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MINISTRY OF EDUCATION



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ADVANCED English 8

Teacher Guide



Grade
08

Advanced 8

English Language

Teacher Guide

Grade 8

Volume 3





UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

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Grade 8 Teacher's Guide

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Unit	English	Projects
8 <i>How things change</i> (p.1-26)	- Listen to a presentation about three young people who have changed the world for key information, and identify the tone and pacing used. - Speak for a long turn giving simple reasons to justify viewpoints about how the UAE has changed over time. - Identify, understand, and use language that expresses trends and changes. - Read graphs and infographics about population changes for each Emirate over time and use scanning techniques to answer comprehension questions. - Write a report on the changes in spectator numbers for men's and women's World Cup competitions with the support of notes and charts. (p.3-4)	<i>Literature Project: Adaptation</i> - Identify the correct literary devices within a stage-script format. - Compare two literary formats, and analyze their effect. - Extract key information from a story and categorize it correctly. - Use sourced information to generate an adapted script version of a novel. (p.59-60)
9 <i>National resources</i> (p.27-50)	- Understand the details of a conversation between two Emiratis about traditional pearl diving. - Exchange information about the history of oil in the UAE. - To be able to use would to talk about farming in the past. - Understand opinions and statements in an online forum about the importance of water in the UAE. - To be able to post a comprehensible contribution to an online discussion about how the UAE is growing its economy for the future. (p.27-28)	<i>STEAM Project: Design an innovative sneaker and advertise it</i> - Identify the history of sneakers. - Identify the different purposes and features of sneakers. - Develop ability to express their creativity through design. - Develop ability to identify methods of advertising. - Develop ability to present their work in front of an audience. (p.61-62)

Science	Learning objectives
3A <i>How does genetic engineering work?</i>	
3B <i>What impacts do we have on land?</i>	
3C <i>What makes a good experiment?</i>	
Math	Learning objectives
3A <i>How can we know the probability of something?</i>	



Introduction

Advanced 8 is a course designed for learners studying in the Advanced Stream in government schools across the United Arab Emirates.

Advanced 8 covers 9 units of study and includes a wide variety of interesting themes and topics that will engage and motivate learners. With a strong focus on inquiry-based learning, activities are designed to foster learner independence through problem-solving, critical thinking and collaborative learning.

Advanced 8 takes a unique approach to the teaching and learning of the English language, and Math and Science through the English medium. The series promotes both explicit and integrated language instruction, encompassing language strategies that facilitate learning and language use across skills.

Sections

Advanced 8 is divided into the following sections:

English

In this section, learners develop the fundamental skills of the English language: listening, speaking, reading and writing. Learners are presented with authentic texts and tasks that allow them to practice their English in real-world scenarios. With a focus on both general English and academic skills, learners will develop, consolidate and extend their language proficiency in preparation for study in an English-speaking environment.

Projects

In this section, learners apply their knowledge and skills through a range of practical literature and STEAM-orientated authentic tasks. Through the projects, learners are exposed to hands-on learning that challenges them to think critically and creatively.

Math and Science

In this section, learners are equipped with a range of language strategies that will help them master the basic terminology for math and science, as well as build on their English language skills and confidence within the context of these subjects.

Features

The Coursebook contains the following features:

 – links to 21st century skills

 – listening activity

Read the statements and tick the best description. – self-assessment

All tips can be used as a teaching item and to model examples or for self-reference for learners.

Language Tip: A concise tip to help illustrate and clarify language points.

Writing Tip: A concise tip to support the development of writing skills.

Speaking Tip: A concise tip to support learners in developing fluency, which can be used in preparation for a speaking task.

Use of English: A tutorial of a grammar point, explaining when the point applies and providing modeled examples.

Vocabulary boxes: A simple definition to help learners understand new vocabulary.

Listening Strategy: A briefing that will help learners apply a range of different listening techniques to different tasks.

Reading Strategy: A briefing that will help learners apply a range of different reading techniques to different tasks.

Did You Know?: An engaging fact to inspire learners, which can be used to prompt discussion, or as an extension opportunity.

How to use **ADVANCED 8**

A Components

ADVANCED 8 offers the following components:

- The Coursebook provides the core input of the course and consists of thematic study units across English, Math, and Science. Each unit contains 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. The listening material supports the Coursebook with listening and pronunciation. We recommend that learners are encouraged to use the Audio CDs at home to practice 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 **ADVANCED 8** features

Advanced 8 uses a range of features to guide and support teaching and learning. These are used throughout the Coursebook, and may also be used in the Workbook:

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

- **Reading Strategy:** A pre-reading briefing that will help learners apply a range of different reading techniques and enable them to choose appropriate reading strategies depending on the requirements of the activity.
- **Speaking Tip:** A concise tip to support learners in developing fluency, which can be used as preparation for a speaking task.

C 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.

D Customizing 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 practice 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 customize 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.

E 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 lessons and projects, as well as regular self-assessment opportunities.

Assessment for learning

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

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

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

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

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

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

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

F 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, people, peopl, peopl
interesting	intersting, intresting
restaurant	resturant
beautiful	beatiful, beutiful
there	ther
before	befor
with	withe, whit
country	contry, contre
their	thier
together	togather
like	lik
receive	recieve, recive
which	wich
wishes	weshes, wiches, whishes
important	importent
should	shoud
tomorrow	tomorow, tommorow, tommorrow
always	alway, allways

Missing a or an

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

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

Missing the

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

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

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

Missing pronouns

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

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

Missing conjunction

And is a common omission for Arabic learners.

Examples include:

- *It was full of flowers and green trees and there were places for cycling.*

- *There is a big sitting room, and there is a sofa, an armchair and a bookcase.*
- *My friend likes football and swimming.*

Missing be before adjectives in descriptions

The copula *be* presents a particular challenge as there is no *to be* in Arabic in the present tense. *Be* is the only significantly omitted verb, and because this error occurs with the present simple and progressive tenses, it needs particular attention from an early stage. Frequent instances of this omission include:

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

Verb agreement with be

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

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

Using in instead of at or on, and vice versa

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

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

- With clock time when talking about times or occasions.
Example error: *The weather is very good in this time of year.*
Corrected: *The weather is very good at this time of year.*
- With *house* and *home*.
Example error: *Can you come to dinner with me in my house?*
Corrected: *Can you come to dinner with me at my house?*
- With *work*, *college*, *school*, *university*, etc.
Example error: *I met her in my work.*
Corrected: *I met her at my work.*
- In the phrase *at the weekend*.
Example error: *I really enjoyed shopping in the weekend.*
Corrected: *I really enjoyed shopping at the weekend.*
- With events, such as *party*, *wedding*, *concert*, etc.
Example error: *See you in the party.*
Corrected: *See you at the party.*

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

- With days of the week.

Example error: *I will visit you in Sunday at about 2 o'clock.*
Corrected: *I will visit you on Sunday at about 2 o'clock.*

- TV.
Example error: *Sometimes I see old serial dramas in TV.*
Corrected: *Sometimes I see old serial dramas on TV.*
- Day, birthday, holiday.
Example error: *We had a good time in this holiday.*
Corrected: *We had a good time on this holiday.*

Punctuation with apostrophes

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

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

Overuse of it as a pronoun between subject and verb

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

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

Over-long sentences

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

Teaching Strategies

Teaching Strategies

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 organize their ideas; a way to record, share and value the ideas of others and a practical transfer of these skills to their independent work.

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

Visual stimuli

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

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

Cloze

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

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

Prompt

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

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

Word cycle

The teacher introduces learners to new vocabulary, new topics or concepts using visual diagrams. The connections between and among words and concepts may also be identified and diagrammed (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.

Organized 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, resulting in a more positive attitude about learning and about 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 attempts 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 comments and analysis on the content.
- Some role-plays may be simple re-enactment but roleplay can also include learners' own development and interpretation of a given scenario.

Learning centers/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 practice 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 level 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.

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 using 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 Learner's Book 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 organizes 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 practice 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 organized 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 their partner, and repeat what they 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 enquiry.

Problem-solving includes generating questions, making and carrying out a plan, testing hypotheses, constructing organized 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.
- The learners are organized 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.
- The learners complete the task in pairs or groups whilst the teacher monitors and offers encouragement.
- The 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.

Unit 8 A

LESSON PLAN		LESSON: A.1	
Teacher:		Subject: English	
Grade: 8		Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To listen to the introduction to a presentation and identify the tone and pacing of a successful presentation. Speaking: To discuss and form a prediction with a partner on what a presentation will be about, based on pictures and key vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... - listen to the introduction to a presentation about three children who changed the world and identify the tone and pacing for a formal presentation. - read an introduction aloud using the tone and pace of a formal presentation. - look at a collage of symbols and words and discuss them with a partner, forming a prediction. - listen to the introduction to a presentation about three children who changed the world and confirm their prediction.	
Link to prior learning: Predicting, present perfect, listen for gist 21st Century Skills: Reinforce learners’ learning to use all media tools to engage in written, oral, and face-to-face conversations with other learners that compare different cultures, what it means to be a citizen, and what responsibilities they have to their communities, state, and region.			
Key vocabulary: <i>blog, challenges, collect, expensive, glasses, presentation, solution, water well</i> Key expressions/structure: Present perfect for unfinished action			
Watch Out: Learners may have difficulty differentiating between a problem and a challenge. Explain that a problem is something negative that can be fixed, whereas a challenge is the difficulties one would face when trying to solve the problem.			
Resources/equipment needed: Coursebook page 5 Workbook page 7 Audio Track 29			
UNIT 8 LESSON A.1 TASKS/ACTIVITIES			
Resources		Starter	
		1 Write the word “change” on the board. Define the word. 2 Ask learners to name an Emirati who changed their Emirate or the country (the founder, the leader of their Emirate, notable Emirati businesspeople, singers, scientists, etc.) Write their names on the board. 3 Ask each learner how their choice helped to change the Emirates.	
Resources		Main activity	
Coursebook Page 5		Listening: Activity 1 1 Draw the learners’ attention to the collage. Define key vocabulary terms (<i>problem, challenge, solution, glasses, water well, book</i>). 2 Quiz the learners on where each person is from. 3 Prompt the learners to think about who these three individuals are and what they could have done. 4 In pairs, the learners make their prediction and choose the topic title they think best matches their prediction. 5 Take a class poll of the learners’ choice. CORE Feedback Oversee pair interaction and prompt learners to provide their reasoning for their choices. Answers: <i>Learners’ own.</i>	

Coursebook Page 5 Audio Track 29	Listening: Activity 2 1 Provide the context of the presentation (local student speaking about three inspirational young people). 2 Learners listen once to the introduction (pause the audio after the introduction is finished) and learners check their predictions. 3 Check answers as class. CORE Feedback Prompt pairs to explain why they chose a certain prediction, based on evidence in Activity 1. Answer: C
Workbook Page 7	Workbook: Activity 1 1 Learners read the sentences. 2 Read the definitions as a class, explaining any words the learners may not know. 3 Learners work in pairs to complete the sentences. 4 Learners get into new pairs and compare answers. 5 Review as a class. CORE Feedback One learner reads the sentences aloud with the word in place, while the other says the word and reads the definition. Answers: 1 challenges 2 blog 3 solution 4 presentations 5 collect 6 expensive 7 glasses 8 water well
Coursebook Page 5 Audio Track 29	Listening: Activity 3 1 Discuss the introduction to the presentation and get the learners' initial thoughts and opinions about her speaking style. 2 Learners listen to the recording (pause after the introduction is complete) and follow in the transcript. Time ten seconds and clap to show that ten seconds have passed. Learners mark the transcript at the ten second mark. 3 Learners get into pairs and practice giving presentations. They take turns reading the excerpt while their partner checks the time and indicates when they reached ten seconds. 4 Review as a class. CORE Feedback Discuss what makes for a good presentation and provide tips that learners can remember when giving speeches. Answers: <i>Learners' own.</i>
	Differentiation (support): Reads the excerpt again, slowly and clearly, and then quickly and unclearly to provide contrast.
	Differentiation (stretch): Learners practice presenting the introduction and volunteers come to the front of the class to do their speech.

Workbook Page 7	Workbook: Activity 2 1 Review the Language Tip box: go over how the present perfect can be used both to describe something that happened sometime in the past and something that happened in the past and may not be finished yet. 2 Introduce the use of “for” and “since” as ways of indicating how long or since when an action has been done. 3 Review the past participle forms of the verbs in parentheses. 4 Learners write the verbs in the present perfect tense. DESIRABLE Feedback Learners read each sentence with the completed verb. Answers: <i>1 has given, 2 has collected, 3 has built, 4 have received, 5 has written</i>		
Resources	Plenary		
	Provide an everyday problem that the learners can solve (e.g. bad grades, friends fighting). Learners get into groups and find solutions to each problem.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 8 A

LESSON PLAN	LESSON: A.2
Teacher:	Subject: English
Grade: 8	Unit: 8 Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop the learners' ability to listen to a presentation about three young people who have changed the world and identify key recurring details. Reading: To develop the learners' ability to read and complete a personality quiz on their preference for change.	Learning outcomes: By the end of the lesson, learners will be able to ... - listen to a presentation about three young people who have changed the world and identify the problems, challenges and solutions each young person faced. - complete a personality quiz about their preference for change in their everyday lives.
Link to prior learning: Predicting, present perfect, listen for gist 21st Century Skills: Reinforce learners' learning to use all media tools to engage in written, oral, and face-to-face conversations with other learners that compare different cultures, what it means to be a citizen, and what responsibilities they have to their communities, state, and region.	
Key vocabulary: <i>blog, challenges, collect, expensive, glasses, presentation, solution, water well</i> Key expressions/structure: Present perfect for unfinished action	
Watch Out: Learners may have difficulty differentiating between a problem and a challenge. Explain that a problem is something negative that can be fixed, whereas a challenge is the difficulties one would face when trying to solve the problem.	
Resources/equipment needed: Coursebook page 6 Workbook pages 7–8 Audio Tracks 29 and 30	

UNIT 8 LESSON A.2 TASKS/ACTIVITIES

Resources	Starter																								
	1 Review the key vocabulary covered in the previous lesson. For each word, have a learner define the word or provide an example. 2 Give a short scenario or situation. Learners vote if this is a problem, a challenge, a solution or a change.																								
Resources	Main activity																								
Coursebook Page 6 Audio Track 29	Listening: Activity 4 1 Review the Listening Strategy box and how these sentences can be used to move on to a new but related topic. 2 Define <i>problem</i>, <i>challenge</i>, <i>solution</i> and <i>change</i>. Use the following questions to guide the discussion: a What country is this person from? b What was the problem this person noticed? c What challenges did they face? d What solution to the problem did they come up with? e How did they change the world? 3 Learners get into pairs. One learner listens for the missing problems and challenges for each individual, the other learner listens for solutions and changes. After the recording, they ask each other for the missing information, but do not simply copy the answers. 4 Learners listen again and check their answers. 5 Correct as a class. CORE Feedback Learners read their information for one of the three individuals discussed. Answers: <table><tr><td></td><td>Yash Gupta</td><td>Ryan Hreljac</td><td>Malala Yousafzai</td></tr><tr><td>Country</td><td>United States</td><td>Canada</td><td>Pakistan</td></tr><tr><td>Problem</td><td>Poor children can't afford glasses</td><td>African villages don't have clean water nearby</td><td>Some people don't think girls should go to school</td></tr><tr><td>Challenge</td><td>New glasses are expensive</td><td>It is expensive to build a water well</td><td>She was attacked for writing her blog</td></tr><tr><td>Solution</td><td>He collected old glasses people didn't need</td><td>He gave presentations around the world and collected money</td><td>She didn't give up, wrote blogs and gave presentations</td></tr><tr><td>Change</td><td>Poor children have glasses</td><td>Villages have water wells</td><td>More people believe that all girls should go to school</td></tr></table>		Yash Gupta	Ryan Hreljac	Malala Yousafzai	Country	United States	Canada	Pakistan	Problem	Poor children can't afford glasses	African villages don't have clean water nearby	Some people don't think girls should go to school	Challenge	New glasses are expensive	It is expensive to build a water well	She was attacked for writing her blog	Solution	He collected old glasses people didn't need	He gave presentations around the world and collected money	She didn't give up, wrote blogs and gave presentations	Change	Poor children have glasses	Villages have water wells	More people believe that all girls should go to school
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	Change	Poor children have glasses	Villages have water wells	More people believe that all girls should go to school																					
	Coursebook Page 6 Audio Track 30	Listening: Activity 5 1 Learners think about what message they can take away from this presentation: What did the presenter want them to learn? 2 They listen to the presentation and circle the concluding statement that matches the audio. 3 Correct as a class. DESIRABLE Feedback Learners give the reasons for their choices, drawing information from the audio. Answer: b																							

Workbook Page 7	Workbook: Activity 3 1 Review the use of <i>for</i> and <i>since</i> as ways of indicating how long or since when an action has been done. 2 Read over the sentences with the class, defining any words they may not know. 3 Learners complete the sentences individually. 4 Learners get into pairs and compare their answers. 5 Correct as a class. CORE Feedback Learners read out each sentence with the correct preposition. Answers: <i>1 since, 2 for, 3 for, 4 since, 5 since</i>		
Workbook Page 8	Workbook: Activity 4 1 Introduce the concept of a personality quiz. 2 Read over the questions with the learners. 3 Learners read and complete the quiz. 4 Learners add up their score and read the short descriptive text that matches their score. 5 Discuss as a class. CORE Feedback Take a poll of learners who agree or disagree with their results. Answers: <i>Learners' own.</i>		
	Differentiation (support): Read and complete the quiz as a class, explaining each question to the learners.		
	Differentiation (stretch): Learners complete the quiz in pairs, asking each other the quiz questions and checking off their answers.		
Coursebook Page 6	Speaking: Activity 6 1 Write <i>Are you ready for change?</i> on the board. Prompt learners to explain this question and how it applies to the quiz they just took. 2 Learners put up their hand if they agree or disagree with their results from Workbook Activity 4 . Prompt a few learners to give their reason for their agreement or disagreement. 3 Read over the Did You Know? box and explain the difference between an accurate and inaccurate test. 4 Learners find a partner that has the same score range as they do. They discuss why they agree or disagree with their results and give examples from their everyday lives to support their claims. They form conclusions about the accuracy of the tests. 5 Discuss as a class. DESIRABLE Feedback Volunteers share their reasons. Answers: <i>Learners' own.</i>		
Resources	Plenary		
	Learners get into teams and compare their results from Workbook Activity 4. They see if they share any common reasons and traits. They make a list of traits for someone who is "Ready for Change".		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 8 B

LESSON PLAN		LESSON: B.1	
Teacher:		Subject: English	
Grade: 8		Unit: 8	
		Date:	
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners’ ability to read an interview with an elderly person about changes in society over their lifetime. Speaking: To develop learners’ ability to conduct an interview with an elderly person about changes in society over their lifetime. To develop learners’ ability to produce a monologue about findings they have made from an interview.		Learning outcomes: By the end of the lesson, learners will be able to ... • read an interview with an elderly person about changes in society over their lifetime. • conduct an interview with an elderly person about changes in society over their lifetime. • produce a monologue about findings they have made from an interview.	
Link to prior learning: Learners have been exposed to <i>used to</i> in previous lessons, but may not be familiar with the negative/interrogative forms. 21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.			
Key vocabulary: <i>abroad, education, funding, elderly, environmental, coast, attend, public</i> Key expressions/structure: <i>used to/would</i>			
Watch Out: Learners may have difficulty pronouncing <i>used to</i> correctly and/or confusing it with other similar structures. Learners may have difficulty with spelling, as well, as the <i>d</i> is only present in the affirmative form.			
Resources/equipment needed: Coursebook pages 9–10 Workbook page 11 (Old pictures of the UAE)			
UNIT 8 LESSON B.1 TASKS/ACTIVITIES			
Resources		Starter	
		1 If possible, find some old pictures of the UAE and project them on the board, or print them out and show them to the class. 2 Ask learners if life has changed in the UAE since their grandparents were children. Ask learners for examples.	
Resources		Main activity	
Coursebook Page 9		Reading: Activity 1 1 Tell learners they are going to read an interview with an elderly Emirati woman. (Use checking questions to be sure learners understand the term <i>elderly</i>.) 2 Put learners in groups. 3 Learners look at the pictures in the Coursebook and discuss what they see and what questions they think the interviewer is going to ask. Go around monitoring. 4 Elicit responses. CORE Feedback Learners describe what they see in the pictures. Learners also mention what questions they believe are going to be asked. Write the general ideas on the board, but avoid writing full questions, as this is the next activity. Answers: <i>Picture 1 – United Arab Emirates University in Al Ain; founded in 1976 by H.H. Sheikh Zayed; the best university in the country</i> <i>Picture 2 – An Emirati woman wearing the traditional burqa</i> <i>Picture 3 – A modern airplane of a famous Emirati airline</i>	

Workbook Page 11	Workbook: Activity 1 1 Learners write down two questions they believe the interviewer will ask, based on their ideas from the discussion in the previous activity. 2 Learners write down two questions they would like to ask the woman being interviewed. 3 Learners compare their ideas in pairs. 4 Elicit responses. 5 Learners attempt to ask and answer the questions in pairs. CORE Feedback Go around monitoring while learners write down their questions. Once finished, have learners write some of their ideas on the board. Answers: <i>Learners' own.</i>
	Differentiation (support): Learners work in pairs to write the questions.
	Differentiation (stretch): Learners write additional questions.
Coursebook page 9	Reading: Activity 2 1 Learners read the interview. 2 Learners check to see if any of the questions they thought of or wanted to ask were mentioned and/or answered. 3 Elicit responses. CORE Feedback Learners indicate whether any of the questions they thought of or wanted to ask were mentioned and/or answered. Answers: <i>Learners' own.</i>
Coursebook Page 10	Reading: Activity 3 1 Learners read the text again and decide whether the statements are true or false. 2 Learners compare their answers in pairs. 3 Elicit responses. CORE Feedback Project/write the activity on the board. Have learners come up one at a time and circle the T or F for true or false. Answers: <i>1 F, 2 F, 3 T, 4 F, 5 T, 6 T, 7 T, 8 F</i>
Workbook Page 11	Workbook: Activity 2 1 Learners look at the example. (The definition is also given in a Vocabulary box in the Coursebook.) 2 Learners complete the activity by matching the words to their definitions. 3 Learners compare their answers in pairs. 4 Elicit answers. CORE Feedback Project/write the activity on the board. Learners come up and draw lines to connect the words to their definitions. Answers: <i>1 a, 2 d, 3 f, 4 c, 5 g, 6 e, 7 h, 8 b</i>
	Differentiation (support): Learners complete the activity in pairs.
	Differentiation (stretch): Learners cover the words on the left and try to guess the words based on the definition.

Workbook Page 11	Workbook: Activity 3 1 Learners look at the example. 2 Learners do the exercise by completing the sentences with the correct word from the previous activity. 3 Learners compare their answers in pairs. 4 Elicit answers. DESIRABLE Feedback Project/write the activity on the board. Learners come up and write in the missing words. Answers: 1 <i>education</i> 2 <i>elderly</i> 3 <i>abroad</i> 4 <i>funding</i> 5 <i>environmental</i> 6 <i>public</i> 7 <i>attend</i> 8 <i>coast</i>
	Differentiation (support): Learners complete the activity in pairs.
	Differentiation (stretch): Learners write additional sentences for the words.
Coursebook Page 10 Workbook Page 11	Speaking: Activity 4/Workbook: Activity 4 1 For homework, learners are to interview an adult family member or other adult about what life used to be like when they were a child. 2 Learners write the ideas for their questions in the Workbook. 3 Learners compare their ideas in pairs. 4 For homework, learners ask an adult the questions and write the answers in the table. Feedback Go around monitoring and assisting learners with the task. Answers: <i>Learners' own.</i>
	Differentiation (support): Learners work in pairs or small groups to formulate questions.
	Differentiation (stretch): Learners write additional questions on additional appropriate topics for the interview.
Resources	Plenary
	Learners must each say a sentence with one of the vocabulary words before leaving class.
Learning styles catered for (✓):	
Visual	Auditory
	Read/Write
	Kinesthetic
Assessment for learning opportunities (✓):	
Observation	Learner self-assessment
	Oral questioning
	Peer assessment
Quiz	Learner presentation
	Written work and feedback
	Verbal feedback

Unit 8 B

LESSON PLAN		LESSON: B.2
Teacher:		Subject: English
Grade: 8	Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to read an interview with an elderly person about changes in society over their lifetime. Speaking: To develop learners' ability to conduct an interview with an elderly person about changes in society over their lifetime. To develop learners' ability to produce a monologue about findings they have made from an interview.		Learning outcomes: By the end of the lesson, learners will be able to ... • read an interview with an elderly person about changes in society over their lifetime. • conduct an interview with an elderly person about changes in society over their lifetime. • produce a monologue about findings they have made from an interview.
Link to prior learning: Learners have been exposed to <i>used to</i> in previous lessons, but may not be familiar with the negative/interrogative forms. 21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.		
Key vocabulary: <i>abroad, education, funding, elderly, environmental, coast, attend, public</i> Key expressions/structure: <i>used to/would</i>		
Watch Out: Learners may have difficulty pronouncing <i>used to</i> correctly and/or confusing it with other similar structures. Learners may have difficulty with spelling, as well, as the <i>d</i> is only present in the affirmative form.		
Resources/equipment needed: Coursebook page 10 Workbook page 12		
UNIT 8 LESSON B.2 TASKS/ACTIVITIES		
Resources	Starter	
	1 Write: <i>When I was a child, I used to ...</i> on the board. 2 Complete the sentence in with an example for yourself. Ask learners: • <i>Am I a child now?</i> (No) • <i>Do I ... now?</i> (No) • <i>Did I ... in the past?</i> (Yes) • <i>Did I ... just once?</i> (No) 3 Learners think of something they did regularly in the past, but no longer do, and complete the sentence. 4 Learners read out their sentences around the room.	
Resources	Main activity	
Coursebook Page 10	Language Tip 1 Circle the words <i>used to</i> in the sentence written on the board from the starter. 2 Remind learners that <i>used to</i> can be used to talk about past habits and situations. 3 A volunteer reads the example sentence. 4 Run through the checking questions from the starter with the example sentence. 5 Write the example sentence with <i>would</i> on the board. 6 Run through the checking questions from the starter with the example sentence for <i>would</i>. 7 Write <i>used to</i> under <i>would</i> in the sentence. Ask learners if both of these options are possible and if the sentence means the same thing. 8 Draw learners' attention to the note. Ask learners: • <i>Can would be used to talk about past situations?</i> (No) • <i>Is would usually used in the negative or in questions?</i> (No) 9 Learners look at the example. Ask learners: • <i>Is live a habit or situation?</i> (Situation) • <i>Can you talk about where you lived before using would?</i> (No)	

Workbook Page 12	Workbook: Activity 5 1 Learners look at the table with <i>used to</i> and <i>would</i>. 2 Learners look at the affirmative examples. 3 Learners complete the negative and interrogative forms of <i>used to</i>. CORE Feedback Project/draw the table on the board. Learners indicate what forms are missing. Answers: <i>didn't use to; Did... use to</i>
	Differentiation (support): Learners complete the table in pairs.
	Differentiation (stretch): Learners write additional sentences as examples for the table.
Workbook Page 12	Workbook: Activity 6 1 Learners look at the example. 2 Learners find the mistakes and rewrite the sentences correctly. 3 Learners compare their answers in pairs. 4 Elicit answers. 5 Ask learners which sentences could be rewritten with <i>would</i>. CORE Feedback Learners come up to the board one at a time and write the corrected version of the sentences. Learners indicate which sentences can be written with <i>would</i>. Answers: 1 I ~~use~~ <i>used</i> to live in Al Ain. 2 We <i>used</i> to ~~riding~~ <i>ride</i> camels all the way to the coast. 3 Girls <i>didn't</i> ~~used~~ <i>use</i> to go to school 50 years ago. 4 Years ago, it <i>didn't</i> ~~used~~ <i>use</i> to be so easy to get around. 5 Did you ~~used~~ <i>use</i> to go on vacation as a child? 6 People <i>used</i> to ~~hunting~~ <i>go hunting</i> / <i>hunt</i> more in the past. 7 Many years ago, people ~~use~~ <i>used</i> to dive for pearls.
	Differentiation (support): Learners complete the chart in pairs.
	Differentiation (stretch): 1 Learners write additional sentences with errors. 2 Learners work in pairs and correct each other's sentences.
Coursebook Page 10	Speaking: Activity 5 1 Learners get into pairs or small groups. 2 Learners talk about what the person they interviewed <i>used to</i> / <i>would</i> do. CORE Feedback Monitor to assist learners. Learners share some ideas which can be written on the board. Answers: <i>Learners' own</i>
Workbook Page 12	Workbook: Activity 7 1 Learners write a short piece about the person they interviewed using <i>used to</i> and <i>would</i>. 2 Go around monitoring to assist learners with the task. DESIRABLE Feedback Monitor while learners organize their thoughts in written form. Answers: <i>Learners' own.</i>

Coursebook Page 10	Speaking: Activity 6 1 Learners get into small groups. 2 Learners speak for around two minutes each about the person they interviewed. 3 Go around monitoring. CORE Feedback Go around monitoring to help learners. Choose those who will speak in front of the class in Activity 7 . Answers: <i>Learners' own.</i>		
Coursebook Page 10	Speaking: Activity 7 1 Select learners to share their talk with the class. 2 Once learners have finished, provide positive feedback, and correct any errors that may have arisen. CORE Feedback Provide feedback for learners who have presented their ideas. Answers: <i>Learners' own.</i>		
Resources	Plenary		
	1 Give out slips of paper. 2 Learners must think of a sentence that can use both <i>used to</i> and <i>would</i> and write it down.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 8 C

LESSON PLAN		LESSON: C.1	
Teacher:		Subject: English	
Grade: 8		Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read an article to find specific information. To develop learners' ability to understand language for describing trends and changes.		Learning outcomes: By the end of the lesson, learners will be able to ... read an article written about eating habits and understand language that expresses trends and changes.	
Link to prior learning: present perfect, present continuous and <i>used to</i> 21st Century Skills: Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.			
Key vocabulary: <i>to increase, to decrease, to go up, to go down, to fall, to climb, to reduce</i> Key expressions/structure: <i>present perfect to express change (have/has + past participle), present continuous to express change (be + verb + ing) and used to + infinitive</i>			
Watch Out: Learners should be familiar with all language points. However, they may feel confused when they are trying to select the appropriate tense due the number of uses or meanings that can be conveyed. Reassure learners if they raise any concerns and remind them of the different uses for the tense in question. Remind learners that tenses can have multiple uses but in the current lesson they are practicing language that can describe change.			

Resources/equipment needed: Coursebook pages 13–14 Workbook page 15	
UNIT 8 LESSON C.1 TASKS/ACTIVITIES	
Resources	Starter
	Ask learners to look at the photos in the Coursebook and to describe what they see. Based on the photos what do they think they are going to read about later? Encourage learners to refer to <i>eating out</i> and <i>ready-made meals</i> in vocabulary box when describing the photos.
Resources	Main activity
Coursebook Page 13	Reading: Activity 1 1 Ask learners about their eating habits. Ask them what time they usually eat dinner. Do they eat at the same times every day? Explain that you are describing eating habits. Direct learners' attention to the title of the article and ask them what it is about. 2 Learners read the article and choose the correct heading for each paragraph. CORE Feedback Volunteers share and justify answers. Answers: <i>1 Routines, 2 Diet, 3 Choice and cost</i>
Workbook Page 15	Workbook: Activity 1 1 Direct attention to Activity 1 and ask learners if they recognize any words from the article. Elicit meanings. 2 Learners categorize words according to their meaning: go up or go down. Explain that these words will help with Reading: Activity 2. CORE Feedback Allow learners to write the words on the board in two categories: going up or going down, with corresponding arrows. Elicit additional words that could fall into either category. Answers: <i>increase, go up, climb;</i> <i>decrease, go down, fall, reduce</i>
Coursebook Page 14	Reading: Activity 2 1 Direct attention to the statements in Activity 2. Learners decide if they are true or false before reading the article again to check. 2 Learners then correct the false answers. 3 Ask learners if they were surprised by the information in the article (keep discussion short as they will have a discussion again later). 4 Ask learners what language or tenses are used in the statements and write on the board. Ask if anyone knows why this language is used (to express change). Link this to the next activity and refer to the Use of English box. CORE Feedback Compare answers before checking as a class. Volunteers share answers with the class and justify answers. Answers: <i>1 false, 2 false, 3 false, 4 true, 5 true, 6 true</i>
	Differentiation activities (Support): Learners work in pairs for peer support.
	Differentiation activities (Stretch): Learners explain the answers to those having difficulty.

Coursebook Page 14	Language Focus: Activity 3 1 Ask learners what language we can use to talk about change to elicit language from the Use of English box. Address each language point separately. Elicit form, use and an example and write on the board. If there is time this can be a group competition activity. Remind learners that present perfect and present continuous have other uses but in the present lesson learners are practicing expressing change. 2 Learners look at the article again and underline examples of the different language points. CORE Feedback Learners compare answers before volunteers share answers. Answers: 1 <i>People used to eat meals at the same time every day but now we eat at different times... people are becoming too busy... mealtimes have changed... schoolchildren used to have 3 hours...</i> 2 <i>People are trying to be healthy... Organic food shops are becoming popular and some have opened around the UAE... use of sunflower and palm oil has increased and the use of olive oil has decreased. Not everything has changed... tea and coffee drinking has gone up.</i> 3 <i>... food has become cheaper and we are eating more.</i>		
	Differentiation activities (Support): 1 Learners work in pairs for peer support. 2 Learners can choose one paragraph to work on. 3 Learners can work in groups and each group works on one paragraph.		
	Differentiation activities (Stretch): 1 Learners explain answers to those having difficulty. 2 Learners form their own sentences to demonstrate each form.		
	Resources	Plenary	
		Learners write down one example of each language point from the Use of English box. Examples can be taken from the text or learners' own.	
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback-	Verbal feedback

Unit 8 C	
LESSON PLAN	LESSON: C.2
Teacher:	Subject: English
Grade: 8	Unit: 8
	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' ability to express opinions and ideas about trends and changes. Writing: To develop learners' ability to form sentences to express changes and trends.	Learning outcomes: By the end of the lesson, learners will be able to ... • talk and write about changes in eating habits. • form sentences expressing change and describing trends.
Link to prior learning: • present perfect, present continuous and <i>used to</i> 21st Century Skills: • Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.	

Key vocabulary: *to increase, to decrease, to go up, to go down, to fall, to climb, to reduce*

Key expressions/structure: present perfect to express change (*have/has + past participle*), present continuous to express change (*be + verb+ing*) and *used to + infinitive*

Watch Out: Learners should be familiar with all language points. However, they may feel confused when they are trying to select the appropriate tense due the number of uses or meanings that can be conveyed. Reassure learners if they raise any concerns and remind them of the different uses for the tense in question. Remind learners that tenses can have multiple uses but in the current lesson they are practicing language that can describe change.

Resources/equipment needed:

Coursebook page 14

Workbook pages 15–16

UNIT 8 LESSON C.2 TASKS/ACTIVITIES

Resources	Starter
	Play the whisper game as a class. Learners form groups. Each group sits in a line or a circle. One volunteer from each group comes to the front of the class. Whisper a sentence containing one of the language points to this learner. Learners then whisper the sentence to the next member in their group until it reaches the last person who must say the sentence to you. If it is correct the team gets a point. For example: <i>A new Italian restaurant has opened in the city center. The weather is getting warmer.</i>
Resources	Main activity
Coursebook Page 14	Speaking: Activity 4 1 Remind learners of the article about eating habits. Ask learners what they found most interesting. Ask one of the questions from Activity 4 and discuss it as a class. 2 Direct attention to Activity 4. Learners discuss the questions in groups. Learners then change groups and share what they have been discussing with new group members. CORE Feedback Write examples of language heard on the board. Answers: <i>Learners' own.</i>
Workbook Page 15	Workbook: Activity 2 1 Tell learners they are going to do a group quiz. Write the sentences from Activity 2 on the board. Select some sentences and ask learners if they think they are true. 2 Learners work in teams to provide synonyms for each word in the correct verb form. Each group gets one point for a correct synonym and one point for correct form. DESIRABLE Feedback Volunteers share answers. Answers: <i>increase (go up, climb); decrease (go down, fall, reduce).</i>
Workbook Page 15	Workbook: Activity 3 1 Learners play the stepping stones game in pairs. 2 Learners take turns choosing a circle containing a jumbled sentence (a stepping stone) and they put the words in the correct order to make sentences. If they can't form a sentence their partner can take over and finish for them. 3 Learners can color the stepping stone when they have completed the sentence to claim it. The person with the most correct answers/completed stepping stones wins. CORE Feedback Learners peer correct during the game. Answers: <i>Learners' own.</i>

Workbook Page 16	Workbook: Activity 4 1 Ask learners what language points have been practiced in the Workbook activities. What kind of language can we use to talk about changes? Elicit examples. 2 Provide examples before learners work individually to form sentences for each language point. CORE Feedback Learners compare answers before volunteers share their answers with the class. Answers: <i>Learners' own.</i>		
Workbook Page 16	Workbook: Activity 5 1 Refer to the speaking activity from the start of the lesson and ask learners how they think their own eating habits have changed in the past five years. Write the headings from Activity 5 on the board and discuss as a class. 2 Ask learners to make notes under some of the headings (they can choose). 3 Learners share their notes with a partner and discuss their eating habits. CORE Feedback Learners compare answers before volunteers share their answers with the class. Answers: <i>Learners' own.</i>		
	Differentiation activities (Support): Learners work in pairs for peer support.		
	Differentiation activities (Stretch): Learners explain answers to those having difficulty.		
Resources	Plenary		
	Learners share what they enjoyed the most during the class and what they found most difficult, Take notes to inform future lessons.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 8 D

LESSON PLAN	LESSON: D.1	
Teacher:	Subject: English	
Grade: 8	Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners’ ability to read a text about why government statistics are important and choose the correct summary sentence. Speaking: To develop learners’ ability to work together and use the context of a government statistical website to decide on genre type.	Learning outcomes: By the end of the lesson, learners will be able to ... • read a short introduction text talking about why government statistics are important, then decide the correct summary sentence from a selection. • discuss the genre type using clues from the infographic and graph and choose the correct type from a selection.	
Link to prior learning: lexis of trends; verbs for trends + present continuous: <i>is growing/are increasing</i> 21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral and non-verbal communication skills.		

Key vocabulary: nouns: *increase, decrease, reduction, growth, rise*; verbs: *increase, decrease, reduce, grow, rise, populate*

Key expressions/structure: trend verbs + present continuous: *is growing / are increasing*

Watch Out:

Learners may struggle to understand how a noun and verb can be spelled the same way, but used differently. Explain to learners that they already know many verbs that are spelled the same way as nouns. Write the following on the board:

walk (*I went for a walk. I like to walk at night.*)

talk (*I had a talk with my parents. I talked to my friend for two hours.*)

drive (*I like to go for a drive when it is raining. I drive to work every day.*)

Explain to learners that each of these can be used as a noun or verb. Give learners the example sentences in brackets.

Explain to learners that they need to decide if they are talking about an idea/thing (noun), or the action (verb) to know when to use the correct form of the word.

Resources/equipment needed:

Coursebook pages 17–18

Workbook page 19

UNIT 8 LESSON D.1 TASKS/ACTIVITIES

Resources	Starter
	- Put learners in small groups. - Draw their attention to the starter questions. Explain to learners that they should answer these questions in their groups. - Give learners 2–3 minutes to answer the questions. - Bring the class back together. As a full class, brainstorm some ideas and put them on the board.
Resources	Main activity
Coursebook Page 17	Reading: Activity 1 - Put learners in pairs. - Draw learners' attention to the three answer choices. - Ask the pairs to think of ideas that could be expected for each answer choice (for example, a magazine article about animals would have pictures of animals). - As a class, brainstorm a list of ideas for each and write them on the board. - Then point out the first paragraph, the infographic and the graph (not the final two texts). They should not read the text yet. Ask learners to use these to choose the correct genre type. Feedback Take a class vote for the correct answer. Read out each answer choice. Then, ask pairs to raise their hands if they chose that answer. Then, ask a pair to give a reason why they chose that answer, referencing the information already on the board if it is helpful. Answer: 3
Coursebook Page 17	Reading: Activity 2 - Draw learners' attention to the first text and the answer choices. - Explain to learners that one of the answer choices gives the best summary of the text. - Ask learners to read the text quickly (this will encourage gist reading techniques). - Ask learners to complete the activity individually. CORE Feedback Put learners in pairs to check answers. Then, as a class, elicit the correct answer. Answer: 1
	Differentiation (support): - Eliminate the third option to give learners only two options to choose from. - Then, put learners in mixed ability pairs for support.
	Differentiation (stretch): - Give learners a very short time limit, around one minute, to complete the activity. - After one minute has elapsed, ask learners to cover the text with their hand.

	EXTENSION 1 Draw learners' attention to the infographic. Ask learners what different parts of the infographic represent (for example, an image of a person represents 100,000 people; The boxes point to an Emirate on the map, etc.) 2 Explain to learners that they need to put the Emirates in order from most to least populated, using the information in the text. 3 Ask learners to complete the activity individually. Feedback Put learners in pairs to check answers. Then, write the names of the Emirates on the board in a random order. Then, ask learners to come to the board one at a time to write the correct number next to the Emirate. Answers (in order): 1 Dubai 2 Sharjah 3 Abu Dhabi 4 Ajman 5 Ras al Khaimah 6 Fujairah 7 Umm Al Quwain
Coursebook Page 18	Reading: Activity 3 1 Draw learners' attention to the graph. Point out that they must use the graph to answer the questions. 2 Put learners in pairs to use the graph to answer the questions. 3 Give learners 3–5 minutes to complete the activity. CORE Feedback Do not do a full class feedback session as learners will use the next activity to check their answers. However, put the pairs of learners in groups of four. Ask learners to compare answers with their partners. Answers: Learners' own.
Coursebook Page 18	Reading: Activity 4 1 Ask learners to quickly read the first part of the text to check their answers. 2 Ask learners to complete the activity individually. CORE Feedback Put learners in pairs to check their answers. Then, as a class, go over the answers from Reading: Activity 3. Note: Ask learners to look at the highlighted phrase in the second paragraph. Explain to learners that this is an overview. Tell learners that overviews are used to give a general summary of information in texts and graphs. Explain to learners that the highlighted phrase, Overall, the chart shows that ... is a common way to begin overviews. This should be used in the first sentence of an overview, or before learners begin talking about the main part of the summary. Answers: 1 Dubai, Abu Dhabi, Sharjah 2 Umm al Quwain, Ras al Khaimah 3 All of the Emirates are growing.
Workbook Page 19	Workbook: Activity 1 1 Draw learners' attention to the five vocabulary graphic organizers. 2 Explain to learners that all of the verbs are already filled in. Learners must match the bold nouns found in the reading in Reading: Activity 1 with the correct verb and definition. 3 Ask learners to complete the activity individually.

	CORE Feedback: Put learners in pairs to check answers. Draw a box on the board with the verbs already in them, and ask learners to come to the board to write the nouns. Then point out two things to the class: 1 There are two groups of synonyms (if learners are unfamiliar with this term, explain that there are two groups of words that have similar meanings). Elicit that <i>rise, increase, grow/growth</i> are all used to talk about when something gets bigger, and <i>decrease, reduce/reduction</i> are used to talk about when something gets smaller. 2 Point out that many nouns are spelled the same way as the verb (this could be an easy transition to the Vocabulary box). Answers: 1 decrease, 2 increase, 3 growth, 4 rise, 5 reduction		
Workbook Page 19	Vocabulary box 1 Draw learners’ attention to the Vocabulary box. Unpack the box by explaining that many verbs and nouns have the same spelling. It is important to understand the context to understand whether the word is a verb or noun. 2 Remind learners that nouns are people, places, things or ideas and verbs are actions. When reading a sentence, it is important to look for tips, like articles (nouns) or verb endings (<i>-ed/-ing</i>) to determine usages. 3 For further support, see the Watch Out section above.		
Workbook Page 19	Workbook: Activity 2 1 Draw learners’ attention to the activity. 2 Explain to learners that they must choose the correct version of the word to complete the sentence. 3 Point out that words that have the same endings are followed by <i>V</i> (verb) or <i>N</i> (noun). 4 Ask learners to complete the activity individually. DESIRABLE Feedback Put learners in pairs to check answers. Then ask individual learners to read out the sentences. If the word is spelled the same for both noun and verb forms, ask learners to say which the correct word is (verb or noun) is. Answers: 1 reduce 2 reduction 3 increase (<i>N</i>) 4 increase (<i>V</i>) 5 growth 6 grow 7 decrease (<i>V</i>) 8 decrease (<i>N</i>) 9 rise (<i>N</i>) 10 rise (<i>V</i>)		
Resources	Plenary		
	Partner Exit Ticket: 1 Ask learners to find a piece of paper. 2 Explain to learners that they must write two sentences. One sentence should use a word for growth (<i>increase/grow/growth/rise</i>), the other with a word for reduction (<i>reduce/reduction/decrease</i>). 3 After learners have written their sentences, they should exchange them with a partner. Partners should check the sentences for language, spelling, and accuracy. If the sentences are accurate, they should put a check mark next to it. If not, they must underline the part of the sentence that is incorrect. 4 Learners must show you both sentences with checks to be allowed to leave the class.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 8 D

LESSON PLAN		LESSON: D.2	
Teacher:		Subject: English	
Grade: 8		Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners’ ability to read an analytical text about the population changes of each Emirate over a 15-year period and use scanning techniques to find the answers to concept check questions in the text. Writing: To develop learners’ ability to use information presented in a table and graph, and write an overview of the information.		Learning outcomes: By the end of the lesson, learners will be able to ... • read a text about the population changes for each Emirate over a 15-year period and use scanning techniques to answer complex concept check questions. • use a table and graph with information about the changes in the population of males and females in Abu Dhabi and Dubai from 2010 to 2016 and write a short analytical overview of the information.	
Link to prior learning: lexis of trends; verbs for trends + present continuous: <i>is growing/are increasing</i> 21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral and non-verbal communication skills.			
Key vocabulary: nouns: <i>increase, decrease, reduction, growth, rise</i> ; verbs: <i>increase, decrease, reduce, grow, rise</i> Key expressions/structure: trend verbs + present continuous: <i>is growing/are increasing</i>			
Watch Out: Learners may have difficulties understanding when to use trend verbs like <i>increase, decrease, rise, reduce, and grow</i> in the present continuous to describe current trends. Explain to learners that they should use the present continuous when talking about a trend that is happening at the moment, for example: <i>The population of the UAE is growing very fast.</i> (This trend is happening right now.) <i>Between 2005 and 2010, the population of the UAE grew fast.</i> (It happened in the past; the action has finished.)			
Resources/equipment needed: Coursebook page 18 Workbook pages 19–20			
UNIT 8 LESSON D.2 TASKS/ACTIVITIES			
Resources		Starter	
		Word Race 1 Give learners 30 seconds to look at the infographic. 2 Then ask learners to close their books. 3 Put learners in groups of 7. 4 Ask each group to choose a name. Then write the group names horizontally on the board. 5 Start a race: learners must go one at a time to the board. They should write the names of the Emirates from biggest to smallest. After one person writes the name of an Emirate, they must run back to their group and give the marker to the next person. The next person must go and write the next name. Continue until all the names are written. 6 The group that finishes first with the Emirates in the correct order wins.	

Resources	Main activity
Coursebook Page 18 PCM 3.1	Reading: Activity 5 - Before learners begin the activity, draw their attention to the Reading Strategy box. Remind learners that they have seen the scanning technique before. Elicit from learners that scanning is when they look through a text quickly, trying to find specific information. - Explain to learners that one strategy to help them scan quicker is to underline key words in the question. That way they know exactly what they are looking for. - Now hand out PCM 3.1 and draw learners' attention to the questions. Explain that they need to read both texts to answer the questions. - Ask learners to complete the activity individually. They should underline the places in the texts where they found their answers. CORE Feedback Put learners in pairs to check answers. If there are disagreements, learners should point to the place in the text where they found their answers. Then, as a class, go through the answers by asking individual learners to read out their answers to the class. Answers: <i>Umm al Quwain</i> <i>441,000</i> <i>Dubai, Abu Dhabi and Sharjah</i> <i>4%</i> <i>Dubai</i> <i>Ras al Khaimah</i>
	Differentiation (support) Put learners in pairs. Ask one partner to complete questions 1–3, and the other partner to complete questions 4–6.
	Differentiation (stretch) Give learners a time limit of 2 minutes to complete the activity individually. This will encourage them to use scanning techniques.
Coursebook Page 18 PCM 3.1	Reading: Activity 6 - Draw learners' attention to the two incomplete sentences. - Explain to learners that they need to find the sentences in the text to complete them with the correct words. - Ask learners to complete the sentences individually. CORE Feedback Put learners in pairs to check answers. Then write the sentences on the board. Ask learners to come to the board to complete the sentences. Answers: <i>1 are growing, 2 are increasing</i>
Coursebook Page 18	Language Tip box - Draw learners' attention to the Language Tip box. Unpack the box by explaining to the learners that they can use verbs for trends (<i>reduce, rise, increase, decrease, grow</i>) in the present continuous to talk about current trends. - Contrast the ideas by telling learners that they can use the past simple with verbs for trends to talk about past trends (for a specific period of time that has ended), and the future simple/<i>going to</i> to talk about predictions of trends (<i>will + verb</i> for trends).

Workbook Page 19 Coursebook Page 18	Workbook: Activity 3 1 Draw learner's attention to the sentences, and read out the rubric. 2 Explain to learners that they need to look at the graph to help them answer the questions. 3 Ask learners to complete the activity individually. DESIRABLE Feedback Put learners in pairs to check answers. Then ask learners to take a piece of paper and tear it into three parts. They should write 'I', 'D' or 'S', on each bit of paper. Then, read out the question. Ask learners to raise the paper that they believe is the correct answer. Mentally note how many learners get the question correct. If most learners get the answer wrong, then ask a learner who got the correct answer to explain their reasons. Answers: <i>1 D, 2 S, 3 D, 4 I, 5 I, 6 I, 7 I</i>
Workbook Page 20	Workbook: Activity 4 1 Draw learners' attention to the sentences. 2 Explain to learners that they must choose the correct verb using context, then make it present continuous. 3 Tell learners to make sure that the auxiliary verb 'be' is in the correct form. 4 Learners complete the activity individually. DESIRABLE Feedback Put learners in pairs to check answers. Then write the sentences on the board. Ask individual learners to come to the board to complete the sentences. Answers: <i>1 is growing, 2 are decreasing, 3 is increasing, 4 is reducing, 5 is rising</i>
Workbook Page 20	Workbook: Activity 5 1 Draw learners' attention to the table and the two blank graphs. 2 Explain to learners that they are going to make line graphs for Dubai and Abu Dhabi. 3 Before learners begin, refer them back to the graph in the Coursebook. Elicit the following: title, years on the x axis, population on the y axis (if learners don't know x axis/y axis, say <i>up/down line; right/left line</i>), legend (the list of countries featured in the graph). 4 Ask learners to draw their graphs individually. DESIRABLE Feedback Put learners in pairs to check their answers. Then draw two blank graphs on the board. Ask individual learners to come to the board to complete the graph. Learners should check and compare their answers. Answers: <i>Learners' own.</i>
Workbook Page 20	Workbook: Activity 6 1 Draw learners' attention to the questions. 2 If learners have not done Workbook: Activity 5, then point out only the tables. 3 Ask learners to answer the questions in their notebooks. 4 Learners work individually. (If time is an issue, put learners in groups of three and ask each learner to answer one or two questions). CORE Feedback Put learners in pairs to check answers. Then go over the answers as a class. It is important that learners get the correct answers as they are needed in Workbook: Activity 7. Answers:

Workbook Page 20	Workbook: Activity 7 1 Explain to learners that they should use the questions from Workbook: Activity 6 to help them write a short overview of the information. 2 For reference, show learners the overview from Reading: Activity 4 from the previous lesson. Remind learners that overviews give the main ideas found in graphs and tables. The later paragraphs give the main details. 3 Give learners 5–7 minutes to write their overviews on the lines provided. CORE Feedback While learners are writing their overviews, monitor their work and note down common mistakes in spelling and language. Write them on the board. Go over the errors as a class (do not say who made the mistakes so as to avoid singling out learners). Then put learners in pairs. They should check to see if the information in the overview is accurate (encourage them to look back at the table). Answers: <i>Learners' own.</i>			
	Resources	Plenary		
		Ask volunteer learners to read their overviews to the class.		
	Learning styles catered for (✓):			
	Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):				
Observation	Learner self-assessment	Oral questioning	Peer assessment	
Quiz	Learner presentation	Written work and feedback	Verbal feedback	

Unit 8 E

LESSON PLAN	LESSON: E.1
Teacher:	Subject: English
Grade: 8	Unit: 8
SKILLS AND UNDERSTANDING	
Learning objectives: Reading: To develop learners' ability to read a text for key details about the changing spectator numbers during the men's and women's World Cup competitions. Writing: To develop learners' ability to produce a bar chart that shows the changing spectator numbers during the men's World Cup competitions over a range of years and to produce a supporting text about these changes produced from a line graph.	Learning outcomes: By the end of the lesson, learners will be able to ... - recognize vocabulary about the World Cup and relevant linkers to show change and contrast. - write a clearly structured text that supports notes and especially a line graph depicting the changes in spectator numbers between men's and women's World Cup competitions.
Link to prior learning: Lexis related to men's and women's World Cup competitions and spectator numbers. 21st Century Skills: Learning and innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills with diverse groups of learners.	
Key vocabulary: <i>spectators, leisure, free time, increase, decrease, decline, rise</i> Key expressions/structure: linkers (<i>like, however, whereas, but, yet, etc.</i>)	
Watch Out: Learners are most likely up to date with soccer news here and internationally. However, their ability to produce solid statistics about the changing spectator numbers over the years during the World Cup games will be limited. This lesson's objectives will enable them to not only produce a bar graph that depicts spectator number changes, but also to write a text that explains the line graph.	

Resources/equipment needed: Coursebook pages 21–22 Workbook page 23	
UNIT 8 LESSON E.1 TASKS/ACTIVITIES	
Resources	Starter
Coursebook Page 21	1 Put learners into groups. 2 Learners discuss the starter question about how they spend their leisure or free time. 3 Ask learners how they think the World Cup has changed over the years. 4 In addition, have learners think about how spectator numbers may have changed over the years. Feedback Learners share their ideas and responses with the class. Note: Some brief pre-teaching on leisure activities and the World Cup may be beneficial. Elicit examples of leisure activities (going to the cinema, spending time with family and friends, etc.) and ask if anyone knows who won the last World Cup and where and when the next one is to be held.
Resources	Main activity
Coursebook Page 21	Speaking: Activity 1 1 Ask learners to look at the photo. 2 Learners discuss what the boy (Hassan) and his father are doing. 3 Elicit some thoughts and ideas from the class. DESIRABLE Feedback Check as a class, writing any key vocabulary or ideas on the board. Answers: <i>Learners' own.</i>
	Differentiation (support): Place learners with different partners.
	Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.
Coursebook Page 21	Speaking: Activity 2 1 Direct learners to the two photos. 2 Learners guess what year each soccer game took place. 3 Learners write either 1 or 2 under the correct photo. 4 Elicit thoughts and ideas from learners. CORE Feedback Answers: 2014 – 2 1930 – 1
	Differentiation (support): Put learners with stronger partners if necessary.
	Differentiation (stretch): Offer ideas and thoughts on the board with the learners' help.

Coursebook Page 21	Reading: Activity 3 1 Divide class into two groups, A and B. 2 Put learners into small groups or pairs (depending on class size). 3 Direct learners' attention (Groups A and B) to the two scrolls labeled Group A and Group B. 4 Learners follow the directions/steps in their group's scroll. 5 Elicit thoughts and ideas from learners. CORE Feedback Offer suggestions and feedback if necessary. Answers: <i>See the next two answer sections.</i>
	Differentiation (support): Match learners with a stronger partner.
	Differentiation (stretch): Project the two scrolls onto the board or a screen and talk learners through each step.
Coursebook Page 22	Reading: Activity 4 GROUP A: (Don't let Group B learners look at Group A text/answers until the information exchange task.) 1 Learners discuss the provided article about the changing spectator numbers at the men's World Cup (1930–2014). 2 Learners will sit with a member of Group B and conduct an information exchange activity by asking each other the provided questions. 3 Learners complete the gaps with the missing information in the text. CORE Feedback Check as a class, writing any key vocabulary or ideas on the board. Answers: (in the following order) 1 1930 2 434,000 3 3,429,873 4 1,337,000 5 943,000 6 3,568,567 7 Brazil
	Differentiation (support): Place learners with different partners.
	Differentiation (stretch): Project the two scrolls onto a screen and talk learners through each step.

Coursebook Page 22 Workbook Page 23 PCM 3.2	Reading: Activity 4 Workbook: Activity 1 GROUP B (Don't let Group A learners look at Group B text/answers until the information exchange task.) 1 Learners discuss the provided article about the changing spectator numbers at the men's World Cup (1930–2014). 2 Learners sit with a member of Group A and conduct an information exchange activity by asking each other the provided questions. 3 Learners complete the gaps with the missing information. 4 Elicit some thoughts and ideas from the class. CORE Feedback Check as a class, writing any key vocabulary or ideas on the board. Answers: 1 <i>Uruguay</i> 2 <i>Switzerland</i> 3 <i>Italy</i> 4 <i>2,527,348</i> 5 <i>1994</i> 6 <i>Germany</i> 7 <i>Brazil</i>
	Differentiation (support): Place learners with stronger partners.
	Differentiation (stretch): Project the two scrolls on a screen and talk learners through each step.
Workbook Page 23	Workbook: Activity 2 1 Learners go back to their original groups and plot the line graph in their Workbooks, using the information gathered. 2 In pairs, learners check their answers. CORE Feedback Draw the line graph on the board and elicit a verbal description from learners of what it shows. Answers: <i>Learners' own.</i>
Workbook Page 23	Workbook: Activity 3 1 Direct learners' (both groups) attention to the text with the highlighted words. 2 Learners read and discuss the text 3 Learners complete the gaps with the words that have the same meaning. CORE Feedback Offer feedback and suggestions where needed. Answers: 1 <i>leisure time = free time</i> 2 <i>increase = rise</i> 3 <i>decline = decrease</i>
	Differentiation (support): Match learners with a stronger partner.
	Differentiation (stretch): Project the text on a screen and talk learners through it, while answering their questions.

Resources	Plenary		
	Direct learners’ attention to the Did You Know? box in the Coursebook about the World Cup.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 8 E

LESSON PLAN		LESSON: E.2
Teacher:		Subject: English
Grade: 8	Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read a provided text for key details about the changing spectator numbers during the men's and women's World Cup competitions. Writing: To develop learners' ability to produce a bar chart that shows the changing spectator numbers during the men's World Cup competitions over a range of years and to produce a supporting text about these changes produced from a bar graph.		Learning outcomes: By the end of the lesson, learners will be able to ... - recognize vocabulary about the World Cup and relevant linkers to show change and contrast. - write a clearly structured text that supports notes and especially a bar graph depicting the changes in spectator numbers between men's and women's World Cup competitions.
Link to prior learning: Lexis related to men's and women's World Cup competitions and spectator numbers. 21st Century Skills: Learning and innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills with diverse groups of learners.		
Key vocabulary: <i>spectator, leisure, free time, increase, decrease, decline, rise</i> Key expressions/structure: linkers (<i>like however, whereas, but, yet, etc.</i>)		
Watch Out: Learners are most likely up to date with soccer news here and internationally. However, their ability to produce solid statistics about the changing spectator numbers over the years during the World Cup games will be limited. This lesson's objectives will enable them to not only produce a bar graph that depicts spectator number changes, but also to write a text that explains the line graph.		
Resources/equipment needed: Coursebook pages 21–22 Workbook page 24		
UNIT 8 LESSON E.2 TASKS/ACTIVITIES		
Resources	Starter	
Coursebook Page 21	1 Put learners into groups. 2 Learners discuss the starter questions again about how they spend their leisure or free time. 3 Ask learners once again how they think the World Cup has changed over the years. Feedback Learners share their ideas and responses with the class. Note: Some additional brief pre-teaching on leisure activities and the World Cup may be beneficial. Elicit examples of activities (going to the cinema, spending time with family and friends, etc.) and ask if anyone knows who won the last World Cup and where and when the next one is to be held.	

Resources	Main activity
Workbook Page 24	Workbook: Activity 4 1 Direct learners' attention to the scrambled words in the box. 2 Learners unscramble the words and then use them to complete the sentences. 3 Elicit thoughts and ideas from learners. CORE Feedback Offer feedback and suggestions where needed. Answers: 1 <i>although/however/but/yet</i> 2 <i>whereas/ however/but/yet</i> 3 <i>whereas/however/but/yet</i> 4 <i>however/but</i> 5 <i>whereas/although/however/but/yet</i>
	Differentiation (support): Match learners with a stronger partner.
	Differentiation (stretch): Project sentences on a screen and talk learners through each one, while answering their questions.
Workbook Page 24	Workbook: Activity 5 1 Ask learners what they remember about the Men's World Cup they read about in the last lesson. 2 Learners read the information and plot on the line graph. CORE Feedback Learners check in pairs. Ask concept checking questions. Suggested Answers: <i>In 1999 there was a big increase in the number of spectators. The number dropped in 2003 and then increased slightly in 2011. In 2015 there was another big increase in spectator numbers.</i>
Coursebook Page 22	Writing: Activity 5 (both groups) 1 Learners get back into the same A and B groups as in the last lesson. 2 Direct learners to the line graph in the Workbook that they created about the men's World Cup spectator numbers. 3 Learners also look at the women's World Cup information in the Workbook. 4 Encourage learners to take notes in the notes section of their books. 5 Elicit some thoughts and ideas from the class. CORE Feedback Check as a class, writing any key vocabulary or ideas on the board. Answers: <i>Learners' own.</i>
	Differentiation (support): Place learners with stronger partners.
	Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.
Coursebook Page 22	Writing: Activity 6 1 Learners write their final writing task comparing the changes in spectator numbers. 2 Go through the Writing Tip box with learners to help them. 3 Elicit thoughts and ideas from learners. CORE Feedback Offer feedback and suggestions when needed. Answers: <i>Learners' own.</i>

	Differentiation (support): Put learners with stronger partners if necessary.		
	Differentiation (stretch): Offer ideas and thoughts on the board with learners’ help.		
Workbook Page 24	Workbook: Activity 6 1 Direct learners’ attention to the self-assessment table. 2 Learners look at their text and check the boxes below each question 3 Learners will write their text on the provided lines in Activity 6 in the Coursebook. 4 Elicit thoughts and ideas from learners. CORE <u>Feedback</u> Some brief pre-teaching on what a ‘sanctuary’ is will be beneficial here. <u>Answers:</u> <i>Learners’ own.</i>		
	Differentiation (support): Put learners with a stronger partner if necessary.		
	Differentiation (stretch): Offer ideas and thoughts on the board with learners’ help.		
	Resources		
	Plenary		
	1 Direct learners’ attention to the Language Tip box about linkers. 2 Direct learners’ attention to the Writing Tip box.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 8 Review

LESSON PLAN		LESSON: Review 1	
Teacher:		Subject: English	
Grade: 8		Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read a short persuasive text about changing the world and identifying the missing vocabulary. Writing: To develop learners' ability to complete sentences using vocabulary that indicates increases and decreases in statistical numbers.		Learning outcomes: By the end of the lesson, learners will be able to ... • read a short persuasive text and use context to identify missing vocabulary words. • analyze a table of results and complete sentences that summarize trends in the results.	
Link to prior learning: Use of graphs and tables, persuasive texts 21st Century Skills: Reinforce learning to access and evaluate information efficiently, effectively, and critically in English.			
Key vocabulary: Unit 8 vocabulary Key expressions/structure: present perfect simple and continuous to describe trends			
Watch Out: Learners may have difficulty creating a graph based on the results in the table. Model the graph on the board and outline key elements.			
Resources/equipment needed: Coursebook page 25			

UNIT 8 REVIEW LESSON 1 TASKS/ACTIVITIES	
Resources	Starter
	1 Brainstorm some problems affecting the world today. Write <i>Problems</i> on the board and link the problems brought up by the learners. 2 For each problem, branch off with possible solutions that the learners provide.
Resources	Main activity
Coursebook Page 25	Vocabulary: Activity 1 1 Read over the words in parentheses and have learners provide definitions for the words. 2 Learners read over the text once, without circling the words. 3 Learners read it again, circling the correct vocabulary words. 4 Correct in pairs. CORE Feedback Learners get into pairs and compare their answers. Correct as a class. Answers: 1 <i>change</i> 2 <i>problems</i> 3 <i>blog</i> 4 <i>glasses</i> 5 <i>funding</i> 6 <i>water wells</i> 7 <i>expensive</i> 8 <i>free time</i> 9 <i>abroad</i> 10 <i>education</i>
Coursebook Page 25	Vocabulary: Activity 2 1 Learners look at the graphic organizer. They identify what the arrows represent in relation to the Vocabulary box. 2 Learners work in pairs to classify the words as either describing a rising or falling trend. 3 Correct as a class. CORE Feedback Read out each word. Learners point up or down if they think it describes a rising or falling word. Answers: (Down) <i>decrease, decline, fall, go down, reduction</i> (Rise) <i>go up, growth, increase, rise</i>
Coursebook Page 25	Vocabulary: Activity 3 1 Describe the context of the activity and define key words (a class did a survey about their favorite sports over the school year). 2 Learners get into pairs and look at the table of results, discussing the trends (did the number of learners who like soccer go up or down?). 3 Learners complete the sentences in pairs. 4 Correct as a class. CORE Feedback Learners read out their completed sentences. Answers: <i>Learner's own, but should use words that describe either rising or falling.</i>
	Differentiation (support): Draw the table on the board. Discuss the results as a class and put either an up arrow or a down arrow next to each number.
	Differentiation (stretch): Learners write additional sentences describing trends between terms, and not over the whole year.

Coursebook Page 25	Vocabulary: Activity 4 1 Outline how to create a line graph and go over the key details (three points on the x-axis for 3 terms, 13 points on the y-axis to represent number of students.) 2 Agree to a color code for each sport. 3 Learners complete the graph individually. 4 Discuss as a class. DESIRABLE Feedback Learners show their graph to the class and describe the trends they show. Answers: <i>Learner's own.</i>		
Resources	Plenary		
	Have a class survey. Ask learners which is their favorite sport (out of the four in Activity 4), create a table and compare the results to those in the Coursebook.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 8 Review

LESSON PLAN		LESSON: Review 2	
Teacher:		Subject: English	
Grade: 8		Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To develop learners’ ability to write comparative sentences between two data points using linking words (<i>whereas, also, but, however, similarly</i>). Speaking: To develop learners’ ability to discuss a problem affecting Emirati youth and brainstorm ways to solve this issue while envisioning the changes they hope to see.		Learning outcomes: By the end of the lesson, learners will be able to ... • write a comparative sentence that compares two results of a survey using linking words. • discuss and debate a problem affecting Emirati teenagers, predicting the challenges of solving this problem, coming up with a solution and predicting the desired change.	
Link to prior learning: Use of graphs and tables, persuasive texts 21st Century Skills: Reinforce learning to access and evaluate information efficiently, effectively, and critically in English.			
Key vocabulary: Unit 8 vocabulary Key expressions/structure: present perfect simple and continuous to describe trends			
Watch Out: Learners may have difficulty agreeing upon a common problem affecting Emirati teenagers. Brainstorm before the activity and create a list of problems for the teams to choose from.			
Resources/equipment needed: Coursebook page 26			
UNIT 8 REVIEW LESSON 2 TASKS/ACTIVITIES			
Resources		Starter	
		1 Brainstorm a list of hobbies and activities the learners do on their free time. 2 Review the present perfect simple structure on the board. 3 Learners write down how long they’ve been doing this activity, using the present perfect simple and a time phrase. 4 Learners read their sentences to a partner.	

Resources	Main activity		
Coursebook Page 26	Language Focus: Activity 5 1 Review linking words and classify them as either linking similar ideas or different ideas. 2 Draw learners’ attention to the table in Activity 3 and compare the results of two sports. 3 Learners write comparative sentences. 4 Correct as a class. CORE Feedback Learners read their sentences to the class, emphasizing the linking word. Answers: <i>Learners’ own, should be written in the present perfect and include a linker that denotes either similar or different information:</i> <i>2 different, 3 Different, 4 similar</i>		
Coursebook Page 26	Language Focus: Activity 6 1 Review <i>used to</i> to describe an action or state that occurred in the past. 2 Read over the sentences with the learners and prompt them to offer some ideas about the equivalent in the past. 3 Learners write sentences with <i>used to</i> to describe a past state connected to the present state described. 4 Learners get into teams and compare answers. DESIRABLE Feedback Learners take turns reading out their sentences, and note when similar ideas were used. Answers: <i>Learners’ own.</i>		
Coursebook Page 26	Speaking: Activity 7 1 Brainstorm some potential problems that Emirati teenagers face. 2 Learners get into groups based on the problem that they choose. 3 Review and define <i>challenges</i>, <i>solutions</i>, and <i>change</i>, using examples from the previous lesson as support. 4 Learners have a team discussion and complete the graphic organizer. 5 Learners present their ideas to the class. CORE Feedback Each team presents their graphic organizer to the class, describing each category. Answers: <i>Learner’s own.</i>		
	Differentiation (support): Brainstorm some possible challenges and solutions for each problem discussed.		
	Differentiation (stretch): Learners from different teams get into new teams and compare their problems, challenges, solutions, and changes.		
Resources	Plenary		
	Learners complete the learning self-assessment box.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 A

LESSON PLAN		LESSON: A.1	
Teacher:		Subject: English	
Grade: 8		Unit: 9	
		Date:	
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners’ ability to listen to a conversation between two Emiratis about traditional pearl diving and determine the main topic, and listen for details. Speaking: To develop learners’ ability to share and build upon previous knowledge on pearl diving in a group, using a word cloud to help lead the discussion.		Learning outcomes: By the end of the lesson, learners will be able to ... • listen to a conversation between two Emiratis about traditional pearl diving and determine what their main topic of discussion is. • listen to a conversation between two Emiratis about a traditional pearl diving, listen for details and complete a short quiz. • share their knowledge on traditional Emirate pearl diving in a team, using a word cloud to help guide the discussion.	
Link to prior learning: Group discussion, listening for details and gist. 21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills.			
Key vocabulary: <i>resource, trade, pearl, clam, diver/dive/diving, basket, rope</i> Key expressions/structure: <i>would</i> for past actions			
Watch Out: Learners may have difficulty identifying what a resource is. Explain that this is something a country has or makes a lot of and can use or trade with other countries.			
Resources/equipment needed: Coursebook page 29 Workbook page 31 Audio Track 31			
UNIT 9 LESSON A.1 TASKS/ACTIVITIES			
Resources		Starter	
		1 Write the word <i>resource</i> on the board. Give a definition. 2 Elicit from learners resources that the country uses or exports (oil, real estate, sand, ceramics, dates). 3 Learners reflect on the benefit these resources bring to the country and how it has made the country prosper.	
Resources		Main activity	
Coursebook Page 29		Listening: Activity 1 1 Read the words in the word cloud as a class. Learners define words they recognize. 2 Ask prompt questions to guide the discussion about pearls: <i>What do you know about pearl diving? Has anyone in your family worked as a pearl diver or sold pearls? Do your parents own any pearls? Why are pearls valuable?</i> 3 Learners make predictions as to what the recording will be about. DESIRABLE Feedback Write learners’ predictions on the board. Answers: <i>Learners’ own.</i>	

Workbook Page 31	Workbook: Activity 1 1 Read over the words in the vocabulary bubble with the learners. 2 Provide a definition for each word (e.g. <i>Number 1 is someone who swims under water</i>). Learners listen and write the word for each picture. 3 Learners get into pairs and compare their answers. 4 Correct as a class. CORE Feedback Learners choose a word and give their definition, using the picture for support. Answers: <i>1 diver, 2 basket, 3 rope, 4 clam, 5 pearl</i>
Coursebook Page 29 Audio Track 31	Listening: Activity 2 1 Read over the four sentences with the class, defining any words they don't know. 2 Learners predict what the topic sentence will be. 3 Learners listen once and check their prediction. 4 Correct as a class. CORE Feedback Learners vote on their answer choice. Provide further explanation if most of the learners chose incorrect answers. Answers: <i>4 How traditional pearl diving was important in the past.</i>
Coursebook Page 29 Audio Track 31	Listening Activity 3 1 Read over the quiz with the learners, checking they understand how to complete each part. Explain that these are skills they will use in their listening exams. 2 Learners listen to the interview again and complete the quiz. 3 Learners listen again and check their answers. 4 Correct as a class. CORE Feedback Individual learners come to the board and write answers. Answers: <i>1 basket, boat, rope, rock</i> <i>2 (4, 2, 3, 1)</i> <i>3 dates, camels, pearls</i>
	Differentiation (support): Learners work in pairs while listening to the interview.
	Differentiation (stretch): Learners predict the answers and check while listening to the interview.
Workbook Page 31	Workbook: Activity 2 1 Read over the sentences with the learners. 2 Learners get into pairs and work together to complete the sentences. 3 Learners get into new pairs and compare their answers. 4 Correct as a class. DESIRABLE Feedback Pairs report on which answers they agreed on and which they disagreed on. Answers: <i>1 divers, 2 rope, 3 clams, pearls, 4 basket, 5 trade, 6 resource</i>

Resources	Plenary		
	Learners get into groups and write questions about pearl diving. Two teams compete, with a correct answer earning the team a point. Have a tournament, if time allows.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 A

LESSON PLAN		LESSON: A.2	
Teacher:		Subject: English	
Grade: 8		Unit: 9	
		Date:	
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners’ ability to read a short report on a modern alternative to pearl diving and identify key information. Writing: To develop learners’ ability to reflect on Emirati lifestyles in the past and write a short descriptive text speculating what their life would be like if they were living 100 years ago.		Learning outcomes: By the end of the lesson, learners will be able to ... • read a short magazine story about pearl farming and answer comprehension questions. • write a short descriptive text that would describe their life if they had lived 100 years ago, outlining the differences between life then and now.	
Link to prior learning: Group discussion, listening for details and gist.			
21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills.			
Key vocabulary: <i>resource, trade, pearl, clam, diver/dive/diving, basket, rope</i>			
Key expressions/structure: <i>would</i> for past actions			
Watch Out: Learners may have difficulty identifying what a resource is. Explain that this is something a country has or makes a lot of and can use or trade with other countries.			
Resources/equipment needed: Coursebook page 30 Workbook pages 31-32 Audio Track 32			
UNIT 9 LESSON A.2 TASKS/ACTIVITIES			
Resources		Starter	
		1 Learners get into two lines facing one another. 2 Each learner has three minutes to explain to their partner how traditional pearl divers collected pearls. 3 The learners move on to the next partner, but only have two minutes to explain the same information. 4 Partners change again and have one minute to explain.	

Resources	Main activity
Coursebook Page 30 Audio Track 32	Listening: Activity 4 1 Look at the Listening Strategy box with the learners and explain how certain conversation markers are used to return to a previous topic in a conversation. 2 Learners listen to the excerpts from the conversation and match the two parts together. 3 Correct as a class. DESIRABLE Feedback Learners read the answers in pairs: one reads the first half, the other reads the second half. Answers: 1 <i>Yes, it is. – As I was saying, in the old days, Emiratis would dive down to the bottom of the sea, without an air tank or goggles.</i> 2 <i>Yes, that too. – Anyway, pearl diving was very important for the UAE.</i> 3 <i>Oil is the main resource for the UAE. – OK, what were we talking about?</i>
Workbook Page 31	Workbook: Activity 3 1 Read over the Language Tip box. Explain what a habitual past action is and how <i>would</i> can be used instead of the simple past. 2 Read over the two columns of sentences with the learners, outlining how one column describes a modern fact which is connected to a corresponding past fact. 3 Learners work in pairs and match the sentences. 4 Correct as a class. DESIRABLE Feedback Learners read their answers and explain what words in the pairs helped them make that match. Answers: 1 e, 2 a, 3 d, 4 b, 5 c
Workbook Page 32	Workbook: Activity 4 1 Read over the title (<i>Homegrown Pearls</i>) with the learners. Explain the word <i>homegrown</i> and elicit ideas on how a pearl can be grown. 2 Learners read the text once, highlighting any words they don't know. Set a time limit of 2-3 minutes. 3 Read over the questions with the learners. Tell them to look back at Activity 3 in the Coursebook and find similarities. 4 Correct in groups. CORE Feedback Learners get into groups and compare their answers, with one learner in charge of reading the questions and guiding the conversation. Answers: Learners' own, should include the following information: 1 <i>From pearl farms,</i> 2 <i>First, tie clams to nets and put them underwater. Then, the clams grow pearls. Finally, the farmers pull up the nets and collect the pearls.</i> 3 <i>The fish eat the dirt and dead skin off the clams, keeping them clean and healthy.</i> 4 <i>It's better for the environment, feeds local fish, and it's safer,</i> 5 <i>To make jewelry (necklaces, earrings, etc.)</i>

Workbook Page 32 PCM 3.3	Workbook Activity 5 1 Read out the rubric and elicit from learners some activities they do today that they could not have done 100 years ago. 2 Read over the guiding questions with the learners, explaining that they do not have to answer all of them in their text. 3 Learners imagine that they lived in the UAE 100 years ago and write a short text describing what their life would be like, and how it would be different to now. 4 Review as a class. CORE Feedback Prompt learners to provide key points on how their life would be different. Individual learners read out their texts. Answers: <i>Learners' own.</i>		
	Differentiation (support): Brainstorm the questions as a class and write key notes on the board.		
	Differentiation (stretch): Learners write an additional paragraph predicting how their lives will be different in 100 years into the future.		
Coursebook Page 30	Speaking: Activity 5 1 Read over the discussion questions with the learners. 2 Learners get into pairs and take turns being the interviewer and interviewee. The interviewer asks the questions and writes notes. 3 Learners get into new pairs. They report what their previous partner said, using reported speech (<i>Mubark said that life would be very different...</i>) 4 Review as a class. CORE Feedback Learners model the interview in front of the class. Answers: <i>Learners' own.</i>		
Resources	Plenary		
	Learners get into groups. They think of some of the dangers that would come with pearl diving and make a list. A representative of each team reads their list. Record the answers on the board and highlight recurring answers.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 B

LESSON PLAN		LESSON: B.1	
Teacher:		Subject: English	
Grade: 8		Unit: 9	
		Date:	
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners’ ability to read a text about the UAE and write the events on a timeline. Speaking: To develop learners’ ability to discuss texts about the UAE and complete a timeline based on the information provided.		Learning outcomes: By the end of the lesson, learners will be able to ... • read about the UAE and complete a timeline with the information they read. • discuss the text and timeline with a classmate and complete the timeline based on the information provided.	
Link to prior learning: Learners have studied the past simple passive in earlier units. The functional language for resuming a conversation was seen earlier in this unit.			
21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.			
Key vocabulary: <i>barrel, explore, well (noun), discover, produce/production, consume/consumption, drill, reserves, export</i>			
Key expressions/structure: past simple passive; language for resuming conversations			
Watch Out: Learners may have difficulty pronouncing <i>-ed</i> endings of past participles, and choosing <i>was</i> or <i>were</i> to complete the past simple passive. Learners may also tend to overuse or misuse the word <i>anyway</i> .			
Resources/equipment needed: Coursebook pages 33–34 Workbook page 35			
UNIT 9 LESSON B.1 TASKS/ACTIVITIES			
Resources		Starter	
		1 Ask learners if they know which countries have the largest oil reserves. Make a list on the board. 2 Learners put the countries in order from least to most oil reserves. (You could find some images of the flags or other representative symbols of the countries and project a slide show to share the answers.) Answers: 1 Venezuela (the most) 2 Saudi Arabia 3 Canada, 4 Iraq 5 Kuwait 6 UAE 7 Russia 8 Libya 9 the US 10 Nigeria (the least)	

	Main activity																														
Coursebook Page 33	Reading: Activity 1 1 Learners discuss the questions in pairs. 2 Monitor to be sure learners are engaging in the questions and not simply reading and looking for the answers. 3 Elicit learners’ ideas and write them on the board. 4 Learners read the introduction to the article to check their ideas. 5 Learners discuss their findings in pairs. 6 Elicit answers. CORE Feedback Monitor during the whole process. Write learners’ initial ideas on the board. Learners volunteer the answers once they have read the introduction. Contrast with the list on the board. Answers: 1 Oil was discovered first in Abu Dhabi in 1958. 2 Abu Dhabi, Dubai, Sharjah, and Ras al Khaimah all have oil. 3 Abu Dhabi and Dubai.																														
Workbook Page 35	Workbook: Activity 1 1 Copy the first row of the table on the board. Write <i>explorer</i> in the appropriate column and elicit the verb and noun (idea or thing). 2 Learners complete the table by writing in the correct forms of the words. 3 Learners compare their answers in pairs. 4 Elicit answers. 5 Drill the words as a class. CORE Feedback Write/project the table on the board. Learners come up and fill in a row each. Answers: <table><tr><th>Verb</th><th>Noun (idea/thing)</th><th>Noun (person)</th></tr><tr><td><i>explore</i></td><td><i>exploration</i></td><td><i>explorer</i></td></tr><tr><td><i>discover</i></td><td><i>discovery</i></td><td><i>discoverer</i></td></tr><tr><td></td><td><i>barrel</i></td><td>-</td></tr><tr><td><i>produce</i></td><td><i>production</i></td><td><i>producer</i></td></tr><tr><td><i>consume</i></td><td><i>consumption</i></td><td><i>consumer</i></td></tr><tr><td>-</td><td><i>well</i></td><td>-</td></tr><tr><td><i>export</i></td><td><i>exportation</i></td><td><i>exporter</i></td></tr><tr><td><i>drill</i></td><td><i>drill</i></td><td><i>driller</i></td></tr><tr><td>-</td><td><i>reserves</i></td><td>-</td></tr></table>	Verb	Noun (idea/thing)	Noun (person)	<i>explore</i>	<i>exploration</i>	<i>explorer</i>	<i>discover</i>	<i>discovery</i>	<i>discoverer</i>		<i>barrel</i>	-	<i>produce</i>	<i>production</i>	<i>producer</i>	<i>consume</i>	<i>consumption</i>	<i>consumer</i>	-	<i>well</i>	-	<i>export</i>	<i>exportation</i>	<i>exporter</i>	<i>drill</i>	<i>drill</i>	<i>driller</i>	-	<i>reserves</i>	-
Verb	Noun (idea/thing)	Noun (person)																													
<i>explore</i>	<i>exploration</i>	<i>explorer</i>																													
<i>discover</i>	<i>discovery</i>	<i>discoverer</i>																													
	<i>barrel</i>	-																													
<i>produce</i>	<i>production</i>	<i>producer</i>																													
<i>consume</i>	<i>consumption</i>	<i>consumer</i>																													
-	<i>well</i>	-																													
<i>export</i>	<i>exportation</i>	<i>exporter</i>																													
<i>drill</i>	<i>drill</i>	<i>driller</i>																													
-	<i>reserves</i>	-																													
	Differentiation (support): 1 Do several examples as a class. 2 Learners only complete part of the table. 3 Learners work in pairs to complete the table.																														
	Differentiation (stretch): Learners find other words from the text and write them in the table.																														

Workbook Page 35	Workbook: Activity 2 - Learners look at the example. - Learners complete the activity by writing the number of the word from Activity 1 next to the correct definition. - Learners compare their answers in pairs. - Elicit answers. DESIRABLE Feedback Project the activity on the board and have learners come up one at a time and write the number of the word next to its definition. Answers: 4 a (example), 6 b, 7 c, 2 d, 1 e, 3 f, 8 g, 9 h, 5 i
	Differentiation (support): Learners complete the activity with a partner.
	Differentiation (stretch): Learners define additional words from the lesson.
Workbook Page 35	Language Tip - Write on the board: <i>Oil was discovered in Abu Dhabi in 1958.</i> Ask learners: - What is the grammatical structure? - Who discovered oil? - Write the sentence in active below the passive sentence (<i>People/They/Someone discovered oil in Abu Dhabi in 1958.</i>). - Ask learners why the passive is used in this sentence. (The active subject is unknown, unimportant, or obvious.)
Workbook Page 35	Workbook: Activity 3 - Learners look at the past participles in the box. Have them read the words out loud. Drill pronunciation if necessary. - Learners look at the example. - Learners complete the sentences with the correct past participles. - Learners compare their answers in pairs. - Elicit answers. CORE Feedback Project/write the activity on the board. Learners read the sentences and insert the correct participles. Write the answers on the board. Answers: - discovered, - formed, - exported, - produced, - drilled; found, - explored, - named

Workbook Page 35	Workbook: Activity 4 1 Learners look at the example. 2 Learners complete the sentences by writing <i>was</i> or <i>were</i> and using the past participle form of the verb in parenthesis. 3 Learners compare their answers in pairs. 4 Elicit answers. DESIRABLE Feedback Project/write the activity on the board. Learners read the sentences and insert the correct past simple passive form. Write the answers on the board. Answers: 1 <i>was given</i> 2 <i>was formed</i> 3 <i>was discovered</i> 4 <i>was reached</i> 5 <i>was chosen</i>
Coursebook Page 33	Reading: Activity 2 1 Learners look at the events listed in Activity 2. Ask learners if they know when these things happened. 2 Give the answers (see below). 3 Learners write the events on the timeline. CORE Feedback Project/write (this portion of) the timeline on the board. Learners come up one at a time and fill in the events. Answers: 1 <i>Sheikh Zayed became the ruler of Abu Dhabi on August 6, 1966.</i> 2 <i>The UAE was formed on December 2, 1971.</i> 3 <i>Ras al Khaimah joined the Union on February 10, 1972.</i>

Coursebook Page 34	Reading: Activity 3 1 Split the class into two groups: A and B. 2 Group A reads about Abu Dhabi in the Coursebook and group B about Dubai in the Workbook. 3 Learners fill the timeline in with the information from their text. 4 Learners compare their answers with a partner who has read the same text. CORE Feedback Go around monitoring to be sure learners are successfully filling in their timeline. Answers: <i>Abu Dhabi:</i> January 5, 1936 – PDTC was given a 2-year permit to explore the area. January 11, 1939 – PDTC was given a 75-year permit. 1939–1945 – exploration was interrupted because of World War II 1946 – exploration continued 1950 – first well was drilled at Ras Sadr 1958 – oil was struck at offshore field Umm Shaif 1959 – oil was struck onshore at Murban Bab field 1962 – oil was exported from Abu Dhabi for the first time; Bu Hasa field was discovered by PDTC; Zakum offshore field was discovered by ADMA 1971 – ADNOC formed 1974 – ADNOC gained 60% of the onshore and offshore companies January 10, 2014 – the 75-year permit expired January 2015 – a new 40-year permit was given Now – ADNOC produces around 3 million barrels per day <i>Dubai:</i> April 1963 – Continental National Oil Company was given permission to explore an offshore area by H.H. Sheikh Rashid bin Saeed Al Maktoum 1966 – oil was discovered at Fateh field September 22, 1969 – oil exported from Dubai for the first time 1970 – oil was discovered at Southwest Fateh field 1972 – Falah field was discovered 1973 – Rashid field was discovered June 1978 – production ready at Falah field March 1979 – production ready at Rashid field 1982 – oil was discovered onshore at Margham field 1984 – production began at Margham field 1988 – total production of oil more than 2 billion barrels; Fateh and Southwest Fateh were named 'giant' fields 1990 – new drilling techniques were introduced 1991 – all-time maximum of 410000 barrels per day was reached 2007 – Dubai Government took ownership of all oil and gas projects in the emirate Now – Dubai has around 4 million barrels in reserve
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Coursebook Page 34	Reading: Activity 4 1 Learners get into pairs with a classmate who read the other text. 2 Learners ask and answer questions and complete the timeline for the other emirate. 3 Go around and monitor learners, providing help where necessary. 4 Elicit answers. CORE <u>Feedback</u> Project/draw the timeline on the board. Learners come up and write in the events. <u>Answers:</u> (see above)			
	Resources	Plenary		
		Write past participles from the lesson on the board in a word cloud. Learners choose one and write a sentence on a slip of paper as an 'exit ticket'.		
	Learning styles catered for (✓):			
Visual		Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):				
Observation		Learner self-assessment	Oral questioning	Peer assessment
Quiz		Learner presentation	Written work and feedback	Verbal feedback

Unit 9 B

LESSON PLAN	LESSON: B.2
Teacher:	Subject: English
Grade: 8	Unit: 9 Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen to a specialist discussing energy solutions in the UAE. Speaking: To develop learners' ability to discuss a listening on energy solutions in the UAE and to give their opinions.	Learning outcomes: By the end of the lesson, learners will be able to ... - listen to a specialist discuss energy solutions in the UAE. - discuss a listening on energy solutions in the UAE and give their opinions.
Link to prior learning: Learners have studied the past simple passive in earlier units. The functional language for resuming a conversation was seen earlier in this unit. 21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.	
Key vocabulary: <i>barrel, explore, well (noun), discover, produce/production, consume/consumption, drill, reserves, export</i> Key expressions/structure: past simple passive; language for resuming conversations	
Watch Out: Learners may have difficulty pronouncing <i>-ed</i> endings of past participles, and choosing <i>was</i> or <i>were</i> to complete the past simple passive. Learners may also tend to overuse or misuse the word <i>anyway</i> .	
Resources/equipment needed: Coursebook page 34 Workbook page 36 Audio Track 33	
UNIT 9 LESSON B.2 TASKS/ACTIVITIES	
Resources	Starter
	1 Ask learners what sources of energy are available other than oil. Make a list on the board. 2 Using the list, ask learners if these energy sources are used, or could be used, in the UAE.

Resources	Main activity
Coursebook Page 34 Audio Track 33 PCM 3.4	Listening: Activity 5 1 Draw or project the chart from Activity 5 (PCM 3.4) on the board. 2 Tell learners that the UAE government has established energy goals for the year 2050. Learners must decide what percentage of each of the four energy sources the government wants to use. 3 Learners decide on percentages in pairs/groups. 4 Tell learners they are going to listen to an interview with a representative from the Ministry of Energy. 5 Play the audio. Learners listen and check their answers. 6 Learners compare their ideas with a partner. CORE Feedback Learners share their ideas. Write them on the chart on the board. Answers: <i>44% clean energy, 38% gas, 12% clean coal, 6% nuclear energy</i>
Coursebook Page 34 Audio Track 33	Listening: Activity 6 1 Learners read the extracts from the audio. 2 Learners listen to the audio again and write the missing phrases. 3 Learners compare their answers with a partner. 4 Check answers. CORE Feedback Project/write the dialogues on the board. Learners say the missing phrases. Answers: <i>1 Anyway, what was I saying?</i> <i>2 So, as I was saying</i>
	Differentiation (support): 1 Pause the recording just before the section with the missing words. 2 Play the section again so learners may be sure to get every word.
	Differentiation (stretch): Learners predict what words they believe are missing before they listen.
Workbook Page 36	Speaking Tip 1 Point to the phrases on the board that were the answers to Coursebook Activity 6. Elicit from learners when we use phrases like these (for continuing a conversation after an interruption). 2 Refer learners to the Speaking Tip box and ask them to read through the phrases.
Workbook Page 36	Workbook: Activity 5 1 Learners look at the example dialogue. 2 Learners complete the dialogues with the phrases from the Speaking Tip box. 3 Learners compare their answers with a partner. 4 Elicit answers. 5 Learners practice the dialogues in pairs. CORE Feedback Project/write the dialogues on the board. Learners say the missing phrases. Answers: <i>1 What were we talking about,</i> <i>2 Anyway, what was I saying,</i> <i>3 So, as I was saying,</i> <i>4 Anyway</i>
	Differentiation (support): Learners work in pairs.
	Differentiation (stretch): Learners write additional dialogues with the phrases.

Workbook Page 36	Workbook: Activity 6 1 Put learners in pairs. 2 Read out the rubric and ensure the learners know what to do. 3 Learners complete the activity 4 Learners switch roles. DESIRABLE Feedback Go around monitoring to be sure learners are using the phrases correctly. Answers: <i>Learners’ own.</i>		
Coursebook Page 34	Speaking: Activity 7 1 Learners get into groups. 2 Read through the questions as a class and check understanding. Ask questions to help them (What are they doing to be greener? What can communities do? How important do they think it is to find other energy sources?) 3 Learners ask and answer the questions in groups, practicing the functional language by interrupting one another. 4 Elicit ideas. CORE Feedback Go around monitoring to see if learners are using the functional language. Have a class discussion and encourage learners to share their ideas. Answers: <i>Learners’ own.</i>		
Resources	Plenary		
	1 Write a few topics on the board. 2 Choose a learner to come to the front of the class and begin talking about a particular topic. 3 Learners interrupt the speaker, who must use one of the phrases to start speaking again. 4 The speaker then chooses another learner to come up and do the same.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 C

LESSON PLAN		LESSON: C.1	
Teacher:		Subject: English	
Grade: 8		Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners’ ability to locate specific information in a text. To develop learners’ ability to understand <i>would</i> for past habit. Speaking: To develop learners’ ability to share opinions and ideas.		Learning outcomes: By the end of the lesson, learners will be able to ... • Read an article about farming in the UAE and find specific information. • Understand sentences containing <i>would</i> for past habit. • discuss farming.	

Link to prior learning: Vocabulary related to food and agriculture. 21st Century Skills: Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.	
Key vocabulary: <i>produce, to produce, agriculture, consumer, crop, (organic, to pick, technique)</i> Key expressions/structure: <i>would</i> to talk about past habits or routines (<i>would</i> + bare infinitive)	
Watch Out: Learners are likely to be familiar with the use of <i>would</i> for hypothetical situations and might understand this meaning rather than reference to the past. Additionally, learners might not hear <i>would</i> in spoken English due to the weak form and the stress on the main verb in a sentence. Draw attention to this during speaking activities.	
Resources/equipment needed: Coursebook pages 37–38 Workbook page 39	
UNIT 9 LESSON C TASKS/ACTIVITIES	
Resources	Starter
	1 Ask learners if they have ever grown vegetables or been to a farm. 2 Elicit from learners what kinds of vegetables and crops are grown in the UAE. 3 Ask what they would grow if they had a farm and allow group discussion.
Resources	Main activity
Coursebook Page 37	Speaking: Activity 1 1 Learners discuss the questions in Activity 1. 2 Volunteers share answers. Have a class vote on how many liters of water it takes to produce 1 kg of lettuce. Provide examples of quantities for understanding and write ideas on the board. Do not provide the answer, learners will find this later in the text in answer to question 4 in Activity 3. CORE Feedback Volunteers share ideas. Answers: <i>Learners' own.</i>
Coursebook Page 37	Reading: Activity 2 1 Direct attention to the title of the article and picture. Elicit from learners what they will read about. 2 Learners circle the topics they think they will read about and compare answers. 3 Learners read and check their answers. Direct attention to the Vocabulary box and meaning of <i>fresh</i>. CORE Feedback Volunteers locate topics in the text and share answers with the class. Answers: <i>date palms, water, hydroponic farming, farming in the desert.</i>
Coursebook Page 38	Reading: Activity 3 1 Learners read the questions and see if they can answer any of them before reading the text again. 2 Learners read the article again to find the correct answers. 3 Ask learners if they know where their vegetables come from. Why is buying local food better for the environment? CORE Feedback Learners compare answers before checking as a class. Learners justify answers. Answers: 1 <i>falaj,</i> 2 <i>because it is not sprayed in chemicals, it tastes better and it is better for the environment,</i> 3 <i>it saves water and uses less land / 80% water can be reused and you don't need soil / it is better for the environment than traditional farming,</i> 4 <i>20 liters with hydroponic farming and 300 liters with traditional methods.</i>

	Differentiation activities (Support): 1 Allow learners to work in pairs for peer support. 2 Provide possible answers for each question and allow learners to select the correct choice, for example, <i>I falaj, hydroponics, or recycling?</i>
	Differentiation activities (Stretch): Provide additional questions to challenge learners. <i>What is hydroponic farming? Why can water be used again in hydroponic farming?</i>
Coursebook Page 38	Language Focus: Activity 4 1 Draw attention to the use of <i>would</i> to talk about past habit by telling learners about a past habit or routine, e.g. <i>When I was younger, I would eat fresh strawberries every summer.</i> Write the sentence on the board and underline <i>would</i>. 2 Ask learners if this is a real event. Which time period does it refer to? Did it happen on only one occasion? Direct attention to the Use of English box and allow learners to read the explanation. Direct attention back to the sentence on the board and ask learners what can replace <i>would</i> in the sentence (<i>used to</i>). 3 Learners find examples of <i>would</i> in the article and underline them (first and last paragraphs). Ask what verb form follows <i>would</i> (infinitive without <i>to</i>). CORE Feedback Allow learners to compare answers before checking as a class. Answers: <i>People would eat dates as a main part of their diet.</i> <i>date palms would only grow near wadis or in oases.</i> <i>...with traditional farming methods in the past, it would take around 300 liters of water.</i>
Workbook Page 39	Workbook: Activity 1 1 Learners look at the words in the box. Ask if they remember these words from the article. Elicit meanings and explain any unknown words. Also check they know the meaning of noun, verb, and adjective. 2 Direct attention to the table containing definitions. Learners look at the example. Ask what word matches 'a way of doing something' (<i>method</i>). Learners read the definitions and write the matching words on the lines. CORE Feedback Learners compare answers in pairs. Volunteers write answers on the board. Answers: 2 <i>produce</i> 3 <i>organic</i> 4 <i>consumer</i> 5 <i>agriculture</i> 6 <i>to produce</i> 7 <i>to pick</i> 8 <i>technique</i> 9 <i>crop</i>
Workbook Page 39	Workbook: Activity 2 1 Learners play a word game in pairs taking turns choosing a word and saying it in a sentence. 2 When they have formed a sentence, they can mark the square with their name. When they have three squares in a line, they win the game. DESIRABLE Feedback Volunteers share answers with the class. Answers: <i>Learners' own.</i>

Resources	Plenary		
	Play a vocabulary guessing game. Choose a word and say it in a sentence but replace the word with a clap. Learners work in teams and guess the word. Learners can play in groups using vocabulary from Activity 1 in the Workbook.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 C

LESSON PLAN		LESSON: C.2
Teacher:		Subject: English
Grade: 8	Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to understand and form sentences containing <i>would</i> for past habit. Speaking: To develop learners' ability to express opinions and ideas. Writing: To develop learners' ability to form sentences containing <i>would</i> to describe past habit.		Learning outcomes: By the end of the lesson, learners will be able to ... - understand and form sentences containing <i>would</i> to describe past habit. - discuss farming. - write a summary of an article about farming in the UAE.
Link to prior learning: <i>used to</i> to describe past habits 21st Century Skills: Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.		
Key vocabulary: <i>produce, to produce, agriculture, consumer, crop, (organic, to pick, technique)</i> Key expressions/structure: <i>would</i> to describe past habits or routines (<i>would</i> + bare infinitive)		
Watch Out: learners are likely to be familiar with the use of <i>would</i> for hypothetical situations and might understand this meaning rather than reference to the past. Additionally, learners might not hear <i>would</i> in spoken English due to the weak form and the stress on the main verb in a sentence. Draw attention to this during speaking activities.		
Resources/equipment needed: Coursebook page 38 Workbook page 40		
UNIT 9 LESSON C TASKS/ACTIVITIES		
Resources	Starter	
	1 Write the beginning of a sentence on the board and complete it with your own ideas. <i>When I was younger I would...</i> 2 Ask learners if this action still happens now (no). 3 Learners complete the sentence in groups.	

Resources	Main activity
Coursebook Page 38	Language Focus: Activity 5 - Elicit from learners what language point they met in the previous lesson. Refer to the Use of English box if necessary. - Direct attention to Activity 5. Learners complete the information in pairs. CORE Feedback Volunteers share correct answers. Clarify and explain any misunderstandings. Answers: <i>used to, would, not, (e.g.) live</i>
Workbook Page 40	Workbook: Activity 3 - Learners complete the sentences with <i>would</i> and a verb from the box. - Check answers as a class and then read out one of the sentences. Ask learners which words are stressed and which words are difficult to hear (<i>would</i> is a weak form and the main verb is stressed). Learners listen and repeat the remaining sentences. CORE Feedback Learners compare answers before checking as a class. Answers: 1 <i>would eat</i> 2 <i>would eat</i> 3 <i>would buy</i> 4 <i>would use</i> 5 <i>would cook</i>
Workbook Page 40	Workbook: Activity 4 - Learners form their own sentences containing <i>would</i> to describe things they did in the past, but don't do now. Remind learners that <i>would</i> is only used when the action no longer happens. - Provide an example and form a sentence on the board with the class before starting the activity. CORE Feedback Learners compare answers before checking as a class. Answers: <i>Learners' own.</i>
	Differentiation activities (Support): Allow learners to work in pairs for peer support. Pair stronger learners with those having difficulty.
	Differentiation activities (Stretch): Stronger learners assist those having difficulty and explain language.
Workbook Page 40	Workbook: Activity 5 - Remind learners of the article on farming in the UAE. What were the three different paragraphs about? (<i>Traditional farming methods, farming in the UAE, and new farming techniques</i>). Ask learners where food came from in the past and where it comes from now. - Direct attention to Activity 5. Read out the rubric and check learners understand they have to write a summary of the article for a friend. - Remind learners that a summary gives the main ideas of what they have read and it should be in their own words. Elicit the main ideas in the article and encourage learners to underline them before writing their summaries. DESIRABLE Feedback Learners compare answers in pairs. Check their summaries later. Answers: <i>Learners' own.</i>

Coursebook Page 38	Speaking: Activity 6 1 Learners work in pairs and answer the questions in Activity 6 . They take turns acting as a teacher/examiner and choose three questions to ask their partner. Encourage learners to give detailed answers. If learners don't know what to say, remind them that they can be honest and give answers such as: <i>I don't know much about that topic but I think...</i> 2 Model the activity with a strong learner before learners practice in pairs. CORE Feedback Volunteers share their answers with class. Answers: <i>Learners' own.</i>		
Resources	Plenary		
	Play the whisper game. 1 Learners form groups. 2 One learner from each group comes to the front of the class. Whisper a sentence containing <i>would</i> to describe past habit. 3 Learners whisper the sentence to the next person in their group and the next member does the same until it reaches the last person who must repeat the sentence back to you. 4 If the repeated sentence is the same as the original, the team gets a point.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 D

LESSON PLAN	LESSON: D.1
Teacher:	Subject: English
Grade: 8	Unit: 9
Date:	
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read an online forum for gist and match summary statements to the correct paragraphs. Speaking: To develop learners' ability to work collaboratively to predict answers to questions in an online forum about water issues in the UAE.	Learning outcomes: By the end of the lesson, learners will be able to ... - read an online forum about the importance of water in the UAE and match gist statements to the correct paragraphs, as well as disregard distractors. - work collaboratively with a partner to make predictions about questions asked in an online form about the importance of water in the UAE.
Link to prior learning: Lexis of national resources, lexis of water and the water cycle; first conditional 21st Century Skills: Reinforce learners' ability to use all media tools that compare different cultures, what it means to be a citizen, and what responsibilities they have to their communities, state, and region.	
Key vocabulary: <i>reservoirs, cloud seeding, dams, sustain, sustainability, awareness, groundwater, oases, water supply</i> Key expressions/structure: first conditional with modals of possibility: <i>could, will, might</i>	
Watch Out: Learners might have seen the word <i>oasis</i> before and might be unfamiliar with <i>oases</i> . Explain to learners that <i>oases</i> is the plural form of <i>oasis</i> .	
Resources/equipment needed: Coursebook page 41 Workbook page 43 Soft ball or crumpled piece of paper	

UNIT 9 LESSON D.1 TASKS/ACTIVITIES	
Resources	Starter
Coursebook Page 41	Starter - Put learners in pairs. - Draw their attention to the starter questions. - Give learners 2–3 minutes to answer the questions. - Bring the class back together. As a full class, brainstorm some ideas and write them on the board.
Resources	Main activity
Coursebook Page 41	Speaking: Activity 1 - Draw learners' attention to the rubric and the activity. - In pairs, learners read the questions and try to predict the answers. CORE Feedback - Bring the class together. - Elicit answers and write them on the board. - Make sure each pair makes at least one contribution. Keep these on the board for the next activity. - Ask the class to vote on the answers that they think are the best (learners can't vote for their own answers). Answers: <i>Learners' own.</i>
Coursebook Page 41	Reading: Activity 2 - Draw learners' attention to the text and elicit what kind of text it is (an online forum). Ask if they have read online forums before. - Explain to learners that they should need to read the text and check their answers to the questions in the previous activity. Tell them not to worry about unknown words at this point. They should try to find the answers as quickly as they can. Set a time limit of 3–5 minutes. - Learners complete the activity. CORE Feedback Put learners back in their original pairs. They decide whether their predictions were correct or not. Then bring the class back together. Go over the ideas written on the board for Speaking: Activity 1 and see if any of them are correct. Answers: (suggested answers) <i>It is needed for animals and to grow food,</i> <i>an average of 550 liters of water per person every day,</i> <i>making water more expensive, permission is necessary to build new wells, building dams and reservoirs, cloud seeding, creating awareness programs.</i>
Workbook Page 43 Coursebook Page 41 Soft ball or crumpled piece of paper	Workbook: Activity 1 - Draw learners' attention to the crossword puzzle and clues as well as the underlined words in the text in Coursebook Activity 2. - Explain to learners that they need to match the underlined words in the text to the correct clues. - Learners complete the activity individually. CORE Feedback Put learners in pairs to compare their answers. Then read a clue and throw the ball/paper to a learner. The learner must say the correct word. Then, ask that learner to read another clue and throw it to another learner who should give a correct answer. Continue this until all the answers have been completed. Note: Draw learners' attention to the word <i>awareness</i>. Explain that a common collocation is to <i>raise awareness</i>. This means to help people understand an idea or issue that they might not have known much about before. Answers: <i>Across: 2 reservoirs, 3 dams, 5 water supply, 7 sustainability, 8 groundwater, 9 sustain</i> <i>Down: 1 cloud seeding, 4 awareness, 6 oases</i>

Coursebook Page 41	Reading Strategy box 1 Draw learners' attention to the Reading Strategy box. 2 Unpack the box by explaining that when reading for gist, they don't need to think about every point that is being made in a text. 3 They should focus on the overall theme.
Coursebook Page 42	Reading: Activity 3 1 After looking at the Reading Strategy box, draw learners' attention to the rubric and the answer choices. 2 Learners match gist sentences with the correct paragraphs. Remind learners that two gist sentences will not be used. 3 Learners complete the task individually. CORE Feedback Put learners in pairs to check answers. Then, bring the class together. Write 1–3 vertically on the board (representing the paragraphs). Ask individual learners to come to the board to match the sentences. The rest of the class should give reasons from the text why that is the correct paragraph. Answers: 1 (d) <i>Water has been important in the UAE for thousands of years.</i> 2 (a) <i>We must raise awareness about our water issues or we won't have any groundwater left.</i> 3 (c) <i>The government has many projects to try and help sustain the water supply.</i>
	Differentiation (support): Eliminate options 2 and 5 (incorrect options) so learners don't have any distractors.
	Differentiation (stretch): Ask learners to cover the answer choices. Put learners in pairs and ask them to write gist sentences using their own ideas. Then elicit them as a class and compare them to the answer choices.
Workbook Page 43	Workbook: Activity 2 1 Draw learners' attention to the rubric. 2 Learners complete the text with the words from Workbook Activity 1. Explain that some words might need to be made plural and that one word will not be used. Write words on the board for the learners to see more easily, if necessary. 3 Learners to complete the activity individually. CORE Feedback Learners check answers in pairs. Then bring the class together. Ask individual learners to read out a sentence to the class with the correct words in the gaps. Answers: 1 <i>water supply</i> 2 <i>groundwater</i> 3 <i>sustain</i> 4 <i>dams</i> 5 <i>reservoirs</i> 6 <i>cloud seeding</i> 7 <i>awareness</i> 8 <i>sustainability</i>

Resources	Plenary		
	Write the following speech bubbles on the board:		
	What do you use water for at home? How could you use less water?	What type of uses for water do you see every day?	What solution for saving groundwater do you think is most interesting? Why?
	1 Have a pyramid discussion. Put learners in pairs and assign each pair one of the questions. Give them one minute to discuss it. 2 Then, after one minute, put learners in groups of three (adjust group numbers if necessary). Each member must have answered a different question. They should give the group their answer, then ask if anyone has any other ideas. Give learners three minutes to complete this task. 3 Finally, bring learners together as a class. Elicit ideas from each group.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 D

LESSON PLAN		LESSON: D.2	
Teacher:		Subject: English	
Grade: 8		Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' ability to produce and present a presentation about water supply sustainability issues and their plan to raise awareness. Reading: To develop learners' ability to read a short text about tips to reduce water usage and how to raise awareness of water supply sustainability issues, and choose the best title. Writing: To develop learners' ability to complete a mind map to organize ideas for a presentation about water supply sustainability issues and plans to raise awareness.		Learning outcomes: By the end of the lesson, learners will be able to ... • work collaboratively as a group to give a presentation to their classmates about water supply sustainability issues and their plan to raise awareness of the issue. • read a short text about tips to reduce water usage and how to raise awareness of water supply sustainability issues at home and at school and choose the best title for the text. • complete a mind map to organize ideas for a presentation about water supply sustainability issues and plans to raise awareness of these issues using information from texts in the Coursebook and Workbook.	
Link to prior learning: Lexis of national resources, lexis of water and the water cycle; first conditional 21st Century Skills: Reinforce learners' ability to use all media tools that compare different cultures, what it means to be a citizen, and what responsibilities they have to their communities, state and region.			
Key vocabulary: <i>reservoirs, cloud seeding, dams, sustain, sustainability, awareness, groundwater, oases, water supply</i> Key expressions/structure: first conditional with modals of possibility: <i>could, will, might</i>			
Watch Out: When using first conditional with modal verbs of possibility, many learners will be tempted to use <i>will</i> and <i>must</i> interchangeably. Explain that they can use <i>must</i> in first conditionals, but it is mostly used for obligation, e.g. <i>If I stay home sick from school, I must get a doctor's note.</i> (obligation).			

Resources/equipment needed: Coursebook page 42 Workbook page 44 Soft ball or crumpled piece of paper	
UNIT 9 LESSON D.1 TASKS/ACTIVITIES	
Resources	Starter
Coursebook Page 41	1 Write the three questions from the forum on the board. 2 Ask learners to close their books and put them in groups of 3–4. 3 Assign each group a question. Then give the groups 2–3 minutes to remember as much information about that paragraph as they can. 4 After time has expired, bring the class together. Ask groups to write their ideas on the board. 5 As a class, go over the ideas to check for accuracy.
Resources	Main activity
Workbook Page 44	Workbook: Activity 3 1 Draw learners' attention to the text in Workbook Activity 2 . 2 Explain to learners that they now need to read the rest of the text and choose the correct title for it. 3 As this is a gist reading activity, give learners a time limit of 2 minutes to complete the task. 4 Learners to complete the task individually. CORE Feedback 1 Put learners in pairs to check answers. Then, take a class vote by reading out each answer choice and asking learners to stand for the answer that they think is correct. 2 Ask learners who got the correct answer to give their reasons. 3 You could also ask learners who chose an incorrect answer to give their reasons. Answer: 2
Coursebook Page 42	Reading: Activity 4 1 Draw learners' attention to the rubric. 2 Explain to learners that they need to find the correct words in the text to complete the sentences. 3 Learners complete the activity individually. CORE Feedback Put learners in pairs to check answers. Then ask individual learners to read out the sentences. Answers: 1 <i>could go away</i> , 2 <i>might have</i>
Coursebook Page 42	Language Tip box 1 Draw learners' attention to the Language Tip box. 2 Unpack the box by explaining to learners that they already know the first conditional. Elicit the form (<i>if</i> + present simple, future simple). 3 Remind learners that they already know that they can use <i>can</i> in the first conditional. Explain that they can also use <i>could</i> and <i>might</i> for possibility. Tell learners that both of these express some possibility of something happening. (See the Watch Out section above for distinguishing between <i>will</i> for possibility and <i>must</i> for obligation. CORE

Workbook Page 44 Soft ball or crumpled piece of paper	Workbook: Activity 4 1 Draw learners' attention to the rubric and the sentences. 2 Learners that they must match the sentence halves to make first conditional sentences. 3 Ask learners to work individually. DESIRABLE Feedback 1 Put learners in pairs to check answers. Then bring the class together. 2 Read a sentence half, then throw the ball to a learner. 3 The learner must say the second part of the sentence. 4 Then that learner reads another first sentence half and throws the ball to another learner who says the second part of the sentence. Answers: 1 c, 2 d, 3 a, 4 b
Workbook Page 44	Workbook: Activity 5 1 Draw learners' attention to the phrases in the word box and the different parts of a presentation. 2 As learners should be familiar with presentation structure, briefly review that presentations have an introduction, different topics, and a conclusion. 3 Learners match the phrases with the correct parts of the presentation. CORE Feedback Put learners in pairs to check answers. Then read a part of the presentation and ask a learner to read the corresponding phrase. Answers: 1 <i>The topic of our presentation today is ...</i> 2 <i>First of all ...</i> 3 <i>Next, we would like to discuss ...</i> 4 <i>To give you an example ...</i> 5 <i>So, to remind you of what we have covered in this presentation ...</i>
Workbook Page 44	Workbook: Activity 6 1 Draw learners' attention to the mind map. 2 Explain to learners that they should use the texts in the Coursebook and Workbook (Workbook Activities 2 and 3). 3 Draw one of the boxes on the board. Elicit from learners what type of information they can include there. 4 Put learners in groups of 5–6 and ask them to complete the rest of the mind map. CORE Feedback Draw the mind map on the board. Ask individual learners from different groups to come to the board to complete the mind map. Then as a class check the board for accuracy. Answers: Learners' own.

Coursebook Page 42	Speaking: Activity 5 1 Tell learners that when they give presentations, they should be careful to use good pacing and pausing. Explain that pacing means speaking at a slow, steady, and clear pace so that the audience can understand and hear the information. Pausing means to stop briefly after making an important point. This will tell the audience that what they just heard was important, as well as give them time to process the information. 2 Draw learners' attention to the rubric and the bulleted questions. 3 Tell learners that their presentations should be around 3–5 minutes. Every learner in the group should give some information. 4 Remind learners to think about the questions to help them and tell them that they can use information from any reading text in the lesson (they don't need to use all the information). 5 Tell learners to spend most of their time on the last part of the presentation (their plan for raising awareness). 6 Learners complete the task. CORE Feedback Monitor learners and go round providing support as necessary. Answers: <i>Learners' own.</i>
	Differentiation (support): Learners only give their plan to raise awareness about water supply sustainability issues.
	Differentiation (stretch): Tell learners that their presentation needs to be between 5–7 minutes long.
Coursebook Page 42	Speaking: Activity 6 1 Draw learners' attention to the rubric. 2 Explain to learners that when they are watching the other presentations, they should think of two follow-up questions to ask each group. CORE Feedback After learners have given their presentations, allow the rest of the class to ask one or two follow-up questions. Answers: <i>Learners' own.</i>
Resources	Plenary
	Have a class vote for the best presentation.
Learning styles catered for (✓):	
Visual	Auditory
	Read/Write
	Kinesthetic
Assessment for learning opportunities (✓):	
Observation	Learner self-assessment
	Oral questioning
	Peer assessment
Quiz	Learner presentation
	Written work and feedback
	Verbal feedback

Unit 9 E

LESSON PLAN		LESSON: E.1
Teacher:		Subject: English
Grade: 8	Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen to a radio chat about how the UAE is growing its economy for the future. Writing: To develop learners' ability to produce posts for an online forum giving their thoughts on how the UAE is growing its economy for the future.		Learning outcomes: By the end of the lesson, learners will be able to ... - recognize vocabulary related to education, tourism, and business and relevant language used to speak about the changes taking place in the UAE. - write clearly structured responses/posts about how the UAE is growing its economy for the future.
Link to prior learning: Lexis related to how the UAE is growing its economy for the future. 21st Century Skills: Learning and innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills.		
Key vocabulary: <i>economy, ecotourism, business, education, hub, tourism, attract, cultural</i> Key expressions/structure: relative clauses		
Watch Out: Learners are not likely to have much knowledge of business in the UAE, or the growth of the economy. However, they may be aware of some of the changes taking place in education and tourism.		
Resources/equipment needed: Coursebook page 45 Workbook page 47 Audio Track 34		
UNIT 9 LESSON E.1 TASKS/ACTIVITIES		
Resources	Starter	
Coursebook Page 45	1 Draw learners' attention to the starter questions and read them out. 2 Put learners into groups. 3 Learners discuss the questions. 4 Elicit what changes learners have seen already in the UAE. Feedback Learners share their ideas and responses with the class.	
Resources	Main activity	
Coursebook Page 45 Audio Track 34	Listening: Activity 1 1 Draw learners' attention to the activity and the photo. Read out the rubric. 2 Put learners in pairs. 3 Learners discuss how they think the UAE is growing its economy for the future. Give a time limit of about 5 minutes for this. 4 Write learners' ideas on the board. 5 Learners listen to a radio chat and check to see if their ideas were correct. 6 Elicit some thoughts and ideas from the class. CORE Feedback Check as a class, writing any key vocabulary or ideas on the board. Answers: <i>Learners' own.</i>	
	Differentiation (support): Pair learners with stronger partners.	
	Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.	

Coursebook Page 45 Audio Track 34	Listening: Activity 2 1 Draw learners' attention to the table. Ask them to try to complete it with what they remember from the audio. Tell them they don't need to write more than a few words on each line. 2 Learners write their answers, then listen again to check, and to complete the information they missed. 3 Pause the recording as necessary so that learners have time to write the answers. Play the audio again if necessary. 4 In pairs, learners compare their answers. CORE Feedback Offer suggestions and feedback. Answers: (Suggested answers) 1 <i>improve education (at all levels)</i> 2 <i>new books</i> 3 <i>teaching (math and science) through English</i> 4 <i>Dubai Opera</i> 5 <i>Dubai Eye</i> 6 <i>(world's) tallest ferris wheel,</i> 7 <i>Grand Mosque (in Abu Dhabi),</i> 8 <i>Al Ain Wildlife Park,</i> 9 <i>Al Ain Oasis,</i> 10 <i>Wadi Wurayah,</i> 11 <i>37 Free Trade Zones,</i> 12 <i>9 in development</i>
	Differentiation (support): Pair learners with stronger partners if necessary.
	Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.
Workbook Page 47	Workbook: Activity 1 1 Direct learners' attention to the scrambled (vocabulary) words. 2 Learners unscramble the words and write them on the lines. 3 Learners then match each of the words with the correct meaning. CORE Feedback Offer feedback and suggestions where needed. Answers: 1 <i>economy e</i> 2 <i>ecotourism h</i> 3 <i>business f</i> 4 <i>education g</i> 5 <i>hub a</i> 6 <i>tourism b</i> 7 <i>cultural c</i> 8 <i>attract d</i>
	Differentiation (support): Pair learners with stronger partner
	Differentiation (stretch): Place words on a projector and talk learners through each one, while answering their questions.

Workbook Page 47	Workbook: Activity 2 1 Direct learners' attention to the gapped sentences. 2 Learners complete the sentences with the unscrambled words from Activity 1. CORE Feedback Offer feedback and suggestions where needed. Answers: 1 <i>cultural</i> 2 <i>attract</i> 3 <i>tourism</i> 4 <i>hub</i> 5 <i>education</i> 6 <i>economy</i> 7 <i>ecotourism</i> 8 <i>business</i>
	Differentiation (support): Pair learners with a stronger partner.
	Differentiation (stretch): Place words and sentences on a projector and talk learners through each one, while answering their questions.
Workbook Page 47	Workbook: Activity 3 1 Direct learners' attention to the Language Tip box. Read through it as a class and discuss the purpose and use of relative clauses. 2 Learners look at the sentences in Activity 3. Explain that for each sentence they have to choose the correct relative pronoun and write it on the line. CORE Feedback Learners check their answers in pairs. Then check as a class and write their answers on the board. Answers: 1 <i>who</i>, 2 <i>that</i>, 3 <i>whose</i>, 4 <i>who</i>, 5 <i>who</i>
	Differentiation (support): Pair learners with a stronger partner
	Differentiation (stretch): Place sentences on a projector and talk learners through each one, while answering their questions.
Resources	Plenary
Coursebook Page 45	1 Direct learners' attention to the Did You Know? box in the Coursebook about the UAE 2020 Expo. 2 Learners work in pairs to think of two or three vocabulary items they can remember from the lesson. Tell them they need to think of example sentences for their words. 3 Learners join another pair, combining their words. 4 Invite learners to write their words on the board and give an example sentence including the word.
Learning styles catered for (✓):	
Visual	Auditory
	Read/Write
	Kinesthetic
Assessment for learning opportunities (✓):	
Observation	Learner self-assessment
	Oral questioning
Quiz	Learner presentation
	Written work and feedback
	Verbal feedback

Unit 9 E

LESSON PLAN		LESSON: E.2
Teacher:		Subject: English
Grade: 8	 Unit: 9	 Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen to a radio chat about how the UAE is growing its economy for the future. Writing: To develop learners' ability to produce posts for an online forum giving their thoughts on how the UAE is growing its economy for the future.		Learning outcomes: By the end of the lesson, learners will be able to ... - recognize vocabulary related to education, tourism, and business and relevant language used to speak about the changes taking place in the UAE. - write clearly structured responses/posts about how the UAE is growing its economy for the future.
Link to prior learning: Lexis related to how the UAE is growing its economy for the future. 21st Century Skills: Learning and innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills.		
Key vocabulary: <i>economy, ecotourism, business, education, hub, tourism, attract, cultural</i> Key expressions/structure: relative clauses		
Watch Out: Learners are not likely to have much knowledge of business in the UAE, or the growth of the economy. However, they may be aware of some of the changes taking place in education and tourism.		
Resources/equipment needed: Coursebook page 46 Workbook page 48		
UNIT 9 LESSON E.2 TASKS/ACTIVITIES		
Resources	Starter	
	1 Write the following on the board: <i>Education – Tourism – Business</i> . 2 In pairs, learners discuss ways in which these sectors are helping to develop the economy of the UAE. Feedback Learners share their ideas and responses with the class.	
Resources	Main activity	
Coursebook Page 46	Writing: Activity 3 1 Draw learners' attention to the Writing Tip . Ensure learners understand the practical use of an online forum. 2 Learners read the online forum question and answer. 3 Learners write notes based on their own responses to how business can improve the economy in the UAE. Tell them to look back at the information in the table in Activity 2 . 4 Ask learners to try to include some examples of relative clauses. 5 Learners discuss their notes in pairs. CORE Feedback Check as a class, writing any key vocabulary or ideas on the board. Answers: <i>Learners' own.</i>	
	Differentiation (support): Pair learners with stronger partners.	
	Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.	

Coursebook Page 46	Writing: Activity 4 1 Put learners in groups of 3–4. 2 Learners use the information in the table in Coursebook Activity 2 to help them write notes based on their own response to how education and tourism can improve the economy in the UAE. 3 Learners make notes in their notebooks. They should try to include some examples of relative clauses. CORE Feedback Offer suggestions and feedback. Answers: <i>Learners' own.</i>		
	Differentiation (support): Pair learners with stronger partners if necessary.		
	Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.		
Workbook Page 48	Workbook: Activity 4 1 In their groups, learners think of a name for their online forum and add the number of posts, followers, following and likes. 2 Learners read the questions addressed to the online forum. 3 Learners use their notes from Coursebook Activities 3 and 4 to write their own responses to the forum questions. Remind them to use some relative clauses. 4 Groups join with another group and read each other's responses to the questions. 5 Learners provide constructive feedback and comment on any improvements that could be made for a future draft. CORE Feedback Check as a class, writing any key vocabulary or ideas on the board. Answers: <i>Learners' own.</i>		
	Differentiation (support): Place learners with different partners.		
	Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.		
Workbook Page 48	Workbook: Activity 5 1 Learners remain in their groups. 2 Direct learners' attention to the self-assessment table. 3 Learners look at their online forum posts and check the boxes if the answer for each question is yes. 4 Elicit thoughts and ideas from learners. DESIRABLE Feedback Offer feedback and suggestions where needed. Answers: <i>Learners' own.</i>		
Resources	Plenary		
	Ask groups to read out one of their responses.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 Review

LESSON PLAN		LESSON: Review 1	
Teacher:		Subject: English	
Grade: 8		Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to use reading strategies from Unit 8 to read a text and choose a summary sentence. Writing: To develop learners' ability to consolidate key language structures from Unit 9 and to complete first conditional sentences with ideas for themselves.		Learning outcomes: By the end of the lesson, learners will be able to ... • read two short texts about pearl diving and the water supply and choose a summary sentence to match each text. • use their knowledge of the first conditional with models of possibility to complete first conditional sentence starters.	
Link to prior learning: Discussion and forming consensus, justifying choices. 21st Century Skills: Reinforce students' use of media to engage in written, oral, and face-to-face conversations with other students of different cultures about global financial issues that interconnect all areas of the world.			
Key vocabulary: Lexis from Unit 9 Key expressions/structure: <i>would</i> for past habit; first conditional with modals of possibility			
Watch Out: Learners may struggle to write first conditional sentences using the prompts. If necessary, think of alternative prompts that learners can use.			
Resources/equipment needed: Coursebook page 49 Soft ball or crumpled piece of paper			

UNIT 9 Review LESSON 1 TASKS/ACTIVITIES

Resources	Starter
	1 Divide the class into five groups. 2 Write the names of each lesson from Unit 9 on the board. 3 Assign each group one lesson. 4 Ask the groups to try and remember as much information as they can from each lesson. 5 Bring the class together, ask one representative from each group to write the information they came up with on the board. 6 As a class review the information.
Resources	Main activity
Coursebook Page 49 Soft ball or crumpled piece of paper	Vocabulary: Activity 1 - Draw learners' attention to the rubric. - Learners unscramble the words then match them to the correct definitions. - Learners complete the activity individually. CORE Feedback - Put learners in pairs to check answers. Then bring the class back together. - Read a number to the class, then use a soft ball or crumpled piece of paper and throw it to a learner. - The learner reads the correct key vocabulary word. - Then that learner throws the ball to another learner, who should read the correct definition, and so on. Answers: - trade (g) - resources (h) - sustain (c) - oases (d) - explore (b) - consume (a) - discover (e) - cloud seeding (f)

Coursebook Page 49	Vocabulary: Activity 2 1 Draw learners' attention to the word boxes and the two texts. 2 Learners complete the texts with the correct vocabulary words. Tell learners that each word box goes with the text below it. 3 Learners complete the activity individually. CORE Feedback Learners check answers in pairs. Then, ask individual learners to each read a sentence of the text. Give sentences with gaps to stronger learners. Answers: 1 pearls 2 divers 3 dive 4 clams 5 baskets 6 sustainability 7 water supply 8 oases 9 agriculture 10 crops 11 dams
Coursebook Page 49	Reading: Activity 3 1 Draw learners' attention to the rubric and the four answer choices. 2 Learners choose a sentence to summarize each text and write it on the line provided. Tell learners that two sentences will not be used. 3 Learners complete the activity individually. CORE Feedback Put learners in pairs to check their answers. Then read out each sentence for each text. Learners to raise their hands to vote for the sentence they believe is correct. Ask learners to justify their answers. Answers: Text 1 (d), Text 2 (b)
	Differentiation (support): Eliminate the distractors (sentences a and c) and ask learners to complete the activity using the two correct answers.
	Differentiation (stretch): Ask learners to write two True/False questions for each reading, then give them to a partner to answer.
Coursebook Page 49	Language Focus: Activity 4 1 Draw learners' attention to the incomplete first conditional sentences. 2 Tell learners that they need to complete the sentences with their own ideas. 3 Learners complete the activity individually. CORE Feedback Put learners in pairs. Ask learners to exchange their sentences and peer review. If learners have an interesting answer, encourage partners to ask follow-up questions. Answers: Learners' own.

Resources	Plenary		
	Write the prompts from Activity 4 on the board and ask volunteers to read their sentences to the class. Encourage learners with creative sentences to volunteer.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 9 Review

LESSON PLAN		LESSON: Review 2	
Teacher:		Subject: English	
Grade: 8		Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To develop learners’ ability to rank Emirate resources by importance and write brief justifications for their choices. Speaking: To develop learners’ ability to form a consensus as a team on future Emirate resources by ranking them by importance.		Learning outcomes: By the end of the lesson, learners will be able to ... - rank four national resources by importance and write brief justifications for their choices. - Negotiate and agree on a team ranking of four national resources by importance.	
Link to prior learning: Discussion and forming consensus, justifying choices. 21st Century Skills: Reinforce learners’ use of media to engage in written, oral, and face-to-face conversations with other students of different cultures about global financial issues that interconnect all areas of the world.			
Key vocabulary: Lexis from Unit 9 Key expressions/structure: <i>would</i> for past habits; first conditional with modals of possibility			
Watch Out: Learners may have difficulty ranking national resources by importance. Review each resource and brainstorm/review why it is important for the country.			
Resources/equipment needed: Coursebook page 50			
UNIT 9 LESSON Review 2 TASKS/ACTIVITIES			
Resources	Starter		
	- Review the five resources covered in Unit 9 (pearls, oil, water, agriculture/food, people/business). Prompt learners to say why each is/was important. - Ask the learners to identify the resource that isn’t traded anymore (pearls) and which resource is most important today (oil). - Prompt the learners to reflect on what resource will be most important in the future (this will be discussed in the speaking and writing activity).		

Resources	Main activity		
Coursebook Page 50	Language Focus: Activity 5 1 Review the use of <i>would</i> for past habits. Write an example sentence on the board and show it is used to describe past routines. 2 Prompt learners to reflect on how the Emirates have changed in a few decades and how the lifestyle has changed. Elicit from learners different ways that the country has changed. Write their ideas on the board. 3 Learners answer the first three questions individually. 4 Learners write two questions on their own. 5 Learners get into pairs and exchange books. They compare their answers for questions 1–3. 6 Learners answer each other’s questions and discuss them. 7 Review as a class. CORE Feedback Pairs read their questions and answers to the class. Answers: <i>Learners’ own.</i>		
Coursebook Page 50	Writing: Activity 6 1 Write the four resources (<i>oil, water, agriculture, people</i>) on the board and discuss why each is important. 2 Model the activity by choosing one of the resources and elicit reasons for why it is important. 3 Learners work individually to rank the resources by importance and write brief justifications for their choices. 4 Circulate and monitor while they work, and give support if necessary. CORE Feedback Provide feedback and advice on how to write a justification. Answers: <i>Learners’ own.</i>		
	Differentiation (support): Discuss the importance of each resource as a class and write bullet points for each for the learners to refer to as they complete the task.		
	Differentiation (stretch): Learners add a fifth national resource and rank it along with the original four, providing a reason for its importance.		
Coursebook Page 50	Speaking: Activity 7 1 Learners get into teams of three or four. They compare their rankings for Activity 6 and discuss their choices. 2 In their teams, learners negotiate what order the resources should be in, and prepare their reasons why. 3 Discuss as a class. CORE Feedback Each team elects a representative to report their list and reasons. Write down each group’s rankings and discover which resource is considered the most important by the class. Discuss why. Answers: <i>Learners’ own.</i>		
Resources	Plenary		
	Learners complete the self-assessment and reflect on the unit.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Literature Project

LESSON PLAN		LESSON: Literature Project 7.1
Teacher:		Subject: English
Grade: 8	Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: - To develop learners' ability to identify different literary styles and genres. - To develop learners' writing ability.		Learning outcomes: By the end of the lesson, learners will be able to ... - extract information using listening skills and summarize the content of an audio recording. - identify the correct literary devices within a stage-script format. - compare two literary formats, and analyze their effect.
Link to prior learning: Lexis for learning includes themes around <i>changes</i> (adaptation). 21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.		
Key vocabulary: <i>adaptation, literary, structure, read, note</i> Key expressions/structure: <i>Take note, Read the..., Summarize the...</i>		
Watch Out: Learners may be unfamiliar with the term <i>adaptation</i> , so further explanation may be necessary.		
Resources/equipment needed: Coursebook pages 59–60 Audio Track 35		
LITERATURE PROJECT 7 LESSON 1 TASKS/ACTIVITIES		
Resources	Starter	
Coursebook page 59	1 Refer to the Use of English section in the Coursebook, and ask learners to read the information on adaptation. 2 Ask learners if they know of any books that have been adapted into a film. 3 Have they read the book and watched the film? Do they think the story stayed the same or were basic changes made? Were the characters in the movie as they imagined them in the book?	
Coursebook page 59	Listening: Activity 1 1 Tell learners they are going to listen to an extract from a novel. 2 Explain to the learners that they should listen to the story and make notes on the characters, the time (when the events took place) and the events (what happened). They should write their notes in the appropriate sections of the table. CORE Feedback: As a class, discuss each section of the table, eliciting answers from individual learners. Answers: Characters: <i>Doctor, Too-Too (owl), Chee-Chee (monkey), Swallow.</i> Time: <i>December, Night-time.</i> Events: <i>The characters were listening to the Doctor reading aloud from a book.</i> <i>They heard a noise.</i> <i>The monkey rushed in with bad news about monkeys in Africa.</i> <i>They listened to a swallow's story.</i> <i>The Doctor wanted to help but he didn't think he had enough money.</i> <i>He asked the monkey to get his money box.</i> <i>He found that there was no money in the box.</i> <i>He doesn't remember how the money was spent.</i> <i>The owl reminded him he spent it on a gift.</i>	
	Differentiation (support): Play the recording twice if necessary, and allow learners to work in pairs.	
	Differentiation (stretch): Fast finishers can think about what might happen next in the story.	

Coursebook page 59	Listening: Activity 2 - Learners use their notes from Activity 1 to write a short summary of the story they heard. - Circulate while the learners are writing and ensure they are using the correct tenses. Also check for grammatical errors. - Encourage learners to read out their summary, as this can help them understand if the sentence is structured well and has correct punctuation. DESIRABLE Feedback: Volunteers read out their summaries. Ask the class to discuss whether they agree with the content in the summary, and whether they have other information they would like to add. Answers: <i>Learners' own.</i>
	Differentiation (support): Pair learners with a stronger partner for support.
	Differentiation (stretch): Stronger learners can assist others with their summary, explaining the structure and the information that should be included.
Coursebook page 59	Reading: Activity 3 - Refer learners to the text extract. - Explain to them that this is the same story as the one they listened to, but it has been adapted for use as a stage script. - Ask learners to read the text and to underline the characters' names, circle the speech sections, and highlight the action (stage directions). CORE Feedback Learners compare their answers. Then elicit answers from the class. Answers: <i>The characters' names are in capital letters in the center of the page.</i> <i>The speech is underneath each character's name.</i> <i>The stage directions are in parentheses.</i>
Coursebook page 60	Reading: Activity 4 - Put learners into pairs. - Explain to learners that they are going to compare the two version of the story (the one they heard and the stage script they read). Tell them they will need to look at the audioscript at the end of their books. - Read out the questions in the Coursebook. - Learners discuss the questions in pairs and answer them using their notes as reference. DESIRABLE Feedback In pairs, learners discuss their opinions and give each other feedback. Answers: <i>Learners' own.</i>
Resources	Plenary
	- Read out the following questions. Learners write down their answers. - What is literary adaptation? (<i>The key structure of a story, novel, etc. is changed into a different format.</i>) - Which character in the story heard a noise? (<i>Owl.</i>) - Why did the swallow come to the Doctor? (<i>To tell him about the illness in Africa and ask him to help.</i>) - What is a script used for? (<i>To read the part of a character in a play or movie.</i>) - How is a script written differently from a novel or story? (<i>The script is simpler and takes out most of the description, just leaving in the speech and stage actions.</i>) - Ask individual learners for their answers after all questions have been asked.

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

Literature Project

LESSON PLAN		LESSON: Literature Project 7.2	
Teacher:		Subject: English	
Grade: 8		Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: - To develop learners’ ability to identify different literary styles and genres. - To develop learners’ writing ability.		Learning outcomes: By the end of the lesson, learners will be able to ... - compare two literary formats, and analyze their effect. - extract key information from a story and categorize it correctly. - use sourced information to generate an adapted script version of a novel. - evaluate own and peers’ effectiveness at using literary adaptation.	
Link to prior learning: Lexis for learning includes themes around <i>changes</i> (adaptation), revisiting the structure of novels and scripts. 21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.			
Key vocabulary: <i>adaptation, literary, structure, read, note, different, similar, story, script, character, direction</i> Key expressions/structures: <i>Take note, Read the..., Summarize the..., Adapt the..., Give feedback.</i>			
Watch Out: Learners may confuse the stage directions with the spoken words of the characters. Ensure that they refer back to their work in the previous activities where they identified the format of the script.			
Resources/equipment needed: Coursebook page 60			
LITERATURE PROJECT 7 LESSON 2 TASKS/ACTIVITIES			
Resources	Starter		
	1 Discuss the story of the previous lesson (Dr. Dolittle) with the learners. What can they remember from the story? 2 Do they think the Doctor went to Africa to help the monkeys?		
	Main Activity:		
Coursebook page 60	Reading: Activity 5 - Put learners into groups of four. - Each learner is to read aloud the part of one character. - Check they know which part of the script to read (the words under the character’s name – not the stage directions in brackets). Refer them back to the notes they made in Activity 1, if necessary. - What else might they have to do to make the story similar to the novel? DESIRABLE Feedback Ask learners to consider whether the story can still be understood when it is read aloud, rather than read as a script. Encourage the learners to speak with one another about their ideas. Observe each group and give suggestions or ask leading questions if you feel the learners need it to complete the task.		

Coursebook page 60	Reading: Activity 6 1 Refer learners to the second text extract in the book, taken from the novel, <i>Pollyanna</i>. 2 Explain to learners that after reading the text they should complete the table below the text with the key information, as they did in the previous lesson with the listening task. 3 Learners read the text individually. Help with any unknown words, but stress that they don't need to understand every word to complete the task. Ask comprehension check questions to test their understanding of the text, e.g. <i>Who is Pollyanna? (The niece who is coming to visit.) What is the maid's name? (Nancy.) Is Miss Polly happy about Pollyanna coming to stay? (No, she isn't.)</i> 4 After learners have completed the table, ask them to write a short summary of the text extract. 5 Put learners in pairs. They read each other's summary and give feedback. Does the summary contain all the key information? Is it well written? Are there any spelling or grammar mistakes? CORE Feedback Ask volunteers to read out their summaries. The class gives feedback. Answers: <i>Learners' own.</i>
	Differentiation (support): Put learners with a stronger partner so they can talk through the story in more detail and identify the key elements. Encourage learners to underline the words in the story they do not know. Help them to understand the meaning of these words in the context of the story. Alternatively, elicit the meanings from other learners.
	Differentiation (stretch): Learners can consider the personality of Polly, and write a short character description about her.
Coursebook page 60	Reading: Activity 7 1 Put learners in pairs. 2 Explain to learners that they are going to adapt the extract from the novel, <i>Pollyanna</i>, to a new format (stage script). Refer them back to stage script in Activity 3. 3 Ask learners to consider what information they need to keep from the novel extract, what information they don't need, and whether they should add anything to the script to make the adaptation more successful. 4 In pairs, learners write their script. CORE Feedback Ensure that the learners are able to differentiate between speech and stage directions, and ensure they do not put unnecessary information into the script. Answers: <i>Learners' own.</i>
Coursebook page 60	Reading: Activity 8 1 Once the scripts have been written and checked for mistakes, learners swap their finished script with another pair. 2 Learners read out the new script in pairs, each taking the part of one character. 3 Once learners have finished reading the script, ask them to consider the following questions: • What information has been removed from the story? • What information has been kept the same? • What information has been added? • Do you think the adding and removing of information has been done effectively? Does it work? • Is the script easier to read? • Is the story the same? Why? 4 Once they have answered the questions, pairs get together and give each other feedback. CORE Feedback Ensure that learners give feedback in a constructive manner. Answers: <i>Learners' own.</i>

	Differentiation (support): Talk through the script and the original story to help learners who may be struggling with the task. Elicit answers from them, and then encourage them to write them down.		
	Differentiation (stretch): Encourage fast finishers to help others.		
Resources	Plenary		
	1 Learners read out one of the scripts in pairs or groups of four.They should decide who plays which character. Encourage them to follow the stage directions . 2 Volunteers give a mini performance to the rest of the class.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

STEAM Project

LESSON PLAN		LESSON: STEAM Project 8.1	
Teacher:		Subject: English	
Grade: 8		Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: - To develop learners’ ability to read for specific information. - To develop learners’ ability to identify differences in sneaker types.		Learning outcomes: By the end of the lesson, learners will be able to ... - identify the history of sneakers. - categorize types of sneakers. - identify the different purposes and features of sneakers.	
Link to prior learning: Unit 8 21st Century Skills:			
Key vocabulary: Unit 8 Key expressions/structure:			
Watch Out: The aim of this lesson is to activate schemata leading up to the design lessons. A lot of this lesson lends itself to discussion and sharing experiences and ideas. Allow time for this to stimulate learners’ creativity for the other lessons.			
Resources/equipment needed: Coursebook pages 61–62			
STEAM PROJECT 8 LESSON 1 TASKS/ACTIVITIES			
Resources		Starter	
		1 Write the word <i>SHOES</i> on the board. 2 Put learners into groups and have them write down as many different types of shoes they know. 3 The group with the most wins.	
Resources		Main activity	
Coursebook page 61		Getting Started: Activity 1 1 Pre-teach some vocabulary as a lead in to activity (<i>sneaker, century, plimsoll, training shoe, inventor, rubber, grips, sole, innovative</i>), etc. 2 Elicit features of a sneakers (<i>laces, sole, leather, suede, velcro, straps, etc.</i>) 3 Elicit the history of the Arabic shoe/sandal that most men wear with their kandoras. Ask learners if the shoes have changed. 4 Learners read the text. Tell them to underline any words they are not familiar with. 5 Write the words on the board and then assign one word to each group/table to look up in a dictionary. 6 Give learners a time limit to look up their word. 7 One learner from each group comes up to the board to write the definition next to the word on the board. 8 Correct where necessary and put the words into context. 9 Learners answer the questions about the text. CORE Feedback Invite learners to write their answers on the board. Elicit from learners some already existing innovative designs for trainers (lights, wheels, etc.) Elicit some future possibilities (wifi, step tracker, speakers, GPS, etc.) Answers: 1 <i>leather</i> 2 <i>Vulcanization</i> 3 <i>grips were added to the sole; different designs were made for male and female</i> 4 <i>6 million pairs</i> 5 <i>innovative developments in technology</i>	

Coursebook page 61	Getting Started: Activity 2 1 Refer learners to the Did You Know? box. Elicit from learners other names for sneakers (<i>kicks, creps, gym shoes, sports shoes, etc.</i>). 2 Ask learners why they wear trainers (sport, comfort, fashion, etc.). 3 Direct learners’ attention to the three photos of different types of sneaker. Explain they have to decide what type of sneaker each one is, using the words in the box. 4 Learners complete the activity. CORE Feedback Invite learners to share their answers with the class. Elicit the differences in each of the sneaker types in the pictures (<i>colors, patterns, design, etc.</i>) Answers: 1 <i>fashion</i>, 2 <i>casual</i>, 3 <i>sport</i>														
Coursebook page 62	Getting Started: Activity 3 1 Ask learners to look at the words in the box. If there are any words they don’t know, give definitions and examples. 2 Give learners two minutes to try and remember the words. 3 Ask learners to close their books. 4 Draw the table on the board and ask individual learners to come up to the board and by memory write the words from the box. 5 Learners complete the activity. CORE Feedback Have learners check their answers with the ones they wrote on the board from memory. Answers: <table><tr><td><i>Sport</i></td><td><i>Fashion</i></td><td><i>Casual</i></td></tr><tr><td><i>grips</i></td><td><i>colorful</i></td><td><i>simple</i></td></tr><tr><td><i>air bubble</i></td><td><i>patterns</i></td><td><i>comfort</i></td></tr><tr><td><i>technology</i></td><td><i>fabrics</i></td><td><i>everyday</i></td></tr></table>			<i>Sport</i>	<i>Fashion</i>	<i>Casual</i>	<i>grips</i>	<i>colorful</i>	<i>simple</i>	<i>air bubble</i>	<i>patterns</i>	<i>comfort</i>	<i>technology</i>	<i>fabrics</i>	<i>everyday</i>
<i>Sport</i>	<i>Fashion</i>	<i>Casual</i>													
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<i>air bubble</i>	<i>patterns</i>	<i>comfort</i>													
<i>technology</i>	<i>fabrics</i>	<i>everyday</i>													
	Differentiation: (Support) Allow learners to work in pairs.														
	Differentiation: (Stretch) Learners write more words in each category.														
Resources	Plenary														
	Conduct a class discussion by asking learners to talk about any innovations in fashion that they know about or think may happen in the future.														
Learning styles catered for (✓):															
Visual	Auditory	Read/Write	Kinesthetic												
Assessment for learning opportunities (✓):															
Observation	Learner self-assessment	Oral questioning	Peer assessment												
Quiz	Learner presentation	Written work and feedback	Verbal feedback												

STEAM Project	
LESSON PLAN	LESSON: STEAM Project 8.2
Teacher:	Subject: English
Grade: 8	Unit: 8 Date:
SKILLS AND UNDERSTANDING Learning objectives: - To develop learners' ability to express their creativity through design. - To develop learners' ability to identify methods of advertising.	Learning outcomes: By the end of the lesson, learners will be able to ... - design an innovative sneaker. - identify the differences between two advertisements.
Link to prior learning: Unit 8 21st Century Skills:	
Key vocabulary: Unit 8 Key expressions/structure:	
Watch Out: Most of this lesson will be taken up by learners designing their sneakers. Ensure that Activity 5 is also completed to prepare learners for the next lesson. Some groups may get stuck on ideas for designing something innovative, so provide support to stimulate learners' creativity and motivation.	
Resources/equipment needed: Coursebook page 62 Resources needed for design: A4 paper, color pencils, tissue paper, glue, etc.	
STEAM PROJECT 8 LESSON 2 TASKS/ACTIVITIES	
Resources	Starter
	1 Conduct a class discussion to find out what kind of sneakers learners like best and why. 2 Ask learners what their dream sneaker would look like. Write some of their ideas on the board to help stimulate creativity for the design activity.
Resources	Main activity
Coursebook page 62	Preparation: Activity 4 - Elicit the meaning of <i>innovative</i> from learners. - Explain to learners that they need to work in groups to design an innovative sneaker. - Explain that it doesn't have to fit into the one of the three categories they have identified so far and that they can be as creative as they wish. - Elicit from learners what they need to include in their design: use of colors/patterns/fabric, what their trainer can do (technicalities), who the trainer is aimed at (target market), and detailed labels of the parts of the sneaker. - Give learners a sheet of A4 paper to brainstorm their ideas and sketch out their trainers. - Explain to learners that as well as a prototype they need to draw their final design including the labeling of the parts. CORE Feedback Monitor learners' progress by walking around each group. Answers: <i>Learners own.</i>

Coursebook page 62	Preparation: Activity 5		
	1 Elicit from learners what an advert is and what its purpose is. (<i>An advert is a picture is a picture, short film, song, etc which tries to persuade someone to buy something.</i>)		
	2 Elicit from learners the different forms of advertising (<i>radio, TV, billboards, posters, etc</i>).		
	3 Ask learners what their favourite advert is.		
	4 Tell learners what your favourite advert is and why (good slogan, logo, colors, images, etc).		
	5 Refer learners to the two adverts. Which one do they think is better and why?		
	6 Learners discuss the adverts in pairs.		
	CORE		
	Feedback		
	Invite pairs to share their discussion on which advert they prefer and why.		
	Elicit from learners the differences between the adverts (<i>more/less information, slogan, persuasive text, etc</i>). Write learners' ideas on the board for later reference.		
	Answers:		
	<i>Learners' own.</i>		
	<i>(Possible answers: The chocolate advert as there is more information, it's more persuasive, the swirl image draws you in.)</i>		
Resources	Plenary		
	1 Put learners in the same groups they were in for Activity 4 .		
	2 Give them each a sheet of paper.		
	3 Tell them to write adjectives about the sneaker they have designed.		
	4 Invite groups to share the words they have come up with.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

STEAM Project	
LESSON PLAN	LESSON: STEAM Project 8.3
Teacher:	Subject: English
Grade: 8	 Unit: 8 Date:
SKILLS AND UNDERSTANDING Learning objectives: • To develop learners' ability to write persuasively. • To develop learners' ability to express themselves creatively. • To develop learners' ability to work effectively in a group.	Learning outcomes: By the end of the lesson, learners will be able to ... • identify persuasive writing techniques. • create an advertisement for a product they have designed.
Link to prior learning: Unit 8 21st Century Skills:	
Key vocabulary: Unit 8 Key expressions/structure:	
Watch Out: If possible, have some other examples of adverts available to inspire learners. This lesson is a creative lesson where learners will spend time coming up with a persuasive advertisement for the sneakers they have designed. Help learners to write persuasively as they may struggle with this type of functional language.	
Resources/equipment needed: Coursebook page 62 Resources to design an advert	

STEAM PROJECT 8 LESSON 3 TASKS/ACTIVITIES	
Resources	Starter
	1 Write the word <i>PERSUASIVE</i> on the board. 2 Elicit from learners what they think it means. (Allow them to check in a dictionary if necessary.) 3 As a class create a mnemonic for the word. 4 Each group needs to come up with at least one word.
Resources	Main activity
Coursebook Page 62	Planning: Activity 6 1 Recap with learners what adverts they analyzed in the last lesson. Elicit from learners the things they noticed about each advert. 2 Put learners in groups. Give each group a sheet of paper and ask them to copy the table from Activity 6. Language: 3 Elicit from learners what the <i>TARGET AUDIENCE means</i>. (<i>who the product is aimed at.</i>) 4 Write some examples of products on the board (candy, car, computer). 5 Elicit from learners who the target audience may be for each of the products. (<i>candy- children, car- adults, computer- teenagers</i>) 6 Elicit from learners some words associated with the products and write them on the board. 7 Tell learners to go back into their groups and brainstorm some words associated with their product and target audience and to write them in the checklist they have created. Slogan: 8 Introduce the idea of a slogan by writing some famous ones on the board. <i>Just do it (Nike), I'm lovin it (McDonalds)</i>. Elicit from learners any other slogans they know. 9 Ask learners to find the slogans in the two adverts in Coursebook: Activity 5. Elicit from learners what the purpose of a slogan is and how it helps a brand (<i>a short, memorable phrase that is used to persuade people to buy the product</i>). 10 In their groups, learners decide upon a slogan for their sneakers. They write their slogan on the checklist they have created. Persuasive sentence: 11 Ask learners to look at the advert of the chocolate sticks in the Coursebook. Ask learner what part of the advert may persuade them to buy the chocolate and why? 12 Refer learners to the line that says '<i>build close friendships and enjoy infinite happiness</i>'. Elicit from learners what this means and how it relates to the slogan. (<i>By sharing the chocolate people will make friends and therefore be happy forever.</i>) 13 Elicit from learners what the adjective in the sentence is. Explain that including adjectives of emotion helps to draw the reader in. This is called emotive language and is often found in adverts. 14 Elicit from learners some adjectives they could use to describe how someone would feel if they bought the sneakers they have designed. Brainstorm some of these ideas on the board for learner to refer to. 15 Learners create their poster advert. Remind them to look at the checklist to ensure they have everything they need. 16 Stress the importance of working in a team and that all members of the team will need to contribute and participate. CORE Feedback Monitor each group by walking around and providing support where necessary. Answers: Learners' own.

Resources	Plenary		
	1 Write the following on the board: <i>Have a free lesson next week.</i> 2 Put learners in groups. Explain that in their groups they need to come up with three convincing reasons why learners should have a free lesson next week. 3 Give learners three minutes to write their ideas. 4 The group with the most persuasive argument wins.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

STEAM Project

LESSON PLAN		LESSON: STEAM Project 8.4	
Teacher:		Subject: English	
Grade: 8		Unit: 8	Date:
SKILLS AND UNDERSTANDING Learning objectives: - To develop learners’ ability to present their work in front of an audience. - To develop learners’ ability to provide constructive feedback to others.		Learning outcomes: By the end of the lesson, learners will be able to ... - present their innovative sneaker design and advertisement. - give constructive feedback to their peers.	
Link to prior learning: Unit 8 21st Century Skills:			
Key vocabulary: Unit 8 Key expressions/structure:			
Watch Out: This lesson allows learners to practice their presentations. Set a time limit of 7–10 minutes to ensure all presentation can be completed in this lesson. Learners also review each other’s work so time must be allowed for this.			
Resources/equipment needed: Coursebook page 62			
STEAM PROJECT 8 LESSON 4 TASKS/ACTIVITIES			
Resources		Starter	
		Allow this time for learners to set up the classroom ready for presentations.	
Resources		Main activity	
Coursebook page 62		Practice: Activity 7 1 Elicit from learners what they need to do in their presentations. (<i>Persuade the class to buy their sneakers, present the design of their innovative sneakers explaining what makes them special, etc.</i>) 2 Learners get into their groups. Explain to the class that each member of the group must present something. 3 Elicit from learners some presentation skills they need to showcase (<i>tone of voice, face the audience, engage the audience, display the advert and product, etc.</i>) 4 Learners decide what each of them is going to do and practice their presentations. CORE Feedback Monitor by walking around providing support where necessary. Answers: <i>Learners’ own.</i>	

Coursebook page 62	Task: Activity 8 1 Tell learners the order of the groups for the presentations. 2 Remind the class that they need to listen carefully to each group as they will need to review and give feedback on the presentations and designs of the sneakers. 3 Learners present their adverts. CORE Feedback Prompt groups where necessary to give more information on their product by asking questions. Give praise to each group after their presentation to ensure they feel confident and proud of their achievement. If necessary give groups instant feedback on areas of development for any other presentations they may do later in the course. Answers: <i>Learners' own.</i>		
Coursebook page 62	Review: Activity 9 1 Ask each group to put their adverts up on the wall for everyone to see. 2 Conduct a gallery walk where learners observe each advert around the classroom. 3 Have learners go back into their groups to discuss each presentation. 4 Remind learners that they need to decide in their groups which sneaker had the best design and innovative development and which advertisement was the most persuasive. 5 Explain to learners that they need to give reasons as to why they chose a particular design and advert. 6 Learners decide in their groups which groups should win the awards for best sneaker design and best advertisement. They write the names of the winners in the table in the Coursebook. CORE Feedback Invite each group to give their feedback to the class on what sneaker design they like most and why and which advert was most persuasive and why. Answers: <i>Learners' own.</i>		
Resources	Plenary		
	1 Draw a KWL chart (Know, Want to know, Learned) on the board. 2 Provide each learner with three Post-it notes and ask them to write what they know about adverts on one Post-it note, what they want to know on another Post-it note, and what they learnt on another Post-it note. 3 Ask learners to come to the board and stick their notes in the correct columns. 4 If time allows, pick a few notes and discuss them as a class.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Science

LESSON PLAN		LESSON: Science 3A	
Teacher:		Subject: English	
Grade: 8		Date:	
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners’ ability to identify and understand the meaning of new vocabulary by reading informative texts for detail. To develop learners’ use of new vocabulary using informative texts for reference.		Learning outcomes: By the end of the lesson, learners will be able to ... • identify the validity of statements based on new vocabulary by reading informative text about genetic engineering for detail. • answer questions based on a text about genetic engineering by reading it for detail. • answer a key question related to genetic engineering using notes and relevant vocabulary.	
Link to prior learning: Vocabulary from previous science lessons will be useful for this lesson. Reading skills learned in previous English lessons will be needed in this lesson.			
21st Century Skills: Reinforce learner to access and evaluate information effectively and critically in English.			
Key vocabulary: <i>genetic engineering, genome, exogenous, restriction enzyme, gel electrophoresis, fragments</i>			
Watch Out: The quantity of new vocabulary may be overwhelming. It is important to categorize new vocabulary on the board into their activities. This will help learners focus on a smaller sample of vocabulary for each task.			
Resources/equipment needed: Coursebook pages 73–74			
LESSON SCIENCE 3B TASKS/ACTIVITIES			
Resources		Starter	
Coursebook Page 73		1 Write the words <i>genetic engineering</i> on the board. Try to elicit the meaning of each word. Relate <i>genetic</i> to DNA and <i>engineering</i> to the activity of changing the DNA of something. 2 Write <i>GMO</i> on the board. Ask learners if they know what it stands for. 3 Direct learners to the Did You Know? box. Read it together as a class. 4 Ask learners if they have ever seen the letters <i>GMO</i> written on food in the supermarket. 5 Direct learners to the questions at the top of the page. Learners discuss the questions in pairs. 6 Elicit their ideas and write them on the board around the words <i>genetic engineering</i> .	

Resources	Main activity
Coursebook Page 73	Reading: Activity 1 1 Ask learners if they know what <i>genome</i> means. Direct them to the Vocabulary box and read through the definition as a class. 2 Direct learners to the text titled <i>What is genetic engineering?</i>. Read it together as a class. 3 Learners read the five statements below the text. 4 Learners read the text again to decide whether the statements are true or false. They should circle either T or F for each statement. 5 Learners write the corrected statement for each false statement. 6 Learners check their answers in pairs. CORE Feedback 1 Write the numbers 1–5 on the board. 2 Ask a volunteer to come up and write the answer for number 1. 3 Ask the class if they agree. Continue for numbers 2–5. 4 If someone writes an incorrect answer, ask learners to read the part of the text containing the answer and try to elicit the correct one. 5 For statements marked as false, ask a volunteer to write the corrected statement on the board. Answers: 1 T 2 F (<i>a genome is all the DNA in each cell</i>) 3 T 4 F (<i>genetically modified organism</i>) 5 T
	Differentiation (support): Go through each statement as a class. Highlight where the answer can be found in the text before eliciting an answer.
	Differentiation (stretch): Ask learners to write a short definition of each of the words in bold.
Coursebook Page 74	Reading: Activity 2 1 Direct learners to the text titled <i>How do scientists genetically engineer organisms?</i> Read it together as a class. 2 Direct learners to the images of DNA being cut and gel electrophoresis. 3 Learners read the text again and label each image using the correct titles from the box. 4 Learners check their answers in pairs. DESIRABLE Feedback 1 Write the numbers 1 and 2 on the board. 2 Ask a volunteer to write the correct heading names for each number. 3 Ask volunteers to explain how they know their headings are correct. Answers should include what they can see in the image. For example, <i>The DNA is being cut, which is what restrictive enzymes do. Electricity is being used in the first picture so it must be gel electrophoresis.</i> Answers: 1 gel electrophoresis, 2 restriction enzymes

Coursebook Page 74	Reading: Activity 3 1 Direct learners to the questions in Activity 3 and explain that they relate to the text in Activity 2. 2 Remind learners that their answers should be a maximum of four words. 3 Learners read the text for detail to help them answer each question. 4 Learners check their answers in pairs. CORE Feedback Ask the class the questions and write correct answers on the board. If an answer is incorrect, highlight where in the text the correct answer can be found. Answers: 1 DNA fragments 2 a section of DNA 3 DNA fragments 4 because of their size (and charge) 6 shorter DNA fragments
	Differentiation (support): Read each question as a class and highlight where in the text the answer can be found. Try to elicit the correct answer. Remind learners to write it down.
	Differentiation (stretch): Learners write one more question for a partner to answer.
Coursebook Page 74	Reading: Activity 4 1 Put learners in pairs. 2 Direct learners to the table in Activity 4 and read out the questions at the top of each column. Explain that they are the questions from the two texts. 3 Learners complete the table with notes that answer the questions. Remind them to use key vocabulary. CORE Feedback Copy the table onto the board and ask volunteers to complete it with their notes. Check that what is written is accurate and that all key vocabulary has been used. Answers: <i>Learners' own, but all notes in column 1 should be related to the text from Activity 1 and notes in column 2 should be related to the text in Activity 2. All key vocabulary should be included in the table.</i>
	Differentiation (support): Draw the table on the board and complete it as a class before learners copy the notes into their Coursebook.
	Differentiation (stretch): Learners use their notes to write a short paragraph in their note pages.
Coursebook Page 74	Speaking: Activity 5 1 Divide learners into small groups. 2 Give each group one of the questions from the table. Try to make sure the same number of groups has each question. 3 Allow learners enough time to finalize their notes for their question. They should also decide what each member will say to present their answer. 4 Each group then presents their answer to a group that was given the other question to answer. 5 Learners make notes and ask questions when listening to a presentation. DESIRABLE Feedback Walk around the class listening to learners' presentations. Write any common mistakes on the board and correct them as a class. Ask some of the best groups to present to the whole class. Answers: <i>Learners own but each group should focus on answering their question and using information from the relevant text.</i>

Resources	Plenary		
	1 Ask learners what they would choose if they could be genetically engineered to do anything. (For example; fly, see in the dark, to be the strongest person on Earth, etc.) 2 Elicit an answer from each learner, and reasons for their choice.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Science

LESSON PLAN		LESSON: Science 3B
Teacher:		Subject: English
Grade: 8		Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: Develop learners' ability to understand terminology related to environmental impacts on land by reading texts for detail. Develop learners' ability to make notes on environmental impacts on land by extracting information from multiple texts.		Learning outcomes: By the end of the lesson, learners will be able to: - Identify specific information from informative texts about environmental impacts on land. - Write a short definition of the term 'environmental impacts'. - Identify the correct vocabulary related to environmental impacts on land in a sentence.
Link to prior learning: Vocabulary from previously taught science lessons will aid this lessons vocabulary learning. The reading skills previously learned in the English section will aid learners with this lesson's activities. 21st Century Skills: Reinforce learners to access and evaluate information effectively and critically in English.		
Key vocabulary: environmental impact, climate change, pollution, desertification, drought, nutrient loss, deforestation, urban sprawl, reforestation		
Watch Out: Learners may focus on trying to understand the concepts of the science content. Explain that this lesson is about understanding the vocabulary and the concepts will be taught in the science lessons. Due to the high level and amount of vocabulary within the lesson, it is beneficial to write the useful words on the board in categories. Each category related to an activity. This will help learners focus on the correct vocabulary for each activity.		
Resources/equipment needed: Coursebook pages 73–74		
SCIENCE LESSON 3B TASKS/ACTIVITIES		
Resources	Starter	
Coursebook Page 73	1 Ask: Were the cities in the UAE always this big? Try to elicit that they have grown very fast. 2 Ask: Why did the cities grow so fast? Try to elicit the amount of people wanting to live in the UAE increased. 3 Direct learners to the questions at the top of the page and ask them to discuss them in pairs. 4 Write their ideas on the board in a mind map.	
Resources	Main activity	
Coursebook Page 73	Reading: Activity 1 1 Direct learners to the text in Activity 1 . 2 Ask learners if they know what 'environmental impact' means. Elicit any prior knowledge learners may have. 3 Read the text together as a class. 4 Learners must now write their own definition for the term 'environmental impact'. They may give an example if they wish. 5 Learners can then compare their definition with their partner. CORE Feedback Walk around the class and read learners definitions. Write any common mistakes on the board and correct them as a class. Write some of the best definitions on the board as examples. Answers: <i>Learners' responses will vary, but all definitions should be information extracted from the text. An example is below; environmental impact – something that makes a change on the environment. For example; building roads means there will be less trees.</i>	
	Differentiation (support): 1 While reading the text as a class, highlight specific points and ask learners to underline them. For example; underline "An impact on the environment is something that makes a change." 2 Ask learners to use the underlined sentences for their definition.	

	Differentiation (stretch): Ask learners to write more examples of environmental impacts around the world.
Coursebook Page 73	Reading: Activity 2 1 Direct learners to the Vocabulary box. Ask learners if they know anything about climate change and/or pollution. Elicit any prior knowledge and write it on the board. Read through the definitions to further increase knowledge. 2 Direct learners to the text titled 'What is desertification?'. Read it together as a class. 3 Direct learners to the sentences in Activity 2. Explain they must read the text again to know which word should complete the sentence. 4 Learners should circle the correct answer. 5 Learners should then check their answers in pairs. CORE Feedback 1 Write the numbers 1–5 on the board. 2 Read each sentence and pause when a word needs to be selected. 3 Ask for a volunteer to say the word they chose. 4 If it's correct, write it on the board. If it is incorrect, ask the class if they agree or disagree. 5 Try to elicit the correct answer by highlighting where the answer can be found in the text. 6 Repeat for 2–5. Answers: 1 dry 2 drought 3 nutrient loss 4 deforestation 5 environmental impacts
	Differentiation (support): Go through each sentence as a class and highlight which paragraph the answer is in. Give learners time to read it and try to elicit the correct vocabulary to complete the sentence.
	Differentiation (stretch): Ask learners to use each of the selected vocabulary in their own sentence.
Coursebook Page 74	Reading: Activity 3: 1 Direct learners to the Did You Know? box. Give learners time to read it individually. 2 Explain that urban means an area where people live, a place with a lot of buildings. Explain that sprawl means it is spreading out and taking up more space. 3 Direct learners to the image in the Did You Know? box. Explain that the area the buildings are in used to be a forest. 4 Direct learners to the questions in Activity 3. Explain they must read the text in pairs and then discuss the questions. 5 Give learners five minutes to complete the task. 6 Now discuss the questions as a class and write learners ideas on the board. CORE Feedback Go through each of the questions and write learners ideas on the board. Ask the further question 'Why?' after question 2 and try to elicit as many ideas as possible. i.e. more nature, more animals, less pollution. Answers: <i>Learners' responses will vary, but all discussions must be related to the text and reforestation.</i>
	Differentiation (support): Read the text as a class and write the main ideas on the board before discussing the questions as a class.
	Differentiation (stretch): Ask learners to write a short paragraph about the benefits of reforestation in their notes.

Coursebook Page 74	Reading: Activity 4 1 Direct learners to the mind map. Explain they must use this to make notes about environmental impacts on land. 2 Explain that each circle should be a negative impact and the square should be a positive impact. 3 Remind learners to use information from all the texts to help them make notes. 4 Learners can then compare their notes with their partner. CORE Feedback Draw a similar mind map on the board and ask volunteers to complete one circle or the square. Discuss as a class and make sure all four negative impacts are written and reforestation is written as a positive impact. Answers: <i>Negative impacts; deforestation, drought, nutrient loss (all create desertification), urban sprawl</i> <i>Positive impacts; reforestation replaces the land that was lost</i>			
	Differentiation (support): 1 Remind learners of desertification and direct them to text. Explain that all the words in bold are negative impacts. Direct learners to the Did You Know? box. Explain that is the fourth negative impact. 2 Write reforestation on the board and ask: Is this a good impact or a bad impact? Try to elicit that it is a good impact.			
	Differentiation (stretch): Ask learners to use their notes to make a poster in groups of 4. Each choosing one impact and writing a short paragraph about it.			
Coursebook Page 74	Speaking: Activity 5 1 Direct learners to the words in the box in Activity 5 . Explain they must use these words to discuss other ways to stop desertification. 2 Learners should discuss in pairs and then each pair should join another pair to discuss in groups of four. 3 Finally discuss ways to stop desertification as a class and write learners’ ideas on the board. DESRABLE Feedback Walk around the class and listen to learner’s conversations. Write any common mistakes on the board and correct them as a class. Answers: <i>Answers can be related to the text; for example, reduce climate change and pollution to decrease areas with drought, stop deforestation, reduce over farming to reduce nutrient loss</i>			
	Resources	Plenary		
	1 Ask learners to close their books. Split the class into four teams. 2 Each team must write as much key vocabulary on the board as possible. 3 A point is given for each word and an extra point is given for correct spelling 4 The team with the most points win.			
Learning styles catered for (✓):				
Visual		Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):				
Observation		Learner self-assessment	Oral questioning	Peer assessment
Quiz		Learner presentation	Written work and feedback	Verbal feedback

LESSON PLAN		LESSON: Science 3C
Teacher:		Subject: English
Grade: 8		Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To introduce learners to vocabulary used in science assessments. Speaking: To develop learners' ability to use scientific vocabulary correctly when speaking.		Learning outcomes: By the end of the lesson, learners will be able to ... - identify the meaning of scientific assessment guiding words. - practice the use of these scientific assessment guiding words through speaking.
Link to prior learning: The concepts of some vocabulary have been introduced in previous project lessons.		
21st Century Skills: Reinforce learners to access and evaluate information effectively and critically in English.		
Key vocabulary: experiment, determine, measurement, standard measurement, results, precise/precision, accurate/accuracy, reliable, repeatability, reproducibility		
Watch Out: Learners may confuse the words accuracy and precision due to their similarities. Highlight the difference between them throughout the lesson using the activities provided. Learners may confuse the words repeatability and reproducibility due to their similarities. Highlight the difference between them throughout the lesson using the activities provided.		
Resources/equipment needed: Coursebook page 73-74 Board		
TASKS/ACTIVITIES		
Resources	Starter	
Coursebook page 73	- write the word 'experiment' on the board. (Alternatively, have learners guess the word by writing the number of letters on the board and giving hints) - Create a mind map with 'experiment' in the middle by eliciting ideas from learners.	
Resources	Main activity	

Coursebook Page 73	Reading: Activity 1 1. Direct learners to the vocabulary box. Ask learners if they already know any of the words. Write their ideas on the board. 2. Read through the vocabulary and definitions as a class, giving examples when appropriate. 3. Direct learners to the reading text in Activity 1. Learners must read the text and write the correct heading above each paragraph. 4. Remind learners to use the vocabulary box for support. CORE Feedback: Write the numbers 1-2 on the board, illicit which word should be above each paragraph from the learners and write the correct word next to the corresponding number. Answers: 1. <i>Accuracy</i> 2. <i>Precision</i>
	Differentiation (support): 1. Read the text as a class. Ask learners to underline words in the text that are in the vocabulary box.
	Differentiation (stretch): 1. Ask learners to create a table in their notes listing the differences between accuracy and precision.
Coursebook page 73	Reading: Activity 2 1. Learners should work in pairs. Direct learners to Activity 2. 2. Learners must read each statement and decide if it relates to accuracy, precision or both. They must write the accuracy, precision or both next to each statement. 3. Remind learners to reread the text to find the answers. 4. Learners should then check their answers in pairs. CORE Feedback: Write the numbers 1-4 on the board. Divide the class into 4 teams. Read the statement for number 1. A volunteer from team 1 must write the answer on the board. Repeat for statements 2-4. Correct any mistakes as a class. Answers: 1. <i>Accuracy</i> 2. <i>Both</i> 3. <i>Precision</i> 4. <i>Accuracy</i>
	Differentiation (support): 1. Each statement is read as a class. For each statement ask the question. "Is one or more result in the statement?". Highlight that if only one result is in the statement (i.e. statement 1 – Ahmed kicks the football into the goal) is related to accuracy. When more than one result is in the statement (i.e. statement 3 – The results of the experiment were all very close together) it is related to

	precision. Explain that when there are several results and they are all what was intended (I.e. statement 2 – Salma throws 5 basketballs, all of them go through the basketball hoop) the statement relates to both accuracy and precision.
	Differentiation (stretch): 1. Put learners into teams of 4. Each team should write a statement of their own and write it on the board. The other teams must decide what it relates to, discuss as a class. Repeat for each team's statement.
Coursebook page 74	Speaking: Activity 3: 1. Learners work in pairs. Provide each a piece of paper and for each pair. (They should use a note page if paper is not available). 2. Read through the instructions as a class. Demonstrate each action. 3. Learners must then reread and complete each action in their pairs. 4. Each pair must then walk around the classroom and discuss the results of other pairs. CORE Feedback: Walk around the classroom and observe each pair to make sure they are following the tasks correctly. Take a selection of pieces of paper from a few pairs. Hold them up and ask learners to say if they think the dots are accurate, precise or both. Answers: <i>Learners own but all discussions must involve the topics of precision and accuracy.</i>
	Differentiation (support): 1. Complete the activity as a class and discuss the results as a class.
	Differentiation (stretch): 1. Learners present their results to the class using the appropriate vocabulary.
Coursebook page 74	Reading: Activity 4 1. Direct learners to the vocabulary box. Read through it as a class. 2. Read the text in Activity 4 as class and highlight the main points. 3. Direct learners to the true/false statements. 4. Learners use the text to determine whether each statement is true or false. 5. Learners should circle T or F for each statement. 6. Learners can then check their answers in pairs. CORE Feedback: Write the numbers 1-5 on the board. Divide the class into two teams. Give each team a different colored board marker. A volunteer from each team should write their answers on the board. If the two teams have different answers, they must explain why they chose their answer to the other team. Correct any mistakes as a class. Answers: 1. F 2. T 3. F 4. T 5. F

	Differentiation (Support): 1. Read each statement as a class and highlight where in the text they can find out whether it's true or false.
	Differentiation (Stretch): 1. Ask learners to write one extra statement related to the text which is either true or false. Their partner must decide whether it is true or false and highlight the evidence in the text.
	Writing: Activity 5 1. Direct learners to the mind map in Activity 5. 2. Learners must complete the mind map by writing notes to answer the question. 3. Remind learners to use the vocabulary boxes and texts to help with their notes. CORE Feedback: Walk around the class and observe learners' notes. Correct any common mistakes as a class. Answers: Learners own but all notes must be related to the content of the reading texts and vocabulary boxes.
	Differentiation (Support): 1. Complete the mind map as a class.
	Differentiation (Stretch): 1. Ask learners to turn their notes into a paragraph.
Coursebook page 74	Speaking: Activity 6 1. Learners work in pairs. 2. Each pair uses their notes to discuss what makes a good experiment. 3. Each pair should then join another pair to compare their ideas. CORE Feedback: Listen to learners' discussions. Write any common mistakes on the board and correct them as a class. Answers: Learners own but all discussions must be related to the content of the reading texts and vocabulary boxes.
	Differentiation (Support): 1. Create a class mind map on the board by asking volunteers to say what notes they made. Discuss the mind map as a class.
	Differentiation (Stretch): 1. Put learners into groups of four. Ask each group to present the difference between accuracy and precision or repeatability and reproducibility.
Resources	Plenary
	1. Write the lessons key vocabulary on the board.

	2. Ask a volunteer to describe one of the words without saying it. Other learners must say the word that is being described.		
	3. This word then gets removed from the board.		
	4. Repeat until each word has been described.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Learner self-assessment ✓	Oral questioning ✓	Peer assessment ✓
Quiz ✓	Learner presentation ✓	Written work and feedback ✓	Verbal feedback ✓

Math

LESSON PLAN		LESSON: Math 3A
Teacher:		Subject: English
Grade: 8		Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read for specific information when reading informative texts about an experiment. To develop learners' ability to use information within an informative text to complete a table by conducting their own simple experiment.		Learning outcomes: By the end of the lesson, learners will be able to ... - identify the meaning of vocabulary by reading informative texts for detail. - answer questions based on an informative text about an experiment. - complete a table by understanding vocabulary related to it and by completing a simple experiment.
Link to prior learning: Mathematical terminology used in the previous math lessons will be useful in this one. The reading skills previously learned in the English section will aid learners with this lesson's activities. 21st Century Skills: Reinforce learner to access and evaluate information effectively and critically in English.		
Key vocabulary: <i>experiment, observational study, theoretical probability, parameters, self-selected study, survey, combination, experimental probability, statistical inference</i>		
Watch Out: Learners may be intimidated by the quantity of vocabulary. It is important to identify new vocabulary as it arises and write it on the board with examples for learners to refer to throughout the lesson.		
Resources/equipment needed: Coursebook pages 83–84		
MATH LESSON 3A TASKS/ACTIVITIES		
Resources	Starter	
Coursebook Page 83	- Write the word <i>probability</i> on the board. Ask learners if they know the word. Tell learners something you will probably do after school, for example: <i>I'll probably go to the mall. I'll probably eat pasta for dinner.</i> Ask learners how likely it is you will do these things. For example, more than 50% chance or less? (more than 50% chance). - Ask learners what they will probably do after school. They respond with <i>I'll probably...</i> - Direct learners to the questions at the top of the page and ask them to discuss them in pairs. - Elicit their ideas and write them on the board in a mind map.	
Resources	Main activity	
Coursebook Page 83	Reading: Activity 1 - Direct learners to the words in the box. - Explain that these are titles for the three paragraphs. They must decide which title matches with which paragraph. - Read each paragraph as a class. - After the whole text has been read, give learners one minute to write the titles for each paragraph. - Learners check their answers in pairs. CORE Feedback Write the numbers 1–3 on the board. Ask learners what they wrote for the first paragraph title. Write what the majority of learners wrote on the board. If it's correct, put a tick next to it. Continue for numbers 2 and 3. For any incorrect answers, read the paragraph again as a class and try to elicit the correct answer.	
	Answers: 1 <i>experiment</i> , 2 <i>observational study</i> , 3 <i>theoretical theory</i>	
	Differentiation (support): - First, ask learners to underline the words from the box in the text. - Highlight that these underlined words give a clue to what the title of each paragraph should be.	

	Differentiation (stretch): Ask learners to write a short definition of each of the words from the box.
Coursebook Page 83	Reading: Activity 2 1 Direct learners to Activity 2. 2 Explain they must write the correct title from Activity 1 next to its definition. 3 Read through the definitions as a class and answer any questions the learners may have. 4 Give learners one minute to complete the activity. 5 Learners check their answers in pairs. CORE Feedback: Divide the class into two teams. Write the numbers 1–3 on the board. Volunteers from each team must race to write the correct word(s) next to each number. The first team to do so, wins. Correct any mistakes as a class by referring to the text. Answers: 1 <i>observational study</i>, 2 <i>experiment</i>, 3 <i>theoretical probability</i>
	Differentiation (support): Link each number to the paragraph each answer can be found in before asking learners to complete the activity.
	Differentiation (stretch): Ask learners to write each of the vocabulary in an example sentence.
Coursebook Page 83	Reading: Activity 3: 1 Direct learners to the words in the box. 2 Explain that learners must read the text and underline the words from the box. 3 Remind learners to read the sentences the words are in as well as the sentences before and after, to help them understand the meaning of the new vocabulary in context. 4 Learners check answers in pairs. DESIRABLE Feedback Ask learners which paragraphs the words can be found in. Elicit meanings and write them on the board.
Coursebook Page 84	Reading: Activity 4 1 Direct learners to the statements. 2 Explain they must use information from the text to decide whether the statements are true or false. They circle T for true or F for false. 3 Learners check their answers in pairs. CORE Feedback For each statement, ask for a show of hands for true or false. Write what the majority of learners think is the answer. Correct any mistakes as a class by highlighting where the answer can be found in the text. Answers: 1 T 2 F (<i>self-selected sample is a sample of volunteers; the experimenter does not choose the volunteers</i>) 3 F (<i>lots of different things</i>) 3 T 5 F (<i>guessing the probability <u>after</u> the experiment is completed.</i>) 6 T
	Differentiation (support): Go through the statements as a class and tell learners which paragraphs the answers can be found in.
	Differentiation (stretch): Ask learners to write one more true or false statement for their partner to answer.

Coursebook Page 84	Reading: Activity 5		
	1 Direct learners’ attention to the first table and read through it as a class.		
	2 Put learners in pairs.		
	3 Explain to learners they must complete their own table by conducting their own simple experiment. First, they must think of a survey question to ask other learners. This can be related to food, sport, etc.		
	4 Next, explain they must write a theoretical probability based on their previous information and opinion.		
	5 They must also complete the parameters section before asking their question to other learners.		
	6 When the experiment is complete. Learners complete the rest of the table.		
	CORE		
	Feedback		
	Observe learners’ tables and listen during the question-asking part of the activity. Ask each pair to say their experimental probability statement and whether it is different from their theoretical probability statement. Write some of the experimental probability statements on the board.		
	Answers:		
	<i>Learners’ own but should be within the guidelines of the table.</i>		
Resources	Plenary		
	1 Ask learners to close their books and stand up. Tell them that you are going to say one key vocabulary item from the lesson.		
	2 When you have said a word, point to a learner who should say the first letter of the word. If correct, that learner sits down.		
	3 Point to another learner who says the second letter. This is repeated until the word is complete.		
	4 If a mistake is made, the word must be started from the beginning again but only with the remaining standing learners.		
	5 Repeat with other key vocabulary from the lesson.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

AUDIO SCRIPT

Unit 8

LESSON A

Audio Track 29

Good morning everyone and welcome to my presentation, Children who changed the world'. Today, I will talk about three young people who saw a problem in the world, faced challenges and found solutions to help others. They each changed the world for the better. They helped millions of people. So today, I will be talking about Yash Gupta, Ryan Hreljac, and Malala Yousafzai, three young people who have changed the world.

First, I'm going to talk about Yash Gupta. Yash was a student in the United-States. One day, he needed new glasses. He was surprised by how expensive glasses were, and he wondered how children in poor countries can buy glasses. A big problem was that many poor children around the world couldn't buy the glasses they needed. He wanted to find a way to get glasses to these children. The challenge was that glasses were so expensive and he couldn't buy glasses for everyone! He found a great solution: he started collecting old glasses that people wanted to throw away. He kept collecting these old glasses and sending them to children who needed them. Because of Yash, thousands of poor children have gotten glasses.

Next, I'd like to talk about Ryan Hreljac (HER-lee-ack), from Canada. When he was young, Ryan had a friend from Africa. They would write letters to each other. His friend told Ryan how far he had to walk to get clean water. The problem was that many people in Africa didn't have clean water wells close to their homes. Ryan wanted to help build water wells in African villages. The challenge was that building wells was very expensive. Ryan's solution was to do presentations about the problem in Africa and collect money. He traveled around the world, giving presentations and collecting money, (pause) and now hundreds of villages have built clean water wells close to their homes.

My last subject is a very special young woman, Malala Yousafzai. In Pakistan, some people did not think that girls should be allowed to go to school, or even read a book! These people were very dangerous and this was a serious problem. But Malala was very brave and found a solution. She wrote blogs about her experience in Pakistan, and shared her belief that everyone should be allowed to go to school. She faced many challenges, and was hurt by these dangerous people. But she didn't give up, and kept writing blogs and giving presentations around the world. Because of her, people around the world have been fighting so that everyone can go to school.

Audio Track 30

Presenter: Woman, British, speaking slowly and clearly in a presentation

These three young people have helped change the World for the better. They saw a problem in the World and wanted to change it. They faced many challenges but never gave up! You can help change the world too! If you see a problem, you can help fix it. Even if it's a problem with your friend, someone in your family, or in your neighborhood, you can always find solutions and help others!

Unit 9

LESSON A

Audio Track 31

Hamad: Hello, I'm here on a boat in the waters off of Ras Al-Khaimah. I'm speaking with Emirati Olympic swimmer, Mubark. He just tried traditional pearl diving for the first time.

Mubark: It was an important job in the old days ...

Hamad: How are you Mubark? You look tired.

Mubark: Well yes, that was quite the dive. I'm out of breath!

Hamad: So I guess traditional pearl diving is very challenging, even for an Olympic swimmer!

Mubark: Yes it is. As I was saying ... In the old days, Emiratis would dive down to the bottom of the sea, without an air tank or goggles. Pearls are found inside of an animal called a clam, and those live at the bottom of the sea. So the divers had to hold their breath for a long time because they had to swim to the bottom of the sea to collect the clams.

Hamad: Yes, but they had a very good system. The diver would tie a rope to his leg. The other end of the rope would be tied to stone. The stone would pull him quickly to the bottom of the sea. The diver would look for clams in the sand and put them in his basket. When the diver had his clams, he would pull on another rope and the people on the boat would pull him up.

Mubark: Divers would also put a piece of bone in their nose to block it and wax in their ears to keep the water out. (Pause) It was a very difficult swim, that's for sure! Pearl divers would bring up at least 20 pearls in one dive. Divers would do over 50 dives in one day! They needed a lot of energy! But it was important work.

Hamad: And very tiring work!

Mubark: Yes, that too. Anyway, pearl diving was very important for the UAE. Before we found oil, many Emiratis worked on boats as pearl divers. They traded their pearls with people from other countries like India and Saudi Arabia. Pearls was an important resource in the past, along with dates and camels.

Hamad: Not many Emiratis are pearl divers these days, though. Now oil is more important.

Mubark: Very true. Oil is the main resource for the UAE. OK, what were we talking about? Oh yes, how we get pearls today. So these days, people grow pearls in pearl farms underwater. It's a much easier way to get this resource. So not many Emiratis are pearl divers anymore.

Hamad: No, Emiratis have many different jobs now, but pearl diving isn't one of them. Thank you Mubark, for showing us how Emiratis used to collect an important resource. This has been a very interesting chat.

Audio Track 32 (Excerpt from the first audio)

1 Mubark: Yes, that too. Anyway, pearl diving was very important for the UAE.

2 Mubark: Very true. Oil is the main resource for the UAE. (Pause) OK, what were we talking about? Oh yes, how we get pearls today.

3 Mubark: Yes it is. As I was saying ... In the old days, Emiratis would dive down to the bottom of the sea, without an air tank or goggles.

LESSON A

Audio Track 33

Interviewer: Good morning. I'm here with Mr. Mohammed Al Shamsi from the Ministry of Energy here in the UAE.

Mohammed: Good morning.

Interviewer: Thank you for taking the time to speak to us today.

Mohammed: My pleasure.

Interviewer: Now, I understand that the UAE government has set some new energy goals to be met by the year 2050. Is that correct?

Mohammed: Yes, absolutely. The government has created a plan to find a good mix between energy production and consumption, and also to meet international energy laws.

Interviewer: I see. What energy sources does the plan include?

Mohammed: Well, there are ...

Interviewer: ...because the UAE has depended a lot on oil in the past.

Mohammed: Yes, it has. Anyway, what was I saying? Oh yes, that there are four energy sources in the 2050 plan: gas, nuclear energy, clean energy, and clean coal.

Interviewer: Will these be in equal parts?

Mohammed: No, they won't. Forty-four percent will be clean energy, 38% gas, 12% clean coal, and 6% nuclear energy.

Interviewer: Wow, Ok. When you say, 'clean energy', what exactly do you mean?

Mohammed: Clean energy...

Interviewer: ...Like, does that include solar power?

Mohammed: Yes, it does. So, as I was saying, clean energy includes solar and wind power, as well as biofuels.

Interviewer: Ok. Are there any other points in the plan?

Mohammed: Yes, there are. In addition to increasing the role of clean energy, the government would also like to reduce consumption in homes and buildings by 40%.

Interviewer: So people and companies using less energy is also part of the plan.

Mohammed: Yes, absolutely. I am confident that by changing energy sources and personal habits, the UAE will reach its energy goals by 2050.

Interviewer: Thank you for your time, Mr. Al Shamsi.

LESSON E

Audio Track 34

Presenter: Hello, UAE! Let's talk to some experts about how the UAE is improving its economy for the future. First, we have Professor Fatema Al Bahri from UAE University, who will discuss how education will help grow the economy in the future.

Fatema Al Bahri: Good morning. Well, education in the UAE is playing a huge part in growing the economy for the future. The UAE offers a widespread educational experience for all students from kindergarten to university. As part of UAE Vision 2021, education is a top government priority for the future and special funding has been used to improve education from elementary to high school, as well as programs offered in universities. The UAE Ministry of Education (MOE) is introducing the latest technology into the classroom, providing new books for students, and teaching math and science through English. The UAE's economy will be strong in the future because of its efforts to improve education.

Presenter: Thanks, Fatema. Next, we have Mr. Mansoor Al Salim who is a UAE tourism advisor. Mr. Mansoor can you tell us how tourism is going to help grow the economy in the UAE?

Mansoor Al Salim: Good morning. Tourism is also growing the UAE's economy for the future. As one of the world's favorite places to visit, the UAE has some of the most amazing attractions for tourists, including the incredible show La Perle by Dragone, the Dubai Opera, The Dubai Eye, the world's tallest ferris wheel, the beautiful Grand Mosque in Abu Dhabi, and other cultural sites. Ecotourism has also played a part in increasing the growth of the economy. This kind of tourism is important because it will raise awareness of the importance of keeping the environment healthy. Eco-tours take people to see the many "green" destinations, including Al Ain Wildlife Park, Al Ain oasis and Wadi Wurayah in Fujairah. Keeping the environment safe and healthy is an important goal while making the economy stronger in the UAE.

Presenter: Thank you, Mr. Mansoor. Tourism is certainly growing a lot in the UAE. Finally, we have our last expert, Ali Al Sharif, who is a business owner in Abu Dhabi. Ali can you tell us how business is going to help grow the economy in the UAE in the future?

Ali Al Sharif: Hello. OK, well, business plays a huge role in the fast-growing economy in the UAE. Dubai is one of the most powerful cities in the world today for attracting new businesses – everywhere you look in the UAE you can see new businesses being developed. UAE free-trade zones have also been developed to attract global business. Free-trade zones are areas where goods from other countries can be stored, mass-produced, and traded. The UAE has 37 free-trade zones with nine new hubs in development. Business in the UAE is helping it develop one of the strongest economies in the world.

Presenter: Thanks to you all for sharing your thoughts about the UAE and its future economy!

Literature Project

Audio Track 35

That winter was a very cold one. And one night in December, when they were all sitting round the warm fire in the kitchen, and the Doctor was reading aloud to them out of books he had written himself in animal-language, the owl, Too-Too, suddenly said,

"Shh! What's that noise outside?"

They all listened; and they heard the sound of someone running. Then the door flew open and the monkey, Chee-Chee, ran in, out of breath.

"Doctor!" he cried, "I've just had a message from a cousin of mine in Africa. There is a terrible sickness among the monkeys out there. They have heard of you, and beg you to come to Africa to stop the sickness."

"Who brought the message?" asked the Doctor, taking off his spectacles and laying down his book.

"A swallow," said Chee-Chee. "She is outside on the balcony."

"Bring her in by the fire," said the Doctor. "She must be perished with the cold. The swallows flew South six weeks ago!"

So the swallow was brought in, all huddled and shivering; and although she was a little afraid at first, she soon got warmed up and sat on the edge of the mantelpiece and began to talk.

When she had finished the Doctor said,

"I would gladly go to Africa—especially in this bitter weather. But I'm afraid we haven't money enough to buy the tickets. Get me the money-box, Chee-Chee."

So the monkey climbed up and got it off the top shelf of the dresser.

There was nothing in it—not one single penny!

"I felt sure there was money left," said the Doctor.

"There *was*" said the owl. "But you spent it on a rattle for that badger's baby when he was teething."

"Did I?" said the Doctor, "Dear me, dear me! What a nuisance money is, to be sure!"

6 Read both texts and use the graph to answer the questions.

1 Which Emirate has the most predicted growth between 2015 and 2020?

.....

2 What was the population of Ajman in 2015?

.....

3 Which three Emirates will have the largest predicted growth between 2005 and 2020?

.....

4 What percent of Abu Dhabi's population decreased between 2010 and 2015?

.....

5 What was the largest Emirate in 2005 with a population of 1,125,00 people?

.....

6 Which population is expected to see a population increase of only 4% between 2015 and 2020?

.....

7 Complete the sentences from the text.

1 Some of the Emirates quickly.

2 Some slowly.

Group B read the text. Ask your partner from **Group A** questions to complete the gaps.

Text B

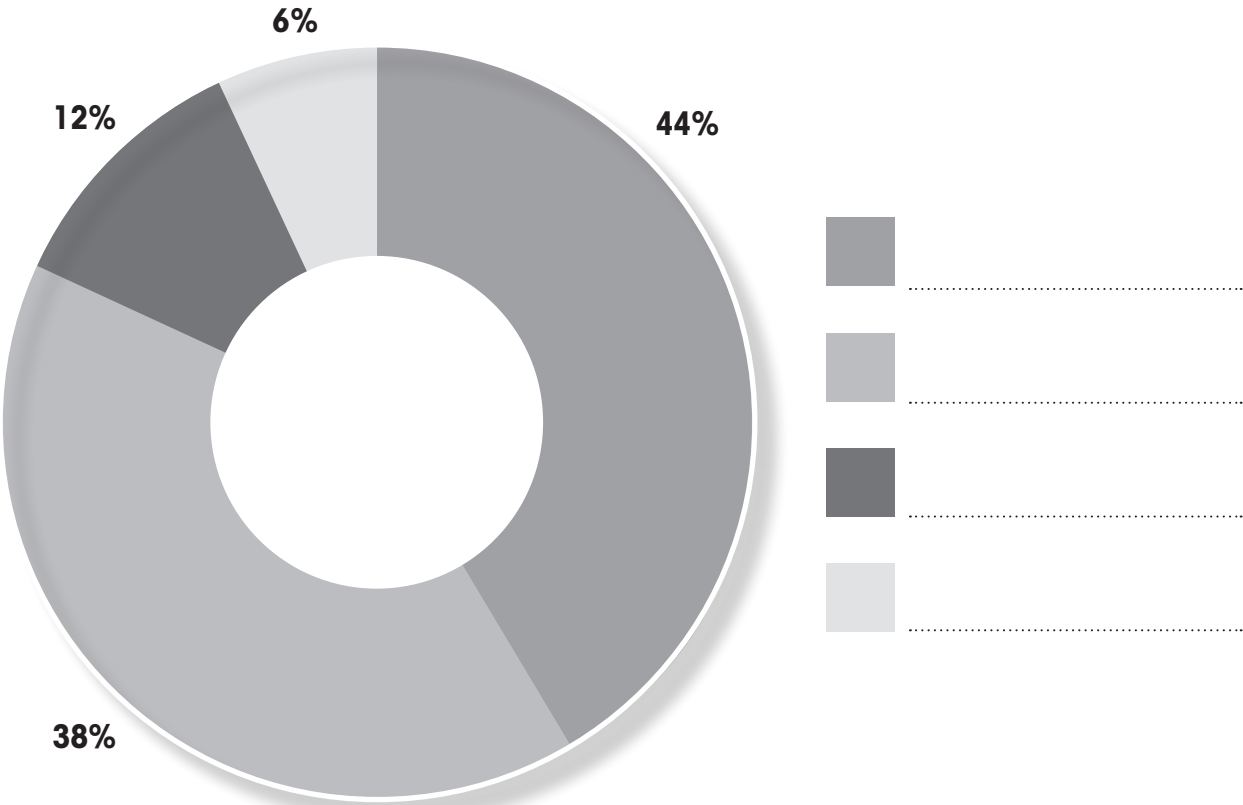
Changes in the number of spectators at some of the FIFA Men's World Cups from 1930 to 2014

Year:	Country:	Spectator number:
1930	(1)	434,000
1950	Brazil	1,337,000
1954	(2)	943,000
1990	(3)	(4)
(5)	USA	3,568,567
2006	(6)	3,367,000
2014	(7)	3,429,873

5 Imagine that you lived in the United Arab Emirates 100 years ago.
Write a short text about how your life would be different.

- 
- 1 What do you think your life would be like?
 - Do you think your life would be very different?
 - What would be different?
 - 2 What would you do on the weekends?
 - 3 What jobs would your family have?
 - 4 Where would you live?
 - How would you live?

UAE 2050 Energy Goals



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