00 – write maths test
evening – do English homework
TUESDAY
school sports day – no lessons!
am – prepare school & field
pm – run 100m

- 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*); 3rd 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.

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 = _____

