

Bridge to Success is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates. This edition covers the first term of Grade 8.

This book sets out to:

- teach and review basic literacy skills
- teach and review basic writing skills
- teach and review basic speaking and listening skills
- cover standards for Grade 8 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.





United Arab Emirates
Ministry of Education



Bridge to Success

Teacher's Guide

8

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Term 2 material 2017

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

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Scope and Sequence

| | Reading/Topic | Listening/Speaking | Use of English | Vocabulary | Writing |
|--|--|---|---|--|--|
| Unit 6 Using English Pages 93–110 | The theatre Performing a play The story of Aladdin Drama in the UAE Monodrama Reading a dialogue for information Read about William Shakespeare | Listening: Listening to a description of a theatre visit Predicting what will happen next Taking notes Focusing on specific information Listening for specific information Speaking: Being in a play Discussing a story Discuss problems staging a play Prepare and present a monodrama Discuss drama as an activity | <i>like and as to say that things are similar</i> Reported speech – commands (<i>ask and tell</i>) Reported questions | Words about the theatre and drama | Writing sentences using <i>like</i> Write and perform a play based on the story of Aladdin Write a summary of a text Write a blog about how useful drama is Reporting sentences |
| Review Project | Review of Unit 6 Literacy project: Write a short play | | | | |
| Unit 7 Globally connected Pages 111–127 | Languages you speak The world of social media The advantages of knowing languages Is it good to learn a foreign language? Pros and cons of English as a global language Reading about Arabish Staying safe online Mobile apps | Listening: Benefits of learning languages Listening for specific information Listen to interviews Internet safety Speaking: Languages you speak Discuss opinions about why learning languages is good Pros and cons of English as a global language Discuss if the world needs a global language Using Arabish Why people use social media Conduct a survey | Determiners: <i>neither, each/ every, all, both</i> conjunctions: <i>although, while, whereas</i> | Languages you speak Online language Social media | Write sentences using <i>although</i> Join sentences using <i>whereas/ while</i> Write sentences using <i>neither, each/ every, all or both</i> Write a text using Arabish Write survey questions Correct statements about social media |
| Review Project | Review of Unit 7 Make a poster about social media use | | | | |
| Unit 8 E-communication Pages 128–145 | Using electronic communication Virtual reality The School of the Air Schools of the future Advantages and disadvantages of email Email and mobile phone etiquette | Listening: Talking about birthday presents Emailing and texting Speaking: Discussing technology (VR, smartphones, gadgets) Schools in the future Discussing BMI technology | <i>to, in order to, so that, so as to</i> express purpose <i>will</i> future, passive form <i>wish (that), if only</i> + past perfect <i>should have/ shouldn't have</i> | Technology Email Regrets Email etiquette | Write election promises Writing about regrets Writing emails |
| Review Project | Review Unit 8 Write a guide to mobile phone etiquette | | | | |

| | Reading/Topic | Listening/Speaking | Use of English | Vocabulary | Writing |
|---|--|---|--|---|---|
| Unit 9 Rivers and coasts Pages 146–162 | The Nile and ancient Egyptians The Amazon river and rainforest Robinson Crusoe island Gardens Fishing and the sea Sea-related jobs Coral reefs Holidays | Listening: The ancient Egyptians Listen to an interview Holidays Speaking: Past tenses, <i>then, after that, suddenly, in the end</i> Give a presentation Pros and cons of certain jobs Presentation about coral reefs Phrases: <i>Sure, why not?, Why don't we ...?, Shall I ...?, I'm not sure ..., How about ...?</i> Holidays | Present and past tenses Non-defining and defining relative clauses Zero and first conditionals Second conditional | History Marine biology Tourism The environment | The benefits of the Nile Why tropical rainforests are important Islamic gardens |
| Review Project | Review Unit 9 Presentation about the natural world | | | | |

Welcome to *Bridge to Success Grade 8*

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

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

The materials reflect the following principles:

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

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

The *Bridge to Success* team

How to use *Bridge to Success*

A Components

Bridge to Success offers the following components:

- The **Coursebook** provides the core input of the course and consists of twelve thematic units of study. Each unit contains between 17 and 18 lessons developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course.

Materials are aimed at the learner with all the experiences that they bring to the classroom.

Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.

- The **Audio CDs** include all the listening material needed for the Coursebook and Workbook. The listening material supports the Coursebook with listening and pronunciation. We recommend that learners are encouraged to use the Audio CDs at home to practise the songs and stories, and to show their parents what they know.
- The **Workbook** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Coursebook.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Coursebook, Workbook and audio can be used in the classroom.

B Unit structure

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

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

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

C *Bridge to Success* features

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

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

D Lesson plans

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

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

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

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

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

E Customising your lessons

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

Before using the Coursebook

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

While using the Coursebook

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

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

Using the Workbook and further suggestions

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

F Assessment

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

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

Assessment for learning

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

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

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

- **Peer assessment:** Peer assessment develops learners' metacognition and their ability to articulate rules and conventions. The teacher should provide a model of peer assessment at the start of the activity to set out parameters, and to demonstrate constructive feedback. Peer assessment can be incorporated in a variety of ways:
 - Combined with oral questioning, peers can assess whether a learner's answer is correct, and if not, be encouraged to provide a correct answer – 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 lessons' content, or broader). Regular use of quizzes can help build a data-informed picture of how the class is progressing, and whether there are areas of individual or collective weakness that need to be addressed.
- **Student presentation:** Presentations require learners to demonstrate their understanding and application of language. Misconceptions can be identified through directed questioning, which may be broadened out to the whole class through discussion, and addressed immediately through intervention.
- **Written work and feedback:** When learners submit written work, they should receive feedback as soon after submission as possible. Feedback should be encouraging, but identify and address errors and misconceptions. Common misconceptions or errors in the class can be addressed through whole-class

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

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

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

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

G Common mistakes

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

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

Spelling errors

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

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

The lack of an equivalent for *to be* in the Present tense in Arabic is also the source of the frequency of errors around verb agreements involving *be*.

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

Using *in* instead of *at* or *on*, and vice versa

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

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

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

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

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

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

Punctuation with apostrophes

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

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

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

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

- Example error: *I don't know if Oman's weather it will be very good.*
Corrected: *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 as a mother tongue), but not beginning a new sentence when required is by far the most frequent punctuation error of Arabic speakers. Run-on or overly long sentences are common, even at lower levels where learners' language normally limits them to simple short sentences. Learners may construct short sentences, but neglect punctuation to mark the start and end of sentences.

Teaching Strategies Grades 4–9

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

Teacher-led strategies (direct instruction)

Guided reading

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

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

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

Guided writing

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

Guided writing strategies include:

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

Guided discovery

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

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

Guided listening

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

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

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

Visual stimuli

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

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

Cloze

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

- Learners fill in or complete letters, words and phrases that are deliberately omitted from a written or an 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 or direct thinking. Sentence starter prompts can encourage learners to complete an idea, deepen a question, expand on a response or plan further work. For support, the prompts may be longer and more structured. Prompts encourage learners to confidence especially when starting a speaking or writing activity. Examples of prompts include:

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

Word cycle

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

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

Flashcards

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

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

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

Organised grouping strategies (cooperative)

Jigsaw

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

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

Mentoring

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

- The teacher works with the mentor to create a support programme for the learner, which may be short-term or long-term depending on the learner's needs and the task requirements.
- The mentor provides one-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 (for example, 'What do you know about ...?', 'Who is famous for ...?') in order to generate and share a variety of information.

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

Interview

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

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

Collaborative learning

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

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

Active strategies (activities)

Backs to the board

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

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

Role-play

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

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

Learning centres/stations

The teacher establishes physical locations, such as tables around the classroom, that are assigned for learners to explore topics, curriculum areas, resources, and types of learning (for example, listening, reading, presentations). The learning stations may contain problem-solving challenges or artifacts for discussion.

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

Experiential learning

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

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

Look-say-cover-write-check spelling strategy

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

A learner is given a word to spell and:

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

Games

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

Listening to stories/story time

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

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

Reading diary

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

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

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

Projects

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

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

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

Multimedia learning (video)

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

Hot seating

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

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

Reading race

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

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

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

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

Running dictations

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

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

'Find someone who ...'

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

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

Strategies to promote thinking and problem solving (analysis)

Brainstorming

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

Problem-solving

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

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

Opinion forming

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

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

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

Reflection

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

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

Problem-based Learning (PBL)

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

Challenge-based Learning (CBL)

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

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

Task-based Learning (TBL)

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

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

| LESSON PLAN | | LESSON: 1 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Speaking: To discuss the difficulties of being an actor.</p> <p>Listening: To learn and talk about the theatre.</p> <p>Reading: To read a short text about a play.</p> <p>Writing: To complete a labelled diagram of a theatrical production.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • describe the main part of a theatre • understand a dialogue about a visit to the theatre • match words to their illustrations • understand and refer to information they have heard • successfully use descriptive vocabulary about the theatre. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Past simple active • <i>There was/there were</i> • Descriptive adjectives • Prepositions of place <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable | | |
| <p>Key vocabulary: <i>actor, audience, costume, curtain, orchestra, props, scenery, stage</i></p> <p>Key expressions/structure: <i>(be) in a film/on (the) stage, (go) to the theatre; past simple; descriptive adjectives</i></p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners may need help with the correct use of prepositions of direction and place, so these can be revised in class. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 93</p> <p>Workbook page 79</p> <p>Audio Track 16</p> <p>Notebooks</p> <p>Dictionaries</p> | | |

UNIT 6 LESSON 1 TASKS/ACTIVITIES

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

| Resources | Starter |
|--|---|
| | <ol style="list-style-type: none"> 1. Ask learners which they think is more difficult: to be an actor in a film, or on stage in a play. Ask them to explain their answers. 2. Ask learners if they have ever been to the theatre. Encourage them to describe the experience. What do they prefer, the cinema or the theatre? |
| Resources | Main activity |
| <p>Coursebook page 93 Audio Track 16</p> | <p>Vocabulary and listening: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to listen to a description of a theatre. 2. Tell them to look at the list of words and at the picture. They have to listen and write the words for each of the numbered items in the picture. 3. Before playing the audio, ask learners to predict which word goes where. 4. Play the audio at least twice. 5. Learners label the picture. <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class, inviting individual learners to reply each time. Make sure everyone is involved, not only the keener learners.</p> <p>Answers</p> <p>1 curtain; 2 scenery; 3 stage; 4 actor; 5 costume; 6 props; 7 orchestra; 8 audience</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners check the definition of the words in their dictionaries. This will also be useful for the plenary activity. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners suggest any other lexis they might know connected to the theatre. For example, <i>ticket</i>, <i>book (a ticket)</i>, <i>interval</i>, <i>performance</i>, and so on. |

| | |
|--|---|
| <p>Coursebook page 93 Audio Track 16</p> | <p>Vocabulary and listening: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture and listen again. Tell them to make notes about the items listed. 2. In pairs they talk about it using the information they have heard. 3. Circulate, checking for correct pronunciation and use of language. <p>CORE Feedback Nominate learners to give their answers to the class. Answers may vary a lot so make sure all learners have a chance to share their ideas.</p> <p>Answers</p> <p>Example answers: <i>The scenery is quite simple, just some trees, a bridge and a river.</i> <i>There was a small orchestra with some Chinese instruments, including a big drum.</i> <i>The costumes were Chinese and in bright colours. There were only a few props, just a lamp and Aladdin's treasures.</i> <i>There were a lot of people in the audience and they all enjoyed the play.</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Elicit the descriptive adjectives from the learners and write them on the board before getting the learners to do the task themselves. |
| <p>Workbook page 79 Coursebook page 93</p> | <p>Workbook: Activity 1</p> <p>Ask learners to spend a few minutes studying the words in the Coursebook, page 93, Activity 1 (actor, audience, costume, curtain, orchestra, props, scenery, stage).</p> <ol style="list-style-type: none"> 1. Learners look at the picture and label it. 2. If they need help, allow learners to look back at the illustration in the Coursebook. <p>DESIRABLE Feedback Learners work in pairs, checking and amending their spelling where necessary. Finally, ask the learners to call out the answers individually to check pronunciation.</p> <p>Answers</p> <p>1 audience; 2 actor; 3 orchestra; 4 curtain; 5 scenery</p> |
| <p>Workbook page 79</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the text. 2. Check that learners understand the reference to the play by Shakespeare, <i>A Midsummer Night's Dream</i>. Ask for a volunteer or two to find out a bit more about the play. 3. Ask the learners to complete the activity. <p>DESIRABLE Feedback Ask learners to read out a sentence at a time to the class. Write the missing words on the board to check spelling.</p> <p>Answers</p> <p>We went <u>to</u> the theatre to see <i>A Midsummer Night's Dream</i> last night. Some <u>of</u> my friends were in the cast. It was <u>a</u> good performance. I enjoyed <u>it</u> a lot. The scenery was painted by the learners and <u>the</u> lighting was brilliant. It was so good that we <u>are/re</u> going again tomorrow. I <u>will/ll</u> tell you more about it when I see you.</p> |

| | | | |
|---|---|---------------------------|-----------------|
| Resources | Plenary | | |
| | <ol style="list-style-type: none"> 1. Ask learners to work in pairs. 2. Tell the class definitions of the words they have learned on page 93 of their Coursebooks. For example: <i>What do we call the people who go to the theatre or the cinema?</i> (the audience). Learners write down the answers. 3. At the end of the activity, one learner from each pair can come up and write an answer on the board. If there are difficulties with the spelling, the other learners in the class can help. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions.</p> <p>(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast.</p> <p>(G8.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> | | | |

| LESSON PLAN | | LESSON: 2 |
|--|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To read and complete a text about a school play. Speaking: To ask and answer questions about the theatre. Listening: To listen to a text and check answers. Writing: To write a paragraph about one's experience of the theatre. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand details in a descriptive text • identify the meaning of key vocabulary from context • ask and answer questions relevant to the subject matter • write a descriptive paragraph. |
| Link to prior learning: <ul style="list-style-type: none"> • Past simple active • Present simple • Descriptive adjectives • Conditional clauses 21st Century Skills: <ul style="list-style-type: none"> • Global awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing | | |
| Key vocabulary: <i>cast, lines, main character, make-up, part, performance, play, rehearsal, scene, script</i> Key expressions/structure: Questions with <i>What? Which? How many?</i> ; other direct questions; past simple; present simple | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help with the use of the conditional <i>If you were in a play, which of the following would you like to be?</i> so this can be revised in class. | | |
| Resources/equipment needed: Coursebook page 94 Workbook page 80 Audio Track 17 Dictionaries Notebooks | | |

UNIT 6 LESSON 2 TASKS/ACTIVITIES

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

| | |
|--|---|
| Resources | Starter |
| | 1. Ask the class to see in one minute (with books closed) how many words they can remember from the previous lesson. Write the words on the boards as they say them. |
| Resources | Main activity |
| Coursebook page 94 | <p>Vocabulary and listening: Activity 3</p> <p>1. Ask the class to read the text and put the words in the box in the correct place.</p> <p>2. When they have finished, ask them to compare their answers with a partner. However, wait until the end of Activity 4 when they will have heard the audio before checking answers.</p> <p>CORE</p> <p>Feedback</p> <p>Check answers with the class by doing Activity 4 and listening to the audio.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>See below in Activity 4.</p> |
| Coursebook page 94 Audio Track 17 | <p>Vocabulary and listening: Activity 4</p> <p>1. Tell the class that you are going to play the audio. They check their answers as they listen.</p> <p>2. Play the audio at least twice.</p> <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class. As each learner responds, ask them to explain the meaning of the word they have used for the gap in their own words. Make sure all learners have a turn at answering.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 play; 2 script; 3 cast; 4 main characters; 5 parts; 6 make-up; 7 lines; 8 rehearsals; 9 scene; 10 performances</p> |
| | <p>Differentiation activities (Support):</p> <p>1. If the learners are finding it difficult to give the definitions of words by themselves, ask them to check the meanings in their dictionaries.</p> <p>2. They should also practise pronouncing the words correctly.</p> |
| | <p>Differentiation activities (Stretch):</p> <p>1. Learners could write their own sentences in their notebooks, using the words in Activity 3.</p> |

| | |
|----------------------------------|---|
| <p>Coursebook page 94</p> | <p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. In groups, learners ask and answer the questions provided in the exercise. 2. They choose the box according to the answer they give, either Yes or No. 3. Set a time limit (ten minutes) so that learners don't take too long over the answers. <p>CORE</p> <p>Feedback</p> <p>Put the learners in small groups and encourage them to ask and answer the questions about their experiences to the rest of the class. This improves self-confidence in speaking English in front of the class.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Coursebook page 94</p> | <p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Tell learners they are going to write a paragraph about their experiences at the theatre. 2. If they answered 'Yes' to the question <i>Have you ever been in a play?</i>, they have to write an account of the play they were in, using their answers to Exercise 5. 3. If they answered 'No', they have to write a paragraph about what they would like to do if their teacher asked them to take part in a play. 4. Learners can do this writing task in their notebooks at home, if there is not enough time in class. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to exchange texts and give each other peer feedback.</p> <p>Sample answer</p> <p>I have got a good memory so I think I would be good at learning lines. I am quite confident and I'm not usually shy, but I sometimes get nervous when I have to talk in front of other people. I have quite good practical and technical skills so I think I could help with painting scenery or doing stage lighting. If I were in a play, I would like to be a minor character because I think I could have fun acting but I wouldn't have to learn too many lines. I would also like to help with the costumes and make-up because I am good at sewing and making things and I think I would enjoy this.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to imagine they have been asked to take part in a play but they are not very keen on doing this. 2. Tell them to read the questions in the NO box in Exercise 5 and use them to write a journal entry about this. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work in pairs and search for information about a theatre in their home town or an important theatre in their country, for example location, decoration, plays that have been performed, etc. 2. They write an article for the school blog. |

| | | | |
|---|--|---------------------------|-----------------|
| Workbook page 80 | <p>Workbook: Activity 3</p> <p>1. Learners read and match the question halves. 2. Then match the answers. 3. Check as a class.</p> <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to read out a question and answer for the whole class.</p> <p>Answers</p> <p>Questions and answers: 1 What part did you play? I was Aladdin. 2 Did you wear a costume? Yes. It was a Chinese silk suit. 3 Are you good at learning lines? Yes, I am. But there were a lot to learn. 4 How many performances did you give? Three. 5 Have you got a good memory? Yes, I have, fortunately. 6 Are you a good artist? Yes, I love drawing. 7 What practical and technical skills do you have? None. I'd be no good at doing scenery painting or stage lighting. 8 Would you rather be an actor or a director? I'm happy being on the stage. It's more fun.</p> | | |
| Resources | <p>Plenary</p> <p>1. Role-play. In pairs, learners choose a famous actor or film star that they like. They will pretend to be that person. 2. The other member of the pair thinks of and writes down 5 questions they want to ask him or her. That learner will pretend to be a reporter. 3. The pairs practise their role-plays. They then swap roles and the other learner asks the questions. 4. If there is time, ask one or two pairs to perform their role-plays in front of the class.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast.</p> <p>(G8.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> | | | |

| LESSON PLAN | | LESSON: 3 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To read a story and identify the main characters. Speaking: To discuss the meaning of lexical items in the text. Writing: To solve a puzzle by writing in the correct vocabulary from the coursebook lesson. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand who are the main characters in a narrative text • identify the meaning of key vocabulary from context. |
| Link to prior learning: <ul style="list-style-type: none"> • Narrative tenses: past simple and past continuous, plus past perfect simple • Present simple and future tenses for dialogue • Descriptive adjectives • Personal pronouns 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>tailor, lazy, sew, spin, cotton, coin, heartbroken, moved, imposter, merchant</i> Key expressions/structure: Past tenses for story-telling; direct commands; phrases such as <i>Once upon a time, there lived, The following day</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might expect only to read stories where they understand all the words. It is important for them to realise that they can enjoy a story without necessarily knowing the precise meaning of all the words. | | |
| Resources/equipment needed: Coursebook pages 95 Workbook page 81 Dictionaries Notebooks | | |

UNIT 6 LESSON 3 TASKS/ACTIVITIES

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

| | |
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| <p>Resources</p> | <p>Starter</p> <ol style="list-style-type: none"> 1. Ask learners what sort of stories they like. Brainstorm different types of stories, for example horror, fantasy, adventure, science fiction. 2. Elicit from them ideas about what makes a good story, for example action, good plot, interesting characters. Ask for examples. |
| <p>Resources</p> <p>Coursebook page 95</p> | <p>Main activity</p> <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the first part of the story of Aladdin and identify the main characters. 2. Ask them to justify their opinion. 3. Reading of the text can either be done by the teacher or by the learners. Learners can read short sections aloud to the rest of the class. <p>CORE</p> <p>Feedback</p> <p>Check answers by eliciting ideas from different learners and writing them on the board.</p> <p>Answers</p> <p>Main characters so far are: Aladdin, Aladdin's mother, the imposter</p> |
| <p>Coursebook page 95</p> | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the words listed and find them in the text. 2. Tell them to try and work out the meaning using the context. 3. They can check the meaning in a dictionary if they are not sure. <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class by asking individual learners. As each learner responds, ask them to explain the meaning of the word in their own words. Make sure all learners have a turn at answering, as far as possible.</p> <p>Answers</p> <p>1 tailor – a person who makes clothes; 2 lazy – not willing to work or use any effort; 3 sew – use a needle and thread to join two pieces of cloth together; 4 spin – make thread by twisting fibres; 5 cotton – thread or cloth made from the fibres of the cotton plant; 6 coin – a small round piece of metal used as money; 7 heartbroken – very sad; 8 moved – having strong feelings of sadness or sympathy; 9 imposter – a person who pretends to be someone else in order to deceive others; 10 merchant – a person who buys and sells products in large amounts</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If the learners are finding it difficult to give the definitions of words by themselves, ask them to check the meanings in their dictionaries. 2. They should also practise pronouncing the words correctly. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners could write their own sentences in their notebooks, using the words in Activity 4. 2. Learners can re-read the story to themselves quietly, in order to take in the details. |

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| Workbook page 81 | Workbook: Activity 1 1. Learners read the clues and solve the puzzle. They should try to do this without looking back at the Coursebook initially. 2. Check as a class. CORE Feedback Invite learners to write the words on the board so that everyone can check correct spelling. Answers 1 stone; 2 China; 3 Morocco; 4 treasure; 5 suit; 6 imposter; 7 gold; 8 cotton; 9 tailor; 10 father; 11 wind; 12 market; 13 tears The mystery phrase is: <i>Once upon a time</i> | | |
| Resources | Plenary 1. In pairs or small groups, learners discuss and write down the main points of the story so far. 2. The pairs or groups swap what they have written with other learners. 3. The teacher reads out some of the points that have been mentioned and encourages class agreement with a final list. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G8.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker’s moods, relationship, and intentions. (G8.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G8.3.1.1) Read, comprehend, and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts, independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids. (G8.3.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of text by creating outlines, summaries, or reports. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast. (G8.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | | | |

| LESSON PLAN | | LESSON: 4 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To read the continuation of a story. Speaking: To answer questions about Part 1 of the story. Writing: To write answers to questions about the story. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • appreciate and understand part of a narrative text • identify the meaning of key vocabulary from context • ask and answer questions relevant to the subject matter • write answers to comprehension questions. |
| Link to prior learning: <ul style="list-style-type: none"> • Narrative tenses: past simple and past continuous, plus past perfect simple • Present simple and future tenses for dialogue • Descriptive adjectives • Personal pronouns 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>cave, protect, entrance, imprisoned, cheat, rub, genie, command, terrified, joy</i> Key expressions/structure: Direct commands; past tenses for story-telling; fixed phrases such as <i>Your wish is my command</i> . | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may lack confidence in trying to define unknown lexis in their own words. They need encouragement to try, given that there is no right or wrong answer. The ability to paraphrase words that are unfamiliar is a necessary linguistic skill that the learners need to acquire. | | |
| Resources/equipment needed: Coursebook page 96 Workbook page 82 Dictionaries Notebooks | | |

UNIT 6 LESSON 4 TASKS/ACTIVITIES

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

| Resources | Starter |
|--------------------|---|
| | <ol style="list-style-type: none"> 1. Ask the class to say what happened in the previous section of the story of Aladdin. Keep books closed for the moment. 2. Write the main points of the story on the board, or invite individual learners to do so. 3. Ask at what point the story finished during the previous lesson. |
| Resources | Main activity |
| Coursebook page 96 | <p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the class to read the text and underline any words they are not familiar with or sure about. 2. Discuss the meaning of the words they have underlined. 3. Now read the rest of the story aloud, with learners taking it in turns to read small sections. 4. Discuss what has happened in the story. <p>CORE</p> <p>Feedback</p> <p>Take feedback from the class by asking learners to tell you which words they have underlined. Write these on the board and elicit the meaning from the class. Explain any unknown words yourself and ask learners to record them in their vocabulary notebooks.</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>Learners' own answers</p> |
| Coursebook page 96 | <p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. Learners work in pairs to discuss what parts of speech the words are and what they mean. Encourage learners to use print dictionaries to help them. 2. Go around the class helping and advising learners. <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class. Accept different definitions of the words as long as they give the correct meaning.</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>1 cave (noun) – a space underground which is formed naturally; 2 protect (verb) – keep someone safe; 3 entrance (noun) – the way in to a place; 4 imprisoned (adjective) – kept prisoner in a place; 5 cheat (verb) – do something dishonest; 6 rub (verb) – move something over the surface of an object; 7 genie (noun) – an imaginary person who can make wishes come true; 8 command (verb) – order someone to do something; 9 terrified (adjective) – very frightened; 10 joy (noun) – extreme happiness</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If the learners are finding it difficult to give the definitions of words by themselves, ask them to check the meanings in their dictionaries. They should also practise pronouncing the words correctly. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners could write their own sentences in their notebooks, using the words in Activity 4. |

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| <p>Coursebook page 96</p> | <p>Vocabulary: Activity 5</p> <ol style="list-style-type: none"> Learners read the questions and write down the answers in their notebooks. They will have to look back at the first part of the story on the previous page in order to answer all the questions. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to read out their answers to the questions.</p> <p>Answers</p> <ol style="list-style-type: none"> He wanted Aladdin to get the lamp out of the cave for him. When Aladdin rubbed the ring, a genie appeared and helped him escape from the cave. It means that he will make any wish you make come true. |
| <p>Coursebook page 96</p> | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> Tell the class that they are going to tell the story from the point of view of two other characters, not Aladdin. They should work in groups of three, with the third learner being an interested neighbour or friend of the family. <p>CORE</p> <p>Feedback</p> <p>Once the groups have carried out their dialogues in the form of a role-play, chose one or two groups to perform in front of the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Quickly summarise the stories of the other characters (Aladdin's mother and the imposter) so that learners are clear on what happens from their point of view. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to choose a story they like and they have either read or heard about, for example <i>Sandokan</i>, <i>The Little Mermaid</i>, etc. Tell them to look for a short extract in the book or on the Internet. They write a summary for the class and read the extract. |
| <p>Workbook page 82</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners read the questions and answers and match them. Check as a class. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite pairs of learners to read out a question and answer for the whole class.</p> <p>Answers</p> <p>1 s; 2 b; 3 l; 4 a; 5 h; 6 c; 7 e; 8 d; 9 m; 10 k; 11 f; 12 g</p> |

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|---|---|---------------------------|-----------------|
| Workbook page 82 | Workbook: Activity 3 1. Learners read the information in Exercise 2 again and write the summary. 2. Ask them to share their summary with the class. Answers Learners' own answers | | |
| Resources | Plenary | | |
| | 1. As a class, draw up a character list of the story of Aladdin. 2. Ask learners to supply one adjective each to describe the main characters, for example Aladdin's mother: poor; Aladdin: trusting, foolish. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G8.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language. (G8.3.1.1.8) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text. (G8.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast. (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G8.4.1.1.3) Summarise the main points of a read text using key words from the text as needed. (G8.4.1.1.4) Write notes to summarise the main points of a read text using key words from the text as needed. | | | |

| LESSON PLAN | | LESSON: 5 |
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| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To recap the story so far by completing True / False statements. Speaking: To give opinions about Part 1 of the story, and to justify those opinions. Writing: To complete answers about the use of <i>like</i> and <i>as</i> . | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • reflect on what they have learned so far and assess whether statements are correct or not • express their opinions and give reasons for those opinions • draw comparisons by using appropriate linguistic structures. |
| Link to prior learning: <ul style="list-style-type: none"> • Narrative tenses: past simple and past continuous • Descriptive adjectives • Adjectives ending in <i>-ed/-ing</i> 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: revision of previous lesson Key expressions/structure: <i>like/as</i> to say that things are similar | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may feel they don't know how to express their opinion of a story, or that their personal opinion isn't valid. It is important for the teacher to accept all the learners' opinions about the story and to give a positive reaction. In this way, the teacher can help to build up the learners' self-confidence in speaking a foreign language. | | |
| Resources/equipment needed: Coursebook page 97 Workbook page 83 Notebooks | | |

UNIT 6 LESSON 5 TASKS/ACTIVITIES

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

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

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| <p>Coursebook page 97</p> | <p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the notes in the Use of English box. 2. Elicit more examples from the class. Ask them to look back at the sentences in Activity 1 and form similar sentences of their own. 3. Focus on the exercise and ask learners to complete the sentences. 4. Check as a class. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to read out the answers to the questions.</p> <p>Answers:</p> <p>1 like; 2 as; 3 like; 4 as; 5 as</p> |
| <p>Workbook page 83</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the sentences and complete them with <i>like</i> or <i>as</i>. 2. Ask them to re-read the Use of English section in the Coursebook if necessary. 3. Check as a class. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to read out a question and answer for the whole class.</p> <p>Answers</p> <p>1 like; 2 As; 3 like; 4 as; 5 like; 6 as</p> |
| <p>Workbook page 83</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences. They can work in pairs. 2. Ask them to find the sentences they are sure are correct, and put a tick against them. 3. They work on the sentences they think are wrong and correct them. <p>CORE</p> <p>Feedback</p> <p>Ask individual pairs to give their answers, and the corrected version where relevant.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 People used to think that aeroplanes looked <i>like</i> big birds. 2 correct 3 The play was very interesting, <i>as</i> they had expected. 4 It sounded <i>like</i> an excellent story. 5 correct 6 The learners did <i>as</i> the teacher asked them. |

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| Workbook page 83 | Workbook: Activity 3 1. Learners write their own sentences using <i>like</i> and <i>as</i> . 2. Go around the class monitoring the learners' work. 3. Set the task for homework, if there is a lack of classroom time. EXTENSION Feedback If this activity is set as homework, check answers with the class at the beginning of the next lesson. Answers Learners' own answers | | |
| Resources | Plenary 1. Play a quick five-minute game with the class, using <i>like</i> and <i>as</i> . 2. Call out either <i>like</i> or <i>as</i> and ask individual learners to give a sentence using that word. They should have their books and notebooks closed at this point. See how many correct sentences the class can give you in 5 minutes. Congratulate them all at the end! | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. (G8.3.1.1.8) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text. (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. | | | |

| LESSON PLAN | | LESSON: 6 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Listening: To listen to the continuation of a story, developing predictive skills, note-taking and listening for detail skills.</p> <p>Reading: To read sentences taken from a Listening text and carry out a variety of tasks.</p> <p>Speaking: To discuss predictive questions about a Listening text.</p> <p>Writing: To write answers to listening comprehension questions about the story.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • make predictions about a listening text, then check to see if their predictions were correct • develop their note-taking skills • complete written information according to a listening text • assess whether statements about the text are true or false. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Narrative tenses: past simple and past continuous, plus past perfect simple • Present simple and future tenses for dialogue • Continuation and conclusion of story <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable | | |
| <p>Key vocabulary: <i>palace, sultan, polish, poison</i></p> <p>Key expressions/structure: Direct commands; past tenses for story-telling; fixed phrases such as <i>Your wish is my command, quick as a flash, they all lived happily ever after</i></p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners may feel that listening to a story in English is difficult. The more practice they get, the better. Also, the activities in the Coursebook help the learners to focus their attention on certain points of the story, so that they do not feel overwhelmed. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 98</p> <p>Workbook page 84</p> <p>Audio Tracks 18–20</p> <p>Notebooks</p> <p>Board</p> | | |

UNIT 6 LESSON 6 TASKS/ACTIVITIES

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

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

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| <p>Coursebook page 98 Audio Track 20</p> | <p>Listening: Activity 7</p> <ol style="list-style-type: none"> 1. Ask the class to read the statements first, before you play the audio. 2. Play the final section of the audio twice for learners to check their answers. <p>CORE</p> <p>Feedback</p> <p>Answers</p> <p>1 F; 2 T; 3 T; 4 F; 5 F</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Let the class work in pairs if this makes the listening tasks more enjoyable and less stressful. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners could write their own sentences in their notebooks, using the words in the activities. |
| <p>Workbook page 84</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs or small groups to do this activity. Accept a certain amount of discussion here until they find the correct order. 2. Monitor the pairs or groups by going around the class, giving help where required. 3. The first answer is given to help the learners. <p>CORE</p> <p>Feedback</p> <p>Invite groups or pairs of learners to read out the whole sentence each time, in the order they think is correct.</p> <p>Answers</p> <p>1 b; 2 g; 3 h; 4 c; 5 e; 6 i; 7 f; 8 a; 9 j; 10 d</p> |
| <p>Workbook page 84</p> | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Learners read the sentences and do the task. 2. Avoid explaining the meaning of the missing words until the class has attempted the task. 3. Check answers as a class. <p>CORE</p> <p>Feedback</p> <p>Ask learners to raise their hands to give the answer.</p> <p>Answers</p> <p>1 command; 2 enquiries; 3 destination; 4 exchanged; 5 accidentally</p> |
| <p>Workbook page 84</p> | <p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Allow learners to collaborate on this task. 2. Set for homework, if not enough class time is left. <p>EXTENSION</p> <p>Feedback</p> <p>If set as homework, check answers with the class at the beginning of the next lesson.</p> <p>Answers</p> <p>Learners' own answers</p> |

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|--|---|---------------------------|-----------------|
| Resources | Plenary | | |
| | 1. Spot check some of the vocabulary focused on in the activities by having a quick spelling test. 2. Put learners into two teams and have a fun spelling match! | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions. (G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. | | | |

| LESSON PLAN | | LESSON: 7 |
|--|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Reading: To complete gaps in a text.</p> <p>Speaking: To discuss similes in their own language using <i>like</i> and writing down the equivalent in English.</p> <p>Writing: To write five words about the theatre; to make sentences using specific words; to match words and definitions; to write about the difficulties of being an actor.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • identify the correct words in a text where there are more than the necessary number of words • correctly use sentences with <i>like</i> • write words and sentences using particular lexis from previous lessons • identify words from their definitions • write sentences showing their assessment of the acting profession • reflect on and assess how successful their vocabulary learning strategies are. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Review of the previous lessons in Unit 6 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable | | |
| <p>Key vocabulary: <i>accidentally, cave, cotton, earn, enquiries, imposter, imprisoned, lamp, merchant, poison, stone, treasure</i></p> <p><i>cast, costume, curtain, lines, make-up, part, props, scenery, stage, script</i></p> <p><i>command, destination, director</i></p> <p>Key expressions/structure: <i>Aladdin ran like the wind</i> and other expressions with <i>like</i></p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners are sometimes unaware of where they have gaps in their understanding of the language covered. When there are revision exercises, they have the opportunity to reassess and fill the gaps in their knowledge, especially the common areas of grammar and vocabulary. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 99</p> <p>Workbook page 85</p> | | |

UNIT 6 LESSON 7 TASKS/ACTIVITIES

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

| Resources | Starter |
|---------------------------|--|
| | <p>1. Ask learners what they remember so far from the lessons they have covered. Refer to topics, themes and grammar.</p> <p>2. Explain to the class that this lesson is a revision of what they have learned so far and not a test. Learners should work at their own pace.</p> |
| Resources | Main activity |
| <p>Coursebook page 99</p> | <p>Reading and writing: Activity 1</p> <p>1. Introduce the activity by referring to the Aladdin story and a few of the key characters.</p> <p>2. Ask learners to read the text and complete it with the correct words.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate, monitor and check individual learners' answers. Check as a class. Call upon individual learners to give the answers.</p> <p>Answers</p> <p>1 cotton; 2 earn/make; 3 uncle; 4 lamp; 5 cave; 6 treasure; 7 imprisoned; 8 married; 9 rubbed; 10 poison</p> |
| <p>Coursebook page 99</p> | <p>Speaking: Activity 2</p> <p>1. Ask learners to write three similar sentences using <i>like</i>.</p> <p>2. After checking answers, ask learners to give you their sentences.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate, monitor and check individual learners' answers.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Coursebook page 99</p> | <p>Self-assessment: Activity 3</p> <p>1. Learners write their own five words connected with the theatre, and their meanings.</p> <p>CORE</p> <p>Self-assessment: Activity 4</p> <p>1. Ask learners to make their own sentences that include the words given.</p> <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to come up to the board and write their answers.</p> <p>Answers</p> <p>Activities 3 and 4</p> <p>Learners' own answers</p> |
| | <p>Differentiation activities (Support):</p> <p>1. Learners work in pairs to complete the activities and refer to previous lessons for help.</p> |

| | |
|--------------------------------|---|
| | <p>Differentiation activities (Stretch):</p> <p>1. Learners complete all the written activities on their own with no reference to previous lessons. When they have completed the activities, they refer to previous lessons to check their answers.</p> |
| <p>Workbook page 85</p> | <p>Workbook: Activity 1</p> <p>1. Ask learners to work with a partner to write explanations or definitions of the words.</p> <p>2. They can read their definitions to another pair and take the best aspects of both to produce a final, 'ideal' definition of each word.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate, monitor and check individual learners' answers.</p> <p>Possible answers</p> <p>1 the words an actor has to learn; 2 the objects that are used in a scene, for example a chair, a glass of water; 3 what is used to make people look more beautiful, older or uglier; 4 the number of actors in a play; 5 the role an actor has to play; 6 the place where the actors stand and perform; 7 the particular clothes an actor wears; 8 the written form of a play; 9 the background to a scene in a play; 10 something that falls at the end of a play</p> |
| <p>Workbook page 85</p> | <p>Workbook: Activity 2</p> <p>1. Ask learners to think about the difficulties of being an actor and also about what they might find enjoyable or satisfying. Ask them to discuss with a partner and to write down at least two examples in each category. Give them one of the following as an example to start them thinking about what the difficulties might be:</p> <p><i>They have to learn lines off by heart.</i> <i>They have to rehearse a lot.</i> <i>They have to overcome their nerves.</i></p> <p>DESIRABLE</p> <p>Feedback</p> <p>Circulate, monitor and check individual learners' answers.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 85</p> | <p>Workbook: Activity 3</p> <p>1. Ask learners to work in pairs and discuss the various vocabulary learning strategies they could use.</p> <p>2. Feedback as a class.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Circulate, monitor and check individual learners' answers. Ask individual learners to summarise their discussion and write points on the board.</p> <p>Answers</p> <p>Learners' own answers</p> |

| Resources | Plenary | | |
|--|---|---------------------------|-----------------|
| | 1. Ask learners to play a game of Snowman (also known as Hangman). Ask a learner to choose a word from the unit and write spaces on the board to represent the letters. 2. The rest of the class takes it in turns to call out the letters. If the letter is correct, the learner adds it to the word on the board. If the word is wrong, the learner adds another body part to the snowman (head, body, 2 legs, 2 arms, 2 eyes, nose, mouth). 3. If the class guesses the word correctly, they score a point. If the learner at the board completes the snowman before the class guesses the word, they win. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).</p> <p>(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if, when, unless, although</i>).</p> <p>(G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, <i>even so, since</i>).</p> | | | |

| LESSON PLAN | | LESSON: 8 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To read summarising sentences and match the halves. Writing: To write sentences using reported speech (commands). Use of English: To learn how to use <i>as</i> and <i>like</i> . | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify correct sentences that summarise a story • manipulate direct and indirect speech (reported commands) successfully • use the structures <i>as</i> and <i>like</i> in suitable contexts • relate the use of <i>as</i> and <i>like</i> to contexts other than that of the story. |
| Link to prior learning: <ul style="list-style-type: none"> • Reported speech 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: As in Lesson 6: <i>palace sultan, polish, poison</i> Key expressions/structure: Reported commands | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might remember the rules of reported speech and try to apply them to reported commands. Ask the class whether there is any confusion and explain the simple rule for reported commands. | | |
| Resources/equipment needed: Coursebook page 100 Workbook page 86 Dictionaries Notebooks | | |

UNIT 6 LESSON 8 TASKS/ACTIVITIES

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

| Resources | Starter |
|-----------------------------------|---|
| | <ol style="list-style-type: none"> 1. Ask the class to say what happened in part 2 of the story of Aladdin. Keep books closed for the moment. 2. Write the main points of the story on the board – or invite individual learners to do so. |
| Resources | Main activity |
| <p>Coursebook page 100</p> | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentence halves and match them. Allow them to work in pairs if they wish. 2. Tell them you are going to play the audio again. Pause the audio after each section. 3. They check if their answers were correct. <p>CORE</p> <p>Feedback</p> <p>Ask learners to swap books so they can mark each other's work.</p> <p>Answers</p> <p>1 d; 2 e; 3 c; 4 a; 5 f; 6 b</p> |
| <p>Coursebook page 100</p> | <p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the notes in the Use of English box. Revise how to change pronouns. 2. Focus on the exercise and ask learners to report the commands. 3. Go around the class helping and advising learners. 4. Check as a class. <p>CORE</p> <p>Feedback</p> <p>When checking the answers accept <i>asked</i> or <i>told</i>. Both are possible, but the choice is dependent on how strong the command seems to be.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 The imposter asked/told Aladdin to lift the stone. 2 The imposter told Aladdin to go down into the cave. 3 The imposter asked/told Aladdin to give him the lamp. 4 Aladdin asked the Genie of the Ring to take him home. 5 Aladdin asked the Genie of the Lamp to bring them some good things to eat. 6 Aladdin asked the Genie of the Lamp to take them all back to China. 7 The Sultan told Aladdin to bring his daughter back to him. 8 The Sultan told Aladdin not to come back without her. |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Using the sentences in Activity 1, ask learners to cover the second column so they are only using the sentence stems. Ask learners to try to complete the sentences without looking! This task could be done in pairs. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to find more examples of direct speech in the story, and to change them into reported speech. Check them as a class. |

| | |
|--------------------------------|--|
| <p>Workbook page 86</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to re-read the Use of English section in the Coursebook. 2. Then they report the commands. 3. Check the commands as a class. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to read out each direct command and its corresponding reported command to the whole class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Aladdin's mother told Aladdin not to be silly. 2 The princess told Aladdin to bring her father some more treasure. 3 The imposter told the princess to forget about Aladdin. 4 Aladdin's mother told him to be careful. 5 The princess told the imposter to finish his drink. 6 The princess told Aladdin not to make any noise. 7 Aladdin asked his mother to polish the lamp. 8 Aladdin asked the Genie of the Lamp to bring them some more food. 9 Aladdin's mother asked him to go to the market. 10 The princess asked the servant girl to exchange the old lamp for a new one. |
| <p>Workbook page 86</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners might enjoy this activity, putting themselves in the teacher's position! Allow them to work in pairs. 2. They write the direct commands and the reported commands. <p>CORE</p> <p>Feedback</p> <p>Ask each pair to read what they have written to the class.</p> <p>If there is time, learners can act out some commands, for example, <i>Open your books; Sit down; Stand up</i>, etc. You could also play 'Simon Says' (a game in which the players only do what they are told to do if the person giving the commands uses the phrase 'Simon says').</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Ask the class to give their opinions of the story of Aladdin. 2. Ask learners to tell a story they know from their own culture that might be similar. |

| Learning styles catered for (✓): | | | |
|---|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker’s moods, relationship, and intentions.</p> <p>(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G8.2.1.1.1) Consolidate from Grade 7 the ability to understand and respond to a range of functions, for example:</p> <ul style="list-style-type: none"> • making offers and requests • making suggestions • expressing likes and dislikes • expressing preferences • giving advice using ought to, you’d better • obligating and prohibiting. <p>(G8.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of text by creating outlines, summaries, or reports.</p> | | | |

| LESSON PLAN | | LESSON: 9 |
|--|----------------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To read the script of a play. Writing: To write a scene from the play. Speaking: To prepare the scene from the play to perform. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • prepare to enact a scene from a play • be confident of their knowledge of the story • organise themselves in groups effectively to carry out the performance. |
| Link to prior learning: <ul style="list-style-type: none"> • The story of Aladdin 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Revision of story vocabulary Key expressions/structure: Direct/reported speech | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The idea of performing a play in English might seem difficult for the learners. Some learners might be reluctant to take part. However, the scaffolded approach that is presented here, together with the outline in the Coursebook and the dialogue in the Workbook, will give the learners the required confidence to prepare for and carry out the task successfully. It is important to give the class lots of encouragement at this stage. | | |
| Resources/equipment needed: Coursebook pages 101–102 Workbook pages 87 Notebooks Props for the play: a Moroccan style oil lamp; coloured beads, silver objects, silver coins, aluminium foil scrunched up and a metal tray for the treasure; a ring; a shiny teapot that looks like a lamp; a wine goblet (plastic) | | |

UNIT 6 LESSON 9 TASKS/ACTIVITIES

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

| Resources | Starter |
|--|---|
| | <ol style="list-style-type: none"> 1. Explain to the class that they are going to write, and then perform, a play based on the story of Aladdin. 2. Tell them that they will get a lot of help in doing this and that they will be put into groups. 3. Discuss how they feel about this: <i>confident? enthusiastic? nervous? shy?</i> 4. Explain that once they have written the scenes, there will be an opportunity to decide on acting or non-acting roles within the group. |
| Resources | Main activity |
| <p>Coursebook pages 101–102</p> | <p>Activity 1: Instructions 1-5</p> <ol style="list-style-type: none"> 1. Divide the class into six groups or teams and go through instructions 1-5 for the exercise with the learners. At this stage you are just outlining the instructions. 2. Focus on points 1–5. Check that all the props are in place. 3. Outline the names of the characters and how many there are, and how many scenes there are in the play. <p>CORE</p> <p>Feedback</p> <p>Explain that before learners write their scene, they will do some helpful work in the Workbook. Emphasise that it is important that English only is used for all discussions during this and the next lesson.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 87</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask all the class to work on this activity. It is a revision of the necessary dialogue that can form a structure for the first part of the play. 2. Learners should try to complete the activity without looking back at the Coursebook. However, they can check back if necessary. 3. Circulate, helping as necessary. <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class. The teacher should ask individual learners for answers.</p> <p>Answers</p> <p>Scene 1</p> <p>1 The imposter; missing word – house; 2 Aladdin; 3 The imposter; missing word – mother; 4 Aladdin's mother; missing word – talking</p> <p>Scene 2</p> <p>5 Aladdin; missing word – strong; 6 The imposter; missing word – cave; 7 The imposter; missing word – ring; 8 Aladdin; missing word – hand; 9 The Genie of the Ring; missing word – Master; 10 Aladdin;</p> <p>Scene 3</p> <p>11 Aladdin; missing word – it; 12 The Genie of the Lamp; missing word – my; 13 Aladdin; missing word – eat; 14 Aladdin's mother; missing word – eyes</p> |

| | |
|--|---|
| <p>Workbook page 88</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Now ask the class to complete the remaining dialogue. Check as a class. <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class. The teacher should ask individual learners for answers.</p> <p>Answers</p> <p>Scene 4</p> <p>15 Aladdin; missing word – so; 16 Aladdin’s mother; missing word – princess; 17 Aladdin; missing word – gold; 18 The Sultan; missing word – daughter;</p> <p>Scene 5</p> <p>19 The imposter; 20 The princess; missing word – old; 21 The imposter; 22 The princess; missing word – where; 23 The Sultan; missing word – cut; 24 Aladdin; missing word – days; 25 Aladdin; 26 Aladdin; 27 The princess; 28 Aladdin; 29 The Sultan; missing word – celebration</p> |
| <p>Coursebook pages 101–102</p> | <p>Activity 1: Instructions 3 and 4</p> <ol style="list-style-type: none"> Give each group of learners a scene from the play on page 102 of their Coursebooks to prepare. Tell them to write their scene using the script outline in the Coursebook. Provide guidance if necessary, particularly when they are writing dialogues. Practise speaking with expression and projecting your voice with them. Point out that they can use their imagination to add in speaking lines that fit in with the overall context. They do not have to stick with the lines that are in the story only. Circulate, helping as necessary. When they have finished, check the scripts. Each group will then decide who takes which role and rehearse their parts. Other members of the groups can take on the crucial behind-the-scenes roles. Discuss with them what these roles are – director, props manager, prompt, etc. – and what they entail. Then, the class can prepare to perform the play. <p>CORE</p> <p>Feedback</p> <p>Explain that you will check their scripts and help change them if necessary. Explain to the learners that they should take their time following the instructions and can ask for help anytime.</p> <p>Answers</p> <p>Learners’ own answers</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> Check that all the groups have sorted out who is doing what within the group. Explain that they will perform their scene to the class during the next lesson. |

| Learning styles catered for (✓): | | | |
|--|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example:</p> <ul style="list-style-type: none"> • making offers and requests • making suggestions • expressing likes and dislikes • expressing preferences • giving advice using <i>ought to, you'd better</i> • obligating and prohibiting • making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>) • expressing agreement and disagreement • expressing opinion. <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.4.1.1.1) Write texts of more than two paragraphs with 8 simple compound and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.4.1.1.1) Write texts of more than two paragraphs with 8 simple compound and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</p> | | | |

| LESSON PLAN | | LESSON: 10 |
|--|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To read and perform a short play to the class. Speaking: To interact and collaborate with other learners to create a short play. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • successfully perform a short play in public • consolidate their knowledge of relevant vocabulary and grammatical structures through performance. |
| Link to prior learning: <ul style="list-style-type: none"> • Reported speech, questions, commands 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Revision of story vocabulary Key expressions/structure: Direct/reported speech | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might not want to perform in front to the class. However, if they have only a short sentence or two to say, that should be achievable. The fact that they are working in a team should help their confidence. | | |
| Resources/equipment needed: Coursebook pages 101–102 Workbook pages 87–88 Notebooks PCM 1 Props for the play: a Moroccan style oil lamp; coloured beads, silver objects, silver coins, aluminium foil scrunched up and a metal tray for the treasure; a ring; a shiny teapot that looks like a lamp; a wine goblet (plastic) | | |

UNIT 6 LESSON 10 TASKS/ACTIVITIES

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

| | | | |
|---|---|---------------------------|-----------------|
| Resources | Starter | | |
| | <ol style="list-style-type: none"> Put learners back in their groups, ready to perform their scenes. Check if there are any problems, any people missing or not sure of what they should be doing. | | |
| Resources | Main activity | | |
| Coursebook pages 101–102 | <p>Activity 1: Instructions 6-7</p> <ol style="list-style-type: none"> Give the groups a short time to practise their scenes. Monitor the groups, making sure that the ‘actors’ know what they are saying and the other members of the group know what they should be doing. <p>CORE</p> <p>Feedback</p> <p>Once learners are all ready, start the performance. Encourage the audience to take notes and be ready to give feedback at the end.</p> | | |
| Coursebook pages 101–102 | <p>Activity 1: Instruction 8</p> <ol style="list-style-type: none"> Learners act out their scenes. Encourage applause at the end of each scene. If any groups have a problem, allow them time to have a quick rehearsal and then present the scene again. <p>STRETCH</p> <p>Feedback</p> <p>Congratulate all the class at the end of the performance. If desired, hand out little prizes or mementoes.</p> | | |
| | Differentiation activities (Support): | | |
| | <ol style="list-style-type: none"> Learners write a review of the play for the class blog. | | |
| | Differentiation activities (Stretch): | | |
| | <ol style="list-style-type: none"> Ask learners to imagine they are the character they played. Tell them to write a journal entry of what happened in their scene. | | |
| Resources | Plenary | | |
| PCM 1 | <ol style="list-style-type: none"> Ask learners to complete their feedback forms (see PCM 1). Point out that their comments should be positive rather than negative but they could mention any areas that need improving for next time. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> | | | |

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

| LESSON PLAN | | LESSON: 11 |
|--|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Reading: To read and understand the main points of a factual text.</p> <p>Writing: To write a short summary of the text.</p> <p>Speaking: To discuss the meaning of certain items of vocabulary within a given context.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • read and understand a factual text, identifying the main points for a summary • write a summary of a factual text in a coherent and logical way • discuss and analyse the formation of unknown vocabulary in order to identify the meaning. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • UAE cultural life <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable | | |
| <p>Key vocabulary: <i>immigrant, playwright, categories, aimed at, intellectual, setting, storyline, annually</i></p> <p>Key expressions/structure: Revision of passive tenses; present and past tenses for description</p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners might consider summary-writing of a factual text to be difficult. However, by highlighting a step-by-step methodology and by giving strategies for approaching this task, the learners should be well-equipped to complete it successfully. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 103</p> <p>Workbook page 89</p> <p>Dictionaries</p> <p>Notebooks</p> | | |

UNIT 6 LESSON 11 TASKS/ACTIVITIES

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

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Ask the class if they know anything about drama in the UAE. 2. Ask learners to look at the photo and say what they can see there. Have they been to see anything similar? |
| Resources | Main activity |
| Coursebook page 103 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the text. Encourage individual learners to read a few sentences each. <p>CORE</p> <p>Feedback</p> <p>Elicit the answer from the class.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>popular and intellectual</p> |
| Coursebook page 103 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to do the vocabulary task. They should try and work out the meaning of the words from the context first. 2. Check there are no other difficulties with the lexis in the text. 3. Go around the class helping and advising learners. 4. Check as a class. <p>CORE</p> <p>Feedback</p> <p>When checking answers accept different definitions of the words as long as they give the correct meaning.</p> <p style="background-color: #e0e0e0;">Answers</p> <ol style="list-style-type: none"> 1 a person from another country who has moved into your country; 2 a person who writes play, a dramatist; 3 types; 4 written for a certain type of person or audience; 5 relating to your ability to think and understand things; 6 the series of events in a play, film, or book; 7 the place where the action happens in play, film or book; 8 every year <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can use their dictionaries to check the exact meanings of the words and to see examples of how they are used. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to research possible different word derivations related to the vocabulary in Activity 1, for example <i>immigrant – migrate – migrant – immigration</i>. |

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| <p>Coursebook page 103</p> | <p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Emphasise that summary-writing is an important skill. 2. Ask learners to underline the main points in the text which they think they should mention in a summary. 3. As a class, try to find different ways of expressing those points. 4. Ask learners to write their summaries. <p>CORE</p> <p>Feedback</p> <p>Points that should be mentioned: Two types of drama, popular and intellectual. Popular often uses dialect which might be unfamiliar to many people. Intellectual: give example of Sheikh Sultan Al Qasimi who writes mainly historical works.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 89</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to attempt to do the first activity without referring back to the Coursebook. 2. Explain that all the sentences need correcting. 3. If any learners are stuck or wish to check their answers, allow them to refer back to the Coursebook text. 4. Check answers as a class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out the corrected version of the sentences. There will be different ways of expressing the correct sentence. Accept all different versions as long as they express the correct point of view according to the text.</p> <p>Answers (suggested)</p> <ol style="list-style-type: none"> 1 Emirati drama has been in existence since the 1950s, i.e. over 60 years. 2 People from the UAE plus Arab immigrants were involved in the beginnings of drama. 3 The Emirati dialect is only understood by a few Emiratis. 4 The role of women in society is a common topic for the plays. 5 There are two main types of Emirati drama. 6 The historical dramas can often teach us about current issues in society. 7 The Sharjah Festival happens every year. |
| <p>Workbook page 89</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to research the topic of HH Sheikh Dr Sultan bin Mohammed Al Qasimi at home. 2. Divide the class into two teams. Both teams will prepare a short presentation to perform in front of the class, based on the questions in the activity. <p>CORE</p> <p>Feedback</p> <p>Beginning of next lesson: Ask each team to read what they have written to the class. Have a class vote on the best presentation. Presentations can use multimedia if required or available.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| Resources | Plenary | | |
| | 1. Discuss drama as a class. Ask learners if any of them have been to the Sharjah Theatre Festival or any other similar drama festival. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G8.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of text by creating outlines, summaries, or reports. | | | |
| (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. | | | |
| (G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech). | | | |
| (G8.4.1.1.3) Summarise the main points of a read text using key words from the text as needed. | | | |
| (G8.4.1.1.4) Write notes to summarise the main points of a reading text using key words from the text as needed. | | | |
| (G8.4.4.1.4) Present information using multimedia components and visual displays. | | | |

| LESSON PLAN | | LESSON: 12 |
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| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Use of English: To revise and extend knowledge of reported speech, questions and commands.</p> <p>Listening: To listen to a dialogue and report the main points of what is being said.</p> <p>Writing: To write sentences in reported speech.</p> <p>Speaking: To have a discussion about the problems of a specified topic.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • use and manipulate reported speech in a variety of situations • identify with the topic of film-making from varying points of view • write a scene from a short film script. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Reported speech, questions, commands <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable | | |
| <p>Key vocabulary: As in Lesson 11</p> <p>Key expressions/structure: Revision of reported speech, questions and commands</p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Grammar might sometimes seem to be dissociated from real life, but here, the usefulness of reported speech can be seen in order to report what other people have said. This is something we do a lot in our native language. It's important that the learners see grammar as forming a very important part of communication. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 104</p> <p>Workbook page 90</p> <p>Audio Track 21</p> <p>Notebooks</p> <p>Board</p> | | |

UNIT 6 LESSON 12 TASKS/ACTIVITIES

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

| Resources | Starter |
|----------------------------|--|
| | <ol style="list-style-type: none">1. Ask the class if they know what goes on behind the scenes in producing a play for the theatre. Have they seen any documentaries about this? What qualities do they think a good theatre director should have? |
| Resources | Main activity |
| Coursebook page 104 | <p>Use of English: Activity 4</p> <ol style="list-style-type: none">1. Ask learners to read the sentences in the Use of English box.2. Quickly revise the rules of reported speech, questions and commands.3. Ask learners to do Activity 4. They can work in pairs to write the reported sentences and questions.4. Check as a class. <p>CORE</p> <p>Feedback</p> <p>Ask pairs of learners to give their answers once everyone has finished. If necessary, write the answers on the board and check that all learners have got the correct answers written down.</p> <p>Answers</p> <ol style="list-style-type: none">1 He said (that) they had to be very patient.2 He asked them if they'd had any previous experience.3 He told them not to make the actors work without any food.4 He told them to rehearse a lot so that the actors can/could learn their lines.5 He asked them if they had a friend with any useful props. |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. If necessary, remind learners of the rules related to tense changes in reported speech and questions before they start Activity 4.2. Learners can also look at the Use of English box on page 104 of their Coursebooks. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Ask learners to imagine they are directing a scene. What other directions would they give – and how would they give them? In a strict or stern way? Or in a friendly, polite way?2. They can write down five directions then put them into reported speech, giving the point of view of one of the actors. |

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| <p>Coursebook page 104 Audio Track 21</p> | <p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Ask the class to read the questions before they listen to the short dialogue. 2. Suggest they take notes while they are listening, of what each person said. 3. Play the audio for a second time. 4. Then ask learners to write out the answers in their notebooks using reported speech. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to read out a sentence for the whole class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 It means that Mohammed has decided not to take part in the play. 2 Fuad asks Jamal to find out if Tariq is interested in taking part. 3 Jamal asks Fuad what time he wants (them) to meet on Saturday. |
| <p>Coursebook page 104</p> | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Give learners five minutes to brainstorm ideas in pairs. 2. They should make a short list of about five points. 3. Compare answers as a class. <p>DESIRABLE</p> <p>Feedback</p> <p>You can write the points on the board and see how many different ideas the class has come up with. Learners add points from their classmates to what they have written in their notebooks.</p> <p>Answers</p> <p>Learners' own ideas</p> |
| <p>Workbook page 90</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to rewrite the sentences into reported speech. Allow them to work in pairs if desired. 2. They can compare answers in pairs. 3. Check as a class <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to read out a sentence for the whole class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 The director told the actors to have a break for ten minutes. 2 Ali asked Tariq if he had any good ideas for a storyline. 3 Hana told her mother that Nada hadn't come to the rehearsal. 4 The teacher asked the class to put their hands up when they had finished. 5 Hussein said he was feeling quite creative about the project. |

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| Workbook page 90 | Workbook: Activity 4 1. Learners are going to write Scene 1 of a short play. Ask them to work in small groups of 3–4 learners, or in pairs. 2. They will need to think of characters, scene and action, i.e. what is happening. Group discussion will lead to a joint agreement. 3. Learners will need to work in their notebooks first, to draw up ideas. Then transfer the final scene to their WBs. 4. Give help to learners where required. 5. Pairs or groups of learners perform their scene to the class. DESIRABLE Feedback Learners perform their scenes to the class. Give lots of encouragement and positive reinforcement. Answers Learners' own answers | | |
| Resources | Plenary 1. Ask learners what their thoughts are about the theatre in general. How would they behave if they were directing a play? | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G8.2.1.1.6) Consolidate from grade 7 the first conditional; talk about impossible or unlikely situations using the second conditional. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. | | | |

| LESSON PLAN | | LESSON: 13 |
|--|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Reading: To read about Monodrama in the UAE; to read and discuss people's opinions of a blog.</p> <p>Speaking: To give a dramatic monologue as if you were someone else.</p> <p>Writing: To write an online blog about a specified topic.</p> <p>Use of English: To identify correct adjectives and nouns and insert them into contextualised sentences.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • understand and discuss the ideas in a blog about Monodrama • give their own opinions, both spoken and written, of the ideas expressed in the blog and the comments • write their own short blog • revise and extend their knowledge of adjective formation and nouns, within the context of the given topic. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Talking about drama • Use of past and present tenses in conjunction • Use of <i>would</i> for hypothetical statements <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable | | |
| <p>Key vocabulary: adjectives: <i>individual, final, dramatic, social, embarrassing, political, enjoyable</i> nouns: <i>journey, issues, crossroads, monologue, attention, solutions</i></p> <p>Key expressions/structure: Description of event; expressing opinions; revision of adjectives and nouns</p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners still might not feel confident of their abilities to write their own blog. However, with this scaffolded approach, learners will be able to use the given material to help them to express their own ideas. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 105</p> <p>Workbook page 91</p> <p>Notebooks</p> <p>Board</p> | | |

UNIT 6 LESSON 13 TASKS/ACTIVITIES

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

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| Resources | Starter |
| | 1. Ask the class if they have heard of monodrama and if they know what it is. If they haven't, asked them to guess the meaning from the word itself. |
| Resources | Main activity |
| Coursebook page 105 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read Aisha's blog only for the moment, and find the answer to the question. 2. Before eliciting the answer, ask learners to underline and discuss the meaning of any unknown words in pairs. 3. Check as a class. <p>CORE</p> <p>Feedback</p> <p>Ask the class what they think about the answer to the question and elicit their ideas.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>Aisha has a mixed opinion about Monodrama. On the one hand, she enjoyed the experience but on the other hand, she found that the topics were quite serious. It wasn't a place to go in order to escape from your worries!</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If necessary, learners can use their dictionaries to check the exact meaning of any unknown words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think about what things they would be interested in hearing about if they heard someone giving a dramatic monologue. They should write down ideas, giving their reasons. |
| Coursebook page 105 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask two different members of the class to read the comments on the blog out loud to the class. 2. Then ask what two different types of monologues does Majed describe? Which does the class find more interesting and why? 3. Also ask if the class understands how Reem feels. <p>CORE</p> <p>Feedback</p> <p>Invite individual learners to give their opinion. Emphasise that there is no right or wrong answer here; it is simply how people feel.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>Learners' own answers</p> |

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| <p>Coursebook page 105</p> | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Give learners five minutes to brainstorm ideas in pairs. Circulate and help with ideas and vocabulary. Emphasise that they are playing a role and they can choose to be anyone like that and that they can be funny as well as angry or sad. 2. They then make notes about what they are going to say. 3. Ask individual learners give their mono-drama performance in front of the class. <p>DESIRABLE</p> <p>Feedback</p> <p>Give plenty of praise and encouragement to each learner since some of them might not find it easy to stand up in front of the class.</p> <p>Answers</p> <p>Learners' own ideas.</p> |
| <p>Coursebook page 105</p> | <p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Brainstorm ideas about the topic for the blog as a class. Write some of the ideas on the board. 2. Set the writing task either to do in class if time, or for homework. <p>EXTENSION</p> <p>Feedback</p> <p>If this is a class activity, monitor their work and give help. Collect their final written blogs in to mark. These could also be part of a drama display in the classroom.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 91</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the class to do the exercise on adjectives. They can work in pairs to identify the correct adjectives. 2. Check as a class. 3. Ask learners to add the adjectives they have found to word formation lists. If they have not yet made any, ask them to start one in the back of their notebooks (ie adjectives having different endings, for example <i>-ic</i>, <i>-al</i>, <i>-able</i>, etc.). <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out an answer. Check pronunciation.</p> <p>Answers</p> <p>1 individual/solo; 2 final; 3 dramatic; 4 social; 5 embarrassing; 6 political; 7 enjoyable</p> |

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| <p>Workbook page 91</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners find the missing nouns. 2. Check as a class. <p>DESIRABLE</p> <p>Feedback</p> <p>Individual learners can put up their hands to answer. They should read out the whole sentence so that you can check for pronunciation and intonation. Point out that words such as ‘journey’ and ‘crossroads’ here are used in a metaphorical sense. That is, they are not really travelling somewhere or really standing at a crossroads on the road, but these words are used about the life of a person. Remind the class to look out for other examples of this type of metaphorical language in their reading.</p> <p>Answers</p> <p>1 journey; 2 issues; 3 crossroads; 4 monologue; 5 attention; 6 solutions</p> |
| <p>Workbook page 91</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask the learners to write their own comment, following the example in the Coursebook. 2. This could be set for homework if necessary. 3. Ask individuals to read out their comments to the class. These could also be added to the classroom Drama display. <p>EXTENSION</p> <p>Feedback</p> <p>Ask individual learners to read out what they have written.</p> <p>Answers</p> <p>Learners’ own answers</p> |

| Learning styles catered for (✓): | | | |
|---|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).</p> <p>(G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G8.3.2.1.2) Identify an author's point of view or purpose in a text, analyse how the author acknowledges or responds to conflicting evidence or viewpoints.</p> <p>(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G8.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.</p> | | | |

| LESSON PLAN | | LESSON: 14 |
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| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Reading: To read and understand the gist of a dialogue about the Ancient Greek theatre; to read and respond to self-assessment statements.</p> <p>Writing: To write sentences in reported speech, transforming sentences from the dialogue.</p> <p>Speaking: Discussion about the value of drama.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • have a certain knowledge about Ancient Greek drama and its beginnings • write sentences in reported speech, including questions and commands • discuss the meaning of drama and how useful it is as an art form in society • reflect on their learning so far and what aspects of their learning they feel confident about. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Unit 6 lessons 1–13 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable | | |
| <p>Key vocabulary: All vocabulary from Lesson 8–13</p> <p>Key expressions/structure: Reported speech, questions and commands</p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may not understand how much they are learning on a day-to-day basis. By revisiting the work they have done through a related topic plus further language work, it is hoped that they will begin to realise how much their knowledge of the language is progressively expanding and improving. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 106</p> <p>Workbook page 92</p> | | |

UNIT 6 LESSON 14 TASKS/ACTIVITIES

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

| Resources | Starter |
|----------------------------|--|
| | <ol style="list-style-type: none">1. Ask learners what they remember so far from the lessons they have covered. Refer to topics and themes, grammar and topic vocabulary.2. Ask learners which reading texts they enjoyed best and highlight the difference between non-fiction (fact) and fiction, including factual or personal short texts.3. Ask learners what areas they found easiest/most difficult. |
| Resources | Main activity |
| Coursebook page 106 | <p>Reading and writing: Activity 1</p> <ol style="list-style-type: none">1. Tell learners to look at the photo and ask them what type of place it might be.2. The class reads the text and answers the question. <p>CORE</p> <p>Feedback</p> <p>Invite learners to answer the question. Follow up with a few more of your own: What did the professor say about Ancient Greek drama? What word does he mention as an example of where an English word came from?</p> <p>Answer</p> <p>She went to a talk on Ancient Greek drama.</p> |
| Coursebook page 106 | <p>Reading and writing: Activity 2</p> <ol style="list-style-type: none">1. Revise the rules for reported speech, including questions and commands, on the board.2. Elicit some example sentences with the learners.3. Ask learners to read the underlined sentences in the dialogue in Activity 1 and rewrite them in reported speech.4. Allow learners to work in pairs, if desired. Check as a class by inviting learners to put up their hands to give the answer. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor, checking learners' work. Then ask for the answers. Write them in the board.</p> <p>Answers</p> <ol style="list-style-type: none">1 Meera asked Sarah if she had gone/been to the talk the day before.2 Meera said that the professor had described how Ancient Greek drama had first started in the 6th century BCE in Greece.3 Sarah asked if he had talked about Sophocles.4 Sarah said she knew that people could still visit some of the ancient theatres in Greece.5 Meera told Sarah not to start planning anything yet.6 Meera told Sarah to run. |

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| <p>Coursebook page 106</p> | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to discuss the points together, making notes about their discussion. 2. Invite learners to come up and write their notes on the board, in three different columns for the three questions. 3. Invite learners to comment on some of the points that have been made by other pairs in the class. <p>CORE</p> <p>Feedback</p> <p>Invite individual learners from each pair to give their answers.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Coursebook page 106</p> | <p>Self-Assessment</p> <ol style="list-style-type: none"> 1. Ask learners to read the statements and tick the ones they feel confident about. 2. Go around the class and monitor what learners are ticking. Check with any learners who are not happy with a particular area and find out how to improve the situation. 3. Congratulate the class as a whole on their progress up till now. <p>DESIRABLE</p> <p>Feedback</p> <p>Monitor feedback by going around the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs to complete the activities. Encourage them to refer to previous lessons for help. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to complete all the written activities on their own with no reference to previous lessons. When they have completed the activities, ask them to refer to previous lessons to check answers. |
| <p>Workbook page 92</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain to learners that the theatre visit or performance they are going to write the dialogue about should be invented so that they include as much theatre/ drama-related vocabulary from the unit as possible. 2. Put them into pairs and ask them to discuss and make notes on the play or performance they are going to talk about. Circulate and help with ideas and vocabulary. Point out that in their dialogues, they should include at least one example of a direct command and a direct question, so that these can be used as a basis for Activity 2. 3. Ask learners to write their dialogue in pairs. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to read out their dialogues in pairs.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| Workbook page 92 | <p>Workbook: Activity 2</p> <p>1. Ask learners to write out sentences from their dialogues on Activity 1 in reported speech. If they haven't included an example of questions or commands, then ask them to write a separate example of these to use for this activity.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Go around the class and check individual learners' work. Ask a couple of learners to write their reported sentences on the board. If they are incorrect, get the class to correct them.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Workbook page 92 | <p>Workbook: Activity 3 Self-assessment</p> <p>1. Ask learners to work in pairs to complete the self-assessment tasks.</p> <p>2. If there is time, gather feedback from the class once they have finished. For the last point about strategies, make a list on the board of language learning strategies that the learners might suggest, for example, revising vocabulary for 10 minutes each day, looking back over previous units in a regular basis, checking words and their derivatives in a dictionary, reading more about topics that interest them and so on.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Check answers as a class.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Resources | <p>Plenary</p> <p>1. Ask learners to form small groups. Explain that you will give a theme for them to write as many words as they can in under one minute.</p> <p>2. Say: <i>Write as many words related to the theatre as you can.</i></p> <p>3. The groups then say their answers and count them. The winner is the one with the most answers.</p> <p>4. Continue with words related to Shakespeare, UAE drama, Aladdin and so on.</p> |

| Learning styles catered for (✓): | | | |
|---|-------------------------|---------------------------|-----------------|
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example:</p> <ul style="list-style-type: none"> • making offers and requests • making suggestions • expressing likes and dislikes • expressing preferences • giving advice using <i>ought to, you'd better</i> • obligating and prohibiting • making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>) • expressing agreement and disagreement • expressing opinion. <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).</p> <p>(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if, when, unless, although</i>).</p> <p>(G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, <i>even so, since</i>).</p> | | | |

| LESSON PLAN | | LESSON: 15 |
|--|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Reading: To read and understand an informational text, analysing its structure.</p> <p>Speaking: To discuss the salient points in the reading text.</p> <p>Writing: To write notes about the main points of the text following on the discussion.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • appreciate how an informational text can be organised • compare information provided with aspects of the literature from their own culture • construct a similar text of their own. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Drama, theatre, famous writers and dramatists <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project | | |
| <p>Key vocabulary: <i>anniversary, genius, unforgettable, human being, look down on, invent, sum up, occupation, performer, achieve</i></p> <p>Key expressions/structure: Quotations: <i>To be, or not to be, A horse! a horse! my kingdom for a horse!</i>; revision of past simple; passive voice</p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners might not be aware of how important the organisation of a text is, to show clarity and a logical cohesion and coherence. Three simple ways of text organisation are shown in this lesson, and learners have an opportunity to put this into practice in their own work. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 107</p> <p>Workbook page 93</p> <p>Notebooks</p> <p>Board</p> <p>Reference books on Arabic literature</p> | | |

UNIT 6 LESSON 15 TASKS/ACTIVITIES

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

| Resources | Starter |
|-------------------------------|--|
| | <ol style="list-style-type: none">1. Ask the class to read the Did you know? box about William Shakespeare.2. Discuss any other facts that learners might know about Shakespeare, for example names of plays, famous quotes, films, documentaries or plays they might have seen about him, and so on. Ask for contributions from the class. |
| Resources | Main activity |
| Coursebook page 107 | <p>Reading: Activity 1</p> <ol style="list-style-type: none">1. Read the text as a class. Ask individual learners to read a paragraph each aloud. The rest of the class follows in their books.2. Pause after each paragraph to discuss any problems with vocabulary or any other issues of interest.3. Explain the meaning of 'sonnet': a sonnet is a poem of fourteen lines with a set, formal rhyme schemes. In English, a sonnet usually has ten syllables per line. <p>CORE</p> <p>Feedback</p> <p>Learners should isolate three facts that they find most interesting about Shakespeare. Accept all answers but ask learners to give reasons for their choices. Ask one learner to write the responses on the board.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Coursebook page 107 | <p>Reading: Activity 2</p> <ol style="list-style-type: none">1. Learners can work in pairs to answer the question.2. Some of the points they find here might be the same as the ones they mentioned in Activity 1. However, there should be other points as well.3. Go around the class helping and advising learners.4. Check answers as a class. <p>CORE</p> <p>Feedback</p> <p>The teacher should ask individual learners for answers.</p> <p>Possible answers</p> <p>He wrote an unusual number of plays. He created memorable characters, who were not idealised or unreal. He was not university-educated. A lot of what he wrote has become part of the English language today. He started off his career as an actor rather than a writer. Unlike many artists (writers, musicians, etc.), he became famous and successful in his own lifetime.</p> |

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| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Explain how the meanings of some unknown words can be worked out by looking at their formation. For example: forget → forgettable → unforgettable usual → unusual 2. Emphasise the importance of learners using their notebooks to write down derivations of words. This will generally help their understanding of texts. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask more able learners to write a short bio of Shakespeare and what made him ‘a genius’. |
| <p>Workbook page 93</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to do the matching task. Allow them to work in pairs. 2. They should check against the Coursebook text so that they can see the meaning of the vocabulary in context. 3. Check as a class. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to read out a sentence for the whole class.</p> <p>Answers</p> <p>1 i; 2 h; 3 a; 4 e; 5 j; 6 g; 7 b; 8 d; 9 f; 10 c</p> |
| <p>Workbook page 93</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the question and to look back at the coursebook text. 2. Elicit answers from the class. Make sure they understand the meaning of ‘chronological’. When talking about a person, it would mean going through their life from birth to death. 3. Discuss the second part of the question. 4. Give the answers. <p>CORE</p> <p>Feedback</p> <p>Discuss as a class. This can be set for homework if there is no class-time left.</p> <p>Answers</p> <p>b</p> <p>In chronological order: a biography or something similar</p> <p>To show two opposing points of view: a discussion or ‘for and against’ essay/article</p> |

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| Workbook page 93 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the quotes from Shakespeare at the top of the page and to think about what they mean. 2. <i>To be, or not to be: that is the question. – Is it better to live or to die?</i> <i>A horse! a horse! My kingdom for a horse!</i> – Richard is unable to carry on the battle to save his kingdom because his horse has been killed. Nowadays, the phrase has come to mean losing something of major importance because of something unimportant. 3. Organise the class into groups so they can research the questions about Arabic literature. They can present their findings as a written project or on a USB stick which they should present to the class. <p>EXTENSION</p> <p>Feedback Groups present their work to the class.</p> <p>Answers Learners' own answers</p> | | |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Elicit five interesting facts about Shakespeare from the class. 2. Check the meaning of five new words they have learned today. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).</p> <p>(G8.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of text by creating outlines, summaries, or reports.</p> <p>(G8.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (for example, general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs etc.), and use the features to obtain information.</p> <p>(G8.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential, multi-step directions, or chronological order).</p> <p>(G8.3.3.1.3) Read and comprehend English narratives, plays, and poems on important themes and literature written in Arabic on the same themes and discuss their similarities and differences.</p> <p>(G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).</p> <p>(G8.4.4.1.4) Present information using multimedia components and visual displays.</p> | | | |

| LESSON PLAN | | LESSON: 16 |
|--|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To complete gaps in a text; to complete gaps in sentences; to complete sentences with <i>like</i> or <i>as</i> ; to rewrite commands in reported speech. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • complete a text about a visit to the theatre with missing words • determine which words out of similar words are correct according to the context of the sentence • correctly use <i>like</i> or <i>as</i> in sentences • transform commands into reported speech. |
| Link to prior learning: <ul style="list-style-type: none"> • Unit 6 grammar and vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Unit 6 vocabulary Key expressions/structure: Unit 6 grammar | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel overwhelmed when asked to review a unit as a whole. By revising certain aspects of the unit, confidence will be raised. | | |
| Resources/equipment needed: Coursebook page 108 | | |

UNIT 6 LESSON 16 TASKS/ACTIVITIES

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

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

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| Coursebook page 108 | Use of English: Activity 4 | | |
| | 1. Elicit the rules from the learners regarding reported commands and what other changes should also be made in the sentence. Write an example sentence on the board as a reference. | | |
| | 2. Ask learners to correct the sentences. | | |
| | CORE | | |
| | Feedback | | |
| | Invite learners to answer by putting up their hands. | | |
| | Answers | | |
| | 1 The teacher told us to learn our lines for the school play by Friday. | | |
| | 2 The teacher asked us to come to the school hall at 4 o'clock. | | |
| | 3 The teacher told us not to be late for the rehearsal. | | |
| | 4 The teacher told us to remember to bring our costumes. | | |
| | 5 The teacher told us not to touch the props or the scenery. | | |
| | 6 The teacher asked us to practise our songs at home. | | |
| | Differentiation activities (Support): | | |
| | 1. Ask learners to work in pairs to complete the activities. Encourage them to refer to previous lessons for help. | | |
| | Differentiation activities (Stretch): | | |
| | 1. Ask these learners to complete all the activities on their own with no reference to previous lessons. When they have completed the activities, ask them to refer to previous lessons to check answers. | | |
| Resources | Plenary | | |
| | 1. Ask learners to calculate their score. | | |
| | 2. They assess whether they are happy with their score or not. If they are not happy, discuss what measures they might take to remedy the situation and improve in the future. | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. | | | |
| (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. | | | |
| (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. | | | |
| (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast. | | | |

| LESSON PLAN | | LESSON: 17 |
|--|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Reading: To read a back story of a family dilemma; to read a scene in a play about that family.</p> <p>Writing: To write either a scene in a play or a comic strip to continue the story about the family with a view to presenting the written work to the class as part of the Literacy project.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • continue a given story/situation using their imagination • use realistic-sounding dialogue to create the scenes or comic script • create a piece of written work which will then be presented to the class. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Unit 6 grammar and vocabulary <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Communication and collaboration: Reinforce the importance of team-building and collaboration with others to create, plan, and execute a classroom interdisciplinary project | | |
| <p>Key vocabulary: Unit 6 vocabulary + general vocabulary</p> <p>Key expressions/structure: Unit 6 grammar + general recycling from Level 7 as well</p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may feel nervous about presenting their work to the class. However, this project has well-defined parameters so should be easily within the capabilities of the class. An encouraging atmosphere in the classroom will help overcome any learner hesitations. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 109</p> <p>Dictionaries</p> <p>Sheets of paper/thin card for drawing the comic strip scenes</p> | | |

UNIT 6 LESSON 17 TASKS/ACTIVITIES

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

| Resources | Starter |
|----------------------------|---|
| | <ol style="list-style-type: none">1. Tell learners that this is a Literacy project lesson.2. Ask them to form groups that they will be working in for the duration of the two lessons.3. Explain that the Literacy lesson will involve writing either a comic strip or a few scenes from a play. Check they understand what a comic strip is and where you might find one. |
| Resources | Main activity |
| Coursebook page 109 | <p>Preparation: Activity 1</p> <ol style="list-style-type: none">1. In their groups, ask the learners to read the background to the story and discuss what they think might happen next. Learners should take notes about the different ideas so that they can use these later.2. Groups share their ideas during a class feedback session. <p>CORE</p> <p>Feedback</p> <p>Ask a member of each group to say what ideas they had.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Coursebook page 109 | <p>Preparation: Activities 2 and 3</p> <ol style="list-style-type: none">1. Ask two learners to read out the scene from the play, one taking the part of Rashid, the other taking the part of Mouza.2. Discuss what happened as a class.3. Discuss also what might happen next. Ask learners to look at the three options in Activity 3 and choose which one they believe is the most likely. <p>CORE</p> <p>Feedback</p> <p>Invite learners to answer by putting up their hands.</p> <p>Answers</p> <p>Learners' own answers</p> |

| | |
|-----------------------------------|--|
| <p>Coursebook page 109</p> | <p>Preparation: Activity 4</p> <ol style="list-style-type: none"> 1. Learners work in their groups. They can choose to write either the cartoon strip or the scenes from the play. However, make sure that the groups are evenly divided so that you have an equal number of groups doing the two different activities. 2. In their groups, learners will have to firstly decide on how they want the story to develop. 3. Comic-strip: there will have to be one or two learners who will be able to illustrate the action in at least a basic way. <p>CORE</p> <p>Feedback</p> <p>Encourage learners to finish in the remaining class time. If necessary, they will have to collaborate out of class in order to complete the work for the next lesson.</p> <p>Answers</p> <p>Learners' own answers</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can have access to dictionaries while writing their scripts or dialogues. Also, the teacher should be available to give help and support throughout the process. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can be given a completely different task of their own: to invent a comic strip or a few scenes of a play that reflects contemporary UAE life. They can choose their own topic. |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Check how far the groups have got with their writing. Ask if they need any props for the next lesson. Allocate learners who will be responsible for this. Iron out any difficulties. |

| Learning styles catered for (✓): | | | |
|--|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.2.1.1.2) Consolidate from grade 7 the ability to speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past.</p> <p>(G8.2.1.1.4) Consolidate from grade 7 the ability to speak about future plans using <i>going to</i>, present continuous, <i>will</i>, <i>may</i>, and <i>might</i>.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.3.1.1.8) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text.</p> <p>(G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of:</p> <ul style="list-style-type: none"> • first conditional and second conditional • <i>If I were ...</i> • present perfect • present perfect continuous • past perfect. | | | |

| LESSON PLAN | | LESSON: 18 |
|---|----------------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 6 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Reading: To read the work of the other groups in the class and assess what they have written.</p> <p>Speaking: To act out what they have prepared to the rest of the class.</p> <p>Writing: To turn a particular section of dialogue into reported speech.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • perform from a written script that they have written and learned • compare and contrast different pieces of work on a similar theme • write a section of text that is reported speech, based on work produced by members of their class. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Unit 6 grammar and vocabulary <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Communication and collaboration: Reinforce the importance of team-building and collaboration with others to create, plan, and execute a classroom interdisciplinary project | | |
| <p>Key vocabulary: Unit 6 vocabulary + general vocabulary</p> <p>Key expressions/structure: Unit 6 grammar + general recycling from Level 7 as well</p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may feel nervous about presenting their work to the class. However, this project has well-defined parameters so should be easily within the capabilities of the class. An encouraging atmosphere in the classroom will overcome any learner hesitations. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 110</p> <p>any necessary props</p> | | |

UNIT 6 LESSON 18 TASKS/ACTIVITIES

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

| Resources | Starter |
|---------------------|---|
| | <ol style="list-style-type: none">1. Check that learners have prepared their work and that everything is in order.2. Organise the classroom so that there is enough room at the front in which learners can perform their scenes.3. Make sure that any props are in place or available for when required. |
| Resources | Main activity |
| Coursebook page 110 | <p>Presentation: Activity 5</p> <ol style="list-style-type: none">1. The groups that have prepared a comic strip need to put a copy of it on a table at the front. They will then act out the dialogue in front of the class.2. The rest of the class watch and make notes during the performances.3. Then the other groups perform their scenes from a play.4. At the end of all the performances, congratulate the class on all their effort. <p>CORE</p> <p>Feedback</p> <p>Congratulate all the groups on their hard work.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Coursebook page 110 | <p>Presentation: Activity 6</p> <ol style="list-style-type: none">1. Ask learners to read the other groups' work.2. Each group chooses one to work on that is not their own.3. They work on translating that into reported speech. <p>CORE</p> <p>Feedback</p> <p>Ask learners to read out what they have written to the group who wrote the initial scenes.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Coursebook page 110 | <p>Speaking: Activity 7</p> <ol style="list-style-type: none">1. Have a class discussion about the ideas that came up in the project. <p>CORE</p> <p>Feedback</p> <p>Explain how drama and other forms of writing, for example cartoon strips, can express and show real life in a different way.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Learners can look back in their coursebooks for rules about reported commands and revision of reported speech if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. Learners can write a further continuation of the story in their notebooks, either in play format or as a cartoon strip. |

| Resources | Plenary | | |
|---|--|---------------------------|-----------------|
| | 1. Ask learners how they enjoyed the Literacy lesson, what they learned and how they might want to do things differently next time. 2. Make a note of any areas they found difficult so that you can address those in future lessons. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.2.1.1.2) Consolidate from grade 7 the ability to speak about unfinished actions using present perfect and present perfect continuous; compare present perfect with simple past.</p> <p>(G8.2.1.1.4) Consolidate from grade 7 the ability to speak about future plans using going to, present continuous, <i>will</i>, <i>may</i>, and <i>might</i>.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.3.1.1.8) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text.</p> <p>(G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of:</p> <ul style="list-style-type: none"> • first conditional and second conditional • <i>If I were ...</i> • present perfect • present perfect continuous • past perfect <p>(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if</i>, <i>when</i>, <i>unless</i>, <i>although</i>).</p> | | | |

| LESSON PLAN | | LESSON: 1 |
|--|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To read comments about where people live and the languages they speak. Speaking: To talk about the languages of the world. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • match languages with the countries and regions in which they are spoken • locate countries and regions on a world map • ask and answer questions about global languages. |
| Link to prior learning: <ul style="list-style-type: none"> • World geography 21st Century Skills: <ul style="list-style-type: none"> • Global awareness: Use technology (spoken and written) to communicate in English topics and stories to other learners in the UAE | | |
| Key vocabulary: <i>French, English, Mandarin, Arabic</i> Key expressions/structure: Languages with <i>-ese, -ish, -ian</i> spellings; <i>widely spoken</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some languages follow spelling conventions of <i>-ese, -ish, -ian</i>. Others are irregular and there is no pattern. Ask learners to highlight the various regular forms during Workbook activity 1 and draw their attention to the irregular examples. | | |
| Resources/equipment needed: Coursebook page 111 Workbook page 94 PCM 2 | | |

UNIT 7 LESSON 1 TASKS/ACTIVITIES

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

| Resources | Starter |
|--|---|
| | <ol style="list-style-type: none"> 1. Ask learners to work in small groups. 2. Give them two minutes to brainstorm as many languages as they can. 3. Feedback as a whole class and write their answers on the board. 4. Groups get a point for every language they mention that no other group does. |
| Resources | Main activity |
| Coursebook page 111 PCM 2 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the texts and underline the countries and circle the languages mentioned. 2. Learners compare with their group. 3. In groups, ask learners to locate the countries mentioned in the text on the world map using PCM 2. 4. Circulate and monitor. 5. Learners stick the labels on the map. <p>CORE</p> <p>Feedback</p> <p>Nominate a learner in each group to give an answer. If possible, find an enlarged copy of a world map to use to check the answers with. Ask for volunteers to show the location of each country.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>Countries: New Zealand, Indonesia, Wales, Hong Kong Languages: English, Japanese, Spanish, German, French, Maori, Javanese, Indonesian, Welsh, Italian, Mandarin, Cantonese</p> |
| | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to cover the Did you know? box. 2. Ask learners questions about the information in the box. For example: <i>How many languages are there in the world? How many languages are there in Asia? How many languages are there in Europe?</i> etc. 3. Write answers on the board. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners uncover the Did you know? text and compare the information with their answers on the board.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>Dependent on the questions the teacher sets.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the questions on the board for learners to read slowly and discuss in groups. |

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

| Learning styles catered for (✓): | | | |
|---|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> | | | |

| LESSON PLAN | | LESSON: 2 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To talk about languages spoken. Reading: To recognise examples of sentences with determiners in a text. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about the languages they speak • compare the languages their friends and family speak using the determiners <i>neither, each/every, all</i> and <i>both</i>. |
| Link to prior learning: <ul style="list-style-type: none"> • World geography, languages 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>fluent, bilingual, extinct</i> Key expressions/structure: <i>widely spoken, native language, second language, a bit of</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners can find these determiners confusing because although they are all normally used with singular nouns, they vary in meaning. <i>Neither</i> is negative and implies not one or the other of two options. <i>Both</i> has the opposite meaning and refers to two people or things identified together. <i>Each</i> and <i>every</i> are interchangeable and refer to all the individuals within a group. <i>All</i> refers to the whole group. Write the following on the board: <i>each/everyone (one); both this and that/neither this nor that (two); all (many)</i> | | |
| Resources/equipment needed: Coursebook page 111-112 Workbook page 95 PCM 2 | | |

UNIT 7 LESSON 2 TASKS/ACTIVITIES

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

| Resources | Starter |
|-------------------------|--|
| PCM 2 | <ol style="list-style-type: none"> 1. Ask learners to use PCM 2. 2. Ask them to work in small groups to locate Canada, Morocco, Germany, France, Spain, Italy, India. 3. Circulate and monitor to check. 4. Elicit which languages are spoken in each country. |
| Resources | Main activity |
| Coursebook page 111-112 | <p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the text on Coursebook page 111 again and find words or phrases to match the meanings given. <p>CORE</p> <p>Feedback</p> <p>Learners should check their answers with a partner. Nominate learners to write an answer on the board.</p> <p>Answers</p> <p>1 a bit of; 2 native language; 3 bilingual; 4 fluent; 5 second language; 6 extinct</p> |
| Coursebook page 112 | <p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner and talk about the languages they speak. 2. They can use a statement from the text as a model and adapt it to make it true for them. <p>EXTENSION</p> <p>Feedback</p> <p>Ask learners to volunteer their answers to the class. Encourage learners to compare similarities amongst the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put the following questions on the board: <i>How many languages do you speak? Which language is your native language? Do you have a second language? Do you speak it fluently?</i> 2. Ask learners to ask and answer these questions in pairs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write a statement. |

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|---------------------------------------|--|
| <p>Coursebook page 112</p> | <p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to complete the gaps in the sentences with the correct determiner. 2. Ask learners to check their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give the answer.</p> <p>Answers</p> <p>1 both (of); 2 both of; 3 neither of; 4 every; 5 all</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Go through each point in the Use of English box and tell learners which box in the text they will find an example. 2. Write the example on the board. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write one more example of each language point in the Use of English box. |
| <p>Workbook page 95</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to complete the texts with the correct countries and languages. 2. Tell learners they should choose words from the globes next to each paragraph. <p>EXTENSION</p> <p>Feedback</p> <p>Nominate learners to read a sentence each to the class.</p> <p>Answers</p> <p>1 Canada; 2 French; 3 English; 4 Morocco; 5 Arabic; 6 France; 7 Spanish; 8 English</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the countries and languages on the board in random order. 2. Ask learners to work in pairs. One learner completes paragraph one, the other completes paragraph two, using the words on the board. 3. Each learner reads out their paragraph to their partner, who completes the gaps in the text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a short paragraph about themselves using the examples as models. |

| | | | |
|--|--|---------------------------|-----------------|
| Workbook page 95 | Workbook: Activity 4 1. Ask learners to circle the mistakes in the sentences and check them with their partner. 2. Then ask them to write out the sentences correctly. EXTENSION Feedback Learners swap books with their partner so they mark each other's sentences. Feedback as a class by nominating learners to give answers. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> 1 Both my parents <u>speak</u> English. 2 All my friends <u>like</u> watching films in English. 3 I've got two cousins who live in Canada but neither <u>of</u> them speaks French. 4 <u>All</u> my friends want to study at university. 5 I gave each <u>of</u> my four cousins a present. 6 I've got two sisters and <u>both</u> of them are good at languages. | | |
| Resources | Plenary | | |
| Coursebook page 112 | Speaking: Activity 6 1. Ask learners to work with a partner or in small groups. Ask them to think of their family and friends and to talk about the languages they speak. 2. Circulate and monitor. 3. Invite learners from each pair or group to tell the class about their family and friends. 4. Set Workbook Activity 5 for homework. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion. (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. | | | |

| LESSON PLAN | | LESSON: 3 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To listen to people giving their opinions on a topic. Speaking: To participate in a group discussion. Writing: To write a statement giving a personal opinion and explaining reasons. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • match opinions with speakers • discuss the benefits of learning foreign languages • write a statement explaining a personal opinion and justifying their reasons. |
| Link to prior learning: <ul style="list-style-type: none"> • Listening to the opinions of others and justifying their own 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing | | |
| Key vocabulary: <i>benefits, foreign, emergency, salary, impress, improve, memory</i> Key expressions/structure: <i>learn other languages, travel to foreign countries, communicate with people online, study grammar, watch films, improve your memory</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Sometimes with listening tasks, learners get lost trying to understand every word. After leading learners into the listening activity by discussing the pictures, ask them to listen for gist understanding with their course books closed. Elicit details before listening again with books open to complete the tasks. | | |
| Resources/equipment needed: Coursebook page 113 Workbook pages 95–96 Audio Track 22 | | |

UNIT 7 LESSON 3 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|--|
| Workbook page 95 | <ol style="list-style-type: none"> 1. Ask learners to work in small groups to go through the homework from the Workbook, page 95 Activity 5. 2. Learners compare their sentences with each other. 3. Ask the groups of learners to brainstorm a list of the benefits of learning foreign languages. 4. Feedback as a class and write some of the ideas on the board. Leave this list on the board until the plenary. |
| Resources | Main activity |
| Coursebook page 113 Audio Track 22 | <p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the photographs and statements. Ask learners which people they have something in common with. 2. Ask learners to listen and complete the table by matching a statement with a name. 3. Let learners listen as many times as they need. 4. Ask learners to compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Ask learners to put up their hand to answer the question.</p> <p>Answers</p> <p>1 Faisal b; 2 Khalfan a; 3 Salama d; 4 Abdullah e; 5 Reem c</p> |
| Coursebook page 113 Audio Track 22 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs to read the questions and answer. 2. They listen again to check their answers. 3. Ask learners to compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give each answer.</p> <p>Answers</p> <p>1 Khalfan; 2 Salama; 3 Reem; 4 Abdullah; 5 Faisal</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Stop the audio between each speaker and do the tasks as a class. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to cover the statements and write their own sentence summary for each speaker. |
| Coursebook page 113 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to work in small groups to discuss the questions. 2. Circulate and monitor, encouraging learners to justify and explain their reasons and making sure each learner gets a chance to speak. |

| | | | |
|--|---|---------------------------|-----------------|
| | <p>EXTENSION</p> <p>Feedback Feedback as a class and target individual learners to give their answers. Nominate other learners to summarise the opinions of their group.</p> <p>Answers Learners' own answers</p> | | |
| Workbook page 96 | <p>Workbook: Activity 1</p> <p>1. Ask learners to complete the interview answers with the correct words from the word box.</p> <p>2. Learners compare answers with a partner.</p> <p>DESIRABLE</p> <p>Feedback Nominate learners to write the answers on the board.</p> <p>Answers 1 someone; 2 it; 3 makes; 4 very; 5 Being able; 6 in; 7 important; 8 You; 9 but; 10 to; 11 books; 12 good; 13 least; 14 Spanish; 15 to; 16 I; 17 that; 18 you; 19 there; 20 people; 21 another; 22 first; 23 I; 24 language; 25 vocabulary; 26 can; 27 college</p> | | |
| Resources | <p>Plenary</p> <p>1. Draw learners' attention to the list of benefits on the board.</p> <p>2. Invite learners to give you reasons why learning a foreign language is NOT a good idea and write their suggestions on the board in a second list.</p> <p>3. Compare lists and decide as a class whether the benefits outweigh the negatives.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions.</p> <p>(G8.1.1.1.6) Summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning, and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood, and emotion oral communication.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if, when, unless, although</i>).</p> | | | |

| LESSON PLAN | | LESSON: 4 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Reading: To ascertain the views of others about a topic.</p> <p>Speaking: To summarise other people's opinions; to express their own opinions; to ask and answer general questions about a topic.</p> <p>Writing: To write a paragraph expressing their own opinions.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • summarise other people's opinions about the importance of learning a foreign language • ask and answer questions about foreign language learning. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lesson 3 Listening activity: the importance of learning foreign languages <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable | | |
| <p>Key vocabulary: <i>connection, emergency foreign, local, memory, opportunities, salary,</i></p> <p>Key expressions/structure: <i>I definitely think, in my opinion, I would say, I don't think, in my view, the way I see it</i></p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may not have strong opinions or feel confident expressing their opinions strongly. They can use the reading text models expressions and phrases to help them express their ideas. Circulate and encourage learners to incorporate these examples and feed in other expressions where relevant. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 114</p> <p>Workbook page 97</p> | | |

UNIT 7 LESSON 4 TASKS/ACTIVITIES

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

| Resources | Starter |
|---------------------|---|
| Coursebook page 113 | <ol style="list-style-type: none"> 1. Ask learners to work with a partner to see if they can remember any of the opinions expressed in the listening activity of the last lesson. 2. Write the names of the teenagers they listened to last time on the board and ask if they can match any of the views with the names. 3. Learners open their Coursebook's to check their answers. |
| Resources | Main activity |
| Coursebook page 114 | <p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Give learners a few minutes to read through the texts and then elicit summaries of what each of the speakers thinks about language learning. 2. Point out the words in bold in the text and the gapped questions. Make sure learners understand what they have to do in the activity – i.e. complete the gaps with one of the words in bold in an appropriate form. Emphasise that seeing the word in context should make the meaning clear. <p>CORE</p> <p>Feedback</p> <p>Ask learners to check their answers with a partner then nominate individual learners to give the answers.</p> <p>Put the learners into pairs to take turns to ask and answer the questions and go round helping with vocabulary and ideas.</p> <p>Answers</p> <p>1 salary; 2 connection; 3 opportunities; 4 memory; 5 emergency; 6 local</p> |
| Coursebook page 114 | <p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Point out the underlined expression in the text – <i>I definitely think</i> – and make sure learners understand what they have to do. Elicit any other expressions for giving their opinion they know already. 2. Ask learners to read the texts again to find and underline the other expressions for expressing opinions. <p>CORE</p> <p>Feedback</p> <p>Ask learners to check their answers with a partner then invite them to volunteer the answers by putting up their hands.</p> <p>Answers</p> <p>1 I definitely think; 2 In my opinion; 3 I would say; 4 I don't think; 5 in my view; 6 The way I see it</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner and divide the paragraphs between them. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a sentence of their own using each phrase from the Use of English box. |

| | |
|--|---|
| Workbook page 97 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the tips for learning a language and match them with a statement of advice. 2. Learners check their answers with a partner when they have finished. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate pairs of learners to read out the tip and the matching statement.</p> <p>Answers</p> <p>1 c; 2 b; 3 f; 4 e; 5 a; 6 d</p> |
| Workbook page 97 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to work in small groups to ask and answer the questions orally. 2. Have a whole class discussion about the learners' ideas and answers. 3. Ask learners to write a sentence to answer each question for homework. <p>DESIRABLE</p> <p>Feedback</p> <p>As the writing is set as homework, go through the answers with the class at the beginning of the next lesson.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Resources Coursebook page 114 | <p>Plenary</p> <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Write the question on the board and elicit a couple of answers from the class. 2. Ask learners to work with a partner to brainstorm their ideas to the question. 3. Ask the pairs to join into small groups to share and discuss their answers. Encourage them to explain and expand on their ideas, giving reasons and agreeing or disagreeing politely with their group members. <p>CORE</p> <p>Feedback</p> <p>Feedback as a class by nominating learners from each group to summarise what they discussed. Write the ideas from each group on the board.</p> <p>Answers</p> <p>Learners' own answers</p> |

| Learning styles catered for (✓): | | | |
|---|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if, when, unless, although</i>).</p> <p>(G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, <i>even so, since</i>).</p> | | | |

| LESSON PLAN | | LESSON: 5 |
|--|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To discuss the differences between advantages and disadvantages. Reading: To read a text discussing the pros and cons of a topic. Writing: To write sentences which balance and contrast ideas. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> differentiate between advantages and disadvantages in a written text about English as an international language discuss their own opinions about the same topic write sentences expressing their own opinions on the same topic using the conjunctions <i>although</i>, <i>while</i> and <i>whereas</i>. |
| Link to prior learning: <ul style="list-style-type: none"> Lesson 5 Reading and Speaking activities; 2nd conditional for hypothetical future situations 21st Century Skills: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>advantages, disadvantages, pros, cons</i> Key expressions/structure: <i>language barrier, strange expressions, cultural identity</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> <i>Although, while</i> and <i>whereas</i> are used to express contrast. <i>While</i> and <i>whereas</i> are interchangeable and are usually used between two complete phrases (sentences), for example <i>I love chocolate ice cream whereas/while my brother prefers vanilla ice cream</i>. <i>Although</i> connects two clauses to make one sentence, for example <i>Although I love chocolate ice cream, I chose vanilla</i>. Focus learners' attention on the difference in use by writing the forms on the board with the example sentences. | | |
| Resources/equipment needed: Coursebook page 115 Workbook page 98 A bean bag or small sponge ball | | |

UNIT 7 LESSON 5 TASKS/ACTIVITIES

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

| | |
|---|--|
| <p>Resources</p> | <p>Starter</p> <ol style="list-style-type: none"> 1. Ask learners to read their homework sentences from Workbook page 97 to a partner. 2. Write the following words on the board: <i>pro, con, for, against, advantage, disadvantage</i> and elicit from learners which are positive and which are negative. Ask if anyone can explain the meaning. |
| <p>Resources</p> <p>Coursebook page 115</p> | <p>Main activity</p> <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the text and discuss their answer to the question briefly with a partner. 2. Ask learners to go through the text and underline the pros and the cons then write them in the correct column. <p>CORE</p> <p>Feedback</p> <p>Nominate pairs of learners to give an answer.</p> <p>Possible answers</p> <p>Pros:</p> <p>Global travel and trade is easier because many people speak English. English is used on social media. More educational and job opportunities if you speak English.</p> <p>Cons:</p> <p>English grammar is difficult. Some people have an unfair advantage while others have to work hard. Only those people who have the chance of an education can learn English.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can work together to go through the text. 2. One learner underlines the pros, the other learner underlines the cons. 3. Ask them to compare their answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can work alone. |
| <p>Coursebook page 115</p> | <p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the Use of English box with learners. 2. Ask learners to underline the examples in the text from Activity 1. <p>CORE</p> <p>Feedback</p> <p>Invite learners to give an answer by putting up their hand.</p> <p>Answers</p> <p><u>Although</u> most people agree that it is useful to have a common world language, it is difficult to know which language it should be.</p> <p>Some people argue that people from English-speaking countries will have an unfair advantage <u>while</u> people from the rest of the world have to struggle to be as fluent.</p> <p>... only people who can afford a good education will learn to speak it well <u>whereas</u> people with less money won't have the same opportunities.</p> |

| <p>Coursebook page 115</p> | <p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Go through question 1 with the class and elicit possible examples, for example <i>Although most people in the Arabian peninsula speak some form of Arabic, they don't always understand each other.</i> 2. Put learners into pairs to continue the activity. Circulate and help with ideas and vocabulary. At the end, elicit possible endings for each phrase. <p>CORE</p> <p>Feedback</p> <p>Elicit possible endings for each phrase from the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activity (Support):</p> <ol style="list-style-type: none"> 1. Divide the class evenly and have the learners work in small groups to do the same activity as above. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners who finish quickly to write another sentence or sentences comparing Arabic with English or another language they know and/or are studying. | | | | | | | | |
|--|---|------|------|--|--|--|---|---|---|
| <p>Workbook page 98</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to copy the table into their notebooks. 2. Ask learners to read the opinions and write them in the correct column. <p>EXTENSION</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <table border="1" data-bbox="382 1108 1309 1459"> <thead> <tr> <th data-bbox="382 1108 805 1142">Pros</th> <th data-bbox="813 1108 1309 1142">Cons</th> </tr> </thead> <tbody> <tr> <td data-bbox="382 1152 805 1236">3 There would be fewer wars and conflicts if we all understood each other.</td> <td data-bbox="813 1152 1309 1236">1 Only people who have the opportunity to get an education learn to speak English.</td> </tr> <tr> <td data-bbox="382 1247 805 1362">4 English is a good choice for a global language because it has borrowed so many words from other languages.</td> <td data-bbox="813 1247 1309 1362">2 People who don't speak English as a first language are at a disadvantage.</td> </tr> <tr> <td data-bbox="382 1373 805 1459">5 There would be no language barrier stopping people from getting to know each other.</td> <td data-bbox="813 1373 1309 1459">6 There are other languages that are easier and in which the relationship between spelling and pronunciation is more logical.</td> </tr> </tbody> </table> | Pros | Cons | 3 There would be fewer wars and conflicts if we all understood each other. | 1 Only people who have the opportunity to get an education learn to speak English. | 4 English is a good choice for a global language because it has borrowed so many words from other languages. | 2 People who don't speak English as a first language are at a disadvantage. | 5 There would be no language barrier stopping people from getting to know each other. | 6 There are other languages that are easier and in which the relationship between spelling and pronunciation is more logical. |
| Pros | Cons | | | | | | | | |
| 3 There would be fewer wars and conflicts if we all understood each other. | 1 Only people who have the opportunity to get an education learn to speak English. | | | | | | | | |
| 4 English is a good choice for a global language because it has borrowed so many words from other languages. | 2 People who don't speak English as a first language are at a disadvantage. | | | | | | | | |
| 5 There would be no language barrier stopping people from getting to know each other. | 6 There are other languages that are easier and in which the relationship between spelling and pronunciation is more logical. | | | | | | | | |

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| <p>Workbook page 98</p> | <p>Workbook: Activity 2</p> <p>1. Ask learners to rewrite the sentences using the conjunctions <i>although</i> for questions 1-3 and <i>while/whereas</i> for questions 4-5.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <p>1 Although a global language will make it easier to communicate with people all over the world, learning new languages is not easy.</p> <p>2 Although English is his favourite subject at school, he gets better grades in Arabic.</p> <p>3 Although she speaks really good English, she's never been to an English-speaking country. OR</p> <p>4 Some people are good at learning new languages whereas others find it very difficult. OR While some people are good at learning new languages, others find it very difficult.</p> <p>5 I prefer reading and writing, whereas my friend prefers speaking and working in groups. OR While I prefer reading and writing, my friend prefers speaking and working in groups.</p> |
| <p>Resources</p> | <p>Plenary</p> |
| <p>Workbook page 98</p> | <p>Workbook: Activity 3</p> <p>1. Ask the learners to work with a partner to make sentences using the opinions from Activity 1 and the conjunctions from Activity 2.</p> <p>2. Ask the learners to read their sentences to the class.</p> |

| Learning styles catered for (✓): | | | |
|--|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).</p> <p>(G8.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential, multi-step directions, or chronological order).</p> <p>(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if, when, unless, although</i>).</p> <p>(G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, <i>even so, since</i>).</p> | | | |

| LESSON PLAN | | LESSON: 6 |
|--|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Speaking: To describe the information in a table; to discuss and compare figures and numbers; to express and justify a personal opinion.</p> <p>Writing: To draft and write a short essay discussing the pros and cons of a topic and expressing a personal opinion.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> describe the information on a table showing the most spoken languages in the world discuss the advantages and disadvantages of having one international language draft and write a short ‘for and against’ essay, expressing their own opinion. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> Unit 1 Lesson 10 – constructing a pros/cons essay <p>21st Century Skills:</p> <ul style="list-style-type: none"> Not applicable | | |
| <p>Key vocabulary: <i>persuasive, native language, dialect, writing system</i></p> <p>Key expressions/structure: <i>I think, I believe, in my opinion, in my view, although/while/ whereas</i></p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> Some learners may be daunted at the prospect of writing an essay and lack confidence in their ability. This lesson is designed to support them through the process with discussion, brainstorming, drafting, writing and peer checking activities. Learners can work in pairs or small groups to collaborate if necessary. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 116</p> <p>Workbook page 99</p> <p>Audio Track 23</p> | | |

UNIT 7 LESSON 6 TASKS/ACTIVITIES

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

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| <p>Resources</p> | <p>Starter</p> <ol style="list-style-type: none"> 1. Ask learners what other world languages – apart from English – they think are important in the past and now, and conduct a class discussion. 2. You could mention that in the Middle Ages, Latin was the language of education in universities and in books (of which there weren't very many) and Arabic was an important language for trade. Arabic remains an important language for Muslims all over the world. In the 19th century, French was an important diplomatic language. |
| <p>Resources</p> <p>Coursebook page 116</p> | <p>Main activity</p> <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Elicit from learners what information the table shows and ask them to predict which languages they think occupy the second, third and fourth positions. 2. Ask learners to work with a partner to complete the missing information in the table with the words in the box. <p>CORE</p> <p>Feedback</p> <p>Feedback as a class by asking pairs of learners to say what they think the answers are. Don't correct them yet because you are going to listen to the audio track to do that, but take the opportunity to drill and practise the pronunciation of the numbers.</p> <p>Answers</p> <p>See Activity 5, below, for answers.</p> |
| <p>Coursebook page 116</p> <p>Audio Track 23</p> | <p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Explain that learners are going to listen to an audio in order to check their answers to Activity 5. They are going to hear a conversation between two learners, Hanif and Daniel. 2. Play the audio and ask learners to check their answers. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers from the class.</p> <p>Answers</p> <p>Chinese, China, 31, 1,213 Spanish, Spain, 44, 329 English, United Kingdom, 112, 328 Arabic, Saudi Arabia, 57, 221 Hindi, India, 20, 182</p> |
| | <p>Listening: Activity 6</p> <ol style="list-style-type: none"> 1. Put the learners into pairs to choose the correct answers to the questions. 2. If necessary, play the audio again for them to check their answers. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers from the class.</p> <p>Answers</p> <p>1 a; 2 b; 3 c; 4 a; 5 b</p> |

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| <p>Coursebook page 116</p> | <p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Revise the expressions for expressing your opinion from the previous lesson. If necessary, write them on the board. 2. Ask learners to work in pairs to discuss the questions. 3. Circulate and monitor, encouraging them to fully justify and explain their reasons using the phrases they have learned. <p>DESIRABLE</p> <p>Feedback</p> <p>Feedback as a class by nominating a learner from each group to explain the group's ideas.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 99</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the Writing tip box with learners and elicit the meaning of <i>persuasive</i> (able to make people agree with you). To be persuasive, you must support your opinions with reasons and examples. 2. Tell learners they are going to draft a short essay to discuss the pros and cons of there being an international language concluding with their own opinion. 3. Ask learners to think about how they could support their own ideas on their own mind map and have them write two supporting sentences (with reasons and examples) for each idea. 4. Learners may not be able to finish their drafts in the lesson, but they can make a start, and can write the final essay for homework. <p>EXTENSION</p> <p>Feedback</p> <p>At the start of the next lesson, ask learners to exchange drafts with a partner and check for spelling and grammar errors. Circulate and monitor. Nominate learners to read their essays out to the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs to write a paragraph. Pair weaker learners with stronger learners. 2. Give suggestions as to how learners can help each other, for example making suggestions, helping with sentence construction and word order, peer correcting. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage stronger learners to be more ambitious in their writing. Ask them to try to write complex sentences using conjunctions to link and contrast their ideas. 2. Make it clear that you expect to see some original ideas, not just those already discussed in the Coursebook. |

| Resources | Plenary | | |
|--|---|---------------------------|-----------------|
| | 1. Ask learners to stand up at their desks and tell one of them to throw the bean bag at you. 2. Choose a phrase on the board and use it to state a one sentence opinion on a topic from the Starter activity, for example <i>Speaking personally, I think that homework is a waste of time!</i> Then throw the bean bag to another learner and repeat. 3. Continue like this around the classroom until all learners have had a chance to speak. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to, you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.4.1.1.1) Write texts of more than two paragraphs with eight simple compound and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</p> <p>(G8.4.3.1.1) Build upon and continue applying conventions learned previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.</p> | | | |

| LESSON PLAN | | LESSON: 7 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Listening: To listen to speakers and ascertain the topic they speak about.</p> <p>Writing: To write sentences using determiners and conjunctions.</p> <p>Reading: To read crossword clues.</p> <p>Speaking: To discuss quiz questions and answers with a partner.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • match speakers with the topics • rewrite sentences using <i>although</i> • join sentences using <i>whereas/while</i> • write sentences about people and topics using <i>neither, each/every, all</i> and <i>both</i> • complete a crossword and a quiz about world languages. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lessons 1–6 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable | | |
| <p>Key vocabulary: All vocabulary from Lessons 1–6</p> <p>Key expressions/structure: <i>neither, each/every, all</i> and <i>both, whereas/while, although</i></p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners sometimes feel that they have understood the material they have covered quite well but with a revision they can reassess and correct what they have not understood. Common areas are grammar and vocabulary. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 117</p> <p>Workbook page 100</p> <p>Audio Track 24</p> | | |

UNIT 7 LESSON 7 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|--|
| | <ol style="list-style-type: none"> 1. Ask learners what they remember so far from the lessons they have covered so far. Refer them to topics and themes, grammar and vocabulary. 2. Explain to the class that this lesson is a revision of what they have learned so far and not a test. Learners should work at their own pace. |
| Resources | Main activity |
| Coursebook page 117 Audio Track 24 | <p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the instructions for the listening activity with the learners. 2. Read through the names, focusing on pronunciation and check that learners understand the meaning of the topics. 3. Ask learners to listen and match the names to the topics. <p>CORE</p> <p>Feedback</p> <p>Ask learners to check with a partner and then nominate learners to give an answer.</p> |
| | <p>Answers</p> <p>1 Daniel, d meeting people socially; 2 Suzanne, c travel; 3 Elliot, e entertainment; 4 Aisha, b health; 5 Ben, a education</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. As a class, help learners predict what words they might hear related to each topic. 2. Ask learners to listen the first time without writing anything. Encourage them to put their pens down and close their eyes. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to make notes about what each person says about each topic. |
| Coursebook page 117 | <p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Explain to the learners how to complete the activity and write an example on the board. 2. Ask learners to complete the activity and check their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to write an answer on the board.</p> |
| | <p>Answers</p> |
| | <ol style="list-style-type: none"> 1 Although my friend reads French very well, she is too shy to speak it. 2 Although I speak English well, I find English spelling difficult. 3 Although Mandarin is an important world language, not many schools outside China teach it. 4 Although my brother has never been to Germany, he speaks German almost fluently. |

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| <p>Coursebook page 117</p> | <p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Explain to the learners how to complete the activity and write an example on the board. 2. Ask learners to complete the activity and check their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to write an answer on the board.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 In Britain, the winter starts in November while/whereas in New Zealand, it begins in May. 2 Few British people speak Dutch whereas/while most Dutch people speak English. 3 Spanish is spoken in Argentina whereas/while Portugese is the language of Brazil. 4 India has over 22 major languages whereas the UK only has one. |
| <p>Coursebook page 117</p> | <p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Explain to the learners how to complete the activity and write an example on the board. 2. Ask learners to complete the activity. 3. Ask learners to check their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to work together in small groups as a team. 2. When they have finished each activity, feedback as a class. Each group scores points for every correct answer. Keep a tally of teams' points on the board. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work alone to complete the activities. |
| <p>Workbook page 100</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the clues and complete the crossword. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to check their answers in small groups then invite them to write answers on the board in a crossword grid.</p> <p>Answers</p> <p>Across: 4 memory; 7 extinct; 9 native; 10 Mandarin; 12 communicate; 13 fluent</p> <p>Down: 1 language; 2 population; 3 foreign; 5 Hindi; 6 benefits; 8 characters; 11 alphabet</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner and use the Coursebook to find the words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work alone with Coursebooks closed. |

| | | | |
|--|--|---------------------------|-----------------|
| Workbook page 100 | Workbook: Activity 2 1. Ask learners to work with a partner to ask and answer the quiz questions with their Coursebooks closed. EXTENSION Feedback Ask learners to check their answers by looking in their Coursebooks. Feedback as a class by nominating pairs of learners to ask and answer a question. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> 1 Maori; 2 the native language of Wales; 3 about 7,000; 4 False; 5 Mandarin; 6 Hindi and English; 7 learners' own answers | | |
| Resources | Plenary 1. Ask learners to look through the next lessons 8–9. 2. Ask learners to discuss the topics and pictures with a partner and talk about what topics they are looking forward to studying. 3. Feedback as a class by eliciting from learners what language they will cover in the following lessons and what kind of skills and activities they will have to do. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions. (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast. (G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if, when, unless, although</i>). (G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, <i>even so, since</i>). | | | |

| LESSON PLAN | | LESSON: 8 |
|--|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To read a text and answer questions; to read and respond to text messages. Speaking: To summarise the main points of a text. Writing: To write responses to text messages. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a text about Arabish and answer comprehension questions about it • to orally summarise the main points in the text • to write and respond to a friend's text messages. |
| Link to prior learning: <ul style="list-style-type: none"> • English alphabet script and letter sounds 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation Skills: Critical Thinking and Problem Solving – Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language | | |
| Key vocabulary: <i>widespread, optional, characters, alphabet</i> Key expressions/structure: <i>to communicate, to represent, to transliterate</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The concept of transliterating between Arabic and English may be a difficult concept for learners to grasp because it is different to translating. Write some examples on the board to demonstrate how the English letters used correspond to Arabic sounds and elicit some further examples from learners. | | |
| Resources/equipment needed: Coursebook page 118 Workbook page 101 | | |

UNIT 7 LESSON 8 TASKS/ACTIVITIES

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

| Resources | Starter |
|-----------------------------------|---|
| | <ol style="list-style-type: none"> Write the following questions on the board: <i>How many letters and sounds are there in the Arabic alphabet? How many letters are there in the alphabet used in English? Where did the English alphabet come from?</i> Ask learners to discuss their ideas in small groups and elicit answers from them. Ask learners to read the Did you know? box and clarify the meaning of <i>Roman script, originated in and Ancient Greece.</i> |
| Resources | Main activity |
| <p>Coursebook page 118</p> | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> Ask learners to read the text messages on the mobile phone and ask them to translate them into English. Elicit from learners the name of this kind of language (Arabish/Arabizi) and where they think it came from. Give learners a two-minute time limit to read the text for a general understanding. Ask learners to read the questions and underline the key words. Give them opportunity to ask you any questions about vocabulary. Ask them to work individually to answer the questions and then compare their ideas with a partner. <p>CORE</p> <p>Feedback</p> <p>Invite learners to give an answer by putting their hand up.</p> <p>Possible answers</p> <ol style="list-style-type: none"> Arabish is a modern text language that is popular with young people in the Arab world. It uses English letters to represent Arabic sounds. People use it to communicate short text messages when the real Arabic script is not available. Letters, numbers and punctuation marks are three examples of 'characters'. <p>4 Speech bubble 1: Hi, how are you today? I'm great! What are you doing?</p> <p>Speech bubble 2: I'm at the shopping mall with my parents. Ok, see you later.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Ask learners to read the questions and underline the key words before the first reading, in order to guide their understanding. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask the learners to read the text once, cover it then write answers to the questions. When they have finished, then they can check their answers with the text. |

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

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| <p>Workbook page 101</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Elicit from learners what an abbreviation is. Ask learners to work with a partner to match the abbreviations with the phrases. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate individual learners to write the answers on the board. Ask the learners if they know of or use any other abbreviations and ask them to write the m on the board.</p> <p>Answers</p> <p>1 CU L8er = a see you later; 2 GR8 = f great; 3 2eZ = g too easy; 4 2moro = b tomorrow; 5 2nite = e tonight; 6 1CE = h once; 7 LOL = d laughing out loud (or lots of love); THX = c thanks</p> |
| <p>Workbook page 101</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Ask learners to work in pairs to write the text messages out in full English sentences. Ask learners to pay close attention to the correct spelling and punctuation. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to swap books and check each other's work for spelling and punctuation mistakes. Elicit the answers from the class.</p> <p>Answers</p> <ol style="list-style-type: none"> See you tonight - don't be late! Can you pick me up at six? Where are you? I'm waiting for you at the bus stop. What are you doing today? Great joke! Laughing out loud! |
| <p>Workbook page 101</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Ask learners to write a text message to a friend and a reply using some of this text language. <p>EXTENSION</p> <p>Feedback</p> <p>Ask learners to swap messages and decipher the text orally.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> Ask learners to work with a partner to explain in their own words what Arabish is. Ask learners to write a sentence definition and nominate them to read their definition to the class. Ask learners to work in small groups. Call out a phrase from Workbook Activity 1 and groups race to write the abbreviation. Groups hold up their paper for the class to see. The first group to finish wins the point. |

| Learning styles catered for (✓): | | | |
|--|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).</p> <p>(G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G8.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.</p> <p>(G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.</p> | | | |

| LESSON PLAN | | LESSON: 9 |
|--|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Reading: To read a news article.</p> <p>Speaking: To find out information from their class members; to make comparisons between learners' own reasons and the reasons given in a text.</p> <p>Writing: To complete the missing sentences in a conversation.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • answer questions about a news article on social media use in the UAE • summarise the reasons why people use social media • complete a conversation about social media. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Computer technology <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Reinforce learning to access and evaluate information efficiently, effectively and critically in English | | |
| <p>Key vocabulary/expressions: <i>app, educational/business purpose, keep up with world events, post pictures, network with business contacts, check emails, check your account, update your status, surf the Internet, keep in touch</i></p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Newspaper articles often contain a mix of tenses, including present simple, past simple, present perfect and passive voice. This can be confusing for learners. Don't focus on tenses for comprehension, instead focus on new vocabulary and look at whole phrases and collocations, rather than individual words. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 119</p> <p>Workbook page 102</p> | | |

UNIT 7 LESSON 9 TASKS/ACTIVITIES

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

| Resources | Starter |
|------------------------|---|
| | <ol style="list-style-type: none">1. Ask learners to work in small groups.2. Write the following questions on the board and ask the learners to discuss their ideas in groups: <i>How much time do students in the class think they spend online in a week? How many students have an email address? Which social media sites do students in the class use? Which are their favourite sites?</i>3. Take feedback as a class by nominating a learner from each group to tell the class what was discussed and write the answers to the last question on the board. |
| Resources | Main activity |
| Coursebook page 119 | Reading: Activities 1 and 2 <ol style="list-style-type: none">1. Go through the Reading strategy box with learners.2. Ask learners to read the text and answer what kind of text it is (an article from a magazine).3. Ask learners to read the text a second time and answer the true/false comprehension questions in Activity 2.4. When they finish, ask learners to check their answers with a partner. CORE Feedback Nominate learners to give answers to the true/false activity and correct the false statements. |
| | Answers 1 F – Emirati teenagers are the heaviest users; 2 T; 3 F – adults use social media for business reasons, for example to network with business contacts; 4 T; 5 T |
| | Differentiation activities (Support): <ol style="list-style-type: none">1. Do the activity as a class, eliciting from learners and finding the answer to the true/false questions one by one. |
| | Differentiation activities (Stretch): <ol style="list-style-type: none">1. Ask learners who finish the true/false questions quickly and easily to write two questions of their own.2. They exchange with another 'fast finisher' and they complete each other's questions. |
| Coursebook page 119 | Speaking: Activity 3 <ol style="list-style-type: none">1. Ask learners to take turns to summarise the reasons why they think people use social media and why they themselves used whilst you circulate and monitor, helping with ideas and vocabulary.2. Take feedback from the class about their own social media use. CORE Feedback Encourage a class discussion by asking open questions to the whole group. |
| | Answers Learners' own answers |

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

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|---|-------------------------|---------------------------|-----------------|
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).</p> <p>(G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G8.3.2.1.4) Identify structural features of popular media (for example, newspapers, magazines, online information, posters) and use the features to obtain information.</p> | | | |

| LESSON PLAN | | LESSON: 10 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To discuss the best format for survey questions. Reading: To read and respond to writing tips about creating survey questions. Writing: To write survey questions for their class members. Listening: To listen and record survey participants' responses. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write suitable survey questions on the topic of social media use • ask and answer survey questions • evaluate the information acquired during the survey • ask and answer general questions on the topic of social media and express their opinions on the topic. |
| Link to prior learning: <ul style="list-style-type: none"> • Question formation, present simple for habit and routine 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation Skills: Critical Thinking and Problem Solving – Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language | | |
| Key vocabulary: <i>effective, survey, account, follow-up question</i> Key expressions/structure: <i>conduct a survey</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners at this level still make mistakes with question formation in the present simple, especially with the verb <i>to be</i>, auxiliary verbs and word order. Eliciting prompts and writing them on the board will help learners work independently when writing their survey questions. | | |
| Resources/equipment needed: Coursebook page 120 Workbook page 103 | | |

UNIT 7 LESSON 10 TASKS/ACTIVITIES

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

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

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| <p>Coursebook page 120</p> | <p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Explain that when they conduct their survey, after asking each prepared question, learners can choose to ask spontaneous ‘follow-up questions’ to get more information, for example if the answer to: <i>Do you have a social media account or accounts?</i> is ‘yes’, follow-up questions could be: <i>Which social media sites do you use? How many accounts do you have?</i> 2. Ask learners to work with a partner to make follow-up questions from the prompts given. <p>DESIRABLE</p> <p>Feedback</p> <p>Take feedback from the class. Make sure they understand that these are possible examples and that they should formulate their own follow-up questions spontaneously based on what the person they are interviewing tells them. (Note: with lower-ability learners, you might want to leave out the whole area of follow-up questions and concentrate on the main survey questions only.)</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Which social media sites do you use the most? 2 Why do you/don’t you like using social media? 3 Where do you post photos? 4 Who do you communicate the most with on social media? 5 What do your parents think about how you use social media? |
| <p>Coursebook page 120</p> | <p>Speaking: Activities 7–8</p> <ol style="list-style-type: none"> 1. Ask learners to choose a maximum of five questions from the ones they prepared in Activity 5 as a basis for their survey. 2. Ask them to work in pairs to practise asking and answering their survey questions with suitable follow-up questions. They should pay attention to pronunciation and also to how they record their answers. 3. When they are ready, have learners conduct their survey by walking around the classroom and asking their questions to other learners. Set a time limit. Depending on the time available and the class size, you might also want to give them a set number of learners they need to interview, for example 12 learners. 4. Remember to give learners a two-minute reminder towards the end of the time limit. <p>CORE</p> <p>Feedback</p> <p>Ask learners to compare their survey notes with their partner. Tell them to look for similarities, differences and patterns. Nominate learners to make comments to the class. Circulate and monitor, encouraging learners to use <i>although</i>, <i>whereas</i>, <i>while</i>, etc. when making comparisons.</p> <p>Answers</p> <p>Learners’ own answers</p> |

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| Workbook page 103 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to work with a new partner. 2. Ask them to interview each other about their views on the Internet and complete the table. 3. Ask learners to change partners to compare and discuss the answers in the table. <p>EXTENSION</p> <p>Feedback</p> <p>Feedback as a class. Invite learners to give suggestions for improvements and elicit from other learners whether these are good ideas or not.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Workbook page 103 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner to ask and answer the questions. <p>EXTENSION</p> <p>Feedback</p> <p>Take feedback by eliciting answers from the class</p> <p>Answers</p> <p>Learner's own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to work in small groups. 2. Ask learners to choose one or two questions to ask another group member. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to create and write some extra questions to ask their partner. |
| Resources | <p>Plenary</p> |
| Coursebook page 120 | <ol style="list-style-type: none"> 1. Ask learners to tell the person next to them two (or three or four, etc.) things they have learned today. 2. Then ask those pairs of learners to join with another pair and share their ideas. 3. Then nominate one learner from each group to share their ideas. |

| Learning styles catered for (✓): | | | |
|--|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.1.1.1.5) Build on and extend the ability to understand a range of functions, for example making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to, you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to, you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G8.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesise information selectively to maintain the flow of ideas.</p> | | | |

| LESSON PLAN | | LESSON: 11 |
|--|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To discuss survey results; to design a graph. Reading: To interpret information on a graph Writing: To write a presentation about their survey findings. Listening: To listen to presentations. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • interpret information on a dot graph and a bar chart • design a graph or chart based on their own survey findings • prepare a presentation using their survey findings • present these survey results to other learners. |
| Link to prior learning: <ul style="list-style-type: none"> • Lesson 9 and 10 – social media use in the UAE; maths lessons for calculating percentages 21st Century Skills: <ul style="list-style-type: none"> • Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively and critically in English | | |
| Key vocabulary: <i>dot graph, bar chart, survey, findings, represent, percentage</i> Key expressions/structure: <i>conduct a survey, present your findings, summarise the results, 30 people were surveyed</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners sometimes find it difficult to interpret information from a chart or a graph. This lesson provides a step by step framework for helping learners understand the information shown in a graph with an opportunity to then try the same thing independently with a second graph. | | |
| Resources/equipment needed: Coursebook page 121 Workbook page 104 | | |

UNIT 7 LESSON 11 TASKS/ACTIVITIES

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

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| <p>Resources</p> | <p>Starter</p> <ol style="list-style-type: none"> 1. Have learners discuss with a partner how they conducted their surveys in the previous lesson. 2. Give the pairs of learners a five-minute time limit to write some step by step instructions of the procedure 'how to conduct a class survey'. 3. Nominate a pair of learners to read out their instructions to the class and elicit from other learners if there are any steps missing. |
| <p>Resources</p> <p>Coursebook page 121</p> | <p>Main activity</p> <p>Speaking: Activities 1 and 2</p> <ol style="list-style-type: none"> 1. Go through the Did you know? box with learners, then do these activities as a class. 2. Have learners look at the first graph. Ask them questions to guide them in their interpretation of the information it shows, for example: <i>What does the graph/chart show? What do the dots/bars represent? How many people were surveyed?</i> 3. Have learners work in pairs to discuss the information on the bar chart in the same way. 4. When they have finished, have pairs compare their answers with another pair of learners. <p>CORE</p> <p>Feedback</p> <p>Feedback as a class by inviting learners to explain the information that the graph and the chart show.</p> <p>Answers</p> <p>Activity 1: 1 The graph shows the results of a survey to find out how often people surf the Internet. 2 30 people were surveyed. 3 Learners' own answers</p> <p>Activity 2: 1 The chart shows what the class do to stay safe online. The bars represent the percentage of learners who do certain things to stay safe. 2 We don't know the number of learners surveyed. 3 Learners' own answers</p> |
| <p>Workbook page 104</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain to learners that you are going to explore their ideas about what is safe and unsafe online behaviour. 2. Put them into pairs to discuss the statements and mark them S or U. Encourage them to give reasons and examples to support their ideas. <p>CORE</p> <p>Feedback</p> <p>Discuss the answers as a whole class. Elicit reasons as to what the risks are in the unsafe behaviour and discuss what 'could' happen in the worst case.</p> <p>Answers</p> <p>1 S; 2 S; 3 U; 4 U; 5 S; 6 S; 7 U</p> |

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| <p>Workbook page 104</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners work with a partner to compose their own set of questions for an online-safety survey. They can use the statements in Activity 1 to help them. Make sure they understand that they should lay out their questions in a table as shown. 2. Pairs should swap questions with another pair to check for grammar and any other language mistakes. <p>DESIRABLE</p> <p>Feedback</p> <p>Circulate and monitor during the question preparation time. Help to ensure that learners prepare four to six appropriate questions.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. For learners who might have difficulty composing their own set of questions, you can provide some question prompts based on the bar chart – <i>Do you ever chat to strangers online? Do you only share personal photos with friends? Do you accept friend requests from people you don't know well? Do you talk to your parents about online safety?</i> 2. Encourage such learners to work towards creating a dot graph rather than a bar chart: the former is more straightforward and doesn't involve calculating percentages. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners who complete the question-writing stage and conducting the survey itself quickly and with relative ease to consider presenting different aspects of their findings in two different forms: a dot graph and a bar chart. |
| <p>Coursebook page 121</p> | <p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. When they are ready, learners conduct their survey. Set them a time limit and a minimum number of people to speak to. 2. You may need to set the stage of writing up the information and preparing the chart or graph for homework. <p>CORE</p> <p>Feedback</p> <p>Monitor the survey stage and help to ensure that all learners gather enough information to base a chart or a graph on.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Coursebook page 121</p> | <p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Have pairs of learners join with another pair to present their findings, including their graph and their sentences/paragraph. <p>CORE</p> <p>Feedback</p> <p>Feedback as a class and invite pairs of learners to present to the class.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| Resources | Plenary | | |
| Work book page 104 | Workbook: Activity 3 1. Learner discuss the questions about online safety in pairs or small groups. This could also be done as warmer activity at the start of the next lesson. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G8.1.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. | | | |
| (G8.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations. | | | |
| (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes). | | | |
| (G8.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically. | | | |
| (G8.4.4.1.4) Present information using multimedia components and visual displays. | | | |

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| LESSON PLAN | | LESSON: 12 |
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To have an open class discussion. Reading: To read a quiz and answer questions. Listening: To listen to an interview giving advice. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to and evaluate advice from an expert about being careful and staying safe online • discuss examples of good and bad digital behaviour. |
| Link to prior learning: <ul style="list-style-type: none"> • Previous lessons in Unit 7 on the topic of social media. Also builds on and extends the ability to understand the function of giving and receiving advice 21st Century Skills: <ul style="list-style-type: none"> • Digital Citizenship: Develop an understanding of the need to protect personal identity online, in email, or on websites, limit the use of personal information and pictures, and evaluate the authenticity of requests for personal information | | |
| Key vocabulary: <i>intentions, hack, bother, privacy, settings, mean, digital citizen, online dangers</i> Key expressions/structure: <i>give out information, keep private, access your account upload photographs, hack an account, privacy/security settings</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The vocabulary of social media has a lot of collocations (words that go together, for example <i>social media, privacy settings</i>) and learners can get these confused. The text exposes learners to some of these collocations, as does the listening activity. The vocabulary activities involve matching words to make collocations. | | |
| Resources/equipment needed: Coursebook page 122 Workbook page 105 Audio Track 25 | | |

UNIT 7 LESSON 12 TASKS/ACTIVITIES

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

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| Resources | Starter |
| | 1. Have an open class discussion based around the following questions: <i>How much time do you spend online every day? Every week? What kind of sites do you visit?</i> |
| Resources | Main activity |
| Coursebook page 122 | <p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the Listening Strategy box with the learners. 2. Introduce the listening task by explaining to learners that they will listen to a radio programme about online safety. 3. Give learners time to discuss their predictions, then elicit their ideas as to what topics they expect to hear discussed and write them on the board. <p>CORE</p> <p>Feedback</p> <p>Ask learners to compare their answers in small groups then nominate a learner from each group to give an answer.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Coursebook page 122 Audio Track 25 | <p>Listening: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to listen to the audio and see whether they guessed any topics correctly. 2. Then play the audio a second time and ask them to make notes on the topics listed. <p>CORE</p> <p>Feedback</p> <p>Use the topics as prompts for a whole class discussion. Ask learners to give you their opinions about them and use the opportunity to emphasize to learners about being careful online and staying safe.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Not everybody online is who they say they are. There is no way of checking that the information someone is giving you is true. NEVER give someone you don't know any personal information. You should never agree to meet up with someone you don't know. 2 Never share your passwords with anyone, not even your best friends. The only people who should know your passwords are you and your parents. 3 It is important that your parents have access to your accounts so they can help keep you safe and protected. 4 Keep your security or privacy settings at the highest level so no one can hack your account. 5 Never respond to mean or rude texts, messages or emails and delete any unwanted messages. If you wouldn't say something to another person's face, don't text it or post it online. |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can listen as many times as necessary and check with each other between listenings. |

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

| Learning styles catered for (✓): | | | |
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| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.1.1.1.1) Understand the main points and details of radio news, recorded material advertisements, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G8.1.1.1.5) Build on and extend the ability to understand a range of functions, for example making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> | | | |

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| LESSON PLAN | | LESSON: 13 |
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To read and compare reviews; to put instructions in order. Speaking: To compare reviews. Writing: To write a comparison based on reviews. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and compare reviews of four language learning apps • discuss the features of the apps • write a comparison of the features of each app. |
| Link to prior learning: <ul style="list-style-type: none"> • Computer technology and social media • Making comparisons 21st Century Skills: <ul style="list-style-type: none"> • ICT Literacy: Reinforce learning to apply digital technologies effectively by using them as a tool to research, organise, evaluate and communicate information | | |
| Key vocabulary: <i>translate, store, effective, recommend, select, install</i> Key expressions/structure: <i>tap an icon, use the search function</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might not have read a review before or understand the concept. However, they will have made comparisons about things before. This lesson guides learners through the process of comparison, helping them focus on the individual features of a product then helping them identify similarities and differences. | | |
| Resources/equipment needed: Coursebook page 123 Workbook page 106 A soft ball or a beanbag | | |

UNIT 7 LESSON 13 TASKS/ACTIVITIES

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

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Ask learners which apps they use and write some on the board. 2. Ask learners to name two apps which do the same kind of thing, for example posting photographs or sending messages. 3. Elicit from learners which of the two apps they think is best and why. Ask them to compare the features of each. 4. Encourage them to disagree with each other and justify their reasons. |
| Resources | Main activity |
| Coursebook page 123 | <p>Reading: Activities 1 and 2</p> <ol style="list-style-type: none"> 1. Ask learners if any of them use an app to help them study English. 2. Elicit what a review is (a report about a product written by a customer to help people decide if they want to buy the product). 3. Ask learners to read the reviews and match the apps with their features. 4. When they finish, ask learners to check their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Invite learners to give an answer by putting up their hand.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 Murphy's <i>English Grammar in Use</i>; 2 English Monstruo; 3 wordpic; 4 Cambridge Discovery Readers; 5 Murphy's <i>English Grammar in Use</i></p> |
| Coursebook page 123 | <p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the reviews again and match the words or phrases in bold in the text with the appropriate definition. 2. When they finish, ask them to check their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 false friends; 2 a wide range of; 3 your finger is the athlete; 4 avoid; 5 reflexes; 6 interactive exercises</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to read the introduction first then elicit what a review is. 2. Before starting the activities, ask learners to read each review one by one, underlining the features. 3. Feedback as a class after each review, eliciting the positive features and asking learners to make a comparison with another app. 4. Then move on to Activities 1 and 2. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work alone to complete both activities. 2. When they have finished, have them check their answers with a partner. |

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| <p>Coursebook page 123</p> | <p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner to discuss which app they think is useful/ boring. Encourage them to explain their reasons to each other. 2. When they have finished, have them join with another pair of learners to compare ideas. <p>EXTENSION</p> <p>Feedback</p> <p>Feedback as a class by finding out how many learners prefer each app. Ask learners to justify their reasons and write some of their ideas on the board.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to write one sentence about each app giving their opinion and reason. 2. Ask learners to read their sentences to a partner first then another group of learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work in small groups and encourage a group discussion. |
| <p>Workbook page 106</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Put learners into pairs to discuss the questions. <p>DESIRABLE</p> <p>Feedback</p> <p>Take feedback about learners' experiences of installing apps from the class.</p> |
| <p>Workbook page 106</p> | <p>Workbook: Activities 2 and 3</p> <ol style="list-style-type: none"> 1. Explain that these are the instructions for installing a language-learning app and elicit the first step in the instruction from the class. Ask learners to work individually to put the rest of the steps in the correct order. 2. After correcting the exercise, learners work in pairs to take turns to explain to each other the meaning of the words (in order to consolidate and check the meaning of the vocabulary). Encourage them to do this in English, but tolerate translations as long as they are accurate. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give an answer and write the steps on the board for learners to reference while checking their own.</p> <p>Take feedback from the whole class about the meaning of the words in Activity 2 and try to elicit example sentences with the word in context.</p> <p>Answers</p> <p>Turn on your device. Open your App Store app. Use the search function to find your specific app. Tap on the icon to select. Tap the install button. Wait while the app downloads and installs on your device. Open app by tapping icon.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have the individual instruction steps prepared on strips of paper so that learners can move them around without having to write anything, whilst you circulate and monitor. |

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| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If learners have access to a smart phone in class: Write the name of a free language learning app on the board. Ask learners to swap their instructions with another learner. Learners should follow their partner's instructions in order to download the free app. |
| <p>Workbook page 106</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Write the following words on the board: <i>while, whereas, although, neither, each, every, all, both.</i> 2. Nominate a learner to choose one of the connecting ideas and make a comparison about two of the apps using one sentence. 3. Put learners into pairs to discuss and make notes comparing different features of the apps in a similar way. Ask pairs to write up their notes and compose five sentences comparing the two apps. <p>EXTENSION</p> <p>Feedback</p> <p>Circulate and monitor whilst learners are writing and correcting. When they have finished, ask learners to swap paragraphs and peer-correct their partner's work. Ask for volunteers to read their sentences to the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner and choose two of the apps. 2. Ask learners to make notes on the similarities and differences between the two apps. 3. Ask learners to write some sentences comparing the two apps using the language on the board and giving their conclusion about which one they recommend. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a detailed comparison of all four apps. |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to stand in a circle. Toss the ball/beanbag at a learner who has to give the first step in the instructions of how to download an app. 2. The learner then throws the beanbag/ball to another learner who continues with the next step in the procedure. 3. Continue like this until the end. 4. The game can be continued with other steps for other instructions, like how to send an email, how to take a photo with your phone, how to make a cup of tea, etc. |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).</p> <p>(G8.3.1.1.7) Read advertisements, brochures, and posters to locate an answer to a question or solve a problem; distinguish fact from opinion.</p> <p>(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if, when, unless, although</i>).</p> | | | |

| LESSON PLAN | | LESSON: 14 |
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| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Reading: To read a paragraph to check predicted answers; to read instructions and re-order them logically; to read and correct a partner's paragraph.</p> <p>Speaking: To share ideas and exchange opinions on a topic.</p> <p>Writing: To write a paragraph expressing personal opinion about a topic; to write a set of instructions.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • read a paragraph about social media and discern which statements are true and false • write step-by-step instructions about how to send an email • read and correct a partner's paragraph • express their opinion about the pros and cons of social media verbally and in writing. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Unit 7 Lessons 1–13 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable | | |
| <p>Key vocabulary: All vocabulary from lessons 8–13; <i>blogs, forums, networks, wikis, information overload</i></p> <p>Key expressions/structure: Present simple for routine and instructions</p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners are sometimes unaware of where they have gaps in their understanding of the language covered. With a revision they can reassess and correct what they have not understood, especially the common areas of grammar and vocabulary. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 124</p> <p>Workbook page 107</p> | | |

UNIT 7 LESSON 14 TASKS/ACTIVITIES

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

| Resources | Starter |
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| | <ol style="list-style-type: none"> 1. Ask learners what they remember so far from the lessons they have covered. Refer to topics and themes, grammar, adjectives and nouns. 2. Ask learners which reading texts they enjoyed best and highlight the difference between non-fiction (fact) and fiction. 3. Ask learners what areas they found easiest/most difficult. |
| Resources | Main activity |
| Coursebook page 124 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Elicit from learners the difference between <i>blogs, forums, networks</i> and <i>wikis</i> (blog – regularly updated website run by an individual or small group that is written in a conversational style; forum – an online place where people meet to share ideas and views on a particular topic; network – the way individual user's pcs are connected to each other; wiki – a website with information that users can edit and add to). 2. Focus learners on the text and ask them what kind of writing it is and where it is form. Elicit that it's a pros and cons/for and against essay written by a learner. 3. Have learners work in pairs to read and complete the text with the phrases in the box. <p>CORE</p> <p>Feedback</p> <p>Check answers with the class. Nominate individual learners to give an answer.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 to share information; 2 devices; 3 smart phones; 4 at any time; 5 causes problems; 6 online activity</p> |
| Coursebook page 124 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Focus learners on the true/false questions and encourage them to work in pairs to try to remember the answers before reading the text again to check the information. 2. When you feed back on the answers with the class, check they understand the meaning of <i>information overload</i>. <p>CORE</p> <p>Feedback</p> <p>Check answers with the class. Nominate individual learners to give an answer.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 F – networks are also mentioned; 2 F – the essay also mentions that social media is cheap and you can send messages from anywhere; 3 T; 4 T; 5 F Overall, the writer is in favour of social media.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners read the text first then answer the questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners write a one sentence summary for each paragraph. |

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| <p>Coursebook page 124</p> | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Go back to Lessons 4 and 5 and have learners read through and revise the phrases for giving opinions, the Speaking Tip box on convincing someone in an argument and the Use of English box on balancing and contrasting ideas. Write some of the key phrases on the board for the learners to refer to in the following speaking activity. 2. Have learners prepare their arguments for and against social media to present to the class. They should present three separate arguments for and against and then give their own opinion. Encourage them to make some notes but to write key words only, not full sentences. 3. Have learners work in small groups to share their ideas and exchange opinions. 4. Circulate and monitor, encouraging learners to use the language and expressions on the board. <p>CORE</p> <p>Feedback</p> <p>Have a whole-class discussion and invite learners to share their opinions.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners work with a partner to discuss and write three sentences to answer the questions. 2. Have each pair join with another pair to read their sentences and comment on each other's opinions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners work in a small group, half the members brainstorm pros, the other half brainstorm cons. 2. Have the two sides debate whether there are more pros or cons to social media. |
| <p>Coursebook page 124</p> | <p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Refer learner Use of English box in Lesson 5 on page 115 and write the structures on the board for reference. 2. Have learners use their notes and ideas from the speaking activity to draft a paragraph presenting their own opinion about social media in as persuasive a way as possible. <p>CORE</p> <p>Feedback</p> <p>Have learners swap paragraphs and peer correct their partner's work. Circulate and monitor.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can work with a partner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work alone. |

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| <p>Workbook page 107</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Have learners put the tips into the correct categories. 2. Ask them to work in pairs to write an extra tip for each category. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to give an answer.</p> <p>Answers</p> <p>A = Remember that some people online are not who they say they are. B = Check your security settings often. C = Think carefully before you post anything. D = Do not download anything from the Internet without checking with your parents first.</p> |
| <p>Workbook page 107</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners read and choose the true statements. 2. Have learners correct the false sentences in full. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to write the corrected statements on the board.</p> <p>Answers</p> <p>1 F It is difficult to delete anything you put online before people see it. 2 T 3 F You must take care with your privacy settings. 4 T 5 F You can't/shouldn't believe everything you read on the Internet. 6 T 7 F Passwords are necessary/important.</p> |
| <p>Workbook page 107</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Have learners work with a partner to write a set of step-by-step instructions. Tell them they must start and end with the sentences given and must take care not to leave out any steps. <p>EXTENSION</p> <p>Feedback</p> <p>Nominate learners to write a step on the board.</p> <p>Possible Answers</p> <p>Press the button to turn on your phone. Swipe to unlock the screen. Type in your password. Tap on the mail icon. Tap on the pencil icon at the bottom of your screen. In the 'To' box, type the address of the person you are emailing. In the 'Subject' box, write a title. Tap on the blank screen and type your message. When you have finished, tap on send. Check your 'sent' box to see if the message was sent successfully.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write word prompts on the board for each step in the procedure. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If learners have access to a smart phone in class: Have learners swap their instructions with another learner. Learners should follow their partner's instructions in order to send an email to their partner. |

| Resources | Plenary | | |
|--|---|---------------------------|-----------------|
| | <ol style="list-style-type: none"> 1. Have learners play a game of Snowman (also known as Hangman). Have a learner choose a word from the unit and write spaces on the board to represent the letters. 2. The rest of the class takes it in turns to call out letters. If the letter is correct, the learner adds it to the word on the board. If the word is wrong, the learner adds another body part to the snowman (head, body, 2 legs, 2 arms, 2 eyes, nose, mouth). 3. If the class guesses the word correctly, they score a point. If the learner at the board completes the snowman before the class guesses the word, they win. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.3.1.1.6) Read and follow multi-step directions for preparing applications (for example, for a public library, bank saving account etc.), how-to-do, or how to use or install a simple mechanical device.</p> <p>(G8.4.1.1.8) Write multi-steps instructions and directions in a sequential form using appropriate connectors.</p> <p>(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if, when, unless, although</i>).</p> | | | |

| LESSON PLAN | | LESSON: 15 |
|--|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To distinguish between pros and cons. Writing: To write a statement expressing a personal opinion. Speaking: To justify personal opinions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • collocate verbs and phrases to do with foreign language learning and social media • write about the benefits of learning a foreign language • discuss the pros and cons of social media. |
| Link to prior learning: <ul style="list-style-type: none"> • Unit 7 grammar and vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Unit 7 vocabulary Key expressions/structure: Unit 7 grammar | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel overwhelmed when asked to review a unit as a whole. By revising certain aspects of the unit, confidence will be raised. | | |
| Resources/equipment needed: Coursebook page 125 | | |

UNIT 7 LESSON 15 TASKS/ACTIVITIES

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

| Resources | Starter |
|---------------------|--|
| | <ol style="list-style-type: none"> 1. Tell learners that this is a review lesson. 2. Ask them to work in groups and brainstorm all the areas they have covered in this unit and the language points they remember. 3. Feedback as a class and write them on the board. 4. Elicit some examples of each language point from the learners. 5. Ask learners to rate their level of confidence with each language area from 1–3 (1 = very confident, 2 = unsure, 3 = don't understand at all). 6. Ask learners to compare their answers in groups. |
| Resources | Main activity |
| Coursebook page 125 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the words and reorder the letters to make vocabulary from the unit. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to write an answer on the board.</p> <p>Answers</p> <p>1 password; 2 surf; 3 overload; 4 electronic device; 5 security</p> |
| Coursebook page 125 | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to match the verb with the phrase. 2. When they have finished, have learners check with a partner using the Coursebook for reference. <p>CORE</p> <p>Feedback</p> <p>Invite learners to give an answer.</p> <p>Answers</p> <p>Keep up with world events; update your status; connect with new friends online; check your emails; stay safe online; keep in touch with old friends; download an app; upload a photo</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner and use the Coursebook unit for reference. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work alone without referring to the Coursebook. |

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| Coursebook page 125 | <p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to complete the text about world languages working individually. 2. Ask them to compare their answers with a partner before you take feedback from the class. <p>CORE</p> <p>Feedback</p> <p>As you take feedback make sure you have learners practise the pronunciation of the words.</p> <p>Answers</p> <p>1 extinct; 2 fluently; 3 native; 4 spoken; 5 speakers; 6 global; 7 dialects; 8 characters; 9 bilingual; 10 population</p> |
| Coursebook page 125 | <p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner to read the sentences and decide which are advantages (pros) and which are disadvantages (cons) and whether they relate to social media use only and/or general Internet use. 2. Ask learners to write them in two lists and add as many examples of their own as possible. <p>CORE</p> <p>Feedback</p> <p>Take feedback from the class and write two lists on the board. Elicit further examples from individual learners and add them to appropriate lists.</p> <p>Answers</p> <p>Using the Internet Pros: d, h Cons: a, b, c, f Using social media Pros: e, h Cons: a, b, c, f, g</p> |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Put learners into groups and tell them they are going to have a competition to see who can give the best short presentation about staying safe online. The class will vote for the best presentation. 2. Set a time limit for groups to brainstorm their ideas and prepare their presentations. Encourage learners to think of ways of making what they says interesting by using visuals (drawing on the board, miming). Insist that all members of each group must participate in presenting to the class. 3. When the time is up, have groups take turns to make their presentations. The class votes for the most interesting and most helpful presentation. |

| Learning styles catered for (✓): | | | |
|---|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if, when, unless, although</i>).</p> <p>(G8.4.2.1.3) Use connecting words and phrases to link sentences (for example, <i>even so, since</i>).</p> <p>(G8.4.3.1.1) Build upon and continue applying conventions learned previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.</p> | | | |

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| LESSON PLAN | | LESSON: 16 |
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Speaking: To collaborate on the design of a new mobile phone app; to discuss the purpose and features of the product; to describe the finished product.</p> <p>Writing: To brainstorm and make notes.</p> <p>Reading: To read prompt questions as a basis for brainstorming; to read brainstorming notes as a basis for a presentation writing activity.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • write and speak about a new mobile phone app for learning English, describing its features and functions. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lesson 13 language learning apps <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills | | |
| Key vocabulary: <i>guidelines, layout, effective, attractive</i> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners might feel that they have no ideas to offer. The teacher should use the first part of the lesson to feed in ideas and stimulate discussion. • Some learners prefer working alone or are shy and may be reluctant to join in the group. The teacher should suggest various roles that learners can choose, depending on their personality. For example, during discussions a shy learner could take notes, whereas an outgoing learner could moderate the discussion. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 126</p> <p>PCM 3</p> <p>Large sheets of card or paper, coloured pens and or crayons, magazines to cut out images from, scissors, glue</p> | | |

UNIT 7 LESSON 16 TASKS/ACTIVITIES

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

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|----------------------------------|---|
| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Ask learners to think back to Lesson 10 and get them to summarise what they learned about the class's social media use – for example how much the members of the class use social media sites, which ones they use, what they use them for, etc. |
| Resources | Main activity |
| Coursebook page 126 | <p>Preparation: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to work in groups to design a poster about social media safety. 2. Focus attention on the questions and ask learners to discuss them in small groups whilst you circulate and monitor, helping with ideas and vocabulary. 3. Take feedback as a class. <p>CORE</p> <p>Feedback</p> <p>Nominate a learner from each group to summarise their group's discussion about their experiences with using social media. Invite any further comments or observations.</p> |
| | Answers |
| Coursebook page 126 PCM 3 | <p>Preparation: Activity 2</p> <ol style="list-style-type: none"> 1. Focus attention on the topics in the box and tell learners that you want them to think of/remember two things that a social media user could do in relation to each one to help him or her stay safe on line. 2. Distribute the PCM 3 and ask learners to discuss the questions about things they would and would not feel comfortable about posting on social media in small groups. (Set at time limit, for example 15 minutes). Monitor and help with ideas and vocabulary. 3. When time is up, ask learners to go back to their individual desks and use the ideas from the discussion to help them write sentences for the poster. Direct them to the speech bubbles with example sentences and encourage them to use similar structures – <i>You should/shouldn't ...; Never ...; Always ...; Think about ...</i> etc. <p>CORE</p> <p>Feedback</p> <p>Don't take any general feedback at this point but monitor the process and offer advice and corrections as necessary. Ask learners to exchange their sentences and peer-correct them.</p> |
| | Answers |
| | Learners' own answers |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Direct learners to Units 10 and 11 in the Coursebook and Workbook and allow them to use these directly as a source of language and ideas. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write more than two sentences for each topic. Encourage them to use the full range of structures suggested to present their ideas and to make sure there is variety in the way they express themselves. 2. Give them the freedom to write sentences on other related topics besides those suggested. |

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| Coursebook page 126 | <p>Preparation: Activity 3</p> <p>1. Ask pairs to come together into groups of four to select and compose at least six sentences or phrases that will form the basis of their poster.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor.</p> <p>Answers</p> <p>Learners' own answers</p> | | |
| Coursebook page 126 | <p>Preparation: Activity 4</p> <p>1. Learners create their poster. Distribute large sheets of blank paper and materials such as coloured pens or crayons and/or magazines to cut pictures out of, scissors and glue.</p> <p>2. Go through the step-by-step instructions with the class and encourage the groups to take the time they need to plan and think carefully about layout.</p> <p>3. Set a time limit for the groups to finish their final draft.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor, offering ideas and feedback as necessary.</p> | | |
| Resources | <p>Plenary</p> <p>1. If time allows, let groups have several attempts at making different styles of posters to find out which one is the most effective and visually attractive.</p> <p>2. Display the posters round the class and let learners walk round and critique each other's work. Take feedback on which posters are the most effective at getting their message across and why.</p> | | |
| <p>Learning styles catered for (✓):</p> | | | |
| <p>Visual ✓</p> | <p>Auditory ✓</p> | <p>Read/Write ✓</p> | <p>Kinaesthetic</p> |
| <p>Assessment for learning opportunities (✓):</p> | | | |
| <p>Observation</p> | <p>Student self-assessment</p> | <p>Oral questioning</p> | <p>Peer assessment</p> |
| <p>Quiz</p> | <p>Student presentation</p> | <p>Written work and feedback</p> | <p>Verbal feedback</p> |
| <p>Standards/SLOs:</p> <p>(G8.1.1.1.5) Build on and extend the ability to understand a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G8.4.1.1.2) Produce posters, brochures, leaflets and advertisements.</p> <p>(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if, when, unless, although</i>).</p> | | | |

| LESSON PLAN | | LESSON: 17 |
|--|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 7 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Speaking: To tell a personal anecdote to other learners; to describe a personal adventure in detail; to collaborate in finding and sharing key vocabulary to use in the writing activity.</p> <p>Writing: To brainstorm and make notes; to write sentences using participle adjectives.</p> <p>Reading: To complete sentences with key vocabulary; to complete a writing checklist.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • deliver a presentation on a new mobile phone app for learning English • follow other presentations, making notes and asking questions to elicit information • express agreement, disagreement and personal opinion about the different apps in the presentations. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lessons 11–12 Staying safe online <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to develop, implement and communicate new ideas in English effectively to others | | |
| <p>Key vocabulary: <i>in conclusion, focus, sum up</i></p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Most learners will be nervous about speaking in front of their class. It is important that learners are encouraged but not forced to do it. Help the learners negotiate in their groups who will be the presenters. Offer the learners various options, for example each member of the group has a small speaking part, or the more confident learners present whilst the shyer learners hold up the pictures. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 127</p> <p>Audio Track 26</p> <p>Posters from Lesson 16</p> | | |

UNIT 7 LESSON 17 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | <ol style="list-style-type: none">1. Ask learners to brainstorm things to remember when giving a presentation/ speaking on front of the class.2. Elicit ideas from the group and build up a list on the board, for example <i>speak slowly and clearly; check people can hear you, face your audience and look at them (even if you feel shy)</i>. These will be revisited and expanded in Activity 7. |
| Resources | Main activity |
| Coursebook page 127 | <p>Presentation: Activity 5</p> <ol style="list-style-type: none">1. Ask learners to read the headings and work in pairs to put them in the logical order for a good presentation.2. Circulate and monitor, helping where necessary.3. Take feedback from the class. <p>CORE</p> <p>Feedback</p> <p>Nominate different learners to write the answers in consecutive order on the board.</p> <p>Answers</p> <ol style="list-style-type: none">1 Greetings and introduction2 State purpose of presentation3 Give the main content4 Summary/conclusion5 Question time6 Thank audience/say goodbye |
| Coursebook page 127 Audio Track 26 | <p>Presentation: Activity 6</p> <ol style="list-style-type: none">1. Ask learners to read the useful expression for giving a presentation in pairs and try to complete them with the words in the box.2. When learners are ready, play the audio for them to check their answers. Ask if there any questions about meaning and check understanding of <i>focus</i> and <i>sum up</i>. <p>CORE</p> <p>Feedback</p> <p>Ask learners to listen again and repeat each phrase in order to practise their pronunciation and intonation.</p> <p>Answers</p> <p>1 talk; 2 focus; 3 start; 4 Secondly; 5 see; 6 sum</p> |

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| <p>Coursebook page 127</p> | <p>Presentation: Activity 7</p> <ol style="list-style-type: none"> 1. Ask learners to study the guidelines or tips for preparing and then giving their presentation and classify them into the appropriate column in the table. Make it clear that some apply to both stages. 2. Take feedback and then set a specified time (20–30 minutes) for the groups to prepare and practise the presentations of their posters. Emphasise that every member of the group must participate in presenting to the class. 3. Learners prepare and practise whilst you monitor and help as necessary. <p>CORE</p> <p>Feedback</p> <p>Draw the table on the board and elicit the correct answers to complete it from the class. Check learners understand what each statement means.</p> <p>Answers</p> <p>Preparing your presentation: a, b, c, d, f, Presenting to the class: a, d, e, g, h</p> |
| <p>Coursebook page 127</p> | <p>Presentation: Activity 8</p> <ol style="list-style-type: none"> 1. Groups take turns to make their presentations to the class. 2. The other learners listen and make notes. The class should try to ask at least one question in the ‘question time’ stage of each presentation. Be prepared with prompts and if necessary nominate a confident learner to ask the question. <p>CORE</p> <p>Feedback</p> <p>Take feedback as the plenary stage, see below.</p> |
| <p>Resources</p> <p>Coursebook page 127</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to discuss in their groups the strengths and weaknesses of each presentation. Ask them which presentation they thought was the best, using the guidelines in Activity 7 as a basis. 2. Ask each group to give feedback on one of the presentations (you tell them which), giving two weak points and two strong points. |

| Learning styles catered for (✓): | | | |
|--|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G8.1.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p> <p>(G8.1.1.1.5) Build on and extend the ability to understand a range of functions, for example making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i>, <i>you'd better</i>, obligating and prohibiting, making assumptions and predictions (for example, <i>She must be busy, she doesn't answer the phone</i>), expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G8.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> | | | |

| LESSON PLAN | | LESSON: 1 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To discuss someone's attitude towards technology. Reading: To interpret opinions from statements. Writing: To express opinions about technology. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about someone's attitude to technology • read and evaluate opinions • express the advantages and disadvantages of some technologies. |
| Link to prior learning: <ul style="list-style-type: none"> • Knowledge of technology; use of prepositions 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>technology, advantage, disadvantage</i> Key expressions/structure: <i>one of the advantages/disadvantages of ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not be used to be expressing balanced arguments. They may wish to express only their own opinions about the technologies discussed, but encourage them to think of the disadvantages as well as the advantages of each. | | |
| Resources/equipment needed: Coursebook page 128 Workbook page 108 Pictures or real items of technology being discussed for example mobile phone, iPad | | |

UNIT 8 LESSON 1 TASKS/ACTIVITIES

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

| Resources | Starter |
|---------------------|---|
| | <ol style="list-style-type: none"> 1. Introduce the theme of the unit and the title of the first section. Elicit what learners think they will be studying. 2. Ask learners if they like technology. Show a few pictures (or real items) and ask the class if they have these and what the name is in English. 3. Focus on the questions about the advantages and disadvantages of mobile phones. You may consider writing these on the board. |
| Resources | Main activity |
| Coursebook page 128 | <p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Focus on the prompts and check that learners know the vocabulary. 2. Working in pairs, ask learners to talk about their chosen person using the prompts. 3. When they have finished, you may ask a few learners to share who they have been talking about with the class. <p>CORE</p> <p>Feedback</p> <p>Circulate, listening to learners' exchanges. Make notes of mistakes for remedial work.</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>Learners' own answers</p> |
| Coursebook page 128 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the texts about two young people, one of whom loves technology while the other does not. They read the opinions and decide who says what. Tell the class to ignore any new vocabulary at this point. 2. When they have finished, they compare their ideas with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers as a class. Encourage learners to explain why they have made their choices. What elements helped them decide?</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>1 Ahmed; 2 Lena; 3 Ahmed; 4 Lena; 5 Lena; 6 Lena; 7 Ahmed; 8 Ahmed; 9 Lena; 10 Ahmed</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Fast finishers can write a short paragraph saying who they most agree with, Lena or Ahmed, and why. |
| Workbook page 108 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners follow up the reading activity by considering the advantages and disadvantages on some aspects of technology. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss some of the arguments learners produce. Encourage them to justify or elaborate on some of them.</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>Learners' own answers</p> |

| | | | |
|---|---|---------------------------|-----------------|
| | Differentiation activities (Support): 1. Learners who need more support can work in pairs to stimulate ideas and help each other. | | |
| | Differentiation activities (Stretch): 1. Encourage learners who need stretching to give more arguments for and against the technologies. | | |
| Workbook page 108 | Workbook: Activity 2 1. If there is time, learners can complete this activity to revise technology-related vocabulary. DESIRABLE Feedback Elicit and discuss answers. Answers 1 Internet; 2 download, Internet; 3 app; 4 mobile phone; 5 Skype, email | | |
| Resources | Plenary 1. Based on the arguments written in Workbook Activity 1, hold a class discussion on the advantages and disadvantages of the latest technology in general. 2. Ask: <i>What do they think are the best gadgets? Which gadgets have they used, or heard about, that don't work well? What do they think technology will bring in the future? Is there any new technology that worries them (for example robots taking over the world)?</i> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations. (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G8.3.2.1.2) Identify an author's point of view or purpose in a text, analyse how the author acknowledges or responds to conflicting evidence or viewpoints. | | | |

| LESSON PLAN | | LESSON: 2 |
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| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To discuss written opinions and evaluate how convincing the reasoning is; to discuss translation of technological terms. Writing: To write a paragraph expressing opinions on various gadgets. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • evaluate opinions given in a text • use topic-related vocabulary to solve a crossword puzzle • write at least one paragraph expressing opinions on gadgets. |
| Link to prior learning: <ul style="list-style-type: none"> • Expressing views and opinions; knowledge of vocabulary of modern gadgets 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>app, blog, Internet access, wi-fi, signal, download, social networking, gadget</i> Key expressions/structure: expressing opinions, for example <i>in my opinion, I think/believe ... because ..., I like ..., it's really useful</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Not applicable | | |
| Resources/equipment needed: Coursebook page 129 Workbook page 109 | | |

UNIT 8 LESSON 2 TASKS/ACTIVITIES

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

| Resources | Starter | | | | | | | | | | | | | | |
|--|---|-------|----------|--------|-------|-------------------|----------|---------|----------|----------|------|---------------|-------------|---------------------|---------------------|
| | <ol style="list-style-type: none"> 1. Discuss with the learners what gadgets they have got, and what they use them for. 2. Discuss which are their favourite gadgets, and why. | | | | | | | | | | | | | | |
| Resources | Main activity | | | | | | | | | | | | | | |
| Coursebook page 128–129 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Learners quickly read the text in Activity 2 again and then discuss the question <i>Who gives the most convincing reasons, Ahmed or Lena?</i> <p>CORE</p> <p>Feedback</p> <p>Elicit answers and discuss. What are the convincing reasons given by Ahmed and Lena?</p> <p>Answers</p> <p>Learners' own answers</p> | | | | | | | | | | | | | | |
| Coursebook page 129 | <p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Ask the class to look at the words. Check that they know their meaning. 2. Ask them what these words and phrases are in their language. In fact, although Arabic words exist, for these usually the English words are used. This is common with words related to modern technology. Ask them why they think this might be. (Most scientific and technological research is conducted in English so when something new is developed it is given a name in English. Very often these words are also used by speakers of other languages so there is not always a word for them in their language.) <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss as above.</p> <p>Answers</p> <table border="1"> <tbody> <tr> <td>1 app</td> <td>قريب تطل</td> </tr> <tr> <td>2 blog</td> <td>فوندم</td> </tr> <tr> <td>3 Internet access</td> <td>تنترن ال</td> </tr> <tr> <td>4 wi-fi</td> <td>ياف ي او</td> </tr> <tr> <td>5 signal</td> <td>فراش</td> </tr> <tr> <td>6 to download</td> <td>ليمت اليزنت</td> </tr> <tr> <td>7 social networking</td> <td>في عامت جالات الكبش</td> </tr> </tbody> </table> <p>The English words can all be used in Arabic except that 'social networking' is usually referred to as 'chatting' or using 'facebook/twitter'.</p> | 1 app | قريب تطل | 2 blog | فوندم | 3 Internet access | تنترن ال | 4 wi-fi | ياف ي او | 5 signal | فراش | 6 to download | ليمت اليزنت | 7 social networking | في عامت جالات الكبش |
| 1 app | قريب تطل | | | | | | | | | | | | | | |
| 2 blog | فوندم | | | | | | | | | | | | | | |
| 3 Internet access | تنترن ال | | | | | | | | | | | | | | |
| 4 wi-fi | ياف ي او | | | | | | | | | | | | | | |
| 5 signal | فراش | | | | | | | | | | | | | | |
| 6 to download | ليمت اليزنت | | | | | | | | | | | | | | |
| 7 social networking | في عامت جالات الكبش | | | | | | | | | | | | | | |

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| <p>Workbook page 109</p> | <p>Workbook: Activity 3</p> <p>1. Learners solve the crossword puzzle to apply the vocabulary they have been using.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Circulate as learners work and discuss with them any problems that arise. Elicit and discuss answers once they have completed the puzzle.</p> <p>Answers</p> <p>Across: 4 mobile; 6 chat; 7 receive; 8 app; 9 signal; 12 download Down: 1 wi-fi; 2 blog; 3 desktop; 5 access; 10 laptop; 11 Internet</p> <p>Differentiation activities (Support):</p> <p>1. Learners can work in pairs to help one another.</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast finishers can work in pairs to make a small crossword puzzle (no more than six words) of their own. They can use some of the words and clues from the original puzzle, and add in a few of their own.</p> |
| <p>Coursebook page 129</p> | <p>Writing: Activity 5</p> <p>1. Ask learners to look at the pictures and elicit the names of some of the gadgets shown. Elicit what they are used for.</p> <p>2. Ask the class to think about Lena and Ahmed in Activity 2. Tell them to reflect and decide who they are most similar to.</p> <p>3. They write a short paragraph giving their views about the gadgets in the pictures and discussed so far in the unit. Tell them to include some of the phrases from Exercises 1 and 2.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate, looking at the learners' work and ask questions about it. Take notes of recurrent mistakes for remedial work.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Tell these learners to focus on their view of just a few gadgets. Encourage them to look back to Exercise 2 and use some of the phrases.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners can write about more gadgets, and write more than one paragraph.</p> |
| <p>Resources</p> | <p>Plenary</p> <p>1. Ask some learners to read out part of what they wrote in the previous activity, and discuss the ideas with the class.</p> <p>2. Find out whether the class as a whole agrees more with Lena or with Eyad on their attitude to gadgets and technology.</p> |

| Learning styles catered for (✓): | | | |
|---|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast. (G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points. | | | |

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| LESSON PLAN | | LESSON: 3 |
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To skim a text for gist and match sections to headings; to identify the meaning of new words, and use them in context. Speaking: To discuss the potential uses of VR. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • skim and match sections of a text to headings • show awareness of the role of headings in the structure of a text • use new vocabulary in context • discuss the use of new technology. |
| Link to prior learning: <ul style="list-style-type: none"> • Knowledge of modern technology; vocabulary of technology 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to develop, implement, and communicate new ideas in English to others effectively | | |
| Key vocabulary: <i>artificial, alternative, goggles, headphones, helmet, architect, virtual, cardboard</i> Key expressions/structure: talking about uses/purposes | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may give up too easily if they encounter a text they think is 'difficult'. They need to be trained to use all possible clues to help them comprehend a text. This lesson focuses them on the use of headings to ensure they exploit these to help them find their way around texts. | | |
| Resources/equipment needed: Coursebook page 130 Workbook page 110 | | |

UNIT 8 LESSON 3 TASKS/ACTIVITIES

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

| | |
|----------------------------|--|
| Resources | Starter |
| | <p>1. Hold a short plenary discussion on what learners know, or can guess, about virtual reality (VR). (There have been some demonstrations of it at recent Abu Dhabi Science Festivals so the school science teachers may be able to help you with pictures and examples.)</p> |
| Resources | Main activity |
| Coursebook page 130 | <p>Reading: Activity 1</p> <p>1. Introduce the article to the learners, explaining that it comes from a magazine, and ask them to read the four headings.</p> <p>2. They skim the article to get the gist of each section and match the headings. Tell them to do this quickly and not to try to read every word at this stage.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit the answers. Discuss what information they found in each section to help them match it to its heading.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 What is it? 2 How does it work? 3 What's it used for? 4 Can everyone use it?</p> |
| Workbook page 110 | <p>Workbook: Activity 1</p> <p>1. Learners read the text again in the Coursebook to focus on vocabulary.</p> <p>2. Explain to the learners that they</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 architect; 2 helmet; 3 cardboard; 4 virtual; 5 alternative; 6 goggles; 7 artificial; 8 headphones</p> <p>Differentiation activities (Support):</p> <p>1. Learners requiring more support can work with a partner so that they can assist one another. Circulate and give support to these pairs, encouraging them to look carefully at the whole sentences to help work out the meaning of unknown words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast finishers can move straight on to the next Workbook activity.</p> |

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| Workbook page 110 | <p>Workbook: Activity 2</p> <p>1. Learners consolidate the meaning of the new words by using them in a context.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>1 architect; 2 virtual; 3 alternative; 4 cardboard; 5 headphones; 6 helmet; 7 goggles; 8 artificial</p> |
| | <p>Differentiation activities (Support):</p> <p>1. Make sure learners have the correct answers to Workbook Activity 1 before they do this activity. They can check their answers with a partner when they have finished.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners can write sentences of their own using the words.</p> |
| Coursebook page 130 | <p>Speaking: Activity 2</p> <p>1. Learners discuss applications for VR. They can start with those mentioned in the text but encourage them to think of their own ideas.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor as learners discuss. Make a note of any recurring errors for remedial work.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Workbook page 110 | <p>Workbook: Activity 3</p> <p>1. Learners that need stretching can work in pairs to discuss and develop a proposal for a new app.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Circulate and monitor as learners discuss. Make a note of any recurring errors for remedial work.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Resources | <p>Plenary</p> <p>1. Elicit some of the ideas for uses of VR suggested in the Speaking activity (and also some of the proposals for new apps in Workbook Activity 3 if time). Where possible, encourage use of, or model examples using the language of expressing purpose, for example, <i>to</i>, <i>in order to</i>, <i>so that</i>, which is the focus of the next lesson. For example, <i>VR can be used with astronauts so that they know what it's like to live on a spaceship.</i></p> <p>2. Discuss with the class which they think are the best ideas.</p> |

| Learning styles catered for (✓): | | | |
|---|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).</p> <p>(G8.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (for example, general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs etc.), and use the features to obtain information.</p> <p>(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> | | | |

| LESSON PLAN | | LESSON: 4 |
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| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To express the purpose of a smartphone. Writing: To write sentences expressing purpose using a variety of structures. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about purpose • write sentences expressing purpose using a range of structures. |
| Link to prior learning: <ul style="list-style-type: none"> • Structures for expressing purpose 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>purpose</i> Key expressions/structure: <i>to + infinitive (infinitive of purpose), in order (not) to + infinitive, so that, so as not to</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • learners may use the <i>-ing</i> form of the verb in place of the infinitive but continue to remind them that after <i>to</i> we always use the infinitive (or simple form of the verb) | | |
| Resources/equipment needed: Coursebook page 131 Workbook page 111 A smartphone (or picture) | | |

UNIT 8 LESSON 4 TASKS/ACTIVITIES

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

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| Resources | Starter |
| | <ol style="list-style-type: none"> To lead in to the topic of the lesson (expressing purpose) tell learners about your weekend saying what you did and why using the infinitive of purpose (<i>to</i> + infinitive), for example <i>I went to the gold souk in Dubai to buy a new ring.</i> Ask learners about where they went and what they did at the weekend. Ask them why they went there or did what they did. Guide them to use the infinitive of purpose in their answer. |
| Resources | Main activity |
| Coursebook page 131 | <p>Use of English: Activity 3</p> <ol style="list-style-type: none"> Read and discuss the Use of English box with the class. You may need to explain to the learners the details in the Use of English box if they have any questions. Ask learners to supply more examples and write them in their notebooks. Tell learners to read and match the two halves of each sentence. Then they join them using <i>to</i>, <i>so that</i> or <i>so as not to</i>. When they have finished, ask them to compare their answers with a partner before checking them as a class. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers. If there is any doubt, write the correct answers on the board and bring attention to the target structures.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <ol style="list-style-type: none"> b You can download apps <i>to help</i> you learn a language. c I always take my mobile phone with me when I go out <i>so that</i> I can call my parents to tell them where I am. e I use my iPod with headphones <i>so as not to</i> disturb Mum and Dad. a I sent you a text <i>to ask</i> if you wanted to go to the cinema. d You need to turn off the alarm on your mobile <i>so that</i> it doesn't wake you up at 5am! f I've sent you my email address <i>so that</i> you can get in touch with me. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> For learners requiring more support, divide the activity into two parts. Elicit the two halves of the sentences and write them on the board with gaps. They can then focus more clearly on the structure required. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask these learners to write a few sentences of their own using the target structures. |

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| <p>Coursebook page 131</p> | <p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Show a smartphone (or picture) and make sure they know the name. Ask who has one and, briefly, what they use it for. 2. Refer learners to the <i>Did you know?</i> box, to explain how the term ‘smart’ is used in relation to a phone or a TV. 3. Learners work in groups to think of as many purposes of a smartphone that they can. Check that they know the meaning of the word <i>purpose</i>. 4. Ask the group that has found the most purposes to report back. Tell them to use <i>to + infinitive</i> when giving their sentences. 5. Invite other groups to add any alternative sentences. <p>CORE</p> <p>Feedback</p> <p>Focus on the key structure and ask learners to re-express any sentences that don’t use it. If necessary, do some repetition of some sentences using the structure, for example, <i>I use the clock on my Smartphone to tell me the time.</i></p> <p>Answers</p> <p>Learners’ own answers</p> |
| <p>Workbook page 111</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. This exercise reinforces the work done using the infinitive of purpose (<i>to + infinitive</i>). 2. Learners work independently but ask them to check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 I turned my computer on to find out the football score. 2 My mum went into town to buy a new mobile phone. 3 I phoned you to ask you about the maths homework. 4 He looked at the map on his phone to find the cinema. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Fast finishers can write one or two pairs of sentences using those in the exercise as a model. They can then exchange them with a friend to combine the sentences. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners are struggling, write the first two or three words of each possible answer on the board. |
| <p>Workbook page 111</p> | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. This activity gives practice in the use of <i>in order (not) to</i> which is more formal than <i>to</i> alone. It is also followed by an infinitive verb. 2. Learners can work independently or in pairs for variety. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 My teacher bought a new laptop in order to make life easier when she was travelling. 2 I saved up some money in order to buy an iPod. 3 I took my phone with me in order not to miss your call. 4 Our teacher told us to use the Internet in order to do some research. |

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| Workbook page 111 | <p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. This activity practises the use of <i>so that</i> to express purpose. Introduce the example sentence and point out the use of <i>could</i> or <i>would</i> when it is used about a purpose in the past. 2. Learners work independently but then ask them to work in pairs to compare and discuss answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Our teacher gave us practice papers so that we would be ready for the exam. 2 I gave my cousin my email address so that she could send me her holiday photos. 3 I put my phone on silent so that I wouldn't disturb anyone. 4 I bought myself an iPad so that I could work at home, at school and anywhere else. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can work in pairs to help each other. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Fast finishers can write one or two pairs of sentences using those in the exercise as a model. They can then exchange them with a friend to combine the sentences. | | |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Hold a general discussion on what learners want to do after school today, at the weekend, in the holidays, etc. Keep asking <i>Why?</i> about the plans and guide them to explain the purpose of what they want to do, using any of the target structures. For example, <i>I want to go to the sports park. Why do you want to go to the sports park? To play basketball. Why do you play basketball? So that I can have fun and keep fit.</i> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example expressing purpose.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of expressing purpose.</p> | | | |

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| LESSON PLAN | | LESSON: 5 |
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To discuss research and agree on information to be used. Reading: To read a text for gist and make comparisons. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • present some information about Australia as a result of research • identify key points concerning the uniqueness of education in the Australian Outback. |
| Link to prior learning: <ul style="list-style-type: none"> • Geography and knowledge of Australia; research skills 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Understand other nations, languages and cultures • Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively, and critically in English | | |
| Key vocabulary: <i>outback, satellite, headphones, microphone, webcam</i> Key expressions/structure: Negotiating in pairs on the research and content of the mini-project | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have preconceptions about Australia. Encourage them to find positive and interesting facts about the country. | | |
| Resources/equipment needed: Coursebook page 132 Workbook page 112 PCM 4 World map Photos of the Australian outback (a web search for 'Australian outback images' will find many) PCM 4 Research sources, i.e. the Internet | | |

UNIT 8 LESSON 5 TASKS/ACTIVITIES

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

| | |
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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Introduce the title of the lesson (The School of the Air). Ask the class what they think it may mean. 2. Ask the class how their school today is different from the school their parents went to, and how it might change in the future. 3. Elicit ideas from the class. |
| Resources | Main activity |
| Coursebook page 132 PCM 4 | <p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Display a map of the world and ask the class to locate Australia on it. 2. Ask learners what they know about Australia. How big do they think the country is? 3. Show pictures of the Australian Outback and explain the word 'outback'. Explain that the Outback is the vast, remote, arid interior of Australia. The term "the outback" is often used to refer to locations that are comparatively more remote than other areas in a country, such as towns, cities or small rural areas. 4. Distribute the outline map of Australia (PCM 4). Tell them to label the map with the three main cities of <i>Sydney</i>, <i>Melbourne</i> and <i>Perth</i>, the <i>Outback</i> and the <i>Great Barrier Reef</i> (write these on the board). They should do research using the Internet to complete this activity. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>1 The Great Barrier Reef; 2 The Outback; 3 Sydney; 4 Melbourne; 5 Perth</p> |
| Workbook page 112 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the Did you know? boxes in the Coursebook and tell them to work in pairs to prepare one about Australia. They work in pairs to find two or three interesting facts about Australia using the Internet. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor the research and discussions. Make notes of recurring errors for remedial work. Ask learners to display their Did you know? boxes on the walls for discussion.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>Learners' own answers</p> |
| Coursebook page 132 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the class to read the article about the School of the Air to answer the question. 2. Learners discuss the answer in pairs before they report back. <p>CORE</p> <p>Feedback</p> <p>Elicit answer and discuss as a class.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>It's a system of schooling used in the Outback in which learners study at home with a teacher who is in another place.</p> |

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| | <p>Differentiation activities (Support):</p> <p>1. Make it clear to these learners they only need to get the gist of this article in order to answer the question. They will get the opportunity to read it again to understand the detail.</p> |
| <p>Workbook page 112</p> | <p>Workbook: Activity 2</p> <p>1. Learners read the text again and complete the table to record the differences.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and check as a class.</p> <p>Example answers</p> <p>1 learners work in a school building/learners work at home 2 teacher in the classroom/teacher in a studio 3 teacher and learners talk in the classroom/teacher and learners talk using webcams, microphones, computers and a satellite 4 give homework to teacher/send homework by email 5 see other learners every day/see other learners once a year at sports day</p> <p>Differentiation activities (Support):</p> <p>1. Learners can work in pairs to support one another.</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast finishers can do the next Workbook activity.</p> |
| <p>Workbook page 112</p> | <p>Workbook: Activity 3</p> <p>1. Learners write a paragraph to give their opinions about the School of the Air.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Elicit and check answers.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Resources</p> | <p>Plenary</p> <p>1. Discuss with learners if they would like to study at home as with the School of the Air. Draw out their opinions and make comparisons with their own schooling.</p> |
| <p>Learning styles catered for (✓):</p> | |
| <p>Visual ✓</p> | <p>Auditory ✓</p> |
| <p>Read/Write ✓</p> | <p>Kinaesthetic</p> |
| <p>Assessment for learning opportunities (✓):</p> | |
| <p>Observation</p> | <p>Student self-assessment</p> |
| <p>Quiz</p> | <p>Student presentation</p> |
| <p>Oral questioning</p> | <p>Written work and feedback</p> |
| <p>Peer assessment</p> | <p>Verbal feedback</p> |
| <p>Standards/SLOs:</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G8.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically.</p> | |

| LESSON PLAN | | LESSON: 6 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Reading: To identify and understand key vocabulary of technology in a text; to summarise paragraphs by writing headings.</p> <p>Speaking: To express advantages and disadvantages.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • use new vocabulary appropriately • write headings for paragraphs in a text • express opinions on advantages and disadvantages. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Work on School of the Air text in previous lesson; knowledge of structure of explanatory texts, for example headings; vocabulary of technology <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Reinforce learning to apply digital technologies effectively by using them as a tool to research, organise, evaluate and communicate information | | |
| <p>Key vocabulary: <i>studio, satellite, webcam, laptop, microphone, interactive whiteboard, headphones</i></p> <p>Key expressions/structure: Expressing advantages and disadvantages</p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners need to realise that the perceived advantages or disadvantages of something is an opinion, not a fact. In reference to the text they discuss here, some people will consider not going to school and learning from home to be an advantage, but for others this will be a disadvantage because they have no opportunity to meet friends. Encourage them to discuss this and to respect the opinions of others. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 133</p> <p>Workbook page 113</p> | | |

UNIT 8 LESSON 6 TASKS/ACTIVITIES

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

| Resources | Starter |
|----------------------------|--|
| | <p>1. Elicit and revise what learners learned about Australia and the School of the Air in the previous lesson. Ask some more learners to read out what they put in their Did you know? boxes, and discuss with the class.</p> |
| Resources | Main activity |
| <p>Coursebook page 133</p> | <p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Remind learners of the work they did on matching headings in Lesson 3. Tell learners to read the Reading strategy box. 2. Ask them to find the main idea of each paragraph and write headings. 3. When they have finished, ask them to compare their headings with others in a group and discuss any differences. 4. Copy the headings on the board and discuss as a class. <p>CORE</p> <p>Feedback</p> <p>Elicit the headings and write them on the board. Discuss them as a class and decide on the best.</p> <p>Example answers</p> <p>Paragraph 1: Going to school in Australia Paragraph 2: How it works Paragraph 3: A learner talks about his experience Paragraph 4: A model for the future?</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in pairs to help and support one another. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write sentences of their own using the vocabulary. |
| <p>Coursebook page 133</p> | <p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners to read the definitions. 2. Then they re-read the text and look for the words to match the definitions. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 studio; 2 satellite; 3 webcam; 4 laptop; 5 microphone; 6 interactive whiteboard</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Used mixed-ability groups for Stage 4 so that learners who need support can get some help from others. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners should lead the groups. |

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| Coursebook page 133 | <p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Introduce the activity and the phrases to talk about advantages and disadvantages. 2. Learners discuss in pairs. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor the discussions. Make notes of recurring errors for remedial work.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Workbook page 113 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners re-order the letters and write correct words. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and check as a class.</p> <p>Answers</p> <p>1 satellite; 2 headphones; 3 microphone; 4 webcam; 5 interactive whiteboard</p> |
| Workbook page 113 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Learners look at the pictures and write sentences. <p>EXTENSION</p> <p>Feedback</p> <p>Elicit and check answers.</p> <p>Example answers</p> <ol style="list-style-type: none"> 1 You find it in space. It goes around the earth. It receives and sends signals. 2 You wear them when you're listening to music and you don't want everyone else to hear. 3 It records sound in order to send it electronically. 4 It records moving pictures and sound so that they can be shown on the Internet as they happen. 5 Learners' own answers |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Elicit a discussion about the items of technology featured in the Workbook pictures. 2. If learners have not completed Workbook Activity 2, do this orally, discussing what the items are used for. If they have completed it, elicit and discuss answers. |

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|--|-------------------------|---------------------------|-----------------|
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.3.2.1.5) Identify structural features of explanatory text.</p> <p>(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast.</p> | | | |

| LESSON PLAN | | LESSON: 7 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To listen for specific information; to listen for detail. Speaking: To discuss the use and purpose of gadgets; to reflect on recent learning. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify key details from a recorded dialogue • discuss advantages and disadvantages • express use and purpose • reflect on their recent learning. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis and content related to e-technology in unit 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communication skills needed in further learning of the English language | | |
| Key vocabulary: <i>smartwatch, selfie</i> Key expressions/structure: Recycling of language related to expressing purpose/use, and advantages and disadvantage | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners often think that listening to recorded passages is difficult. Tell them that it is not necessary to understand every word, or every piece of information, on first listening. In this lesson they only have to identify the topic of discussion on first hearing. Once they have managed this, they can listen again and move on to more challenging tasks. | | |
| Resources/equipment needed: Coursebook page 134 Workbook page 114 Audio Track 27 | | |

UNIT 8 LESSON 7 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | <ol style="list-style-type: none">1. Ask learners to reflect on what they have done in the unit and think about which are the most interesting gadgets and aspects of e-communication they have learned about. Encourage them to look back through the unit and their work. Elicit and discuss some opinions (this will be developed in the self-assessment activity). |
| Resources | Main activity |
| Coursebook page 134 Audio Track 27 | Listening: Activity 1 <ol style="list-style-type: none">1. Explain to learners that they are going to listen to a conversation between two friends. They talk about a birthday present in the conversation. Learners only have to identify which present so they should not worry about understanding every word at this stage.2. Play the recording once without pause. CORE Feedback <p>Elicit the answers. Discuss what else the learners have already understood.</p> Answers b a smartwatch |
| Coursebook page 134 Audio Track 27 | Listening: Activity 2 <ol style="list-style-type: none">1. Tell learners to read the Listening strategy box and then to read all the statements.2. Play the recording.3. They discuss their answers in pairs.4. Play the recording again for learners to check and complete their answers. CORE Feedback <p>Elicit and discuss the answers.</p> Answers 1 b; 2 a; 3 c; 4 c; 5 b |
| | Differentiation activities (Support): <ol style="list-style-type: none">1. Give learners sufficient time to read through the options before they listen. Ask them questions to ensure they understand the difference between each option so that they focus on the necessary information as they listen.2. To make the listening easier, break the recording up into chunks by pausing after every few interchanges. Play it several times. |
| | Differentiation activities (Stretch): <ol style="list-style-type: none">1. Learners that successfully identify the answers after one playing can move directly on to one of the Workbook activities. |

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| Workbook page 114 | Workbook: Activity 1 1. Learners work in pairs and make notes. Encourage them to use their own thoughts and ideas as well as what is said in the recording. CORE Feedback Circulate and monitor as learners discuss. Make notes of recurring errors for remedial work. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> Learners' own answers |
| Coursebook page 134 | Speaking: Activity 3 1. Learners discuss any gadget, those discussed in the unit so far and any other they want to talk about. Encourage them to use the language of expressing purpose practised in previous lessons. DESIRABLE Feedback Circulate and monitor as learners discuss. Make notes of recurring errors for remedial work. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> Learners' own answers |
| Workbook page 114 | Workbook: Activity 2 1. Learners write sentences about smartwatches using the target structures. DESIRABLE Feedback Elicit and discuss sentences. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> Learners' own answers |
| | Differentiation activities (Support): 1. Elicit and write a few example sentences on the board using the structures. |
| Workbook page 114 | Workbook: Activity 3 1. For fast-finishing learners, they can work in pairs and write their own ad. EXTENSION Feedback Circulate as learners work and discuss with them. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> Learners' own answers |
| Resources | Plenary |
| Coursebook page 134 | Self-assessment 1. Learners look at the self-assessment statements and reflect on their recent learning and how well they can do the tasks. Tell them to look back through the unit as they work. 2. Elicit their thoughts on what they have achieved. 3. Use this opportunity to do any remedial teaching required. |

| Learning styles catered for (✓): | | | |
|--|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.4.1.1.2) Produce posters, brochures, leaflets and advertisements.</p> | | | |

| LESSON PLAN | | LESSON: 8 |
|--|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Writing: To use the future passive to make predictions. Speaking: To make predictions and discuss the future, using the future passive. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • make oral predictions and discuss the future using the future passive • make written predictions using the future passive. |
| Link to prior learning: <ul style="list-style-type: none"> • Ways of expressing the future (particularly the <i>will</i> future); the passive voice 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to apply digital technologies effectively by using them as a tool to research, organise, evaluate and communicate information. | | |
| Key vocabulary: <i>voice-to-text technology, solar power, ski</i> Key expressions/structure: The future passive (<i>will be</i> + past participle) | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The uses of the passive can be challenging for learners so revise work done previously on the present and past passive before moving on to a new tense. | | |
| Resources/equipment needed: Coursebook page 135 Workbook page 115 | | |

UNIT 8 LESSON 8 TASKS/ACTIVITIES

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

| Resources | Starter |
|-------------------------------|--|
| | <ol style="list-style-type: none">1. Introduce the lesson topic and tell learners to look at the photograph. Tell them they are going to discuss the future of schools and make predictions about technology in the next two lessons.2. Elicit a few predictions about the future. |
| Resources | Main activity |
| Coursebook page 135 | <p>Use of English: Activity 1</p> <ol style="list-style-type: none">1. Read and discuss the Language Tip. Revise what learners already know about the use and form of the passive. Elicit some examples of present and past passive forms.2. Read and discuss the Use of English box with the class. Give more examples. Display these on the board and ask the class to copy them into their notebooks.3. Elicit more examples from the learners. They write them in their notebooks.4. Tell learners to complete the sentences in Activity 1 using the verbs in brackets. Remind them to use the future passive with <i>will</i>. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 won't be driven; will be controlled; 2 will be replaced; 3 will be heated; 4 will be done; 5 will not/won't be shown; will be downloaded; watched</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Elicit and write plenty of example sentences on the board before they do the exercise. |
| Workbook page 115 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none">1. Introduce the activity.2. Learners write sentences using the target structure. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>10.00 am – We will be met by a local guide. 10.30 am – We will be taken to the hotel by bus. 12.00 – Lunch will be served at the hotel. 1.00 pm – Skis and boots will be provided by the local ski shop. 1.30 pm – Lift passes will be collected by the teachers and handed out to learners. 2.15 pm – Learners will be met by ski instructors at the Alpine ski lift. Learners will be divided into groups according to ability (by the ski instructors). 2.30 pm – Learners will be accompanied to the slopes for their first lessons. 4.30 pm – Learners will be met by teachers at the bottom of the lift and taken back to the hotel.</p> |

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| | <p>Differentiation activities (Support):</p> <p>1. Tell these learners to check back to the Use of English box in the Coursebook for help. Monitor carefully and do remedial work if they are making too many mistakes with the structure.</p> | | |
| <p>Coursebook page 135</p> | <p>Speaking: Activity 2</p> <p>1. In pairs, learners read and discuss the questions. Go through the words and phrases in the box and explain the difference between <i>perform</i> meaning to carry out or complete something (for example, surgery) and to perform on stage. Also explain what <i>cloud seeding</i> is (a technology for making rain) and vertical <i>farming</i> (growing crops intensively on tall buildings in cities).</p> <p>2. Tell them to make notes of their ideas and discuss in pairs.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor as learners discuss. Take notes of recurrent mistakes for remedial work.</p> <p>Answers</p> <p>Learners' own answers</p> | | |
| | <p>Differentiation activities (Support):</p> <p>1. These learners focus on part 1 of the activity which gives them examples of the target structure in context.</p> | | |
| | <p>Differentiation activities (Stretch):</p> <p>1. Learners ask their family members the questions and make notes of their answers. Then they share them with the class. Discuss whether the parents' ideas are similar or different to those of the learners.</p> | | |
| | <p>Resources</p> <p>Plenary</p> <p>1. Follow up the pair work in the previous discussion by asking learners to share their ideas with the class. Have an open-class discussion. Encourage learners to justify their opinions.</p> | | |
| <p>Learning styles catered for (✓):</p> | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| <p>Assessment for learning opportunities (✓):</p> | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example (k) making predictions.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: future passive.</p> | | | |

| LESSON PLAN | | LESSON: 9 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To take part in discussions to make predictions. Writing: To write predictions using the future passive. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • make oral predictions • negotiate discussions to agree on predictions • write predictions using the future passive. |
| Link to prior learning: <ul style="list-style-type: none"> • Future passive (from previous lesson): ways of expressing the future (particularly the <i>will</i> future) • The passive voice • Vocabulary of e-communications and technology 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to develop, implement and communicate new ideas in English to others effectively. | | |
| Key vocabulary: <i>prediction, election</i> Key expressions/structure: The future passive (<i>will be</i> + past participle) | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The uses of the passive can be challenging for learners so it is important to give plenty of practice in different activities, as in this lesson which applies the structure presented in the previous lesson. | | |
| Resources/equipment needed: Coursebook page 136 Workbook page 116 | | |

UNIT 8 LESSON 9 TASKS/ACTIVITIES

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

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| Resources | Starter 1. Revise the structure and use of the future passive. Elicit a few of the predictions about the future of schools learners thought most likely in the previous lesson. |
| Resources Coursebook page 136 | Main activity Speaking: Activity 3 1. To give more practice in the structure, ask learners to think about all the things that might be done by robots in future. 2. Encourage learners to use their own ideas to make predictions as well as using the ideas in the box. CORE Feedback Guide learners to use the target structure in their suggested sentences. <div style="background-color: #e0e0e0; padding: 2px;">Possible answers</div> 1 Children in schools will be taught by robot teachers. 2 Housework will be done by robots. 3 Things in factories will be made by robots. 3 Old people will be taken care of by robots when there is nobody at home. 4 Illnesses will be diagnosed by robots in hospitals. 5 Doctors will be replaced by robots for difficult operations. |
| Workbook page 116 | Workbook: Activity 2 1. You could introduce this activity by showing learners an object and asking them to predict what will happen to it using the passive future structure they have studied in the Coursebook, for example a coin - <i>It will be spent/It will be used to buy something</i> , a date - <i>It will be eaten</i> , etc. 2. Go through the example with the class and elicit other ideas for what will happen to the bread, for example <i>It will be toasted. It will be given to the children for lunch</i> , etc. Then ask learners to continue the exercise on their own. CORE Feedback Elicit and check answers as a class. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> Learners' own answers |
| Coursebook page 136 | Speaking: Activity 4 1. Introduce the pictures and the example sentences. 2. Learners work in pairs to develop predictions about the future of e-communications and technology. 3. When they have finished, elicit ideas from pairs and have a class discussion. Encourage the use of the target structure where appropriate (do not try to make them use a passive form where an active would be more natural). CORE Feedback Circulate as the pairs work and make notes of any recurring errors for remedial work. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> Learners' own answers |

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| | <p>Differentiation activities (Support):</p> <p>1. These learners focus on the pictured objects and simple predictions.</p> |
| | <p>Differentiation activities (Stretch):</p> <p>1. Encourage these learners to make more wide-ranging predictions.</p> |
| Workbook page 116 | <p>Workbook: Activity 3</p> <p>1. Learners record the best predictions made orally in the previous activity.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate as learners write and make notes of any recurring errors for remedial work.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Coursebook page 136 | <p>Writing: Activity 5</p> <p>1. Introduce the scenario and elicit some example sentences.</p> <p>2. Learners write sentences.</p> <p>3. When they have finished, tell learners to work in groups of four. They should all read out their sentences and discuss before choosing the best five sentences from the group.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Circulate as learners write and discuss. Make notes of any recurring errors for remedial work.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. These learners focus on stages 1 and 2. They can work in pairs to help each other.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners can write more than five sentences and develop them into an election speech.</p> |
| Resources | <p>Plenary</p> <p>1. Ask the groups from the previous activity to read out their five best sentences. Hold a class discussion on the election promises, and let the class choose the best.</p> |

| Learning styles catered for (✓): | | | |
|--|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example (k) making predictions.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.4.2.1.1) Build on and continue applying language structures learned previously.</p> | | | |

| LESSON PLAN | | LESSON: 10 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To interpret pictures. Speaking: To express regret using a range of structures. Writing: To write captions expressing regret. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • express regret orally • write sentences expressing regret. |
| Link to prior learning: <ul style="list-style-type: none"> • Expressing apologies (<i>I'm sorry that ..., I wish that ...</i>) • Use of modals (<i>should have</i>) • Use of conditionals 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>regret</i> Key expressions/structure: Expressing regret (<i>wish (that), if only + past perfect, should have/ shouldn't have, I wish + past perfect, If only + past perfect</i>) | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The four structures focused on in this lesson are all challenging for Arabic speakers so progress slowly and steadily, give plenty of practice and be prepared to repeat things that learners have not grasped. (There is more practise of these structures in the next lesson.) | | |
| Resources/equipment needed: Coursebook page 137 Workbook page 117 | | |

UNIT 8 LESSON 10 TASKS/ACTIVITIES

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

| | |
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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Ask the class when they might think or say <i>I wish I hadn't done that</i>. Elicit ideas from the class. 2. Ask them if there is anything they wish they had done or hadn't done. |
| Resources | Main activity |
| Coursebook page 137 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners read the cartoon and discuss the story behind the pictures. What do they think has happened? Why? 2. They write down their ideas. 3. When they have finished, they compare them in small groups. <p>CORE</p> <p>Feedback</p> <p>Elicit ideas from the groups and discuss.</p> |
| | Answers |
| | Learners' own answers |
| Coursebook page 137 | <p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Read and discuss the Use of English box with the class. Give more examples and display them on the board. 2. Ask the class to copy them into their notebooks. 3. Ask learners to supply more examples of their own and write them in their notebooks. 4. Focus on the sentences in Activity 2 and tell learners to rewrite them using the prompts. <p>CORE</p> <p>Feedback</p> <p>Elicit and check answers.</p> |
| | Answers |
| | <ol style="list-style-type: none"> 1 I wish I hadn't eaten so much. 2 If only I'd done more revision for the exam. 3 I wish I'd brought my camera. 4 You shouldn't have shaken the bottle before you opened it. 5 I should have brought a book to read. 6 You should have taken a jacket to school. |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in pairs to help each other, or work individually and then compare and discuss answers in pairs. Circulate and give support to these learners as they work. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Fast finishers can move on to the Workbook activity as you work with those that need more support. |

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|---|---|---------------------------|-----------------|
| Workbook page 117 | Workbook: Activity 1 | | |
| | 1. Learners look at the pictures and write sentences as captions for the cartoons. | | |
| | CORE | | |
| | Feedback Elicit answers and check as a class. | | |
| | Possible answers | | |
| | 1 I should have turned my mobile off. | | |
| | 2 I should have done my homework earlier. | | |
| | 3 I shouldn't have left my mobile in my pocket. | | |
| | 4 I shouldn't have eaten so much ice cream. | | |
| | 5 I wish I hadn't stayed up so late. | | |
| | 6 I wish I'd turned my mobile off. | | |
| | 7 If only I'd done some revision. | | |
| | 8 If only I hadn't opened that attachment. | | |
| | Differentiation activities (Support): | | |
| | 1. Learners work in pairs or small groups to discuss each caption before they write it. | | |
| | Differentiation activities (Stretch): | | |
| | 1. Fast finishers think of some regrets of their own, or others they can think of. They draw a simple illustration of the situation on a sheet of paper. They then turn the paper and write a sentence expressing the regret on the back. They exchange their pictures with a partner who has to think of a suitable caption. | | |
| Resources | Plenary | | |
| | 1. Collect some of the pictures and captions that fast-finishing learners have done. Hold up the pictures and elicit suitable captions from the class. | | |
| | 2. Discuss any other regrets of their own learners have thought of and want to share. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. | | | |
| (G8.3.1.1.2) Read information from multiple print and digital sources (for example autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. | | | |
| (G8.4.2.1.1) Build on and continue applying language structures learned previously. | | | |

| LESSON PLAN | | LESSON: 11 |
|--|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To express regret using a range of structures. Reading: To infer regrets from a personal account. Writing: To write sentences expressing regret. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • express regret orally • write sentences expressing regret. |
| Link to prior learning: <ul style="list-style-type: none"> • Previous lesson on expressing regrets 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>regret, bad mood, furious, my fault, treated differently</i> Key expressions/structure: Expressing regret (<i>wish (that), if only + past perfect, should have/ shouldn't have, I wish + past perfect, If only + past perfect</i>) | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The four structures focused on are all challenging for Arabic speakers so it is necessary to do plenty of practice. This lesson builds on what was introduced in the previous lesson. | | |
| Resources/equipment needed: Coursebook page 138 Workbook page 118 | | |

UNIT 8 LESSON 11 TASKS/ACTIVITIES

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

| Resources | Starter |
|---------------------|--|
| Coursebook page 137 | <ol style="list-style-type: none">1. Revise expressing regret and the four structures introduced in the previous lesson. Refer learners back to the Use of English box on Coursebook page 137 if necessary.2. Elicit a few regrets that learners wrote about in the previous lesson but weren't shared then. |
| Resources | Main activity |
| Coursebook page 138 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none">1. Learners read about Tariq's terrible day. Elicit a few things that he did wrong.2. Look at the example regret in the speech bubble at the bottom of the page and elicit one or two more, using different structures.3. Learners work in pairs to express Tariq's regrets. Tell them to try to use all four structures introduced.4. When they have finished, elicit sentences from the pairs. Put one or two of each structure on the board.5. Learners copy the sentences from the board into their notebooks. <p>CORE</p> <p>Feedback</p> <p>Circulate as learners work. Monitor to see if they are using the structures correctly. Do remedial work on recurring errors.</p> <p>Answers</p> <p><i>[example answers – to use a range of structures]</i></p> <p>I shouldn't have played computer games until 3 am. I wish I'd heard my alarm. If only I'd got up earlier. I shouldn't have got up late. I wish I'd eaten breakfast. If only I hadn't been hungry all morning. I wish I hadn't been in a bad mood. If only I hadn't got into trouble for being late. I should have apologised properly. I shouldn't have been rude. I wish the teacher hadn't reported me. I wish I hadn't had to see the head teacher. If only the head teacher hadn't sent me home. I wish my parents weren't furious with me. If only they hadn't taken away my computer and smartphone.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none">1. Give learners plenty of time for this, and encourage them to look back to the Use of English box on Coursebook page 137. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none">1. These learners should be expected to produce more sentences. |

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| <p>Coursebook page 138</p> | <p>Writing: Activity 4</p> <p>1. Introduce the activity and the first example. 2. Learners work independently to reflect on their experiences and write sentences.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate as learners write and note recurring errors, focusing on correct use of the structures, for remedial work.</p> <p>Answers</p> <p>Learners' own answers</p> <hr/> <p>Differentiation activities (Support):</p> <p>1. Encourage these learners to look back to Coursebook page 137 to help them use the structures correctly.</p> <hr/> <p>Differentiation activities (Stretch):</p> <p>1. Learners can write more than one sentence for each prompt, or write sentences about other regrets.</p> |
| <p>Coursebook page 138</p> | <p>Speaking: Activity 5</p> <p>1. Learners work in pairs to share the sentences they wrote in the previous activity.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit some regrets from pairs and discuss as a class. Do any necessary remedial work on the structures.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 118</p> | <p>Workbook: Activity 2</p> <p>1. Learners read and match the sentences.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and check answers with the class.</p> <p>Answers</p> <p>1 f; 2 c; 3 d; 4 e; 5 a; 6 b</p> |
| <p>Workbook page 118</p> | <p>Workbook: Activity 3</p> <p>1. For learners who need more practice with the use of <i>should (not) have</i>, they complete the sentences.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and check answers with the class.</p> <p>Answers</p> <p>1 She should have looked where she was going. 2 He shouldn't have run so fast. 3 We should have repaired the roof.</p> |

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| Workbook page 118 | Workbook: Activity 4 1. For further practice with the <i>wish/if only</i> + past perfect structures, learners rephrase their sentences from Activity 3. DESIRABLE Feedback Elicit and check answers with the class. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 If only she'd looked where she was going. 2 If only he hadn't run so fast. 3 I wish (that)/if only we'd repaired the roof. | | |
| Resources | Plenary 1. Round off the lesson in a more light-hearted way by discussing with the class regrets that some famous TV or film characters might have. Talk with them about a TV programme (or film) that is particularly popular with your learners at the moment. Elicit what has happened, particularly the mistakes made by the characters or the problems they have been faced with. 2. Elicit what the characters might say to express their regrets about this. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. (G8.4.2.1.1) Build on and continue applying language structures learned previously. | | | |

| LESSON PLAN | | LESSON: 12 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Listening: To identify the general conclusion of a discussion; to identify specific points made in a discussion.</p> <p>Speaking: To discuss advantages and disadvantages.</p> <p>Writing: To write a short text presenting the advantages and disadvantages of texting.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • identify a general conclusion from a recorded discussion • identify details of a discussion • present and discuss advantages and disadvantages. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Expressing advantages and disadvantages (Lesson 6 of this unit) <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen | | |
| <p>Key vocabulary: <i>junk mail, attachment, virus</i></p> <p>Key expressions/structure: Expressing advantages and disadvantages</p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners often think that listening to recorded passages is difficult. Tell them that it is not necessary to understand every word, or every piece of information, on first listening. In this lesson they only have to identify the general conclusion on first hearing. Once they have managed this, they can listen again and move on to more challenging tasks. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 139</p> <p>Workbook page 119</p> <p>Audio Track 28</p> | | |

UNIT 8 LESSON 12 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|--|
| | <ol style="list-style-type: none">1. Introduce the section topic and ask learners which of them regularly use emails and/or texts.2. Ask them to estimate and tell you how many emails or texts they send in a day.3. Elicit who they text/email, and what about. |
| Resources | Main activity |
| Coursebook page 139 | <p>Listening: Activity 1</p> <ol style="list-style-type: none">1. Tell the class to work in small groups and discuss when they think people prefer to send an email rather than a text.2. When they have finished, they share their ideas with other learners.3. Elicit some ideas from learners and hold a class-based discussion. <p>CORE</p> <p>Feedback</p> <p>Circulate as learners discuss and make notes of any recurring errors for remedial work later.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Coursebook page 139 Audio Track 28 | <p>Listening: Activity 2</p> <ol style="list-style-type: none">1. Tell the class that they are going to listen to people talking about email.2. Ask them to listen carefully and find what the conclusion is. Play the audio at least twice.3. Ask the learners if they agree with the conclusion. Encourage learners to give reasons for their answers. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss the answer.</p> <p>Answers</p> <p>The conclusion is that generally email is a good thing.</p> |

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| <p>Coursebook page 139 Audio Track 28</p> | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Tell the class that they are going to listen to the conversation again. They should make notes on the advantages and disadvantages the learners on the recording talk about. 2. Play the audio more than once, if necessary. 3. Learners compare their notes with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and discuss with the class.</p> <p>Example answers</p> <p>Advantages: 1 very quick; 2 you can send a message anywhere in the world; 3 not expensive; 4 you can send the same message to lots of different people. Disadvantages: 1 not everyone uses email; 2 junk mail; 3 you can send emails without thinking and then regret it; too quick and easy; 4 attachments may contain a virus</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners are finding this difficult, break the recording up into chunks by pausing after every few interchanges. Play it several times. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Fast finishers can move on to the Workbook activities while you work with those that need more support. |
| <p>Workbook page 119</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Check that the learners understand all the words in the word box, for example <i>attachment, virus</i>. 2. They read and then complete the text with the words from the box. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and discuss.</p> <p>Answers</p> <p>1 quick; 2 arrives; 3 send; 4 expensive; 5 texting; 6 message; 7 uses; 8 junk; 9 too; 10 wish; 11 attachment; 12 virus</p> |
| <p>Coursebook page 139</p> | <p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners they are going to have a discussion similar to the one in the recording, only about texting. Before they start tell them to read the Speaking tip box. 2. Learners discuss the topic in groups of four. They should make brief notes on their conclusions. <p>CORE</p> <p>Feedback</p> <p>Circulate as learners discuss and make notes of any recurring errors for later remedial work.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Use mixed-ability groups, making sure that there are one or two more-able learners in each group who can support the others. |

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| | Differentiation activities (Stretch): 1. These learners should lead the groups, make the notes and make sure everyone participates. They should support those who find it more difficult to express their ideas. | | |
| Workbook page 119 | Workbook: Activity 2 1. Learners use the text in Activity 1 as a model to write a text on the advantages and disadvantages of texting. They should use the table to make notes first. EXTENSION Feedback Circulate as learners write (or collect written work when completed) and make notes of recurring errors for remedial work. Answers Learners' own answers | | |
| Resources | Plenary | | |
| | 1. Elicit from the groups the advantages and disadvantages of texting that they noted in their discussions. Hold a class-based discussion. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions. | | | |
| (G8.1.1.1.5) Build on and extend the ability to understand a range of functions, for example, expressing agreement, disagreement, opinion. | | | |
| (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. | | | |
| (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion. | | | |
| (G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. | | | |

| LESSON PLAN | | LESSON: 13 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To extract key information from an advert. Speaking: To brainstorm ideas before writing. Writing: To write a formal email; to write an informal email; to check and correct punctuation. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a formal email with appropriate language and correct punctuation • write an informal email with appropriate language and correct punctuation. |
| Link to prior learning: <ul style="list-style-type: none"> • Writing of emails: use of punctuation 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>software, state-of-the-art</i> Key expressions/structure: Appropriate greetings, language, etc. for formal and informal emails | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners often do not find it easy to apply the appropriate level of formality when writing. In this lesson they are asked to write two emails with contrasting levels of formality to help them grasp the concept. • Punctuation in English writing is a major challenge for Arabic-speaking learners. In this unit there is a PCM (5) handout covering the basics of English punctuation. Tell them to keep this and use it as a checklist in the future. | | |
| Resources/equipment needed: Coursebook page 140 Workbook page 120 PCM 5 | | |

UNIT 8 LESSON 13 TASKS/ACTIVITIES

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

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| Resources | Starter |
| | 1. Introduce the lesson topic of competitions. Ask learners if they have ever entered any competitions, and which. Have they won any? What did they win? |
| Resources | Main activity |
| Coursebook page 140 | Reading: Activity 5 1. Learners read the advertisement and answer the questions. Make sure they understand all the vocabulary. CORE Feedback Elicit answers and discuss. Answers The advertisement is offering a free VR headset with software. You have to send an email explaining why they should give it to you. |
| Coursebook page 140 | Speaking: Activity 6 1. Learners brainstorm ideas of what they would do with the prize if they won it. 2. Elicit and discuss the best ideas. DESIRABLE Feedback Circulate as learners talk and make notes of any recurring errors for remedial work later. Answers Learners' own answers |
| Coursebook page 140 | Writing: Activity 7 1. Learners read through the Writing tip box. Answer any questions. 2. Learners read through the instructions for the writing activity (which will be done in the Workbook). CORE Feedback Ask questions to check they have understood the instructions. Answers Learners' own answers |

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| <p>Workbook page 120 PCM 5</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask students to write their emails in the layouts provided in the Workbook. An example formal email is given, for learners to model from. 2. When they have finished, ask them to check their punctuation. Distribute PCM 5 and ask them to use this as a checklist. Encourage them to correct their own punctuation. 3. Collect final work for end-of-unit evaluation. <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor as learners write. Answer questions and make notes of any recurring problems for remedial work later.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus on the learners' ability to organise the email, use appropriate formal language and give one or two reasons. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners should be able to give more reasons and make them more convincing. |
| <p>Coursebook page 140</p> | <p>Writing: Activity 8</p> <ol style="list-style-type: none"> 1. Introduce Activity 8 and elicit some of the things they will tell their friend. (The writing will be done in the Workbook.) <p>DESIRABLE</p> <p>Feedback</p> <p>Ask questions to check they have understood the instructions. Elicit a few phrases to ensure they are using appropriate informal language.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 120</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners write an informal email to a friend using the writing frame. An example informal email is given, for learners to model from. 2. When they have finished, again ask them to read through and check their punctuation using the checklist. <p>DESIRABLE</p> <p>Feedback</p> <p>Circulate and monitor as learners write. Answer questions and make notes of any recurring problems for remedial work later.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus on the use of appropriate informal language to contrast with the more formal language used in the first email. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage these learners to write more, and more expressively. |

| | | | |
|---|--|---------------------------|-----------------|
| Resources | Plenary | | |
| | 1. Elicit some of the best reasons learners used to win the prize when they wrote their first email. Discuss them with the class, and decide who they think deserved to win. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.3.1.1.2) Read information from multiple print and digital sources (for example autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G8.4.1.1.1) Write texts of more than two paragraphs with eight simple compound and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</p> <p>(G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.</p> | | | |

| LESSON PLAN | | LESSON: 14 |
|---|----------------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Reading: To identify the topic of a blog post; to interpret the attitude of the author to the topic.</p> <p>Speaking: To discuss and evaluate applications for a new technology; to reflect on recent learning.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • extract key information from a blog post, including the author's attitude • discuss and evaluate potential uses of a new technology • reflect on their recent learning. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Previous work on e-communication in the unit <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communication skills needed in further learning of the English language | | |
| <p>Key vocabulary: Revision</p> <p>Key expressions/structure: Revision</p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners need to think about what they study in order to learn it. In this lesson they are asked to reflect on their learning and consider what they have learned so far in the unit. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 141</p> <p>Workbook page 121</p> | | |

UNIT 8 LESSON 14 TASKS/ACTIVITIES

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

| Resources | Starter |
|----------------------------|--|
| | <p>1. Ask learners to think about what they think will be the future of e-communication, i.e. what new developments and inventions they expect, and would like to see. Elicit some ideas and discuss which would be the best, and which are likely soon.</p> |
| Resources | Main activity |
| <p>Coursebook page 141</p> | <p>Reading: Activity 1</p> <p>1. Ask learners to look at the text and say where they would expect to find it (on the Internet). Elicit that it is post on a blog about technology. They read quickly to find the topic of the post.</p> <p>2. Answer any questions learners have about the text.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss the answer.</p> <p>Answers</p> <p>Brain-Machine Interface (BMI) – using the brain to control machines</p> |
| <p>Coursebook page 141</p> | <p>Reading: Activity 2</p> <p>1. Learners read again more carefully to identify the attitude of the author.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>Positive. The writer has chosen to write a blog about the subject. He/She writes about the topic with enthusiasm – something shown particularly in the final excited statement (with an exclamation mark).</p> <p>Differentiation activities (Support):</p> <p>1. Learners can work with a partner to support one another.</p> |
| <p>Coursebook page 141</p> | <p>Speaking: Activity 3</p> <p>1. Learners work in groups to discuss the application of the new technology.</p> <p>2. Elicit ideas. Ask groups to give reasons for their answers.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor groups as they discuss. Make notes of recurring errors for remedial work later.</p> <p>Answers</p> <p>Learners' own answers</p> |

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|----------------------------|---|
| | <p>Differentiation activities (Support):</p> <p>1. If using same-level groups, spend your time with those that need most support. Encourage them to identify one or two reasons to support their chosen application. If using mixed-ability groups, remind them that everyone should have the opportunity to speak.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners should take responsibility in mixed-ability groups, and encourage those who need more support. Fast-finishers can move on to Workbook Activities 1 and 2.</p> |
| Workbook page 121 | <p>Workbook: Activity 1</p> <p>1. Learners read again to identify the words to match with the meanings.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> <p>Answers</p> <p>1 sigh; 2 concentrate; 3 system; 4 headset; 5 straightforward</p> |
| Workbook page 121 | <p>Workbook: Activity 2</p> <p>1. Learners write sentences using the words to help them apply their knowledge.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor learners as they write and give guidance.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Workbook page 121 | <p>Workbook: Activity 3</p> <p>1. Learners write a paragraph to summarise their discussion.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Monitor learners as they write and give guidance.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Resources | Plenary |
| Coursebook page 141 | <p>1. Learners look at the self-assessment statements and reflect on their recent learning and how well they can do the tasks.</p> <p>2. Elicit their thoughts on what they have achieved, what they have enjoyed, etc.</p> <p>3. Use this opportunity to do any remedial teaching required.</p> |

| Learning styles catered for (✓): | | | |
|---|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.3.1.1.2) Read information from multiple print and digital sources (for example autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text.</p> <p>(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> | | | |

| LESSON PLAN | | LESSON: 15 |
|--|----------------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To extract information from a range of texts. Writing: To write questions on a range of texts. Speaking: To discuss answers in groups. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • formulate, answer and discuss questions based on the whole unit. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis, structures and content related to e-technology in unit • Question forms 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Revision of unit vocabulary Key expressions/structure: Revision of unit structures: question forms | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners need to be encouraged to be active, rather than just passive recipients of knowledge. In this lesson they are directed to write and correct comprehension questions, as well as answer them. | | |
| Resources/equipment needed: Coursebook page 142 Workbook page 122 | | |

UNIT 8 LESSON 15 TASKS/ACTIVITIES

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

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| Resources | Starter |
| | 1. Ask learners to look back through the unit and their work. Elicit and discuss some opinions on which are the most interesting aspects of e-communication they have learned about. |
| Resources | Main activity |
| Coursebook page 142 | <p>Reading: Activity 1</p> <p>1. Tell learners they are going to do some revision exercises. They work in pairs (see Differentiation below) to find answers to the questions.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss answers when all pairs have finished.</p> <p>Answers</p> <p>1 Yes, she says it is 'really useful'. 2 They make each eye see something different which makes the brain think that you are seeing something in 3D. 3 so (that) 4 He lives a long way from a school. (He lives on a cattle farm.) 5 will be heated 6 Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. The activities in this lesson will work best if the pairs and groups are made up of learners of similar ability and are able to work at their own pace. Monitor and support learners that need help.</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast-finishers can move on to the next activity (they can move at their own pace through the lesson with an extra Workbook activity for those that finish early).</p> |
| Coursebook page 142 | <p>Writing: Activity 2</p> <p>1. Introduce the activity and the instructions. 2. Learners work individually to write answers to the questions without looking back in their books.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate as learners work to monitor and give support.</p> <p>Answers</p> <p>1 a gadget; 2 virtual reality; 3 by satellite; 4 a webcam; 5 a smartwatch; 6 They will be driven by computers/robots; 7 I shouldn't have done that; 8 <i>Regards</i> + your name</p> <p>Differentiation activities (Support):</p> <p>1. Monitor and support learners that need help.</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast-finishers can exchange questions with another pair of similar ability and move on to Coursebook Activity 3.</p> |

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| <p>Workbook page 122</p> | <p>Workbook: Activity 1</p> <p>1. Learners can work individually or in pairs to write the questions. Allow them to look through the Coursebook unit for help.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate and monitor to help with ideas and question formation. Make a note of any recurring errors for remedial work afterwards; for example you could write typical mistakes on the board and elicit corrections from the class.</p> <p>Possible answers</p> <p>1 Why do you always take your mobile phone with you when you go out? 2 Why did you text/phone/send me an email? 3 How many lessons a day do students at the School of the Air usually have? 4 How will we watch films in the future? 5 What will happen to teachers in the future? 6 How do you start an informal? 7 What is software? What does software mean? 8 What do the letters BMI stand for/mean?</p> |
| <p>Coursebook page 142</p> | <p>Speaking: Activity 3</p> <p>1. Put students into groups of four and ask them to think of 8–10 words to mime to the class. To make sure groups don't all choose the same words, you could give groups specific sections of the book to select their words from.</p> <p>2. Groups take turns to mime their words to the class. The first group to guess a word wins that word. The group with the most words at the end wins.</p> <p>CORE</p> <p>Feedback</p> <p>At the end of the activity, the winning group should read out all their words.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Allow the students to give verbal clues if learners in the other group are having problems guessing the mime.</p> <p>Differentiation activities (Stretch):</p> <p>1. Fast finishers can move on to Workbook Activity 2.</p> |
| <p>Workbook page 122</p> | <p>Workbook: Activity 2</p> <p>1. Learners reflect on the work in the unit, and write sentences.</p> <p>2. When they have finished, they can work with a partner to compare and discuss their answers.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Elicit some of the responses in the plenary session (see below).</p> <p>Answers</p> <p>Learners' own answers</p> |

| Resources | Plenary | | |
|---|---|---------------------------|-----------------|
| | 1. Elicit the learners' thoughts on the revision activities. Ask <i>Did you enjoy them? Were they useful? What did you achieve?</i> 2. Elicit some answers to the questions in Workbook Activity 2. 3. Use this opportunity to do any remedial teaching required. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion. | | | |
| (G8.3.1.1.2) Read information from multiple print and digital sources (for example autobiographical and factual recounts, bulletins, brochures, advertisements, narrative reports, explanatory texts, information texts, formal letters, and emails) to locate an answer to a question or solve a problem; make straightforward inferences supported by evidence from the text. | | | |
| (G8.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesise information selectively to maintain the flow of ideas. | | | |

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| LESSON PLAN | | LESSON: 16 |
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: To test vocabulary and grammar introduced in the unit. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • get feedback on their progress from the test and teacher. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis and grammar in Unit 8 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Revision Key expressions/structure: Revision | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may lose their confidence when asked to review all that has been learned in the Unit. Allow learners to look back at the lessons they have studied to answer questions and to raise their confidence. | | |
| Resources/equipment needed: Coursebook page 143 | | |

UNIT 1 LESSON 16 TASKS/ACTIVITIES

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

| Resources | Starter |
|---------------------|---|
| | <p>1. Tell learners that they are going to do some exercises to see how well they have learned some of the vocabulary and grammar in the unit. Give them the opportunity to look back over the unit to prepare themselves.</p> |
| Resources | Main activity |
| Coursebook page 143 | <p>Review: Activity 1</p> <p>1. Learners work independently and quietly.</p> <p>CORE</p> <p>Feedback</p> <p>Collect for assessment. Give individual feedback and guidance.</p> <p>Answers</p> <p>a gadget; b alternative; c artificial; d software; e state-of-the-art</p> |
| Coursebook page 143 | <p>Review: Activity 2</p> <p>1. Learners work independently and quietly.</p> <p>CORE</p> <p>Feedback</p> <p>Collect for assessment. Give individual feedback and guidance.</p> <p>Answers</p> <p>1 virtual; 2 download; 3 signal; 4 virus; 5 satellite</p> |
| Coursebook page 143 | <p>Review: Activity 3</p> <p>1. Remind learners how to express purpose and elicit one or two examples. You may consider telling them to re-read the Use of English section on page 131 before doing the exercise.</p> <p>2. Learners complete the sentences.</p> <p>CORE</p> <p>Feedback</p> <p>Collect for assessment. Give individual feedback and guidance.</p> <p>Answers</p> <p>1 so that; 2 to/in order to; 3 so that; 4 to/in order to; 5 so as</p> |
| Coursebook page 143 | <p>Review: Activity 4</p> <p>1. Tell learners to read the information about the school trip.</p> <p>2. Then they complete it using the verbs in brackets in the correct form of the future.</p> <p>3. You may consider telling learners to re-read the Use of English section on page 135 before doing the exercise.</p> <p>CORE</p> <p>Feedback</p> <p>Collect for assessment. Give individual feedback and guidance.</p> <p>Answers</p> <p>1 will be taken; 2 will be given; 3 will be provided; 4 will be accompanied; 5 will be organised</p> |

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|---|---|---------------------------|-----------------|
| Coursebook page 143 | Review: Activity 5 | | |
| | 1. Focus on the example. Tell learners to read the situations carefully. 2. Then they write regrets using the words between brackets. 3. You may consider telling them to re-read the Use of English section on page 137 before doing the exercise. | | |
| | CORE | | |
| | Feedback Collect for assessment. Give individual feedback and guidance. | | |
| Example answers | | | |
| 1 I wish I'd gone. I should have gone. 2 I wish I hadn't stayed up so late. I shouldn't have stayed up so late. 3 If only I'd done more revision. I should have done more revision. 4 I wish I'd got up earlier. I should have got up earlier. 5 You shouldn't have told everybody. I wish you hadn't told everybody. | | | |
| Differentiation activities (Support): | | | |
| 1. Give sufficient time for learners to complete all the exercises. | | | |
| Differentiation activities (Stretch): | | | |
| 1. Arrange for some reading materials for faster finishers so that they don't disturb others when they have finished. | | | |
| Resources | Plenary | | |
| | 1. Discuss with learners what they have learned while studying this unit. Elicit things in the unit they want to look at again. Take this opportunity to do any final remedial work. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. | | | |
| (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast. | | | |
| (G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example <i>if, when, unless, although</i>). | | | |
| (G8.4.2.1.3) Use connecting words and phrases to link sentences (for example <i>even so, since</i>). | | | |

| LESSON PLAN | | LESSON: 17 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To analyse and discuss a short text on etiquette; to analyse and correct an email. Speaking: To discuss in groups ideas for a project. Writing: To plan and design a poster. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> analyse texts to give opinions on content and to correct language work cooperatively in groups to plan and design a poster. |
| Link to prior learning: <ul style="list-style-type: none"> Knowledge of e-communication from the unit; previous experience of making posters for projects 21st Century Skills: <ul style="list-style-type: none"> Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project Social and Cross-Cultural Skills: Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen Productivity and Accountability: Reinforce learning to manage all sizes of projects – individually or in teams – to produce the intended results by demonstrating a positive work ethic, time management, and active participation through collaborative efforts | | |
| Key vocabulary: Recycling of vocabulary associated with e-communication Key expressions/structure: <i>should (not) have</i> ; language of discussing and negotiating in groups (agreeing, disagreeing, etc.) | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners will need to reduce the points they have to the essential points to put on their poster. They may try to write too much information but with posters ‘less is more’, i.e. it will look better and clearer if they present a few key points clearly. | | |
| Resources/equipment needed: Coursebook page 144 Card for posters, paper, coloured pens, glue, scissors, etc. | | |

UNIT 8 LESSON 17 TASKS/ACTIVITIES

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

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|----------------------------|--|
| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Introduce the word <i>etiquette</i> and explain its meaning (<i>a set of rules for behaving correctly in a social situation</i>). 2. Elicit some elements of etiquette relating to eating, greeting elders, etc. in the Emirati culture. 3. Introduce the idea of the etiquette of emailing and the use of mobile phones, and explain that is the topic of the project. |
| Resources | Main activity |
| Coursebook page 144 | <p>Preparation: Activity 1</p> <ol style="list-style-type: none"> 1. Learners work in pairs to read the <i>Email etiquette</i> text. Answer any questions. 2. Learners discuss and make notes on anything they disagree with. 3. Learners make notes on anything they would like to add to it. <p>CORE</p> <p>Feedback</p> <p>Elicit and discuss the ideas from pairs.</p> |
| | Answers |
| | Learners' own answers |
| Coursebook page 144 | <p>Preparation: Activity 2</p> <ol style="list-style-type: none"> 1. Introduce the activity. Elicit a few obvious errors immediately. 2. Learners read in more detail and write sentences about the email, for example, <i>Shuad should have used a subject line</i>. 3. They then look again and make notes on the errors of spelling, grammar and punctuation. <p>CORE</p> <p>Feedback</p> <p>Elicit the corrections and discuss how it can be improved.</p> |
| | Example answers |
| | <p>1 Suad should have checked her email before sending it. She should have used a subject line. She shouldn't have used capital letters. She shouldn't have been rude to Nada. She shouldn't have been rude about Alia. She shouldn't have used so many faces in the email.</p> <p>2 Two spelling mistakes = <i>ive</i> and <i>nite</i>; Two grammar mistakes = <i>There</i> and <i>your</i> Two punctuation mistakes = missing full stop after <i>email</i> and comma instead of full stop after <i>nite</i>.</p> <p>The correct version of the email is below (but note that the corrections don't address many of the issues raised in 1 above):</p> <p>Nada I got your email. I haven't replied because I've been busy. Anyway, don't send me emails late at night. My computer makes a noise when they come in and it's annoying because it wakes me up. You're just as bad as Alia. She sends me texts at 3 o'clock in the morning. They're really long and boring. I wish she wouldn't send them.</p> <p>Suad</p> |

| | | | | | | | | | | | | | |
|-----------------------------------|---|---------------------|-------|------------|-------|------|--|--|----------|---------------------|-------|------------|--|
| | <p>Differentiation activities (Stretch):</p> <p>1. Learners rewrite the email correctly. (<i>Example of corrected email</i>)</p> <table border="1" data-bbox="424 289 1351 394"> <tr> <td data-bbox="424 289 579 323"></td> <td data-bbox="579 289 733 323">To:</td> <td data-bbox="733 289 887 323">Nada</td> <td data-bbox="887 289 1041 323">From:</td> <td data-bbox="1041 289 1195 323">Suad</td> <td data-bbox="1195 289 1351 323"></td> </tr> <tr> <td data-bbox="424 323 579 394"></td> <td data-bbox="579 323 733 394">Subject:</td> <td data-bbox="733 323 887 394">Emails in the night</td> <td data-bbox="887 323 1041 394">Date:</td> <td data-bbox="1041 323 1195 394">23 January</td> <td data-bbox="1195 323 1351 394"></td> </tr> </table> <p>Hi Nada Thanks for your email. I'm sorry I haven't replied but I've been busy. Please don't send me emails late at night. My computer makes a noise when they come in and it's annoying because it wakes me up. Alia does the same. She sends me texts at 3 o'clock in the morning and I wish she wouldn't. Love Suad</p> | | To: | Nada | From: | Suad | | | Subject: | Emails in the night | Date: | 23 January | |
| | To: | Nada | From: | Suad | | | | | | | | | |
| | Subject: | Emails in the night | Date: | 23 January | | | | | | | | | |
| <p>Coursebook page 144</p> | <p>Preparation: Activity 3</p> <p>1. Tell the class that they are going to write a guide to mobile phone etiquette. They work in small groups. 2. Draw their attention to the hints to help them generate ideas. 3. They discuss their ideas and make notes.</p> <p>CORE</p> <p>Feedback Monitor groups. Remind them to let everyone contribute according to their ability. Make notes of recurring errors for remedial work later.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Give these learners support within the groups as necessary.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners can take more responsibility within the groups.</p> | | | | | | | | | | | | |
| <p>Coursebook page 144</p> | <p>Preparation: Activity 4</p> <p>1. Learners work in groups of four to produce a poster. Hand out card for posters, paper, coloured pens, glue, scissors, etc. 2. Tell them to look through the bullet points before they start. You may want to have a short discussion on what makes a good poster based on learners' previous experience.</p> <p>CORE</p> <p>Feedback Monitor groups. Remind learners that everyone needs to contribute according to their ability.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Give these learners support within the groups as necessary.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners can take more responsibility within the groups.</p> | | | | | | | | | | | | |

| | | | |
|---|---|---------------------------|-----------------|
| Resources | Plenary | | |
| | 1. Discuss with the class the progress they have made so far with their posters. Elicit any interesting things they have decided to include. Find out if there are any problems and resolve these before the next lesson. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. | | | |
| (G8.2.1.1.9) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed. | | | |
| (G8.4.1.1.2) Produce posters, brochures, leaflets and advertisements. | | | |

| LESSON PLAN | | LESSON: 18 |
|---|----------------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 8 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To make a presentation using a poster; to discuss the merits and demerits of posters. Listening: To identify the main points of a radio broadcast. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • present the results of their project • evaluate their own work and that of others • identify the main points in a radio programme. |
| Link to prior learning: <ul style="list-style-type: none"> • Experience of previous project presentations 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills | | |
| Key vocabulary: Recycling of vocabulary associated with e-communication Key expressions/structure: Asking and answering questions | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may disagree strongly with, or be surprised by, some of the suggested etiquette in the listening text. Discuss it with them to encourage them to question their normal behaviour as well as question what is in the text (they should be encouraged to think critically about what they hear or read in the media). | | |
| Resources/equipment needed: Coursebook page 145 Audio Track 29 | | |

UNIT 8 LESSON 18 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | <ol style="list-style-type: none"> 1. Explain the procedure for the lesson. 2. Give time for last minute preparation of the posters and questions the learners have. |
| Resources | Main activity |
| Coursebook page 145 | <p>Presentation: Activity 5</p> <ol style="list-style-type: none"> 1. Groups take it in turns to display their poster on the wall. Tell them to bring attention to any special points they have made, or anything they are pleased with. They should do this in no more than 1–2 minutes per group. Don't let them read aloud what they have written as it will become repetitive and boring if every pair does this. 2. Other learners can ask questions to the presenting group. 3. Leave the posters on the walls for later consideration. <p>CORE</p> <p>Feedback</p> <p>Make notes of any recurring errors in the presentations and the posters for remedial work later.</p> |
| | <p>Answers</p> <p>Learners' own answers</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners can assist in the presentations. Give encouragement for any contributions they make. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners should be leading the presentations, and supporting others in their group. |
| | |
| Coursebook page 145 Audio Track 29 | <p>Presentation: Activity 6</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to a radio programme talking about a report on mobile phone etiquette. 2. Ask them to listen to identify any points talked about that they included on their poster. Play the recording at least twice. 3. Elicit and discuss answers. 4. Ask them to listen again and identify if there is anything in the radio programme that they didn't include or is different from their poster. Play the recording again. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit and discuss answers.</p> |
| | <p>Answers</p> <p>Learners' own answers</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. To make the listening easier, break the recording up into chunks by pausing after every few sections. Play it several times. |
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| Coursebook page 145 | Presentation: Activity 7 1. Display all the poster on the walls of the classroom and ask learners to go round and study them in their groups. The groups decide which posters they like best and indicate this by sticking on smiley faces (or use some other symbol). 2. Identify the poster with the most smiley faces and take feedback from the class. Ask different groups to explain what they like about this poster and what makes it better than/different from the others. CORE Feedback Assess the finished posters and give feedback to the groups. Answers Learners own answers | | |
| Resources | Plenary 1. Learners vote on which they think is the best poster. Ask them to justify their opinions. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G8.1.1.1) Understand the main points and details of radio news, recorded material advertisements, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource. (G8.1.1.4) Follow a lecture or a presentation, ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. (G8.2.2.1.1) Present information using precise language, action verbs, sensory details in ways that enliven oral presentations. | | | |

| LESSON PLAN | | LESSON: 1 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To understand an informative text about the Amazon. Speaking: To talk about places/people/things. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the details of an article • discuss places/people/things using non-defining relative clauses. |
| Link to prior learning: <ul style="list-style-type: none"> • Figures/numbers • Non-defining relative clauses 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>basin, lie, equator, rainforest, humid, average, ecosystem, species, mammals, release, oxygen, lung, deforestation</i> Key expressions/structure: Non-defining relative clauses | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need to pay attention to the use of commas in non-defining relative clauses. | | |
| Resources/equipment needed: Coursebook page 146 Workbook page 123 | | |

UNIT 9 LESSON 1 TASKS/ACTIVITIES

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

| | |
|----------------------------|---|
| Resources | Starter |
| | 1. Discuss the opening question with the class. Ask: <i>Why are rivers important to people?</i> and elicit ideas from the group. |
| Resources | Main activity |
| Coursebook page 146 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> Write the title <i>The lungs of the Earth</i> on the board. Elicit what the lungs are ('organs in our body that help us breathe') and what the whole phrase means ('something that provides planet Earth with air/oxygen'). Point to the picture and explain that the Amazon rainforest is 'the lungs of the Earth'. Ask learners to read the article once and discuss in pairs what the figures in the box refer to. <p>CORE</p> <p>Feedback</p> <p>Invite learners to explain what a number represents in their own word.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>27 – degrees, the average temperature in the Amazon rainforest 20% – of the world's oxygen is produced in the basin of the Amazon River 40% – of South America is covered by the Amazon rainforest 50 – the number of years during which 17% of the rainforest has been destroyed 6,400 – the length of the Amazon River in kilometres 2.5 million – number of insect species found in the Amazon rainforest</p> <p>Differentiation activities (Support):</p> <p>Check the meaning of the following word and provide extra explanation if necessary: <i>humid, ecosystem, species, mammals, release</i> and <i>deforestation</i>.</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to explain the meaning of <i>humid, ecosystem, species, mammals, release</i> and <i>deforestation</i> with or without the use of dictionaries. |
| Coursebook page 146 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> Ask the learners to read the information about non-defining relative clauses in the Use of English box. Elicit the difference between non-defining relative clauses and defining relative clauses. Then they underline three examples of non-defining clauses in the text. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a non-defining relative clause and explain who or what it refers to.</p> <p style="background-color: #d3d3d3;">Answers</p> <ol style="list-style-type: none"> 1 which covers about 40% of South America 2 where there is rain almost every day of the year 3 who believe that the Amazon is about 100 million years old 4 which is an environmental protection group |

| | |
|---------------------------------------|--|
| <p>Coursebook page 147</p> | <p>Use of English: Activity 3</p> <p>1. Learners match the sentence halves and add the commas before and after the non-defining relative clause.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a sentence and explain where they put the commas.</p> <p>Answers</p> <p>1 d Martin Strel, who is a long-distance swimmer, swam the whole of the Amazon river in 66 days.</p> <p>2 b Jaguars, which are a cat species, can be found in the Amazon rainforest.</p> <p>3 e One of the largest fish living in the Amazon is the fish Pirarucu, which has teeth in its mouth and on its tongue.</p> <p>4 a Belém, the place where the Amazon river meets the Atlantic ocean, is one of the biggest cities in Northern Brazil.</p> <p>5 c More than 150 languages are spoken by the various Amazon natives, who live in the rainforest without technology.</p> |
| <p>Workbook page 123</p> | <p>Workbook: Activity 1</p> <p>1. Invite a learner to read out the example.</p> <p>2. Learners join the sentences individually or in pairs. Monitor and help as necessary.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to write a sentence on the board.</p> <p>Answers</p> <p>2 The Amazon, where thousands of fish and mammals live, is the second largest river in the world.</p> <p>3 The toucan, which is the loudest creature in the Amazon, can be heard from about a kilometre away.</p> <p>4 During the rainy season, which is from December to April, the Amazon can reach 109 kilometres in width.</p> <p>5 Manuas city, where many native tribes now live, is the biggest city on the Amazon River.</p> <p>6 An Amazonian Indian, who is an important chief, has become famous for trying to protect the rainforest.</p> <p>7 The anaconda, whose home is the Amazon rainforest, is the largest snake in the world.</p> <p>8 The Manus-Iranduba bridge, which was built in 2010, is the only bridge across the Amazon.</p> |
| <p>Workbook page 126</p> | <p>Workbook: Activity 2</p> <p>1. Check which pronouns (<i>who, whose, which, where</i>) learners will use in their sentences.</p> <p>2. Give learners time to write their sentences. Monitor and provide support as necessary.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out their sentences in small groups. Monitor and make any corrections.</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to complete their sentences at home and check them in the next lesson.</p> |

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|---|---|---------------------------|-----------------|
| | Differentiation activities (Stretch): 1. Ask fast finishers to write two more example sentences of their own using non-defining relative clauses. | | |
| Resources | Plenary | | |
| | <p>1. Put the learners in groups of 6–8 and have them play <i>Chain sentence</i> using relative clauses. The goal is to make the longest sentence with each learner in the group calling out a word, for example:</p> <p>Learner 1: <i>Last</i>, Learner 2: <i>year</i>, Learner 3: <i>a</i>, Learner 4: <i>man</i>, Learner 5: <i>who</i>, Learner 6: <i>lives</i>, Learner 7: <i>near</i>, Learner 8: <i>my</i>, Learner 1: <i>house</i>, etc.</p> <p>Learners can't decide beforehand what the sentence will be about. For support, you could write the words on the board as they are called out. With small classes, play the game as a class.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example, expressing preferences, giving advice using <i>ought to</i>, <i>you'd better</i>, expressing agreement and disagreement, expressing opinion.</p> <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes): information text: scanning.</p> <p>(G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast.</p> <p>(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if</i>, <i>when</i>, <i>unless</i>, <i>although</i>).</p> | | | |

| LESSON PLAN | | LESSON: 2 |
|--|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To understand a talk about the Nile and ancient Egypt. Writing: To write a short paragraph about the Nile using information from the listening task. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the gist and details of a formal talk • write a summary of the facts presented in the talk. |
| Link to prior learning: <ul style="list-style-type: none"> • Past tenses 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills | | |
| Key vocabulary: <i>banks, flourish, flood, fertile, soil, crops, protein, mud, bricks, papyrus, transport, gold, linen, trade</i> Key expressions/structure: past simple, past continuous, present perfect | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help remembering the difference in usage between the different past tenses. | | |
| Resources/equipment needed: Coursebook page 147 Workbook page 124 Audio Track 30 Strips of paper (one per learner) with words from the article on page 61 and definitions | | |

UNIT 9 LESSON 2 TASKS/ACTIVITIES

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

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| <p>Resources</p> | <p>Starter</p> <ol style="list-style-type: none"> 1. Prepare strips of paper and on each strip write a word or definition. Use words from the 'Key vocabulary' list for the lesson given above. There should be a strip for each learner. 2. Hand out the strips of paper and ask learners not to show their word or definition to anyone. Then ask them to stand up and find their partner – the person with the matching word or definition. Monitor and help. 3. As learners are standing in pairs, ask them to read out their word and definition. |
| <p>Resources</p> <p>Coursebook page 147</p> | <p>Main activity</p> <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at the photo and describe what they can see. Would they like to visit this place? 2. Read out the phrases in the word box. If necessary, pre-teach <i>flourished</i> and <i>crops</i>. 3. In small groups, they discuss what the documentary is about. <p>CORE</p> <p>Feedback</p> <p>Invite learners to share their ideas with the whole class.</p> |
| <p>Coursebook page 147</p> <p>Audio Track 30</p> | <p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Read out the instructions and invite learners to brainstorm ideas as to why the Nile was important to the ancient Egyptians. Have a class discussion. 2. Play the recording once and encourage learners to check their answers and make notes. Check the answers as a class. <p>CORE</p> <p>Suggested answer</p> <p>They based their lives and culture on the river Nile.</p> |
| <p>Coursebook page 147</p> <p>Audio Track 30</p> | <p>Listening: Activity 6</p> <ol style="list-style-type: none"> 1. Ask the learners to read the notes and guess what information is missing. Point out that they need to write only one word per gap. 2. Play the recording again for the learners to complete the notes. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a sentence and say whether it's true or false. Encourage them to explain why, referring to specific information in the text.</p> <p>Answers</p> <p>1 soil; 2 fish; 3 mud; 4 plant; 5 gold</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Before playing the recording, pre-teach <i>fertile</i> and <i>goods</i> to assist comprehension. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask further questions for the learners to answer, for example: <i>When does the river Nile flood?</i> (in June) <i>What did the ancient Egyptians plant?</i> (vegetables, fruit and cereals) <i>What animals that live in the river Nile are mentioned?</i> (crocodiles, hippos, turtles and fish) |

| | |
|--|---|
| <p>Coursebook page 147</p> | <p>Writing: Activity 7</p> <ol style="list-style-type: none"> 1. Write <i>benefit from</i> on the board and elicit what it means. Ask: <i>How did ancient Egyptians benefit from the river Nile?</i> Elicit ideas from the class. 2. Read the Writing tip with the class and direct them to the Workbook to read the notes. 3. They can do this individually or in pairs. Monitor and provide support. <p>CORE</p> <p>Feedback</p> <p>Students work on their notes in the Workbook either individually or in pairs before you take feedback from the class.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the script from Activity 2 to refer to but make sure that they rephrase the information when writing their notes. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set a time limit for completing the notes but encourage learners to be as comprehensive as possible. |
| <p>Workbook page 124</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Give learners time to make notes for the other two entries: <i>materials</i> and <i>trade</i>. If appropriate, allow them to research further information online. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out their notes for one of the two entries. Write examples on the board.</p> |
| <p>Workbook page 124</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the Use of English box with the class before asking learners to circle the correct verb forms. They compare their answers in pairs before checking as a class. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out a sentence and explain why they chose that particular verb form.</p> <p>Answers</p> <p>1 have lived; 2 flooded; 3 caught; 4 made; 5 to make; 6 were able to</p> |
| <p>Resources</p> | <p>Plenary</p> |
| <p>Strips of paper with definitions</p> | <ol style="list-style-type: none"> 1. Divide learners into teams of three/four and ask them to prepare a notebook and pen/pencil. 2. Invite a learner to take a strip of paper and read out the definition. In their groups, learners decide which word is being defined and write it in their notebook. Call out the word and award points to the teams making sure they've spelled the word correctly. Continue with the rest of the definitions. |

| Learning styles catered for (✓): | | | |
|--|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G8.3.4.1.4) Clarify word meanings through using definition, example, restatement, or contrast. (G8.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (G8.4.1.1.3) Summarise the main points of a text using key words from it as needed. | | | |

| LESSON PLAN | | LESSON: 3 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To read about the river Nile. Writing: To write a short summary of a text. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about the river Nile and its importance • understand details in an article • guess the meaning of words from context • write a short summary of an informative article. |
| Link to prior learning: <ul style="list-style-type: none"> • Superlatives • Past simple (active and passive) 21st Century Skills: <ul style="list-style-type: none"> • Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen, and respecting cultural differences | | |
| Key vocabulary: <i>sediment, delta, source, expedition, explore, tributary, tide, estuary, reptile</i> Key expressions/structure: <i>the longest in the world, was called/discovered</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help understanding the difference between <i>tributaries</i> and <i>estuaries</i>. Photos or drawings of these might be effective to support comprehension. | | |
| Resources/equipment needed: Coursebook page 148 Workbook page 125 | | |

UNIT 9 LESSON 3 TASKS/ACTIVITIES

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

| Resources | Starter |
|---------------------|--|
| | <ol style="list-style-type: none"> 1. Display a map of Egypt on the board or ask learners to look at the one in their books. 2. Have a class discussion and encourage learners who have visited Egypt to talk about their experiences. |
| Resources | Main activity |
| Coursebook page 148 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Point to the river on the map and ask <i>What's this river called? Do you think rivers are important to people? Why?</i> 2. Ask the learners to read the article once and compare their three facts in pairs. <p>CORE</p> <p>Feedback</p> <p>Invite learners to raise their hands and explain one fact that they didn't know about the Nile.</p> |
| Workbook page 125 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learner's attention to the bold words in the article on Coursebook page 148. Read them out loud for the learners to repeat. 2. Give them a few minutes to match the words to their definitions. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out a matching word and definition.</p> <p>Answers</p> <p>1 source; 2 sediment; 3 tides; 4 delta; 5 tributaries; 6 estuary</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to use a dictionary if they need to check a word in the definitions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask fast finishers to find two other key words from the text and write definitions for them. They can then compare their definitions with dictionary definitions. |
| Workbook page 125 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Encourage learners choose the important information from the text. Ask them to underline the facts and monitor. 2. Point out that a good summary gives the important information using different words. 3. Give learners time to write their summary. Remind them to check that they include the answer to all the questions. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out their summary in groups and notice any differences. Monitor and give feedback.</p> |
| Resources | Plenary |
| | <ol style="list-style-type: none"> 1. Ask learners to close their books and test what they remember about the facts from the text. Say correct/false statements about the Nile based on the article for them to comment on. |

| Learning styles catered for (✓): | | | |
|---|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes): information text: scanning.</p> <p>(G8.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of text by creating outlines, summaries, or reports.</p> <p>(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G8.1.1.1.6) Summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning, and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood, and emotion conveyed in the oral communication.</p> | | | |

| LESSON PLAN | | LESSON: 4 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To understand an informal conversation about a documentary. Reading: To do a quiz on Egypt and the Nile. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the gist of an information conversation • extract details from an informal conversation • complete a quiz using prior knowledge of language. |
| Link to prior learning: <ul style="list-style-type: none"> • Superlatives • Past simple (active and passive) 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>crocodile, bank, scary, pyramid, allowed, temple, documentary, statue</i> Key expressions/structure: <i>more than enough, would rather, look like</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help understanding the expression of preference with <i>would rather</i>. | | |
| Resources/equipment needed: Coursebook page 148–149 Workbook page 126 Audio Track 31 | | |

UNIT 9 LESSON 4 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|--|
| | <ol style="list-style-type: none"> 1. Write <i>croc</i> on the board and ask learners to guess what animal it is (a shorter word for <i>crocodile</i>). 2. Have a class discussion about crocodiles: Where do they live? How many types are there? Are they dangerous? |
| Resources | Main activity |
| Coursebook page 148–149 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to read the statements 1-5 one by one and scan the text for the relevant information. 2. Ask learners to decide if the statements are true or false. 3. Invite learners to compare their answers in pairs before checking as a class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a sentence and say whether it's true or false. Encourage them to explain why by referring to specific information in the text.</p> <p>Answers</p> <p>1 T; 2 F; 3 F; 4 T; 5 F</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the paragraph number where they can find the information for each sentence, i.e. 1 = paragraph 1 – sentences 1–2; 2 = paragraph 1 – sentence 3; 3 = paragraph 2 – sentence 2; 4 = paragraph 3 – sentence 1; 5 = paragraph 3 – sentence 2 <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask fast finishers to write sentences correcting the false statements. |
| Coursebook page 149 Audio Track 31 | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Point to the crocodile in the picture and explain that this is a Nile crocodile. 2. Read out the instructions and pre-teach <i>dam</i> if necessary. Point out that they must spot which thing is <u>not</u> mentioned in the recording. 3. Play the recording once and check answers. <p>CORE</p> <p>Feedback</p> <p>Invite learners to say what wasn't mentioned in the recording and reach a class consensus.</p> <p>Answers</p> <p>a dam</p> |

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|--------------------------------|---|
| Coursebook page 149 | <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Give the learners time to read through the sentences before they listen to the recording again. 2. Read the tip and encourage the learners to focus on how speakers talk, not just what they say. 3. Play the recording a second time and have learners compare their answers. <p>CORE</p> <p>Feedback</p> <p>Ask learners to raise their hands to read out a sentence and say whether it's correct or not. Encourage them to give further details if possible.</p> <p>Answers</p> <p>Learners should tick sentences 2 and 4.</p> |
| Workbook page 126 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Divide learners into small groups and set up the quiz as a competition. Allow them a few minutes to do the quiz referring to their Coursebooks for help as needed. <p>CORE</p> <p>Feedback</p> <p>When time is up, read out the sentences one by one and invite groups to give their answer. Award points for each correct answer.</p> <p>Answers</p> <p>1 Cairo; 2 a tomb; 3 sediment; 4 more than 6,500 km; 5 tributaries of the Nile; 6 in Sudan; 7 Mediterranean</p> |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to test each other using the quiz. Monitor and help with any problems with pronunciation or intonation. |

| Learning styles catered for (✓): | | | |
|---|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes): information text: scanning.</p> <p>(G8.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of text by creating outlines, summaries, or reports.</p> <p>(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G8.1.1.1.6) Summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning, and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood, and emotion conveyed in the oral communication.</p> | | | |

| LESSON PLAN | | LESSON: 5 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To read a news story about a tsunami; to understand the style of the article. Speaking: To discuss the events and the people in the news story. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the gist and details of a news story • understand the style and figurative language used in a news article • give their opinion about the news story. |
| Link to prior learning: <ul style="list-style-type: none"> • Prepositions of place • Past tenses • Defining relative clauses 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to apply digital technologies effectively by using them as a tool to research, organise, evaluate, and communicate information | | |
| Key vocabulary: <i>archipelago, coast, tremor, harbour, bobbing, emergency, islanders, swept into, destroyed</i> Key expressions/structure: Defining relative clauses | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help noticing the choice of language in real-life articles in order to make a bigger impact on the reader. | | |
| Resources/equipment needed: Coursebook page 150 Workbook page 127 | | |

UNIT 9 LESSON 5 TASKS/ACTIVITIES

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

| Resources | Starter |
|---------------------|---|
| | <ol style="list-style-type: none"> Write ts_n_m_ on the board and invite three learners to complete a missing vowel (<i>u, a, i</i>). Ask <i>What is a tsunami?</i> and discuss learners' ideas as a class. |
| Resources | Main activity |
| Coursebook page 150 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> Draw learners' attention to the title of the article. Read it out loud and elicit ideas on what the news story is about. Learners read the article once to check their ideas. Read out the Language tip and check comprehension of the prepositions. <p>CORE</p> <p>Feedback</p> <p>Invite learners to explain in their own words what the article is about.</p> |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to write their own sentences about places using the prepositions <i>off, on</i> and <i>onto</i>. |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Write words and phrases on the board for learners to match with the different prepositions, for example <i>off – off the coast of Dubai, off the Andaman Islands; on – on the beach, on the river bank, on side of the hill; onto – onto the pavement, onto the sand (also onto the beach and river bank, etc. if there movement towards the object)</i>. Ask learners to choose phrases to write sentences about. |
| Workbook page 127 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners refer to the article on Coursebook page 150 to find the words for each definition. <p>CORE</p> <p>Feedback</p> <p>Invite learners to write a word on the board.</p> |
| | <p>Answers</p> <p>1 islanders; 2 bobbing; 3 crashed; 4 destroyed; 5 tremor; 6 harbour</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Read out the words from the article for the learners to underline and then do the matching task. |

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|---------------------------------|--|
| <p>Workbook page 127</p> | <p>Workbook: Activity 2</p> <p>1. Read out the tasks one by one and discuss answers with the whole class.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners discuss their answers as a class as this can be a challenging task.</p> <p>Possible answers</p> <p>1 immediately, massive, crashed, swept</p> <p>2 time, day, date, month, year, place, age, name</p> <p>3 to give detailed factual information, to show that it's an accurate description</p> <p>4 because direct speech adds drama and a sense of reality</p> |
| <p>Resources</p> | <p>Plenary</p> <p>1. Write <i>Heroine</i> on the board and explain that it's the female version of <i>hero</i>.</p> <p>2. Ask <i>Do you think Martina Maturana is a heroine?</i> Elicit ideas from the class and encourage learners to give reasons for their opinions.</p> |

| Learning styles catered for (✓): | | | |
|--|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes): information text: scanning.</p> <p>(G8.3.1.1.8) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text.</p> <p>(G8.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (for example, general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs etc.), and use the features to obtain information.</p> <p>(G8.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential, multi-step directions, or chronological order).</p> <p>(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> | | | |

| LESSON PLAN | | LESSON: 6 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To understand a dialogue about another natural disaster. Writing: To write a friendly email giving advice. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the details of a dialogue about past events • write sentences using defining relative clauses • write a friendly email giving advice • summarise the main points of an event. |
| Link to prior learning: <ul style="list-style-type: none"> • Language for giving advice • Past tenses • Defining relative clauses 21st Century Skills: <ul style="list-style-type: none"> • Reinforce using multiple media sources to evaluate different points of view, further articulate your argument in English, and persuade others to accept your views | | |
| Key vocabulary: <i>tsunami, disaster, survive, safety, tide, sign, foreign</i> Key expressions/structure: Defining relative pronouns with <i>who, that, which, whose</i> and <i>where</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help understanding the difference between <i>who, which</i> and <i>whose</i>. | | |
| Resources/equipment needed: Coursebook page 150–151 Workbook page 128 | | |

UNIT 9 LESSON 6 TASKS/ACTIVITIES

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

| Resources | Starter |
|---------------------------------------|---|
| | <ol style="list-style-type: none"> Before the class, write on the board 3–4 questions that a reporter would ask Martina Maturana, for example <i>When did the earthquake take place?</i> <i>What did you see when you looked out the window?</i> <i>What did you do when you realised a tsunami was coming?</i> <i>What damages did the tsunami cause?</i> Put the learners in pairs to act out an interview. One learner is the reporter and the other Martina. If necessary, allow them to read the article on page 150 once before doing the task. |
| Resources | Main activity |
| <p>Coursebook page 150–151</p> | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> Give learners a few minutes to read the questions and find the answers in the article. They can underline them if they wish. Encourage fast finishers to discuss their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Read out a question and nominate learners to answer using their own words.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 on Saturday 27th February 2010 at 6am 2 8.8 magnitude (on the Richter scale) 3 She felt the earthquake and saw the fishing boats moving up and down. 4 They ran to high ground. |
| <p>Coursebook page 150–151</p> | <p>Use of English: Activity 3</p> <ol style="list-style-type: none"> Read out the information about the defining relative clauses. Learners scan the article on page 150 to underline the defining relative clauses and circle the relative pronouns. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a defining relative clause and explain who or what it refers to.</p> <p>Answers</p> <p>which make up ... of Chile; which saved the lives ... islanders; who ran to high ground were safe; that were close to ... destroyed; at which Martina studied; whose house was destroyed by the tsunami</p> |

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|---------------------------------------|---|
| <p>Coursebook page 151</p> | <p>Use of English: Activity 4</p> <ol style="list-style-type: none"> Learners complete the missing relative pronouns in the questions. Then they practise asking and answering the questions in pairs. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a question and write the relative pronoun on the board.</p> <p>Answers</p> <p>1 where; 2 which; 3 who; 4 whose; 5 that</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Write the relative pronouns up on the board for learners to select from as they are completing the questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to write the answer for each question. |
| <p>Coursebook page 151</p> | <p>Speaking: Activity 5</p> <ol style="list-style-type: none"> Ask learners to read the Speaking tip. Encourage them to note down the important events in the story and think about how to retell it. Monitor while learners tell the story in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to retell Martina Maturana’s story for the whole class.</p> |
| <p>Workbook page 128</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Explain to learners that they are going to read/tell another story about another young girl and a tsunami. Then read the first question and example with the class to check that they understand what to do. Learners do the task individually or in pairs. Monitor and help as necessary. <p>CORE</p> <p>Feedback</p> <p>Invite learners to write a sentence on the board.</p> <p>Possible answers</p> <ol style="list-style-type: none"> One of the 13 countries that were hit by the 2004 tsunami was Thailand. The girl whose screams saved about 100 tourists on a beach was called Tilly Smith. Tilly Smith was walking on a beach where the tsunami wave crashed. The tourists who heard Tilly Smith shouting ran to safety. The school subject which helped Tilly learn about tsunamis was geography. |
| <p>Workbook page 128</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Read out the instructions and the Writing tip. Elicit from the learners how they will start the email (for example, <i>Dear/Hello</i> (name), and a quick introduction, <i>How are you?</i>) and how they will end it (for example, <i>I hope to hear from you soon./ Write soon.</i>) Give learners time to write their email. Monitor and provide support as necessary. <p>DESIRABLE</p> <p>Feedback</p> <p>When they have finished, learners exchange their texts and check them. They should try to find at least one suggestion to make to improve their partner’s work.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Allow learners to complete their email at home and check it in the next lesson. |

| Resources | Plenary |
|-----------|---|
| | <ol style="list-style-type: none"> 1. Write <i>Martina & Tilly</i> on the board and two columns headed <i>Similarities</i> and <i>Differences</i>. 2. Allow learners a minute to discuss in groups similarities and differences between the two stories. Elicit ideas as a whole class and make notes on the board. 3. Have a quick vote with a show of hands on which story was more interesting/ amazing, eliciting reasons. |

Learning styles catered for (✓):

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

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions.

(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

(G8.1.1.1.6) Summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning, and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood, and emotion conveyed in the oral communication.

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

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

(G8.4.1.1.7) Write expository compositions on a variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well-chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.

| LESSON PLAN | | LESSON: 7 |
|--|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To give a short presentation on Martina Maturana or Tilly Smith. Writing: To write an essay. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use topic-related vocabulary confidently • write an essay with appropriate structure • reflect on and assess their own progress. |
| Link to prior learning: <ul style="list-style-type: none"> • Defining and non-defining relative clauses • Lexis on rivers and water 21st Century Skills: <ul style="list-style-type: none"> • Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project | | |
| Key vocabulary: Topic-related vocabulary from Lessons 1–6 Key expressions/structure: Defining and non-defining relative clauses | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help organising their essay so it would be helpful to do this as a whole class on the board. | | |
| Resources/equipment needed: Coursebook page 152 Workbook page 129 | | |

UNIT 9 LESSON 7 TASKS/ACTIVITIES

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

| Resources | Starter |
|----------------------------|--|
| | <ol style="list-style-type: none"> 1. Ask the learners to look through Lessons 1–6 and make a note of four things they learned or tasks they enjoyed. 2. Invite learners to share their notes in small groups. Monitor their discussions. |
| Resources | Main activity |
| Coursebook page 152 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Read out the words in the box and ask learners to guess what the paragraph is about. 2. Learners complete the missing words individually or in pairs. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out sections of the text.</p> <p>Answers</p> <p>1 civilisation; 2 banks; 3 crops; 4 bricks; 5 paper; 6 transport</p> |
| Coursebook page 152 | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Point to the names of the girls and ask learners to look back through their book and find the pages where they studied their stories. 2. In pairs, learners read out the questions and choose one of the two girls. Give them a few minutes to prepare and practise their presentation encouraging them to make notes (rather than write a complete text of what they are going to say). Monitor and provide help. 3. Put learners in small groups and ask them to take turns to give their presentation in pairs. Monitor and make notes. <p>CORE</p> <p>Feedback</p> <p>Give feedback to learners highlighting strength and weaknesses in their presentation skills. Correct any errors on the board, eliciting answers from the class.</p> |
| Coursebook page 152 | <p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to think of a plan for the essay or write one on the board with the learners' ideas. 2. Invite learners to write their essay using information from Lesson 6 and their own ideas. <p>DESIRABLE</p> <p>Feedback</p> <p>Take in the essays to mark them and provide individual feedback.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to write their essay at home and check them in the next lesson. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Allow students all the time that they need for the planning stage of their essay, but then set a time limit for the drafting stage. Allow extra time at the end for corrections as necessary. |

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| Coursebook page 152 | <p>Self-assessment</p> <ol style="list-style-type: none"> 1. Read out the three tasks and give learners a few minutes to write their sentences about the source of the Nile. 2. Then, put learners in pairs to do tasks 2 and 3. Monitor and provide help as necessary. <p>DESIRABLE</p> <p>Feedback</p> <p>Give learners feedback on vocabulary and grammar use.</p> |
| Workbook page 129 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Give the learners a few minutes to put the letters in order. Reading the definition will help them find the word. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a word and spell it out.</p> <p>Answers</p> <p>1 tributary; 2 rainforest; 3 sediment; 4 reptile; 5 earthquake; 6 tide</p> |
| Workbook page 129 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the sentence prompts and elicit which include defining (1 and 4) and which non-defining clauses (2, 3 and 5). 2. Learners complete the sentences with their ideas. Monitor and provide support. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a sentence for the whole class to hear and comment.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Workbook page 129 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read the questions and discuss them in pairs or small groups. <p>DESIRABLE</p> <p>Feedback</p> <p>Have a class discussion about learners' speaking and reading skills.</p> |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Divide the learners into two or three groups and ask them to line up facing the board. Call out a word from Lessons 1–6 and ask each learner at the front of the line to run to the board and write the word. Award points for correct spelling. 2. The learners at the front go to the back of the line. Continue with a new word and different learners running to the board. |

| Learning styles catered for (✓): | | | |
|--|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, giving advice using <i>ought to</i>, <i>you'd better</i>, expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G8.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).</p> <p>(G8.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.</p> | | | |

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| LESSON PLAN | | LESSON: 8 |
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To discuss what a verse from a poem is about. Listening: To understand an interview about gardens and gardening. Writing: To write about Islamic gardens. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss the meaning of a verse • understand the gist and details of an interview • write an informative paragraph • write sentences using the zero and first conditionals. |
| Link to prior learning: <ul style="list-style-type: none"> • Zero and first conditionals 21st Century Skills: <ul style="list-style-type: none"> • Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language | | |
| Key vocabulary: <i>benefit, improve, mood, get rid of, cheer sb up, element, fountain, channel, feel like</i> Key expressions/structure: Zero and first conditionals | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need guidance on how to compare two pictures and make speculations about them. | | |
| Resources/equipment needed: Coursebook page 153 Workbook page 130 Audio Track 32 | | |

UNIT 9 LESSON 8 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | <ol style="list-style-type: none"> 1. Draw a big square on the board and label it <i>Our garden</i>. 2. Ask learners to think in pairs or groups what they would add in their garden, for example trees, plants, fountain, pool, greenhouse, etc. 3. Invite learners to add to the drawing on the board based on their discussions. |
| Resources | Main activity |
| Coursebook page 153 | <p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs to read and discuss the quotes about gardens. Encourage them to use the context to guess the meaning of any words they don't know, or allow them to use dictionaries. 2. Encourage them to find reasons to justify their choice of favourite quote. <p>CORE</p> <p>Feedback</p> <p>Take feedback from the whole class by asking different pairs to paraphrase each quote and writing their texts on the board. Agree on the best paraphrase/explanation for each quote.</p> |
| Coursebook page 153 Audio Track 32 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Give learners a minute to read through the notes. Encourage them to guess which option is correct. 2. If necessary, pre-teach <i>fragrance</i> and <i>paradise</i> and <i>rare</i>. Play the recording once or twice for the learners to complete the sentences. Allow them to compare answers before the second listening. 3. Read the information on the zero and first conditionals. Point out the examples from the recording. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a sentence and write the missing information on the board.</p> <p>Answers</p> <p>1 Sharjah; 2 meaning; 3 fragrance from the flowers; 4 mentioned in the Holy Qu-ran; 5 plants and herbs; 6 reflection</p> |
| Coursebook page 153 | <p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Learners write a short paragraph about what they have learned. Allow them to listen to the recording once more if necessary. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out their paragraph to the whole class. Elicit any corrections.</p> |
| Workbook page 130 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners match the words from the recording to their definitions. <p>CORE</p> <p>Feedback</p> <p>Read out a word or phrase and ask the learners to read out the definition chorally.</p> <p>Answers</p> <p>1 d; 2 f; 3 e; 4 c; 5 b; 6 a</p> |

| | |
|---------------------------------|--|
| <p>Workbook page 130</p> | <p>Workbook: Activity 2</p> <p>1. Learners complete the sentences referring to the Use of English box on Coursebook page 153. Then they label each sentence ‘zero’ or ‘first conditional’.</p> <p>CORE</p> <p>Feedback</p> <p>Learners raise their hand to read out a sentence and explain what type of conditional it is.</p> <p>Answers</p> <p>1 don’t water – Z 2 give – F 3 will disappear – F 4 don’t plant – Z 5 talk – Z 6 ’ll do – F</p> <p>Differentiation activities (Support):</p> <p>1. Read through the information on the difference between the zero and the first conditional with the class before they do the exercise and give or elicit further examples.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to write two sentences of their own for each type of conditional.</p> |
| <p>Resources</p> | <p>Plenary</p> <p>1. Ask learners to discuss what family activities they used to enjoy as children and which ones they enjoy doing now.</p> |

| Learning styles catered for (✓): | | | |
|---|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.2.1.1.6) Consolidate from grade 7 the first conditional; talk about impossible or unlikely situations using the second conditional.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G8.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.</p> | | | |

| LESSON PLAN | | LESSON: 9 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To read about a fisherman's life. Writing: To extend the interview with the fisherman. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the gist and details of an interview • identify and understand collocations • write questions and imaginary answers to continue an interview. |
| Link to prior learning: <ul style="list-style-type: none"> • Past simple tenses • Collocations 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>patch, sunburned, wrinkled, wonder, blessed, squat, generation, pollute, rise, instead, current, ancestor</i> Key expressions/structure: <i>in harmony with, make a living, rely on</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help understanding the use of <i>instead</i> at the end of a sentence to talk about substitution. | | |
| Resources/equipment needed: Coursebook page 154 Workbook page 131 | | |

UNIT 9 LESSON 9 TASKS/ACTIVITIES

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

| Resources | Starter |
|---------------------|--|
| | <ol style="list-style-type: none"> 1. Draw a fishing rod with a fish hanging from the hook. Ask: <i>Why do people like fishing?</i> 2. Ask learners to brainstorm ideas as a class. |
| Resources | Main activity |
| Coursebook page 154 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the information on collocations. 2. Then draw their attention to the man in the photo. Elicit what he is doing and whether learners have ever seen/talked to a fisherman. 3. Explain the meaning of <i>catch</i> in the title ('number of fish caught') and point out it's a noun. 4. Learners read the questions once and discuss in pairs who is being interviewed. Then they read the interview once to check. <p>CORE</p> <p>Feedback</p> <p>Elicit ideas from the whole class.</p> <div style="background-color: #d3d3d3; padding: 5px;">Suggested answer</div> <p>an old fisherman</p> |
| Coursebook page 154 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners write the questions in the correct place in the interview. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a question in order.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>1 How do you catch your fish? 2 What's the best season to go fishing in the UAE? 3 What does fishing mean to you?</p> |
| Coursebook page 154 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Read the Speaking tip out loud. Elicit ways of introducing reasons (<i>because</i>) and examples (<i>for example, such as, like</i>). 2. In pairs learners answer the questions. Monitor and make note of good/bad use of language. <p>CORE</p> <p>Feedback</p> <p>Write good/bad uses of language on the board and discuss as a class.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Brainstorm some ideas about different types of traditional jobs with the class before you start the activity. Elicit or teach: <i>pearl diver, weaver, potter, camel merchant, etc.</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Put some words for traditional jobs up on the board and ask students to look them up in a dictionary and find out what they mean, for example <i>pearl diver, weaver, potter, camel merchant, etc.</i> They should then research two more of their own to present to the class. |

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| Workbook page 131 | Workbook: Activity 1 1. Learners complete the sentences with words/phrases from the interview. Make sure they use the correct form. CORE Feedback Ask learners to read out a sentence chorally in groups. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 made a living; 2 blessed; 3 rely on; 4 ancestors; 5 generations; 6 in harmony with | | |
| Workbook page 131 | Workbook: Activity 2 1. Brainstorm a few ideas about questions learners would like to ask Mr Al Taboor. 2. Learners write their questions and exchange books with a partner. Then they make up Mr Al Taboor's Answers. Monitor and help as necessary. DESIRABLE Feedback Correct any errors as you monitor learners' work. | | |
| Resources | Plenary | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes): information text: scanning. (G8.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence. (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if, when, unless, although</i>). | | | |

| LESSON PLAN | | LESSON: 10 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To understand details in an interview about coral reefs. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the gist and details of an interview • use the second conditional confidently. |
| Link to prior learning: <ul style="list-style-type: none"> • Second conditional 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to develop, implement, and communicate new ideas in English to others effectively | | |
| Key vocabulary: <i>conservation, coral reef, extremely, tourist attraction, clam, aim, threat, salty, pollution, commercial, exact</i> Key expressions/structure: Second conditional | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help remembering the structure and use of the second conditional. | | |
| Resources/equipment needed: Coursebook page 155 Workbook page 132 Audio Track 33 PCM 6 | | |

UNIT 9 LESSON 10 TASKS/ACTIVITIES

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

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|---|---|
| Resources | Starter |
| | <ol style="list-style-type: none">1. Read out the following riddle: <i>I'm beautiful and colourful. I live underwater and a lot of fish swim around me. I'm thousands of years old. What am I?</i>2. Elicit answers and provide the solution: <i>coral reef</i>. Invite learners to say what they know about coral reefs. |
| Resources | Main activity |
| Coursebook page 154 | Vocabulary: Activity 4 <ol style="list-style-type: none">1. Ask learners to read the information about coral reefs in the <i>Did you know?</i> box and discuss what they have learned. Do they know where else there are big coral reefs? (Red Sea, off the coast of Mexico, Gulf of Mexico near Florida, near the Bahamas, the Arabian Gulf, etc.)2. Learners do the matching task before they listen to the recording. Drill the pronunciation of words if necessary. CORE Feedback Invite learners to read out a word and its definition. Suggested answer 1 e; 2 d; 3 b; 4 f; 5 a; 6 c |
| Coursebook page 154 Audio Track 33 | Listening: Activity 5 <ol style="list-style-type: none">1. Allow learners a minute to read the incomplete sentences. Then play the recording once or twice for them to choose the correct option.2. Read out the information on the second conditional. Invite a learner to read the example from the recording. CORE Feedback Invite learners to read out a sentence and provide further details if possible. Answers 1 a; 2 c; 3 b; 4 c |
| | Differentiation activities (Support): <ol style="list-style-type: none">1. Read through the multiple-choice options with the class – or give learners plenty of time to read through themselves – and check understanding before you play the recording. |
| | Differentiation activities (Stretch): <ol style="list-style-type: none">1. Ask learners to attempt to answer from memory from the first time they heard the recording. Give them time to compare their ideas with a partner before you play the track a second time for them to check their answers. |

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| <p>Workbook page 132</p> | <p>Workbook: Activity 3</p> <p>1. Give learners a minute or so to do the matching task. Point out the use of comma when the ‘if’ clause is at the beginning of the sentence.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a complete sentence.</p> <p>Answers</p> <p>1 d; 2 c; 3 f; 4 b; 5 a; 6 e</p> |
| <p>Workbook page 132</p> | <p>Workbook: Activity 4</p> <p>1. Ask learners to complete the ‘if’ clauses with the verbs from the box. Check the answers and then give them time to complete the sentences with their ideas. Monitor and help if necessary.</p> <p>2. Point out that both <i>was/were</i> are correct in sentences 1: <i>If I was/were ...</i> Explain that <i>were</i> sounds a bit more formal.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare sentences in pairs. Correct any errors as a class.</p> <p>Answers</p> <p>1 was/were; 2 had; 3 lived; 4 swam (plus learners’ own ideas for the second part of each sentence)</p> |
| <p>Resources</p> | <p>Plenary</p> |
| <p>PCM 6</p> | <p>1. Put the learners in pairs and hand out the PCM 6. Explain that Learner 1 moves from top to bottom and Learner 2 from left to right. They select boxes and complete the sentences with their ideas trying to form a line (straight or diagonal). When they complete the sentence correctly, they add their initials in the box. For each line they form, they win a point.</p> <p>2. Monitor as the learners play the game and encourage them to give reasons for each sentence they make.</p> |

| Learning styles catered for (✓): | | | |
|---|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker’s moods, relationship, and intentions.</p> <p>(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G8.1.1.1.6) Summarise points of agreement and disagreement, and evaluate a speaker’s point of view, reasoning, and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood, and emotion conveyed in the oral communication.</p> <p>(G8.2.1.1.6) Consolidate from grade 7 the first conditional; talk about impossible or unlikely situations using the second conditional.</p> <p>(G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> | | | |

| LESSON PLAN | | LESSON: 11 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To understand an article about protecting coral reefs. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the gist and details of an informative text • use <i>will/won't</i> for future predictions |
| Link to prior learning: <ul style="list-style-type: none"> • Relative clauses • First conditional 21st Century Skills: <ul style="list-style-type: none"> • Use technology (spoken and written) to communicate in English topics and stories to other learners in the UAE | | |
| Key vocabulary: <i>marine, ecosystem, sewage, diving, snorkeling, harmful, responsibility</i> Key expressions/structure: <i>do your best, be a threat to</i> ; first conditional | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help pronouncing these key words <i>marine, varied, ecosystem</i>. | | |
| Resources/equipment needed: Coursebook page 156 Workbook page 133 | | |

UNIT 9 LESSON 11 TASKS/ACTIVITIES

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

| Resources | Starter |
|---------------------|---|
| | <ol style="list-style-type: none"> 1. Write <i>Coral reefs</i> on the board and revise what learners have discovered about them in the previous lesson. 2. Ask: <i>Are coral reefs in danger? How can we protect them? How can tourists help to protect them?</i> Have a class discussion. |
| Resources | Main activity |
| Coursebook page 156 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the tip. Point out the heading of the article and the photo. What can they guess about the article? 2. Ask learners to read the article once and check their ideas on how coral reefs can be protected. <p>CORE</p> <p>Feedback</p> <p>Invite learners to share their ideas in class.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>Learners' own answers</p> |
| Workbook page 133 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Point out and explain the abbreviations in brackets: <i>adjective</i> (adj.), and <i>noun</i> (n.). Encourage learners to include what part of speech a word is when they record it in their notebooks. 2. Learners match the words to the definitions. <p>CORE</p> <p>Feedback</p> <p>Learners raise their hands to read the appropriate definition.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>1 environmentally-friendly; 2 varied; 3 damage; 4 responsibility; 5 harmful; 6 marine</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow students to look back at the words in context (in the text in the Coursebook) to help them do the matching. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask fast finishers to write their own definitions for the words in the box and then compare them with those given. |

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| <p>Workbook page 133</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Refer learners back to the Use of English box in the previous lesson on pages 153 and 155 of their Coursebook for a reminder of the how the first and second conditional structures are formed and the difference between them. 2. Elicit that the first conditional is used to talk about something real that it is quite possible will happen in the future whereas the second conditional is used to ‘hypothesise’, i.e. talk about events that you imagine. 3. Learners work in pairs to discuss possible endings for each of the sentences and negotiate and write their best answer. <p>CORE</p> <p>Feedback</p> <p>Put the sentence heads up on the board and ask learners to volunteer the different possible endings.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 Many coral reefs will be destroyed if we don’t control pollution. 2 The tourism industry will be a threat to coral reefs if hotels don’t become more environmentally friendly. 3 If try to protect our coral reefs now, we will be able to enjoy them in the future. 4 If we didn’t have coral reefs, we wouldn’t have so many varieties of fish and marine plants. 5 The sea wouldn’t be so polluted if we didn’t put rubbish and sewage into it. 6 If everybody understood that our beautiful coral reefs are in danger, we would stop polluting the sea. |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Write the following question on the board: <i>Would you like to go diving or snorkelling around a coral reef? Why?/Why not?</i> 2. Ask learners to do a class or group survey making brief notes of their partners’ names and answers. Monitor and provide help as necessary. 3. Work out the number of learners who answered <i>yes</i> and <i>no</i> to the question. Elicit a few reasons for each answer. |

| Learning styles catered for (✓): | | | |
|--|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes): information text: scanning.</p> <p>(G8.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of text by creating outlines, summaries, or reports.</p> <p>(G8.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential, multi-step directions, or chronological order).</p> <p>(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> | | | |

| LESSON PLAN | | LESSON: 12 |
|--|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Reading: To understand an article about protecting coral reefs.</p> <p>Writing: To write an informative text on coral reefs.</p> <p>Speaking: To make predictions about the future.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • understand the gist and details of an informative text • use <i>will/won't</i> for future predictions • use the first and second conditional • select information to write a summary of factual texts. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Relative clauses • First and second conditional <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Use technology (spoken and written) to communicate in English topics and stories to other learners in the UAE | | |
| <p>Key vocabulary: <i>formation, threaten, survival, harmful, damaging, attraction</i> (and other parts of speech related to these words)</p> <p>Key expressions/structure: First and second conditional</p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners may need help pronouncing these key words <i>marine, varied, ecosystem</i>. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 156 and 157</p> <p>Workbook page 134</p> | | |

UNIT 9 LESSON 12 TASKS/ACTIVITIES

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

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| Resources | Starter |
| | <ol style="list-style-type: none"> Elicit from the learners all that they can remember about the text. Ask a confident learner to summarise the text for the class and write the key points on the board. Ask the class if they can remember any additional points. |
| Resources | Main activity |
| Coursebook page 156-157 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> Give learners a few minutes to think of a heading for each piece of advice. They can do this in pairs or small groups. <p>CORE</p> <p>Feedback</p> <p>Invite learners to suggest headings for each piece of advice.</p> <p style="background-color: #d3d3d3;">Possible answers</p> <ol style="list-style-type: none"> Choose your accommodation carefully Choose a responsible diving/snorkelling trip Be a responsible visitor |
| Coursebook page 157 | <p>Reading: Activity 3</p> <ol style="list-style-type: none"> Ask learners to read the sentences and refer back to the article before they mark them true or false. Allow them to compare answers in pairs and point out the relevant parts of the article. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a sentence and explain why it's true or false.</p> <p style="background-color: #d3d3d3;">Possible answer</p> <p>1 T; 2 F; 3 T; 4 T; 5 F</p> |
| Workbook page 134 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Remind learners that, when they are learning new vocabulary, it is a good idea to learn all possible forms of a word and that some words will have a noun, verb and adjective form. Ask learners to complete the activity in pairs or small groups and encourage them to use a dictionary to help them find any word forms they are not sure of. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners raise their hands to give the correct answers.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>1 formation; 2 protected; 3 survival; 4 conservation; 5 to attract; 6 attractive; 7 to harm; 8 to damage</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Support learners who are slower at dictionary work by directing them to the appropriate helpful dictionary entries. From there, they should then be able to find the answers on their own. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have fast finishers write some example sentences with words from the table. |

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|---|--|
| <p>Workbook page 134 Audioscript Track 33 Coursebook pages 155</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. If learners need support, prepare the summary as a whole class. Have learners find the important information in the audioscript from Audio Track 33 (page 155) and the article in Coursebook, Activity 1 (page 156). Discuss how they will order the information. 2. Allow enough time for learners to write their summaries. Monitor and make sure they're not copying whole sentences from the Coursebook. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners exchange summaries in pairs and find similarities/differences.</p> |
| <p>Coursebook pages 157</p> | <p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Put learners into small groups to give their presentations. Set a time limit for the preparation – or set this task a homework. Ask learners to think about how they are going to make their presentation interesting and memorable. 2. Go through the rules for good practice in presenting with the class and encourage learners to make notes consisting of key words only to refer to as they speak. 3. Learners take turns to give their presentations in front of their group <p>CORE</p> <p>Feedback</p> <p>Learners mark each speaker in their group according to certain aspects of their performance, for example, If the person spoke too quickly or too slowly, etc. Each group of learners votes for the best presenter in their group.</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Revise the vocabulary from the last two lessons by playing a game with the class. Divide the learners into two teams. Teams take turns to choose a word and send one player to the front of the class to write spaces for the number of letters it contains on the board, for example (<i>pollution</i>) _ _ _ _ _ _ _ _ . 2. The other team calls out letters they think are in the word, which the player standing at the board either writes in the appropriate place in the word, or, if the letter isn't in the word, the guessing team gets a point. 3. When the word has been guessed, it is the other team's turn to send a player to the board. The team with the fewest points at the end of the game wins. |

| Learning styles catered for (✓): | | | |
|---|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes): information text: scanning</p> <p>(G8.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential, multi-step directions, or chronological order)</p> <p>(G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G8.4.1.1.1) Write texts of more than two paragraphs with 8 simple compound and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</p> <p>(G8.4.1.1.7) Write expository compositions on a variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p> | | | |

| LESSON PLAN | | LESSON: 13 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To discuss different types of holiday accommodation; to decide with a partner on an imaginary holiday. Reading: To understand a dialogue about two friends' holiday plans. Writing: To write a postcard. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • explain differences between similar items • understand the gist and details of an informal dialogue • make and respond to suggestions • agree and disagree with their partner's opinion • write a postcard. |
| Link to prior learning: <ul style="list-style-type: none"> • Present perfect simple • Present continuous • <i>Be going to</i> 21st Century Skills: <ul style="list-style-type: none"> • Reinforce using multiple media sources to evaluate different points of view, further articulate your argument in English, and persuade others to accept your views | | |
| Key vocabulary: <i>bed & breakfast, five-star, all-inclusive, hostel, homestay, cruise, aparthotel, value, availability</i> Key expressions/structure: Making and responding to suggestions; agreeing and disagreeing | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help using the correct intonation when making suggestions and responding with excitement or doubt. | | |
| Resources/equipment needed: Coursebook page 158 Workbook page 135 PCM 7 | | |

UNIT 9 LESSON 13 TASKS/ACTIVITIES

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

| Resources | Starter |
|---------------------|---|
| | <ol style="list-style-type: none"> 1. Read out the opening questions and ask learners to discuss them in pairs. 2. As a class, elicit places the learners visited on their last holiday. |
| Resources | Main activity |
| Coursebook page 158 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the types of accommodation and circle the ones they've stayed in. Elicit answers from the class and explain any unknown types of accommodation. 2. In pairs, learners discuss the differences. Monitor and provide help if necessary. <p>CORE</p> <p>Feedback</p> <p>Invite learners to explain differences between various types of accommodation.</p> |
| | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to read the questions before reading the dialogue. Check their comprehension of <i>holiday package</i>. 2. Allow them to discuss the questions in pairs. <p>CORE</p> <p>Feedback</p> <p>Read out a question and invite volunteers to provide an answer.</p> <div style="background-color: #d3d3d3; padding: 5px;">Possible answers</div> <p>1 Sharm el Sheikh in Egypt; 2 no; 3 all-inclusive hotel; 4 550 pounds per person; 5 first week of April</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pre-teach <i>brochure, resort, all-inclusive</i> and <i>availability</i> before learners do the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Only give learners a limited time to read the dialogue the first time. Then ask them to close their books when they attempt the questions the first time. |
| Coursebook page 158 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Point out that learners saw the phrases in the box in the dialogue between Matthew and Charlie. They copy them into the table. <p>CORE</p> <p>Feedback</p> <p>Learners raise their hands to say where each phrase goes in the table.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>1 Why don't we ...?; 2 Shall I ...?; 3 How about ...?; 4 Sure, why not?; 5 I'm not sure ...</p> |

| | |
|--|---|
| <p>Coursebook page 158 PCM 7</p> | <p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Make one copy of PCM 7 for each pair of learners and cut it in half. 2. In pairs, hand out a brochure to each learner and explain that they are going to choose one of the packages to go on holiday together. Give them a minute to read through the information and provide help if necessary. 3. Ask learners to present the packages to each other and encourage them to ask questions and give their opinions. Prompt them to use the phrases from Activity 3. Monitor and make notes of errors or good use of language. <p>CORE</p> <p>Feedback</p> <p>Invite volunteers to explain which holiday they're going on and why. Provide feedback to the whole class.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Demonstrate the dialogue with a strong learner to give the class an example. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. As an extension activity for fast finishers or for homework, ask learners to prepare a description of a package that appeals to them. They could do this in writing and then present it to the class. |
| <p>Workbook page 135</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Point out that there are sentences and questions jumbled up so learners need to be careful with word order. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to write a sentence or question on the board.</p> <hr/> <p>Answers</p> <ol style="list-style-type: none"> 1 How about travelling to Egypt for our next holiday? 2 I don't think going in June is a good idea. 3 Shall I call the hotel to book a room? 4 Why don't we do a scuba-diving course? 5 That'd be a really great idea! 6 Would you like to visit the temples in Egypt? |
| <p>Workbook page 135</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Give them a few minutes to write their postcard. Monitor and help as necessary. <p>EXTENSION</p> <p>Feedback</p> <p>Learners exchange postcards in pairs and give each other feedback.</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Write <i>School trip</i> on the board. In small groups, learners discuss where they should go on their next school trip and what activities they should do. They can choose any place in the world! 2. Elicit ideas from the groups and write them on the board. Have a quick class vote on the most popular school trip. |

| Learning styles catered for (✓): | | | |
|---|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker’s moods, relationship, and intentions.</p> <p>(G8.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G8.1.1.1.5) Build on and extend the ability to understand a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, expressing agreement and disagreement, expressing opinion.</p> <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example, making offers and requests, making suggestions, expressing likes and dislikes, expressing preferences, expressing opinion.</p> <p>(G8.2.1.1.4) Consolidate from grade 7 the ability to speak about future plans using <i>going to</i>, present continuous, <i>will</i>, <i>may</i>, and <i>might</i>.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p> <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes.</p> <p>(G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.</p> | | | |

| LESSON PLAN | | LESSON: 14 |
|--|---------|---|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To understand an informal conversation about a holiday. Speaking: To compare two photos and make speculations; to respond to personal questions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use topic-related vocabulary confidently • understand the gist and details of an informal conversation • use appropriate language to compare and speculate about two photos. |
| Link to prior learning: <ul style="list-style-type: none"> • Topic-related vocabulary • Zero/first/second conditionals 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Key lexis from the unit Key expressions/structure: Zero/first/second conditionals | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need to revise the differences between structure and use of the three conditionals. | | |
| Resources/equipment needed: Coursebook page 159 Workbook page 136 Audio Track 34 | | |

UNIT 9 LESSON 14 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | <p>1. Ask learners to look through Lessons 8–13 in their Coursebook and Workbook and revise the key words and phrases in bold. In pairs or small groups, they can check each other's knowledge. Monitor and provide help.</p> |
| Resources | Main activity |
| <p>Coursebook page 159 Audio Track 34</p> | <p>Listening: Activity 1</p> <p>1. Ask learners to read the statements before they listen to the conversation. 2. Play the recording once or twice for learners to circle yes or no.</p> <p>CORE</p> <p>Feedback Ask learners to read a statement and explain why it's true or false.</p> <p>Answers</p> <p>1 False; 2 True; 3 True; 4 False</p> |
| <p>Coursebook page 159</p> | <p>Speaking: Activity 2</p> <p>1. Demonstrate how learners can compare the photos modelling some key structures: <i>In this photo, ... whereas in this one ...; On the other hand, ..., etc.</i> 2. Ask learners to compare the photos in pairs. Encourage them to speculate about the context of each photo, for example, what the people are doing/seeing/hearing, how they're feeling, etc.</p> <p>CORE</p> <p>Feedback Invite learners to present an idea about the photos.</p> |
| <p>Coursebook page 159</p> | <p>Speaking: Activity 3</p> <p>1. Put the learners in pairs to take turns asking and answering the questions. Monitor and make note of any language errors.</p> <p>CORE</p> <p>Feedback Correct any errors you noted as a class.</p> <p>Differentiation activities (Support):</p> <p>1. Ask and answer the questions as a class, writing students' ideas up the board and helping them with vocabulary.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to choose a question and write their answer in 80–100 words.</p> |
| <p>Coursebook page 159</p> | <p>Self-assessment</p> <p>1. Give learners time to read through the self-assessment tasks and prepare them. 2. Learners do the tasks in pairs. Monitor and make note of any errors to correct.</p> <p>DESIRABLE</p> <p>Feedback Correct any errors you noted as a class.</p> |

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| <p>Workbook page 136</p> | <p>Workbook: Activity 1</p> <p>1. Set a time limit for the learners to choose the correct words. They can do this individually or in pairs.</p> <p>CORE</p> <p>Feedback</p> <p>Learners raise their hand to read out a sentence.</p> <p>Answers</p> <p>1 of; 2 up; 3 Why don't; 4 fragile; 5 living; 6 with</p> |
| <p>Workbook page 136</p> | <p>Workbook: Activity 2</p> <p>1. Point out that these are zero, first and second conditional sentences. Learners must look for clues in the verb form of the second clause to complete the gaps.</p> <p>CORE</p> <p>Feedback</p> <p>Invite volunteers to read out a sentence and say what type of conditional it is.</p> <p>Answers</p> <p>1 You'd learn a lot about fish and corals if you studied marine biology. 2 If we don't stop global warming, the coral reefs will disappear. 3 If you get seasick, you can take this pill to make you feel better. 4 Flowers won't/don't grow properly if you water them too often. 5 Our garden would look much prettier if we had a fountain.</p> |
| <p>Workbook page 136</p> | <p>Workbook: Activity 3</p> <p>1. Read out the questions and have a class discussion. Encourage learners to explain how they feel about their progress in general and in particular, with their speaking and listening skills.</p> <p>2. Learners think of ways in which they can improve their speaking and listening skills. They can do this in pairs or small groups.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to share their reflections with the class.</p> |
| <p>Resources</p> | <p>Plenary</p> <p>1. Make a 'class contract' with new things the learners will try to do in order to improve their English, for example, <i>I'll read one article in English every day. I'll speak with my friend in English at least twice a week. I'll write a diary in English.</i></p> <p>2. Ask learners to sign the contract and display it in class.</p> |

| Learning styles catered for (✓): | | | |
|--|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions.</p> <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example, (n) expressing opinion.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively (c) express own ideas.</p> <p>(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if, when, unless, although</i>).</p> | | | |

| | | |
|---|----------------|---|
| LESSON PLAN | | LESSON: 15 |
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To respond to personal questions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • to use lexis from the unit confidently • to express opinions and preferences. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis from the unit 21st Century Skills: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Lexis from the unit Key expressions/structure: Second conditional; language to express opinions and preferences | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help identifying the suffixes that are used to form nouns and adjectives. | | |
| Resources/equipment needed: Coursebook page 160 | | |

UNIT 9 LESSON 15 TASKS/ACTIVITIES

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

| | |
|----------------------------|--|
| Resources | Starter |
| | 1. Read out some of the clues from the crossword and ask learners to call out the answer with books closed. |
| Resources | Main activity |
| Coursebook page 160 | Vocabulary: Activity 1 1. Learners can do the crossword individually or in pairs. Encourage them to complete it without referring back through the unit. CORE Feedback Invite learners to write a word on the board. Possible answers Down: 1 delta; 2 source; 3 leak; 4 tsunami; 5 crops Across: 6 papyrus; 7 brick; 8 tide; 9 banks; 10 humid |
| Coursebook page 160 | Vocabulary: Activity 2 1. Check learners' understanding of the words in the box. Give them a minute to complete the questions. CORE Feedback Nominate learners to read out a question. Answers 1 attraction; 2 threat; 3 seasick; 4 responsibility; 5 mood; 6 rely on |
| Coursebook page 160 | Speaking: Activity 3 1. Put the learners in pairs to take turns asking and answering the questions. Monitor and make note of any language errors. CORE Feedback Correct any errors you noted as a class. |

| | | | |
|---|--|---------------------------|-----------------|
| Coursebook page 160 | Use of English: Activity 4 | | |
| | 1. Explain that learners need to change the words in brackets to form new types of verbs, for example from verbs to nouns or adjectives. | | |
| | 2. Learners complete the sentences and compare answers in pairs. | | |
| | CORE | | |
| | Feedback | | |
| | Nominate learners to read out a sentence. | | |
| | Answers | | |
| | 1 conservation, environmentally; 2 harmful; 3 blessed; 4 extremely; 5 responsibility | | |
| | Differentiation activities (Support): | | |
| | 1. Write the endings on the board in jumbled order to help learners form the new words, i.e. <i>-ist, -ful, -ed, -ly, -ity</i> . | | |
| | Differentiation activities (Stretch): | | |
| | 1. Ask fast finishers to write example sentences for the original word forms in brackets, for example for <i>conserve</i> and <i>environment</i> in number 1. | | |
| Resources | Plenary | | |
| | 1. Invite learners to look through the unit and find words that they can easily draw. Ask them to write them on a piece of paper. Collect the words. | | |
| | 2. Divide the learners in small groups and call a learner from each group to the board. Give them a word to draw. The first team to call out the word wins a point. Continue with different words and learners to draw them. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. | | | |
| (G8.2.1.1.8) Pose and respond to questions related to the current discussion, incorporate others into the discussion. | | | |
| (G8.2.1.1.10) Discuss and argue their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers easily conversing in English; summarise points of agreement and disagreement and justify personal views. | | | |
| (G8.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. | | | |

| LESSON PLAN | | LESSON: 16 |
|---|----------------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To read a learner's presentation about the river Nile. Writing: Project: to prepare a presentation. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the details and structure of an oral presentation • write an oral presentation with correct structure and appropriate language. |
| Link to prior learning: <ul style="list-style-type: none"> • Descriptive language • Past tenses 21st Century Skills: <ul style="list-style-type: none"> • Reinforce learning to access and evaluate information efficiently, effectively, and critically in English | | |
| Key vocabulary: Vocabulary related to rivers Key expressions/structure: Language used in oral presentations | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help finding appropriate information and structuring the presentation. | | |
| Resources/equipment needed: Coursebook page 161 | | |

UNIT 9 LESSON 16 TASKS/ACTIVITIES

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

| | |
|----------------------------|---|
| Resources | Starter |
| | 1. Ask learners to brainstorm facts they remember about the river Nile and write them on the board. |
| Resources | Main activity |
| Coursebook page 161 | <p>Preparation: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the presentation once and call out any information they missed. Add it on the board. 2. Give them a few minutes to write the main idea of each paragraph in the margin. <p>CORE</p> <p>Feedback</p> <p>Invite learners to explain briefly what each paragraph is about.</p> <div style="background-color: #d3d3d3; padding: 2px;">Possible answers</div> <p>Paragraph 1: geography of river Nile Paragraph 2: wildlife in the river Nile</p> |
| Coursebook page 161 | <p>Preparation: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the topics and encourage them to add other topics they're interested in. 2. Read out the questions and allow learners to look for information online or in the library. Encourage them to find photos they can use during their presentation. 3. Learners can prepare their presentations individually or in pairs. <p>CORE</p> <p>Feedback</p> <p>Monitor providing feedback and support.</p> |
| Coursebook page 161 | <p>Preparation: Activity 3</p> <ol style="list-style-type: none"> 1. Read out the learner's notes and point out how they are developed in more detail in the presentation itself. Explain that these notes are used during the presentation to remind the speaker of what to say next. 2. Ask learners to prepare their project in full and make notes that they'll use when delivering the presentation. Encourage them to use a variety of vocabulary and grammar structures. <p>CORE</p> <p>Feedback</p> <p>Monitor providing feedback and support.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can finish preparing their presentation at home. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to organise their notes into a coherent presentation structure: this should include an introduction, the main points they want to make in a logical order and a conclusion. Ask them to consider how and where they might include visuals. |

| | | | |
|--|---|---------------------------|-----------------|
| Resources | Plenary | | |
| | 1. Have a class discussion about which places from Activity 2 the learners would like to visit and why. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example (n) expressing opinion.</p> <p>(G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively(c) express own ideas.</p> <p>(G8.3.1.1.1) Read a variety of genres (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for grade 8, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).</p> <p>(G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.</p> <p>(G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if, when, unless, although</i>).</p> | | | |

| LESSON PLAN | | LESSON: 17 |
|--|---------|--|
| Teacher: | | Subject: English |
| Grade: 8 | Unit: 9 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To give a presentation on a chosen topic. Listening: To understand partners' presentations. Writing: To write a summary of a presentation. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give a coherent presentation on a chosen topic • understand their partners' presentations and provide feedback • write a summary of a presentation. |
| Link to prior learning: <ul style="list-style-type: none"> • Variety of lexis and grammar structures 21st Century Skills: <ul style="list-style-type: none"> • Reinforce the understanding and importance of feedback in English, from teachers and other students | | |
| Key vocabulary: Variety of lexis Key expressions/structure: Variety of grammar structures | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help on what aspects of the presentation they should focus on when listening to their partners. Make sure you explain the feedback checklist in detail providing examples. | | |
| Resources/equipment needed: Coursebook page 162 | | |

UNIT 9 LESSON 17 TASKS/ACTIVITIES

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

| Resources | Starter |
|---------------------|--|
| | <ol style="list-style-type: none">1. Ask learners to discuss in pairs to imagine that someone has given a very bad presentation and how to give feedback in a supportive way to help the person improve next time. Tell them to think not just about what to say but how to say it.2. Take feedback from the class and build up a list of ideas on the board about how to give supportive feedback. |
| Resources | Main activity |
| Coursebook page 162 | Presentation: Activity 4 <ol style="list-style-type: none">1. Put the learners in pairs or small groups depending on whether they are doing their presentation individually or in pairs.2. Draw their attention to the checklist and explain that they will practise giving their presentations using this list to give feedback to each other. Read the list and clarify any queries.3. Give them a few minutes to present their projects. Walk around and make sure learners are using the checklist. CORE |
| | Differentiation activities (Support): <ol style="list-style-type: none">1. Encourage learners to allow each other to have a 'practice run' in order to build up confidence before they are assessed by their partner. |
| | Differentiation activities (Stretch): <ol style="list-style-type: none">1. Encourage learners to make minimal use of their notes and to try to keep their heads up and their eyes on their audience whilst speaking. Consider giving them extra time to practise so that they can work on this. |
| Coursebook page 162 | Presentation: Activity 5 <ol style="list-style-type: none">1. Learners spend a few minutes giving feedback to each other and making suggestions on how to improve. Monitor and make notes. CORE Feedback <p>Give some general feedback on language use or body language that are relevant to most learners.</p> |
| Coursebook page 162 | Presentation: Activity 6 <ol style="list-style-type: none">1. Put the learners in groups. Ideally, they should be working with their previous partner.2. Learners take turns to give their presentations. Ask them to write a question for each presentation they hear. They ask their questions at the end of each presentation. Monitor and provide help. CORE Feedback <p>Give feedback on how learners improved their presentations and further ways in which they can improve their skills.</p> |

| | | | |
|---|---|---------------------------|-----------------|
| Coursebook page 162 | Presentation: Activity 7 1. As a follow-up, learners write a short summary about one of the presentations they watched. Read the guidelines with the whole class. DESIRABLE Feedback Invite learners to read out their summary in class. | | |
| Resources | Plenary | | |
| | 1. Praise learners on their hard work during Unit 9 and give them a quick overview of all the things they have learned and the skills they've been practising. Encourage them to say what they'd like to do more of in the future, for example, speaking, listening, read more news stories, articles or blogs. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G8.2.1.1.1) Consolidate from grade 7 the ability to understand and respond to a range of functions, for example(n) expressing opinion. (G8.2.1.1.7) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G8.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations. (G8.4.1.1.5) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points. (G8.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions (for example, <i>if</i> , <i>when</i> , <i>unless</i> , <i>although</i>). | | | |

Unit 6

TRACK 16

Boy: We went to the theatre on Saturday to see *Aladdin*. The curtain went up to show a Chinese village. The scenery was quite simple: just some trees, a bridge and a river. But it was very good. You felt as though you were in China.

Girl: There was a small orchestra with some Chinese instruments, including a big drum. In the opening scene, there were just two actors on the stage, Aladdin and his mother. They were wearing lovely Chinese costumes in bright colours.

Boy: It was a really good performance. There weren't many props, just the lamp, of course, and Aladdin's treasure, but the dialogue was so funny that it didn't matter.

Girl: There were a lot of people in the audience and everybody enjoyed the play.

TRACK 17

Child: I was in the school play. One of the teachers wrote the script. There were fourteen students in the cast: four main characters and ten minor parts. I played one of the main characters. We all had to wear stage make-up to make us look older and more dramatic. When I looked in the mirror, I hardly recognised myself!

I had a lot of lines to learn. I had to go to all the rehearsals after school because I was in every scene. We gave two performances, one for the other students and one for parents. It was a great success. The audiences really enjoyed the play, and so did we.

TRACK 18

Narrator: Aladdin meets his princess

Aladdin's mother told him that she had no money to buy food. 'I will take this old lamp to the market to sell it,' said Aladdin. 'But first we must polish it.'

His mother began to rub the lamp to clean it when suddenly a genie appeared.

'Your wish is my command,' said the genie. Aladdin's mother was so afraid that she fainted.

Aladdin quickly took the lamp. 'Genie of the Lamp,' he said, 'we are hungry. Bring us some good things to eat.' The next thing he knew, the genie produced a table of the most wonderful food. Aladdin helped his mother to her feet. 'Look, mother,' he said.

His mother could not believe her eyes. But she was afraid when Aladdin told her about the Genie of the Lamp, and even more afraid when he told her about the Genie of the Ring who had helped him get out of the cave.

For some time, Aladdin and his mother lived by asking the Genie of the Lamp to bring them food and selling the beautiful plates and dishes that the food came on.

Then one day, when Aladdin was in the market place, he heard that the Sultan's beautiful daughter, Badr-al-Budur, was visiting the city. Aladdin managed to hide behind a door so that he could see her face. At once, he liked her and decided he wanted to marry her.

When he told his mother of his plan to marry the princess, she thought he was mad. 'This cannot happen,' she said. 'You are a poor boy. You cannot marry a princess!'

But Aladdin was very determined. He persuaded his mother to take some of the treasures and to ask the Sultan if he could marry his daughter.

When the Sultan heard why Aladdin's mother had come to see him, he laughed. But then he saw the treasures she had brought, and he was amazed.

Aladdin sent more and more treasure to the Sultan until at last the Sultan agreed that Aladdin could marry his daughter.

TRACK 19

Narrator: The imposter returns

So Aladdin and the princess were married and lived very happily in a palace that Aladdin had asked the Genie of the Lamp to provide.

But back in Morocco, the imposter could not stop thinking about the lamp and the treasure.

'I am very glad that Aladdin is under the ground, but I still want that lamp,' he said to himself. The imposter made secret enquiries to find out what had happened to the lamp. When he learned what had happened, he became very angry. Aladdin was alive and was married to the Sultan's daughter.

'I must find the lamp – and destroy Aladdin!' he thought. So he set out on his long journey back to China.

After several weeks, he reached his destination and asked the way to the palace where Aladdin lived. 'Ha ha!' he said, as he finally stood outside the palace. 'Now I know how to get the lamp.' The imposter knew that Aladdin would have the lamp somewhere in the palace.

He went to the market place and had some copper lamps made. When they were ready, he put them in a basket and walked around the streets near the palace shouting, 'New lamps for old, new lamps for old!' 'He must be mad!' people said. 'Who goes around offering to give you a new lamp in exchange for an old one?'

But a servant girl inside the palace heard the man and thought, 'Why not try? There's an old lamp in my master's room. Perhaps we can get a new one in

exchange.’ She asked the princess, who thought it was a good idea, and they went to fetch the lamp.

The imposter exchanged the lamp for a new one and went away to a place outside the city. When it was dark, he rubbed the lamp. The Genie of the Lamp appeared. ‘Master, your wish is my command,’ said the Genie.

‘I want you to lift Aladdin’s palace and take it, the princess and me to my own country, Morocco.’

As quick as a flash, it was done.

The next morning, the Sultan woke and looked towards the palace where his daughter and Aladdin lived, but it had disappeared! And so had his daughter!

The Sultan immediately had Aladdin arrested, thinking that he had tricked him.

‘Where is my daughter? Bring her back to me or I shall cut off your head!’

‘Your Majesty, I am as amazed as you are. But give me 40 days and you will have your daughter back.’

The Sultan reluctantly agreed. ‘Don’t come back without her.’

TRACK 20

Narrator: The end of the imposter

Aladdin did not know what to do. For two days he wandered around the city, lost in thought. Then, as he was washing his hands, he accidentally rubbed the ring which the imposter had given him. The Genie of the Ring appeared. ‘Master, your wish is my command,’ said the genie.

‘Bring me back my palace and my wife!’ said Aladdin.

‘Master, I am sorry, but that is not in my power. Only the Genie of the Lamp can do that.’

‘In that case,’ said Aladdin, ‘take me to where my palace is.’

‘I will, Master,’ replied the genie.

When Aladdin arrived at the palace in Morocco, he waited until the imposter had gone out and then went inside.

Quietly and carefully, he went to the room of the princess. He found her, sad and lonely, but as soon as she saw him, she jumped for joy and ran to him. She told him what had happened. Aladdin thought for a moment. ‘I have a plan,’ he said, and told her what she must do.

The next evening, the princess welcomed the imposter home. ‘I am sorry I have been so sad. I want us to be happy together,’ she said. ‘Come, let us have dinner.’

Now, Aladdin had given the princess some poison to put in the imposter’s glass, which she did. When he drank, the poison acted quickly and soon he was dead on the floor. Aladdin, who was hiding in the palace, ran to the imposter’s room, found the lamp and rubbed it. ‘Take us all back to China,’ he said.

‘Your wish is my command,’ said the Genie of the Lamp. The next morning, the Sultan looked out of his window. There was Aladdin’s palace! He could not

believe his eyes. He quickly went over to see if it was true, and there was his daughter, with Aladdin.

The Sultan ordered a month of celebration to welcome home the princess and her husband.

And they all lived happily ever after.

TRACK 21

Jamal: Hi Fahad. Have you heard the news? Mohammed has decided to pull out of the play. He says he hasn’t got time to come to rehearsals. He’s too busy studying for his exams.

Fahad: Oh, no! Mohammed is a really good actor and he had some good ideas for the storyline, too. What shall we do? Can you ask Tariq if he is interested in taking Mohammed’s role? I want to start rehearsing this Saturday.

Jamal: OK, I’ll text him during the lunch break. What time do you want us to meet on Saturday?

Fahad: Oh early, about eight o’ clock. We have so much to do and we don’t have very much time. The performance is in only two months!

Jamal: Fine. I’ll let you know about Tariq later as soon as possible. See you later.

Fahad: OK, bye

Unit 7

TRACK 22

Faisal: I think that learning a foreign language makes you better at your own language. I didn’t understand grammar until I started learning French, but now I can see a connection between French and my own language and that helps me get good grades in both subjects at school. In my opinion, learning a second language helps you to study better.

Khalfan: I agree! My mother is a lecturer at a college and she says that learning foreign languages can help keep your brain healthy and improve your memory! I guess there is a lot of new vocabulary in every language and you need a very good memory to remember it all, so the more languages you know the better your memory will be! Also, if you learn more languages, it gets easier to learn them.

Salama: I don’t agree that it gets easier! I don’t think I’m very good at learning other languages. I wish I was. I think it would be fun to make friends online and communicate with people from all over the world. I am going to try hard to learn at least one other language in the future but I don’t know which one I will choose.

Abdullah: In my view one of the best things about learning a language is that it helps you when you travel to foreign countries. Even if you can only speak a little bit, this makes it much easier to meet people and make friends. I'm learning German because I'm going to visit Germany next year with my family. I'm very excited about my trip!

Reem: The way I see it is that learning languages can be fun, but it isn't as important as learning about science and technology. Also you don't know which language you will need in the future. But my brother is studying engineering and English at university and he says that you are more likely to get an interesting job if you speak another language. You will have better work opportunities, like a bigger salary or the chance to work in different countries.

TRACK 23

Hanif: Our homework was to research the most spoken languages in the world. It was really interesting!

Daniel: Yes, but not difficult. Everyone knows that most spoken language in the world is English!

Hanif: Well, yes and no. There are more people learning English or it using as *second* language than any other, but that's not the same as a *first* or native language. For example, I speak some English but my native language is Arabic. In fact, the most spoken language in the world is Chinese.

Daniel: Really? Well, yes, China is a very big country ...

Hanif: Yes, there are 1,213 million speakers of Chinese as first language!

Daniel: Wow! So English is the second most spoken language then?

Hanif: No, the second most spoken language is Spanish. Remember that people speak Spanish in lots of South American countries as well as in Spain. Spanish is spoken by 329 million people in 44 different countries.

Daniel: And English?

Hanif: English is spoken by 328 million people but in 112 different countries. That's probably one reason why English is a global language.

Daniel: Yes, That's a lot of countries! But tell me about the other languages.

Hanif: Arabic is in fourth place. It's spoken by 221 million people in 57 countries and Hindi is in fifth place. It's spoken by 182 million people in 20 countries.

Daniel: Hmm, that's interesting ... but since so many people speak Chinese, *much* more than any other language, why isn't Chinese the global language instead of English?

Hanif: One reason is the writing system which takes a long time to learn, but the main reason is that there isn't just one type of spoken Chinese that everyone understands: there are many different types or dialects of Chinese. And Arabic is the same. There are at least 12 main Arabic dialects and lots more minor ones.

TRACK 24

Interviewer: How useful is it to speak another language? I asked a few people this question and here are some of the answers I got. The first person I spoke to was Daniel. Can I ask you, Daniel, is it useful to speak another language?

Daniel: Yes, it is, definitely. Speaking to someone in their own language, even if it is only for a short time, makes that person feel more at ease.

Interviewer: So they're happier to talk because they're more relaxed, in social situations.

Daniel: Yes, that's right.

Interviewer: Next, I spoke to Suzanne.

Suzanne: It's really useful when you visit another country. Just to say 'hello' and 'thank you' in the language of that country is good.

Interviewer: So knowing just a few words makes a difference.

Suzanne: Yes, it makes all the difference. You may only know a few words, but people like it when you try to speak their language.

Interviewer: Thanks, Suzanne. The next person I spoke to was Elliot.

Elliot: If you enjoy music or films from another country, it's good to be able to understand at least a little bit.

Interviewer: Do you speak any other languages?

Elliot: Well, I'm learning Spanish at school. I like being able to understand some of the words when I hear a Spanish song.

Interviewer: Aisha Davis, my next interviewee, is a doctor. Aisha, what do you think are the advantages of learning a language?

Aisha: Studies show that learning another language is good for you.

Interviewer: Really?

Aisha: Yes, it improves your brain power and there is some evidence to show that people who are bilingual live longer.

Interviewer: Oh, really? That's interesting.

Interviewer: Finally, I spoke to Ben. Ben, what do you think the advantages are of learning another language?

Ben: Being able to speak another language helps you to use your own language well. I teach

history and I find that students who know another language have better reading skills and wider vocabulary. And of course, having another language can be very helpful for going to college or university.

Interviewer: Thanks, Ben. It's good to have a teacher's point of view.

TRACK 25

Interviewer: In today's programme, we are talking to Dr Maha, an expert on Internet safety who has written many articles advising parents and teenagers about the dangers that exist online and how to stay safe. Welcome Dr Maha.

Dr Maha: Thank you. It's nice to have the opportunity to talk to you today.

Interviewer: So Dr Maha, what are some of the dangers that teenagers and parents should be aware of when using social media?

Dr Maha: Well, one of the most important things to be aware of is that not everybody online is who they say they are. There is no way of checking that the information someone is giving you is true. Certain people may have bad intentions so it is really important that you *never* give someone you don't know any personal information, such as your address, your email or your phone number. You shouldn't ever agree to meet up for real with someone you don't know, and if anyone suggests this, you should tell your parents immediately.

Interviewer: Yes of course. What about sharing passwords?

Dr Maha: Never share your passwords with anyone, not even your best friends. The only people who should know your passwords are you and your parents. It is important that they have access to your accounts so they can help keep you safe and protected. It is also really important to keep your security or privacy settings at the highest level so no one can hack your account and your parents can show you how to do this. Also, do not download or install software on your computer or phone before checking with your parents.

Interviewer: You talk a lot about teenagers using social media 'responsibly'. Please can you explain more about this.

Dr Maha: Of course. Well, just like in real life people online can be good or bad. Never respond to mean or rude texts, messages or emails and delete any unwanted messages. Delete friends who bother you or post things that you don't like. In the same way, you should also always behave in a positive

way. If you wouldn't say something to another person's face, don't text it or post it online. Once something is posted online, it's possible it could be seen by millions of people! Imagine how badly that could end up! Once other people have access to something, you can never delete it or remove it. It might stay online forever.

Interviewer: Yes, I guess you should always think very carefully before you post anything about yourself or someone else. So Dr Maha, what is the most important piece of advice you can give our teenage listeners today?

Dr Maha: Actually, there are two things you should always remember. The first is privacy. Even though the point of social media is to communicate and share, you should always be responsible for the information you give out and make sure you keep your settings private. The second thing to remember is if you *ever* see something online that makes you feel uncomfortable, unsafe or worried, you should turn off your computer or phone and tell your parents immediately.

Interviewer: Thank you very much Dr Maha, it has been very interesting talking with you today and thank you for your very sensible advice.

Dr Maha: You are very welcome, it was my pleasure.

TRACK 26

A: Greetings and introductions

Good morning/good afternoon everyone.

Today I'm/we're going to talk to you about ...

I'd/we'd like to talk about ...

The main focus of this presentation is ...

B: Main points

To start with/Firstly, we're going to look at ...

For example, ...

Secondly, we're going to consider ...

Finally,

A: Referring to visuals

As you can see on the poster ...

On the left/right/top/bottom, you can see ...

B: Summary/conclusion

In conclusion/to sum up ...

Thank you.

Unit 8

TRACK 27

- Ali:** Hi Majed, what's that you're wearing? Is it a present?
- Majed:** Yes, it's a smartwatch that my father gave me. It's really clever!
- Ali:** A smartwatch? What's that? A watch tells the time, doesn't it? How's that smart?
- Majed:** This one can do much more than tell the time. I can receive texts and emails on it, and I can see my Facebook and Twitter pages.
- Ali:** Wow! How does it do that? It's so small.
- Majed:** Well, it links up to my smartphone which does most of the work – but I can see everything on the watch screen.
- Ali:** Oh, does that mean you have to have a smartphone to use a smartwatch?
- Majed:** Yes, that's one of the disadvantages. If you don't, it can do much more than tell the time. This one can tell me how far I have walked or run, and how fast my heart is beating.
- Ali:** That's great. Can I try to check my messages, please?
- Majed:** Sorry, you have to have the right type of smartwatch to work with your phone. Your smartphone is different to mine so it won't work.
- Ali:** Never mind. Can it take photos?
- Majed:** This one can't but some can. With this one I can set up my smartphone ready to take the photo and then use the watch to tell it when I'm ready.
- Ali:** How do you mean?
- Majed:** Well, I can put the phone over there and leave it ready to take a photo of you. Then I can walk back and sit down next to you and, when we're ready, press the screen on the watch to tell the phone to take it.
- Ali:** So you can use it to take a selfie at a distance! That's smart!
- Majed:** Yes, it's a smartwatch.

TRACK 28

- Interviewer:** What do you think about email? What are the advantages?
- Girl 1:** It's very quick. You can send a message and it usually arrives a few seconds later.
- Girl 2:** You can send an email message anywhere in the world.
- Girl 3:** It's not expensive. It's cheaper than texting if you want to send a message to a friend in another country.

- Girl 2:** And you can send the same message to lots of different people at the same time. It's great if you're planning a party.
- Interviewer:** OK, so those are the advantages. What are the disadvantages? Are there any disadvantages?
- Girl 1:** Not everyone uses email.
- Girl 2:** Don't they?
- Girl 1:** No, they just text on their mobiles.
- Girl 2:** Oh, OK. Oh, and you get quite a lot of emails you don't want.
- Girl 3:** You mean junk mail?
- Girl 2:** Yes, from people wanting to sell things. It's really annoying.
- Girl 1:** Another thing is that you write an email and you send it without thinking and then you wish you hadn't. So sometimes it's just too quick and easy.
- Girl 3:** You have to be really careful too. If you get an email from someone you don't know, it's best not to open it because it might have an attachment with a virus and it can really mess up your computer.
- Interviewer:** So, those are the disadvantages. On balance, do you think email is a good thing?
- All:** Yes, yes, definitely. Of course.

TRACK 29

- Presenter:** Good afternoon, and welcome to PM Magazine covering all the news behind the news. First to a new report on using your mobile or smartphone. Do you use your phone responsibly? Did you even know it could be used irresponsibly? According to a report from one of the world's largest telecom companies, many of us use our phones in ways which annoy or upset others. The report, called 'Mobile phone etiquette', gives some dos and don'ts to make sure you are not one of the inconsiderate ones. Apparently, the biggest irritation to others is phone-use in quiet public places. So turn it off in the cinema and theatre – and that means 'off', not just silent mode because the light can also disturb. When you do have to make or take a call in public, move away from other people. They don't want to listen to your personal conversations. For the same reason, don't talk loudly. This is particularly true on buses, trains, etc. – other travellers really don't want to spend the whole journey listening to you moaning about your friends. When you are in a social situation with friends or colleagues, don't keep checking your phone to see if there's been a message. And certainly don't reply if there has been! It's rude – you're saying 'you're boring and I'm hoping there's something more interesting on my phone'. If you are expecting an important call when you go to meet someone, apologise and tell them you will have to take it when it comes.

The biggest complaint from older people interviewed for the report is the use of smartphones during meals. If someone has cooked for you, and is eating with you, then show them respect by giving them your full attention. Smartphones, tablets, laptops, etc. should not be used at the table.

Another don't from the report concerns the use of phones when walking in the street, particularly for reading and writing texts. It's dangerous for you and annoying for other people who have to walk around you. And finally, the etiquette of speakerphones and ring tones. According to the report, we shouldn't put a phone on speakerphone unless we are in private or in a meeting in which everyone needs to hear – and then always tell the person at the other end what you are doing.

And ring tones? They're fun but we should be aware that people judge us by them. So if you're embarrassed in public when your phone rings (buzzes, beeps, tweets, sings, etc.), then it probably isn't the best one for you. So choose carefully!

And use that phone carefully! And now on to ...

Unit 9

TRACK 30

M: People have lived along the banks of the Nile for thousands of years. Thanks to this river amazing ancient civilisations flourished. For instance, the ancient Egyptians based their lives and culture on the Nile. They knew that every year in June the river flooded, but when it returned to its normal size, they could use the fertile soil to grow crops for food like vegetables, fruit and cereals.

Animals lived in the Nile just like they do today. There were crocodiles, hippos, turtles and many fish. Ancient Egyptians used to fish a lot as this was their main source of animal protein.

Apart from food, the Nile provided a lot of materials that were used for building. The ancient Egyptians used the mud to make bricks and with these to make their homes and other buildings. Another important material that existed thanks to the Nile was the 'papyrus'. People used this to write on and it came from a plant which grew on the river banks. Lastly, the Nile was also important for transport. The Egyptians were able to carry goods, such as gold and linen, to trade with other countries around the Mediterranean.

TRACK 31

Girl 1: That was such an interesting programme. It's funny that we were reading about the Nile at school today, but I didn't know that there were crocodiles in the Nile.

Girl 2: Me neither. And there are so many cities, towns and villages on the river banks. It must be scary to live so close to those huge crocs.

Girl 1: I know! I thought the story of that man was amazing. You know, the fisherman who was inside his boat and a crocodile nearly attacked him!

Girl 2: Oh yes. Anyway, I'd really like to visit Egypt one day and see the Great Pyramids in Cairo. I'll go one day and I'll climb up the Great Pyramid of Giza.

Girl 1: (*laughs*) Great idea, but you can't. It's not allowed. You can walk around them and take photos which is more than enough. I'd rather go to the south of Egypt and visit the Abu Simbel temple.

Girl 2: That was in the documentary too, wasn't it?

Girl 1: The statues were so big! The tourists who were walking past them looked like ants.

(*both laugh*)

TRACK 32

Yasmin: What did you do during the holidays, Samira? Anything interesting?

Samira: Yes, I did actually. I was visiting my aunt and uncle in Sharjah and we went to see the Islamic Botanical Gardens. You should go there if you ever get the chance, I absolutely loved them! They were so interesting and beautiful – and full of meaning as well. I went back with my cousins twice while I was there.

Yasmin: Really? Why did you like them so much? I didn't know you were interested in gardens.

Samira: Well I wasn't before, but these are special. They reminded me how wonderful it is to be in a natural environment. Have you noticed that if you spend time in nature you always feel better and have more energy? Living in the middle of a big city like Dubai is great, but it means we don't see much nature, do we?

Yasmin: No, we probably spend too much time in the shopping malls!

Samira: And then all the sweet-smelling plants and flowers were just so lovely! The fragrance from the flowers and well, it was almost like being in paradise. The water garden with the fountains was beautiful, too.

Yasmin: That sounds wonderful.

Samira: There weren't just flowers: there were herbs, and fruits too - like grapes and figs and pomegranates. There are lots of plants that are mentioned in the Holy Qu'ran, 42 different kinds, I think. They come from all over the world and some of them are very rare. You can read lots of interesting facts about them – the information displays are really good.

Yasmin: So, you were pleased you went?

Samira: Definitely! I was so amazed to learn so much about useful plants and herbs and just by visiting one garden! In fact, I bought a book afterwards about gardens like the one in Sharjah from the bookshop and it said that they are places for reflection. And I also realised that the fact that we look after plants like these in the gardens is helping to protect the environment and save them for everyone to enjoy.

Yasmin: It sounds like an amazing place. If I go to Sharjah, I'll definitely try to visit them.

TRACK 33

Presenter: Today in the studio we have Ms Meera Khalife, who's a scientist from the United Arab Emirates and who's working on the conservation of coral reefs in the Arabian Gulf. Welcome, Meera.

Meera: Thank you.

Presenter: First, can you tell us a bit about coral reefs and why they are so important?

Meera: Well, first of all they're extremely beautiful and for example, in the Arabian Gulf, they're an important tourist attraction. But, above all, they are home to all sorts of fish and other animals like clams, starfish, snails and so on. If coral reefs disappeared from our planet, there wouldn't be as many fish in the oceans and the coasts wouldn't be protected from storms or tsunamis.

Presenter: Really? So why are you studying the coral reefs in the Arabian Gulf?

Meera: We know that 27% of coral reefs on our planet have been destroyed in the past 30 years or so. The problem is bigger in the Arabian Gulf where up to 35% of our coral reefs might have been lost. Our aim is to stop this.

Presenter: What's the biggest danger for the coral reefs in the Arabian Gulf?

Meera: The most important threat is the sea because it's getting warmer and saltier. The waters off the coast of Abu Dhabi can get as warm as 35°C. Now, coral reefs need warm temperatures but this is too much. As a result, they lose their bright colours and die. Of course, pollution and commercial fishing also cause problems.

Presenter: What can you and other scientists do to help these coral reefs?

Meera: First of all, we need to create a map so that we know the exact size and location of the reefs. After that, we want to find out whether we can save the corals that are already under threat.

Presenter: I hope you manage to do that, Meera! Thank you for talking to me.

TRACK 34

Mike: What's wrong, Sarah? Why are you in such a bad mood?

Sarah: I'm just sad our holidays are over.

Mike: Me too ... but cheer up! We had a great time in Egypt! Think about the good times we had.

Sarah: I know. That's the thing. I want to go snorkelling again and see all those colourful fish.

Mike: You will one day! It must've been great! I can't believe I missed the snorkelling trip. I was so angry when I got seasick and had to go back to the hotel.

Sarah: Yes that was a shame. You know, I'd like to become a marine biologist one day. I'd love to study corals and fish.

Mike: And then you'd work on tropical islands around the world and I'll visit you. Great idea!

Sarah: (*laughs*) So what was the highlight of the trip for you?

Mike: It's hard to choose, but perhaps seeing the great Pyramids of Giza. I've always wanted to visit that place and the guide we had was brilliant. You?

Sarah: Yeah, the pyramids were unbelievable! They were so huge, weren't they? The guide was OK but I preferred the one at the Abu Simbel temples. She explained things more clearly and was friendlier.

Mike: There are so many sights we didn't have time to see. Why don't we ask Mum and Dad to go back again next year. What do you think?

PCM 1**Feedback form – Aladdin the play**

- 1 Please assess how successful each scene of the play was by completing the appropriate column on the feedback form.
- 2 Then please give your overall assessment of the activity and how helpful you found it personally.

| Scene | Feedback 👍 👍 | Feedback 😊 😞 |
|---|---------------------|---------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| Overall feedback (how the class performed generally) | | |
| Personal feedback (what you personally gained from the experience) | | |

PCM 2 Map of the world



PCM 3 Digital behaviour

Which ideas are examples of good digital behavior?

- You should never give someone online any of your personal information.
- You should tell your parents if anyone online asks you to meet in real life.
- You can post anything you like online.
- You can share your password with your best friend.
- Your parents should have access to your social media accounts.
- You should check with your parents before downloading an app.
- You can leave your social media accounts open.

PCM 4 Australia



PCM 5 Checklist for writing and punctuation

Punctuation marks are symbols which organise the structure of written language, and indicate intonation and pauses you need to make when you are reading aloud.

Capital letters

Use capital letters:

- 1 To begin a sentence or question.

My brother likes technology.

Do you speak English?

- 2 For names of people, places, planets, rivers, mountains, etc.

Tony, Greece, Jupiter, Himalayas

- 3 For the days of the week and months of the year.

Monday, February

- 4 For nationalities and regions, languages, religions and ethnic groups.

Italian, Russian, Chinese, Muslim, the Aborigines

- 5 For titles of books, magazines, films, songs, etc.

Full stop

Use a full stop at the end of a sentence:

I always take my mobile phone with me when I go out.

Question marks

Question marks are used at the end of questions.

Did you do the homework?

You will help me, won't you?

Exclamation marks

They are used to indicate strong emotions.

She's so beautiful!

How interesting!

Commas

- 1 They are used when you write a list of things. You put a comma after each word, but you don't need a comma before the word and.

I have a smartphone, a tablet and a laptop.

- 2 Commas are also used between adjectives or adverbs.

I'd like to have a big, black, German car.

- 3 After the street address and city in an address.

34 Zamora Street, Madrid, Spain.

Before or after direct speech:

He said, 'My sister speaks four languages.'

'Me too,' she replied.

Speech marks

- 1 Always use speech marks to show someone is talking.

'I'm going to do my homework.'

- 2 If a sentence inside the speech marks is complete, finish with a full stop.

'I'm going to start taking Chinese lessons.'

- 3 Put a comma after a person's words if the sentence isn't finished.

'Hurry up,' shouted my brother.

- 4 Complete questions inside the speech marks with a question mark.

'What are you going to do tomorrow?'

PCM 6 Board game

| | | | |
|---|--|---|--|
| <p>If I had to move to another country, ...</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>I'd like to be ... when I grow up if ...</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>If I were really good at ..., ...</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>If I had a lot of money, ...</p> <p style="text-align: right;"><input type="checkbox"/></p> |
| <p>If there was an earthquake right now, ...</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>If people were nicer to each other, ...</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>I'd like to speak ... fluently if ...</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>I'd tell the teacher if ...</p> <p style="text-align: right;"><input type="checkbox"/></p> |
| <p>I'd like to meet ... if ...</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>If it was possible, I ...</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>If it was possible, I ...</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>The world wouldn't be ... if ...</p> <p style="text-align: right;"><input type="checkbox"/></p> |
| <p>If I had one wish, ...</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>If there wasn't any water on Earth, ...</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>If I went to Egypt, ...</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>If I could travel anywhere in the world, ...</p> <p style="text-align: right;"><input type="checkbox"/></p> |
| <p>I wouldn't ... if I were famous.</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>If my friend was in trouble, ...</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>My parents wouldn't ... if ...</p> <p style="text-align: right;"><input type="checkbox"/></p> | <p>My teacher would ... if ...</p> <p style="text-align: right;"><input type="checkbox"/></p> |

Red Sea Experience

7 Nights, all inclusive at
Premier Hotel

Stay in a five-star resort with four pools, six restaurants, a fully-equipped gym and much more just 3 km away from the beach. There's free transport from and to the beach three times a day. We rent scuba-diving and snorkelling equipment. Contact us to find out more about the Red Sea coral reefs and how you can explore them!

Book between April and June and you might win a free scuba-diving course!

Price: from £600 (*flights not included*)

Majestic Egypt

9-day cruise on the Nile

An experience of a lifetime – a cruise down the River Nile from Aswan to Luxor including two nights at a hotel in Cairo.

You'll be able to relax on the ship's shaded deck while we sail you to the wonders of Egypt: temples, pyramids and the mysterious desert. Get ready to visit the great Pyramids of Giza, see the wonderful temple of Nekhbet, walk through the town of Kom Ombo and swim in the majestic river Nile.

Book between April and June and you might win a free scuba-diving course!

Price: from £800 including sightseeing tickets and local guide (*flights not included*)





